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1996 - 97 Catalog

State University of New York College of

Environmental Science and Forestry

A Better
Environment
for
Education



Correspondence Directory

All written correspondence directed to a staff or faculty member at ESF should be addressed to that person and mailed to 1 Forestry Drive, Syracuse, New York 13210-2778. ESF's homepage address is <http://www.esf.edu>

Please note the specific telephone number and zip code for the following offices and individuals:

Information: (315) 470-6500 *TDD:* (315) 470-6966

Academic Programs: (315) 470-6599, zip code 13210-2781
Robert H. Frey, Dean, Instruction and Graduate Studies
Marla A. Bennett, Senior Staff Assistant

Admissions

Undergraduate: (315) 470-6600, (800) 7777ESF, zip code 13210-2779
Dennis O. Stratton, Director
Susan H. Sanford, Associate Director
Mary O'Halloran, Senior Admissions Advisor
Eva D. Williams, Senior Admissions Advisor

Graduate: (315) 470-6599, zip code 13210-2781
Robert H. Frey, Dean, Instruction and Graduate Studies

Affirmative Action: (315) 470-6611, zip code 13210-2778
Marcia James, Director, Personnel and Affirmative Action
Judith J. Kimberlin, Affirmative Action Officer

Bursar: (315) 470-6652, zip code 13210-2780
Mary Anne T. Marano, Bursar

Career and Counseling Services: (315) 470-6660, zip code 13210-2783
Thomas O. Slocum, Director, Career and Counseling Services

Continuing Education: (315) 470-6891, zip code 13210-2784
Robert C. Koepper, Dean, Nonresident Programs
Horace B. Shaw III, Associate, Continuing Education

Educational Opportunity Program (EOP): (315) 470-6670, zip code 13210-2783
John E. View, Director, Financial Aid and Educational Opportunity Program

Faculty Chairs (see specific Faculty listing in catalog)

Financial Aid: (315) 470-6670, zip code 13210-2783
John E. View, Director, Financial Aid and Educational Opportunity Program
Judith C. Hamilton, Assistant Director, Financial Aid
Schaelon F. Davis, Senior Financial Aid Advisor

Public Safety: (315) 470-6669/6666
Paul K. McGuinness, Director, Campus Public Safety

Registrar: (315) 470-6663, zip code 13210-2783
Raymond W. Blaskiewicz, College Registrar
Leslie A. Rutkowski, Assistant Registrar

Research Programs: (315) 470-6606
Edwin H. White, Dean, Research
William J. Nicholson, Coordinator of Sponsored Programs

Student Activities: (315) 470-6658, zip code 13210-2783
Julie L. Rawls, Director of Student Activities

Veterans Affairs: (315) 470-6663, zip code 13210-2783
Raymond W. Blaskiewicz, College Registrar

State University of New York
College of Environmental Science and Forestry
1996-97 General Catalog

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Academic Calendar

SYRACUSE CAMPUS

FALL 1996

New Student Orientation Program	Aug. 22-25	Thursday-Sunday
Academic Advising	Aug. 24	Saturday
Registration for New Students	Aug. 25	Sunday
Classes Begin	Aug. 26	Monday
Labor Day (No classes)	Sept. 2	Monday
Yom Kippur (No classes)	Sept. 23	Monday
Autumn Break	Oct. 11	Friday
Registration for Spring 1997	Nov. 11-22	Monday-Friday
Thanksgiving Recess	Nov. 27-Dec. 1	Wednesday-Sunday
Last Day of Classes	Dec. 6	Friday
Reading Days	Dec. 9-10	Monday-Tuesday
Exam Period	Dec. 11-17	Wednesday-Tuesday

SPRING 1997

Orientation/Advising/ Registration for New Students	Jan. 13	Monday
Martin Luther King Day (No classes)	Jan. 20	Monday
Classes Begin	Jan. 14	Tuesday
Eid (I-Fitr) (No classes)	Feb. 8	Saturday
Spring Recess	March 9-16	Sunday-Sunday
Easter Break	March 28	Friday
Registration for Fall 1997	April 7-15	Monday-Tuesday
Last Day of Classes	April 29	Tuesday
Reading Days	April 30-May 1	Wednesday-Thursday
Exam Period	May 2-8	Friday-Thursday
ESF Convocation	May 10	Saturday
Commencement	May 11	Sunday

WANAKENA CAMPUS

FALL 1996

Orientation/Registration	Aug. 18-19	Sunday-Monday
Campus Opens	Aug. 18	Sunday
Classes Begin	Aug. 20	Tuesday
Autumn Break	Oct. 21	Monday
Thanksgiving Recess	Nov. 27-Dec. 1	Wednesday-Sunday
Semester Ends	Dec. 20	Friday

SPRING 1997

Surveying Classes Begin	Jan. 8	Wednesday
Forestry Classes Begin	Jan. 13	Monday
Spring Break	March 29-April 6	Saturday-Sunday
Camp Alleghany (Forestry Students Only)	Apr. 7-11	Monday-Friday
Surveying Students (Classes at Ranger School)	April 8-11	Tuesday-Friday
Graduation	May 24	Saturday

ESF: A Vibrant Place

The State University of New York College of Environmental Science and Forestry (ESF) offers students a world that can parallel their fields of study by spanning the globe or remaining as focused as a microscope. An enrollment of over 1,800 students and the 12-acre main campus in Syracuse are dwarfed by ESF's international reputation and its 25,000 acres at campuses and field stations throughout the state.

The College provides students and faculty with all the advantages of the SUNY system and adjacent Syracuse University, as well as one of the most intimate atmospheres of any doctoral granting institution. Students can enjoy their own quiet campus and green quad, while exchanging ideas about the natural world with faculty and classmates focused on the same critical issues. Students at ESF also mix with Syracuse University students in classrooms and in other outstanding facilities on both campuses. In a very real sense, ESF students have the best of both worlds — the intimacy and intellectual atmosphere of a small dynamic college with annual research awards totaling more than \$21 million, and the exciting atmosphere of a major private university.

As the 21st century looms and society becomes increasingly concerned about the environment, members of the ESF family also have timing in their favor. The future of the world may be determined by those who have broad foresight and a balance of judgment in applying scientific, technical, and sociological knowledge to guide environmental and human forces. Modern civilization with its compelling demands from industry and government needs people who think objectively and constructively, and act creatively and responsibly. From its start in 1911, the College has served the

state, nation, and world in meeting the needs of its citizens through education, research, and public service. Faculty and students at ESF are committed to resolving immediate environmental hazards, learning how to avoid future problems, and offering policy alternatives that will both protect the environment and meet the needs of a global society.

At the undergraduate level, ESF offers curricula in the areas of resource management, engineering, environmental design, and the physical and life sciences. The College prepares graduates to enter the professional world or further pursue their education in graduate school.

The College supports graduate degree programs in six major program areas: environmental and forest biology, forest chemistry, forest resources management, environmental and resource engineering, landscape architecture, and environmental science. Graduate students work purposefully toward a specific goal, while sharpening their ability to think critically and analytically, conduct research, and use basic research tools as well as specialized equipment.

Both the undergraduate and graduate programs, which attracted 121 international students from 37 different countries in the fall of 1995, reflect the efforts of the College's faculty and students to work together to maintain a tradition of academic and professional excellence.

This Catalog provides an introduction to the College, and its programs of undergraduate and graduate study, research, and public service. It only begins to suggest the breadth and diversity of the faculty, students, and programs that prepare ESF graduates for the environmental challenges of the 1990s and beyond.

What's In A Name?

Establishing a Tradition

As the State University of New York College of Environmental Science and Forestry has evolved over its 80-year history, so has its name.

The College was founded in 1911 through the efforts of Syracuse University Chancellor James R. Day and community leaders who were attuned to a growing national sentiment in favor of forest conservation, and sensed the need for a professional school of forestry.

The legislative act which created the New York State College of Forestry at Syracuse University referred to it as the state's "institution for educational work in forestry." The act also instructed faculty to "conduct such special research in state-wide investigations in forestry as will throw light upon and help in the solution of forestry problems."

Chancellor Day's early support led to a long history of cooperation between the College and Syracuse University. This relationship remains among the nation's most outstanding examples of collaboration between public and private institutions of higher education. Since its opening, the College has purchased major portions of its supportive curriculum from Syracuse University, which has enabled ESF to more fully develop its undergraduate and graduate level programs.

Since its beginning under Dean Hugh P. Baker, the College has responded to the broad needs of environmental professionalism. As other forestry schools became more specialized, ESF broadened its scope to include such essentials of environmental science as design, engineering, life sciences, and resource management.

In 1948, the State University of New York was formed to coordinate public higher education throughout the state, and the College's name became the State University College of Forestry at Syracuse University. The College, which has always been state-supported and is governed by a Board of Trustees comprised of nine members appointed by the governor and six *ex officio* members, was also recognized as a specialized college within the state system.

The name evolved further in 1972 when it was rechartered as the State University of New York College of Environmental Science and Forestry to reflect more deeply the traditional grounding forestry has in the environment, and to illuminate the breadth of ESF's programs.

For over 85 years, the full thrust of the College of Environmental Science and Forestry has been focused on the environment, on all of its six campuses, and in each of its mission areas: instruction, research, and public service.

The College is a doctoral granting institution with highly focused academic and professional programs that continues to be devoted to the advancement of environmental science and forestry, but places instruction at the top of its list of priorities.

Significant Events

1911 — Governor John A. Dix enacts legislation establishing the New York State College of Forestry at Syracuse University.

1948 — Legislative action incorporates all state-supported higher education into the State University of New York, and the College's name becomes the State University College of Forestry at Syracuse University.

1972 — By special legislative act, the College is rechartered as the State University of New York College of Environmental Science and Forestry.

The Mission: Instruction, Research, and Public Service

The mission of the State University of New York College of Environmental Science and Forestry is to be a world leader in instruction, research, and public service related to:

- Understanding the structure and function of the world's ecosystems;
- Developing, managing, and use of renewable natural resources;
- Improving outdoor environments ranging from wilderness to managed forests to urban landscapes; and
- Maintaining and enhancing biological diversity, environmental quality, and resource options.

Instruction

Undergraduate Education

Associate in Applied Science Degree

Since 1912, the College has been training forest technicians on its 2,800-acre Wanakena Campus in the Adirondack Mountains. It is the oldest ranger school in the United States, and offers a two-year forest technology curriculum that provides graduates with an associate in applied science degree.

The curriculum requires students to take their first year of general education at a two- or four-year college. The second year, which emphasizes practical field training in the relationships between forest technology and managerial needs, is taken at Wanakena.

Graduates of this degree program in practical forestry are prepared for the following positions: forest ranger; federal, state or private industry forest technician or forestry aide; district forest supervisor; timber inventory specialist; timber sales supervisor; forest surveyor or engineering aide; or forest protection technician.

Bachelor's Degree

At the baccalaureate level, the College offers study in eight areas: chemistry, environmental and forest biology, environmental studies, forest engineering, landscape architecture, paper science and engineering, resources management, and wood products engineering. In addition, the College offers a dual option that combines both environmental and forest biology and resources management. These programs are registered with the New York State Education Department.

These curricula generally lead to a bachelor of science degree. In the case of landscape architecture, which is a five-year program, a bachelor of landscape architecture degree is awarded. In the forest engineering program, a fifth year leading to a bachelor's degree in civil or mechanical engineering can be taken at Syracuse University or the State University of New York at Buffalo.

Graduate Education

The College awarded its first graduate degree in 1913. Today, ESF offers advanced degrees in six major program areas: environmental and forest biology, environmental and resource engineering, environmental science, environmental and forest chemistry, forest resources management, and landscape architecture. These programs are registered with the New York State Education Department.

Graduate study leads to the master of professional study degree, master of science degree, master of landscape architecture degree, and doctor of philosophy degree. A postdoctoral study program, closely related to the College's research effort, is also available.

Degree Programs and Areas of Study

The College is authorized to award degrees in the following programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid programs.

Division of Engineering, page 61.

Environmental and Resource Engineering: M.S., Ph.D., with options in *forest engineering* and areas of study in environmental management, forest engineering, geo-spatial information systems, photogrammetry and remote sensing, or water resources engineering; option in *paper science and engineering* and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, process and environmental systems engineering, or pulp and paper technology; and option in *wood products engineering* with areas of study in construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, or engineered wood products and structures: timber structure design. (HEGIS Code 0999)

Environmental and Resource Engineering: M.P.S., with areas of study in environmental management, wood science and technology, and construction. (HEGIS Code 0999)

Undergraduate study in engineering is available through the Faculties of Environmental Resources and Forest Engineering; Paper Science and Engineering, and Wood Products Engineering.

Division of Forest Resources, page 67.

Dual Option in Environmental and Forest Biology/Resources Management: B.S. (HEGIS Codes 0499 and 0115)

Faculty of Chemistry, page 70.

Chemistry: B.S., with options in biochemistry and organic chemistry of natural products, environmental chemistry, or natural and synthetic polymer chemistry. (HEGIS Code 1905)

Environmental and Forest Chemistry: M.S., Ph.D., with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry. (HEGIS Code 1905)

Faculty of Environmental and Forest Biology, page 76.

Environmental and Forest Biology: B.S., with elective concentrations in biotechnology, ecology, entomology, environmental interpretation, environmental microbiology, fish and wildlife biology and management, forest pathology and mycology, plant physiology, plant science, pre-medical science, science education, or zoology. (HEGIS Code 0499)

Environmental and Forest Biology: M.P.S., M.S., Ph.D., with areas of study in ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant science and biotechnology, or chemical ecology. (HEGIS Code 0499)

Faculty of Environmental Studies, page 83.

Environmental Studies: B.S., with options in information and technology, land use planning, biological science applications, or policy and management. (HEGIS Code 0420)

Environmental Science: M.S., Ph.D., with areas of study in environmental and community land planning, environmental policy and democratic processes, environmental modeling and risk analysis, or water resource management. (HEGIS Code 0420)

Environmental Science: M.P.S., with areas of study in environmental and community land planning and environmental policy and democratic processes. (HEGIS Code 0420)

Faculty of Environmental Resources and Forest Engineering, page 93.

Forest Engineering: B.S. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Faculty of Forestry, page 96.

Forest Technology Program: A.A.S., with elective concentrations in forest technology, or surveying technology. (HEGIS Code 5403)

Resources Management—General Forestry: B.S., with options in forestry and a minor in management, or water resources management (HEGIS Code 0115)

Forest Resources Management: M.S., Ph.D., with areas of study in policy and administration, forestry economics, forest management, recreation and tourism, watershed management/hydrology, silviculture, silvics, forest soil science, tree improvement, international forestry, urban forestry, quantitative methods, or resources information management. (HEGIS Code 0115)

Forest Resources Management: M.P.S., with areas of study in policy and administration, forestry economics, forest management, recreation and tourism, watershed management/hydrology, silviculture, silvics, international forestry, urban forestry, quantitative methods, or resources information management. (HEGIS Code 0115)

Faculty of Landscape Architecture, page 114.

Landscape Architecture: B.L.A. (HEGIS Code 0204)

Landscape Architecture: M.L.A., M.S., with areas of study in ecological design and planning, community design and planning, cultural landscape conservation, and design history and theory. (HEGIS Code 0204)

Faculty of Paper Science and Engineering, page 123.

Paper Science and Engineering: B.S., with options in science, or engineering, and a minor in management. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Faculty of Wood Products Engineering, page 129.

Wood Products Engineering: B.S., with options in construction management and engineering, or wood products with elective concentrations in marketing, production, building construction and renovation, wood science, or timber management. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Research

The College's commitment to scientific inquiry stretches back to its second year of existence. In 1912, Dean Hugh P. Baker initiated the College's first research project by joining forces with the U.S. Forest Service in a study designed to determine the species and quantities of wood being used by firms in New York State.

Since that date, ESF's research programs have attracted a worldwide clientele of industrial, governmental, professional, and scientific groups, and through liaison with them, the program maintains its vigor and relevancy to the world's most important environmental issues. Support from this clientele amounts to more than \$7 million per year.

Students and faculty from across the College contribute to the depth and diversity of the research program. Findings from these studies are applied to a host of issues and problems through various demonstrations and communication networks. Recent examples include studies of the following: the impact of acid precipitation on forest ecosystems, the restoration of the lynx in the Adirondacks, the development of a system for integrating wildlife with forest management, the natural production of migratory fish in lakes and streams, the development of a forest resource management and planning support system, new wood pulping and bleaching processes leading to pollution-free water and air effluents, the development of polymeric materials for artificial human organs, and the evaluation of a radio-frequency drying method for lumber.

Adirondack Ecological Center

The Adirondack Ecological Center (AEC) is located on the Huntington Wildlife Forest in the geographic center of the 6 million-acre Adirondack Park wilderness. The AEC provides a support base for ecological research in the region, including housing, laboratory, computer, and library facilities.

A resident staff maintains an extensive historical database and conducts continuous monitoring of environmental variables, such as weather and atmospheric chemistry, vegetation, and wildlife populations. Currently, more than 100 students and scientists are conducting research at the center, and the projects range from the effects of acid precipitation on tree growth to restoration of moose and lynx populations in the Adirondack region. Most research is conducted by graduate students, but undergraduates are encouraged to become involved as seasonal field assistants. Between 40 and 60 students are in residence at various times throughout the year.

The Huntington Wildlife Forest, a 15,000-acre property owned by the College, provides an exceptional resource for experimentation in ecology and natural resources management. The forest contains Rich Lake and the \$1 million Adirondack Interpretive Center, which is operated by the Adirondack Park Agency and open to the public throughout the year.

Cellulose Research Institute

The Cellulose Research Institute is currently focusing its efforts on the fine structure of native cellulose and its transformations into other commercially important forms of cellulose.

For example, the structural differences between native and regenerated celluloses have been determined, for the first time, through X-ray crystallographic studies. The same techniques are now being used to study the structural aspects of cellulose mercerization, an important commercial process in cellulose chemistry. Other recent research has been concerned with the organization, chemical composition, and function of the vascular cambium in trees, which is the ultimate source of all wood and bark produced in nature.

Empire State Paper Research Institute

The Empire State Paper Research Institute (ESPRI) is a research organization serving the pulp and paper field on a worldwide basis. It performs investigations in cooperation with the Empire State Paper Research Associates (ESPRA) whose members represent pulp and paper companies and allied industries of the world. The Institute was established in 1945 when members of ESPRA recognized the need for new scientific and technical knowledge and methods. Since then, ESPRI has been able to maintain an efficient balance between the practical and theoretical bases of the pulp and paper industry.

The Institute is housed in the modern J. Henry Walters Hall, which has its own pilot paper mill and is staffed by internationally recognized scientists. The Institute provides a research base for long-range industry development, and its program has widened in scope to cover varied aspects of pulping and papermaking, including environmental considerations, recycling, raw material conservation, and cutting edge technology to improve the processes and products.

Great Lakes Research Consortium

The Great Lakes Research Consortium (GLRC) involves 10 educational institutions in a collaborative effort to understand and improve the Great Lakes ecosystem. Headquartered at ESF, the consortium's other member institutions are the SUNY Colleges at Brockport, Buffalo, Fredonia, Geneseo and Oswego; the SUNY Centers at Buffalo and Albany; and Clarkson and Cornell universities. Six universities in the province of Ontario, Canada, also participate in the consortium.

The consortium's goals are to facilitate research and scholarship involving Great Lakes issues, the education of students on topics related to the Great Lakes ecosystem, and the dissemination of information gathered through consortium-sponsored research. The GLRC sponsors scholarly workshops, a cooperative grants program, a seminar series, and a newsletter. The consortium also manages several special projects including the Canada-U.S. Information Sharing Project on the Effects of Great Lakes Contaminants on Human Health, studies the role of non-governmental organizations in international policy, and provides a summer practicum in environmental analysis for undergraduate faculty.

Institute for Environmental Policy and Planning

The Institute for Environmental Policy and Planning provides a focus on the ESF campus for interdisciplinary research into environmental policy issues. The Institute fosters an interdisciplinary research approach in the areas of cultural environmental values, environmental education, and land information systems and coordinates research into water resources, waste management, and urban environmental systems. The Institute is centered in the Faculty of Environmental Studies.

N. C. Brown Center for Ultrastructure Studies

The N.C. Brown Center, located in Baker Laboratory, is a teaching, research, and service facility. It is equipped to provide students, faculty, and research staff with virtually every type of modern microscopy, including light microscopy, video microscopy, scanning electron microscopy, and transmission electron microscopy.

Among the major items of equipment in the Center are the following: a JEOL 2000EX 200-KV transmission electron microscope; an RCA EMU-4A transmission electron microscope; two ETEC Autoscan scanning electron microscopes with energy dispersive x-ray analyzer, wavelength x-ray analyzer, LeMont Scientific Image Analysis System, and microstages for mechanical testing of specimens within the scanning microscope chamber; high vacuum evaporators; microtomes; ultra-microtomes; and an array of specialized light microscopes, including a high resolution enhanced contrast video microscopy system.

The Center's resources include specimen preparation rooms, photographic darkrooms, three electron microscope laboratories, and other supporting facilities. The primary service of the Center is teaching, and course offerings include microscopy and photomicrography, scanning electron microscopy, transmission electron microscopy, and interpretation of ultrastructure. Research is a second major function, and the Center provides support to students, research staff, and faculty who are conducting structural studies. Public service is extended to industry, regional medical facilities, and colleges, as well as to local high school groups and technology-oriented organizations.

New York State Center for Forestry Research and Development

The New York State Center for Forestry Research and Development serves the economic well-being of the forest products industry and the communities which depend on that industry and related forestry activities. Its four program areas--Ecosystem Management and Productivity; Economics, Policy, and Management; Manufacturing, Marketing, and Trade; and Forest Health--conduct projects in applied research and technology transfer. The Center is housed in the Faculty of Forestry, but includes scholars from across the College, particularly in Environmental and Forest Biology and

Wood Products Engineering, and cooperates with industry, landowners, other universities, and various state and federal agencies.

The Center also operates an interactive on-line service, nyforestsONLINE.

New York State Center for Hazardous Waste Management

The College is a partner in the New York State Center for Hazardous Waste Management, which is centered at SUNY Buffalo. The organization's long-term research and development goals include developing cost-effective technologies for neutralizing, recycling, or otherwise securely containing hazardous substances, and developing improved methods of safely storing and transporting toxic substances.

Faculty and staff at ESF represent an interdisciplinary group with expertise in areas that include biochemical toxicology, microbiology, environmental chemistry, solid waste management, sludge management, microbial ecology, and implementation considerations, including engineering and management components.

Polymer Research Institute

Scientists at the College have made many original contributions to the field of pure and applied polymer chemistry, including the development of living polymers, the study of anionic polymerization and electron-transfer initiation, and work on the permeation of gases and films through polymeric films.

The College faculty specializing in polymer chemistry has trained hundreds of graduates and postdoctoral researchers, many of whom now hold leading positions in universities and industrial and governmental laboratories.

Research on Energy and Material Conservation

The Research on Energy and Materials Conservation (REMCO) program aims for developments in energy and materials conservation that relate to the problems of the forest products industry and the economics of processing. Research focuses on processing and conversion methods in forest-related industries to include all operations that manufacture products derived primarily from wood, such as pulp and paper, biomass energy, lumber, plywood, composition board, and furniture.

Through the interface of its Industrial Advisory Group, individual faculty members, industrial cooperators, and other potential co-sponsors, REMCO provides guidance for project selection and program development and evaluates and supports research and technology transfer projects. This approach enhances the missions of the sponsors, the College, and other cooperators.

Recent research efforts have contributed to the discovery of important new knowledge about paper production/recycling, energy use in lumber drying, and biomass production.

Tropical Timber Information Center

The Tropical Timber Information Center (TTIC) provides identification of wood samples and information about general characteristics and technical properties of the world's timber. These services are directed toward the needs of importers and users of tropical woods.

The Center began operation in 1975 as part of the Faculty of Wood Products Engineering, and is one of only two such sources of information in the western hemisphere. The Center also carries out special studies under contract for production of data that are not available in the literature. The technical base for operation of the TTIC is the 35,000-specimen H.P. Brown Memorial Wood Collection of authenticated wood samples in the Faculty of Wood Products Engineering, and an extensive collection of reference materials in Moon Library. Both of these resources have been built up over the past 60 years by close cooperation with institutions throughout the world. Primary efforts at the Center include responding to requests for services from users of tropical woods, expanding the collection, and developing an advanced computer system on properties and uses of the world's timbers.

U.S. Department of Agriculture Forest Service Urban Forestry Research Unit

The Northeastern Forest Experiment Station of the U.S. Forest Service maintains a research unit at the College. Since 1978, the Cooperative Research Unit has been conducting research on urban environmental forestry problems. The unit's efforts provide increased opportunities for faculty and students to collaborate with Forest Service scientists in studies of urban and environmental problems.

U.S. Department of the Interior National Park Service Cooperative Park Studies Unit

ESF has worked closely with the National Park Service since the mid 1980s, conducting research and supervising student internships in many of our national parks, from Acadia to Rocky Mountain National Parks. In 1992, the National Park Service and ESF established a Cooperative Park Studies Unit (CPSU) on the Syracuse campus.

The CPSU strengthens and broadens the historical linkages between the National Park Service and the College. The National Park Service brings experience in the management of large, biologically rich ecosystems, and the College provides one of the nation's largest programs focusing on ecology and landscape design. Major thrusts include the application of wildlife population dynamics, computer modeling, and landscape ecology to the environmental challenges now facing the national parks. As part of their academic programs, many undergraduate and graduate students gain experience with the national parks, serving on scientific studies, working as seasonal interns, or conducting graduate thesis research.

Graduate Education and Research Initiative

The Graduate Education and Research Initiative (GERI) is designed "to retain and attract premier faculty and graduate students, secure outside governmental and corporate support, and develop a university climate that spawns creativity."

To maximize the return on the state's contribution, SUNY's eight doctoral-granting campuses each have identified those centers of excellence or targets of opportunity in which they can make the most significant advances in research and graduate education and which hold the greatest potential for attracting additional resources to the State of New York. By focusing limited funds on carefully selected centers of excellence, the participating institutions maximize their contributions to the achievement of the initiative's broader goals, while remaining responsive to the needs of the specific areas they serve.

The College has advanced four programmatic themes: biotechnology in forestry, environmental systems science, polymer science and technology, and process engineering.

Biotechnology in Forestry

The biotechnology in forestry initiative is committed to the pursuit of excellence in graduate education and research in the general area of study, and to forging links with industries and governmental agencies concerned with forest biotechnology. The initiative is a multidisciplinary effort by the faculty of these four graduate programs: environmental and forest biology, forest chemistry, forest resources management, and environmental and resource engineering. A major objective is to develop practical research to help meet state and national needs in forestry and forest product utilization.

An M.S. in one of these four graduate programs or a related discipline, can be followed by a Ph.D. program. Graduate research assistantships are available for outstanding students in fields related to forest biotechnology.

Under the initiative, research and its applications are focused on plant molecular biology; plant and pest interactions including fungi, bacteria, viruses, mycoplasma-like organisms, and insects; biomass and xenobiotic conversions; and forest products and productivity.

Faculty areas of research include the following: molecular taxonomy; transformations of trees and fungi; multicopy gene variability; molecular ecology and chemical messengers; molecular biology of fungi; construction of DNA vectors; fungal dsRNA and pheromones in biological control; *in vitro* selection for disease resistance; mechanisms of pathogenicity and disease resistance and their genetic control; tissue, shoot, protoplast, and single cell culture; bioconversion of lignocellulose and hemicelluloses; enzymatic photostabilization of paper pulp; microbial detoxification of hazardous wastes; trace metal metabolism by phytoplankton; microbial treatment of wastewater; and selection and breeding for wood quality, growth rate, and disease resistance.

Available facilities include: newly remodeled and equipped molecular biology research and teaching laboratories, a tissue culture clean room, controlled environment chambers, modern air-conditioned glasshouses, NMR and GC-mass spectrometers, HPLCs, fermentation systems, and radioisotope and ultrastructure laboratories. Access to the cell sorter and DNA and peptide synthesizers and sequencers at Syracuse University is also available.

Environmental Systems Science

Environmental systems science is the quantitative and integrative study of physical, chemical, biological, and social-economic processes and mechanisms applied to ecosystems. It is integrative because it draws from faculty and research activity in the Faculties of Chemistry, Environmental and Forest Biology, Environmental Studies, Forest Engineering, and Forestry.

The approach of the Faculty of Chemistry to environmental systems science emphasizes interactions between environmental processes and chemical elements and species in environmental systems. Current studies include behavior of trace organic contaminants in the Great Lakes, trace metal uptake by phytoplankton, characterization of natural organic compounds in water, identification and characterization of air and water particles, and development of improved sampling and analytic methods for air and water.

The Faculty of Environmental and Forest Biology stresses ecosystem analysis and modeling. The diverse faculty has particularly strong backgrounds within the northern hardwood forests, tropical forests, temperate and tropical rivers, lakes and wetland ecosystems. Specific research projects related to systems ecology include the following: nutrient flows in Adirondack ecosystems; changing tree species dynamics related to changing patterns of climate, precipitation chemistry and pathogens; long-term ecological research on disturbance and recovery in the Caribbean National Forest; phosphorus dynamics linking rivers and lakes in both upstate New York and Montana; and procedures for enhancing the recovery from disturbance of ecosystems in both the Adirondacks and in India.

The approach of the Faculty of Environmental Studies to environmental systems science stresses sustainable development as a basic concept, environmental information systems as a means for organizing environmental data, and environmental program analysis as a critical review of environmental policy programs. Current research revolves around international applications of integrated environmental planning, wetland systems assessment and evaluation, cross-cultural environmental perception, and environmental information system utilization and accuracy.

The approach of the Faculty of Forest Engineering to environmental systems science emphasizes hydrology and water resources, including wastewater engineering, solid and hazardous waste management, and geo-spatial modeling and analy-

sis. Current research activity is focused on remote sensing, digital image measurements, air photo analysis, water quality analysis, modeling and treatment, and solid/hazardous waste systems analysis and treatment.

The Faculty of Forestry stresses resources information management, forest growth modeling and silviculture, forestry economics and policy analysis, and urban greenspace systems ecology. Current research includes studies of forest soil and site productivity, remote sensing and geographic information systems application to forest management, exurban, urban and wildland-urban interface management and silviculture, and the impact of acidic deposition on forest soils.

Polymer Science and Technology

The Polymer Research Institute, a SUNY system-wide polymer research center located in the Faculty of Chemistry, provides the site, resources, and program for scientific research in which graduate students conduct their experimental studies, and the chemistry faculty supervise the graduate education for M.S. and Ph.D. degrees.

Research areas in polymer science available through the institute and supported by GERI include the following: ion-conducting polymers (polymer electrolytes), functionalized polysiloxanes, X-ray contrast polymers, ring-opening polymerizations of cyclic siloxanes; theoretical studies on elastomers and polymer rubbery state, theory of stress-induced crystallization; new methods of polymer synthesis, stepwise polymerization, synthesis of temperature stable polymers; polymer blends, alloys, and solid phase multicomponent miscible systems; and polymer membranes for gas and liquid separations.

Also under study are the structure, morphology, and dynamics of polysaccharides by diffraction analysis and molecular modeling; use of solid-state NMR methods for studying both the static and dynamic aspects of polymer structure, the interrelation of structure in solid and liquid phases, the production and characterization of microbial-origin biopolymers; and enzymatic corrosions of biomass to useful products.

Process Engineering

Serving as a bridge between science and technology, process engineering creates practical applications from scientific discoveries, providing the means for converting material resources into useful products. Design, control, and optimization of manu-

facturing units and systems are key elements of process engineering, while increased attention is given to energy efficiency and waste reduction, and extensive use of computer simulation both in research and practice.

At ESF, activity in process engineering is centered in the Division of Engineering, and is strengthened by long-standing ties with forest products industries through units such as the Empire State Paper Research Institute. However, process engineering relates closely to all of the Faculties and institutes of the College, and links and stimulates the applied aspects of the other three specialties in the GERI program. As this program progresses, ESF aims to become a major center of education and research in process engineering.

Public Service

No one is educated for life — education is a lifelong pursuit. Every year more people find they must return to the classroom for professional upgrading, retraining, and personal enrichment.

In an age where information and technological advancement are replacing industrial goods as the major products, it is more urgent than ever that continuous education, technological transfer, and retraining are made available to everyone.

Since its inception, ESF has held public service as a crucial mission. The College offers a wide variety of learning experiences and reaches out to people with specific learning needs through its Office of Continuing Education.

Serving New York Citizens

The educational needs of New York citizens reflect the trends of our changing times. As research and education lead to an increasingly technological society, our growing sophistication increases concerns about the safety of our environment and the responsible management of our natural resources. As urbanization continues, use and ownership of our agricultural and forested lands leaves traditional hands. As increased leisure time and travel boost our demand for recreational facilities, our land and water suffer under competing uses. As the state strives to balance natural resource utilization with environmental protection, the need grows for people educated in environmental science and forestry.

Continuing Education

The Office of Continuing Education extends the resources and knowledge found at the College to the people of New York. Credit courses, shortcourses, symposia and seminars on subjects related to the ESF curriculum are presented to a wide variety of audiences.

Working in cooperation with government agencies at all levels, professional groups, and representatives of business and industry, the Office of Continuing Education provides opportunities for continuing and professional education by designing courses at the theoretical and applied, basic and advanced levels.

The courses attract participants from both the public and private sectors representing local, regional, national, and international interests. Audiences include environmental consultants and engineers; forest owners, managers, and operators; scientists and researchers; wood and construction engineers; paper products manufacturers and researchers; conservation and recreation personnel; wildlife managers; landscape architects and local and regional planners; and concerned citizens.

The College's continuing education programs include credit or noncredit courses offered on campus or at off-campus sites, and designed to meet the needs of busy adults by varying in length from hour-long seminars to full-semester graduate level courses.

Community Education

Continuing education also provides personal enrichment for members of the local community. The unique expertise of the College faculty is extended to the community through public shortcourses, lecture series, and forums. Community members are invited to make recommendations for public service of continuing education activities.

Conference Services

The College provides conference services for meetings of professional associations, technical and academic societies, government, industry, environmental, and community organizations, and other groups whose interests correspond with the mission of the College. The Office of Continuing Education has coordinated programs ranging from small seminars to week-long international meetings at locations ranging from urban campuses, conference centers and hotels to rustic retreats.

The College can provide meeting facilities for groups of up to 450. Through its ties with Syracuse University and area hotel convention sites, groups of 2,000 or more can be accommodated. Depending upon availability, a complete range of conference services from meeting rooms and audiovisual services to lodging and catering is available.

The College's regional campuses in the Adirondacks at Wanakena and Newcomb are attractive sites for conferences. Inquiries about facilities, services, and costs are invited.

Nonmatriculated Students

Most of the credit courses offered at ESF are available to students not enrolled in a degree program. By registering through the Office of Continuing Education, a student may develop additional expertise in a professional area, earn credit applicable toward a college degree, develop the prerequisites necessary to enter more advanced courses at ESF or elsewhere, or sample courses as an aid to determining a future major or career.

Other Public Services

The College, throughout its history, has continued to respond to its specific legislative mission in the area of public service. The principal formal public service activities include community education and information, technical advice and guidance to local, state, and federal agencies and organizations, and technical assistance to the forest and wood-using industries.

The complete list of ESF's public service contributions is lengthy, but two examples are the Tree Pest and Disease Service, which provides technical advice to private citizens and to governmental agencies, and the participation of faculty in Central New York's Poison Control Center. Altogether, the College's public service programs reach approximately 1 million New York residents each year.

Admission

Undergraduate Admissions

The College is well known for the high quality of its undergraduate instruction and unique teaching facilities, and admits well-qualified students at the freshman, sophomore, and junior levels. Several factors are considered before students are accepted for admissions at any level. These factors include their academic preparation, personal motivation, chosen major, and reasons for wanting to study at ESF.

Applying for Admission

Students admitted to the College can be divided into three groups:

1. Freshman admission (regular or early decision);
2. Guaranteed transfer admission;
3. Transfer admission.

Each entrance category requires the applicant to have a specific academic background, and to have maintained satisfactory academic progress at their previous educational institution.

Application forms for admission to the College are available through all New York State high schools, and other SUNY admissions offices. An application package may also be obtained directly from the ESF Office of Undergraduate Admissions.

Freshman Admission

The College enrolls a limited number of students directly from high school. This freshman enrollment option is available for students who meet the selective admissions standards, and choose one of the following majors:

1. Chemistry;
2. Environmental and forest biology;
3. Forest engineering;
4. Paper science and engineering;
5. Resources management (general forestry);
6. The dual option (combining biology and forestry);
7. Landscape architecture;
8. Wood Products Engineering

Successful freshman applicants should present outstanding academic credentials from high school. Four units each of college preparatory mathematics and science, including chemistry, are required. Applicants are required to forward the official results of either the SAT I or ACT examination. The SAT I or ACT scores must come directly from the testing agency. SAT II tests are not required, but in some cases they may highlight the special talents of an applicant.

Freshman applicants are also required to write an essay. The writing sample must be submitted on a supplemental admission form which may be obtained from the Office of Undergraduate Admissions, and is to be returned directly to that office. In addition, freshman applicants are encouraged to participate in either our fall open house program or a College information session to improve their understanding of the College and its academic programs.

Since ESF cannot offer admission to all freshman applicants, it reserves the right to offer guaranteed transfer admission to students who are not accepted to enroll directly after high school. These applicants are offered a guarantee of admission to ESF for either their sophomore or junior year of college under the condition they satisfactorily com-

Application Filing Dates

	<u>Enrollment Option</u>	<u>Filing Deadlines</u>
Freshman:	Fall enrollment, early decision	November 15
	Fall enrollment, regular admission	January 1*
Transfer:	Fall enrollment	May 1*
	Spring enrollment	December 1*

Prospective students are strongly urged to submit their applications earlier than the recommended date to reduce the possibility they will be placed on an admissions waiting list.

*Applications received after these dates will be considered on a space available basis.

plete the lower division requirements for their program of study during their freshman year or freshman and sophomore years at another college. Please refer to the following section for more information on the guaranteed transfer admission program.

Applicants for freshman admission who are sure that ESF is their first choice should apply under the **early decision option**. Early decision candidates must have a **completed** application on file by November 15. This must include the supplemental admissions form obtained from the Admissions Office, official results of either an SAT or ACT examination directly from the testing agency, an essay, and the State University of New York application.

All early decision candidates will be notified of the admission's committee decision by December 15. Those students accepted under early decision and who have a completed financial aid application on file will be notified of their preliminary financial aid package by January 20. Under this enrollment option, accepted candidates must agree to withdraw their applications from other colleges once they receive their financial aid package from ESF. Students not admitted through the early decision option will be considered under regular admission.

Guaranteed Transfer Admission

The College also recognizes that some students have made arrangements to spend some portion of their first two years of college at other institutions, and will transfer to ESF in either their sophomore or junior year. To facilitate this process and reduce difficulties associated with transferring, ESF has established a guaranteed transfer admission (GTA) option.

Under this option, students are guaranteed admission to ESF for either their sophomore or junior year. These students benefit from long-term academic advising to ensure they meet all academic requirements for transferring to the College. Students participating in the GTA option are expected to establish a relationship with a competent adviser at their pre-ESF institution. Guaranteed transfer applicants must submit the same credentials as outlined under "Freshman Admission" on page 15. Successful applicants for this option must present a strong academic background including at least three years each of college preparatory mathematics and science. They must satisfactorily complete, with a minimum cumulative grade point average of 2.000 (A=4.000), all the lower division requirements of their program of study.

High school seniors who would like to enroll in environmental studies are encouraged to apply to the College under the GTA option to assure their enrollment at ESF for their junior year of college.

Transfer Admission

The largest number of students who enroll at the College transfer to ESF after spending one or two years at another college.

Unless they receive guaranteed admission under the standards of the GTA option, a transfer students' admissibility is based primarily on the quality and distribution of their previous coursework in meeting the lower division requirements of their intended program of study, overall academic performance, and specific interest in ESF programs. Consideration is given to both the quality and appropriateness of the students' prior academic experience, and for most programs a significant emphasis is placed on the students' background in mathematics and science.

Students who apply to ESF are expected to have followed the prescribed set of prerequisite courses appropriate to their intended major at the College. Each Faculty of the College has defined the required courses necessary to be considered for admission to its programs. Please refer to the Academic Programs of this Catalog for further information. To be **considered** for admission to ESF, a transfer student must have a minimum cumulative grade point average of 2.000 (A=4.000) at the last institution where the student was enrolled full time.

For transfer students, it is expected that courses taken at other colleges will be completed at institutions that are fully accredited by one of six regional accrediting agencies. These are the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

Forest Technology Admission

The New York State Ranger School does not enroll freshmen. Candidates may apply for acceptance into the forest technology program either under the guaranteed transfer admission option or as a transfer student.

High school students who wish to enroll in this program should apply during their senior year to receive a guarantee of an entry date one year later. For example, high school students in the class of 1997 should apply during their senior year for admission to the Ranger School in 1998. For further information on the New York State Ranger School, see page 109 or contact the ESF Office of Undergraduate Admissions.

Enrollment Options

ESF Major	Year of Enrollment Option		
	Freshman	Sophomore	Junior
Bachelor of Science			
Environmental and forest biology	X		X
Resources management (forestry)	X		X
Dual Option (biology and forestry)	X	X	X
Chemistry	X	X	X
Paper science and engineering	X	X	X
Forest engineering	X	X	X
Wood products engineering	X		X
Environmental studies			X
Bachelor of Landscape Architecture			
Landscape architecture	X		X
Associate in Applied Science			
Forest technology		X	

Deferred Admissions

Students accepted to ESF who wish to defer their enrollment for one or two semesters beyond their original entry date must make this request in writing directly to the Office of Undergraduate Admissions. Those students will receive written notification if their request has been approved. A \$100 nonrefundable advance deposit fee is required for deferred enrollment, and will be applied to future tuition charges.

Campus Visits

The College welcomes visitors to its campuses. High school students should contact the Office of Undergraduate Admissions to schedule participation in a College Information Session. Prospective transfer students who wish to visit the Syracuse campus, meet with a member of the admissions staff, take a campus tour, or possibly meet with a member of the faculty are

asked to make an appointment through the Office of Undergraduate Admissions. Transfer applicants will find the interview more useful if they bring college transcripts with them. Admissions staff are available for appointments from Monday through Friday between 9 a.m. and 3 p.m., while tours led by ESF students are provided by the admissions office most weekdays at 10 a.m. and 2 p.m. Students interested in visiting the New York State Ranger School should make arrangements directly with that campus.

Cooperative Transfer Option

The College has developed pre-environmental science and forestry transfer options with other colleges both in and out of New York State. These programs offer high school students a wide selection of colleges from which they can obtain the necessary lower division courses, and appropriate advice on how to prepare for ESF.

These institutions represent a broad spectrum of higher education, including private, public, two- and four-year colleges in Alabama, Connecticut, Maryland, Massachusetts, New Jersey, Pennsylvania, and Rhode Island, as well as New York. Students who attend these colleges and follow a program prescribed by ESF will share a common academic background with other students who transfer to the College.

The cooperative colleges are the following:

New York State Colleges

Adirondack Community College, Glens Falls
Broome County Community College, Binghamton
Canisius College, Buffalo
Cayuga County Community College, Auburn
Clinton County Community College, Plattsburgh
Columbia-Greene Community College, Hudson
Finger Lakes Community College, Canandaigua
Corning Community College, Corning
Dutchess County Community College, Poughkeepsie
Erie County Community College, Buffalo
Fulton-Montgomery Community College, Johnstown
Genesee Community College, Batavia
Herbert H. Lehman College, Bronx
Herkimer County Community College, Herkimer
Hudson Valley Community College, Troy
Jamestown Community College, Jamestown
Jefferson County Community College, Watertown
Kingsborough Community College, Brooklyn
Le Moyne College, Syracuse
Mohawk Valley Community College, Utica
Monroe County Community College, Rochester
Nassau County Community College, Garden City
North Country Community College, Saranac Lake
Onondaga County Community College, Syracuse
Orange County Community College, Middletown
Paul Smith's College, Paul Smith's
Rockland County Community College, Suffern
Schenectady Community College, Schenectady
St. John Fisher College, Rochester
Siena College, Loudonville
Suffolk County Community College, Selden
Sullivan County Community College, Loch Sheldrake
SUNY College of Technology at Alfred
SUNY College of Technology at Canton
SUNY College of Agriculture and Technology at Cobleskill
SUNY College at Cortland
SUNY College of Technology at Delhi
SUNY College of Agriculture and Technology at Morrisville
SUNY College at New Paltz
Syracuse University
Tompkins-Cortland Community College, Dryden
Ulster County Community College, Stone Ridge
Westchester County Community College, Valhalla

Out-of-State Colleges

Allegheny County Community College, Cumberland, MD
Berkshire Community College, Pittsfield, MA
Bishop State Community College, Mobile, AL
Camden County College, Blackwood, NJ
Garrett Community College, McHenry, MD
Holyoke Community College, Holyoke, MA
Housatonic Community College, Bridgeport, CT
Keystone Junior College, LaPlume, PA
Middlesex County Community College, Edison, NJ
Montgomery County Community College, Rockville, MD
Northampton Community College, Bethlehem, PA
Ocean County College, Toms River, NJ
Roger Williams College, Bristol, RI
Tuskegee University, Tuskegee, AL
Union College, Cranford, NJ

Transfer Credit

Credit hours appropriate to the ESF curriculum can be transferred to the College, but grades and grade points cannot be transferred. Courses to be transferred to meet graduation requirements for any curriculum must be acceptable in content, and credit will be awarded only for those completed with a grade of "C" or higher. Generally, coursework in Physical Education does not transfer.

All transfer credit will remain tentative until official, final transcripts are received and reviewed by Office of Undergraduate Admissions staff. It is the student's responsibility to ensure that official, final transcripts are sent to and received by the College.

College Credit By Examination

The College will consider for advanced standing credit the results of examinations from standardized testing agencies such as the College Entrance Examination Board's Advanced Placement (AP) or College Level Examination Programs (CLEP).

For freshman applicants, any AP examination score of 3 or higher or any CLEP examination in the 50th percentile or higher will be considered for credit. For transfer students, ESF will generally accept the same credit as was granted by the transferring college for AP and CLEP results. Further information is available from the Office of Undergraduate Admissions.

Educational Opportunity Program

The State University of New York recognizes that providing access to an educational opportunity for all state residents means being sensitive to the educational needs of people with varying social, cultural, educational, and economic backgrounds.

The Educational Opportunity Program (EOP) is an academic and financial support program offered at ESF, and other SUNY campuses, to provide a college education for capable students who have not had the same opportunities as other students to realize their academic potential because of limited financial resources and inadequate academic preparation. The program is not designed for students who need only financial assistance.

The basic goal of the EOP program at the College is to provide qualified students with a college education and the opportunity for personal growth and professional development. Counseling, financial assistance, and tutoring are provided on an individual basis.

To qualify, students must be New York State residents and demonstrate the potential to successfully complete a course of study at the College.

High school seniors who want to apply for freshman enrollment and EOP status at the College must file a SUNY application form with their high school guidance counselor, and indicate they want to be considered for EOP. In addition, they must submit a copy of the Free Application for Federal Student Aid (FAFSA) directly to the Financial Aid Office at ESF.

In order for transfer students to participate in the program at the College, they must have been enrolled in an EOP, Higher Education Opportunity Program (HEOP) or Search for Education Elevation and Knowledge (SEEK) program at their prior college. Therefore, students who are applying to ESF as high school seniors through the guaranteed transfer admissions option, should also apply for EOP, HEOP or SEEK at their lower division college, and must enroll in such a program in order to continue in EOP at ESF.

For further information, contact the Director of the Educational Opportunity Program at the College.

Medical Examination

Each new student is required to submit a medical history and physical examination report on a form that will be sent to the student after the initial acceptance notice.

Graduate Admissions

Admission into a program of graduate study requires the review of an applicant's credentials by appropriate faculty members, and the recommendation of the appropriate Faculty Chair to the Dean of Instruction and Graduate Studies.

Minimum requirements are a bachelor's degree from a recognized institution, and in most cases an academic record showing at least a "B" average for the junior and senior years of the baccalaureate program or for the master's program.

Also required are official Graduate Record Examination (GRE) scores, and for some degree programs advanced test scores, supporting letters of recommendation, and a statement of educational and professional goals. The GRE scores may be waived by a Faculty on an individual basis.

A nonrefundable \$50 application fee is charged.

GRE Advanced Tests

Subject matter advanced tests are required by the following programs:

<i>Graduate Program</i>	<i>Advanced Test</i>
Chemistry	Chemistry
Chemistry (biochemistry area of study)	Chemistry or Biology
Environmental and forest biology	Biology

Procedure

The College provides an application form for graduate admissions. Requests for information and applications should be addressed to the Office of Instruction and Graduate Studies.

The GRE and Test of English as a Foreign Language (TOEFL) examinations are offered several times each year in major cities of the world. For information on the examinations, write to the Educational Testing Service, Princeton, New Jersey 08540. In submitting test scores to the College (institutional number R2530), request they be sent to the Office of Instruction and Graduate Studies.

International Students

The College enrolls international students on the undergraduate and graduate levels if they satisfy the admission requirements outlined throughout this section of the Catalog.

In addition to the requirements that all prospective students must meet, international students must provide evidence of the following:

1. Proficiency in the English language through acceptable performance on either the Test of English as a Foreign Language (TOEFL) or the College Entrance Board Achievement Test in English (scores of 550 or higher on either test are required), or by completing at least two years of college at an institution where the courses were taught in English;

2. Ability to meet all of the financial obligations which will be incurred while attending the College.

International students must also file the State University of New York Foreign Student Admission forms. No fee is required for processing these forms.

If accepted for enrollment, health and accident insurance supplied by the State University of New York must be obtained before the student will be allowed to register at the College. Further details about this policy are available from Syracuse University International Services Office, 310 Walnut Place, (315) 443-2457, or from the ESF Office of Student Affairs and Educational Services.

International students who are currently enrolled at an American college may apply for admission to ESF. In addition to the entrance requirements for other international students, they must obtain permission to transfer to ESF from the U.S. Immigration and Naturalization Service district office having jurisdiction over the college in which they are currently enrolled.

International students will be considered for assistantships and fellowships, but are not eligible for need-based student financial assistance.

Expenses

The ESF tuition and College fee structure is set by the State University of New York Board of Trustees, and generally covers the costs associated with instruction and the use of facilities and services at the College.

Tuition

The tuition schedule per semester, listed below, is subject to change:

	NYS Resident Students	Out-of-State Students
Undergraduate Matriculated		
Full-time	\$1,700	\$4,150
Part-time	\$137/credit hour	\$346/credit hour
Graduate Matriculated		
Full-time	\$2,550	\$4,208
Part-time	\$213/credit hour	\$351/credit hour
Continuing Education Non-Degree Students without a Baccalaureate Degree		
Course Nos. 0-599	\$137/credit hour	\$346/credit hour
Course Nos. 600-999	\$213/credit hour	\$351/credit hour
Students with a Baccalaureate Degree		
Course Nos. 0-499	\$137/credit hour	\$346/credit hour
Course Nos. 500-999	\$213/credit hour	\$351/credit hour
Maximum Total Tuition for 12 credit hours or more:		
Undergraduate	\$1,700	\$4,150
Graduate	\$2,550	\$4,208

Residency

For purposes of tuition, "residence" refers to the principal or permanent home to which the student returns. Students who want to change their permanent residence may apply for a change in residency after they enroll at the College. Application forms are available in the Bursar's Office.

Fees

Application

Students who apply for admission to an undergraduate program at any of the State University of New York units are charged a nonrefundable applica-

tion fee of \$25. For more information about the fee, and guidelines for exemptions, obtain the *Application Guidebook* for the State University of New York through any SUNY admissions office or any New York State high school.

Students who apply for admission to a graduate program at ESF are charged a nonrefundable application fee of \$50.

College

The College fee is \$12.50 per semester for full-time students, and 85 cents per credit hour for part-time students. For tuition purposes, students are considered full-time when they are enrolled in 12 credit hours or more.

Student Activities

Each full-time undergraduate student is charged \$60 per year to cover the cost of student activities at the College, while full-time non-matriculated students are charged \$30 per semester, and part-time matriculated students are charged \$1.50 per credit hour.

Full-time graduate students are charged an activity fee of \$28 in the fall only. Part-time matriculated graduate students are charged \$7 per semester. Full-time graduate students who enter ESF in the spring semester are charged a \$7.50 student activities fee.

Students also pay an annual fee to Syracuse University to cover university-sponsored activities and services that are available to ESF students, but not duplicated at the College. These fees are \$26.75 for full-time undergraduate students and \$15 for full-time graduate students, and are charged in the fall only.

Part-time matriculated undergraduate students are charged \$17.50 per year and part-time matriculated graduate students are charged \$10 per year at fall registration only.

Syracuse University does not charge an activities fee for non-matriculated undergraduate or graduate students.

Orientation Program

New undergraduate students will be charged a fee which covers the cost of a College Orientation Program. This is a voluntary activity and students who choose not to attend may request refund of the \$35 fee.

Student Support Services

All full-time students are charged \$112.50 per semester to partially offset the cost of academic and other support services provided by Syracuse University, while part-time students are charged \$9.50 per credit hour.

Final Year

A commencement fee of \$14 is required at the beginning of the semester in which a student is expected to obtain a degree.

All undergraduates are also charged \$15 for a school yearbook in the fall semester, and a \$10 senior gift charge the semester they are expected to graduate.

Additional costs are incurred by graduate students for the binding, abstracting, and microfilming of theses, projects, and reports of professional experience.

International Student Health Insurance

All international students attending the College must participate in the State University of New York International Health Insurance Program. The cost is estimated to be \$632 per calendar year. Coverage for dependents is available from the insurance carrier.

Terms of Payment

Undergraduate Deposit

All undergraduate students pay an advance payment deposit of up to \$100 after they are admitted to the College. Information on when the deposit is due, as well as refund guidelines for the deposit, are sent to students at the time they are offered admission. The deposit is credited to the students' first semester tuition. There is no advance payment deposit required for students accepted for graduate study.

Billing

Six weeks prior to the start of each semester, the College sends students who have registered for the upcoming semester a detailed invoice indicating the total amounts they are expected to be charged. This invoice includes only ESF charges. (See below for housing and board costs at Syracuse University). Payment is due before the first day of classes. New students will be billed upon arrival and payment will be due in 15 days. Detailed instructions are included with the invoice.

The College provides a monthly payment plan, the purpose of which is to allow students or parents to make tuition payments in installments.

Refunds

A student who is given permission to cancel registration is liable for payment of tuition in accordance with the following schedule:

Liability During Semester

1st week:	0%
2nd week:	30%
3rd week:	50%
4th week:	70%
5th week:	100%

Application for a refund must be made within one year after the end of the semester for which the tuition was paid to the College. The first day that classes are offered, as scheduled by the College, shall be considered the first day of the semester, and the first week of classes for purposes of refunds shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed.

There is no tuition or fee liability established for a student who withdraws to enter military service prior to the end of a semester for those courses for which the student does not receive academic credit.

A student who is dismissed for academic or disciplinary reasons prior to the end of a semester is liable for all tuition and fees due for that semester.

A student who cancels registration at a unit of the State University of New York, and within the same semester registers at another unit of the state system is entitled to full credit for tuition and fees paid for that semester.

In situations where a student must withdraw from the College under circumstances in which the denial of a refund would create serious hardship, the bursar can waive the normal refund schedule. Such action can be taken if the student has completed no more than one-half of the semester and will not receive academic credit for the semester. A written request for relief from the provisions of the refund schedule, including the reasons for the student's withdrawal, must be submitted to the bursar.

Other Costs

Room and Board Costs

The College does not operate student residence or dining halls, but facilities are available at Syracuse University.

In general, housing costs at Syracuse University range from \$1,400 to \$2,000 per semester, reflecting the diversity of single- and multiple-room accommodations for graduate, undergraduate, single, and married students.

A variety of meal plan options is also available to all students, whether or not they reside in university residence halls. The costs of these plans range from \$500 to \$1,980 per semester. Payment for housing and meal plans is made directly to Syracuse University.

For more information about housing and meal options refer to the Student Life section of this catalog, and/or contact the Office of Residence Services, 202 Steele Hall, Syracuse University, Syracuse, New York 13244, (315) 443-2721.

Program Expenses

The cost of books and supplies is approximately \$600 per year. Additional costs for personal expenses, clothing, and transportation vary greatly from student to student, but are estimated to range from \$900 to \$1,100 per year.

Several programs at ESF include additional costs. Students majoring in resources management attend a seven-week Summer Session in Field Forestry at the Wanakena Campus between the sophomore and junior years. Environmental and forest biology majors attend the summer field experience at the Cranberry Lake Biological Station at the end of their junior year.

The Summer Session in Field Forestry costs approximately \$1,975, while the five-week program at Cranberry Lake costs between \$975 and \$2,030, plus travel and personal expenses.

Field trips for landscape architecture students range between \$150 and \$300. In addition, students enrolled in landscape architecture are required to spend one semester off campus. This is a self-designed and student-budgeted program. Costs do not necessarily exceed those of a semester on campus, but additional costs are often incurred depending upon the location chosen. These additional costs are the responsibility of the student, and are not covered by financial aid.

Forest Technology Program

Please see page 113 for detailed expenses for the Forest Technology Program on the Wanakena campus.

Financial Aid

The College offers these seven basic forms of student financial assistance: scholarships or grants; part-time employment; long-term loans; minority student scholarships and fellowships; assistantships, tuition scholarships, and fellowships for graduate students; a deferred tuition payment plan; and sources of non-need loans to parents.

Federal and state financial aid programs are for United States citizens, permanent residents, or holders of I-151 cards. (International students will be considered for assistantships and fellowships, but are not eligible for need-based student financial assistance.) These programs are coordinated to supplement parental support, summer work, savings, and assistance from other sources. The sources of funds for financial assistance programs, the guidelines for determining the recipients, the procedures for applying, and the method of disbursement of funds vary from one program to another. This information is presented in detail in *Financial Assistance at ESF*, which is a separate publication that is mailed to all applicants and is available through the Office of Financial Aid.

Financial aid is awarded primarily on the basis of financial need. Some scholarships and fellowships, however, are based on other criteria, such as academic achievement or minority status. Assistantships, tuition scholarships, and fellowships for graduate students are not awarded based upon financial need.

In order for students to receive aid, they must be making satisfactory academic progress toward a degree. Please refer to pages 25-26.

Financial aid advisors are aware of the many problems of financing higher education and meeting day-to-day living expenses for both undergraduate and graduate students, and are available to discuss individual problems. All students are encouraged to apply for financial aid.

How to Apply

Students interested in receiving financial assistance, with the exception of graduate assistantships, tuition scholarships, and fellowships, must complete an application process each year that requires the filing of at least two forms. (See Graduate Assistantships page 30).

1. After January 1, students must complete the Free Application for Federal Student Aid (FAFSA), and submit it to the Federal Student Aid Processor.

2. Students must also complete a College Aid Application and Financial Aid Transcript, and return it to the Office of Financial Aid by March 1 for regular consideration.

Applications will be accepted after March 1, but available funds may already be committed to other students. Prospective students do not need to receive notification of acceptance to ESF before applying for financial aid, however, they must be accepted to the College before a financial aid decision is rendered.

The necessary forms are available in the Office of Financial Aid, high school guidance offices, and many college financial aid offices. The College Aid Application and Financial Aid Transcript is also included in *Financial Assistance at ESF*.

Students are invited to discuss with the Financial Aid Office staff any problems they may have in financing their education. Applicants are also urged to contact the office for the latest information and requirements pertaining to financial assistance, because financial aid systems and forms frequently change.

Selection of Recipients

The primary consideration in determining which students will receive awards is comparative financial need. However, scholastic standing, citizenship, and potential contribution to the College community are also considered in making certain award decisions.

Verification of Information

All students who request financial assistance will be required to submit information about their family's and/or personal financial situation prior to aid disbursement. The College will request copies of parents' and/or students' federal tax forms, along with other statements which will be used to verify other sources of income, family size, number of dependents in college, and other pertinent information.

Failure to comply with a request to verify pertinent information will result in the cancellation of any aid offered, and the possibility of legal action being taken by the U.S. Department of Education.

Retention of State Awards

All students who are awarded financial assistance will be required to maintain satisfactory academic progress each semester in order to keep their awards. Academic progress standards for all awards provided by New York State are listed below.

Recipients of a New York State award must adhere to the following state requirements:

1. Academic Progress — Students must meet the stated minimums on the following charts to be eligible for an award the next semester.

2. Program Pursuit — Students must complete a minimum number of credit hours each semester based on a full-time course load of 12 credit hours.

a. Associate in Applied Science degree students are required to complete 75 percent of the full-time credit load. Therefore, they must receive at least nine credits per semester (.75 x 12 = 9).

b. Bachelor degree students must complete 100 percent of a full-time credit load each semester. Therefore, they must complete 12 credit hours each semester.

c. Graduate degree students must complete 100 percent of a full-time course load, or 12 credits, unless they have an assistantship. Graduate students with an assistantship should see the section on Credit Hour Load in the Graduate Academic Policies section of this Catalog for the definition of full-time status.

Waivers for New York Awards

Students who fall below the credit requirement may apply for a waiver. Students are allowed only one waiver during undergraduate work, and only one waiver during graduate work. A waiver will be granted only after the student and College officials agree that such an issuance is in the best interest of the student. Requests for waivers are made through the Director of Financial Aid.

Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for State Student Aid

Calendar: Semester	Program: Associate Degree							
Before being certified for this payment	1	2	3	4	5	6	7	8
a student must have accrued at least this many credits	0	3	9	18	30	45	60	75
with at least this grade point average	.000	.500	.750	1.300	1.500	1.700	2.000	2.000

Noncredit remedial instruction can be counted toward a full-time academic load as set forth in 145-2.1 of the Commissioner's Regulations. The number of credits in this chart refers to work completed toward the degree.

Calendar: Semester

Program: All Baccalaureate Degrees

Before being certified for this payment	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

a student must have accrued at least this many credits,	0	3	9	18	30	45	60	75	90	105
---	---	---	---	----	----	----	----	----	----	-----

with at least this grade point average	.000	.500	.750	1.200	1.400	1.500	1.600	1.700	1.800	1.900
--	------	------	------	-------	-------	-------	-------	-------	-------	-------

Noncredit remedial instruction can be counted toward a full-time academic load as set forth in 145-2.1 of the Commissioner's Regulations. The number of credits in this chart refers to work completed toward the degree.

Calendar: Semester

Program: All Graduate Level Programs

Before being certified for this payment	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

a student must have accrued at least this many credits	0	6	12	21	30	45	60	75
--	---	---	----	----	----	----	----	----

with at least this grade point average	.000	2.000	2.500	2.750	3.000	3.000	3.000	3.000
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Retention of Federal Awards

Undergraduate and graduate students must meet specified criteria in order to be eligible for Title IV Federal Student Assistance, which includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Student Loans, Federal Stafford Loans, Federal College Work-Study Programs, and Federal Parent Loan for Undergraduate Students.

The criteria that students must meet to be eligible for Title IV student aid are the same criteria all ESF students

must adhere to in terms of institutional academic policies, and specifically academic progress towards a degree.

The evaluation criteria are the following:

1. An appropriate grade point average to ensure satisfactory academic progress;
2. The successful accumulation of credits toward a degree;
3. Receiving a degree within the prescribed time limit for that program. (Limits vary for individual programs: see following table).

Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for Federal Aid

Students receiving federal student aid funds must make steady academic progress toward their degrees. While most students pursue their degrees on a full-time basis, others do not. In order to allow for maximum flexibility to complete a degree, federal regulations state that students' maximum time to be eligible for federal aid shall not exceed 150% of the published length of time it takes to complete that degree on a full-time basis.

The following chart lists the maximum number of credit hours a student may take and still receive federal student aid. These figures are based on 150% of the credit hours required to complete each of the degrees offered by the College--regardless of the time it takes to complete that degree.

Degree	Minimum Credit Hours Required to Complete Degree	Max. Credits Allowed for Federal Aid Eligibility
A.A.S.--Forest Technology	75	113
B.S.--Environmental Studies	121	182
B.S.--Environmental & Forest Biology	125	188
B.S.--Wood Products Engineering	126	189
B.S.--Forest Engineering	131	196
B.S.--Paper Science & Engineering	137	205
B.S.--Chemistry	133	199
B.S.--Resources Management (Forestry)	126	189
B.S.--Dual Option:		
Biology & Resources Management	144	216
B.L.A.--Landscape Architecture	160	240
M.P.S.--30-credit-hour program	30	45
M.S.--30-credit-hour program	30	45
M.L.A.--66-credit-hour program	66	99
Ph.D.--all programs	60	90

Appeal, Probation, Reinstatement

Students who fall below the minimum standards may appeal to the Dean of Instruction and Graduate Studies to retain their academic eligibility to receive Title IV Federal Student Assistance. (See Academic Dismissal, page 33).

Appeals will be evaluated for mitigating circumstances such as injury or illness, and the likelihood that the student will be able to return to the appropriate standard. If the Dean of Instruction and Graduate Studies places a student on "academic probation," the student remains eligible for Title IV aid as defined by the statement of "Good Academic Standing." (See page 41).

The Office of Financial Aid will notify students via certified mail if they are in danger of losing financial assistance because they have fallen below academic standards.

Scholarship, Fellowship and Grant Programs

Federal Supplemental Educational Opportunity Grants

The College receives Federal Supplemental Educational Opportunity Grants (FSEOG) authorized under Title IV-A of the Higher Education Act of 1965. These funds enable the College to award grants to undergraduate students who have financial need. Grants range from \$100 to \$4,000 per year.

Educational Opportunity Program

Students accepted into the College's Educational Opportunity Program (EOP) may receive, in addition to other financial assistance, a special award to pay for education-related costs. Students must come from a socioeconomically and academically disadvantaged background to be eligible.

Prospective EOP students must apply for financial aid when submitting their admissions applications.

Federal Pell Grants

The Federal Pell Program was authorized in the Educational Amendments of 1972. Grants are available to eligible full-time and part-time undergraduate

students, and can vary from \$400 to \$2,440.

Applications are available from high school guidance offices or any college office of financial aid. Interested students should submit the Institutional Student Information Report (ISIR) to the Office of Financial Aid as soon as it is received from the processor.

Tuition Assistance Program and Regents Programs

Tuition Assistance Program (TAP) awards are available to New York State residents who are enrolled in full-time degree programs. The awards are based on income, and range from \$100 to 90% of full tuition.

Regents Grants or Children of Deceased or Disabled Veterans Grants are awarded to children of parents who served during specific periods of war or national emergency, and who died as a result of such service or suffered a disability of at least 50 percent. The awards entitle state residents who qualify to \$450 per year.

Additional information and applications for these programs are available from the Office of Financial Aid, or from New York Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, New York 12255.

Vocational and Educational Services Grants

Financial assistance and program counseling are provided by New York State for students with disabling conditions. Information is available from any New York State Office of Vocational and Educational Services.

Veterans' Benefits

The Veterans' Readjustment Benefits Act of 1966, as amended, enables veterans and children of deceased or disabled veterans to obtain financial aid for their college education.

Application forms and additional information and counseling are available from the ESF Veterans' Affairs Counselor in the Office of the Registrar, local veterans' administrations offices, and the State Regional Office, 111 West Huron Street, Buffalo, New York 14202.

Minority and Underrepresented Student Scholarships and Fellowships

Undergraduate New York State residents who are Black/Non-Hispanic, Hispanic, Native American, or Alaskan Native are eligible for scholarships comprised of funds from both the College and SUNY. Eligible students should contact the Office of Financial Aid. Awards are based on need and funds are limited.

Graduate students who are Black/Non-Hispanic, Hispanic, Native American, or Alaskan Native and are also U.S. citizens or permanent residents are eligible for SUNY Underrepresented Graduate Fellowships. Eligible students should contact the Office of the Dean of Instruction and Graduate Studies.

Assistance for Native American Students

Native American students with financial need may be eligible for scholarship and grant assistance through programs sponsored by the Federal Bureau of Indian Affairs and the New York State Education Department. For more information, students should contact the Bureau of Indian Affairs, 1951 Constitution Avenue NW, Washington, D.C., or the Native American Education Unit, State Education Department, Education Building Annex, Albany, New York 12234.

Private Fellowships, Scholarships, and Grants

The College administers a number of financial aid programs established by private individuals, companies, organizations, and foundations. These scholarships and grant programs have varying eligibility requirements and are awarded to students according to their respective guidelines, which are described in more detail in *Financial Assistance at ESF*.

The following is a list of the programs: Maurice Alexander Wetland Research Award, Alumni Educational Grants, Alumni Memorial Awards, Warren Bennett Memorial Award, John Berglund Memorial Scholarship, Simeon H. Bornt III Scholarship Award, Nelson Courtlandt Brown Scholarship Fund, Henry H. Buckley Student Aid Award, John Clark Scholarship, Class of '31 Scholarship, Class of '39 Fund, William Cross Memorial Scholarship, Wilford A. Dence Memorial Fellowship, Gutches Family Scholarship, Morris Hirsch Scholarship, McKean Fund, Meyer Environmental Chemistry Scholarship Award,

Meyer Wood-Plastic Scholarship Award, Portia Farrell Morgan Scholarship, Ranger School Alumni Scholarship, Eugene C. Reichardt Scholarship Award, Ray Rizzo Scholarship, Phyllis Roskin Memorial Award, Saratoga Association Scholarship, Lt. Gary Scott Memorial Scholarship, Spaid Memorial Fund, Student Association Grants, Walter Tarbox Memorial Scholarship, and the John J. View Scholarship.

Syracuse Pulp and Paper Foundation Scholarships

Scholarships from the Syracuse Pulp and Paper Foundation, Inc. are awarded to undergraduate students in paper science and engineering who are United States citizens or permanent residents. SPPF scholarships and awards vary based on a student's cumulative grade point average. Entering freshman students will be reviewed for scholarships based on their high school academic record. Entering transfer students and ESF continuing students in PSE, who have a 2.75 cumulative gpa or higher, will be considered for scholarship assistance. Awards are renewed each semester subject to scholarship committee approval. Students entering the program should contact the Office of Financial Aid or the Syracuse Pulp and Paper Foundation for an application and further information.

State University Supplemental Tuition Assistance

The College annually awards small grants to a limited number of students with financial need as part of the State University Supplemental Tuition Assistance program.

Employment Opportunities

Federal College Work-Study Program

The College participates in the Federal College Work-Study Program, which provides part-time jobs during the academic year and full-time positions during the summer to students who need financial assistance to attend the College. Wages for these positions begin at above the minimum wage and increase as duties and responsibilities increase. The current wages are \$4.50 per hour during the academic year and \$6 per hour during the summer.

Job Locator Service

The College coordinates and maintains an active program of part-time and summer employment opportunities. Interested students should contact the Student Employment Coordinator in the Office of Financial Aid for additional information. The program is open to all ESF students seeking employment.

Loans

Federal Perkins Student Loans

Federal Perkins Student Loans, formerly known as National Direct Student Loans, are available to students with financial need who are enrolled at least half-time. Under the program, \$3,000 can be borrowed each year for four years, and a maximum of \$15,000 can be borrowed. A repayment plan, including 5 percent interest, begins nine months after the student leaves college. Deferment and cancellation benefits are available in certain situations. The average loan per student totaled \$1,702 in 1995-96.

Federal Stafford Student Loans

The Federal Stafford Student Loan program, formerly Guaranteed Student Loans, is administered by the College, through outside lenders and agencies for ESF students.

These loans are available from a bank or other lending agent to students who are registered at least half-time. Undergraduate students can borrow as follows: \$2,625 in the first year; \$3,500 in the second year; \$5,500 in the third, fourth, and fifth years up to a total of \$23,000. Graduate students can borrow \$8,500 a year up to a total of \$65,500.

Stafford Loans may be subsidized or unsubsidized or a combination. A subsidized loan is such that interest does not accrue while the borrower is in school. An unsubsidized loan is such that the borrower must make interest-only payment while in school, or allow interest payments to be added to the principal.

A repayment plan, with a variable percent interest, begins six months after the student leaves college. An additional 1 percent interest is charged at the time the loan is received. Applications are available at local banks. The average subsidized Stafford Student Loan was \$4,555 in 1995-96. The average unsubsidized Stafford Student Loan was \$3,272 in 1995-96.

Federal Parent Loan for Undergraduate Students

Parents of undergraduate students may borrow from local lending institutions up to the cost of attendance at ESF annually at an interest rate of 8.98 percent with a Federal Parent Loan for Undergraduate Students (PLUS). A repayment plan begins 60 days after receipt of the loan. Applications for PLUS loans are available at local lending institutions.

Emergency Loans

The College is able to provide some matriculated students interest-free, short-term loans. These 30-day loans are available through the support of the Alumni Association Short-term Loan Fund, the David B. Schorer Memorial Fund, and the Edward Vail Emergency Fund. For more information, contact the Office of Financial Aid.

Graduate Assistantships and Tuition Scholarships

Assistantships are awarded to students who have demonstrated scholarship and academic promise, and whose education and experience enable them to assist in laboratory instruction and research. The amounts of the assistantships range from \$7,300 per academic year to as high as \$18,000 for a calendar year. In addition, a tuition scholarship may be awarded. Students who hold an assistantship must be enrolled for full-time study as defined by graduate policies, and be making satisfactory progress toward completing their degree.

Beginning graduate students may apply for assistantships on their application for admission. Continuing graduate students should request a position description from their Faculty Office.

Academic Policies

Undergraduate Policies

General Requirements

A student seeking a degree must be in matriculated status. All degree requirements must be completed through a combination of formally accepted transfer credits and/or courses taken at ESF and Syracuse University.

While a student is matriculated at ESF, all courses taken at ESF and Syracuse University to meet degree requirements must be graded on a scale of "A-F", and the grades will be computed in the grade point average. As an exception, at the discretion of the instructor, courses numbered 496 and 497 may be graded on a "Satisfactory/Unsatisfactory" basis. This must be announced on the first day of class and would apply to all students enrolled in that course section.

Credit Hour Load

To be classified as full-time, a student must register for at least 12 credit hours during a semester. A student may not register for more than 18 credits during a semester unless permission from the student's advisor is obtained.

Attendance

Students are expected to adhere to the attendance policy stated by each course instructor. Instructors may make attendance part of the course requirement.

Course Numbering System

Courses at ESF are numbered according to the following system:

- 100-499** Undergraduate courses for which no graduate credit may be given.
- 500-599** Graduate courses designed expressly for areas of specialization in post-baccalaureate programs. Qualified undergraduate students may enroll by permission of the instructor.
- 600-699** Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade point average of 3.000 or better may enroll in these courses with an approved petition.

700-999 Advanced graduate level courses for which no undergraduate students may register.

Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabuses are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

Physical Education and ROTC

Physical Education and ROTC course credits may be used to satisfy elective requirements with the permission of the student's academic advisor.

Audits

Students may informally audit ESF courses with the permission of the course instructor. No record will be maintained of the informal audit nor will any grade be assigned. No fee is required for informal audits.

Students may formally audit courses with the permission of their academic advisor and the course instructor. They may not be used to satisfy any graduation requirements. Formally audited courses will appear on the students' transcripts and will be graded either "SAU" (satisfactory audit) or "UAU" (unsatisfactory audit). The grade will be assigned based on the criteria for audit established by the course instructor. Registration guidelines for audited courses are the same as for courses taken for credit.

Dropping or Adding Courses

Students may add courses with the approval of both their academic advisor and the course instructor and may drop courses with their advisor's approval and notification to the course instructor via an appropriate drop/add form until the last day for program adjustments as listed in the ESF calendar. Courses dropped during this time will not appear on the student's transcript. Courses that begin after the published add date may be added prior to the start of the course. Courses that last for less than one semester may be dropped no later than half way through the course. In either case, the student must submit a completed add-drop form.

For those students receiving financial support through the College, dropping courses that result in the student being less than full-time will have an impact on support received. Contact the Financial Aids Office for more detailed information.

Repeating Courses

Students may repeat any course previously taken either to earn a higher grade or because of a previous failure.

For all courses passed with a grade of "D" or better, credit hours carried and grade points earned will be included in the semester and cumulative grade point averages each time the course is completed. However, the credit hours for the course repeated may be counted only once toward meeting graduation requirements.

Courses in which a grade of "F" was assigned may be repeated. Upon successful completion of the repeated course, the grade earned will be included in the semester and cumulative grade point average, but the original grade of "F" and any subsequent grades of "F" in that course will revert to a grade of "R" on the transcript and will not be included in the grade point average.

Withdrawal from ESF

Students who withdraw on or before the "drop date" for a semester will have their records marked. "Withdrew on (date)." Courses will appear for that semester with the grade of "W."

Students who withdraw after the "drop date" for a semester, but on or before the last class day before the final examination period, will have either "WP" (withdraw passing) or "WF" (withdraw failing) listed after each uncompleted course. Students who do not withdraw on or before the last class day will have a grade of "A-F," "I," or "I/F" assigned by the instructor for each registered course.

Students who withdraw from ESF and in the future wish to return must apply for readmission. Prior to withdrawal from ESF, students must schedule an interview in the Office of Student Affairs and Educational Services.

Curriculum Requirements

The development and administration of course offerings, prerequisites, sequencing, and program requirements are primarily the responsibility of each program Faculty with the approval of the ESF Faculty.

Students must satisfy the requirements for graduation presented in the catalog in effect as of the date they first matriculate at ESF. Students may graduate under the requirements stated in any catalog issued subsequent to the one in effect the date they matriculate, but they may not use a prior catalog.

Students who change majors are required to submit a completed change of curriculum form approved by representatives of both programs and must complete all the requirements of their new major.

Evaluation

For each course completed, one of the following grades will be awarded:

<u>Grade</u>	<u>Definition</u>	<u>Grade Points</u>
A	Excellent	4.000
A-		3.700
B+		3.300
B	Good	3.000
B-		2.700
C+		2.300
C	Passing	2.000
C-		1.700
D	Minimum Passing	1.000
F	Failure	0.000
I/F	Unresolved Incomplete	0.000

In order to receive a bachelor's degree, a student must complete all courses taken as a matriculated student at ESF with a cumulative grade point average of at least 2.000.

Under conditions defined elsewhere, the following grades may be assigned, none of which yield grade points:

<u>Grade</u>	<u>Definition</u>
S	Satisfactory (equal to "C" or better)
U	Unsatisfactory (equal to Below "C")
W	Withdraw
WP	Withdraw Passing
WF	Withdraw Failing
SAU	Audit (Satisfactory)
UAU	Audit (Unsatisfactory)
I	Incomplete
R	Failed course which was repeated

Grade Point Averages

Semester and cumulative averages are computed by dividing the total grade points earned by the total credit hours completed for all courses graded "A-F."

Incomplete Courses

A temporary grade of "I" may be assigned by an instructor only when the student is passing and has nearly completed the course, but because of circumstances beyond the student's control, the work is not completed. The incomplete grade must be resolved prior to the end of the semester following that in which the incomplete was received. At the request of the student and with a petition approved by the course instructor only, the incomplete may be extended one additional semester. If the incomplete is not resolved by the appropriate deadline, it will be changed to a grade of "I/F."

Academic Honors

President's Honors List

Students who carried 12 or more credits of coursework graded "A-F" and earned a minimum grade point average of 3.000 with no grades of "I" or "F" will be placed on the President's Honors List for that semester.

Graduation Honors

Students will be graduated with the appropriate honor if the following criteria have been met:

A minimum of 30 credits of ESF and Syracuse University courses have been completed as a matriculated, upper-division student.

A cumulative grade point average of: 3.000 - 3.333, *cum laude*; 3.334 - 3.829, *magna cum laude*; 3.830 - 4.000, *summa cum laude*.

Academic Dismissal

Students who earn less than a 2.000 cumulative grade point average shall have their records reviewed by the Dean of Instruction and Graduate Studies. Each student with less than this minimum cumulative grade point average shall be either placed on academic probation or dismissed from ESF. The action taken will be based upon an overview of the total academic record and the mathematical possibility for attaining a 2.000 cumulative average by the projected graduation date. The Dean of Instruction and Graduate Studies will inform each student in writing of actions taken.

Each student dismissed will be given the opportunity to appeal this action based on any extraordinary conditions which may have contributed to the unsatisfactory performance. This ap-

peal must be made in writing and submitted to the Office of the Dean of Instruction and Graduate Studies within the stated time limit. Each appeal will be reviewed by the Faculty Subcommittee on Academic Standards which will recommend to the Dean of Instruction and Graduate Studies either to sustain the dismissal or place the student on probation. The Dean of Instruction and Graduate Studies will take final action and so inform each student in writing. There is no appeal beyond this process.

Students who have been dismissed for academic performance may not reapply until at least one semester has elapsed. Students may not take any courses at ESF during this first semester following dismissal.

Students dismissed a second time for academic performance may not again be considered for readmission.

Graduation Requirements

Students are responsible for meeting the following requirements for graduation:

1. Matriculated status as an undergraduate student;
2. All course requirements must be satisfied;
3. A minimum cumulative grade point average of 2.000 (4.000=A) for all courses taken as a matriculated student at ESF;
4. At least 24 of the last 30 credits must be registered for through ESF;
5. Consistent with the State Education Department requirements, a total of at least 120 credits from courses accepted as transfer credit by ESF and courses successfully completed while a matriculated student at ESF.

Exceptions to Curriculum and Academic Policy Requirements

Exceptions to academic policies stated in this document and curriculum requirements may be made by the Faculty Subcommittee on Academic Standards which may delegate this authority. Exceptions may not violate standards established by the State University of New York or the State Education Department.

Exceptions must be requested on a petition form which must have a recommendation from the student's advisor and Faculty Chair or his designee. In those cases where an action is requested involving a specific course, the petition must also have a recommendation from the course instructor.

Graduation Rate

Of the freshman students who began their studies in the fall of 1991 at ESF, 62 percent received their degree, or continued in a five-year program, after ten semesters of study. For those who began in the fall of 1992, approximately 73 percent received their degrees or continued in a five-year program after eight semesters of study.

Of the transfer students who began their studies in the fall of 1992 at ESF, 78 percent received their degree, or continued in a five-year program, after four semesters of study. For those who began in the fall of 1993, approximately 86 percent received their degree, or are continuing in a five-year program, after four semesters of study. Further information on student retention is available from the Office of the Dean of Instruction and Graduate Studies.

Graduate Academic Policies

Statement of Objectives

The objectives of graduate degree programs at ESF are to educate graduate students to (1) think critically and independently, (2) comprehend the processes of science and effectively apply scientific and professional procedures, (3) attain proficiency in the current level of knowledge in their respective fields, (4) become competent in the requisite technical skills and tools, (5) practice high standards of performance as scientists, educators, and professionals, and (6) exercise ethical conduct in their relationships with colleagues, other professionals, and the public.

Admission

General Requirements

Admission to graduate studies is conditional upon review and acceptance of the applicant's credentials by appropriate Faculty members and upon the recommendation of the appropriate Faculty Chair to the Dean of Instruction and Graduate Studies. Employees of the College who carry faculty status in accordance with SUNY ESF faculty bylaws and are at or above the rank of assistant professor or equivalent, may not be in a matriculated status at the College. Required for admission are at minimum a bachelor's degree from a recognized institution, and generally an academic record

showing at least a "B" average for junior and senior years of the baccalaureate program or for the master's program. Also required are Graduate Record Examination scores and for some degree programs, advanced test scores; supporting letters of recommendation; and a statement of educational and professional goals. The Graduate Record Examination may be waived by a Faculty on an individual basis.

While a student is matriculated at ESF, all coursework taken at ESF and Syracuse University to meet degree requirements must be graded on a scale of "A-F", and the grades will be computed in the grade point average. As an exception, at the discretion of the instructor, courses numbered 796 and 797 may be graded on a "Satisfactory/Unsatisfactory" basis. This must be announced on the first day of class and would apply to all students enrolled in that course section. Courses numbered 898, 899, and 999 are graded on a "Satisfactory/Unsatisfactory" basis.

International Students

The College accepts international students in graduate programs if they can satisfy regular admission requirements. In addition, those who do not have an undergraduate or graduate degree from a college or university at which English was the language of instruction, must demonstrate proficiency in the English language through achievement of a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).

Degrees

Three Master's Degrees are offered at ESF: The Master of Science, Master of Landscape Architecture, and Master of Professional Studies. Degree requirements are listed below.

Master of Science Degree

The Master of Science (MS) degree is an academic degree offered in the following programs: environmental and forest chemistry, environmental and forest biology, forest resources management, environmental and resource engineering, environmental science, and landscape architecture.

To complete this degree, in addition to completion of necessary coursework, students must prepare a thesis which investigates a problem that initiates, expands, or clarifies knowledge in the field. Students are required to define an appropriate prob-

lem for investigation; review relevant information; develop a study plan incorporating investigative techniques appropriate to the problem; implement the plan; and relate the results to theory or a body of knowledge in the field.

The minimum credit hour requirement is the successful completion of 30 graduate credits distributed between coursework and thesis. The applicable distributions will be determined by individual Faculties to suit program objectives, with the understanding that a minimum of 18 credits is awarded for graduate level coursework and a minimum of 6 credits is awarded for the thesis. The student's study plan must be approved by the major professor, steering committee, and Faculty Chair. The student must successfully defend the thesis for degree completion. The thesis is prepared and bound according to College standards, deposited in Moon Memorial Library, and submitted for micro-filming to UMI.

Master of Professional Studies Degree

The Master of Professional Studies (MPS) degree is intended to be a terminal degree. The MPS is offered in the following degree programs: environmental and forest biology, forest resources management, environmental and resource engineering and environmental science.

This degree requires the successful completion of a minimum of 30 credits at the graduate level, of which at least 24 must be in coursework. The student's study plan must be approved by the major professor, steering committee, and Faculty Chair.

In addition, individual programs may require an integrative experience such as an internship, team project, and/or comprehensive examination. If an examination is required, it is developed and managed by the Faculty responsible for the program.

Master of Landscape Architecture Degree

The Master of Landscape Architecture is a first professional degree in landscape architecture. This degree requires successful completion of a minimum of 66 credit hours of which at least 48 must be graduate coursework. The student's study plan must be approved by the major professor and Faculty Chair.

Doctor of Philosophy Degree

General Requirements

The Doctor of Philosophy degree is an academic degree offered in the following degree programs: environmental and forest chemistry, environmental and forest biology, forest resources management, environmental and resource engineering, and environmental science. The Doctor of Philosophy (Ph.D.) degree requires a minimum of 60 graduate credits, of which 30 to 48 credits are for coursework and 12 to 30 credits are awarded for dissertation. Individual Faculties will determine the applicable credit hour requirements within these ranges to reflect individual program requirements and emphases. The graduate credits earned for a master's degree that are applicable to a student's doctoral study plan are determined on an individual basis by the steering committee. The student must pass the doctoral candidacy examination covering selected fields of study at least one year prior to thesis defense, and successfully defend the dissertation. The dissertation must be prepared according to College standards and will be deposited in Moon Memorial Library.

Tool Requirements

Doctoral students must demonstrate competence in at least one research tool as a requirement for graduation. Such tools include statistics, computer science, or the ability to translate technical articles in a language other than English commonly used in science. Tool requirements and standards for each doctorate program will be determined by the corresponding program Faculty.

Student Advising and Study Plan

Major Professor: Appointment and Responsibilities

The student's major professor is appointed by the Dean of Instruction and Graduate Studies, upon the recommendation of the Faculty Chair. A major professor should be appointed upon the student's matriculation into a graduate program. For the graduate student accepted into a graduate program but lacking a major professor, a temporary advisor will be appointed by the Faculty Chair. However, every effort should be made to expedite appointment of a major professor as soon as possible.

It is the duty of the major professor to fulfill a primary role as the student's mentor. Aided by other members of the steering committee, the major professor guides the student in the development and implementation of the study plan, including course selection, research planning, choice of the professional experience, facilitation of the examination schedule, and reviews of thesis or dissertation drafts, including a complete review of the thesis or dissertation before the final copy is presented for defense.

Steering Committee: Appointment and Duties

The steering committee for Master of Science and doctoral students is composed of the major professor and at least two faculty members or other qualified persons. The steering committee for Master of Professional Studies students is composed of the major professor and at least one other faculty member or other qualified persons. Other qualified persons include faculty at other institutions, or other recognized professionals.

The student's steering committee is appointed by the Dean of Instruction and Graduate Studies, upon the recommendation of the Faculty Chair. The steering committee should be appointed within the first semester. For all students, the steering committee must be established and must have met by the end of the third semester of graduate study.

The steering committee assists the student in the development of the study plan, including the development of the student's research or professional experience. The steering committee guides the development of the thesis or dissertation, including a review of the thesis or dissertation before the final copy is presented for defense.

Student's Study Plan

The student's study plan includes an individualized sequence of courses and a plan for research or professional experience. The study plan, developed by the student with the advice and approval of the major professor and other members of the steering committee, must be submitted to the Faculty Chair for approval and then forwarded to the Dean of Instruction and Graduate Studies at least by the end of the third semester. The study plan can be changed during the course of each student's studies. Changes must be approved by the major professor, Faculty Chair, and the Dean of Instruction and Graduate Studies.

Examinations

Master of Science Comprehensive Examination

The objectives of this examination are to determine the student's breadth and depth of knowledge in the chosen field of study, and to assess the student's ability to use that knowledge creatively and intelligently. Upon the recommendation of the appropriate Faculty Chair, the Dean of Instruction and Graduate Studies appoints the master's comprehensive examination committee consisting of the student's Major Professor, steering committee and at least one other faculty member from an appropriate area. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from the Faculty of the student's degree program. The examination has both oral and written components. The student must consult with staff in the Office of Instruction and Graduate Studies at least one month prior to establishing any dates or arrangements for the examination to ensure all necessary committee appointments are made.

The role of the examination committee chair is to manage the examination, ensure its integrity, and represent the interests of the faculty and students. Any member of the faculty may be an observer at the oral component of any comprehensive examination. The student examinee may invite a silent student observer to attend the oral examination.

Written Examination: The chair of the examination committee receives written questions or problems addressing the objectives of this examination. The committee chair reviews the questions and may convene the committee to discuss the examination and ensure that questions are appropriate and fair.

The major professor administers the written examination. Usually, one-half day is allocated to questions submitted by each examiner. Upon completion by the student, the examination questions are reviewed and graded by the committee members who prepared them. Then, the entire examination is reviewed by the examining committee.

Oral Examination: Where both oral and written components are required, the oral examination follows the written examination. This examination usually lasts two hours; however, the duration may be longer, if required. The questions may address written answers or other areas appropriate to the objectives of the examination. At the conclusion of the

examination period, the student examinee and observers are excused from the room and the examining committee determines whether the student has passed the examination. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the comprehensive examination. The student can request a second examination. A student is considered to have passed the second examination if no more than one negative vote is cast. A student who has failed the second examination is terminated from the graduate program.

Doctoral Preliminary Examination

The requirement for this examination is determined by individual Faculties. The purpose of this examination is to assess the entering student's basic knowledge in the chosen field of study. The results of this examination may be used to determine the student's suitability for the doctoral program and as a guide in selecting coursework and developing a program of study.

Doctoral Candidacy Examination

The objectives of this examination are to determine the student's breadth and depth of knowledge in the chosen field of study and to assess the student's understanding of the scientific process. The doctoral candidacy examination is taken when the majority of coursework is completed. This examination must be taken at least one year prior to the thesis defense.

Upon the recommendation of the appropriate Faculty Chair, the Dean of Instruction and Graduate Studies appoints the doctoral candidacy examination committee consisting of the student's major professor, the student's steering committee, and an additional faculty member from an appropriate area. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from the Faculty of the student's degree program. The examination must have both written and oral components. The student must consult with staff in the Office of Instruction and Graduate Studies at least one month prior to establishing any dates or arrangements for the examination to ensure all necessary committee appointments are made.

The role of the examination committee chair is to manage the examination, ensure its integrity,

and represent the interests of the faculty and student. Any member of the faculty may be an observer. The student examinee may invite a silent student observer to attend the oral examination.

Written Examination: There are two alternative forms for the written component, as follows:

Form 1: The chair of the examining committee receives written questions or problems addressing the objectives of this examination. The committee chair reviews the questions and may convene the committee to discuss the examination and ensure that questions are appropriate and fair.

The major professor administers the written examination. Usually, one-half day is allocated to questions submitted by each examiner. Upon completion by the student, the examination questions are reviewed and graded by the committee members who prepared them. Then, the entire examination is reviewed by the committee.

Form 2: The student prepares a written report on a topic or problem assigned by the examining committee. The topic or problem must meet the objectives of this examination and its content cannot be directly related to the student's thesis research. The student has approximately one month to develop a thorough understanding of the assigned topic and prepare a written report. The report is reviewed by committee members and committee chair.

Oral Examination: Following the written examination under Form 1, or completion of the report under Form 2, the committee meets with the student for an oral examination usually lasting two hours. However, the duration can be longer if required. The questions may address the report or other areas appropriate to the objectives of the examination, including subject matter in allied fields. At the conclusion of the examination period, the student examinee and observers are excused from the room and the examination committee determines whether the student has passed the examination. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the first doctoral candidacy examination. The student can request a second examination. A student is considered to have passed the second examination if there is no more than one negative vote. A student who has failed the second examination is terminated from the gradu-

Thesis or Dissertation Defense Examination

At the conclusion of the study and research program, each Master of Science and doctoral candidate must successfully defend the thesis or dissertation. The objectives of the defense examination are (1) to probe the validity and significance of the data and information presented, (2) to assess the student as a critical thinker and data analyst, (3) to evaluate the student's scientific creativity, including the student's ability to relate research results to scientific theory within the chosen field, and (4) to present the results effectively in writing.

Upon the recommendation of the appropriate Faculty Chair, the Dean of Instruction and Graduate Studies appoints the defense examination committee. It consists of members of the steering committee, and at least one additional faculty member for the master's degree examination and two additional faculty members or other qualified persons for the doctoral degree examination. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from the student's degree program. The student must consult with staff in the Office of Instruction and Graduate Studies at least one month prior to establishing any dates or arrangements for the examination to ensure all necessary committee appointments are made.

This oral examination covers principally the material in the thesis or dissertation, as well as literature and information relating to it.

The role of the examination committee chair is to manage the defense, ensure its integrity and represent the interests of the faculty and student. Any member of the faculty may be an observer. The student examinee may invite a silent student observer to attend the examination. The defense examination usually lasts two hours, although this time period may be extended as required. At the completion of the examination, the candidate and observers are excused from the room and the examination committee determines whether the candidate has successfully defended the thesis or dissertation. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the first defense examination. A student who fails the first defense may request a second defense. At the second defense, the student has passed the defense if there is no more than one negative vote. A student who has failed the second defense is terminated from the graduate program.

Evaluation

Grades

For each course completed, one of the following grades will be awarded:

<u>Grade</u>	<u>Definition</u>	<u>GradePoints</u>
A	Excellent	4.000
A-		3.700
B+		3.300
B	Satisfactory	3.000
B-		2.700
C+		2.300
C		2.000
C-	Minimum Passing	1.700
F	Failure	0.000
I/F, I/U	Unresolved Incomplete	0.000

Under conditions defined elsewhere, the following grades may be assigned, none of which yield grade points:

<u>Grade</u>	<u>Definition</u>
W	Withdraw
WP	Withdraw Passing
WF	Withdraw Failing
S	Satisfactory (equal to "B" or better)
U	Unsatisfactory (equal to below "B")
SAU	Audit (Satisfactory)
UAI	Audit (Unsatisfactory)
I	Incomplete

Grade Point Average

Semester and cumulative averages are based on graduate level courses only and are computed by dividing the grade points earned by the credit hours completed in all courses graded "A-F."

Incomplete Courses

A temporary grade of "I" may be assigned by an instructor only when the student is passing and has nearly completed the course, but because of circumstances beyond the student's control, the work is not completed. The incomplete grade must be resolved prior to the end of the semester following that in which the incomplete is received. At the request of the instructor, under extraordinary conditions, the incomplete may be extended for one additional semester. If the incomplete is not resolved by the appropriate deadline, it will be changed to a grade of "I/F" or "I/U."

Academic Performance, Credit Hour Load, Transfer Credit, and Time Limits

Academic Performance

Students who earn less than a 3.000 cumulative grade point average for graduate level course, or who receive two or more grades of Unsatisfactory ("U") for work on their thesis, dissertation, or project, shall have their records reviewed by the Dean of Instruction and Graduate Studies. Each student with less than this minimum cumulative grade point average, or with two or more grades of "U", shall be either placed on academic probation or dismissed from ESF. The action taken will be based upon a recommendation from the student's major professor and Faculty chair. The Dean of Instruction and Graduate Studies will inform each student in writing of actions taken.

Each student dismissed will be given the opportunity to appeal this action based on any extraordinary conditions which may have contributed to the unsatisfactory performance. This appeal must be made in writing and submitted to the Office of the Dean of Instruction and Graduate Studies within the stated time limit. Each appeal will be reviewed by the Faculty Subcommittee on Academic Standards which will recommend to the Dean of Instruction and Graduate Studies either to sustain the dismissal or place the student on probation. The Dean of Instruction and Graduate Studies will take final action and so inform each student in writing. There is no appeal beyond this process.

Students who have been dismissed for academic performance may not reapply until at least one semester has elapsed. Students may not take any courses at ESF during this first semester following dismissal.

Students dismissed a second time for academic performance may not again be considered for readmission.

Credit Hour Load

To meet academic requirements, graduate students must be registered for at least one credit each semester, excluding summers, from the first semester of matriculation until all degree requirements have been completed. Failure to register for each semester will result in the student being withdrawn from graduate study and, if the student

wishes to return in the future, a new application must be filed and reviewed prior to readmission. Students are required to register for at least one credit in the summer if they will complete all requirements during that time. There is no full-time credit hour load to meet academic requirements.

Graduate students who hold an assistantship and/or a tuition scholarship must be in a full time status each semester while holding such an award. Usually registration for nine credits equates to full time status for a student holding an assistantship.

Graduate students not holding an assistantship are considered full-time if they are registered for at least 12 credits each semester.

Master's students who have met all academic requirements except for their thesis defense or an examination and all doctoral candidates (i.e., those who have successfully completed their doctoral candidacy examination) will be considered full time if registered for at least one credit of thesis/dissertation research, professional experience, or independent study and have their major professor verify in writing they are working full time on the completion of degree requirements.

For the summer, graduate students will be considered full time if registered for at least one credit of thesis/dissertation research, professional experience, or independent study and have their major professor verify in writing they are working full time on the completion of degree requirements.

Dropping or Adding Courses

Students may add courses with the approval of both their academic advisor and the course instructor and may drop courses with their major professor's approval and notification to the course instructor via an appropriate drop/add form until the last day for program adjustments as listed in the ESF calendar. Courses dropped during this time will not appear on the student's transcript. Courses that begin after the published add date may be added prior to the start of the course. Courses that last for less than one semester may be dropped no later than half way through the course. In either case, the student must submit a completed add-drop form.

For those students receiving financial support through the College, dropping courses that result in the student being less than full-time will have an impact on support received. Contact the Financial Aids Office for more detailed information.

Transfer Credit

Up to six credits of graduate coursework in which a minimum grade of B was earned from an accredited institution and not used to complete another degree may be accepted towards completion of a master's or doctoral degree as approved by the steering committee.

Time Limits

Graduate students must complete all requirements for the Master of Science degree within three years, and the Master of Landscape Architecture within four years, of the first date of matriculation or they may be withdrawn from graduate study. For the doctoral degree, students must complete all degree requirements within three years of passing the doctoral candidacy examination, or they will be required to retake the candidacy examination.

Area of Study

The general area of study for each master's or doctorate student is implied by the title of the program in which the degree is awarded. Areas of study may be established within degree programs by individual Faculties that further define the student's area of specialization. The student's area of study is listed on the student's transcript if identified on the study plan.

Additionally, each Faculty may offer minors identifying ancillary areas of study that may be appropriate for the degree program. A minor is equivalent to 12 or more graduate credits earned in the minor area. Courses in a minor area must be taken outside of the student's area of study. A minor is identified on the student's transcript. A minor professor must be appointed to the student's steering committee for each minor elected, in addition to the minimum complement of steering committee members. Each minor professor can replace an additional examiner.

Competency in Communication Skills and Graduate Seminars

Communication Skills

All students entering graduate programs at ESF are expected to be proficient in communication skills, including technical writing and library skills. Students are required to have completed at least one course in technical writing and one course

in library usage, either as an undergraduate or as a graduate student. Credits for such courses taken during the graduate program are not counted towards degree requirements. Alternatively, graduate students can meet the requirement by demonstrating the equivalent in experience in writing and library skills, as determined by the steering committee.

Seminars

Participation in seminars, including the preparation and presentation of technical material, is vital to the student's graduate education. All graduate students at ESF are required to participate in graduate seminars, as follows:

Topic Seminar: Each graduate student is expected to participate in topic seminars, including presentations, as determined by the individual Faculty. This requirement can be fulfilled, with appropriate approval, by seminars offered at Syracuse University or the SUNY Health Science Center at Syracuse.

Capstone Seminar: Students completing the Master of Science degree or the Ph.D. degree, are required to present a "capstone seminar" on their thesis or dissertation research. Other masters' students may be required to present a capstone seminar on a topic chosen in consultation with the major professor and steering committee. The purpose of the capstone seminar is to provide an opportunity for the graduate student to present technical information to a critical body of professionals and peers. This seminar will be presented prior to the thesis or dissertation defense and should be attended by the student's steering committee. Each seminar is open to the College community and will be announced collegewide to encourage attendance by students and faculty.

Course Numbering System

Courses at ESF are numbered according to the following system:

- 100-499** Undergraduate courses for which no graduate credit may be given.
- 500-599** Graduate courses designed expressly for areas of specialization in postbaccalaureate programs. Qualified undergraduate students may enroll by permission of the instructor.
- 600-699** Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade

point average of 3.000 or better may enroll in these courses with an approved petition.

700-999 Advanced graduate level courses for which no undergraduate students may register.

Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabuses are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

Standards for Theses, Dissertations, and Professional Experience Reports

Collegewide standards for theses, dissertations, and professional experience reports are developed and specified by the Moon Memorial Library Faculty in consultation with the various Faculties and are available in the Office of the Dean of Instruction and Graduate Studies.

Statement of "Good Academic Standing"

The term "in good academic standing" means that a student is eligible or has been allowed to register for and undertake academic coursework at the College for the semester in question. In some instances the College may define a student as being "on academic probation." The mechanism of academic probation, including any accompanying constraints upon a student's activities, is intended merely as an educational device designed to encourage greater effort on the part of students who are having difficulty in meeting certain academic standards. Placement on academic probation may precede denial of the right to register for academic coursework if certain conditions are not met, but a student on academic probation is considered to be in good academic standing. Any question concerning whether or not an individual student is in good academic standing will be determined by the Dean of Instruction and Graduate Study.

Religious Beliefs Law

Students unable, because of religious beliefs, to attend classes on certain days are guided by Section 224a of the New York State Education Law which is as follow:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that one is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which may have been missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of implementation of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of rights under this section.

Student Life

Housing

College students may seek housing with Syracuse University Residence Services, or one of the many off-campus options. The College of Environmental Science and Forestry does not operate its own residence facilities or food service.

Unless they commute from home, freshmen are expected to live in Syracuse University residence halls. ESF students are "clustered" in areas of the residence hall system.

Syracuse University housing is within walking distance of the ESF campus, but students may ride free shuttle-buses or city buses between campus and their residence. Students have a choice of living centers, which includes large residence halls, apartment houses, fraternity and sorority houses, or cooperative units. Freshmen and sophomores typically are assigned to traditional residence halls on the main campus, while upperclass students may opt for South Campus apartments. Student resident advisors live on each floor or in each unit of residences, and are available for counseling, advisement, and referral services. Contracts for room and board made with Syracuse University cover a full academic year — both fall and spring semesters — and are not normally renegotiable during that time period.

Syracuse University also has housing for married students and their families available in the South Campus area.

For more information about costs and availability, contact Residence Services, 202 Steele Hall, Syracuse University, Syracuse, New York 13244, (315) 443-2721.

Students who prefer to find their own housing can get a free list of area apartments from Alternative Action Services (ALTERACTS), (315) 443-5188, which is a student-run organization located in the Schine Student Center at Syracuse University.

Child Care

Onondaga County offers a variety of options for child care. These include 76 licensed day care centers, 78 programs for school age children, 75 nursery and preschool programs, and about 422 legally operated family day care homes. The Onondaga County Child Care Council offers a free referral service. For more information, telephone (315) 472-6919.

In addition, two neighboring educational institutions have on-site child care facilities. Syracuse University Day Care Center (443-4482) can accommodate 60 children from 2 months to 5 years of age. The Health Science Center Child Care Center (315) 464-5540) can accommodate 66 children from 8 weeks to 5 years of age. Both centers welcome the children of ESF students on a space available basis.

The Child Care Council is a free public service referral agency for parents looking for child care. Trained referral counselors are available at (315) 472-6919 to provide parents with information about regulations and the variety of child care options.

Food Services

Syracuse University offers different meal plans to help meet the various needs and interests of individual students. Students living in residence halls without full kitchen facilities are required to subscribe to a meal plan, while students living in university apartments, co-ops, fraternities and sororities, or off-campus, may purchase a meal plan if they so desire.

The College does not provide food services. However, The Gallery, located in the basement of Marshall Hall, offers snacks and light meals from 7 a.m. to 2:30 p.m. weekdays during the academic year.

Health and Medical Facilities

Students may consult a physician for medical care or health advice at the Syracuse University Health Service, 111 Waverly Avenue, (315) 443-2666. Full-time students are entitled to unlimited visits to the outpatient clinic and 10 days of ordinary medical care and confinement in the infirmary per college year. Infirmary stays totaling more than 10 days will be charged at prevailing infirmary rates. There are separate charges for all X-rays, medications, and some laboratory tests.

Student accident or health insurance plans not only supplement the usual infirmary privileges, but can provide health protection during the summer months when students are not under the care of the Health Service. Married students with dependents who are not covered by Health Service privileges are strongly urged to purchase health insurance made available to students through ALTERACTS.

All international students, as well as faculty and students planning to study abroad, are required to carry health and accident insurance supplied by the State University of New York. Further details about this policy are available from SU's International Student Office, 310 Walnut Place, (315) 443-2457, or from the ESF Office of Student Affairs and Educational Services.

Services

College Career and Counseling Services

The Office of Career and Counseling Services is available to students who seek the advice of an experienced counselor, and should be contacted whenever personal questions or problems arise. Problems requiring further assistance may be referred to the appropriate office at Syracuse University, or to specialized agencies in Syracuse.

The Career and Counseling Services staff helps students adjust to life at ESF, successfully graduate from the College, and make the transition into the work force. Through various presentations, counseling sessions, group activities and workshops, students can develop their decision-making, studying, and time-management skills. Other programs explore the adjustments students must make when entering college or transferring between institutions.

The office also provides career counseling to meet the individual needs of students at various stages of their education and/or employment search through a variety of materials and presentations. The career services offered include skills development workshops, job lists, on-campus recruiting visits, company literature, career newsletters, and reference information. A bi-weekly job list is provided to new graduates and alumni by subscription.

The office also conducts an annual Placement Survey to monitor the success and progress of ESF graduates. The reports are available at the Office of Career and Counseling Services.

Syracuse University offices provide additional assistance for a broad range of concerns or difficulties include the Office of Student Assistance, the Counseling Center, the Goldberg Marriage and Family Therapy Center, the Hendricks Chapel staff and denominational chaplains, the Psychological Services Center, the Office of International Services, and the Campus Mediation Center. Students who want an analysis of their aptitudes, abilities, and interests may seek assistance at the university's Testing and Evaluation Service Center.

Academic Support

Academic support services for learning disabled students, as well as students requiring tutorial and remedial assistance, are available through the Syracuse University Center for Academic Achievement. Students with identified learning disabilities should contact the ESF Office of Student Affairs and Educational Services so that appropriate services can be provided.

Services for Disabled Students

Students who experience temporary disabilities or incapacitating injuries that require special transportation or classroom assistance should contact the Office of Student Affairs and Educational Services.

The office staff provides specialized support services and helps more permanently disabled students obtain maximum academic, social, and cultural benefits within the College community. The College is also prepared to respond to disabled students' needs for personal and career counseling, and job placement assistance. For further information contact the Office of Student Affairs and Educational Services, or the College's 504 Coordinator in the Office of Administration.

The Gebbie Speech and Hearing Clinics at Syracuse University provide free remedial assistance to all regularly enrolled students who may have hearing, speech, and/or voice disabilities. To reach Syracuse University Disabled Student Resources/Office for Student Assistance, 306 Steele Hall, telephone (315) 443-4357, or 443-5019 for a Telecommunication Device for the Deaf (TDD).

The College maintains liaison relationships with local and state rehabilitation agencies, including the Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Students should contact the proper agency for specific information about eligibility.

Public Safety

The Public Safety Department at ESF operates 24 hours per day, seven days per week. There is also a network of emergency telephones and intercoms throughout the campus.

Anything of a dangerous or suspicious nature should be reported to the Public Safety Department office in the basement of Bray Hall, (315) 470-6666. The department also handles questions about on-campus parking and off-hour entrance to campus buildings.

Extracurricular Activities

Students at the College can choose from extracurricular activities at both ESF and Syracuse University, as well as within the City of Syracuse, Onondaga County, and the surrounding area.

At ESF

The Undergraduate Student Association (USA) and the Graduate Student Association (GSA) are the official representative bodies on campus governing student organizations. Both undergraduate and graduate students elect representatives from each Faculty to the associations, which manage the affairs and respond to the concerns of their constituents.

The two organizations sponsor a variety of events funded by student activity fees. The events include the All-College Welcome Back Picnic held the first weekend of the fall semester; the Fall Barbecue, a day of informal team competition and outdoor fun held as part of Family and Friends Weekend; the December Soirée, a formal dinner dance; and the Spring Awards Banquet, where students, faculty, and staff are recognized for their contributions to the College community. The associations also host several graduate and all-campus "TGIFs" each semester.

The GSA produces the *Graduate Student Handbook* to assist new graduate colleagues in becoming acclimated to the College. The organization also sponsors an annual professional lecture series, and several social events enjoyed by students, staff, and faculty.

Several other campus organizations offer students opportunities to broaden their knowledge, gain experience and leadership skills, and meet other students with similar interests. These groups include the Bob Marshall Club, an organization of students concerned about the future of the Adirondack Mountains; the Forestry Club, sponsor of the intercollegiate Woodsmen's Team; Forest Engineers Club; Mollet Club, an organization of landscape architecture students; Papyrus Club; Student Construction Association; Nordic Ski Club, Student Environmental Action Coalition; and the Recycling Club.

Other groups include the: Habitat for Humanity, honor society *Alpha Xi Sigma*, which sponsors service activities and campuswide events, and

Kappa Phi Delta, an ESF-affiliated social-professional fraternity located in Syracuse University's "Greek" neighborhood; *Gamma Delta Theta*, founded in 1991 as ESF's first and only sorority; Chi Alpha Christian Ministries; and the Baobab Society, representing the interests and concerns of under-represented student populations at the College.

There are also student chapters of The Wildlife Society, the Society of American Foresters, the American Fisheries Society, the American Society of Landscape Architects, the Association for Women in Science, and the American Water Resources Association.

The school's two major student publications are the *Knothole*, a weekly newspaper, and the *Empire Forester*, an annual yearbook which has won several awards.

For more information about extracurricular activities contact the Office of Activities and Organizations.

At Syracuse University

Students at the College enjoy the same privileges as Syracuse University students. They may participate in student government or join any of the scores of Syracuse University student groups, which include a wide variety of clubs, the International Student Association, religious and military organizations, and professional and honor societies.

College students may also perform with the Sour Citrus Society "pep" band, Hendricks Chapel Chorus, Black Celestial Chorale Ensemble, and other performance/arts organizations.

The Archbold and Flanagan gymnasiums are the center of athletics and physical education at Syracuse University, and are adjacent to the ESF campus. Additional indoor facilities are available at Manley Field House and the Carrier Dome, which is the site of Syracuse University's home football, basketball, and lacrosse games. The Women's Building offers instructional, social, and recreational facilities around the corner from the College quad. Facilities on South Campus include a lodge, 22 tennis courts, and a Nautilus exercise room in the new Goldstein Student Center.

Although students at the College can take part in Syracuse University club and intramural sports, the university does not allow ESF students to participate on its Division I intercollegiate teams due to National Collegiate Athletic Association guidelines.

ROTC Opportunities

Many students attending the College are eligible to participate in the Army or Air Force ROTC Program at Syracuse University.

The Reserve Officer Training Corps programs consist of both two- and four-year programs. Students attending the College for two years can gain admission to either the Army or Air Force program through participation in summer training. Both four- and six-week camps and on-campus programs are available to suit the individual needs of students. The ROTC programs offer academic instruction, alternate and supplementary career opportunities, leadership experience, and financial aid.

For more information contact Air Force ROTC, 303 Archbold Gymnasium, (315) 443-2461, and/or Army ROTC, 308 Archbold Gymnasium, (315) 443-2462.

Alumni Association

The Alumni Office serves as the liaison between the College, the Alumni Association Board of Directors, and ESF's more than 15,000 alumni. The association supports educational programs through scholarships, publishes a quarterly newsletter, and represents concerns of ESF graduates.

Student Rules and Regulations

The complete guidelines for academic and social conduct for all students attending the College are found in the *ESF Code of Student Conduct* and the *Student Handbook*, which are distributed annually. The guidelines pertain to all students, and it is each student's responsibility to be familiar with the regulations and to abide by them.

All students receive copies of informational materials related to prevention of sexual harassment, campus security and crime statistics, and drug-free campus programs.

Syracuse

The College of Environmental Science and Forestry is adjacent to Syracuse University on one of several hills that overlook downtown Syracuse and nearby Onondaga Lake. The greater metropolitan area is home to more than 750,000 people and offers a variety of cultural, educational, and recreational opportunities.

The city has several fine museums, including the Everson Museum of Art with its outstanding collection of works by local, national, and international artists. Syracuse Stage is known for its professional theater productions, while the Syracuse Symphony Orchestra is one of the nation's finest, and the downtown Civic Center features performing artists from around the world. The area features several colleges and universities. The State University of New York Health Science Center at Syracuse, Le Moyne College, and Onondaga Community College join ESF and Syracuse University in the city, while Cazenovia College is nestled in a nearby suburb. There are many other institutions of higher education within a short drive, including Colgate University, Cornell University, Hamilton College, Ithaca College, SUNY Cortland, SUNY Oswego, and Utica College.

There are nine major community parks in the city, and numerous county and state parks, including

Beaver Lake Nature Center and Montezuma National Wildlife Refuge, are within a short distance. The Adirondacks, Lake Ontario, the Finger Lakes, downhill and cross-country skiing facilities, and golf courses are also within easy driving distance, and make Central New York a haven for recreation and nature lovers.

Once home of the salt industry, the "Salt City" is now a metropolitan area of diversified industry and commerce. The area is a leader in the manufacture of air-conditioning equipment, automotive parts, china, pharmaceuticals, lighting equipment, and medical diagnostic equipment.

Syracuse is called the Crossroads of New York State, because it is situated at the intersection of two major highways: the 500-mile east-west New York State Thruway (Interstate 90) and the north-south Penn-Can Highway (Interstate 81). The highways cut the driving time to New York City, Boston, Philadelphia, Toronto, or Montreal, to approximately five hours, while Buffalo and Albany are less than three hours away.

The city is also served by the modern Hancock International Airport, Amtrak, and major bus lines, which makes it a convenient home for students and faculty alike.

The Campuses

The College operates a multiple campus system with regional campuses and field stations located in Syracuse, Tully, Wanakena, Warrensburg, Cranberry Lake, Newcomb, and Clayton. This system is composed of about 1 million square feet of facilities in 186 buildings on 25,000 acres of land.

The Syracuse Campus

The main campus in Syracuse lies on 12 acres adjacent to Syracuse University in an area that traditionally has been known as "The Hill." The principal instructional programs at the bachelor's, master's, and doctoral degree levels are on the Syracuse campus. In addition, the main campus houses important research organizations such as the Empire State Paper Research Institute, the Polymer Research Institute, a cooperative research unit of the U.S. Forest Service, and the Ultrastructure Center.

A vast array of programs are housed in the five main academic buildings: Baker Laboratory, and Walters, Bray, Marshall, and Illick halls. A new chemistry building is currently under construction. The main campus is also home to Moon Library.

Moon Library

The F. Franklin Moon Library contains more than 115,000 cataloged items, 1,846 serials and abstracts, and receives 1,084 journals. The collection constitutes a specialized information source for the forestry, environmental science, and landscape architecture programs of the College. The collection has 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 and engineering, photogrammetry, silviculture, soil science, water resources, world forestry, wildlife biology, wood products engineering, and zoology.

The Syracuse University libraries, including the Science and Technology Library immediately adjacent to the ESF campus, and the libraries at the SUNY Health Science Center at Syracuse are within walking distance of ESF. Students at the College are encouraged to refer to those collections if what they need is not in Moon Library.

Other collections located throughout New York State and the United States are readily accessible through inter-library loan. All ESF and Syracuse University collections may be searched by using an on-line public access catalog located in Moon Library and through remote site computer dial-up systems.

The library building seats 400 people. The main reading areas are located on the upper level adjacent to the open stacks, and are divided by the library catalog and reference service area. The library contains a current periodical room, a bibliographic center containing indexes and abstracts, individual study carrels, and library faculty offices. The Hoverter Archives and special collections, conference room, and computer terminal room are located on the lower level.

The archives contains historical items relevant to the College and forestry development in New York State. The special collections area of the archives includes rare, scarce, and valuable books and folios, as well as the Fletcher Steele collection on landscape architecture and the Thomas Cook collection on papermaking.

Public services provided by the library faculty and staff include a credit course in library research, orientation, class lectures, study guides, user aids, and reference desk services.

Moon Library is a member of the SUNY OCLC network for cataloging and interlibrary loans.

Academic Computing Services

The use of information technology is critical to the educational experience at the College. Four public clusters of microcomputers are maintained as combinations of open-shop/classroom facilities for general College-wide use. All clusters are open seven days a week during most of the academic year. The clusters in both Baker Laboratory and Moon Library consist mainly of Windows/DOS (IBM compatible) and some Apple Macintosh microcomputers. Compatible plotters, laser printers, and dot-matrix printers are also found in these locations. Academic Computing supports users of technology at ESF by maintaining the software that is available over the network and resident on particular machines including a variety of word processing, CAD/graphics, statistics, database manager/spreadsheets, programming language compilers and miscellaneous

course-specific software. Student consultants and Academic Computing staff are available to assist students with computing needs.

Additional semi-public clusters of microcomputers are provided for specialized uses such as graphics and geographic information systems. The specific descriptions of these sites are located within the Faculty section of this Catalog. For information regarding the location, hours of operation, and particular hardware and software available at these semi-public clusters, please contact the appropriate Faculty secretary, faculty member, or your advisor.

All DOS computers are networked to the ESF academic server with connections to Syracuse University's time-sharing computers and the Internet. Students owning computers and a modem to have access to a dial-up service through Syracuse University.

Analytical and Technical Services

Analytical and Technical Services (A&TS) provides an array of centralized analytical services such as gas chromatography-mass spectrometry, nuclear magnetic resonance spectrometry, and inductively coupled plasma emission spectrometry. A&TS also provides other services including operating a chemical and laboratory apparatus stockroom, microcomputer repair, instrument and equipment repair, micromechanical repair and experimental apparatus fabrication, and scientific glassblowing.

Specialized Facilities

Specialized facilities on the Syracuse campus include electron microscopes, plant growth chambers, air-conditioned greenhouses, a bio-acoustical laboratory, a 1,000-curie cobalt-60 radiation source, radioisotope laboratory, computing center, and specialized instrumentation, including a 300 MHz nuclear magnetic resonance spectrometer with both liquids and solids capability, electron spin resonance spectrometer, gas chromatography, mass spectrometer, ultracentrifuge, and X-ray and infrared spectrophotometer.

The paper science and engineering laboratory features a semicommercial paper mill with accessory equipment. The Faculty of Wood Products Engineering has a complete strength-of-materials laboratory as well as a pilot-scale plywood laboratory and a machining laboratory.

Greenhouses and forest insectary are used to produce plant and insect material for classroom and laboratory instruction. Extensive collections are avail-

able for study, including wood samples from all over the world, botanical materials, insects, birds, mammals, and fishes.

Instructional Development, Evaluation and Services

The Office of Instructional Development, Evaluation and Services (IDEaS) demonstrates ESF's commitment to instructional excellence. The purpose of IDEaS is to enhance Collegewide awareness of and attention to issues of instructional developments through a variety of programs and services that support and enrich teaching and learning at ESF. Services include consultation with individual faculty members; collaboration with faculty on special course, program, or educational research and development projects; a *Seminars on Instruction* series; a newsletter, *Focus on Teaching and Learning at ESF*; an annual *Graduate Assistant Colloquium and Orientation to Teaching and Learning at ESF*; and an ongoing instructional and assessment process. IDEaS also supports the teaching, research, and public service programs of the College through consultation on the acquisition and use of educational technology; media equipment distribution and maintenance; teleconferencing; and video, audio, and photo production services.

Geographic Information Systems

The environment is inherently spatial, or geographic, and better consideration of spatial relationships and characteristics may revolutionize understanding and management of environmental processes and conditions. Modern technology, especially in computing and information management, is providing the tools necessary for this improved understanding. Specifically, geographic information systems provide the powerful tools needed for a coordinated, cross-disciplinary effort in geo-spatial modeling and analysis (GMA).

Geographic information systems are collections of capabilities for acquiring, storing, managing, manipulating, analyzing, displaying, and reporting data or information which has locational or spatial attributes. The College faculty recognizes the power and utility of GIS for generating fundamental knowledge about the world, and for many practical environmental applications. These environmental topics cover the breadth of programs at ESF, including natural resources management, environmental and biological science, local and regional planning, engineering, and design of facilities and sites.

In recognition of the importance of GMA to all programs of study and research at the College, the campuswide Council for Geo-spatial Modeling and Analysis (CGMA) was formed in 1991. This unique group consists of faculty and professional staff from the many academic units which are active in the various aspects and applications of GMA. The council emphasizes communications and cooperation in order to develop coherent programs of instruction, research, and public service for many aspects of the ESF community.

The coordination that CGMA can provide will assure continued, efficient, and effective development of the College's expertise and resources in GMA. The council formalizes a unique combination of expertise, interests, and disciplinary strengths, and will help ESF remain a recognized leader in environmental applications of GMA.

Geo-spatial modeling and analysis instruction and research at ESF builds upon existing strengths in mapping science and engineering, including surveying, photogrammetry, remote sensing, hydrology, environmental engineering, and waste management. It also builds on strengths in environmental applications, including environmental science, natural resources management, planning, and design.

Extensive research and advanced instruction facilities are located in the College's Mapping Science Laboratory and the Environmental Design, Planning, and Visual Simulation Laboratory. These facilities continue to expand through support by SUNY, applications research, standard and continuing education programs, and special funding. Additional resources exist at other facilities at ESF and Syracuse University, including an internationally recognized faculty in the areas of cartographic theory and geographic analysis.

Any program at ESF can include a component of GIS instruction and practice with proper coordination. In addition, much more concentrated study, application, and research using GIS is available through engineering, environmental studies, forestry, and landscape architecture.

Division of Engineering faculty and students are interested in spatial data acquisition, environmental database development, environmental modeling, site selection, and facility design. The study of GIS in engineering may be coordinated with programs in photogrammetry and mapping, environmental assessment and engineering, image processing, and water resources.

Environmental studies faculty and students are interested in policy issues associated with environmental information, and applications within metropolitan environments. The Faculty's graduate and

undergraduate programs offer students special opportunities to pursue an interdisciplinary program that is tailored to their needs, and can include instruction in GIS and GMA applications and research.

Forestry faculty and students use GIS to focus on forest management and planning, and range from inventory analysis through harvest planning to general multiple use forest management. Since resources management is essentially spatial in nature, both the undergraduate program in resources management and the two graduate programs, forest resources management and forest management and operations, benefit from GIS and GMA technology.

Landscape architecture students and faculty are interested in the application of CAD, GIS, and video technologies for landscape analysis, planning, and design. These technologies are integrated into both undergraduate and graduate required coursework, and advanced bachelor's of landscape architecture and master's of landscape architecture students may pursue additional specialized learning in computer applications.

The Tully Campus

The Tully Campus, which is composed of the Heiberg Memorial Forest and the Genetic Field Station is about 25 miles south of Syracuse.

Heiberg Memorial Forest is located on the northern escarpment of the Allegheny Plateau. It includes 4,100 acres of diverse terrain and forest growth. The forest is utilized as an extensive teaching laboratory, as a site for intensive research, and for public service activities. Several all weather classroom buildings accommodate instruction and public service programs including an intensive field semester for environmental resources management students. The forest is actively managed for forest products including wood products, Christmas trees, maple syrup and wildlife. Several thousand casual users visit the property each year to take advantage of a variety of outdoor recreational opportunities.

The Wanakena Campus

The Wanakena Campus, located on the Oswegatchie River about 65 miles northeast of Watertown and 35 miles west of Tupper Lake, is the site of the James F. Dubuar Forest and the Faculty of Forestry's Forest Technology Program.

The campus and its 2,800-acre instructional and demonstration forest supports the College's Associate of Applied Science degree program for

the training of forest technicians. It is the oldest forest technician program in the country.

The campus is situated on the western plateau of the "Lakes Region" of the Adirondacks, and hosts the Summer Session in Field Forestry, a seven-week session devoted to introductory instruction in field forestry principles and techniques. The session is required for all students entering environmental and resource management and the dual option in environmental and forest biology and resource management.

The Warrensburg Campus

The Warrensburg Campus is located in the southeastern Adirondack region and encompasses the Charles Lathrop Pack Demonstration Forest, an area of some 2,800 acres of heavily forested land noted for its white pine.

The forest has been under intensive management since 1927 for the combined purpose of instruction, research, and demonstration in forestry and allied fields.

The Cranberry Lake Campus

The Cranberry Lake Campus, approximately 1,000 acres of forested property in the northwestern area of the Adirondacks, is the site of ESF's Biological Station.

The College operates an eight-week summer field program in environmental biology at the campus, which is bounded by 150,000 acres of New York State forest preserve lands, by Cranberry Lake, and by isolated forest bogs and beaver meadows.

The extensive facilities are intensely utilized during the summer in a comprehensive curriculum of upper-division and graduate level courses.

Use of the campus before and after the summer session program varies to include individual research projects, cooperative studies with other agencies, and visits by large groups from both the College and outside institutions.

The Newcomb Campus

Located in the central Adirondack Mountains, Newcomb is the largest of the regional campuses and home to the Adirondack Ecological Center (AEC) where extensive studies of animal biology and ecology are conducted.

The AEC is located on the Huntington Wildlife Forest, a 15,000-acre property owned by the College. It provides an exceptional resource for experimentation in ecology and natural resources management. The forest contains Rich Lake and the new \$1 million Adirondack Interpretive Center, which is operated by the Adirondack Park Agency and open to the public throughout the year.

This campus is mountainous and contains a wide variety of vegetative types and wildlife. It is used year round for a general research and forest management program participated in by faculty, undergraduate and graduate students, and visiting scientists.

The Field Stations

In addition to its regional campus system, the College operates several field stations, which directly support the instruction, research, and public service programs of the institution.

The 44-acre Forest Experiment Station on LaFayette Road is located within the city about three miles from the main campus. It is used to support main campus academic and research programs. The station includes a tree nursery, four arboreta, two greenhouses, and a research laboratory.

The Genetic Field Station in Tully has 66 acres devoted to both short and long term outplantings developed during various genetic research projects at the College. An irrigation system and layout of level blocks makes it an excellent facility for developing hybrids, grafting, doing experiments, and for in heritability research.

Both the Experiment Station and the Genetic Field Station receive substantial public use for hiking, cross-country skiing, and for nature hikes.

The College also owns a magnificent island, featuring the Ellis International Laboratory, in the heart of the Thousand Islands/St. Lawrence River area off the village of Clayton.

Accessible only by boat, the laboratory is in an appropriate spot for the collegewide, cooperative, and international environmental monitoring and research activities conducted in the St. Lawrence Seaway area.

Special Opportunities

Coordinated Programs with Syracuse University

Science Teacher Certification

The College and the School of Education at Syracuse University offer selected undergraduate students an opportunity to prepare for New York State provisional teacher certification in biology, or chemistry, and general science. This opportunity is available through the following ESF programs: chemistry (leading to certification in chemistry and general science

in grades 7-12); and environmental and forest biology (leading to certification in biology and general science in grades 7-12).

Students who earned at least a 2.600 grade point average during their first semester at ESF and transfer students who maintained a 3.000 or greater cumulative grade point average at their previous college are eligible for the program. The following academic requirements must be met:

1. All requirements for the program as listed in this *Catalog* including at least 24 credits of science in the primary certification area.
2. One year of college level foreign language study, or its equivalent established through appropriate high school study and/or testing.
3. An appropriate computer use course.
4. A formal experience (credit or noncredit) tutoring or mentoring children, adolescents, or adults.
5. The following Syracuse University professional education core courses:

EDU 207	Study of Teaching	3
SED 350	Participation in the Academy of Science Educators (Participation is required; registration is optional)	0-3
EDU 307	Principles of Teaching and Learning in Inclusive Classrooms	3
EDU 310	The American School	3

2-hour New York State Required Child Abuse Seminar

Candidacy Semester (Spring only) Prerequisites include: a minimum 2.6 cumulative average and average in both required education and science courses; completion of EDU 207, 307, and an appropriate number of science credits; successful review of the professional portfolio by the Academy.

EDU 400	Adapting Instruction for Diverse Students Needs	3
SCE 413	Methods and Curriculum in Teaching Science	3
EDU 508	Student Teaching/Secondary Candidacy	3

Professional Semester (Fall only) Prerequisites include: successful completion of the candidacy semester and approval by the Academy; 2.6 averages as described above; at least 18 credits in the primary science area.

Prerequisite is successful completion of the first professional semester.

EDU 508	Student Teaching/Science	9
EDU 415	Teacher Development/Science	3

A more detailed description of requirements and philosophy of this program and other requirements for New State Teacher Certification may be obtained from the Office of Instruction and Graduate Studies at ESF.

Concurrent Graduate Degrees

The College and Syracuse University provide opportunities for graduate students to complete degrees concurrently at ESF and at Syracuse University in either the M.P.A. degree program in the Maxwell School of Citizenship and Public Affairs, the M.A. or M.S. degree programs in the S.I. Newhouse School of Public Communications, the M.S. degree program in the School of Education, or the M.B.A. degree program in the School of Management.

Students must complete at least one semester of graduate level coursework and earn a 3.500 grade point average or better at ESF before being considered for a concurrent degree program at Syracuse University. Students at the Syracuse University College of Law may apply for admission to a concurrent degree program at ESF during their first year of law school.

Graduate students at Syracuse University should also consider the certificate of graduate studies in environmental decisionmaking offered through the Faculty of Environment Studies described on page 81.

Preprofessional Advising

The College, through Syracuse University, offers preprofessional advising for students interested in careers in medicine, dentistry, veterinary science, and law.

Although some colleges of medicine and dentistry no longer require extensive background coursework in biology, most require a full-year course in general biology, general chemistry, or-

ganic chemistry, and physics. Calculus is also required in many cases. In addition to the general science background, colleges of veterinary medicine require coursework in bacteriology or microbiology, and at least one summer of practical experience in the management of poultry, pigs, cattle or horses.

Regardless of the specific prerequisites of a school of medicine, dentistry or veterinary medicine, coursework available at ESF has proven to be valuable to applicants to those professional programs.

All students applying to medical school are encouraged to form a pre-med advisory committee, which can provide letters of recommendation to the schools. The director of Syracuse University's Health Professions Advising Program can be reached at 329 Hall of Languages, (315) 443-2207.

For more information, see ESF's *Career Guide Handbook for Biologists*, or contact the Office of Career and Counseling Services.

Exchange Programs at Cornell University

The College 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, which is about 50 miles southwest of Syracuse.

Graduate students interested in this opportunity should contact the ESF Office of Instruction and Graduate Studies.

Academic Programs

Degree Programs and Areas of Study

The College is authorized to award degrees in the following programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid programs.

Division of Engineering, page 61.

Environmental and Resource Engineering: M.S., Ph.D., with options in *forest engineering* and areas of study in environmental management, forest engineering, geo-spatial information systems, photogrammetry and remote sensing, or water resources engineering; option in *paper science and engineering* and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, process and environmental systems engineering, or pulp and paper technology; and option in *wood products engineering* with areas of study in construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, or engineered wood products and structures: timber structure design. (HEGIS Code 0999)

Environmental and Resource Engineering: M.P.S., with areas of study in environmental management, wood science and technology, and construction. (HEGIS Code 0999)

Undergraduate study in engineering is available through the Faculties of Environmental Resources and Forest Engineering; Paper Science and Engineering; and Wood Products Engineering.

Division of Forest Resources, page 67.

Dual Option in Environmental and Forest Biology/Resources Management: B.S. (HEGIS Codes 0499 and 0115)

Faculty of Chemistry, page 70.

Chemistry: B.S., with options in biochemistry and organic chemistry of natural products, environmental chemistry, or natural and synthetic polymer chemistry. (HEGIS Code 1905)

Environmental and Forest Chemistry: M.S., Ph.D., with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry. (HEGIS Code 1905)

Faculty of Environmental and Forest Biology, page 76.

Environmental and Forest Biology: B.S., with elective concentrations in biotechnology, ecology, entomology, environmental interpretation, environmental microbiology, fish and wildlife biology and management, forest pathology and mycology, plant physiology, plant science, pre-medical science, science education, or zoology. (HEGIS Code 0499)

Environmental and Forest Biology: M.P.S., M.S., Ph.D., with areas of study in ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant science and biotechnology, or chemical ecology. (HEGIS Code 0499)

Faculty of Environmental Studies, page 83.

Environmental Studies: B.S., with options in information and technology, land use planning, biological science applications, or policy and management. (HEGIS Code 0420)

Environmental Science: M.S., Ph.D., with areas of study in environmental and community land planning, environmental policy and democratic processes, environmental modeling and risk analysis, or water resource management. (HEGIS Code 0420)

Environmental Science: M.P.S., with areas of study in environmental and community land planning and environmental policy and democratic processes. (HEGIS Code 0420)

Faculty of Environmental Resources and Forest Engineering, page 93.

Forest Engineering: B.S. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Faculty of Forestry, page 96.

Forest Technology Program: A.A.S., with elective concentrations in forest technology, or surveying technology. (HEGIS Code 5403)

Resources Management—General Forestry: B.S., with options in forestry and a minor in management, or water resources management (HEGIS Code 0115)

Forest Resources Management: M.S., Ph.D., with areas of study in policy and administration, forestry economics, forest management, recreation and tourism, watershed management/hydrology, silviculture, silvics, forest soil science, tree improvement, international forestry, urban forestry, quantitative methods, or resources information management. (HEGIS Code 0115)

Forest Resources Management: M.P.S., with areas of study in policy and administration, forestry economics, forest management, recreation and tourism, watershed management/hydrology, silviculture, silvics, international forestry, urban forestry, quantitative methods, or resources information management. (HEGIS Code 0115)

Faculty of Landscape Architecture, page 114.

Landscape Architecture: B.L.A. (HEGIS Code 0204)

Landscape Architecture: M.L.A., M.S., with areas of study in ecological design and planning, community design and planning, cultural landscape conservation, and design history and theory. (HEGIS Code 0204)

Faculty of Paper Science and Engineering, page 123.

Paper Science and Engineering: B.S., with options in science, or engineering, and a minor in management. (HEGIS Code 0999)

Graduate Study is available through the division of Environmental and Resource Engineering.

Faculty of Wood Products Engineering, page 129.

Wood Products Engineering: B.S., with options in construction management and engineering, or wood products with elective concentrations in marketing, production, building construction and renovation, wood science, or timber management. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Freshman Residency

The College of Environmental Science and Forestry accepts a limited number of students into a Freshman Residency Program that prepares them to enter many of the upper division programs of the College. Students interested in this program should refer to page 15 for information on freshman admissions.

Students who meet the admissions criteria and are interested in pursuing a degree in the dual option of environmental and forest biology and resources management, chemistry, environmental and forest biology, forest engineering, resources management, landscape architecture, paper science and engineering, or wood products engineering should review the lower division tracks on the following pages.

Students accepted into any of these tracks complete the required program through a combination of courses taken at ESF, Syracuse University, or advanced standing granted through AP, CLEP or other appropriate programs.

Freshmen who enter through one of these tracks should note that because of opportunities to take some specialized courses at ESF not normally available at pre-ESF institutions, there may be some alteration of their upper division program compared to those who transfer to ESF directly into the junior year program.

Freshmen entering should review the following guidelines as they plan their programs:

Dual option in environmental and forest biology and resources management: Six hours of humanities electives are required. These include

subjects such as philosophy, religion, literature, fine arts, languages, music. These electives are recommended to be completed during the first two years. Upper division electives normally are concentrated in some area of environmental and forest biology; one elective must be taken in each of five areas: forest protection, recreation, vegetation, watershed, wildlife; 4 others are required in an area defined by the student and advisor.

Environmental and forest biology: electives taken throughout the full four-year curriculum must include at least nine credits of social sciences/humanities. Electives must also include one course from each of Groups A and B as listed on page 77. Students must also take a minimum of six credits each of animal and plant sciences, which may include courses from Groups A and B not used as noted above. Finally, a minimum of nine credits in biology at the upper division (numbered 300 or higher) are required.

Students must also take the soils course or one of the following: geology, climatology, earth science, or meteorology.

Forest engineering, paper science and engineering, and wood products engineering: Electives taken throughout the full four-year curricula must include at least nine credit hours in social sciences or humanities, at least three of which should be upper division. Humanities coursework deals with branches of knowledge concerned with humans and their culture, while social sciences coursework concerns individual relationships in and to society. Traditional subjects in these areas are philosophy, religion, history, literature, fine arts, sociology, psychology, anthropology, economics, and modern languages beyond the introductory skills courses, while modern nontraditional subjects are exemplified by courses such as technology and human affairs, history of technology, and professional ethics and social responsibility.

Subjects such as accounting, industrial management, finance, personnel administration, ROTC studies, and skills courses, such as public speaking and technical report writing, do not fulfill the humanities and social science requirement.

Students who have advanced placement credits are encouraged to work closely with their advisor in order to best prepare for various upper division elective sequences in technology, science, design or management.

Resources management: Six hours of humanities electives are required. These include subjects such as philosophy, religion, literature, fine arts, languages, music. These electives are recom-

mended to be completed during the first two years. Upper division electives in the Forestry Option include one course in each of five areas: forest protection, recreation, vegetation, watershed, wildlife. Additional elective hours may be used to develop a concentration in some specific area or to broaden overall educational experiences. Upper division electives in the Water Resources Management Option must be concentrated in some specific area. Students are encouraged to add additional electives above the minimum required to better prepare themselves to be intelligent members of a modern diverse society.

Landscape architecture: The student must take a total of nine credits of social science. This normally includes EIN 371 American Landscape History, and either FOR 205 Macroeconomics or FOR 206 Microeconomics. An additional three credit course in social science must be taken. The educational objective of the third social science course is to improve understanding of society, government, and cultures of the world, particularly as they relate to the landscape.

The student must take three credits of mathematics beyond trigonometry and algebra. If the student has no prior trigonometry instruction, or is unsuccessful on the trigonometry portion of Syracuse University's math placement test, then a math course with trigonometry is needed.

The student must take botany, zoology, and global environment, plus an additional 6-8 credits on natural science with labs or field trips. The educational objective is to understand the scientific laws and principles that control environmental processes.

The student must take landscape drafting and a studio art course in two-dimensional realistic representation for three credits. The educational objective of this course is to improve hand/eye coordination and enhance observation, graphic communication and visualization skills relevant to landscape architecture.

The student must take a two-semester course in art and/or architectural history for six credits that surveys from the ancient world to the present. The educational objective of these courses is to provide an understanding of the cultural foundations and historical antecedents that inform the best examples of landscape architecture. Normally, the student takes EIN 205/206 History of Visual Arts.

The student must take a sequence of courses in communications, including writing, library research, and public speaking.

Dual Option--Environmental and Forest Biology/Resources Management**Freshman Year****Fall****Spring**

EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
APM 105	Survey of Calculus I	4	APM 255	Computing Methods	3
CLL 190	Writing and the Environment	3		Elective-Humanities/Social Sci	3
FOR 132	Forestry Orientation Seminar	1			<u>14</u>
		<u>16</u>			

Sophomore Year

EFB 320	General Ecology	4	PHY 212	Physics II	3
FCH 210	Elements of Organic Chemistry*	3	PHY 222	Physics Lab II and/or	1
FOR 202	Introduction fo Sociology	3	FCH 223	Organic Chemistry II	3
PHY 211	Physics I	3	FCH 224	Organic Chemistry Lab II or	2
PHY 221	Physics Lab I	1	APM 106	Survey of Calculus II	3
		<u>14</u>	CLL 290	Perspectives on the Environment	3
			EFB 220	Global Environment	3
			FOR 206	Introduction to Microeconomics	3
			FOR 360	Principles of Management	3
					<u>15/17</u>

*FCH 210 or FCH 221/222 may be used to satisfy organic chemistry. However, students planning to take further chemistry should take FCH 221/222.

Chemistry**Freshman Year****Fall****Spring**

EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
MAT 295	Analytical Geometry & Calculus I	4	MAT 296	Analytical Geometry & Calculus II	4
CLL 190	Writing and the Environment	3	APM 255	Computing Methods	3
CHE 132	Chemistry Orientation Seminar	1		Elective-Humanities/Social Sci	3
	Elective-Humanities/Social Sci	3			<u>18</u>
		<u>19</u>			

Sophomore Year

FCH 221	Organic Chemistry I	3	FCH 223	Organic Chemistry II	3
FCH 222	Organic Chemistry II	2	FCH 224	Organic Chemistry Lab II	2
PHY 211	Physics I	3	PHY 212	Physics II	3
PHY 221	Physics Lab I	1	PHY 222	Physics Lab II	1
SPC 325	Presentational Speaking	3	CLL 290	Perspectives on the Environment	3
	Electives-Humanities/Social Sci	3	EFB 220	Global Environment	3
		<u>15</u>		Elective*	3
					<u>18</u>

*FOR 205 or FOR 206 is suggested.

Environmental and Forest Biology

Freshman Year

Fall

Spring

EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
APM 105	Survey of Calculus I	4	APM 255	Computing Methods	3
CLL 190	Writing and the Environment	3		Elective-Humanities/Social Sci	3
FOR 132	EFB Orientation Seminar	1			14
		16			

Sophomore Year

EFB 320	General Ecology	4	FOR 345	Soils ³	3
FCH 210	Elements of Organic Chemistry ¹	3	PHY 212	Physics II ⁴	3
PHY 211	Physics I ²	3	PHY 222	Physics Lab II ⁴ and/or	1
PHY 221	Physics Lab I ²	1	FCH 223	Organic Chemistry II	3
	Electives	5	FCH 224	Organic Chemistry Lab II and/or	2
		16		Electives	6-9
			CLL 290	Perspectives on the Environment	3
			EFB 220	Global Environment	3
					15/18

¹FCH 210 or FCH 221/222 may be used to satisfy organic chemistry. However, students planning to take further chemistry should take FCH 221/222.

²PHY 101/111 may be substituted with the advisor's approval.

³GOL 101 may be substituted with the advisor's approval.

⁴PHY 102/112 may be substituted with the advisor's approval.

Forest Engineering Track

Freshman Year

Fall

Spring

EFB 226	General Botany	4	PHY 212	General Physics	3
PHY 211	General Physics	3	PHY 222	Physics Lab II	1
PHY 221	General Physics Lab I	1	FOR 206	Introduction to Microeconomics	3
MAT 295	Calculus I	4	MAT 296	Calculus II	4
CLL 190	Writing and the Environment	3	APM 153	Computing Methods	3
FEG 132	Orientation Seminar: FEG	1		Elective--Humanities/Social Sci	3
		<u>16</u>			<u>17</u>

Sophomore Year

CHE 106	General Chemistry Lecture	3	CHE 116	General Chemistry Lecture	3
CHE 107	General Chemistry Lab	1	CHE 117	General Chemistry Lab	1
ERE 221	Engineering Mechanics-Statics	3	ERE 362	Mechanics of Materials	3
ERE 225	Engineering Graphics	1	ERE 222	Engineering Mech-Dynamics	2
MAT 397	Calculus III	4	MAT 485	Differential Equations & Mat Alg	3
FOR 205	Introduction to Macroeconomics	3	ELE 221	Electrical Science I	3
		<u>15</u>	CLL 290	Perspectives on the Environ	3
					<u>18</u>

Resources Management

Freshman Year

Fall

Spring

EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
APM 105	Survey of Calculus I	4	APM 255	Computing Methods	3
CLL 190	Writing and the Environment	3		Elective-Humanities/Social Sci	3
FOR 132	Forestry Orientation Seminar	1			<u>14</u>
		<u>16</u>			

Sophomore Year

EFB 320	General Ecology	4	APM 391	Statistics	3
FOR 202	Introduction to Sociology	3	EST 221	Intro to American Government	3
PHY 211	Physics I	3	FOR 206	Introduction to Microeconomics	3
PHY 221	Physics Lab I	1	FOR 360	Principles of Management	3
	Electives-Humanities	6	CLL 290	Perspectives on the Environment	3
		<u>17</u>	EFB 220	Global Environment	3
					<u>18</u>

Landscape Architecture Track

Freshman Year

Fall

Spring

APM 255	Computing Applications	3	EFB 285	General Zoology	4
CLL 190	Writing and the Environment	3	FOR 206	Intro to Microeconomics	3
CLL 300	Library Research**	1	SPC 325	Presentational Speaking	3
EFB 226	General Botany	4		Studio Art	3
LSA 132	LSA Orientation Seminar	1		Elective-Social Science	3
LSA 320	Intro to Landscape Arch & Plan	3			16
		15*			

Sophomore Year

EIN 205	Art, Culture, & Landscape I	3	CLL 290	Perspectives on the Environment	3
EIN 371	American Landscape History**	3	EFB 220	Global Environment	3
	Mathematics or Statistics	3	EIN 206	Art, Culture, & Landscape II	3
	Elective-Natural Science	4	LSA 282	Landscape Drafting	3
	Elective	3		Elective	3
		16			15

*With the advisor's approval, the actual course load may be less and is dependent on advanced placement credits and future program selection.

**These courses are currently required in the upper-division BLA program. Their content will be met, but the student will still be held for the full 128 credits as an upper-division student (i.e., it gives the student more elective course options).

Paper Science and Engineering Track

Freshman Year

Fall

Spring

EFB 226	General Botany	4	PHY 211	Physics I	3
CHE 106	General Chemistry Lecture I	3	PHY 221	Physics Lab I	1
CHE 107	General Chemistry Lab I	1	CHE 116	General Chemistry Lecture II	3
MAT 295	Calculus I	4	CHE 117	General Chemistry Lab II	1
CLL 190	Writing and the Environment	3	MAT 296	Calculus II	4
PSE 132	PSE Orientation Seminar	1	FOR 206	Introduction to Microeconomics	3
	Elective--Humanities/Social Sci	3	APM 153	Computing Methods	3
		<u>15/19*</u>	ERE 225	Engineering Graphics	<u>1</u>
					<u>19</u>

Sophomore Year

FOR 205	Introduction to Macroeconomics	3	CLL 290	Perspectives on the Environment	3
FCH 221	Organic Chemistry I	3	FCH 223	Organic Chemistry II	3
FCH 222	Organic Chemistry Lab I	2	FCH 224	Organic Chemistry Lab II	2
MAT 397	Calculus III	4	EFB 220	Global Environment	3
FCH 380	Analytical Chemistry I	3	PHY 212	Physics II	3
PSE 300	Introduction to Pulp & Paper	<u>3</u>	PHY 222	Physics Lab II	1
		18	APM 485	Differential Equations	3
					<u>18</u>

Wood Products Engineering Track

Freshman Year

Fall

Spring

EFB 226	General Botany	4	PHY 212	Physics II	3
PHY 211	General Physics I	3	PHY 222	Physics Lab II	1
PHY 221	General Physics Lab I	1	MAT 296	Calculus II	4
MAT 295	Calculus I	4	FOR 206	Introduction to Microeconomics	3
CLL 190	Writing and the Environment	3	APM 153	Computing Methods	3
PSE 132	FEG Orientation Seminar	1		Elective-Humanities/Social Sci	<u>3</u>
		<u>16</u>			<u>17</u>

Sophomore Year

CHE 106	General Chemistry Lecture I	3	EST 221	Intro to American Government	3
CHE 107	General Chemistry Lab I	1	ERE 362	Mechanics of Materials	3
ERE 221	Engineering Mechanics-Statics	3	EFB 220	Global Environment	3
EFB 320	General Ecology	4	CLL 290	Perspectives on the Environment	3
FOR 202	Introduction to Sociology	3	FOR 360	Principles of Management	3
	Elective--Humanity	<u>3</u>			<u>15</u>
		17			

Division of Engineering

ROBERT H. BROCK, Director
312 Bray Hall
(315) 470-6633

Graduate Program in Environmental and Resource Engineering

The graduate program in Environmental and Resource Engineering (ERE) is concerned with the application of science and engineering to the conservation, restoration, holistic development, and improved utilization of the natural environment and its related resources. It represents synthesis of the professional specialties of three academic faculties which comprise the Division of Engineering. These are the Faculty of Environmental Resources and Forest Engineering (ERFE), the Faculty of Paper Science and Engineering (PSE), and the Faculty of Wood Products Engineering (WPE).

The master of science and doctor of philosophy degrees are awarded in ERE.

The College graduate admissions and academic policies are provided on pages 19 and 34-41. Graduate students in the Division of Engineering follow these policies.

The Graduate Record Examination is encouraged and expected, but may be waived in exceptional circumstances, on an individual basis.

Applicants for the M.S. are required to have a bachelor's degree in science or engineering. At least one year of study in each of the following subjects is expected: biological science, calculus, chemistry, computer science, and physics.

The Graduate Program in Environmental and Resource Engineering offers the Master of Professional Studies (M.P.S.) Degree.

For the M.P.S., entering students must have a baccalaureate degree. At least six 3-credit undergraduate courses from at least three of the following fields are required as pre- or co-requisites for all students: chemistry, physics, geographic measurements, calculus, statistics, engineering mechanics, ecology, computer science, and economics.

Students select a study area at the time of application for admission into the program. Three study areas are available to M.P.S. students: environmental management, wood science & technology, and construction.

A total of 30 credit hours are required for the M.P.S.

Twelve to 21 credits of coursework must have an engineering focus, 3-6 credits are taken from resource management, 3-6 credits are taken from environmental studies, and 3-6 credits are from a practicum consisting of methods courses emphasizing appropriate applications of technical knowledge.

Under general requirements for the Ph.D. degree (page 36), the environmental and resource engineering program requires a minimum total of 60 graduate credits, to include a minimum of 30 credits of course work, and allow a maximum of 30 credits for thesis. As tool requirements, students must demonstrate competence in two of the three following areas: computer science, statistics or advanced mathematics, and a language other than English commonly used in science or engineering practice. The doctoral preliminary examination is required of all students who have not earned a master's degree requiring a thesis.

A study plan which formally identifies an individual student's program requirements is developed for each student as soon as possible, but at least during the first year of graduate study. This plan includes all required and elective courses as well as a tentative schedule for completion.

Options, areas of study, and study plans are all developed and implemented using, as necessary, the full resources of the Division of Engineering, the College of Environmental Science and Forestry, Syracuse University, and other SUNY institutions.

Options and Areas of Study

Options are alternative curricular requirements addressing different subjects within a degree program. Areas of study identify subject areas within options in which there is significant and continuing institutional strength.

Within the graduate program in environmental and resource engineering there are three options: forest engineering, paper science and engineering, and wood products engineering. Each option has several areas of

study as noted below.

Forest Engineering Option

Environmental Management

Participating Faculty: DUGGIN, J.M. HASSETT, HOPKINS, McCLIMANS, W. SMITH

- Environmental modeling
- Solid waste management
- Energy resources and systems
- Business policy and administration
- Project impact analysis
- Public policy and environmental regulation

Environmental management is an area of study available to M.S. students residing in any of the three engineering faculties, regardless of their major area of interest. Required courses in business management, waste management, and environmental law provide breadth and perspective for the student aspiring to managerial responsibility in public or private employment. Other courses may be recommended to enhance technical and problemsolving skills.

Dedicated greenhouse laboratories are available for students working in solid waste management and hazardous waste site remediation. Typical research conducted in these laboratories includes composting, utilization of residuals such as ash and compost materials, bioremediation of contaminated waters and soils, and plant uptake of contaminants.

Forest Engineering

Participating Faculty: BROCK, McCLIMANS

- Mechanization, automation, robotics
- Production management and efficiency
- Site modification
- Access design and construction

A modern update and broadening of the traditional areas of logging and harvesting. Emphasis is placed on engineering approaches to the design and analysis of operational systems for such activities as harvesting, construction, transportation, and land management. Graduate programs are based on a familiarity with operations research models, especially simulation techniques; mechanical and man-machine systems; biologic-geologic interactions; and various selections as needed from the array of engineering sciences.

Geo-spatial Information Systems

Participating Faculty: BROCK, DUGGIN, HOPKINS

- Spatial data acquisition
- Environmental database development
- Environmental modeling
- Site selection and facility design

This program emphasizes current approaches to using geo-spatial information systems (GIS) to better incorporate spatial data into a wide range of environmental and engineering applications. Both theoretical and applied graduate study focuses on mapping fundamentals, spatial data acquisition techniques, GIS concepts, theory of spatial analysis and modeling, and environmental applications. Additional educational opportunities include systems analysis, environmental sciences and management, automated cartography, computer science, database systems, and information management.

GIS core courses include spatial data acquisition, courses dealing with GIS concepts and theory, a GIS project, and statistics. These courses may be supplemented by many other courses and educational opportunities at ESF and Syracuse University. Graduate study may be integrated with the wide range of engineering, environmental, and resource management study areas at ESF. For example, GIS study can be expanded to hydrologic modeling, photogrammetry and remote sensing, forest management, environmental engineering, and development and location of facilities. Ample flexibility allows programs to be tailored to the interests and strengths of individual students.

Facilities are excellent and expanding, with computers at ESF and Syracuse University. Capabilities include numerous GIS based on a range of computing platforms and offering wide-ranging capabilities for both raster and vector processing. One of the most important GIS resources are the extensive forest properties owned and managed by ESF. These properties provide exceptional opportunities for environmental research and practice with impressive amounts of current and historical data. Related capabilities include advanced image processing systems and a wide range of photogrammetry, remote sensing, and surveying equipment and expertise. Impressive facilities for visual assessment and simulation, parallel and super computing, graphics, and cartography are also available.

Students with engineering, science, or geography backgrounds are particularly suited to this program of study. Numerous opportunities exist for research and financial support. Cooperative and contractual arrangements exist with many organizations, including local and state government agencies, federal agencies such as the U.S. Department of Agriculture, and private engineering and environmental planning firms. Employment opportunities are exceptional.

Photogrammetry and Remote Sensing

Participating Faculty: BROCK, DUGGIN, HOPKINS

- Analytical and digital photogrammetry
- Resources monitoring and assessment
- Digital image processing and classification
- Remote sensing systems analysis
- Global positioning systems

This program provides opportunities for both theoretical and applied graduate study in sensing systems and the location, measurement, analysis, and description of ground features and earth resources. Studies include in-depth coverage of photographic systems, photogrammetric measurement techniques and applications, and visual image analysis. Digital imaging systems are covered extensively, with an emphasis on earth-orbiting sensors. Advanced courses in photogrammetry and digital image analysis cover theory and techniques for enhancing and/or extracting selected features from an image. Additional courses cover the principles of remote sensing using visible, infrared, and microwave electromagnetic energy. Theoretical courses are complemented by practical exercises, courses organized to work on relevant projects, and independent study opportunities.

Unique opportunities are available to integrate photogrammetry, remote sensing and other aspects of mapping science in a coherent fashion. A core of courses in photogrammetry, remote sensing, global positioning systems, Geo-spatial Information Systems, and statistics may be supplemented by many other courses and educational opportunities at ESF and Syracuse University. This flexibility allows programs to be tailored to the interests and strengths of individual students. All students obtain fundamental coverage of geometric and radiometric theory, analysis, interpretation, and applications. Further specialization through many advanced graduate courses or continued general study is then possible. Study programs may also be extended into GIS, either emphasizing spatial data acquisition for GIS databases or focusing on using a GIS database to improve remote sensing analyses. Study programs may also lead into the optimization of image acquisition and analysis, using modeling methods, as well as correction of image data for atmospheric and sensor calibration effects. Specialized programs exist for digital image analysis.

Facilities are excellent and expanding, with a focus provided by the Mapping Science Laboratory operated by the Faculty of Forest Engineering. The Faculty also houses research facilities for advanced digital analysis of hyperspectral and multiband digital image data, for the mathematical modeling of the scene-atmosphere-sensor system, and for the atmospheric correction of digital image data. Additional computers are available at Syracuse University. Capabilities include full-featured image processing; a full range of optical/mechanical and analytical/digital photogrammetry instruments; extensive equipment for image interpretation; sensor and atmospheric modeling systems; photographic acquisition and processing; many different GIS; Global Positioning System (GPS) receivers and base station; and extensive surveying capacity. Specialized studies are current, such as remote sensing, using polarized light.

Students with engineering, science, or geography backgrounds are particularly suited to this program of study. Program flexibility also allows specialization in any aspect of the above subjects from within other degree programs (e.g.,

forestry, landscape architecture, environmental and forest biology, etc.). Numerous opportunities exist for research and financial support. Cooperative and contractual arrangements exist with many agencies and firms, including the U.S. Department of Agriculture, the U.S. Air Force, U.S. Army, U.S. Navy, and NASA.

Water Resources Engineering

Participating Faculty: J.M. HASSETT, McCLIMANS, TULLY

- Distributed process hydrologic models
- Parameter estimation
- Real-time hydrologic models
- Use of remote sensing in hydrologic systems
- Hydrologic flow control systems
- Water quality implications for managing solid wastes and industrial residuals

Studies deal with evaluating hydrologic systems for managing water resources. Emphasis is placed on the engineering and economic reasons for planning and for choosing between alternative solutions to water resource problems in recognition of environmental, legal, social and managerial constraints, including competing uses. Analytical techniques using statistics, numerical analysis and computer applications are normally included in individual programs. Hydrologic models are also developed as components of geographic information systems. Dedicated laboratories are available for students working in water resources engineering.

Paper Science and Engineering Option

Chemistry of Pulping and Bleaching

Participating Faculty: FRANCIS, LAI, MAKKONEN, SCHROEDER

- Reaction mechanisms and kinetics
- Applications of biotechnology
- Chemical modification in mechanical pulping
- Catalytic and activation effects

This area of study focuses on chemical relationships and reactions basic to the manufacture and bleaching of paper pulp, as well as some papermaking operations. Courses in theoretical and applied chemistry are indicated, as well as specialized courses addressed directly to pulping and bleaching. Research centers on these same topics, currently stressing new and improved processes to increase energy efficiency and reduce environmental impact. These include studies of organosolve pulping, delignification and brightening with oxygen, hydrogen peroxide and ozone, enzyme treatment of effluent streams, mechanisms of carbohydrate reactions, and photosensitization of bleached pulps.

reactions, and photosensitization of bleached pulps.

Colloid Chemistry and Fiber Flocculation

Participating Faculty: HOLTZMAN, LUNER, MAKKONEN, RAMARAO

- Paper sheet formation mechanisms
- Wet-end chemistry and physics
- Effects of additives in fiber networks

This study area deals with colloidal phenomena in the papermaking process, in particular the interaction between fibers, fine particles, polymeric additives, and electrolytes in stock preparation and sheet formation. Student programs feature courses in chemical engineering, colloid, polymer and physical chemistry, adding appropriate work in mathematics, statistics, and papermaking processes. Research topics fall into two categories: a) fundamental colloidal behavior of particles and b) behavior of paper stock on the paper machine. In the latter, extensive use is made of pilot plant facilities in Walters Hall. Presently under investigation are adsorption-desorption behavior of polymers in papermaking, the chemistry and physics of reactive sizes on model surfaces, and principles of sheet formation.

Fiber and Paper Mechanics

Participating Faculty: CHATTERJEE, CROSBY, EUSUFZAI, HANNA, HUSSEIN, KYANKA, LUNER, THORPE, RAMARAO

- Fiber orientation and sheet properties
- Adsorption and transport of moisture in paper materials
- Mechano sorptive phenomena

Mechanical behavior of fibers, paper and board, and other fiber networks and composites depends upon variables of material, process and structure at all levels, especially structural anisotropy. Recommended courses focus on mechanical and chemical engineering, mechanics of materials, physics, mathematics and statistics, microscopy, and wood and fiber properties. Research topics are basic in nature, designed to describe and model quantitatively the properties and behavior of fibers and fibrous structures. Current projects include studies of transient moisture sorption by paper materials, the effect of moisture on mechanical properties, influence of sheet structure on properties, use of image processing to characterize deformational behavior of paper, and determination of elastic constants of paper. Several members of the engineering faculty of Syracuse University collaborate closely in this work.

Process and Environmental Systems Engineering

Participating Faculty: CHATTERJEE, J.M. HASSETT, HOLTZMAN, PAKDEL, RAMARAO, TULLY

- Behavior and control of units and systems
- Reduction of air and water pollution
- Modeling and simulation of papermaking
- Processing of fibrous wastes

Process engineering links research with development, design, operation, and optimization of manufacturing methods and equipment, seeking improvement through technological innovation consistent with environmental and resource stewardship. Principles of engineering science and mathematics are applied to analysis and dynamic modeling of units and systems, with increasing use of computers in both research and professional practice. Research here includes process dynamics and control, studies of new pulping and bleaching processes, characterization and treatment of waste streams, by-product recovery, and computer simulation of paper processing systems. The extensive laboratories and pilot plant in Walters Hall are strongly supported by computing facilities and expertise on campus, including the Center for Computer Applications and Software Engineering (CASE) of Syracuse University. Appropriate advanced courses in engineering, mathematics, and computer science are available to suit individual student interests and needs.

Pulp and Paper Technology

Participating Faculty: HANNA, HOLTZMAN, LAI, LUNER, MAKKONEN, SCHROEDER

- Pulping conditions and fiber properties
- Statistical analysis of paper structure
- Recycling of papermaking fibers

Studies in this area deal closely with processes involved in the manufacture of pulp and paper. Courses concerned with this subject are central to a student's program, extended and enriched with selected courses in chemistry, polymers, chemical engineering, process control, applied mathematics, and computer applications. Current research projects include chemi-thermomechanical pulping, effects of wet pressing and press drying on sheet properties, pulping of tropical woods, and computer simulation and control of papermaking. Supporting this work is an experimental pulp and paper mill with two complete paper machines, a pressurized refiner and extensive auxiliary equipment.

Wood Products Engineering Option

Construction

Participating Faculty: HUSSEIN, KEULER, KYANKA, TISS

Construction is an area of study in which students generally specialize in (1) Construction Management or (2) Structures and Materials Science. Studies depend upon the student's previous education, professional objectives, and interests. Current students possess degrees in architecture,

mechanical engineering, building construction, and civil engineering.

The academic objective of the M.S. and M.P.S. areas of study in construction is to allow students with a technical degree to look at specific construction topics of current interest. There is an overall objective of having the student look at the broad environmental implications of the construction process. The efficient use of materials and state-of-the-art technology is integrated into each student's thesis or project as appropriate.

In consultation with a major professor, a plan of study is developed. Students select from advanced courses in construction project management, estimating, cost engineering, building codes and zoning, computer graphics, sealants and coatings, structural design, mechanical properties of wood, and computer applications in engineering.

Wood Science and Technology

Participating Faculty: HANNA, HUSSEIN, KYANKA, MEYER, L. SMITH, W. SMITH

- Adhesives and Finishing
- Drying and Machining
- Mechanical and Physical Properties
- The effects of wood anatomy on the physical and mechanical properties of wood

Wood science and technology includes research on aspects of wood utilization leading to the M.S. or M.P.S. Wood science stresses studies of wood properties important to the use of wood, or to solve problems in wood utilization by practical applications of this knowledge.

Wood Anatomy and Ultrastructure

Participating Faculty: HANNA, MEYER

- Wood formation and cell wall organization
- Cytoskeleton of plant cells
- Properties related to anatomy and ultrastructure
- Electron, light and video microscopy

This area requires that the student develop an extensive background in all aspects of microscopy: light, scanning electron, transmission electron videomicroscopy and image analysis, including microtechniques for effective preparation of specimens for the appropriate instrument. Wood anatomy studies are basic to wood identification, wood utilization, and physical/mechanical properties. These studies may include woods from other continents, as indicated under the tropical timbers study area.

The field of ultrastructure is very broad with applications in many biological, chemical and materials sciences. Applied to wood, it emphasizes the sub-light microscopic structures (smaller than 0.2 micrometers) found in this natural material, either in the mature form or in its formative stages where

various organelles of the living cell may be studied for their roles in producing the mature wood cell.

The behavior of wood in its many applications can be observed and explained via microscopy and related instrumentation such as EDXA (energy-dispersive x-ray analysis). State-of-the-art resources and facilities are concentrated in the Center for Ultrastructure Studies, which provides instruction and research support staff.

Tropical Timbers

Participating Faculty: MEYER

- Identification keys and systematics
- Wood properties and end use suitability
- Life zone analyses
- Expert systems

Studies in tropical timbers take many forms, depending on individual student interests. Often students from other countries bring specific problems and materials with them, so their thesis will find immediate application when they return home. The library holdings of the Tropical Timber Information Center (TTIC) and reference wood specimens of the H. P. Brown Memorial Wood Collection, both housed in the Faculty of Wood Products Engineering, are vital to this work.

Research topics may be formulated to answer questions dealing with anatomy, identification, properties or uses of various woods from around the world, again using the TTIC or Brown Wood Collection materials. These studies may be quite narrow such as anatomy and properties of woods from a particular region, or much broader, such as regional distribution of species and species groups based on life zone research throughout a country or other geographic area.

Wood Treatments

Participating Faculty: L. SMITH, W. SMITH

- Wood-water relations and wood drying
- Preservative treatments
- Polymer treatments
- Wood coatings

Graduate study in the area of wood treatments allows the student to investigate the scientific basis for the improvement of wood and wood products with various treatments, which include drying, preservative treatments, and coatings. Preparation research includes graduate course work in wood-water relationships and transport processes and additional study in areas such as wood anatomy and ultrastructure, mechanical properties, wood chemistry, wood microbiology, thermodynamics, and economics.

Current research interests include use of innovative techniques to dry wood, effects of drying method on the subsequent treatability of wood, evaluation of energy usage of lumber drying technologies, improving wood properties with polymer treat-

ments, and moisture migration structures.

**Engineered Wood Products and Structures:
Timber Structures Design**
Participating Faculty: KYANKA, HUSSEIN

- Materials science
- Engineering mechanics
- Computer-aided design
- Static and dynamic properties of wood

Factors of safety, reaction of wood and wood-based components to loads and to the duration of the loads are critical elements when developing engineering codes. Wooden components as

small as dowels or as large as bridge beams are considered, using elements of materials science, engineering mechanics and structural engineering. Basic property knowledge, employing theories of elasticity, viscoelasticity and fracture mechanics, is coupled with computer-aided design data to analyze the performance of wood and to solve application problems, such as those encountered in wood frame construction and timber utility structures. How such factors as chemical fire retardant treatments, adhesive performance and mechanical fastener design interact with use requirements is considered. National and international design codes and their development play an important role in specifying research areas of current interest and need. Fabrication and testing of actual components is done in the Wood Products Engineering laboratory facilities.

Division of Forest Resources

JAMES E. COUFAL, Director
320 Bray Hall
(315) 470-6536

One of the most important issues challenging society in the twenty-first century is the interface between appropriate management of the world's renewable natural resources and the preservation and enhancement of environmental quality. Contemporary society needs and demands of our natural resources both goods and services, ranging from paper and lumber to clean water to recreation, from resource integrity to maintenance of biodiversity, and these needs must be met without ecosystem degradation. Understanding how ecosystems function, and how to provide for the often conflicting demands of society, is the challenge addressed by the Division of Forest Resources. The Division, consisting of the Faculty of Forestry and the Faculty of Environmental and Forest Biology, is charged with providing intellectual leadership in these issues through diverse programs of undergraduate and graduate education.

The two Faculties comprising the Division have nearly seventy faculty members with a wide array of expertise including conservation biology, resource management and policy, wildlife ecology, fisheries sciences, silviculture, forest economics, tropical ecology, geographic information systems, plant ecology, forest management, and ecosystem sciences. Additional areas include biostatistics, molecular biology, genetics, plant biotechnology, operations research, forest entomology and forest pathology, hydrology and watershed management, outdoor recreation and tourism, soil science, environmental law, environmental ethics, and landscape ecology. This assemblage of faculty is, in fact, the strongest of its kind in the world, providing excellent opportunities for education in resource management and biological sciences.

Educational offerings consist of programs in resources management and in environmental and forest biology, both of which lead to the B.S. degree. An Associate in Applied Science degree is offered in forest technology. Jointly the two Faculties offer a dual option whereby students meet the core requirements in both forestry and biology. Graduate programs leading to Master of Science and Doctor of Philosophy degrees cover virtually every area of faculty expertise.

The undergraduate and graduate programs in the Division prepare graduates for professional careers that depend upon an understanding of natural systems. Environmental and forest biology graduates often enter careers where their knowledge of basic and applied ecology is paramount. Resource management graduates often undertake careers where the management and manipulation of natural systems is a major concern. The dual option offers the opportunity to obtain and apply expertise in both of these areas.

Students completing undergraduate or graduate programs in environmental and forest biology, forestry, or the dual option have gone on to a wide variety of positions. Examples include aquatic or terrestrial ecologist, university professor, biology teacher, botanist, entomologist, environmental analyst, environmental conservation officer, extension specialist, fisheries biologist, forester, game biologist, geneticist, forest pathologist, microbiologist, naturalist, nursery manager, park naturalist, research scientist, science teacher, timber buyer, watershed manager, wildlife biologist, and zoologist. Graduates of the forest technology program are employed as technicians in forestry, surveying, and environmental fields, and many advance to professional positions.

Several elective concentrations exist within programs so that the student may, through the judicious selection of courses, satisfy state and federal civil service requirements for one or more specific job titles. Graduates may find employment with private firms, in natural resources policy and administration, with non-profit conservation groups, and in education and interpretation. The Division's programs also form the academic foundation for subsequent specialized study and training at the graduate level. Alternatively, graduate study permits the exploration of a new academic/professional area.

Information regarding the Faculties of Environmental and Forest Biology and Forestry is found on pages 76 and 96, respectively. Information on the Dual Option appears on pages 67-69.

DUAL UNDERGRADUATE OPTION IN ENVIRONMENTAL AND FOREST BIOLOGY/RESOURCES MANAGEMENT Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 55-59.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
Biology with Laboratory (Botany and Zoology preferred)	8
General Chemistry with Laboratory	8
Organic Chemistry with Laboratory ¹	3-4
General Physics with Laboratory ¹	4
Calculus ¹	3-4
One additional course with laboratory in either chemistry or physics, or a course in calculus or linear algebra	3-4
Microeconomics	3
Introductory Sociology	3
English with a focus on writing	6
Computer Applications	3
Principles of Management	3
Humanities Electives	7-10
Biology Electives	<u>3</u>
Total minimum lower division credits	60

Upper Division Courses

<i>Junior Year</i>		<i>Credit Hours</i>
<i>Fall</i>	ESF 332	Seminar for New Transfer Students
<i>Semester</i>	EFB 320	Ecology
	EFB 325	Cell Physiology
	EFB 336	Dendrology
		Humanities Elective
		EFB Animal or Plant Science
		16
<i>Spring</i>	APM 391	Introduction to Probability and Statistics
<i>Semester</i>	EFB 307	Principles of Genetics
	EFB 308	Genetics Lab
	FOR 312	Sociology of Natural Resources
	EST 221	Introduction to American Government
		EFB Animal or Plant Science
		16
Summer Program in Field Forestry		
	FOR 301	Field Dendrology and Ecology
	FOR 302	Forest Surveying and Cartography
	FOR 303	Introduction to Forest Resource Measurements
	FOR 304	Introduction to Forestry
		8.0

Senior Year			Credit Hours
<i>Fall Semester</i>	FOR 322	Resource Measurements and Analysis	2
	FOR 332	Forest Ecology	3
	FOR 334	Silviculture	4
	FOR 345	Soils	3
		Resource Area (A,B,C,D,E) ²	<u>3</u>
			15
<i>Spring Semester</i>	FOR 310	Forest Resource Economics & Decision Models	4
	FOR 323	Forest Biometrics	2
	FOR 324	Introduction to GIS	1
	FOR 370	Forest Management	3
		Resource Area (A,B,C,D,E) ²	<u>6</u>
			16
Fifth Semester			<i>Credit Hours</i>
	FOR 291	Oral Presentation	1
	FOR 465	Environmental and Resource Policy	3
	FOR 490	Integrated Resource Management I.	2
		Elective EFB/FOR	3
		Resource Area (A,B,C,D,E) ²	<u>6</u>
			15
		Total minimum upper division credits	86

A minimum of 146 credit hours is required to complete the B.S. degree in the environmental and forest biology/resources management option.

¹Students may be admitted with deficiencies in these subject areas. However, deficiencies must be removed as early as possible in the student's program. Students are strongly encouraged to pursue further course work in these and related areas in consultation with their advisors.

²Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor): A. Forest protection; B. Recreation; C. Vegetation; D. Watershed; E. Wildlife. Dual option students will usually take EFB courses to satisfy resource area requirements.

The Faculty of Chemistry

ANATOLE SARKO, Chair
228 Baker Laboratory
(315) 470-6855
<http://www.esf.edu/facdept.htm>

The academic program in chemistry enables the student to develop not only an understanding of chemical phenomena, but also an appreciation for chemistry that can link it to the biological and applied sciences. Programs include courses in traditional areas of chemistry, with additional study in fields pertaining to environmental science and forestry. This broad spectrum of academic offerings is possible through close cooperation with Syracuse University, where a wealth of accessory courses at both the undergraduate and graduate levels are available. Emphasis on the investigative function of chemical science is manifest in the wide array of ongoing research projects within the Faculty.

Undergraduate Program

The Faculty of Chemistry offers three options leading to the bachelor of science degree: biochemistry and organic chemistry of natural products, environmental chemistry, and natural and synthetic polymer chemistry. Each option offers an advanced core of studies beyond the basic courses of the classical undergraduate chemistry curriculum. Additionally, students in all options, by selecting proper electives, may be certified on graduation as having completed an American Chemical Society approved curriculum. All options are excellent grounding for professional work at the B.S. level or for advanced graduate study.

Biochemistry and Organic Chemistry of Natural Products

Participating Faculty: BOYER (Plant and Algal Biochemistry), GINER (Organic and Natural Products Chemistry), LALONDE (Organic and Natural Products Chemistry), PRICE (Plant and Carbohydrate Biochemistry), WEBSTER (Organic Chemistry and Chemical Ecology)

Biochemistry and Organic Chemistry of Natural Products stresses a chemical approach to problems in the life and health sciences. After obtaining a strong foundation in analytical, physical and organic chemistry, these studies are supplemented by advanced courses in natural products chemistry, wood chemistry, spectroscopy, and biochemistry. Professional electives in botany, chemical ecology, genetics and molecular biology provide the background for interactions in the life and health sciences. Research areas include the elucidation of chemical signals by which organisms communicate with each other, the role of trace metals in the growth of microorganisms, and the origin and function of biologically active natural compounds.

Environmental Chemistry

Participating Faculty: BOYER (Environmental Biochemistry), DAVID A. DRISCOLL (Analytical Chemistry), JOHN P. HASSETT (Environmental Chemistry), DAVID L. JOHNSON (Environmental Chemistry), KIEBER (Environmental Chemistry and Oceanography), LALONDE (Chemical Toxicology)

Environmental chemistry stresses applications of fundamental chemical principles to describe and predict behavior of chemicals in the environment. Courses in air and water chemistry are supplemented by advanced courses in analytical, physical, or organic chemistry. A wide variety of courses in areas such as biology, engineering, geology, and environmental policy are also available. Research areas include phase-partitioning of organic compounds in water, characterization of particles in air and water, aqueous photochemistry, sampling techniques for organic compounds, biological alkylation of metals, analysis of organic particles in water, characterization of natural organic matter in soil and water, and behavior of major ions and nutrients in water.

Natural and Synthetic Polymer Chemistry

Participating Faculty: CABASSO (Polymer Chemistry and Membrane Science), CALUWE (Organic Chemistry, Synthetic Polymer Chemistry), GITSOV (Organic and Physical Polymer Chemistry), SARKO (Physical and Biopolymer Chemistry), WINTER (Physical and Biopolymer Chemistry)

Undergraduates in the natural and synthetic polymer option take advanced courses in mechanisms of polymerization and polymer synthesis, in the physical properties and characterization of polymers, as well as in the laboratory techniques of polymer synthesis and characterization. In addition, courses in wood chemis-

try provide a solid background for chemists planning careers in paper, textiles, membranes, and related areas. Biochemistry is an appropriate elective for students interested in the growth of biotechnologies while environmental chemistry complements this program for students interested in working on problems of chemical waste. The program offers an excellent background both for direct entry into industrial chemistry and graduate study in areas such as chemistry, biotechnology, or polymer science. More than 50 percent of all practicing chemists work on problems involving polymer chemistry.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 56-60.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
General Biology with Laboratory	8
General Chemistry with Laboratory	8
Organic Chemistry with Laboratory	8
Physics with Laboratory	8
English with a focus on writing	6
Language, Literature or Communication	6
Electives	15-18
Mathematics *	<u>8</u>
 Total minimum lower division credits.....	 67

*Mathematics through integral calculus. An additional mathematics course beyond integral calculus is required for the B.S. degree.

Upper Division Courses

Junior Year				Credit Hours
<i>First Semester</i>	FCH 132	Orientation Seminar: Chemistry ³	1	
	FCH 325	Organic Chemistry III	4	
	FCH 380	Analytical Chemistry I	3	
	FCH 360	Physical Chemistry	3	
		Professional Elective ¹	2-4	
		Elective	3	
				16-18
<i>Second Semester</i>		Math or Elective ²	3	
	FCH 381	Analytical Chemistry II.	3	
	FCH 361	Physical Chemistry	3	
	CHE 357	Physical Chemistry Laboratory	2	
	FCH 384	Spectrometric Identification of Organic Compounds	2	
		Professional Elective ¹	2-3	
		Elective	3	
				18-19

¹A two-semester sequence of professional electives to be taken starting in the junior year should be chosen from the current list of courses, providing a wide range of study in biology, chemistry, ecology, forestry, environmental law, mathematics, geology, physics, biophysics, various engineering disciplines, and others. A copy of this list is available in 228 and 314 Baker.

²One course of mathematics or applied mathematics beyond integral calculus is required.

³If not taken previously.

Biochemistry and Natural Products Chemistry Option

Senior Year				Credit Hours
<i>First Semester</i>	CLL 300	Library Research	1	
	FCH 495	Introduction to Professional Chemistry	1	
	FCH 571	Wood Chemistry I	2	
	FCH 530	Biochemistry I	3	
	FCH 531	Biochemistry Laboratory	3	
		Professional Elective/Elective ¹	3	
		Elective	3	
				16
<i>Second Semester</i>	FCH 498	Introduction to Research ²	5	
	FCH 497	Undergraduate Seminar	1	
	FCH 532	Biochemistry II	3	
	FCH 573	Wood Chemistry III	2	
		Elective	3	
		Elective ³	3	
				17
Total minimum upper division courses				66

¹Introduction to Polymer Science, FCH 550 (3 credit hours) is suggested.

²Petition by student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

³Topics in natural products chemistry, FCH 524 (3 credit hours) is suggested.

A minimum of 133 credit hours is required to complete the B.S. degree in chemistry with the biochemistry and natural products option.

Environmental Chemistry Option

Senior Year			Credit Hours
<i>First Semester</i>	CLL 300	Library Research	1
	FCH 495	Introduction to Professional Chemistry	1
	FCH 510	Environmental Chemistry I.....	3
	FCH 515	Methods of Environmental Chemical Analysis	3
		Chemistry Elective	3
		Professional Elective/Elective ¹	3
		Elective	<u>3</u>
			17
<i>Second Semester</i>	FCH 498	Introduction to Research ²	5
	FCH 511	Environmental Chemistry II.....	3
	FCH 497	Undergraduate Seminar	1
		Electives	<u>6</u>
Total minimum upper division credits			66

¹Biochemistry I, FCH 530 (3 credit hours) is suggested.

²Petition by student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

A minimum of 133 credit hours is required to complete the B.S. degree in chemistry with the environmental chemistry option.

Natural and Synthetic Polymer Chemistry Option

Senior Year			Credit Hours
<i>First Semester</i>	CLL 300	Library Research	1
	FCH 495	Introduction to Professional Chemistry	1
	FCH 550	Introduction to Polymer Science I	3
	FCH 551	Polymer Techniques	2
	FCH 571	Wood Chemistry I	2
		Professional Elective/Elective ¹	3
		Elective	<u>3</u>
			15
<i>Second Semester</i>	FCH 498	Introduction to Research ²	5
	FCH 552	Introduction to Polymer Science II.....	3
	FCH 497	Undergraduate Seminar	1
	FCH 573	Wood Chemistry III.....	2
		Electives	<u>6</u>
			17
Total minimum upper division credits			66

¹Biochemistry I, FCH 530 (3 credit hours) is suggested.

²Petition by the student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

A minimum of 133 credit hours is required to complete the B.S. degree in chemistry with the natural and synthetic polymer option.

Graduate Programs

Recent years have seen profound advances in the fundamental knowledge of chemical areas that have special significance for forestry and the environment. The following research areas have received active attention by both faculty and graduate students in the programs: polymer chemistry and physics; wood chemistry; environmental chemistry; biochemistry; chemistry of natural products, including ecological chemistry; and materials sciences.

Requirements for a master of science or doctor of philosophy degree in environmental and forest chemistry include a research thesis, along with an appropriate program of courses at ESF and at Syracuse University. Master's and doctoral students must complete a minimum of 18 credit hours and 30 credit hours of graduate level course work, respectively. In addition, doctoral students must pass two preliminary examinations and a Doctoral Candidacy Examination.

Current research projects encompass polymer chemistry, membrane science, and wood chemistry; biochemistry and microbiology; organic chemistry of natural products and chemical ecology; environmental chemistry of the air, water, and solids.

Biochemistry

Graduate studies in biochemistry reflect the College's interests in microbial, insect, and plant biochemistry. After completing a one year sequence in general biochemistry, students select advanced courses from a range of offerings in chemistry, organismal biology and molecular biology. Advanced courses in biochemistry are available both at ESF and Syracuse University.

A wide variety of research topics are available ranging from plant physiology to biotechnology. Selective research topics include: microbial and algal production of biologically active natural products and their importance in cell biology (Boyer, LaLonde); chemical communication and recognition between organisms (Price, Webster); marine algal toxins (Boyer); and trace metal/nitrogen physiology of symbiotic plants and algae (Boyer, Price). Also, the use of microorganisms for the production of speciality chemicals including polysaccharide interconversions, and the application of bacterial and fungal enzymes in the bioremediation of environmental problems.

Environmental Chemistry

Thesis research for graduate students in environmental chemistry is central to their program of studies and includes both experimental and theoretical considerations. Frequently, the problems to be addressed are

transdisciplinary in nature. Thus course work is carefully selected from areas of chemistry, biology, geology, engineering, mathematics and computer science in order to support the student's particular research needs in conjunction with fieldwork and laboratory experiments. Special topics in analytical-environmental chemistry or for methods development are often arranged.

The environmental chemistry faculty currently have active research interests in both aquatic and atmospheric systems. These include: the thermodynamics and kinetics of binding hydrophobic organic compounds by dissolved humic substances in water, the development of gas partitioning techniques for measuring the extent to this binding in both laboratory and field environments, and the characterization of poorly understood humic substances by techniques such as NMR (Hassett); the study of chlorinated hydrocarbons in the Niagara River-Lake Ontario-St. Lawrence River system, and their interaction with sediments, dissolved substances and organisms (Hassett); the exchange of chlorinated hydrocarbons and other trace organics between aqueous and atmospheric phases in the environment (Hassett, Kieber); understanding the role of organic matter in a variety of atmospheric, aquatic and sedimentary processes (Kieber, Hassett, Johnson); the development of probe systems to study free radical processes and photochemical transformations of dissolved organic matter in natural waters (Kieber); understanding the dynamics of the oceanic carbon cycle and the importance of sunlight-driven photochemical transformations of organic matter in seawater (Kieber); the application of computer assisted SEM/EDXA to individual particle analysis in atmospheric, aquatic and suspended sediment samples (Johnson); the dynamics of calcium carbonate precipitation in hard water lakes (Johnson, Hassett); the biomethylation of As, Sn, and Hg in soil/plant systems (Johnson).

Organic Chemistry of Natural Products

Graduate students in organic chemistry of natural products take a one year course sequence in mechanistic organic chemistry and another in synthetic organic chemistry. Additionally, one semester courses are required in advanced physical chemistry and the organic chemistry of natural products. Courses in biochemistry, inorganic chemistry, statistics and specialized courses in chemistry or biology may be arranged and selected by the student in consultation with faculty.

Research in the field of organic chemistry of natural products takes three paths. These paths are: the isolation and characterization of new natural substances; the synthesis of new or improved syntheses of better known natural substances; and the study of the relation of molecular structure to biological response. Chemical

research in each of these areas is coupled to biological testing. Research involving isolation and synthetic chemistry requires the student to develop expertise in separation techniques, such as the several methods of chromatography, and spectrometric identification of molecules. Successful investigation in structure/activity relationships requires the student to become familiar with statistical methods of analysis. Current topics of interest to the natural products faculty are the following: structure and function of natural metal chelators (Boyer); marine and freshwater algal toxins (Boyer); synthesis and structure/activity relationships of nonvolatile, aquatic genotoxins (LaLonde); synthesis of natural products (Giner); and those employing sulfur chemistry (LaLonde); isolation and identification of insect and mammalian pheromones and other semiochemicals such as alleomones and kairomones (Webster); and synthesis of new natural products (semiochemicals) with particular emphasis on stereochemistry (Webster).

Polymer Chemistry

Graduate students in polymer chemistry select their courses from a range of offerings in chemistry, chemical engineering, mathematics, physics, and other appropriate areas. These courses will include either the one year sequence in physical or organic chemistry of polymers and such additional courses as the student and advisor consider necessary. Special topics in a spectrum of polymer fields are offered or can be arranged in consultation with the faculty.

Research is an essential component of any graduate degree program in polymer chemistry. Current topics of research interest within the polymer faculty include the following: preparation, modification, and technology of polymeric membranes (Cabasso); preparation, properties, and applications of radiopaque poly-

mers (Cabasso, Smid); inorganic polymers (Cabasso); novel methods of cellulose and cellulosic modification (Caluwe); diffraction methods, NMR, and dynamic molecular modeling approaches to polymer structure determination and prediction (Sarko, Winter); ion-binding, polyelectrolytes, conductivity, properties of ionic solutions in nonaqueous media (Smid); biomass conversion to industrial polysaccharides (Winter).

Research Laboratories

Graduate research laboratories in the Hugh P. Baker Laboratory are well equipped for polymer studies, chemical, and biochemical research. Spectroscopic facilities include ICP, IR, FTIR, GC/MS, UV/VIS, fluorimetric, liquid and solid-state multinuclear NMR, and ORD/CD spectrometers. Ultrastructure study facilities include X-ray diffraction equipment and several scanning and transmission electron microscopes. Chromatographic equipment includes instrumentation for analytical and preparative liquid and gas chromatography. Baker Laboratory is fully equipped for the use of radioisotopes in research including a separate radioisotopes lab. Liquid and solid scintillation counters, a multichannel analyzer, and a cobalt-60 irradiation source are available. Other facilities include DSC, torsion pendulum, membrane and vapor phase osmometry, solution and solid-state light-scattering photometers, and a computational environment including PS2 and MAC PCs, work stations and network access to main-frame computing at Syracuse University.

A new chemistry building--the Edwin C. Jahn Laboratory--is currently under construction, with completion slated for early 1997. The new, state-of-the-art facility will provide 70,000 square feet of modern research and teaching laboratory space.

The Faculty of Environmental and Forest Biology

ROBERT L. BURGESS, Chair
7 Illick Hall
(315) 470-6741
<http://www.esf.edu/faculty/efb/>

Programs in environmental and forest biology provide students with a firm foundation in basic biology, ecosystem dynamics, and environmental science. They encompass a variety of interconnected disciplines concerned with living systems, and treat not only the form, function, and evolution of organisms, but their life requirements, tolerances, and interactions that are central to the stewardship of renewable natural resources and the maintenance of environmental quality.

The critical importance that modern society places upon the utilization of natural resources and the quality of our environment adds new and increasingly diverse dimensions to the services a well-trained biologist can render. The faculty is committed to meet this dynamically changing array of opportunity through course work enriched by an active program of research. By adding selected electives at the Junior/Senior levels to a required core, undergraduates may focus their program toward an elective concentration (see pages 78-79) or toward future graduate study. Graduate students may develop a course of study under the guidance of a major professor and graduate committee within any of several areas of study (see pages 81-82).

The academic programs stimulate interest in the recognition and understanding of plants, animals, and protists, and deal with dynamic changes in biological systems in the context of the broad fields of ecology, physiology, genetics, and evolution.

Several awards are available to students in environmental and forest biology. These include the Alexander Wetlands Award, the Dence Memorial Fellowship, the Distinguished Biology Scholar Award, the Onondaga Anglers' Scholarship, the King Memorial Award, the Phyllis Roskins Memorial Award, the Wildfowlers' Award, the Stegeman Award, and the Outstanding Young Botanist Award.

Facilities for biological study are discussed later (see Graduate Program page 80).

Undergraduate Program

The curriculum for the bachelor of science degree is built around a core of required courses which provide the student with a general education, a basic background in the principles of the biological and the physical sciences, and an orientation to natural re-

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 56-60.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
General Botany and Zoology OR General Biology with Laboratory	8
General Chemistry with Laboratory, 2 semesters	8
Organic Chemistry with Laboratory, 1 semester*	4
Physics with Laboratory, 1 semester*	4
Calculus, 1 semester*	3 - 4
One additional course with laboratory in Chemistry or Physics, or a course in Calculus or Linear Algebra, 1 semester	3 - 4
English with a focus on writing	6
Social Sciences, Humanities**	9
Electives (recommended in Biology, if available)	<u>13 - 15</u>
Total minimum lower division credits	60

*Students are strongly encouraged to pursue further course work in these and related areas in consultation with their advisors.

**A course in technical writing and/or speech is highly recommended as part of the social science/humanities group.

sources. Its design develops breadth in biology as well as depth in a special biological field. Although individual course selections may vary, all students major in environmental and forest biology. Each develops a special plan of study with an assigned advisor.

A dual-option program is available that meets the undergraduate requirements of environmental and forest biology and of resources management (see pages 61-69).

In addition to the core courses and Summer Field Experience specified below, at least 21 hours in biology at the 300 level or above must be completed. Of these,

at least 15 must be from courses at ESF. Six of the 21 credit hours must involve course work in plant science [courses numbered from ()26 to ()50] and six in animal science [courses numbered from ()51 to ()95; see page 137]. The balance of the required hours is chosen in consultation with the advisor.

Summer Field Experience

Between the junior and senior years, each student completes a minimum of five semester credit hours (or equivalent) during residence in an approved academic

Upper Division Courses

Junior Year			Credit Hours
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	EFB 320	General Ecology	4
	EFB 325	Cell Physiology	3
		Electives*	8
			15
<i>Second Semester</i>	APM 391	Introduction to Probability and Statistics	3
	EFB 307	Principles of Genetics	3
	EFB 308	Genetics Laboratory	1
	FOR 345	Soils**	3
		Electives*	5
			15
Summer Field Experience—Must be met as described on page 75			5
Senior Year			Credit Hours
<i>First Semester</i>		Electives*	15
<i>Second Semester</i>		Electives*	15

*Electives *must* include at least one course from each of groups A and B.

A

- Elements of Entomology
- Principles of Forest Entomology
- Invertebrate Zoology
- Introductory Environmental Microbiology

B

- Dendrology
- Diversity of Plants
- Forest & Shade Tree Pathology

Additionally, students must take a minimum of six credits of animal science and six of plant science that may include courses from lists A and B not used above.

**GOL 101 may be substituted with advisor's approval.

Total minimum upper division credits 65

A minimum of 125 credit hours is required to complete the B.S. degree in environmental and forest biology.

program in field biology. This requirement is usually met by the appropriate selection of courses at Cranberry Lake Biological Station (CLBS) where courses are offered during each of two sessions. Earning five credits at one session satisfies the requirement; any additional courses taken in the other session count as elective credits.

Other residential biological field stations may be attended to earn the minimum five semester hours credit (or equivalent). Petitions requesting this alternative must include course descriptions and the program contemplated and be submitted to the Curriculum Director at least one month prior to the end of the spring semester preceding the summer program. A current file of alternative stations and course descriptions is maintained by the director of the Cranberry Lake Biological Station.

Cranberry Lake Biological Station

Cranberry Lake, the third largest body of water in the Adirondacks, and its environs are ideally suited for an advanced biology summer program. The surrounding topography is rolling hill and lake country dotted with numerous small ponds, closed bogs, and stream drainages. Because 80 percent of the shoreline is in State ownership, the lake remains pristine, unspoiled by recreational developments and pollution problems. Much of the original forest cover in the region was harvested a century ago; today a rich variety of community types occupies those sites as the vegetation reverts to natural conditions. The remaining virgin forests also provide students with many examples of stable ecosystems, each type reflecting the particular environmental conditions controlling forest development. A wealth of wildlife parallels the variety of cover types. The area provides easy access to a wide range of additional ecosystems ranging from bog to alpine vegetation.

Facilities include four classroom-laboratories; dining facilities for 120; faculty quarters and cabins; an administration building; 12 cabins housing 6-8 students each; a recreation hall; and several smaller, supporting buildings.

The program extends through June and July, divided into two sessions. Courses are designed to emphasize and effectively utilize the unique nature of this Adirondack setting, and all involve field trips each day into the surrounding forest and aquatic ecosystems.

Information about the summer program, including courses and fees, may be obtained from the Director, Cranberry Lake Biological Station, State University of New York College of Environmental Science and Forestry, Syracuse, New York 13210.

Elective Concentrations

The curriculum meets general requirements for graduate study and for a wide range of federal, state, municipal, and private biology positions. Those training for biological positions in federal and state service should review civil service publications and become familiar with specific course requirements early enough to make timely elective choices. Students are urged to use some elective time to enhance their communications skills. Courses in technical writing, applied communications or a foreign language (as approved by their faculty advisor) are especially useful.

Listed below are 12 elective concentrations that focus on specialized fields of biology. Further information on these can be found in the *Career Guide Handbook for Biologists* available from the Curriculum Director.

Plant Biotechnology. Biological techniques and processes used for the well-being of humanity have arisen from our understanding of genetics, cell biology and molecular biology. They permit the manipulation of DNA, RNA and protein involved in reproduction and specific biological processes. We now have the ability to design a large array of biological agents and organisms to benefit humans as well as the environment. This program provides a basis for students wishing to pursue careers in plant, fungal, or animal biotechnology.

Ecology. Gives students a basic knowledge of the relations of organisms to their environment and how these affect their distribution and abundance. Among organismal ecology, population-evolutionary ecology, community ecology, and systems ecology, undergraduate students choose courses from at least two of these four areas. In addition, students in the ecology concentration take one semester of Seminar in Ecology (EFB 497). The practical and theoretical application of ecology is emphasized through courses at both ESF and Syracuse University as well as at the Cranberry Lake Biological Station. Students in environmental and forest biology are encouraged to select courses compatible with their interests and educational goals.

Students in this concentration will have an excellent background to pursue graduate work in ecology and to develop ecological expertise. Preparation in ecology will serve students who pursue further training or employment in those areas of research, teaching, or management which apply ecological principles.

Entomology. Insects are vital components of nearly every ecological community. The program in entomology prepares students for professional careers in both basic and applied aspects of insect science. Basic studies include insect behavior, genetics, physiology,

and systematics as well as ecological interactions of insects with plants, other insects, predators, diseases, and vertebrates. The program also addresses the enormous impacts of insects and responsible means of pest management. Program strengths are forest entomology, chemical ecology, aquatic entomology, medical entomology, pest management, and environmental toxicology.

Environmental Interpretation. Environmental interpretation is an educational field that seeks to reveal meanings and relationships in nature. The environmental interpreter builds upon a strong background in science, communication skills, personal experience, and direct contact with nature. This elective concentration prepares students for professional positions including interpretive naturalist, park ranger, interpretive consultant, and nature center administrator. Potential employers include the National Park Service, U.S. Fish and Wildlife Service, state and county agencies, and private organizations such as The Nature Conservancy and National Audubon Society. Specialized facilities are available for students to practice interpretive skills at the Syracuse campus, Adirondack Ecological Center, Cranberry Lake Biological Station, and many local sites.

Environmental Microbiology. Microbiology is a dynamic and exciting science that deals with bacteria, molds, algae, yeasts, protozoa, rickettsiae, and viruses: their roles in industry, disease, the environment, and everyday life. Careers in microbiology are available throughout the public and private sectors, and are related to many different professions and industries.

Fish and Wildlife Biology and Management. A basic and applied program in fish and wildlife biology, including management and behavior, is provided for students whose objectives are to develop professional skills in the biology and management of these natural resources. This program offers a broad education in the biological sciences with a strong foundation in ecology. Course selections are readily tailored to meet certification requirements for The Wildlife Society and the American Fisheries Society. Specialized and advanced courses are offered in fishery biology, wetland ecology, wildlife ecology and management, limnology, habitat analysis, and wildlife techniques.

Forest Pathology and Mycology. Protection of vascular plants and wood products from invading organisms, such as fungi, is basic to forest productivity, effective wood product use, and the maintenance of environmental quality. Program strength is in the ecological, physiological, genetic, and environmental aspects of disease. Students may train for positions in

forest pathology, mycology, biotechnology, plant quarantine, or diagnostic laboratories. Opportunities for employment exist with federal, state, and private agencies.

Plant Physiology. Plant physiology, part of the broader science of botany, concerns the life processes that occur in plants. Career opportunities are available in federal, state, and local governments through their extensive testing and monitoring programs. Additionally, positions are available in agriculture and forestry concerning pathogenic microorganisms and physiological mechanisms of infection.

Plant Science. Students may prepare for a wide variety of opportunities in the botanical professions. Essential to understanding plants are their biochemical and physiological processes; their interactions with the environment and with one another; with animals and other organisms; their genetic makeup, evolution and classification. Requirements may be satisfied for technical positions in areas such as botany, plant ecology, tree genetics, plant physiology, horticulture, tree maintenance, or plant quarantine.

Pre-Medical Science. Completion of all core and elective requirements in environmental and forest biology will prepare students for application to medical schools of their choice. Pre-medical programs are not formally structured curricula, but most often consist of opportunity to take necessary course work in biology, chemistry, mathematics and physics that will prepare students for required admission testing procedures. Environmental and forest biology offers an abundant array of courses and opportunities for students interested in careers in medicine or veterinary science.

Science Education. Through special arrangements with Syracuse University, students in environmental and forest biology can couple a strong program in basic biological sciences with necessary education courses required to qualify for certification as science teachers in grades 7-12 under New York State regulations. Advisors will guide students interested in this program to the appropriate course work and the mechanisms required to successfully complete a program in science education.

Zoology. A broad program is provided for the student whose objectives are to go on for graduate study or to further training in physiology, soil invertebrate ecology, animal behavior, or animal ecology. Some opportunities with federal and state agencies are available at the baccalaureate level.

Internship Program

A variety of internships are available, either in the summer or one semester of the academic year. These are arranged in cooperation with the student's advisor. Agencies actively involved with the internship program include the U.S. Fish and Wildlife Service, New York State Department of Environmental Conservation, the National Park Service, and the National Biological Service.

Graduate Program

The graduate program in environmental and forest biology is organized in areas of study that provide comprehensive coverage within specific interest areas. Faculty in each area define the scope of subject matter, recommend acceptance of students and guide them in a course of study. Most students develop a degree of specialization in at least one large taxonomic group (e.g., fungi, plants, vertebrates, insects) to assure a useful mix of talents.

M.S. and Ph.D.--Students seeking the M.S. degree include a research thesis and its defense (see page 38). Students in EFB need a minimum of 24 credits of course work. All who seek the Ph.D. must include original research and a thesis or its equivalent in the form of refereed publications.

M.P.S.--The Faculty of Environmental and Forest Biology offers the Master of Professional Studies (MPS) degree, which must include appropriate coursework, experience or project, and examinations.

Coursework Option. Requires the successful completion of 42 credits of graduate level coursework, including at least 30 credit hours taken in residence at ESF. Coursework does not include credits earned in EFB 798, 898, 899, or 999. Seminars (EFB 797) are considered courses. The student's study plan (Form 3B) must be approved by the Major Professor, the steering committee, and the Faculty Chairman. Neither a comprehensive examination nor a capstone seminar are required.

Professional Experience Option. EFB requires a total of 42 credit hours, at least 30 of which will be graduate coursework credits and 24 of which must be taken in residence at ESF. Six to 12 credits will be awarded for the internship (EFB 898). A written report of the internship is required, as well as an oral comprehensive exam and a capstone seminar.

The center of activity is Illick Hall, with laboratories, classrooms, controlled spaces, and equipment in a modern building in which 8,000 square meters of working space is available for graduate study and research. Laboratories, many of them temperature and temperature-humidity controlled, and one sound-controlled, are provided for study and research in plant

development, physiology, tissue culture, molecular biology, biochemistry and toxicology, ecology, and animal behavior. An herbarium, mycological collections, insect and other invertebrate collections, an artificial stream, and the Roosevelt Wildlife Collection of vertebrates are maintained as resources for the academic program. Eight rooftop glasshouse units, three of them air-conditioned and one incorporated into a five-room indoor-outdoor insectary, are important to the full array of interests in plant science and plant-animal interactions.

Also available to students and faculty is a variety of sophisticated instrumentation: convenient access to a computer center; radioisotope counting equipment, including liquid scintillation spectrometry; diverse analytical equipment and measuring devices; gas-liquid chromatography; and a comprehensive analytical expertise. The N.C. Brown Center for Ultrastructure offers course work and research in scanning and transmission electron microscopy.

Supportive to the program are the academic resources, including courses, of Syracuse University, SUNY's Health Science Center and the several campus facilities described elsewhere in this catalog. Our students also participate in courses and utilize faculty and facilities at Cornell University and several SUNY campuses in cooperative exchanges.

Excellent field sites and facilities are available for research in all aspects of the program. In addition to the College's several campuses and field stations that offer a broad diversity of forest types, sites, and conditions, there are New York State Department of Environmental Conservation lands, the Montezuma National Wildlife Refuge, the Adirondack Mountains, and the transition zones near Lake Ontario, Oneida Lake, and Cicero Swamp. These areas offer a variety of habitat diversity from highlands to aquatic-terrestrial zones. The ponds, streams, and lakes in Central New York and the St. Lawrence River are regularly used by graduate students in aquatic ecology, fishery biology, and ecosystem science.

Further academic advantages stem from the urban setting of the Syracuse campus. Nearby Onondaga Lake is a prominent feature that serves as a focus for many research and teaching activities. The Greater Syracuse area provides a convenient laboratory for studies basic to urban ecology: urban wildlife, the growth and protection of woody vegetation, greenspace maintenance, the utilization of waste beds for plant growth, the detoxification of pollutants, and the restoration of terrain stripped of vegetation. Disposal of industrial and human wastes requires deeper understanding of the role of plants, animals and microorganisms in the biodegradation of organic matter. The conversion of organic materials into useful fuel, into additives for plant growth, or into protein feeds for domestic animals are stimulating topics.

Areas of Study

Seven areas of study are available: ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, and plant science and biotechnology. One, chemical ecology, is shared with the Faculty of Chemistry. Additional information on each of these areas of study is available by telephone or written request to any of the professors listed.

Ecology

ALLEN (Forest Insects), BALDASSARRE (Wetlands), BROCKE (Wildlife, Bioenergetics), BURGESS (Forest Ecology), CHAMBERS (Wildlife), HALL (Systems Ecology), KIMMERER (Bryocology, Restoration Ecology), KURCZEWSKI (Insect Behavior), LEOPOLD (Dendrology, Community Ecology), MITCHELL (Biogeochemistry, Invertebrates, Energetics), MÜLLER-SCHWARZE (Vertebrate Behavior), NAKAS (Microbiology), NORTON (Invertebrates), PORTER (Vertebrate Ecology), RAYNAL (Physiological Ecology, Demography), RINGLER (Aquatic Ecology, Fish Behavior), SHIELDS (Vertebrate Behavior), STEWART (Aquatic Ecology), TURNER (Physiological Ecology), VAN DRUFF (Wildlife), WANG (Mycology), WERNER (Limnology)

This integrative study area allows students to investigate the relationships of organisms to their environment and those factors which affect their distribution and abundance. Both the practical and theoretical applications of ecology are emphasized through courses and research. There are four major areas in ecology: organismal ecology, population-evolutionary ecology, community ecology, and systems ecology. In consultation with the student's steering committee, courses are chosen from these areas, as well as other disciplines. Specific research may encompass any of the four major areas of ecology and entail the study of the distribution and abundance of organisms, community structure including trophic relationships, diversity, succession, and ecosystem properties, such as patterns of energy transfer and biogeochemical cycling.

Entomology

ABRAHAMSON (Forest Insects, Pest Management), ALLEN (Forest Insects, Population Ecology), CASTELLO (Virology, Insect Vectors), HOWARD (Medical Entomology), KURCZEWSKI (Morphology, Taxonomy, Behavior), MITCHELL (Population Ecology), NAKATSUGAWA (Toxicology), NORTON (Soil Arthropods, Systematics, Insect Larval Taxonomy), RINGLER (Aquatic Entomology), TEALE (Insect Pheromones), TURNER (Physiology)

Graduate study opportunities prepare students in the basic aspects of insect life and the role of insects in relation to man and his environment. The wide range of effects stemming from insect activity, from the beneficial to the deleterious, allows for a variety of research subjects in which insects play a major role. Thesis topics may concern insects that affect forests, shade trees and wood products, those relating to the health and well-being of humans, and those playing key roles as parasites and predators of pest species. Current research areas include population dynamics of forest defoliators, pheromone communications among beetles and moths, speciation of insects as understood through behavioral and cytogenetic study, effects of larvicides and fish predators on stream benthic insects, natural control of insects in forest systems, and biochemistry of insect detoxification mechanisms.

Environmental Physiology

CASTELLO (Plant Virology), GRIFFIN (Fungus Physiology), MITCHELL (Environmental Energetics), NAKAS (Microbial Physiology), NAKATSUGAWA (Insect and Vertebrate Toxicology), TURNER (Animal Physiology)

Environmental physiology provides students with advanced training in the nature and control of biological processes. Current interests include mechanisms of action of plant growth hormones; biochemical regulation of seed germination; plant and microbial enzymology; virology; toxicity and disposition of insecticides and environmental toxicants in vertebrates; production and action of plant phytoalexins and antibiotics; plant defenses against phytophagous invertebrates; thermal exchange in bird eggs; mycorrhizae; ion transport; mineral nutrition; cambial physiology and photosynthesis.

Fish and Wildlife Biology and Management

BALDASSARRE (Waterfowl); BROCKE (Vertebrates), CHAMBERS (Vertebrates), MÜLLER-SCHWARZE (Vertebrate Behavior), PORTER (Vertebrate Ecology), RINGLER (Fisheries, Aquatic Ecology), SHIELDS (Vertebrate Behavior), STEWART (Fisheries, Aquatic Ecology), TURNER (Vertebrate Physiology), VANDRUFF (Vertebrates, Ornithology), WERNER (Limnology, Fisheries)

Study in this area provides students with advanced preparation in biological concepts of fish and wildlife populations as they relate to proper management. Increasing concern for these wild animal resources has been matched by strong student interest in educational

programs which prepare them for careers in the fish and wildlife professions. Graduate education is rapidly becoming a universal prerequisite to employment as a professional fisheries or wildlife biologist. A major strength is the diversity of cooperators including the National Biological Service, U.S. Fish and Wildlife Service, U.S. Environmental Protection Agency, U.S. Geological Survey, and the NYS Department of Environmental Conservation.

Areas of research include population habitat relationships, predator ecology, fish behavior, wildlife in Adirondack ecosystems, urban wildlife relationships, endangered species studies, feeding ecology of fishes, stream ecology, Great Lakes fisheries, ecology of larval fishes and homing behavior of fishes.

Forest Pathology and Mycology

ABRAHAMSON (Forest Pathology, Entomology), CASTELLO (Forest Pathology), GRIFFIN (Fungus Physiology), MANION (Forest Pathology), NAKAS (Microbiology), POWELL (Plant Pathology and Molecular Biology), ROGERS (Plant and Molecular Biology), VAL-ENTINE (Genetics), WANG (Mycology), WORRALL (Forest Pathology)

Forest pathology and mycology trains students to develop an expertise responsive to the increasing pressures on forest and shade tree systems for wood fiber, public services, and amenities. This requires new sophisticated levels of disease understanding, disease control, a broad knowledge of fungi, bacteria and viruses, their environmental impacts and their roles in biodeterioration. Areas of interest include: environmental, fungal and viral tree diseases; mycorrhizae; wood decay and biodegradation processes; monitoring and impact assessment of disease in forest and urban tree systems; chemical and biological control of tree diseases; epidemiology of tree diseases and the genetics of resistance to tree diseases and to pathogen variability; physiology of fungus growth and development; taxonomy and biology of decay and imperfect fungi; and fungus ultrastructure.

Plant Science and Biotechnology

BURGESS (Ecology), CASTELLO (Virology), GRIFFIN (Mycology, Fungus Physiology), HALL (Systems Ecology), KIMMERER (Bryocology, Restoration Ecology), LEOPOLD (Dendrology, Community Ecology), MANION (Pathology), NAKAS (Microbiology), POWELL (Plant Pathology and Molecular Biology), RAYNAL (Ecology, Taxonomy), ROGERS (Plant and Molecular Biology), TEPPER (Anatomy, Morphogenesis), VAL-ENTINE (Genetics), WANG (Mycology), WORRALL (Pathology)

Plants, as the base for ecological food chains, serve as the structural and functional foundation of natural and managed systems. Plant science and biotechnology provides opportunity in a broad range of specialties fundamental to the understanding of plants and their interaction with other organisms and for specializing in plant biotechnology. Emphasis is on forests and related plant systems. Current research interests include: dynamics of plant communities as affected by man and the environment; mechanisms of plant succession; epidemiology of forest and urban tree diseases; decay, discoloration and biomodification of wood; taxonomy, physiology, growth and ultrastructure of fungi; heritability of wood properties and disease resistance of trees; biochemistry and physiology of plant growth regulators; photosynthesis; mineral nutrition; mycorrhizae; morphogenesis in shoot and root systems; genetic engineering; transformation; molecular evolution; phylogenetics; taxonomy; plant-pathogen interactions, tissue culture, and study of ancient DNA.

Chemical Ecology

MÜLLER-SCHWARZE (Vertebrate Pheromones), TEALE (Insect Pheromones), WEBSTER (Pheromone Chemistry)

The area of study in chemical ecology is offered by collaboration between the Faculty of Environmental and Forest Biology and the Faculty of Chemistry. Interested students should apply to the Faculty of major interest, which will have prime responsibility for setting requirements. Faculty from both areas can aid in the development of a plan of study enabling a student to acquire sophisticated skills in either chemistry or biology and an ample understanding of the other to grapple with problems requiring an understanding of both.

As a relatively new interdisciplinary endeavor, workers in this field attempt to understand organismal interactions, both intra- and interspecific, mediated by chemical substances such as hormones, pheromones, kairomones and phytoalexins. These occur at all taxonomic levels: between uni- and multicellular organisms, microbes and plants, plants and plants, plants and animals, microbes and animals, and animals and animals. Study of such interactions has been accelerated in recent years through joint efforts of biologists and chemists in meaningful research accompanied by a growing body of literature.

The Faculty of Environmental Studies

RICHARD C. SMARDON, Chair

106 Marshall Hall

(315) 470-6636

<http://www/esf/edu/faculty/es/homepage/>

SMARDON, Chair (Landscape and Environmental Planning, Visual Resource Analysis, Environmental Assessment/Administration, Wetland Assessment)

Faculty: FELLEMAN (Environmental Decisionmaking, Environmental Information Policy), KEITH (Environmental Policy and Politics), LAWLER (Literature of Nature), NORDENSTAM (Environmental Risk Perception and Assessment, Environmental Policy and Policy Analysis), SANDERS (Sustainable Development, Environmental Thought), SENECAH (Environmental Interest Groups, Environmental Communication Processes), S. WEBSTER (Computer Citizenship and Programming)

Participating Faculty: BLACK (Water and Related Land Resources), CANHAM (Resource Economics), DOBLE (Community Planning and Design), FLOYD (Environmental and Natural Resources Policy), HALL (Systems Ecology), J. M. HASSETT (Environmental Modeling, Waste Management, Public Policy and Environmental Regulation, Energy Resources and Systems), HERRINGTON (Forest Management-Computers, Micrometeorology), JOHNSON (Environmental Chemistry), LEOPOLD (Aquatic Ecology), LEWIS (Community Land Planning; Planning Process; Computer-Aided Community Land Planning and Mapping; Geographic Information System Applications in Land Planning and Land Use Controls), McDONNELL (Watershed Hydrology), MITCHELL (Biogeochemistry, Nutrient Cycling), NAKATSUGAWA (Toxicology, Health Impacts of Chemicals), J. PALMER (Landscape Perception, Design Evaluation, Social Impact Assessment, Environment and Behavior Research Methods), SHANNON (Urban Analysis and Design)

Adjunct Faculty: DOSA (Environmental Information), DURKIN (Environmental Risk Assessment), EFFLER (Water Quality Modeling), GOLDSMITH (Environmental Law), HUNT (Environmental Health Effects), KARP (Environmental Land Use Law), MANNO (Sustainable Development), NOWAK (Urban Ecosystems), SIEGEL (Groundwater Modeling), M. SMITH (Environmental Decisionmaking)

The Faculty of Environmental Studies hosts two degree programs, the bachelor of science in environmental studies (ES) and the graduate program in environmental science (GPES), which awards both M.S. and Ph.D. degrees.

The GPES and the ES programs address environmental issues of high public concern and rely upon the scientific and professional expertise of the College faculty. These programs provide for the study of environmental systems and the interrelationships of human and natural systems. Both are guided by a concern for finding and promoting wise public policies for natural resource and environmental stewardship. Each program provides a set of core or foundation courses dealing with understanding and analyzing complex environmental systems in their human context, and a range of student choice in choosing interdisciplinary subjects for concentration. Faculty offering instruction and advisement for these programs are drawn from the academic units of the College, and work with students to shape their programs of study to blend student interests with program goals.

Bachelor of Science in Environmental Studies

The bachelor of science in environmental studies (ES) program is concerned with the interrelationships among the natural environment, natural resources, and human society, including society's institutions. The goal of the program is to educate students to be sensitive, articulate, and knowledgeable about complex environmental issues facing contemporary society. To achieve this, the ES program promotes (a) sound preparation in technical and scientific subjects and skills, (b) grounding in an environmental option, and (c) a synthetic or holistic viewpoint and understanding of environmental concerns.

The B.S. degree is granted at the end of four years and requires the successful completion of 121 credit hours of course work. The program provides for a pyramidal sequence of study. At the lower division, students acquire a basic knowledge in the natural and social sciences, receive exposure to the humanities, and learn useful communications and analytic skills. Students then enter the ES program as juniors with 60 lower division credits. At the upper division, the student is provided a balanced understanding of natural and social processes as they relate to the environment, an additional set of useful skills and methods, and a progressive integration of this knowl-

edge through an environmental option, leading to a synthesis of environmental studies education in the senior year.

The scope and complexity of course work within the ES program demands both discipline and commitment from students seeking this degree. A clear sense of purpose and objectives are necessary to pursue the curriculum beneficially. To meet each student's objectives fully, a close working relationship between faculty and the student is also necessary. A general orientation for upper division study is provided in the program's four study areas, one of which is chosen by the student during the admissions process, before undertaking upper division study. These study areas are: (a) information and technology, (b) land use planning, (c) biological science applications, and (d) policy and management. Within these general areas of study, students are provided flexibility to further pursue their environmental interests.

Students receiving the B.S. degree have pursued graduate study and careers in the fields of planning,

landscape architecture, natural resource management, and other environmentally related areas such as business, education, and law.

Prerequisites for Entry into the Environmental Studies Program

The wide range of opportunities available to students who enter the ES program, requires that they prepare themselves with a broad range of lower division course work. The accompanying table of lower division requirements summarizes preparation for entering the ES program. The various requirements provide a sound basis for successful engagement of the environmental studies curriculum at the upper division, for any of the four program options.

Prospective ES students are strongly advised to review ES program literature describing the four options, so that their selection of options is made on an informed basis. The role of options within each student's program is summa-

Lower Division Courses¹

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Minimum Credit Hours</i>
A. Natural Sciences ²	17
Course work must include: General Biology (6-8) (or General Botany and General Zoology), General Geology/Earth Science (3-4), General Chemistry or General Physics ³ (6-8).	
B. Social Sciences	18
Course work must include: Economics (3), Government/Political Science (3), Sociology/Cultural Anthropology (3), History (United States) (3), additional course work, including Psychology, Human Geography, or courses in above subjects (6).	
C. Humanities	6
Courses in Literature, Philosophy, Foreign Language, Art, Music, Drama and related subjects.	
D. English with a focus on writing ⁴	6
E. Mathematics and Computer Applications	6
Course work must include: College-level Trigonometry, Pre-Calculus, or Calculus (3), Computer Applications (3).	
F. Additional Course work ⁵	7
Total minimum lower division credits	60

¹Prior to enrollment into the program, the student must have completed at least 54 of the 60 required lower division credit hours.

²At least two courses with labs are required.

³Two courses in general chemistry or general physics, or one course in each will satisfy this requirement.

⁴Courses aimed primarily at improving writing skills are intended; these generally do not include literature courses.

⁵Depending on student interests, an additional course in American government or in either general chemistry or general physics, whichever has not been taken to meet the natural sciences requirements, is recommended.

rized in the accompanying table of upper division requirements, and each option provides a distinctive orientation to environmental study, as follows:

Information and technology is designed for students interested in learning about sources of environmental information, and about measurement and technologies applied to the solution of environmental problems. Work in this option is supported primarily by the Faculty of Environmental Resources and Forest Engineering.

Land use planning is concerned with the orderly, efficient, equitable, and aesthetic development of land with special concern for the state of the natural environment and the development, interpretation, and administration of land use plans and regulations. This option is supported mainly by the Faculty of Landscape Architecture.

Biological science applications is designed for students interested in careers at the interface of biology and socioeconomic issues. It will provide solid background in the biological sciences pertinent to

Upper Division Courses Information and Technology Option

Junior Year		Credit Hours
<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students 0
	EFB 303	Microbiology* 4
	EFB 320	General Ecology 4
	CLL 300	Library Research 1
	CLL 410	Writing for Professionals 3
	FOR 345	Soils 3
	EST 390	Social Processes and Environment (or)
	EST 496	History of the Environmental Movement 3
		18
<i>Spring Semester</i>	EST 321	Government and Environment 3
	EST 366	Attitudes, Values, and Environment 3
	FOR 340	Watershed Hydrology/Water Quality 3
	APM 391	Introduction to Statistics 3
	ERE 310	Environmental Measurements 3
		15
Senior Year		Credit Hours
<i>Fall Semester</i>	ERE 435	Water and Wastwater Treatment 3
	ERE 450	Geographic Information Systems 3
	EST 496	Predictive Modeling 3
		Skills and Methods Course* 3
		Option Method Course* 3
		15
<i>Spring Semester</i>		Additional Option Course* 3
		Additional Option Course* 3
		Free Elective 3
		Free Elective 3
		Senior Synthesis* 3
		15
Total minimum upper division credits		63

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Policy and Management Option

Junior Year			<i>Credit Hours</i>
<i>Fall</i>	ESF 332	Seminar for New Transfer Students	0
<i>Semester</i>	EFB 320	General Ecology	4
	CLL 300	Library Research	1
	CLL 410	Writing for Professionals	3
	FOR 296	Soils and Physical Geography	3
	FOR 307	Environmental Economics	3
	EST 390	Social Processes and Environment (or)	
	EST 496	History of the Environmental Movement	<u>3</u>
			17
<i>Spring</i>	EST 321	Government and Environment	3
<i>Semester</i>	EST 366	Attitudes, Values, and Environment	3
	FOR 360	Principles of Management	3
	APM 391	Introduction to Statistics	3
		Additional Option Course*	<u>3</u>
			15
Senior Year			<i>Credit Hours</i>
<i>Fall</i>	FOR 340	Watershed Hydrology/Water Quality	3
<i>Semester</i>	FOR 465	Natural Resource and Environmental Policy	3
		Skills and Methods Course*	3
		Foundation Science Course*	3
		Additional Option Course*	<u>3</u>
			15
<i>Spring</i>		Law Course*	3
<i>Semester</i>		Senior Synthesis*	3
		Option Method Course*	3
		Additional Option Course*	3
		Free Elective	<u>2</u>
			14
Total minimum upper division credits			61

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Land Use Planning Option

Junior Year			Credit Hours
<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students	0
	EFB 496	Fundamentals of Ecology	3
	CLL 300	Library Research	1
	CLL 410	Writing for Professionals	3
	FOR 296	Soils and Physical Geography	3
	LSA 411	Natural Processes in Planning and Design	3
	LSA 496	Planning Seminar	1
	EST 390	Social Processes and Environment (or)	
	EST 496	History of the Environmental Movement	3
			17
<i>Spring Semester</i>	EST 321	Government and Environment	3
	EST 366	Attitudes, Values, and Environment	3
	ERE 310	Environmental Measurements	3
	LSA 451	Comprehensive Land Planning	3
		Additional Option Course	3
			15
Senior Year			Credit Hours
<i>Fall Semester</i>	FOR 341	Watershed Hydrology/Water Quality	3
	LSA 496	Community Development Process	3
	EST 496	Predictive Modeling	3
	LPP 456	Land Development Law	3
		Free Elective	3
			15
<i>Spring Semester</i>	APM 391	Introduction to Statistics	3
	LSA 453	Community Land Planning Workshop	3
	GOL 242	Environmental Geology*	3
		Additional Option Course*	3
		Free Elective	3
			15
Total minimum upper division credits			62

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Biological Science Applications Option

Junior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students	0
	EFB 320	General Ecology	4
	CLL 300	Library Research	1
	CLL 410	Writing for Professionals	3
	EST 390	Social Processes and Environment (or)	
	EST 496	History of the Environmental Movement	3
		Foundation Science Course * (or)	
		Option Biological Science Course*	3
		Option Biological Science Course*	<u>3</u>
			17
<i>Spring Semester</i>	EST 321	Government and Environment	3
	EST 366	Attitudes, Values, and Environment	3
	FOR 340	Watershed Hydrology/Water Quality	3
	FOR 345	Soils	3
	APM 391	Introduction to Statistics	3
			15
Senior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	FOR 450	Environmental Impact	2-3
		Option Biological Science Course*	3
		Skills and Methods Course*	3
		Foundation Science Course* (or)	
		Option Biological Science Course*	3-4
		Option Biological Science Course* (or)	
		Free Elective	<u>3</u>
			14-16
<i>Spring Semester</i>		Option Biological Science Course*	3-4
		Option Course*	3
		Option Method Course*	3
		Free Elective	3
		Senior Synthesis*	<u>3</u>
			15-16
		Total minimum upper division credits	62

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

our natural resources and ecosystems on one hand, and a grounding in the social sciences on the other. This option is supported mostly by the Faculty of Environmental and Forest Biology, but in contrast to the traditional biology program, emphasizes the societal overview of biology-based issues.

Policy and management is concerned with the basic principles, values, and techniques of natural resources and environmental management, including an understanding of the public policies and programs that underscore these concerns. The need to integrate diverse social, institutional, political, legal, and biophysical considerations inherent in attaining environmental objectives is emphasized. This option is supported mainly by the Faculty of Forestry.

Students seeking admission into the ES program should note particularly that identification of choice of option is required as a condition of final acceptance into the program. This allows students to begin option course work in the first semester of the junior year.

Upper Division Courses

A minimum of 121 credit hours is required to complete the environmental studies curriculum. Normally up to 60 credit hours taken prior to matriculation at the College of Environmental Science and Forestry will be accepted as advanced standing credits. A minimum of 51 upper division credit hours must be completed to be considered for graduation.

Graduate Program in Environmental Science

The graduate program in environmental science (GPES) offers M.S. and Ph.D. degrees. GPES was created in the early 1970s as a unique response to the emerging institutional and analytical challenges of developing environmental problems. The program, which draws upon faculty from across the College, emphasizes a multidisciplinary social and natural science approach to environmental understanding and stewardship. It maintains a strong academic orientation, facilitating student and faculty engagement of fundamental environmental challenges such as federalism, participatory democracy, the uses and limits of scientific prediction, risk, and sustainability.

The mission of GPES is to provide interdisciplinary education, research, and public service to foster effective environmental stewardship and to prepare students to comprehensively address environmental concerns and problems. The program provides for the following:

1. *Multidisciplinary approach*: recognition of the necessity to approach environmental problems with input from several disciplines and professions;
2. *Holistic perspective*: awareness of and deference to the interdependence of elements within broadly defined ecosystems, including physical, biological, social, and economic systems;
3. *Topical grounding*: competency to understand and apply the principles of a particular subject of environmental inquiry in sufficient depth to interact with other disciplines and professional fields;
4. *Realistic experience*: through internships, focused projects, theses and seminars which provide for direct interaction of legal, economic, political, and social systems which underlie decisionmaking.

GPES's internal structure incorporates a common core which provides a broad policy-oriented foundation for the focused areas of study. Students applying to GPES must select which area of study they intend to pursue.

Requirements

The academic requirements of the graduate program in environmental science are designed to provide graduates with a sound preparation to meet the rapidly evolving challenges of the field as leading scholars and professionals. Programmatic requirements constitute a framework which includes: (1) a comprehensive core foundation emphasizing theory, issues, and methods; (2) extended knowledge within an area of study; and (3) a synthesis experience.

Entering students should be adequately prepared to engage graduate level work in the program. The following undergraduate courses are required pre- or co-requisites for all students: statistics, ecology, and microeconomics or environmental economics. Courses in political science are strongly recommended.

In addition, students should have an academic background and/or work experience related to the selected area of study. Wherever possible, deficiencies should be made up prior to matriculation.

Master of Science

The master's degree is designed as a two-year experience.

1. Core

Required course work: A total of 15 credit hours with the following distribution: 9 credit hours of applied social sciences in the following categories: (i) institutions, organizations, and the environment; (ii) environmental information and communications; and (iii) public participation and decision making. In addition, a total of 6 credit hours is required in research methods.

2. Area of Study

A minimum of 15 credit hours (excluding ENS 899) in the area of study, as determined by the major professor and area of study faculty.

3. Synthesis

Students complete a thesis involving a minimum of six credit hours of research resulting in a document that clearly demonstrates graduate-level accomplishments of the student, followed by a defense examination. Minimum total credits for the degree is 36.

Master of Professional Studies

The Master of Professional Studies (MPS) degree is a 39 credit hour experience aimed at professional applications of environmental knowledge.

1. Core

Required course work: A total of 21 credit hours with the following distribution: 9 credit hours of applied social sciences in the following categories: (i) environmental policy and regulation, and (ii) democratic processes. In addition, a total of 6 credit hours is required in environmental science, and 6 in methods courses emphasizing applications of technical knowledge.

2. Area of Study

A minimum of 12 credit hours of course work in the chosen area of study, as determined by the major professor and study area faculty. Students select a study area at the time of application for admission into the program. Two study areas are available to MPS students: (i) Environmental Policy and Democratic Processes, and (ii) Environmental and Community Land Planning.

3. Synthesis

A minimum of 6 credit hours is required. Students select either an internship or directed electives to complete this requirement. No terminal comprehensive examination is required.

Applicants with a minimum of three (3) years of post-baccalaureate, full-time professional experience directly related to the intended area of study may apply for 6 credit hours of advanced standing in the program, reducing their degree requirements to 33 credit hours. Partial credit for experience cannot be awarded. When awarded for prior work experience, the 6 credit hours are applied toward the synthesis requirement.

Doctor of Philosophy

The Ph.D. program provides a unique opportunity to develop environmental policy related research within a strong College community of environmental analysts, and to draw upon the expertise of scholars at Syracuse University. All applicants are expected to have completed a master's research thesis. A copy of the thesis abstract should accompany the application. In addition, entering students are required to complete the equivalent of the GPES masters' core either from prior graduate study or course work taken within the first year of residency.

Areas of Study

Environmental and Community Land Planning

Participating Faculty: CARTER, DOBLE, HAWKS, LEWIS, SHANNON

Environmental and community planning is concerned with orderly, efficient, equitable, and aesthetic development of land with special concern for (i) the state of the natural environment, (ii) the physical character of communities, and (iii) decisionmaking at state, county, and local levels of government. Planning balances competing demands on land and environment brought about by expanding urban and rural development, and enhancing viable natural and cultural resources is an important planning perspective. Another perspective involves the guiding of private and public development processes within a pluralistic political environment in order to promote sustainable communities while at the same time respecting fiscal, environmental, and legal constraints.

The program is designed for students with social science, natural science, engineering, or design backgrounds who are interested in an interdisciplinary and integrative program. Some students have majors in interdisciplinary programs in urban studies or environmental studies. Students develop an understanding and knowledge of development processes, natural systems, and governmental planning and regulation. They develop a capacity to analyze environmental and community land planning problems and to form imaginative solutions. Skills obtained include preparation of land and environmental data bases, plans, policies, and implementation programs.

Environmental Modeling and Risk Analysis

Participating Faculty: HALL, J. M. HASSETT, HERRINGTON, JOHNSON, MITCHELL, NAKATSUGAWA, NORDENSTAM

The environmental modeling and risk analysis study area focuses on problems in environmental and natural resource policy in which technical issues are of central importance. The program is designed for graduate students with a science or engineering background. Current research includes: spatial model construction, ecosystems modeling, development of model assessment and selection criteria, environmental risk assessment, use of technical information by regulatory agencies, land use forecasting for public policy decisionmaking, and water resources assessment and planning. The environmental modeling and risk assessment area of study provides a unique opportunity to study interdisciplinary problems. Specific course work in environmental modeling and risk assessment is supplemented by traditional disciplinary course work in engineering or the natural sciences and policy analysis.

Environmental Policy and Democratic Processes

Participating Faculty: FELLEMAN, FLOYD, LAWLER, NORDENSTAM, PALMER, SANDERS, SENECAH, SMARDON

The environmental policy and democratic processes study area addresses problems of environmental decisionmaking at a time of rapid institutional and social change. How our society can best meet the growing challenges of environmental steward-

ship through mandated and voluntary public participation in decisionmaking is the central question. This concern is increasingly important to many segments of modern society, and we intend that students acquiring knowledge in this study area will be prepared to contribute positively to these processes in career pursuits.

The focus of this study area is on developing new understanding of public participation in environmental decisionmaking, against the backdrop of environmental policy making and program implementation. Particular attention is given to (a) the variety of organizations involved in participation, which generally are the institutions and agencies of government, citizen-based non-governmental organizations, and the business or industrial sector, (b) the availability and utility of environmental information for these groups, and (c) the participation and integration of all informed stakeholders into environmental decisionmaking. This tripartite scheme of organizations, information, and participation frames student programs of study, and suggests important directions for student and faculty research efforts.

The study area advances understanding of these questions of participatory democracy for environmental decision making through research and instruction, and is particularly suited to inquisitive students with degrees in environmental studies, political science, geography, engineering and other fields that provide interdisciplinary backgrounds in natural and social science.

Water Resources Management

Participating Faculty: BLACK, BOYER, J. M. HASSETT, LEOPOLD, McCLIMANS, McDONNELL, MITCHELL, SMARDON

The water resources management area of study develops an understanding of technical, social, and institutional aspects of water resources regulation, mitigation, and restoration. Individual students may emphasize scientific or social subject areas but all study in both areas. Scientific aspects include the basic physical, chemical, and biological interactions occurring in water and wetland resource systems. The social aspects are concerned with planning, regulation, law and institutions, and management of water and wetland resources. Water serves as a focus for graduate study in water and related land resources management, and water pollution and water quality control.

Recommended course work includes (1) physical sciences: civil engineering, geology, geomorphology, hydrology, meteorology, environmental engineering, soils, water chemistry, hydrogeology, hydrogeochemistry, and geographic information systems; (2) biological sciences: ecology, entomology, fishery biology, forestry, microbiology, water quality, and limnology (3) social sciences: administration, economics, government, history, law, ethics, philosophy and policy.

Certificate of Graduate Study in Environmental Decisionmaking

The Certificate of Graduate Study in Environmental Decisionmaking provides graduate-level exposure to specialized environmental study that re-

lates to students' primary professional interests. The distinctive environmental orientation of this Certificate will help students to better understand some of the complexities of environmental decisionmaking from their unique professional perspectives. The Certificate requires the completion of 15 credit hours of study from a menu of courses. Course selections are designed to provide students with knowledge of environmental public policy, program implementation, and decisionmaking processes.

The Certificate of Graduate Study in Environmental Decisionmaking is designed for graduate students enrolled in law, management, public administration, and information studies programs at Syracuse University. Applications from other sources cannot be accepted. Inquiries should be directed to Certificate Program Director, 107 Marshall Hall, and application forms are available from the Office of Instruction and Graduate Study, 227 Bray Hall.

The Faculty of Environmental Resources and Forest Engineering

ROBERT H. BROCK, Chair

312 Bray Hall

(315) 470-6633

<http://www.esf.edu/faculty/feg/>

BROCK (Photogrammetric and Geodetic Engineering, Geo-spatial Information Systems), DUGGIN (Image Analysis, Remote Sensing, Atmospheric Modeling, Physics), HASSETT (Environmental Engineering, Water Resources), HOPKINS (Surveying, Geo-spatial Information Systems, Remote Sensing), LEE (Computers and Systems Engineering, Transportation and Equipment, Soil Mechanics), McCLIMANS (Soils, Hydrology, Site Engineering, Municipal and Agricultural Waste Management), TULLY (Structures, Engineering Hydrology, Water Resources)

The Faculty of Environmental Resources and Forest Engineering offers a program in forest engineering which is fully accredited. The program originated at ESF in 1971. With over 700 graduates now in engineering practice, this unique program offers a breadth of engineering science and design coursework unparalleled in the United States. Required coursework in the humanities and social sciences ensures a well-balanced educational experience for graduates entering professional practice in engineering or those moving directly on to graduate school.

Undergraduate Program

The primary objective of the forest engineering program is to prepare qualified engineering graduates to operate with professional competence. A broad base of study in the fundamentals of engineering enables graduates to enter professional practices which focus on civil works as well as use and protection of soil, water, air, and other renewable and non-renewable resources to ensure sustainable development.

Emphasis in this unique program is placed on applications in resource inventory and evaluation; site analysis and development; environmental monitoring and impact assessment; environmental systems design, evaluation and management; structures and transportation systems; pollution abatement and residuals management; and environmental site remediation.

The special importance of continual measurement and evaluation of the broad scale parameters which affect the resource base, provides unique opportunities for study to students aiming toward professional careers involving the conceptualization, design, and main-

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 55-60.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
General Biology	3
General Chemistry with Laboratory	8
Engineering Physics with Laboratory	8
Calculus through Differential Equations	15
English	6
Economics (Macro and Microeconomics)	6
Engineering Drawing (Graphics)	1
Computer Programming	3
Engineering Mechanics (Statics and Dynamics)	5
Electrical Science	3
Humanities or Social Science Electives	5
Total lower division credits	63

tenance of geographically-referenced resource information systems.

Graduates of the program enjoy many benefits derived from their capstone-curriculum course in engineering planning and design. This project-oriented course serves to help the student integrate four years of education to solve complex design problems commonly encountered in professional practice.

Students with an interest in graduate study can plan their undergraduate studies along an individualized track which will prepare them for entry into a master of science program in environmental and resource engineering at ESF. In this way, students who qualify will be admitted

to a quality graduate program with minimal inconvenience or interruption in their studies.

In addition, qualified graduates in search of additional education find ready acceptance to engineering graduate schools throughout the country.

To enter the curriculum at the sophomore or junior level, a transferring student must have acceptable college credit in the designated coursework areas or suitable coursework substitutions for courses listed for the sophomore, junior, or senior years.

The Forest Engineering program is accredited by the Engineering Accreditation Commission/Accreditation Board for Engineering and Technology (EAC/ABET).

Upper Division Courses

Junior Year		<i>Credit Hours</i>	
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	ERE 362*	Mechanics of Materials	3
	ERE 371	Surveying for Engineers	3
	FOR 321	Forest Ecology and Silviculture	3
	CIE 327	Principles of Fluid Mechanics	4
	EFB 335	Dendrology	2
	FEG 300	Engineering Design	1
			16
<i>Second Semester</i>	FEG 340	Engineering Hydrology and Flow Controls	4
	FEG 350	Introduction to Remote Sensing for engineers	2
	FEG 363	Photogrammetry I	3
	ERE 385	Mechanical Design	3
	APM 395	Probability and Statistics for Engineers	3
	ERE 351	Basic Engineering Thermodynamics	2
			17
Senior Year			
<i>First Semester</i>	FEG 410	Structures	4
	FEG 420	Harvest Systems Analysis	1
	FEG 430	Engineering Decision Analysis	3
	CIE 337	Soil Mechanics and Foundations I	4
	FOR 477	Resource Policy and Management	3
		Elective	3
			18
<i>Second Semester</i>	FEG 454	Power Systems	2
	FEG 437	Transportation Systems	3
	ERE 440	Water Pollution Engineering	3
	FEG 489	Forest Engineering Planning and Design	3
		Elective in Engineering Design Sequence	3
	Elective	3	
			17
Total minimum upper division credits			68

A minimum of 130 credit hours is required to complete the B.S. degree in forest engineering.

*Transfer students take ERE 362.

Requirements

For all students matriculated in the program, the following guidelines apply to elective requirements:

Humanities or social sciences: electives taken throughout the full four-year curricula must include at least nine credit hours in social sciences or humanities, at least three of which are recommended to be upper division. Humanities course work deals with branches of knowledge concerned with humans and their culture, while social sciences course work concerns individual relationships in and to society. Traditional subjects in these areas are philosophy, religion, history, literature, fine arts, sociology, psychology, anthropology, economics, and modern languages beyond the introductory skills courses, while modern nontraditional subjects are exemplified by courses such as technology and human affairs, history of technology, and professional ethics and social responsibility. Subjects such as accounting, industrial management, finance, personnel administration, ROTC studies, and skills courses, such as public speaking and technical report writing, do not fulfill the humanities and social science content.

Students having advanced placement credits are encouraged to work closely with their advisor in order to best prepare for various upper division elective sequences in technology, science, design or management.

Engineering design: At least three credit hours are required in upper division engineering course work as part of an advisor approved sequence which complements other engineering course work and provides the equivalent of at least one credit hour of depth in the design and synthesis component of the program, such as:

- Structures II
- Soil Mechanics II
- Air Pollution Engineering
- Photogrammetry II
- Synthesis of Mechanical Systems
- Advanced Topics in Hydraulics
- Energy Systems
- Solid Waste Management

Graduate Program

Through the program in environmental and resource engineering, the faculty participates in graduate education leading to the master of science, master of professional studies, and doctor of philosophy degrees.

Graduate studies and research are primarily concerned with environmental and resource related programs. Individual programs of graduate study may be designed by students with bachelor of science degrees in engineering or in forestry, natural sciences, physics, or mathematics.

See page 61 for more information on graduate study in environmental and resource engineering.

Support for graduate study and research in these areas is both internal and external. The internal support includes modern laboratory and instrumentation facilities in the engineering faculties at both ESF and in the Engineering School at Syracuse University. Exceptional support exists for programs in environmental engineering measurements in the form of remote sensing and photogrammetric laboratories and the extensive properties owned by the College at which research may be conducted. Dedicated laboratories are also available for students working in water resources engineering, solid waste management, and hazardous waste site remediation.

The Faculty of Forestry

JAMES E. COUFAL, Chair

320 Bray Hall

(315) 470-6536

FAX (315) 470-6535

<http://www.esf.edu/faculty/for/default.htm>

Syracuse Campus

ABRAHAMSON (Entomology, Pathology, Pesticides), BLACK (Water and Related Land Resources), BRIGGS (Forest Soils), CANHAM (Forestry Economics, Regional Economics, Natural Resource Economics), COUFAL (Silviculture, Environmental Ethics, Forest Education), DAVIS (Forest Management, Timber Harvesting), DAWSON (Recreation Management, Commercial Recreation and Tourism), DREW (Tree Physiology, Forest Autecology), FLOYD (Policy), GRATZER (Recreation, Resource Management), HERRINGTON (Forest Management Computers, Micrometeorology), HOWARD (Silvics, Forest Management), KOTEN (Forest Management, Management Science and Planning), LUZADIS (Forest Resource Economics), MAYNARD (Tree Improvement), McDONNELL (Hydrology), MORRISON (Psychology, Sociology), NYLAND (Silviculture, Forestry Practice), RICHARDS (Silviculture, Urban Forestry), ROBISON (Entomology, Silviculture), STEHMAN (Statistics), WHITE (Forest Soils, Silviculture), WAGNER (Forest Resource Economics), YANAI (Forest Soils), ZHANG (Forest Biometrics, Quantitative Silviculture)

Ranger School, Wanakena Campus

BRIDGEN (Silviculture), SAVAGE (Mensuration, Silviculture), WESTBROOK (Surveying, Personnel Management, Soil)

Adjunct Faculty: ASHTON (Forest Policy), CASTRO (Social Forestry, International Forestry), FELLOWS (Management/Administration), GRIFFITH (Spatial Statistics), HEISLER (Meteorology), HOOPER (Water Quality Modeling, Catchment Hydrology), HORSLEY (Silvics), KENDALL (Isotope Geochemistry, Catchment Hydrology), KUEHN (Recreation and Tourism), NEUHAUSER (Environmental Science and Renewable Resources), NOWAK (Silviculture), PETERSON (Bioenergy, Wood Products), SLOAN (Policy), STITELER (Statistics), TABER (Extension Programs), THOMPSON (Environmental Law) ZIPPERER (Urban Forestry)

Mission

The Faculty of Forestry, one of the nation's major forestry programs, shares with companion forestry schools a search for truth and excellence through the scholarly endeavors of instruction, research, and public service. The Faculty of Forestry seeks to enlarge the body of knowledge in forestry and natural resources and to share that knowledge with society. The Faculty strives to provide quality educational opportunities which encourage students to think critically, synthesize knowledge, communicate effectively, and utilize technology responsibly. The Faculty of Forestry serves a worldwide clientele, and thus has a major responsibility for educating students to function effectively in their own and in other cultures.

Programs of the Faculty of Forestry are designed to assist society in the development, protection, and management of forest resources of the state, region, nation, and the world. The mission encompasses the forest's commodity and social values such as wood, water, recreation, wilderness, and aesthetic beauty. Implicit in the mission is the dynamic interrelationship between natural resources and the human population.

To carry out the mission of the Faculty of Forestry, the following degrees are offered: associate of applied science, bachelor of science, master of science, and doctor of philosophy. Specific options and areas of study allow concentration in a particular area. In addition, the Faculty contributes to the body of knowledge through an active research program, and extends information to appropriate clientele through public service activities and a program of continuing education.

Support Goals

1. To provide opportunity for education at the associate degree level in forest technology to prepare graduates for careers as forestry and resource technicians in private and public sectors, or as preparation for pursuit of baccalaureate education.

2. To provide opportunity for undergraduate, collegiate-level education in resources management that prepares graduates to assume positions in industry, public agencies and consulting firms, at the entry level but with sufficient breadth and depth of education to allow them to assume increasing responsibility to at least the middle management level.
3. To prepare undergraduates for pursuit of graduate education at any of the world's graduate programs in forestry, natural resources, environmental science, or related disciplines.
4. To provide opportunities for graduate study at the master's level through the master of science degree leading to employment in forestry and natural resource management and/or preparation for further study at the doctoral level.
5. To provide opportunities for advanced graduate study through the Ph.D. program, providing graduates with the technical, scientific and professional base to become leaders in forestry and related natural resource professions through employment in research, higher education, and managerial positions.
6. To provide students in the environmental studies program (policy and management study area) with the educational background to understand the concepts and skills pertinent to dealing with environmental policies and management of environmental programs, and to support other interdisciplinary programs in the Faculty of Forestry and across the College.
7. To maintain and enhance world-class research programs that add to the body of knowledge and, through publication of research results, contribute to state, regional, national, and worldwide informational needs of the forestry community.
8. To maintain a program of continuing education that extends knowledge through workshops, seminars, symposia, and publications.
9. To contribute to the total educational program of the College by offering service instruction at both undergraduate and graduate levels.
10. To provide an atmosphere that fosters an appreciation for the liberal arts and humanities and an understanding of the relationship between these disciplines and the biophysical sciences.
11. To instill in students a sense of community based on common goals, values, and expectations, and to provide them with an environment that fosters both individual creativity and an appreciation for the cooperative spirit.
12. To address through undergraduate and graduate instruction, research, and public service the complexities of the socioeconomic and political environment in which modern resource management is practiced.

13. To provide an atmosphere which fosters a positive learning and working environment for women and members of underrepresented groups, and to be proactive in recruiting them into the Faculty of Forestry.

Undergraduate Program in Resources Management (Options in Forestry and Water Resources management)

The undergraduate program of the Faculty of Forestry prepares students for a variety of professional careers. At present there are three options leading to the bachelor of science: Forestry, dual (environmental and forest biology/resources management), and water resources management. The overall educational objectives of all these options are as follows:

1. Integrate biophysical and social processes into a framework for forest resources management.
2. Develop the basic knowledge of disciplines that contribute to intelligent forest resources management.
3. Develop data-gathering skills and the knowledge of measurement and analysis necessary to develop adequate information for forest resources management.
4. Integrate computing skills across courses and laboratory exercises.
5. Integrate communications skills across courses and laboratory exercises.
6. Integrate problemsolving processes and techniques, decisionmaking, creative thinking, and ecosystem management concepts across courses and laboratory exercises.
7. Develop professionals who understand and incorporate ethics, professionalism, and citizenship as responsible resource managers and citizens.

The above objectives are met through experiences and subject matter that are a part of the forest resources management program. Specific coverage of these experiences and subject matter, and the addition of further experiences and subject matter, are specified within each option. Field experience entails identifying and measuring forest ecosystem components, and appreciation of the interrelationships of the different components and values of forest ecosystems. Forest resource management integrative experience includes interpersonal communications, and the application of both biophysical and socioeconomic disciplines.

Subject matter components include, at the lower division, the courses described on page 58. At the upper division, components include the biophysical (lithosphere, hydrosphere, atmosphere); forest ecology; the socioeconomic (resource economics, resource sociology, resource policy); measurement of forest ecosystem elements and values, manipulation of forest

ecosystems; and management of forest ecosystem elements and values.

In addition, the faculty of forestry offers a forest technology program leading to the associate's degree. For details, see page 109. It is possible to transfer from the associate degree program to the bachelor's degree options as explained below. The dual option is described under the Division of Forest Resources on pages 67 to 69. Both the forestry and water resources management options are described below.

Forestry Option

Within the forest resources management program, the forestry option leading to the first professional degree is accredited by the Society of American Foresters (SAF). SAF is a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the U.S. Department of Education as the accrediting body for forestry in the United States.

Professional forestry consists of a blend of environmental, social, economic, and biophysical disciplines as they relate to natural resources, and the ESF setting is ideal for teaching the interaction of these subjects. Syracuse is located in the center of the country's second most populous state. Urbanization and development in certain parts of New York and the Northeast are increasingly creating important land-use issues and conflicts. At the opposite end of the land use spectrum, wilderness is also very much present in New York. Within an easy drive of the campus lies the six-million-acre Adirondack Park, the oldest and largest wilderness area east of the Rockies. The park is only a few hours from New York City and other heavily populated areas. In fact, New York State's forests are located within a day's drive of almost one-third of the U.S. population.

Recreation accounts for another key use of New York's forests. The many ways in which people enjoy the forests—whether as campers, hikers, skiers, vacationers on mountain lakes—have many outlets within the state. From the Catskill Park north of New York City, to the Allegany State Park in the southwest corner of the state, to the Adirondack Park, this and other intense public uses of the forest give the Faculty of Forestry the opportunity to teach students the various alternatives for dealing with the many issues that develop as modern society continues to interface with the forest.

In addition, there are approximately 500,000 private forest land owners in the state, many of whom are deriving financial return from their forests. The forest products industry is a vigorous part of the New York economy, employing 88,000 people and accounting for a payroll of about \$1.1 billion each year. The Faculty of Forestry recognizes the economic as well as social benefits of the forest, and strives to give its students an

understanding of forest management that is both financially and environmentally sound. Many private forests are located near Syracuse and are used in teaching.

In essence, forestry is a broad academic endeavor. Education about the forest itself is founded in basic biophysical subjects such as biology, chemistry, physics, and mathematics. But as we approach the 21st century, forestry has become much more than the forest. Thus, in addition to the biophysical subjects and basic forestry, students are given an appropriate mix of social and environmental sciences, and communications. The result, we believe, is a graduate who can effectively deal with land and resource issues in a complex and ever-changing society.

The lower-division courses (freshman and sophomore years) are very similar to those for many professional programs. Students take courses in basic college-level biophysical sciences (biology, chemistry, physics, ecology), basic social sciences (economics, American government, sociology), writing and communications, mathematics (calculus, computing techniques, statistics), and humanities.

An intensive seven week field session at ESF's Wanakena campus in the Adirondacks takes place during the summer between the sophomore and junior years. This is followed by a junior year that concentrates on applications of biophysical and social sciences to forest resources management. Courses in silviculture, soils, forest ecology, measurements, resource economics, resource sociology, and forest management are required. In the senior year, the emphasis in required courses is on integration: a course in natural resource policy is coupled with two integrated management courses.

In addition, some coursework is completed in five resource areas: forest protection, recreation, vegetation, watershed, and wildlife. In these resource areas, the thrust is to relate the specific subject to the broader area of resources management.

In all, 126 credit hours are required to complete the forestry option. However, students are encouraged to add electives to the program to enrich their educational experience or to develop specific concentrations. Those transferring in at the junior level must complete the lower-division requirements for a total of 61 credits, distributed as shown above. In addition, students may be able to transfer in some upper-division credits, upon petition, depending on the specific content of those courses.

Minor in Management -- The forestry option, as described above, contains a core of knowledge of both natural resources and management sciences sufficient for the practice of forestry and related resources management. Students use electives to shape programs that meet their career objectives.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 56-60.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
Biology (Botany and Zoology preferred)	8
General Ecology	4
General Chemistry with Laboratory	8
Physics I with Laboratory	4
Calculus I	4
Computing Techniques	3
Introduction to Probability and Statistics	3
English with a focus on writing ¹	6
Principles of Management	3
Sociology	3
Microeconomics	3
American Government	3
Humanities Electives*	6
Electives*	4
Geology*	3
Integral Calculus*	3
Total minimum lower division credits	62

*For those students interested in the water resources management option, geology and integral calculus replace one humanity elective and one free elective.

Using some of these electives, the minor in management provides a formal, focused opportunity to expand and broaden managerial skills, and is recognized via appropriate notation on the student's official transcript.

The minor in management requires completion of five courses from the Syracuse University School of Management. Three of these courses are required, covering the legal system, money and banking, and marketing and society. The other two courses are selected from among lists of recommended and acceptable courses, with topics ranging from organizational behavior to labor relations, from corporate finance and operations management to real estate. Along with microeconomics and statistics, both part of the forestry option, students wishing to pursue a minor in management must take accounting as prerequisite to the minor, and are advised to take it as one of the lower-division electives.

Students must declare their intent to undertake the minor in management early in the fall semester of the junior year, using an application approved by the student's advisor and the Faculty of Forestry Undergraduate Education Coordinator. A G.P.A. of 2.500 in lower division course work is required for admission.

Water Resources Management Option

The undergraduate water resources management option provides opportunities for students to prepare themselves for careers in water resources management, or for further study. Protection, rehabilitation, maintenance and enhancement of the lands from which this water comes is of vital importance to our future. Management of wildland water resources is becoming more and more important as populations increase and as the demand for high-quality water supplies grows.

As the name implies, this is a resource-oriented curriculum. Its focus is built on existing course offerings and on faculty strengths at ESF in basic and applied sciences. These include the physical, chemical, and biological behavior and characteristics of water in its many natural and man-altered ecological settings; and the economic, legal, political, and sociological institutions that administer, manage, and regulate the impact of land use on water quality and quantity.

Fundamental to water resources management is an understanding of water in the natural and disturbed environments. Courses in watershed hydrology, hydrologic processes, and related topics are available. Advanced studies in hydrology provide opportunity for

Upper Division Courses-Forestry Option

Summer Program in Field Forestry

Credit Hours

	FOR 301	Field Dendrology and Ecology	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>
			8.0

Junior Year

	<i>Fall Semester</i>	ESF 332 Seminar for New Transfer Students	0
		FOR 332 Forest Ecology	3
		FOR 334 Silviculture	4
		FOR 322 Forest Resource Measurements and Analysis.	2
		FOR 345 Introductory Soils	3
		EFB 336 Dendrology	<u>3</u>
			15

	<i>Spring Semester</i>	FOR 312 Sociology of Natural Resources	3
		FOR 310 Forest Resource Economics & Decision Models	4
		FOR 370 Forest Management	3
		FOR 323 Forest Biometrics	2
		FOR 324 Introduction to GIS in Resources Management	1
		Resource Area (A,B,C,D,E) ¹	<u>3</u>
			16

Senior Year

	<i>Fall Semester</i>	FOR 291 Oral Presentation	1
		FOR 465 Environmental and Resource Policy	3
		FOR 490 Integrated Resource Management I	2
		Resource Area (A,B,C,D,E) ¹	6
		Elective ²	<u>3</u>
			15

	<i>Spring Semester</i>	FOR 491 Integrated Resource Management II	2
		Resource Area(A,B,C,D,E) ¹	6
		Electives ²	<u>9</u>
			17

Total minimum upper division credits 64

A total of 126 credit hours is required to complete the B.S. degree in resources management-forestry option.

¹Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor): A. Forest protection; B. Recreation; C. Vegetation; D. Watershed; E. Wildlife. Dual option students will usually take EFB courses to satisfy resource area requirements.

²A minimum of 126 credit hours is required to complete the B.S. degree in resources management with an option in forestry. However, students may add electives to the program to enrich the educational experience or to develop specific concentrations.

further study. Typically, undergraduate students take course in geology, geomorphology, meteorology, and soils in addition to required courses in biology, chemistry, mathematics, physics, and social sciences.

Within the option, and building on the basic sciences and hydrologic background, students elect courses in computer applications, forest influences, geographic information systems, global modeling and change, hydrology, limnology, nonpoint source pollution control, soils, water resources administration, or wetlands ecology and hydrology. In addition, students may be eligible to elect advanced courses from existing programs in biology, chemistry, ecology, engineering, fisheries, forestry, geology, geography, government, and political science. The courses are clustered generally by concentrations. The minimum credit hours to complete this option is 129.

The freshman and sophomore years are common in the forest resources management program, with two additional courses specified: geology and integral calculus. Together, the first two years provide a solid scientific foundation for upper-division courses in water science and related topics. Two electives (in addition to the suggested geology and mathematics) provide the opportunity for choice in meeting general education humanities requirements.

The summer session in field forestry at the Wanakena campus is the primary field experience: vegetation and habitation evaluation and identification, and resource measurements and management are introduced in the resource-oriented Adirondack region.

Students enter the water resources management option as juniors. The junior year provides introductory water resource courses in soils and meteorology, along with conservation policy and watershed hydrology. In addition students take course in environmental economics and natural resource sociology. Electives each semester, and for most of the senior year credits, should be selected in consultation with the advisor. See page 102 for detailed course requirements. The required senior year courses are in natural resources policy and integrated resources management. Graduates of this option may qualify for civil service hydrology positions, and may prepare for jobs in a broad array of private, state, and local positions.

Wood Products Option

The undergraduate wood products option provides opportunities to combine study of forest land management with study of the wood-using industries. It prepares students to work in the interface between the forest and the wood processing industry. Graduates, with an accredited forestry degree, will have specific knowledge to better function as a professional within a wood products firm or in a secondary wood-based manufacturing firm. In addition, graduates would be well suited for positions such as utilization and

marketing foresters with various public agencies or with private industry. The option is administered by the Faculty of Forestry but in close cooperation with the Faculty of Wood Products Engineering.

Increasingly both public programs and private industry plans must recognize the holistic nature of the wood-based industry. In the northeastern United States this is particularly necessary where forests, manufacturing firms, and human population concentrations are closely interwoven. The forest provides a necessary raw material for the survival of the wood using industry. In turn the markets for wood provide foresters an economical way of conducting forest practices to enhance many other nontimber objectives such as wildlife habitat improvement, biodiversity, and overall forest health. Timber harvesting and wood products manufacturing contribute to the economic base of many communities, both rural and urban. New York State has both vast amounts of forest land and a strong wood-based sector of its economy. Products ranging from paper to furniture are produced in many parts of the state, from Jamestown to New York City.

Coursework in this option is very similar to the forestry option. The freshman and sophomore years are common with all options in resources management with the recommendation that a course in accounting and a second course in calculus be chosen as electives. The summer session in field forestry and the fall junior year are also similar. The student then takes some courses in common with the forestry option but added courses in wood structure, forest operations, and mechanical processing of wood. In addition, electives are chosen from other offerings in the Faculty of Wood Products Engineering.

Graduate Education

The Faculty of Forestry offers three graduate degrees in forest resources management; the master of science (M.S.), the master of professional studies (M.P.S.), and doctor of philosophy (Ph.D.). The Faculty of Forestry will also award up to eight credit hours for suitable Peace Corps service. Further details are available from the Graduate Studies/Research Coordinator.

Joint study with other SUNY-ESF Faculties and with Syracuse University is also possible. In a number of areas, particularly environmental and forest biology, programs of study can be established which formally include members of other Faculties of the College. Programs which provide the student with two masters' degrees, one from SUNY ESF and another from Syracuse University, are available with the following SU schools:

- School of Management
- Maxwell School of Citizenship and Public Affairs
- Newhouse School of Public Communications
- School of Education

Upper Division Courses- Water Resources Management Option

Summer Program in Field Forestry

Credit Hours

	FOR 301	Field Dendrology	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements	3.0
	FOR 304	Introduction to Forestry	<u>1.0</u>

8.0

Junior Year

Credit Hours

<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students	0
	FOR 307	Environmental Economics.	3
	FOR 321	Forest Ecology and Silviculture	3
	FOR 340	Watershed Hydrology and Water Quality.	3
	FOR 341	Hydrologic Computer Laboratory	1
	FOR 345	Introductory Soils	3
		Elective ¹	<u>3</u>

16

<i>Spring Semester</i>	FOR 312	Sociology of Natural Resources	3
	FOR 338	Meteorology	3
	FOR 364	Soil and Water Conservation Policy	3
		Humanities or Social Science	3
		Elective ¹	<u>3</u>

15

Senior Year

Credit Hours

<i>Fall Semester</i>	FOR 465	Environmental and Resource Policy	3
	FOR 490	Integrated Resource Management I	2
		Elective ¹	<u>9</u>

14

<i>Spring Semester</i>		Electives	<u>15</u>
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15

Total minimum upper division credits 66

A minimum of 129 credit hours is required to complete the B.S. degree in resources management-water resources management option.

¹Elective concentrations are recommended as the means of focusing studies on a general topic area, such as hydrology (including soil physics, water and wastewater treatment, water pollution control, wetland ecology, forest hydrology, hydrological techniques, and watershed management); ecosystems (including soils ecology, wetlands, biochemistry, ecology, entomology); or management (including government, political science, environmental regulation, policy, resource economics, and administration) as well as assuring some breath by requiring the student to identify two such concentrations. A primary elective concentration may range from 18 to 21 credit hours while a secondary one may range from 6 to 9 credit hours. Free electives may range from 3 to 7 credit hours.

Upper Division Courses- Wood Products Option

Summer Program in Field Forestry		Credit Hours
	FOR 301	Field Dendrology and Ecology 1.5
	FOR 302	Forest Surveying and Cartography 2.5
	FOR 303	Introduction to Forest Resource Measurements 3.0
	FOR 304	Resources Management Field Trips <u>1.0</u>
		8.0
Junior Year		
<i>Fall</i>	ESF 332	Seminar for New Transfer Students 0
<i>Semester</i>	FOR 332	Forest Ecology 3
	FOR 334	Silviculture 4
	FOR 322	Resource Measurements and Analysis. 2
	FOR 345	Introductory Soils 3
	EFB 336	Dendrology <u>2</u>
		15
<i>Spring</i>	FOR 312	Sociology of Natural Resources 3
<i>Semester</i>	FOR 310	Resource Economics and Decision Modeling 4
	FOR 370	Forest Management 3
	FOR 323	Forest Biometrics 2
	FOR 324	Introduction to GIS in Resources Management 1
	WPE 386	Structure and Properties of Wood <u>2</u>
	WPE 389	Wood Identification Laboratory <u>1</u>
		16
Senior Year		
<i>Fall</i>	FOR 291	Oral Presentation 1
<i>Semester</i>	FOR 465	Environmental and Resource Policy 3
	FOR 490	Integrated Resource Management I 2
	FOR 373	Forest Operations 4
	WPE 322	Mechanical Processing 3
		WPE Option Course ¹ <u>3</u>
		16
<i>Spring</i>	FOR 404	Economics of Wood Using Industry 3
<i>Semester</i>		Entomology or Pathology Course 3
		WPE Option Course ¹ 3
		Resource Area Courses (B,D,E) ² <u>6</u>
		15
Total minimum upper division credits		70

A minimum of 131 credit hours is required to complete the B.S. degree in resources management-wood products option.

¹WPE option courses must include two of the following : WPE 326, WPE 400, WPE 420, or WPE 422 (the preferred courses are WPE 326 and WPE 400).

²Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor): B. Recreation; D. Watershed; E. Wildlife.

The concurrent degree programs usually add an additional year of study to a normal master's program of study. To be eligible, a student must have been matriculated full-time at the College for at least one semester, must have a grade point average of at least 3.500, and must be formally accepted into the concurrent degree program.

Forest Resources Management (M.S., M.P.S., Ph.D.)

Graduate study programs in forest resources management are created to suit the needs of each individual student and are designed to prepare students for careers in resource administration, management, scientific research, professional education, and a variety of other specialized positions related to forest resources management. Students with non-forestry bachelor's or master's degrees and a strong interest in forest resources management are also encouraged to apply.

Doctoral study is normally built upon a M.S. degree, but in some instances it can be undertaken directly after a baccalaureate degree or M.P.S. degree.

In addition to the general graduate requirements set by the College, discussed on pages 34-41, the Faculty of Forestry has specific requirements for each graduate degree, as discussed below.

General Requirements

- The Faculty of Forestry requires Graduate Record Examination (GRE) scores for admission to all graduate programs.
- For each graduate degree, each graduate student must register for and successfully complete two (2) topic seminars, one of which must be FOR 797. The first topic seminar may be a graduate-level seminar course offered by any Faculty/Department at ESF or Syracuse University; alternatively, FOR 591 or FOR 592 may be taken as the first seminar. FOR 797 must be the second topic seminar taken and may be considered a capstone seminar if it is taken during the last semester of enrollment and is advertised as a capstone seminar.

M.S. Requirements

- The minimum credit hour requirement is the successful completion of 30 credits distributed between coursework and thesis. Twenty-four graduate credit hours of coursework are required, with at least 18 of these credit hours taken in residence at ESF, and 6 credits for the preparation and successful defense of the the-

sis. One-half of the 24 graduate course credit hours must be from courses at the 600-level or above.

- Styles to be used in theses will be determined and documented by the student's steering committee.

M.P.S. Requirements

- Successful completion of 30 credits of graduate-level coursework is required, including at least 24 credit hours taken in residence at ESF. At least one-half of the 30 graduate course credit hours must be from courses at the 600-level or above.
- Upon completion of the coursework, the student must pass a comprehensive examination covering the student's field of study. The student's steering committee serves as the examination committee. The comprehensive examination consists of both a written examination and an oral examination. The Chair of the Faculty of Forestry shall appoint a chair of the examination committee who is a member of the Faculty of Forestry, but not a member of the student's steering committee. The role of the examination committee chair is to manage the examination, ensure its integrity, and represent the interests of the faculty and the student.

Written Examination: The chair of the examination committee receives written questions or problems addressing the objectives of the exam. The committee chair may convene the committee to discuss the examination and ensure that the questions are appropriate and fair. The major professor administers the written examination. Usually, one-half day is allocated to questions submitted by each examiner. Upon completion by the student, the examination questions are reviewed and graded by the committee members who prepared them. Then the entire examination is reviewed by the examining committee.

Oral Examination: The oral examination follows the written examination. The examination usually lasts two hours; however, the duration may be longer, if required. The questions may address written answers or other areas appropriate to the objectives of the examination. The student examinee may invite a silent student observer to attend the oral examination. At the conclusion of the examination period, the student examinee and observers are excused from the room and the examining committee determines whether the student has passed the examination.

Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the comprehensive examination. The student can request a second examination. The student is considered to have passed the second examination if no more than one negative vote is cast. A student who has failed the second examination is terminated from the graduate program.

Areas of Study

Thirteen areas of study in the forest resources management program are described below, highlighting examples of current faculty and student interest and activity. These examples do not indicate the full range of faculty interest. Similarly, these examples are meant only as highlights; many students have programs encompassing two or more areas of study. The following table indicates the areas of study available within each degree:

Area of Study	M.S.	M.P.S.	Ph.D.
Policy and Administration	✓	✓	✓
Forestry Economics	✓	✓	✓
Forest Management	✓	✓	✓
Recreation and Tourism	✓	✓	✓
Watershed Management/ Hydrology	✓	✓	✓
Silviculture	✓	✓	✓
Silvics	✓	✓	✓
Forest Soil Science	✓		✓
Tree Improvement	✓		✓
International Forestry	✓	✓	✓
Urban Forestry	✓	✓	✓
Quantitative Methods	✓	✓	✓
Resources Information Management	✓	✓	✓

Policy and Administration

Participating Faculty: BLACK, CANHAM, DAWSON, FELLOWS, FLOYD, KOTEN, LUZADIS

- Policy issues and analysis
- Administrative organization and management
- Program implementation

Graduate study in the area of policy and administration is designed to prepare students for positions at the planning, budgeting, programming, and operating levels of public agencies and businesses. The expanded regulatory role of federal and state government over resource use and land management has brought substantially increased need for thorough understanding of

policy matters, legal requirements, and governmental and political interactions with resource owners and users.

Programs of study include advanced courses, seminars, and special problems structured around these needs and the complex interrelationships of society and resources. Students are encouraged to round out their academic programs through courses offered by other units of the College and at Syracuse University. Interested students with undergraduate preparation in such areas as forestry, liberal arts, and engineering can be served through the creation of a study program that complements work already taken. The broad array of courses and the diverse points of view available allow the student to build a program to meet specific career objectives.

Forestry Economics

Participating Faculty: CANHAM, LUZADIS, PETRICEKS (Emeritus), WAGNER

- Timber and wood-using industry economics
- Regional economic impacts
- Economics of nonmarket goods

Graduate study in forestry economics prepares students for employment as forest economists or resource analysts with federal and state agencies and with private industry. Graduates with the Ph.D. usually pursue careers in teaching or research. The goals of study in this area are depth of understanding and familiarity with economic tools contributing to making competent decisions in resource economics, management, and policy. Students with undergraduate degrees in forestry or forest products can undertake graduate study in forestry economics. By adding courses in forestry, graduates with liberal arts, engineering, or business degrees can also enter the program.

The core of the student's program consists of courses in forestry and resource economics. In addition, the student must be aware of the social and biological environment in which forestry economics is applied. Thus, the core program is supplemented by courses in general economics, statistics and operations research, resource policy, business administration, and related managerial and biological fields. The program draws on course offerings and facilities of the College and of Syracuse University. Individual programs are tailored to fit the student's particular interest. Some examples are the economics of timber management, land use economics, economics of natural environments, economic development, and forestry.

Forest Management

Participating Faculty: COUFAL, DAVIS, GRATZER, HERRINGTON, KOTEN, NYLAND, ZHANG

- Resource information systems
- Resource planning and scheduling
- Forest operations
- Timber and multiple-use management

Graduate study in forest management requires a broad knowledge of the natural and societal environments as the basis for understanding how these environments affect (or are affected by) the development and use of forests and associated wild lands. Forest management focuses on the planning and implementation processes necessary to achieve integrated use of forests and associated natural resources. The educational objective is to develop expertise sufficient for capable, professional resource management under a variety of natural and societal environments.

Study programs are flexible, and students may pursue special interests in a single product, several products or services, tools and processes of planning for integrated forest use, or in developing managerial skills. The program's emphasis, however, lies in applying the skills and knowledge to the management of forest lands. Where appropriate, students may take courses at Syracuse University's School of Management and Maxwell School of Citizenship and Public Affairs to complement the College's offerings. Recent graduates have found employment with private and public organizations that own, manage, use, or relate in more indirect ways to forest resources. Students with the doctorate have engaged in research and teaching.

Recreation and Tourism

Participating Faculty: DAWSON, GRATZER, MORRISON

- Commercial recreation and tourism
- Recreation resource planning
- Wilderness and river recreation

Graduate study in this area equips students with a broad understanding of the nature and purpose of outdoor recreation and how it relates to natural resources. The program emphasizes the role of and interrelationships between the public and private sectors in providing recreation and tourism facilities, services, and programs. Individual programs combine study in resources management with relevant studies in the social and political sciences and the development of analytic capabilities needed to implement management plans and programs. Other faculties of the College

and within Syracuse University, treating such areas as planning, design, and education, provide a wide range of supporting courses and facilities.

Watershed Management/Hydrology

Participating Faculty: BLACK, ESCHNER (*Emeritus*), HERRINGTON, McDONNELL

- Hydrology
- Snow hydrology
- Soil and water conservation
- Meteorology/micrometeorology
- Water resources policy

Graduate study of watershed management/hydrology, as related to forest influences, includes energy exchange between forest and atmosphere; moderation of urban environments by vegetation; soil and slope stability; and watershed hydrology, including snow. Forest influences include all of the effects resulting from the presence of forest trees and associated vegetation on climate, the hydrologic cycle, erosion, floods, and soil productivity. Health considerations and human comfort, often included in older definitions of forest influences, are assuming even greater importance, given our growing concern for the environment.

Graduates in this area of study fill a variety of positions in research, teaching, and public and private management as watershed management specialists, hydrologists, environmental officers, meteorologists, and ecologists.

Silviculture

Participating Faculty: ABRAHAMSON, COUFAL, HOWARD, NYLAND, RICHARDS, WHITE, ZHANG

- Hardwood silviculture
- Conifer plantations
- Biomass production
- Greenspace silviculture

Graduate study in silviculture stresses the nature of cultural treatments, the theories underlying them, and the biological, physical, and social constraints to their implementation. Silviculturists study stand treatments for their value in producing goods and services and maintaining or enhancing productivity for the future.

Students in silviculture progress, through formal course work and research, toward an understanding of how cultural treatments affect the balanced, sustained supply of wood, water, wildlife, recreation opportunities, and amenity values. One major area of emphasis relates to treatment of tree stands for their continued production of wood products and other commodities.

Another centers on stand treatment for several values simultaneously, where the harmonious integration of uses is of concern. A third focuses on evaluation and manipulation of vegetation systems, primarily for their on-site values, such as recreation areas, highway and utility rights-of-way, and urban greenspace.

Silvics

Participating Faculty: DREW, HOWARD

- Tree physiology
- Forest ecology
- Stand dynamics

Graduate study in silvics examines the scientific basis for the cultural treatment of forest vegetation by studying and defining interrelationships within forest ecosystems and cataloging intraspecific characteristics of tree species. In a sense, silvics is the ecology of managed forest ecosystems, though unmanaged and natural forests are often studied intensively to provide the benchmark conditions from which the silviculturist begins.

The specialist in silvics must work closely with colleagues in the basic disciplines, including soil physics and chemistry, micrometeorology and climatology, genetics and tree breeding, plant ecology and physiology, wildlife biology, entomology, and pathology.

Forest Soil Science

Participating Faculty: BRIGGS, CRAUL (*Emeritus*), WHITE, YANAI

- Acidic disposition
- Soil physical properties
- Morphology and classification
- Soil chemistry/fertility

Graduate study in forest soil science may be directed toward soil science as it relates to goods and services produced, or to the impact of management practices on environmental quality. Study may include evaluation of ecosystems to quantify nutrient element balances and cycling, amelioration of soils for maintaining increasing ecosystem productivity, and the impact of various land-use practices on soil properties. Other areas may include use of soils information in geographic information systems, ecological land classifications, and the development of expert systems that provide soil use interpretations from remotely sensed data.

Modern, well-equipped laboratories are available for plant, soil, and water chemical analyses; soil physical characterization such as water relations, compac-

tion, aeration, and temperature regimes; and other soil property investigations. The extensive College properties permit forest soil research to be conducted under a wide variety of environments and ecological conditions.

Tree Improvement

Participating Faculty: MAYNARD

- Clonal propagation/tissue culture
- Genetic selection and testing
- Genetic engineering

Graduate study in tree improvement involves developing populations of trees that are well adapted, rapid growing, and free of disease. Although primarily used for enhancing the commodity uses of the forest, the same techniques can also be used to enhance their aesthetic and recreational values. The program involves formal course work in plant biochemistry and physiology, statistics, and plant breeding.

Students have the use of a modern, well-equipped tissue culture laboratory and two greenhouses as well as several College properties with extensive space devoted to tree improvement. Collaboration with researchers in the Faculty of Environmental and Forest Biology further enhances the opportunities for state-of-the-art research in plant tissue culture and molecular biology.

Graduates hold positions in seed orchard management, tree improvement, and forest genetics with private, state, and federal organizations.

International Forestry

Participating Faculty: DREW, GRATZER, PETRICEKS (*Emeritus*), RICHARDS

- All phases of forest resources management

Graduate study in international forestry is designed for individuals who want to pursue internationally oriented careers in forestry and related fields. Instruction is aimed at supplementing and enriching the student's technical forestry knowledge and providing the broad background necessary for service in a variety of professional circumstances: forestry advisor, teacher, or research specialist with national and international agencies, private business and industrial firms, philanthropic foundations, and voluntary service organizations whose activities include the development and use of forest resources in other nations.

At the master's level, students have the opportunity to gain competence in research methods, foreign languages, cultural anthropology, world geography, and international affairs, plus a solid understanding of the

world forestry situation. At the doctoral level, the focus is on a specialized discipline area, such as forestry economics, forest policy and administration, forest management, or silviculture.

Syracuse University offers a wide variety of courses supporting the nonforestry elements of this area of study. Qualified candidates may undertake training and research in tropical forestry and related fields.

Urban Forestry

Participating Faculty: CRAUL (*Emeritus*), HERRINGTON, RICHARDS

- Urban soils
- Urban climate
- Urban forest management/planning
- Urban tree management

Graduate study in urban forestry allows the student to pursue a variety of objectives. Professional urban forestry skills may be enhanced through advanced course work and applied research; students may also pursue more specialized study in soils, greenspace ecology, atmospheric science, forest science, tree improvement, forest resource inventory and evaluation, resource economics, and planning.

There is strong interaction with other urban-related areas of the College, including remote sensing, botany, pathology, entomology, wildlife ecology, and landscape architecture. Academic departments in Syracuse University's Maxwell School of Citizenship and Public Affairs such as geography, economics, political science, and sociology cooperate with teaching and research programs, as does the U.S. Forest Service Northeastern Forest Experiment Station, Urban Forest Research Project located on the ESF campus.

Quantitative Methods

Participating Faculty: CANHAM, CUNIA (*Emeritus*), DAVIS, HERRINGTON, KOTEN, STEHMAN, ZHANG

- Statistics
- Forest inventory/mensuration
- Computer applications/modeling
- Operations research/systems analysis

Graduate study of quantitative methods is designed to develop skills in the application of mathematical, statistical, and computer-based problem analysis and solution. Study in this area is designed primarily for two types of students: those with undergraduate degrees in areas such as the biological sciences, forestry, wildlife, or agriculture, who wish to strengthen their quantitative skills, and those with degrees in mathematics, statis-

tics, or computer science, who wish to focus on resources management.

Students may concentrate in statistics, operations research, biometry, forest mensuration, econometrics, and computer applications development. Syracuse University's computer facilities, for example the Center for Advanced Technology in Computer Applications and Software Engineering (CASE Center), and the University's wide range of courses in mathematics, statistics, and quantitative methods, provide strong support for activities in this area.

Resources Information Management

Participating Faculty: CANHAM, CRAUL (*Emeritus*), DAVIS, HERRINGTON, KOTEN

- Information management systems
- Systems analysis
- Geographic information systems application

Information is a vital part of any organization, and as the "information age" develops, management of information is becoming increasingly important to the success of any enterprise. Much of the information foresters and other natural resource managers work with is geographic in nature and is amenable to analysis by spatial techniques. Thus, the focus of Resources Information Management is the use of geographic information systems (GIS) to manage information and provide the needed spatial analysis and modeling. However, nongeographic information is also important, and there is thus a need for traditional management information systems (MIS) technology as well.

As with quantitative methods and urban forestry, resources information management cuts across nearly all of the Faculty of Forestry's areas of study. The strongest interactions are with faculty and students in forest management, forestry economics, policy and administration, watershed management/hydrology, and forest soil science. There are strong ties with the Faculty of Environmental Studies, the Faculty of Environmental Resources and Forest Engineering, working with remote sensing and photo interpretation, and the faculty in Syracuse University's Advanced Graphics Laboratory, Department of Geography, and the School of Information Studies.

At the master's level, students' programs tend to focus on the application of existing analysis techniques to resource management problems while at the doctoral level, the focus is on the development of analysis and modeling techniques. M.S. students apply resources information management techniques to problems in their respective areas of interest, while Ph.D. candidates focus their energies on the mathematical, information science, spatial modeling, and computer science aspects of finding new ways to solve problems.

Ranger School—Forest Technology Program

In 1912, some 1,800 acres of land in the Adirondack Mountains were donated to the College as a site for the development of a Ranger School. Since that time, the forest technology program has trained over 3,000 graduates, most of whom are now working in a variety of forest activities, and it has earned the Ranger School a national reputation for excellence. The program is administered by and is an integral part of the Faculty of Forestry. This unique model of a single professional Faculty offering all levels of study from technical through postdoctoral emphasizes the teamwork approach to forest resource science and management espoused by the faculty.

The two-year curriculum educates students in forest and surveying technologies. The degree of associate in applied science (A.A.S.) in forest technology is awarded. Within the curriculum there are two areas of study: traditional forest technology and surveying. Fall semester course work is the same for forest technology and surveying students. In the spring semester, however, students interested in surveying take 11.5 credit hours of surveying course work in place of forestry-oriented courses.

Since the Ranger School is situated within a forest environment, some applicants may mistakenly believe that the experience is one of forest lore and wilderness survival. It is, therefore, strongly emphasized that the curricula demand high-quality academic achievement. Program completion requires concentrated and consistent study. Classes are scheduled from 8 a.m. to 5 p.m., Monday through Friday, with classroom and laboratory or field time equally divided. The intensity of the program normally requires a minimum of 70 hours a week of evening and weekend study, daily classes, and laboratory/field exercises. Several short trips are made during the year in connection with courses in dendrol-

ogy, silviculture, forest management, forest recreation, wildlife ecology and surveying.

Forest Technology Concentration

The objectives of this concentration are to provide students with a knowledge of the field practice of forestry as related to forestry managerial needs; the ability to work and communicate effectively with professional and paraprofessional personnel; and an understanding of the sciences and practices of forestry with some emphasis on ecological applications.

The concentration is designed to allow graduates immediate job entry at the technical level. They are generally classified as forest technicians or forestry aides in initial employment positions. Forestry agencies and wood-using industries employ forest technicians as an important part of their forest management teams, usually as the "people on the ground" who plan and execute the field practice of forestry, normally under the supervision of a professional forester.

Students interested in a baccalaureate degree in forestry and resource management should investigate the Faculty of Forestry's bachelor's degree curriculum described on pages 96-101. It should be understood that transfer into the Faculty of Forestry's professional forestry curriculum is possible upon completion of the A.A.S. degree at Wanakena. Transfer into other baccalaureate programs at ESF may be possible, but students should consult as soon as possible with the Undergraduate Admissions Office.

Students who feel transfer to a baccalaureate program is a possibility after graduation from the forest technology program should pay close attention to the footnotes under "Freshman Year" on page 110.

The freshman year forest technology curriculum consists of general studies courses which may be taken at any accredited four-year college, community college, agricultural college, or college of technology.

FOREST TECHNOLOGY CURRICULUM (Associate in Applied Science Degree)

Freshman Year: All Students (Completed at a college of the student's choice)	<i>Credit Hours</i>
General Biology ¹	8
English with a focus on writing(a technical report writing course is highly recommended)	6
Trigonometry	3
Economics	3
Electives ²	10
Total Maximum Transfer Credit	30

¹Courses selected may be in general biology, but at least one course in introductory botany is preferred.

²For those students who feel transfer to a baccalaureate program is a possibility, general chemistry and physics should be taken as electives. Otherwise, courses in sociology, psychology, political science, geology, soils, accounting, business, computer science, etc. are desirable electives. Students interested in the surveying area of study should use their electives to take courses in physics, analytic geometry, or introductory calculus.

Senior Year			Credit Hours
(Ranger School)			
<i>First Semester:</i>	FTC 200	Dendrology I.....	2
	FTC 202	Plane Surveying I & II	5
<i>All Students</i>	FTC 204	Forest Mensuration and Statistics I.....	3.5
	FTC 206	Forest Ecology	3
	FTC 207	Aerial Photogrammetry	2
	FTC 208	Allied Technologies	2
	FTC 210	Computer Applications	1
	FTC 213	Forest Entomology (Those in forest technology only).....	1
	FTC 223	Graphics	1
	FTC 250	Surveying II (Those in surveying area only)	
			20.5

<i>Second Semester:</i>	FTC 205	Forest Mensuration and Statistics II	2
	FTC 209	Forest Roads	2
<i>Forest Technology Students</i>	FTC 211	Silviculture I	2.5
	FTC 214	Personnel Management	1.5
	FTC 215	Timber Harvesting	2
	FTC 217	Forest Management	3.5
	FTC 218	Forest Recreation	1.5
	FTC 219	Elements of Wildlife Ecology	1.5
	FTC 221	Soil/Water Measurements and Control	1.5
	FTC 226	Forest Pathology	1
	FTC 227	Fire Management	2
	FTC 228	Structure and Growth of Trees.....	1.5
	FTC 229	Silviculture II.....	2
			24.5

A minimum of 75 credit hours is required to complete the A.A.S. degree in forest technology.

<i>Second Semester:</i>	FTC 205	Forest Mensuration and Statistics II	2
	FTC 209	Forest Roads	2
<i>Surveying Students</i>	FTC 211	Silviculture I	2.5
	FTC 214	Personnel Management	1.5
	FTC 215	Timber Harvesting	2
	FTC 221	Soi/Water Measurements and Control	1.5
	FTC 228	Structure and Growth of Trees.....	1.5
	FTC 251	Advanced Surveying Measurements & Computations	4
	FTC 253	Survey Law.....	2
	FTC 255	Boundary Surveying	3
	FTC 257	Construction Surveys	1.5
	FTC 259	Advanced Topographic Surveying	1
			24.5

The second year of the curriculum is offered at the Faculty of Forestry's forest technology program on the Wanakena Campus. Presented in a varied forest environment, the curriculum's emphasis is on fundamental forestry knowledge and applied field training as well as the relationships between forest technology and managerial needs. About 50 percent of the studies are devoted to field exercises, most of which are held on the School's forest. This excellent forest backdrop for the technology program provides a diverse laboratory for instructional purposes.

Surveying Technology Concentration

Many graduates of the Ranger School have found the land surveying profession to be an exciting, challenging, and rewarding career choice. As land values increase, technology advances, and laws and regulations become more complex, the education of land surveyors has become increasingly important. This concentration was developed to address the current educational needs of the student interested in pursuing a career in surveying, as well as the needs of surveying employers. Students who choose this concentration will be exposed to the fundamentals of forest technology which are important to the land surveyor and will receive a more in depth education in the area of surveying technology.

This concentration has been designed to provide the student with knowledge and skills in surveying measurements and computations; the ability to work and communicate effectively with professional land surveyors, survey technicians, lawyers, and the general public; an understanding of the principles and practices of surveying with particular emphasis on boundary surveying; and an understanding of land resource concepts important to the surveyor. Students graduate with an A.A.S. degree in Forest Technology.

Generally, graduates are employed by privately owned, small to midsize surveying firms specializing in boundary, construction, and topographic surveying. Graduates are employed as entry-level technicians performing a variety of tasks including operating various surveying instruments, note keeping, drafting, and computer operation. Employment is also available with local, state, and federal agencies such as the Department of Transportation, Department of Environmental Conservation, U.S. Forest Service, and Bureau of Land Management.

At least one year of educational credit is given toward land surveying licensure in New York. Additional educational credit may be granted based on the student's previous educational experience. Additional field and office experience under the direct supervision of a Licensed Land Surveyor is needed prior to application to obtain a license.

Transfer into other baccalaureate programs at a variety of institutions is possible; however, students are encouraged to consult with the appropriate admissions office to discuss transfer options.

During the freshman year, students, who plan on enrolling are encouraged to take general physics, small business management, or additional mathematics as electives. (See footnotes under "Freshman Year" on page 102.)

Given the nature of the curriculum, the availability of high-tech equipment, and the necessity of individualized instruction, entry into this area of study is limited to 12 students.

There are several advantages of combining a Ranger School forest technology associate's degree with a four year B.S. degree in professional forestry. Ranger School graduates who go on to pursue the bachelor's degree have a solid field education as well as a managerial orientation and the deeper ecological and social understanding provided by the professional curriculum.

Students wishing to transfer from the forest technology concentration to the forest resources management program at the Syracuse campus will be admitted as juniors. They will be given credit for the summer session in field forestry, dendrology, and a forest protection course. They will still have to complete some physical sciences, social sciences, and humanities while in residence at Syracuse, depending on prior preparation. A total of 35 transfer credit hours from the sophomore year of the forest technology program will be counted towards the B.S. degree. All other requirements as set forth in the forest resources management program option must be met.

Students contemplating subsequent transfer should concentrate their freshman year electives in the social sciences and humanities, in line with the lower division requirements of the forestry option described on page 100. Students should also complete the first semester in chemistry, one semester in physics, and a course in calculus prior to transferring. It is possible to be admitted without these courses, but subsequent progress in the program becomes more difficult.

Life at Wanakena

The Ranger School of the College of Environmental Science and Forestry is located on the banks of the Oswegatchie River near the hamlet of Wanakena, approximately 65 miles northeast of Watertown, and 35 miles west of Tupper Lake. The program's buildings and its surrounding forest border on the river, which flows directly into Cranberry Lake. This managed forest, containing both hardwood and coniferous species, covers an area some 3 miles long with widths varying up to 2 miles. On two sides, the forest is bounded by

state forest preserve lands. The forest is also adjacent to several square miles of virgin timber within the Adirondack Forest Preserve.

The main building consists of a central service unit with dormitory wings on either side. The central unit contains classrooms, laboratories, a student lounge, faculty offices, the library, a kitchen, dining room, 22 double-occupancy and 10 single-occupancy dorm rooms, and three triple-occupancy suites for women.

Faculty houses are nearby on the campus. Other buildings include a maintenance shop, garages, a sugar house, and storage buildings.

The close proximity of faculty offices and student quarters and the intensive field work pattern enables students to consult easily and frequently with the faculty. The program considers this traditional close student-faculty association to be of major benefit in its educational program.

A small library of approximately 1,500 volumes consists of highly specialized materials required for the teaching and study programs of the curriculum.

Students taking the second year of the curriculum at the Ranger School are required to live in the campus's dormitories. An exception may be made for married students who bring their families and rent their own private accommodations in the vicinity. Such accommodations are not plentiful. Each married student should make rental arrangements well in advance of the registration date.

The Ranger School does not maintain an infirmary, nor does it employ a physician or nurse. There are two physicians and a dentist as well as an excellent community hospital in nearby Star Lake, New York. In emergency situations, the program transports sick or injured students to the local physician of their choice or to the hospital. Health and accident policies for students are available through Syracuse University, and it is strongly suggested that the student consider such coverage before reporting to the campus. Application forms are available through ESF's Office of Student Affairs and Educational Services.

Because of the comparatively isolated location of the Ranger School, a stock of books and supplies used in connection with the second year of the program is maintained on campus for sale to students.

During the first year of the program, students will be guided by the rules and regulations that govern attendance at their local campus. During the second year of the program, students will be guided by the general rules and regulations for College of Environmental Science and Forestry students and an additional set of Ranger School "house rules."

Admission Requirements

Admission into the forest technology curriculum requires the following high school units: English (4 units); social science (3 units); science (2 units, including biology); mathematics (3 units, college preparatory); and electives. Mechanical drawing, technical report writing, and computer science are suggested electives.

In addition to the academic requirements, the following must also be met by all applicants:

1. The applicant must be strongly motivated toward a career in field forestry or surveying.
2. The applicant must be willing and able to meet the physical requirements of the program which include walking 2 to 6 miles through forest areas, often carrying 15 to 20 pounds of equipment, and using a wide array of hand tools and power equipment.
3. The applicant's parents (if the applicant is under 18 years of age) must be fully aware of the field nature of the study program, its rigorous study-work regime and supporting academic facilities.
4. A full medical examination report must be submitted.

Questions concerning any of these requirements should be referred to the Director of Admissions.

Admission Procedures

The decision to admit any student to the forest technology program rests solely with the College of Environmental Science and Forestry. Most openings in the program are filled by students who received conditional acceptances while still seniors in high school, contingent on successful completion of the first year of college. Remaining openings are filled by transfer students who have already attended college. Therefore, it is suggested the potential student, while still a high school senior, follow these procedures:

1. Submit a regular SUNY freshman application for the College of Environmental Science and Forestry, using a Curriculum Code 620 (Forest Technology). These applicants should indicate entry date to be one year in advance of the current year.

- Submit a regular application to that school selected for the first year of study, using Curriculum Code 620. It is important that students gain entry on their own for the first year of studies. ESF will request information at a later date concerning what institution the student will be attending.

A limited number of outstanding students are admitted directly from high school. For further information, contact the Director of Admissions.

Transfer Students

Students with previous college experience, or students who are currently enrolled at another college, may apply for transfer. However, courses transferred for credit can be applied only to the freshman year course of studies, and they must be comparable in subject matter, content, and level. All second year courses must be taken at the Ranger School, and, therefore, a student cannot transfer any previously earned credit toward the second year. Transfer applicants must submit a recent official copy of their college transcript and a list of courses they anticipate completing prior to enrollment.

Expenses

Cost of the first year will vary with the specific institution attended.

Estimated costs of the second year program at the Ranger School are as follows:

N.Y. Resident

<i>Tuition</i>	<i>Board, Room</i>	<i>Books, Supplies</i>
\$3,200	\$5,700	Approx. \$1,250

Nonresident

<i>Tuition</i>	<i>Board, Room</i>	<i>Books, Supplies</i>
\$8,300	\$5,700	Approx. \$1,250

Students in the surveying technology concentration will need an additional approximately \$250 for supplies. An expense of approximately \$200 for laundry and clothing should be anticipated. There is also a \$20 graduation fee, a student support services fee of \$225, a \$13 student activity fee, and a student transportation fee of \$50. There are a limited number of single dorm rooms available for an additional \$200. There is also a \$25 resident deposit and a \$25 equipment deposit. The latter two fees are fully or partially refundable, depending on breakage charged to a student during the year.

Financial Aid

Financial aid is available upon acceptance to the College of Environmental Science and Forestry. There are three basic loans, scholarships or grants, and part-time employment.

More detailed information on these financial aid opportunities can be found on pages 24-30 of this catalog and the publication Financial Assistance at ESF.

The student must file an application with the Office of Financial Aid at the Syracuse Campus and submit a Family Financial Statement to ACT, Iowa City, Iowa 52243.

Placement

The Ranger School assists in placement of graduates. The excellent reputation which the graduates of the Ranger School at Wanakena have developed in all types of forestry and surveying jobs greatly assists today's graduates to find employment. Employment is common with local, state and federal forestry and land resource agencies, private forestry enterprises, and surveying firms. Positions most frequently filled by recent graduates include: state forest ranger, state forest technician, forest aide, industrial forest district supervisor, timber inventory specialist, timber sales supervisor, forest surveyor, forest engineering aide, forest protection technician, forest research technician, forest equipment salesman, tree service technician, and urban park ranger.

The Faculty of Landscape Architecture

RICHARD S. HAWKS, Chair
331 Marshall Hall
(315) 470-6541

CARTER (Urban Design, City and Regional Planning, Development Process, Planning and Design Theory), CURRY (Site Planning, Urban Analysis and Design, Historic Preservation), DEMING (Site Planning, Graphics, Urban History & Theory), DOBLE (Community Planning & Design, Citizen Participation, Site Planning & Design, Graphics, Education), FREEMAN (Site Design, Plant Materials, Graphics), HANSELMAN (Communications Strategies and Message Design, Non-Print Communications), HAWKS (Community Planning and Design, Natural Factors in Design, University Campus Design and Planning), LEWIS (Community Land Planning; Planning Process, Computer-Aided Community Land Planning, Computer-Aided Mapping, Geographic Information System Applications in Land Planning and Land Use Controls), MARAVIGLIA (Technical Graphics, Creative Problem Solving, Education, Communication, Video, Management), J. PALMER (Landscape Perception, Design Evaluation, Social Impact Assessment, Environment and Behavior Research Methods), POTTEIGER (Cultural Landscape History, History of Landscape Architecture, Design Theory and Methodology), REIMANN (Environmental Design, Passive Energy Conservation, Site Planning and Design), REUTER (Ecology in Landscape Planning, Design and Management of Wetlands; Computer Applications in Environmental Planning and Design Simulation), SHANNON (Site Planning and Design; Urban Analysis and Design; Historic Landscape Preservation Planning; Computer Applications), STRIBLEY (Design and Behavior; Public Participation; Urban Design, Parks and Recreation; Site Planning and Design)

Landscape Architecture

The alteration of the physical environment has been a product of human activity since the earliest times of human settlement. While environments of enduring beauty and vitality occasionally resulted, the history of environmental manipulation more often demonstrated degradation and abuse of the landscape. As the knowledge of natural and human processes has expanded, environmental change has been transformed over the centuries from the casual efforts of many to that requiring skilled individual effort and often demanding multidisciplinary attention.

Since 1911 the landscape architecture program at ESF has been educating practitioners and teachers, designers and planners, advocates and policy makers, who have contributed their careers to a viable, sustainable integration of natural and cultural communities.

The program is the second largest in the United States, with 15 full-time faculty supported by several adjunct professors and visiting instructors. Faculty interests range from materials and construction to regional planning, from ecological planning to urban design, from theoretical landscapes to historic preservation.

The Faculty of Landscape Architecture offers two programs designed to educate students to contribute in varied ways to the wise use of land and landscape. Each degree program provides a basis for students to establish career directions in the profession of landscape architecture. Both the bachelor and master of landscape architecture are offered.

Support Facilities

The facilities for landscape architecture include individual studio space for each student, office space for funded projects and advanced standing students, a photographic darkroom, and an assortment of photographic, video, and environmental measurement instrumentation. Computer facilities focus on CAD, GIS, desktop publishing, video image processing, and graphic design and visual simulation systems. The Faculty of Landscape Architecture has an extensive collection of archival material dating from 1913 to the present.

College facilities include a campus library, a fully equipped video recording and processing studio, various environmental measurement laboratories, and a mapping science laboratory with remote sensing, photogrammetry, GIS and digital image processing capabilities. The ESF computer labs contain networked PCs, Macintoshes, workstations and main-frame terminals. All campus computing facilities are linked with Syracuse University for campuswide support of computing activities.

Bachelor of Landscape Architecture

The B.L.A. program is designed for those students desiring to enter the profession of landscape

architecture either directly after completing the degree or after completing graduate school. This is a professional degree with an emphasis on the skills and knowledge required to qualify as a landscape architect. The degree is accredited by the American Society of Landscape Architects (ASLA). The B.L.A. degree is granted at the end of five years of study and requires the successful completion of 160 credit hours. A limited number of students are accepted into the freshman program at ESF. However, most students complete their 62 credit hours of lower division studies at another institution and transfer to the B.L.A. as juniors.

The B.L.A. program consists of a core of courses involving the basic principles and skills of landscape architecture design, land manipulation and engineering, applied ecology, and communications. Additionally, students are required to participate in an independent study semester, off-campus program, either during the summer between the fourth and fifth years, or the fall semester of the fifth year. The off-campus program requires students to cover tuition, books and materials, room and board, and travel costs to the location of study. The major objective of the B.L.A. program is the development of basic proficiency in design, engineering, and communication skills necessary for formal admission into the profession of landscape architecture.

When the prerequisite period of work experience has been completed, a person holding a B.L.A. degree may obtain a license to practice landscape architecture. At present, the State of New York requires those holding a five-year B.L.A. degree to complete a three-year period of internship in the field prior to applying for the licensing examination. Other states have varying requirements for obtaining a license.

As in any area of professional study, students seeking the B.L.A. degree are expected to demonstrate a high level of commitment and scholarship in their studies. This professional commitment is demonstrated by a desire to serve society in an objective, rational, and ethical manner.

Students receiving a B.L.A. degree have entered the profession as employees in public agencies or in private offices offering landscape architectural services. Also, B.L.A. graduates have entered graduate schools in landscape architecture, planning, urban design, regional design, and specific specialties including historic preservation, environmental policy, management, and research.

Prerequisites for Entry into the B.L.A. Degree Program

The breadth of concern of the B.L.A. program

makes it imperative that entering students prepare themselves with a broad range of lower division course work. The environmental efforts with which the students will be involved require a strong background in both the natural and social sciences, as well as the humanities. In addition, prior skill development in graphics, mathematics, and computer science is required.

The required prerequisite course work described on page 116 must be met to prepare the entering student to engage the B.L.A. curriculum.

All applicants are *highly encouraged* to submit a portfolio of their creative work for review. The faculty embrace a broad conception of the term "creative work" ranging from pencil sketching to poetry, however, for the purpose of indicating an aptitude for landscape architecture, portfolio work should focus primarily on visually-expressive media. Submittals will be used to assess drawing and other graphic communication skills, as well as spatial awareness and the ability to visualize and convey design ideas.

Portfolio items should be submitted in a format no larger than 11" x 17", generally consisting of good-quality photographic or xerographic reproductions. Color slides or prints of large or 3-dimensional work are also acceptable. Do not send original work or rolled materials. Portfolios will not be returned unless accompanied by a self-addressed, pre-posted return envelope.

Program Expenses

In addition to the normal college expenses, students must plan for some special expenses. These include studio equipment and material, field trips, plant camp, and the off-campus semester.

Studio equipment and materials. In a design curriculum, students normally spend more for expendable supplies than they would on books for a lecture course. The cost of equipment and materials for studio courses is typically between \$250 and \$300 each semester. Upon submission for grading, studio projects become the property of the Faculty of Landscape Architecture. While projects are normally returned, they may be retained temporarily for display or permanently kept as part of the archives.

Field trips. Landscape architecture students may be required to participate in a field trip as part of their studio courses. These trips are used to acquaint students with the exemplary works of landscape architecture found in Boston, Montreal, New York, Ottawa, Philadelphia, Toronto, Washington, D.C., or other cities in the northeast. The typical cost of transportation, meals and lodging for field trips taken during the 1995-96 academic year ranged between \$200 and \$250.

LOWER DIVISION REQUIREMENTS FOR LANDSCAPE ARCHITECTURE

Students entering this program through the freshman admissions option should refer to pages 55-60.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area

- A. English. With a focus on writing and oral communications.** A minimum of 6 credit hours in writing — the basic elements of the writing process, library research, principles of rhetoric and communication applied to writing — and 3 credit hours in speech — selecting, organizing and developing ideas to inform, interest and motivate an audience.
- 9 Credits
- B. Graphics.** A minimum of one course in instrument or computer (e.g., AutoCAD) drafting covering 2-dimensional plans, elevations and sections, and 3-dimensional perspective, isometric, oblique, and orthographic projections. A minimum of 3 credit hours in free-hand drawing to develop observation and understanding of form. Demonstration of the drafting or drawing requirements may be waived by the Curriculum Director after review of a portfolio. The portfolio must demonstrate high-quality fulfillment of the above competencies.
- 4-6 Credits
- C. Natural Sciences.** Required are three courses, including one year of college biology with labs (an introduction to botany is recommended). The additional course may be from any of the natural or physical sciences (e.g. geology, chemistry, physical geography, physics). The educational objective is to understand the scientific laws and principles that control natural environmental processes. Taking an ecology course is not recommended, since a required course in ecology for landscape architects is a required part of the upper division program.
- 9-12 Credits
- D. Mathematics.** One college-level mathematics course is required. The student is responsible for obtaining basic competency in Trigonometry. If this competency is obtained while in high school, the student is responsible for the satisfactory completion of a higher-level college mathematics course (e.g., pre-calculus, calculus, or statistics).
- 3 Credits
- E. Social Science.** Required courses may be taken in cultural or social anthropology, cultural geography, economics, political science, social history, sociology, or social psychology. Courses should increase understanding of society, government, and cultures of the world, particularly as they relate to past and present human activity in the environment.
- 9 Credits
- F. Humanities.** An art and/or architectural history course that surveys from ancient world to the present is required. Courses in art, design, literature, foreign language, music, and philosophy are all generally acceptable.
- 9 Credits
- G. Electives.**
- 14-19 Credits
- Total minimum lower division credits 62

- H. Additional Competencies.** The student is responsible for obtaining basic competency in several areas that are required to complete upper division courses.
1. General familiarity with the use of basic drafting instruments.
 2. General familiarity with computers and using applications such as word processing, spreadsheets, database queries, graphics, and internet communications.

Upper Division Courses

Third Year			Credit Hours
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	LSA 320	Introduction to Landscape Architecture and Planning	3
	LSA 326	Landscape Architectural Design Studio I	3
	LSA 411	Natural Processes in Planning and Design	3
	CMN 382	Graphic Communication	3
	EFB 496	Fundamentals of Ecology	3
			15
<i>Second Semester</i>	LSA 327	Landscape Architecture Design Studio II	3
	LSA 330	Site Research and Analysis	2
	EIN 390	Social/Cultural Influences and Environmental Form	3
	EIN 471	History of Landscape Architecture	3
	ERE 996	Landscape Measurements	3
	CLL 410	Writing for Environmental Professionals	3
			17
Summer	LSA 431	Plant Materials	2
Fourth Year			Credit Hours
<i>First Semester</i>	LSA 422	Landscape Design Studio III	4
	LSA 433	Plant Materials	2
	LSA 434	Design Materials	1
	LSA 442	Site Grading	2
	LSA 443	Site Drainage Systems	1
	LSA 496	Orientation to Off-Campus	1
	EIN 371	American Landscape History	3
		Elective	3
			17
<i>Second Semester</i>	LSA 423	Landscape Design Studio IV	4
	LSA 425	Orientation for Experiential Studio	2
	LSA 444	Vehicular Circulation Design	1
	LSA 451	Comprehensive Land Planning	3
	WPE 342	Light Construction	3
	CLL 300	Library Research	1
	Elective	2	
			16
Fifth Year			Credit Hours
<i>First Semester</i>	LSA 460	Experiential Landscape Design Studio V (Off-Campus Program)	16
<i>Second Semester</i>	LSA 471	Landscape Design Studio VI—Urban Design	4
	or LSA 472	Landscape Design Studio VI—Site Design	4
	or LSA 473	Landscape Design Studio VI—Regional Design	4
	LSA 454	Professional Practice Studio	3
	LSA 455	Professional Practice in Landscape Architecture	2
	Elective	6	
			15

A minimum of 160 credit hours is required to complete the B.L.A. degree.

Plant camp. During the summer between their third and fourth years, students attend a two-week plant camp (LSA 533 Plant Materials) at Planting Fields Arboretum on Long Island. This class is necessary to provide students with an extended pallet of plant materials to specify in their design projects. It is held immediately after final examinations. Typical cost for 1996 was between \$480 and \$530.

Off-campus semester. This is a self-designed and student-budgeted program. If a student is thoughtful about his/her plans, there is no need for this semester to cost any more than one spent in Syracuse. Typical expenses during the 1995-96 academic year, including tuition, were between \$6,000 and \$8,000. However, a few students had expenses as high as \$10,000 because of the study location they chose and the extra curricular opportunities they enjoyed while abroad. These additional costs are the responsibility of the student and are not covered by financial aid.

B.L.A./M.S. Fast Track

This option is available to outstanding fourth-year bachelor of landscape architecture students and provides the opportunity to receive both the bachelor of landscape architecture and master of science degrees during a four-year period at the College. Students who apply must have a minimum 3.000 G.P.A. and are accepted into the program during the fall semester of the fourth-year of the bachelor of landscape architecture program. During spring semester the transition begins between the bachelor of landscape architecture and master of science curriculum requirements. Both degrees are awarded at the completion of 190 credit hours (62 lower division credit hours transferred to the College upon entering the bachelor of landscape architecture third-year and 128 credit hours earned at the College).

Graduate Studies in Landscape Architecture

Graduate studies in landscape architecture attract a broad range of people. Those with undergraduate degrees in landscape architecture may seek specialized training or plan to pursue an academic career. Others with degrees in related fields such as architecture, city and regional planning, and environmental design enter the program to broaden or redirect their design and planning skills. And some students with degrees in

fields less closely related to landscape architecture (such as humanities, or arts and sciences) seek new career options or to focus prior interests through a licensed design and planning profession.

Three curriculum tracks address the needs of the students with these differing educational backgrounds. The Master of Science in Landscape Architecture (MS), is a two-year academic degree program for applicants with a first professional degree in landscape architecture. A three-year program for applicants who have no design or planning background leads to the fully-accredited professional degree of Master of Landscape Architecture (MLA). Applicants with a related design or planning degree may enter the three-year program with advanced standing. Finally a fast-track option enables qualified candidates within the College's BLA Program to proceed directly into the M.S. program and work on both degrees. Refer to the previous section for information on the fast-track option.

The Master of Science program serves the advanced professional or the aspiring academic. It is highly flexible and can be customized to reflect the breadth and depth of a student's interests. The MLA program, for the student seeking a first-professional degree in landscape architecture, is a more tightly structured curriculum because it leads to the prerequisite work experience that qualifies the graduate for the Landscape Architecture Registration Examination (L.A.R.E.).

Students seeking a multidisciplinary education may choose to pursue a concurrent degree at Syracuse University. In this option a student fulfills the requirements of each program and receives separate degrees. The option may or may not require additional semesters of study, depending on the concurrent degrees. Currently concurrent degrees are available in the M.P.A. degree program in the Maxwell School of Citizenship and Public Affairs, the M.A. or M.S. degree programs in the S.I. Newhouse School of Public communications, the M.S. degree program in the School of Education, or the M.B.A. degree program in the School of Management.

Both graduate degree programs provide a well-balanced curriculum in landscape architectural design and planning, coupled with opportunities to pursue individualized advanced study in a broad range of topics. The diversity of faculty interests and expertise offer both MS and MLA students opportunities for in-depth exploration in four areas of study:

1. Ecological Design and Planning
2. Community Design and Planning
3. Cultural Landscape Conservation
4. Design History and Theory

ECOLOGICAL DESIGN AND PLANNING

(MLA-80 Credits, MS-50 Credits)

This area of study emphasizes ecology's integral relationship; both as a contributor to and a result of the design process. Course work from ESF's programs in environmental science, forestry resources management, and environmental and forest biology supplement the core landscape architecture courses. And together the required and recommended courses for this area of study provide a natural science foundation for designing with and for nature.

Human activities in the biosphere are directed by attitudes and technologies that can disrupt ecological patterns and the natural processes that form stable, healthy environments. Landscape architects who are knowledgeable about, and can address issues of human impacts, environmental restoration, conservation biology in working landscapes, sustainable land development, and resource utilization are in growing demand. There are many career opportunities in public and private, domestic and international practice that encompass impact mitigation, ecotourism, restoration ecology, landscape management and sustainable development planning. This area of study prepares students for these career tracks.

COMMUNITY DESIGN AND PLANNING

(MLA-75 Credits, MS-50 Credits)

The purpose of this area of study is to address the design of human settlements including: 1) comprehensive communities such as cities, towns, villages, hamlets and their hinterlands, and 2) specialized communities such as institutional and corporate campuses, co-housing projects and new towns. The recommended core of studios, seminars and lecture courses provide introductory and advanced exploration into the theories, principles and practice of design, planning, preservation and the search for new paradigms. The core courses are supported by a wide range of electives in faculties at the College of Environmental Science and Forestry and at Syracuse University.

This area of study is especially appropriate in an era which calls for: (1) the redefinition of the American city; (2) the retrofitting of the post WW II suburb; (3) the conservation of the rural landscape and; (4) new design paradigms that create a symbiosis of community and place. The core and related courses explore how to plan and design the socially interactive, environmentally sound, sensuously formal community that engenders a strong sense of place and a strong sense of citizenship. There are abundant career opportunities in urban de-

sign, city and regional planning, institutional and corporate facilities planning, and in rural preservation and development. This focus is for MLA students interested in design, planning, and policy making at community scale via public, private, or academic practice.

CULTURAL LANDSCAPE CONSERVATION

(MLA-75 Credits, MS-49 Credits)

This area of study addresses the preservation planning and management of cultural landscapes. As defined by the National Park Service a "cultural landscape" [is] a geographic area, including both cultural and natural resources and the wildlife or domestic animals therein, associated with a historic event, activities, or person or exhibiting other cultural or aesthetic values. There are four general types of cultural landscape, not mutually exclusive: historic sites, historic designed landscapes, historic vernacular landscapes, and ethnographic landscapes. The required courses and the recommended electives provide introductory and advanced explorations into the history, theories, principles and practice of cultural landscape preservation, sense of place, phenomenology and cross-cultural landscape studies. The core courses are supported by a wide range of electives from the College and Syracuse University.

The study of cultural landscapes is important in this era of increasing domestic and international attention. Areas of concern associated with cultural landscapes include: (1) preserving natural and cultural resources; (2) exploring the relationship between stewardship and the collective sense of place; (3) using cultural landscapes as the bases for contemporary development and (4) understanding the variety of human experience through patterns and forms in the landscape and community. There are domestic and international career opportunities in public and private practice addressing such issues as preservation planning, tourism, land use planning, urban design and cultural symbolism.

DESIGN HISTORY AND THEORY

(MLA-75 Credits, MS-51 Credits)

Landscape architects function as vital partners in the ongoing process of designing the places where history unfolds. Their work does not stop at advising or planning; landscape design decisions evolve into built form. Designers are not only responsible for understanding the complexities of context, but also for evaluating and testing the assumptions upon which their design decisions are made. Intellectual rigor is essential in order to protect and enrich our design heritage and our cultural potential.

The following schedule of courses illustrates a typical M.L.A. program. The M.S. program, which does not address foundation courses in landscape architecture, is very flexible and based on the student's area of study and consultation between the student and the student's major professor. Therefore, the M.S. program is not illustrated in this catalog.

First Year		<i>Credit Hours</i>
CMN 552	Graphic Communication	3
LSA 320	Introduction to Landscape Architecture	Audit
LSA 433	Plant Materials	2
LSA 600	Design Studio I—Introductory Design	4
LSA 601	Design Studio II—Site Design	4
LSA 611	Natural Factors Analysis	3
LSA 615	Introduction to Site Construction	3
LSA 650	Behavioral Factors of Community Design	3
LSA 671	History of Landscape Architecture	3
LSA 697	Topics and Issues of Landscape Architecture (Graduate Seminar)	1
LSA 796	Special Topics in Landscape Architecture (Capstone Seminar)	1
		26
Second Year		<i>Credit Hours</i>
LSA 620	Design Studio III—Advanced Site Design	4
LSA 621	Design Studio IV—Community Design and Planning	4
LSA 640	Research Methodology	3
LSA 652	Community Development and Planning Process	3
LSA 655	Professional Practice Studio	4
LSA 796	Special Topics in Landscape Architecture (Capstone Seminar)	1
LSA 799	Proposal for Thesis/Project (Capstone Studio Proposal)	1
	Directed Electives (Based on Area of Study)	<u>Varies</u>
		22
Third Year		<i>Credit Hours</i>
LSA 796	Special Topics in Landscape Architecture (Capstone Studio)	6
	Integrative Experiences, Program Alternatives:	
LSA 796	Special Topics in Landscape Architecture (Capstone Seminar)	1
	Directed Electives (Based on Area of Study)	<u>Varies</u>
		18

The purpose of this area of study is to offer in-depth study of landscape design and analysis issues to students who wish to pursue careers in landscape design practice, design research, design evaluation, and/or design education. The knowledge encompassed by this focus goes well beyond a basic understanding of design practice; rather, it is intended to nurture articulate, insightful and broad-minded leaders, teachers and spokespersons in the field of landscape architecture.

The core sequence of courses is designed to introduce students from many different backgrounds to a broad range of common theoretical and practical issues in landscape architecture. The topical readings/projects in a variety of more advanced studios and seminars prepare students for meaningful investigations in the integrative/advanced studio and their final independent design project. The terminal design project will involve research, criticism or speculative design, which tests theoretical assumptions behind material design strategies.

Final Integrative Experience

All graduate students are expected to complete a final integrative experience as the advanced study component of their program. The M.S. student must complete a thesis (6 credits, minimum). The thesis may be the combination of research in which new, original knowledge is generated, or it may be a study that focuses on the application of existing knowledge to a new situation. The M.L.A. student must participate in a 6-credit independent study within the framework of a capstone studio during the fifth semester of the program. Both M.S. and M.L.A. students must disseminate the results of their integrative studies in the spring semester capstone seminar course.

In concert with specific program requirements, each student should be aware the College requires all master's degree students to complete a minimum of 30 credit hours at the graduate level. The M.L.A. program requires a minimum of 42 graduate credits, and the M.S. program requires between 30 and 42 graduate credits, depending on the candidate's academic and professional background.

Prerequisites and Admission Requirements

Students seeking admission to the M.L.A. program may apply to enter based on education and experience. Admission requires:

1. An undergraduate degree
2. Graduate Record Examination scores
3. A minimum 3.000 (4.000=A) cumulative grade point average is generally required for admission. However, other circumstances may be considered (e.g., work experience) for those below this standard.
4. Three letters of recommendation.
5. A completed course is recommended in each of the following six areas:
 - a. botany, biology, or ecology;
 - b. geology, geomorphology, or earth science;
 - c. anthropology, psychology, or sociology;
 - d. computer applications;
 - e. drawing, drafting; and
 - f. art or architecture history.

Students seeking admission to the M.S. program or admission to the M.L.A. program with advanced standing must additionally have:

1. An accredited or recognized design or planning degree with a minimum 3.000 (4.000=A) cumulative grade point average. However, other circumstances may be considered (e.g., work experience) for those below this standard.
2. A design portfolio

Applicants may be assessed as deficient in one or more areas deemed important to their admission to graduate study in the program. Courses taken to make up deficiencies (e.g., English for international students) may not count towards the credit hours required for the graduate degree.

Applications should be made prior to March 15 for fall admission. Visits to the College are encouraged and highly recommended.

Research and Community Service

Research and community service are important aspects of the graduate experience in landscape architecture. Students may participate in the funded studies directed by individual faculty, or in unique studies of their own design. Furthermore, many community service projects are performed in the context of a design studio, thereby bringing real world problems into the studio as a learning experience. In this way, the ongoing efforts of students and faculty help to further develop the body of knowledge of the field, while providing a challenging academic environment for the students.

The Faculty of Landscape Architecture believes that computer and video technologies are very important to the future of the profession. They are committed to exploring the application of digital technologies to the practice of landscape architecture, and encourage the use of these technologies by the students. Advanced students may choose to specialize in the application and integration of computer technologies as part of their final integrative experience.

College and Regional Context

Students in the graduate program in landscape architecture have an excellent opportunity to draw upon the extensive college expertise in ecology, natural sciences, resources management, engineering, forestry, and many other environmental disciplines. Add to this the resources available through Syracuse University, like architecture, geography, and the Maxwell School of Public Affairs, and the breadth of academic choices offered to a student at ESF becomes very significant.

The City of Syracuse has the largest concentration of professional landscape architectural offices in the Central New York State region. This centralized location also provides easy access to major metropolitan centers like, Toronto, Montreal, New York, Boston, and Buffalo, and to unique rural and natural landscapes, such as Lake Ontario, the Finger Lakes, the Catskills, and the Adirondacks. Basic geography, therefore, provides the student with a wide diversity of natural and cultural contexts in which to pursue academic and career goals.

Graduate Assistantships

Students with associated professional degrees may be considered for a graduate assistantship (stipend and tuition scholarship) upon admission, depending upon qualifications and portfolio. Other students may apply for landscape architecture graduate assistantships after the first year of the first professional degree track. Assistantships may also be available with community service or research projects, and are awarded by individual faculty to students with the necessary qualifications.

A limited number of teaching assistantships are awarded each year to highly qualified candidates seeking an academic career. Individuals with prior landscape architectural work experience who intend to pursue a career in teaching at the university level are encouraged to discuss their options with the graduate program coordinator in the Faculty of Landscape Architecture.

REGIONAL, NATIONAL AND GLOBAL OPPORTUNITIES

Major areas of recent research activity include cultural landscape preservation, visual analysis, rural town planning, ecotourism and wetland impact mitigation. Recent public service activities include urban design, campus design, park design and environmental management. Research and public service activities have been funded or sponsored by the National Park Service, the National Endowment for the Arts, the Nature Conservancy, the United States Forest Service, the New York State Council on the Arts, the State University of New York Construction Fund, private

corporations and such communities as the cities of New York, Philadelphia, Syracuse, and Utica. Students participate in these projects through funded assistantships, course work, and independent studies.

Graduate students may take advantage of extensive opportunities to conduct research or do internships abroad. The Faculty of Landscape Architecture requires all BLA candidates to spend a semester off campus and most of the faculty annually travels abroad to visit and work with those students. As a result, the faculty can also offer MLA students a rich network of contacts and sponsors for graduate exploration in Europe, Latin America, the Far East and elsewhere. These opportunities support the expanding role of landscape architecture in addressing such globally important issues as metropolitan development, environmental conservation and symbiosis between community and place. Recent graduate research projects abroad have taken place in Sicily (urban design), Mexico (ecotourism), Czechoslovakia (urban plazas), Wales (cultural landscape preservation), Northern Ireland (cultural landscapes), Indonesia (sense of place) and Canada (rehabilitation of urban parks).

At ESF, graduate studies in landscape architecture are strongly supported with computer aided visualization (CAV) technologies, including: (1) computer-aided design (CAD) and graphics, (2) geographic information systems (GIS), (3) image processing, (4) desktop publishing (DTP), (5) multi-media and video/digital presentation technology, and (6) other analytical support systems. Educational opportunities are enhanced further with the inclusion of expertise from allied faculty from Environmental Science and Forestry and from Syracuse University.

The Faculty of Paper Science and Engineering

LELAND R. SCHROEDER, Chair
208 Walters Hall
(315) 470-6502

<http://ww.esf/faculty/pse/paper.htm>

LELAND R. SCHROEDER, Chair (Organic Chemistry, Pulping, Bleaching), CHATTERJEE (Transport Phenomena, Design, Simulation, Pollution Abatement), CROSBY (Paper Properties and Microscopy), FRANCIS (Chemical Engineering and Pulping), HOLTZMAN (Papermaking, Paper Machine Operations), LAI (Organic Chemistry, Pulping, Bleaching), LUNER (Surface and Colloid Chemistry of Papermaking Systems), MAKKONEN (Papermaking, Papermachine Operation, Instrumentation), PAKDEL (Chemical Engineering, Fluid Mechanics, Thermodynamics), RAMARAO (Chemical Engineering, Instrumentation, Flow Phenomena, Process Control), THORPE (Fiber Physics, Paper Physics and Mechanics)

Paper science and engineering provides a broad base of study to prepare men and women for professional positions in the pulp and paper industry. This industry is the fifth largest in the nation and is very strong internationally. The College pioneered instruction for the pulp and paper and allied industries in 1920 with the formation of a paper science and engineering department which has maintained a singularly high position in this area of professional education. This program has a long-standing reputation for preparing graduates for rewarding positions as research chemists, process engineers, technical service representatives, managers, and many others. Graduates have advanced to positions of leadership in research, management, technical operations, and sales in the pulp and paper industry as well as allied industries of heavy equipment manufacture, process chemicals, and other supply industries.

The program provides education in the physical sciences and chemical engineering, with specific emphasis on those aspects of these disciplines which relate to the manufacture of pulp and paper. This includes the chemistry and anatomy of wood, the conversion of wood to pulp and paper, and the chemistry and physics of paper and paper formation. All options include the basics of chemical engineering with a foundation of unit operations and special-

ized courses, for example, in air and water pollution abatement for the pulp and paper industry. The engineering option extends this foundation to present a chemical engineering education tailored specifically to the pulp and paper industry.

Paper science and engineering is located in Walters Hall, the facilities of which are devoted to education and research in the field of pulp and paper. In addition to a large number of special purpose laboratories and highly sophisticated scientific equipment, there is an experimental pulp and paper mill equipped with machinery and instrumentation for studies of pulping, pulp purification, recycling, refining, paper additives and papermaking. Equipment includes two complete paper machines, one 48-inch and one 12-inch, two pressurized refiners for mechanical pulping, and auxiliary equipment. An environmental engineering laboratory is designed to research various methods of paper recycling and waste treatment. A new state-of-the-art laboratory for testing paper and other materials is in service. The environmental controls for this laboratory provide a wide range of humidities with exceptional accuracy. This equipment as well as the extensive chemical engineering laboratory is employed for both education and research. Computer hardware and software is continually updated for teaching and research in process control and simulation.

Undergraduate Program

The curriculum may be entered at the freshman level by high school graduates with appropriate backgrounds, or at the junior level by students having an associate degree in engineering science, chemical technology, or science and mathematics. The engineering science associate degree is well suited to the engineering option. Some latitude is available if the student's background includes most of the courses shown under "Lower Division Courses." The opportunity is also available to enter with fewer background courses if the student plans to extend his or her stay at the College.

The Science Option

The science option consists mainly of chemistry and chemical engineering courses and specialized courses relating to the manufacture and use of pulp and paper products. The technical elective concen-

tration allows the student to select a subject area of interest in which to specialize. This option prepares the student for careers in the technical, management, or technical representative areas with opportunities to extend interests in other directions.

The Management Minor

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 56-60.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
Botany or Biology with Laboratory	4
General Chemistry with Laboratory	8
Organic Chemistry with Laboratory	8
Quantitative Analysis	3
Physics with Laboratory	8
Mathematics—Calculus I, II, III and Differential Equations	15
Computer Science	3
Economics*	3-6
English with a focus on writing	6
Engineering Drawing	1
Humanities or Social Science Electives*	6-9
Total minimum lower division credits	68

Upper Division Courses

Science Option

<i>Junior Year</i>		<i>Credit Hours</i>
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students
	FCH 360	Physical Chemistry I
	ERE 496	Introduction to Pulping and Bleaching Chemistry
	PSE 300	Introduction to Papermaking
	PSE 370	Principles of Mass and Energy Balance
	PSE 371	Fluid Mechanics
	CLL 405	Writing for Science Professionals
	CLL 300	Library Research Methods
		18
<i>Second Semester</i>	FCH 361	Physical Chemistry II
	WPE 386	Structure and Properties of Wood
	WPE 390	Fiber Identification Laboratory
	PSE 301	Pulp and Paper Processes
	PSE 372	Heat Transfer
		Electives**
		6
		18

Summer Mill Experience:

Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304

2

Senior Year				Credit Hours
<i>First Semester</i>	PSE 461	Pulping Technology		3
	PSE 465	Paper Properties		4
	PSE 473	Mass Transfer		3
	PSE 477	Process Control		3
	PSE 491	Paper Science and Engineering Project I		1
		Elective**		<u>3</u>
				17
<i>Second Semester</i>	PSE 466	Paper Coating and Converting		2
	PSE 468	Papermaking Processes		3
	ERE 440	Water Pollution Engineering		3
		Electives **		<u>6</u>
				14
Total minimum upper division credits				69

*A minimum of 3 credits is required in economics. Six credits are preferred. A total of 12 credits is required in economics plus other humanities or social science.

**At least 9 credit hours of electives must be selected from an advisor-approved sequence of technical courses. Examples of acceptable elective concentration areas are shown below.

- | | |
|------------------------------|---------------------------------|
| Colloid and Surface | Chemistry Instrumental Analysis |
| Polymer Chemistry | Pollution Abatement |
| Applied Mathematics | Computer Modeling |
| Management | Mechanics |
| Engineering Design | Materials Science |
| Independent Research Project | |

A minimum of 137 credit hours is required to complete the B.S. degree in the PSE science option.

Engineering Option

Junior Year				Credit Hours
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students		0
	FCH 360	Physical Chemistry I		3
	ERE 496	Introduction to Pulping and Bleaching Chemistry		3
	PSE 300	Introduction to Papermaking		3
	PSE 370	Principles of Mass and Energy Balance		3
	PSE 371	Fluid Mechanics		3
	CLL 405	Writing for Science Professionals		2
	CLL 300	Library Research Methods		<u>1</u>
				18
<i>Second Semester</i>	FCH 361	Physical Chemistry II		3
	WPE 386	Structure and Properties of Wood		2
	WPE 390	Fiber Identification Laboratory		1
	PSE 301	Pulp and Paper Processes		3
	PSE 372	Heat Transfer		3
	APM 395	Probability and Statistics for Engineers		<u>3</u>
				15

Summer Mill Experience:

Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304

2

Senior Year			Credit Hours
<i>First Semester</i>	PSE 361	Engineering Thermodynamics	3
	PSE 465	Paper Properties	4
	PSE 473	Mass Transfer	3
	ERE 223	Statics and Dynamics	4
	ELE 221	Electrical Network Theory	3
			17
<i>Second Semester</i>	PSE 466	Paper Coating and Converting	2
	PSE 468	Papermaking Processes	3
	PSE 480	Process and Plant Design I: Analysis	3
	ERE 362	Mechanics of Materials	3
	ERE 440	Water Pollution Engineering	3
	ELE 394	Electrical Network Laboratory	1
			15
Fifth Year			Credit Hours
<i>First Semester</i>	PSE 461	Pulping Technology	3
	PSE 477	Process Control	3
	PSE 481	Process and Plant Design II: Synthesis	3
		Elective-Humanities/Social Sciences	6
			15
Total minimum upper division credits			82

A minimum of 150 credit hours is required to complete the B.S. degree in the PSE engineering option.

The Engineering Option

The engineering option has been designed to provide an accreditable chemical engineering education for the student preparing for an engineering career in the pulp and paper industry. The courses are designed to present the principles of engineering with the disciplines and examples selected especially for the pulp and paper industry. Courses have been added in the areas of basic principles in electricity, statics and dynamics, and mechanics, as well as thermodynamics and design. The graduate is prepared to move into assignments in the engineering

field and advance quickly to positions of responsibility in the analysis and design of processes and equipment. The engineering option is especially flexible in terms of extending the course of study to fit individual backgrounds.

The student who enters the junior year with all lower division requirements in place, will need to make the choice between the engineering and science options prior to entering the fall semester of the senior year. Either option will serve as excellent preparation for graduate study.

Management Minor

Junior Year			Credit Hours
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	FCH 360	Physical Chemistry I	3
	ERE 496	Introduction to Pulping and Bleaching Chemistry	3
	PSE 300	Introduction to Papermaking	3
	PSE 370	Principles of Mass and Energy Balance	3
	PSE 371	Fluid Mechanics	3
	CLL 405	Writing for Science Professionals	2
	CLL 300	Library Research Methods	1
			18
<i>Second Semester</i>	FCH 361	Physical Chemistry II	3
	WPE 386	Structure and Properties of Wood	2
	WPE 390	Fiber Identification Laboratory	1
	PSE 301	Pulp and Paper Processes	3
	PSE 372	Heat Transfer	3
	FOR 360	Principles of Management	3
		Elective*	3
			18

Summer Mill Experience:

Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304 2

Senior Year			Credit Hours
<i>First Semester</i>	PSE 461	Pulping Technology	3
	PSE 465	Paper Properties	4
	PSE 473	Mass Transfer	3
	PSE 477	Process Control	3
	PSE 491	Paper Science and Engineering Project I	1
		Elective*	3
			17
<i>Second Semester</i>	PSE 456	Management in the Paper Industry	3
	PSE 466	Paper Coating and Converting	2
	PSE 468	Papermaking Processes	3
	ERE 440	Water Pollution Engineering	3
		Elective*	3
			14
Total minimum upper division credits			69

*At least 9 credit hours of electives must be used to complete the following courses: FIN 355 Money and Banking, either EST 296 Introduction to the Legal Processes or LPP 255 Introduction to the Legal System, and either MAR 355 Marketing and Society or HRM 355 Introduction to Human Resource Management.

A minimum of 137 credit hours is required to complete the B.S. degree in PSE with a management minor.

The management minor was developed from the science option by concentrating the electives in management-specific courses. The student, therefore, combines a strong technical background with a firm base in management. The student should have completed a course in microeconomics and an accounting course prior to entering the junior year. The management minor can be taken in conjunction with either the science or engineering options. The example curriculum shows the Management Minor incorporated into the Science Option. If a student is planning to take the Management Minor as a transfer student, a course in accounting should be completed prior to entering the junior year.

Internships and Co-Ops

Paper Science and Engineering students enjoy the advantage of hands-on learning in the pulp, paper, and allied industries through paid internships and co-ops. All PSE students are required to complete a two-credit, 12-week summer intern program in the industry (PSE 304). Internships provide students with valuable experience, financial benefits, and two credits toward graduation. Students must submit a mill report for completion of the internship.

Students who complete a co-op in addition to the 12-week internship find the experience highly valuable because they are often able to see engineering projects through to their completion. Generally, students who have had the co-op experience are highly sought for permanent employment.

The co-op position is approximately 7 months in duration, either beginning in May and ending in December, or beginning in January and ending in August. Usually it takes students who complete a co-op one extra semester to graduate. Co-op students are enrolled for one credit and are required to submit a co-op project report in addition to the mill report required for the two-credit summer internship course.

The employment interview schedule begins in mid-October following the Syracuse Pulp and Paper Foundation's annual meeting. Some companies schedule interviews for co-ops and summer internships at the same time that they hold interviews for permanent positions. Other companies choose to hold interviews for co-ops and interns in the spring semester.

Graduate Program

The faculty participates in graduate education leading to the master of science and doctor of philosophy degrees through the program in environmental and resource engineering. See pages 61-69 for more information on this program.

Graduate studies reflect the strong trend toward diversification in the industry and offer opportunities for study in a variety of subjects related to the manufacture of pulp and paper. Individual study programs are designed to meet specific personal needs.

An important component of the graduate program is thesis research under direction of a major professor. Much of this research is carried out under the auspices of one of the outstanding research facilities of the world, the Empire State Paper Research Institute (ESPRI), an integral part of the Faculty. Its research activities aim to generate new information regarding the fundamentals, the science, the engineering and the technology of the papermaking process, utilizing advanced techniques such as computer simulation, electron microscopy, specialized spectrophotometry, nuclear magnetic and electron spin resonance and nuclear tracer methods. Recent work has been directed to fundamental investigations of pulping, bleaching, additives, paper recycling, effluent disposal, the papermaking process, the properties of paper, reactions of wood components during mechanical and chemical treatments, the structure of wood and wood fibers, evaporation, fluid dynamics, heat transfer, and chemical recovery. Pilot scale equipment in Walters Hall is often used as an integral part of these research programs.

Many research projects are carried out in cooperation with other College faculties. Examples of such projects include a wide-ranging study of toxicity of paper industry effluents in cooperation with the Faculty of Environmental and Forest Biology, and a cooperative project on the theoretical and experimental analysis of the mechanical properties of fiber and paper with the Department of Aerospace and Mechanical Engineering at Syracuse University. Cooperative studies enable access to the latest equipment in the computer field, including "super" computers.

The faculty enjoys excellent external support in the form of graduate assistantships, fellowships, and grants from ESPRI, the Syracuse Pulp and Paper Foundation, and other industry sources, as well as a number of government granting agencies.

The Faculty of Wood Products Engineering

GEORGE H. KYANKA, Chair
403 Baker Laboratory
(315) 470-6880

<http://www.esf.edu/faculty/wpe/>

KYANKA, Chair (Construction, Applied Mechanics, Engineering Design), HANNA (Ultrastructure and Microscopy), HUSSEIN (Structural Engineering, Mechanics, CAD), KEULER (Construction Estimating, Safety, Codes and Zoning, CAD), MEYER (Wood Properties, Wood Utilization, Anatomy), L. SMITH, (Adhesives, Coatings, Wood-based Composites), W. SMITH (Wood Preservation and Seasoning)

Undergraduate Program

The wood products engineering program prepares students for a wide variety of professional careers in the construction industry, or wood products manufacturing, marketing, and design. These interests are presented in two options: construction management and engineering, and wood products. Instruction is tailored to the interests of individual students through the use of electives taken at both ESF and Syracuse University.

Professional growth of students is stimulated by active membership in student chapters of professional construction and wood science organizations. Students are encouraged to join an organization that is of particular interest to them. The following stu-

dent chapters are on campus: the Student Construction Association (affiliated with The Associated General Contractors of America and General Building Contractors); the Society of Wood Science and Technology; and the Forest Products Research Society.

All students entering wood products engineering in either construction or wood science are transfer students. Graduates with A.S. degrees in liberal arts, math/science, and engineering/science as well as graduates with A.A.S. degrees in architectural, civil, construction, mechanical, and wood technologies are encouraged to apply. Students with or without degrees who meet the lower division requirements and have 62 credits transfer as juniors for a four semester program. Students who have completed pre-calculus, but have not completed chemistry and/ or physics may apply for a five-semester program.

Construction Management and Engineering Option

The commercial construction industry represents an important segment of the nation's GNP. A consequence of this economic importance is that the industry is very competitive. With more construction

Lower Division Courses¹

Students entering this program through the freshman admissions option should refer to pages 56-60.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
English with a focus on writing	6
Calculus I and II	8
Physics I with Laboratory	4
Chemistry I with Laboratory	4
Surveying (required for construction management and engineering only)	3
Liberal arts and sciences	Up to 30
Related courses in the discipline	Up to 40
 Total minimum lower division credits	 62

¹Those students who cannot meet the lower division requirements shown should contact the Admissions Office for specialized assistance.

firms bidding on jobs, it is the organization with the best prepared professionals using the latest technology which is the successful bidder. This competition applies not only to contractors, but to others who are involved in construction operations; e.g., engineers, human resource managers, and material and equipment suppliers. People engaged in this industry must have state-of-the-art skills and knowledge to be successful.

The construction option prepares students for management and engineering careers in the construction industry. The basic objective of the construction option is twofold: first, to provide a fundamental understanding of engineering and environmental considerations, and second, to demonstrate the various methods used to take the design into the field and construct a quality structure in the most efficient and effective manner with minimal environmental impacts.

Particular attention is given to the study of engineering practices. Students learn the behavior of such construction materials as timber, steel, concrete, soil, and rock. Analysis and design of various structural functions are studied, including buildings, excavations, foundations, and bridges. Courses include construction safety, construction equipment, light construction, construction methods, building codes and zoning, specifications, planning and scheduling, estimating, construction management, soil mechanics, and computer applications.

Environmental concerns are incorporated within the option by addressing transportation and workplace safety, environmental impact evaluation, and codes concerning structural, fire, and hazardous storage requirements. Emphasis on environmental and personal safety include asbestos mitigation, noise pollution, air monitoring and sampling techniques, and the proper use of gases and explosives. Calculations for energy efficiency in buildings are made based upon N.Y.S. Energy Conservation Code.

Quality, economic use, and behavior of the materials are stressed throughout the curriculum. Legal and social aspects are integrated into the program in the later stages.

Graduates of the construction option are well prepared for careers in a very challenging and dynamic field. Positions held by alumni include:

- Construction Manager
- Project Manager
- Project Engineer
- Construction Engineer
- Field Engineer
- Planning/Scheduling Engineer
- Timber Engineering Design
- Truss Design Engineer

Students may complete this option in four or five semesters, as noted earlier.

Wood Products Option

The mission of the wood products option is to provide for the educational, research, and public service needs of the forest products industries. Most of these activities are directed towards the forest products industry of New York State, but the Faculty of Wood Products Engineering has a long tradition of national and international service.

The educational goal of the wood products option is to provide a broad education, encompassing study of the anatomical, physical, and mechanical properties of wood, while providing opportunity to focus on a specialty, such as manufacturing, marketing, or utilization of wood products. Students learn to apply basic and engineering sciences to the broad spectrum of products made from wood and its derivatives. Subject areas cover the physical and mechanical properties of wood and components utilizing wood, their industrial applications, designing, manufacturing and marketing of wood products, and the economic aspects of this renewable resource. A materials science approach is used, much like the specialized studies associated with metallurgy, ceramics, and other organic materials.

A core curriculum is supplemented by several elective concentration areas to provide students with an opportunity to design specialized personal courses of study. It has been planned to produce graduates who understand why wood behaves as it does and who could contribute to the utilization or production of virtually any type of wood product. Graduates and current students have maintained interests in several traditional and emerging areas of specialization, including marketing, production, building construction and renovation, and wood science.

Each student is required to develop and educational plan designed to meet a career objective. The career objective may be broad in scope or sharply focused, depending in the student's background and expectations for the future. Elective concentration areas are listed here; recommended courses for each concentration are developed in consultation with faculty advisors.

Marketing
Production
Building Construction and Renovation
Wood Science
Timber Production and Utilization

Upper Division Courses
Construction Management & Engineering Option
for Junior-level Transfers

Junior Year			<i>Credit Hours</i>
<i>Fall</i>	ESF 332	Seminar for New Transfer Students	0
<i>Semester</i>	ERE 221	Engineering Mechanics-Statics	3
	WPE 342	Light Construction	3
	WPE 387	Wood Structure and Properties	3
		Elective ¹	<u>6</u>
			15
<i>Spring</i>	APM 391	Statistical Analysis	3
<i>Semester</i>	ERE 362	Mechanics of Materials	3
	ERE 364	Engineering Materials	3
	WPE 343	Construction Estimating	3
		General Elective ¹	<u>6</u>
			18
Senior Year			<i>Credit Hours</i>
<i>Fall</i>	CIE 337	Soil Mechanics and Foundations I	4
<i>Semester</i>	FEG 410	Structures	4
	WPE 350	Construction Methods and Equipment	3
	WPE 453	Construction Planning and Scheduling	3
	WPE 497	Senior Seminar	<u>3</u>
			17
<i>Spring</i>	WPE 454	Construction Project Management	3
<i>Semester</i>	WPE 455	Construction Contracts and Specifications	3
		Construction Technical Elective ²	3
		General Elective ¹	3
		Wood Technical Elective ³	<u>3</u>
			15
Total minimum upper division credits			65

¹*General Electives:* FOR 205 Introduction to Macroeconomics, FOR 206 Introduction to Microeconomics, FOR 363 Management Models, WPE 401 Creative Approaches to Management. Additional courses in liberal arts and sciences may be required.

²*Construction Technical Electives:* CIE 332 Structures II, CIE 338 Soil Mechanics II, WPE 330 Building Codes and Zoning Practices, WPE 332 Mechanical and Electrical Equipment, WPE 404 Timber Design Project, or WPE 331 Construction Safety.

³*Wood Technical Electives:* WPE 326 Fluid Treatments, WPE 420 Adhesives, Sealants and Coatings, WPE 422 Composite Materials.

A minimum of 127 credit hours is required to complete the B.S. degree in wood products engineering with the construction management and engineering option.

Wood Products Option for Junior-level Transfers

Junior Year			Credit Hours
<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students	0
	EFB 335	Dendrology	2
	ERE 221	Engineering Mechanics-Statics	3
	WPE 322	Mechanical Processing	3
	WPE 387	Wood Structure and Properties	3
	WPE 388	Wood and Fiber Identification Laboratory	2
		Elective	3
			16
<i>Spring Semester</i>	ERE 362	Mechanics of Materials	3
	WPE 326	Fluid Treatments	2
	WPE 327	Fluid Treatments Laboratory	1
	WPE 342	Light Construction	3
		Elective Concentration Course*	3
		Statistical Analysis	3
			15
Senior Year			Credit Hours
<i>Fall Semester</i>	WPE 404	Timber Design Project	3
	WPE 420	Adhesives, Sealants, and Coatings	3
	WPE 497	Senior Seminar	3
		Elective Concentration Courses*	6
		Elective Course	3
			18
<i>Spring Semester</i>	FOR 404	Economics of Wood-Using Industries	3
	WPE 422	Composite Materials	3
		Elective Concentration Courses*	6
		Elective Course	3
			15
Total minimum upperdivision credits			64

A minimum of 126 credit hours is required to complete the B.S. degree in wood products engineering with the wood products option.

*At least 9 credit hours of elective concentration courses must be selected from an advisor-approved sequence of technical courses. Examples of acceptable courses include the following:

Marketing/Production Management

ACC 204 Financial Account Systems, FIN 355 Money and Banking, FIN 356 Corporation Finance, MAR 355 Marketing and Society, LPP 255 Introduction to the Legal System, OEM 346 Organizational Behavior, TDM 365 Transportation and Distribution Management, WPE 343 Construction Estimating, OPM 365 Management of Operations.

Wood Science

PHY 212 Physics II, CHE 116 Chemistry II, FCH 221 Organic Chemistry, FCH 571 Wood Chemistry, EFB 541 Wood Microbiology.

Students are required to select a minimum of fifteen credits in an elective concentration area, but are free to select additional credits in the same concentration area or other courses approved by their academic advisor. Skills to be obtained from this educational experience are listed below.

Essential knowledge for all Wood Products Option graduates:

- Identification, properties, and uses of wood
- Classification of tree species; relations between species and genera of important North American timber species including growth ranges
- Wood-Moisture relationships
- Wood protection
- Production of solid wood and composite products
- Wood mechanics--design of wood structural elements
- Use of wood in heavy and light construction

Certain other courses are offered to provide the well-rounded educational experience typical of a graduate from a leading wood science and technology curriculum that is offered at one of the foremost colleges dealing with renewable natural resources. These additional courses include environmental attitudes and natural resource professionalism from the perspective of forest resources management. At least three credits are to be selected from the Environmental Attitudes list.

A total of 126 credit hours is required for graduation. Of these, 62 credits are lower division credits. Recommended electives for each concentration area are available from faculty advisors.

Marketing. Many WPE graduates choose to enter the wholesale or retail sales fields, dealing with forest products and/or other building materials. Others work for suppliers to the forest products industry, such as paints and coatings or adhesives, or for machine manufacturers. Concentration courses to provide skills listed below include business courses from the Syracuse University School of Management.

Essential knowledge for Marketing Concentration graduates:

- The importance of forest products in the international marketplace
- Economic importance of forest products

- The role of marketing in the distribution of goods
- Characteristics of the forest products marketplace

Production. Students selecting the Production concentration prepare themselves for careers in a wide variety of manufacturing operations, ranging from primary production plywood or particleboard mills to secondary production operations such as the manufacture of millwork or furniture. Recommended concentration courses include those related to management or personnel, management of manufacturing operations, statistical quality control, etc.

Essential knowledge for Production Concentration graduates:

- Production scheduling
- Wood manufacturing operations
- Operations management

Building Construction and Renovation. Today in the United States vast numbers of structures are needed to satisfy the continuing demand for space to meet business, commercial, and residential needs. Construction and renovation of new and old wood-based structures is an important element of efforts to meet this demand for space. A growing field is renovation of old structures to meet altered uses, such as offices, stores, or restaurants placed in old factories, or the renovation of old residences. Historic Preservation of old structures requires consideration of not only the original architecture and use of the structures but also modern concepts for building integrity and safety.

Essential knowledge for Building Construction and Renovation Concentration graduates:

- Traditional light frame and heavy timber construction techniques
- Principles of structural timber design
- Historical and modern architecture and preservation
- Building codes and zoning practices
- Essentials of structural lumber grading
- Planning and managing the construction process
- Small business management (for those students planning to run their own business)

Wood Science. Students generally direct their interests towards courses dealing with the biological aspects of wood (anatomy, tree growth-wood quality relations, effects of decay, etc.) or towards the physical characteristics of the material (physical properties, mechanical and engineering properties, the physics of preservation or seasoning, etc.).

Some wood science students are preparing themselves for graduate school, and eventually enter a career in research, such as in a private or government research laboratory, or for a trade association or service organization. Others find rewarding and challenging careers in industrial settings. Persons interested in teaching and research in wood science and technology at colleges and universities require a strong scientific background.

Essential knowledge for Wood Science Concentration graduates:

- Relations between tree growth and wood properties
- The decay process; effects of decay on structure and properties of wood
- Evaluation and analysis of the physical and mechanical properties of wood

Graduate Program

Through the program in environmental and resource engineering, the Faculty of Wood Products Engineering participates in graduate education leading to the master of science and doctor of philosophy degrees.

Areas of graduate research include: construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, engineered structures: earthquake engineering, and timber structures design. These areas of research are described in the section on Division of Engineering (pages 61-69). Students with backgrounds in construction, engineering, or science can pursue graduate study in this field. The Construction area of study is currently available at the M.S. level only.

Laboratory facilities within Wood Products Engineering include a computer facility with estimating, scheduling, project management, wood engineering design, word processing, spreadsheet as well as other specialized software.

Other laboratory facilities include a mechanical testing laboratory with a wide range of testing machines, electronic data acquisition facilities, shaker table and frequency analyzers, and complete wood processing facilities including a sawmill, plywood mill, dry kiln, and wood preservation equipment. One of the largest wood collections in the world (the H. P. Brown Memorial Wood Collection) is used to support the graduate research program of the Tropical Timber Information Center.

A complete microscopy laboratory is provided by the N. C. Brown Center for Ultrastructure Studies. This equipment includes transmission electron microscopes, scanning electron microscopes with energy dispersive x-ray analysis and particulate analysis accessories, and a wide variety of light microscopes equipped with image enhancement and various video image analysis capabilities. Graduate students using this equipment have superlative tools to relate macroscopic behavior of wood to its anatomical characteristics.

Course Offerings

COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY COURSE DESCRIPTIONS

The courses offered by the College are grouped by general subject areas, and the number of credit hours appears after the course title. A credit hour means one recitation (or lecture) hour per week. Three laboratory hours are equivalent to one lecture hour.

The semester(s) after each course indicates when it is normally offered. The College reserves the right to alter the scheduled offering of a course when its enrollment is too small, or when there is no qualified faculty member available to teach it.

Courses listed in this catalog are subject to change through normal academic channels. New courses, course deletions, and changes in courses are initiated by the cognizant Faculties and the College faculty.

Course Numbering System

Code Levels:

100-499 Undergraduate courses for which no graduate credit may be given.

500-599 Graduate courses designed expressly for areas of specialization in post-baccalaureate programs. Qualified undergraduate students may enroll by permission of the instructor.

600-699 Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade point average of 3.000 or better may enroll in these courses with an approved petition.

700-999 Advanced graduate level courses for which no undergraduate students may register. Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabuses are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

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APM—APPLIED MATHEMATICS

APM 105. Survey of Calculus and its Applications I (4)

Three hours of lecture and one hour of recitation per week. Introduction to calculus for students in the life and management sciences. Elements of analytic geometry. An emphasis on the concepts of limits, continuity, and differentiation for algebraic, trigonometric, exponential, and logarithmic functions and their application to life and management sciences.

Prerequisite: Precalculus or 3.5 years of high school mathematics.

APM 106. Survey of Calculus and its Applications II (4)

Three hours of lecture and one hour of discussion per week. A continuation of calculus for students in the life and management sciences. Elements of analytic geometry. An introduction to integration and application of the definite integral. An emphasis on the concepts of integration for algebraic, trigonometric, exponential, and logarithmic functions and their application to life and management sciences. Spring.

Prerequisite: APM 105 or permission of instructor.

APM 153. Computing Methods for Engineers and Physical Scientists (3)

Introduction to programming structures: flowcharts, language statements, and subprograms. Introduction to data structures: arrays, scalars, and others. Introduction to data codes: numbers and characters, "natural" and binary. Introduction to algorithms at the procedural level. Spring.

APM 255. Computing Applications (3)

Introduction to computing resources: mainframe and personal computers. Techniques of structured problem solving. Introduction to computing and computer networks. Introduction to applications computing (word processing, spreadsheets, communications/electronic mail, and computer graphics).

APM 360. Introduction to Computer Programming (3)

The basic course in computer programming offered by the College. It is intended to provide the student with the skill and understanding needed to utilize digital computer languages for problem solving. The course will cover instruction in Fortran and an introduction to APL; cursory use of operating systems; and some background material in general hardware/software designs. Fall and Spring.

APM 391. Introduction to Probability and Statistics (3)

Elementary probability including permutations, combinations, and other counting formulae, and basic statistical inference, including point estimation, confidence intervals, and hypothesis testing for one or two population means or proportions. Fall or Spring.

APM 395. Probability and Statistics for Engineers (3)

Elementary probability including permutations, combinations, and other counting formulae, and basic statistical inference, including point estimation, confidence intervals, and hypothesis testing for one or two population means or proportions. Spring.

Prerequisite: Calculus through integral calculus.

APM 485. Differential Equations for Engineers and Scientists (3)

First and second order ordinary differential equations, matrix algebra, eigen values and eigen vectors, linear systems of ordinary differential equations, numerical solution techniques, and an introduction to partial differential equations.

Prerequisite: MAT 295, MAT 296, MAT 397, or equivalent.

APM 500. Introduction to Computer Programming for Graduate Students (3)

A basic course in computer usage. Provides the skill needed to utilize digital computer languages for problem solving. Includes a study of Fortran with a discussion of APL and Assembly Language. Other topics include representation of information, management of files, error control, operational systems and job control. Fall and Spring.

APM 510. Statistical Analysis (3)

Two hours of lecture and three hours of laboratory. A treatment of statistical inference, including paired design, group design, linear regression and correlation, one way analysis of variance and some applications of chi-square. Calculation of statistics, test of hypotheses and proper interpretation of calculated statistics. Fall.

APM 620. Analysis of Variance (3)

Three hours of lecture and recitation and three hours of laboratory. Multiway classifications in the analysis of variance, with emphasis on the development of models, including randomized blocks, latin squares, split plots, and factorial designs with fixed effects, random effects, and mixed effects; multiple and partial regression and correlation (including curvilinear), using matrix methods; analysis of covariance. Fall.

Prerequisites: Graduate standing and an introductory course in statistics covering material through the one-way analysis of variance.

APM 625. Introduction to Sampling Techniques (3)

Two hours of lecture and three hours of laboratory. Introduction to the scientific basis of sampling: selecting an appropriate sampling unit; choosing an efficient design; calculating sampling error; determining a sample size to meet stated objectives. Fall.

Prerequisite: APM 391 or equivalent.

APM 630. Regression Techniques with Applications to Forestry (3)

Two one and one-half hours of lecture. Review of matrix algebra, probability theory and statistical methods. Basic concepts in regression analysis. Classical linear regression model. Least and weighted least squares method. Dummy variables and their uses in regression and covariance analysis. Applications to problems of statistical prediction and estimation from the field of forestry in general and forest mensuration and inventory in particular. Fall.

Prerequisite: APM 391 or equivalent.

APM 635. Multivariate Statistical Methods (3)

Estimation and inference for the multivariate normal distribution. Multivariate analysis of variances, factor analysis, principal components analysis, canonical correlation, discriminate analysis, cluster analysis. Spring.

Prerequisite: One semester of statistics.

APM 640. Mathematical Modeling of Environmental Systems (3)

Three hours lecture/discussion. This course provides students with skills to develop and apply mathematical models of environmental fate processes, perform analyses of sensitivity and uncertainty to facilitate model selection, parameter estimation, and experimental design, and assess the role of mathematical modeling in relation to other aspects of environmental systems analysis and management. Fall.

Prerequisites: Calculus through integral calculus, introductory probability and statistics, introductory differential equations, and knowledge of a programming language.

APM 650. Operations Research (3)

Two one and one-half hours of lectures. Deterministic and Stochastic Operations Research models applicable to managerial problems. Linear programming, transportation and allocation models, goal programming, dynamic programming, network analysis, and simulation techniques. Spring.

Prerequisites: APM 391 and MAT 227 or equivalent, or permission of the instructor.

APM 696. Special Topics in Quantitative Methods (1-3)

Experimental and developmental courses in areas of quantitative methods not covered in regularly scheduled courses. A course syllabus will be available to students and faculty advisors prior to registration. Fall or Spring.

CLL—COMPOSITION, LIBRARY AND LITERATURE**CLL 190. Writing and the Environment (3)**

Introduction to writing and reading on the college level. The course will require frequent informal writing assignments, an oral presentation, and at least two formal writing assignments. Students will acquire the skills to achieve college-level literacy.

CLL 290. Perspectives on the Environment (3)

Examination of the views of nature and the environment as seen by selected writers, poets, and essayists. The course will require frequent informal writing assignments, an oral presentation, and at least three formal writing assignments--one of which will require research and documentation. Students will learn the literacy expectations of their disciplines. Intended for students who have had an introductory writing course.

CLL 296. Special Topics in Composition, Library and Literature (1-3)

Experimental, interdisciplinary, or special course work at the freshman or sophomore levels. Subject matter and course format vary from semester to semester or offering on the basis of needs and objectives of the course. Fall or Spring.

CLL 300. Library Research (1)

Two hours of lecture or discussion, one hour lab per week in the library, during the first five weeks of the semester. Introduction for students at all levels to basic library materials and the research process leading to preparation of a bibliography. Fall and Spring.

CLL 390. Introduction to Literature of Nature (3)

Examination of the views of nature and the environment as seen by selected writers, poets and essayists of the nineteenth and twentieth centuries up to Rachel Carson. The readings discussions and written assignments will explore the aesthetics, the socio-political climate and the prevailing attitudes toward the environment that formed the backdrop for readings. Intended for students who have had the freshman sequence of writing courses. Spring.

CLL 405. Writing for Science Professionals (1-3)

Three hours of lecture, discussion, workshops. Principles and practice of writing skills required of science professionals. Develop proficiency in determining the purpose of a document; analyzing the audience; selecting, developing, and organizing the information in an appropriate design; and writing clearly, precisely, and effectively. Writing assignments done weekly; rewriting is routinely required. Fall and Spring.

CLL 410. Writing for Environmental Professionals (3)

Three hours of lecture and discussion. Principles and practice of writing skills required of environmental professionals. Develop proficiency in determining the purpose of a document; analyzing the audience; selecting, developing and organizing the information in an appropriate design; and writing clearly, precisely and effectively. Writing assignments are made weekly; rewriting is routinely required. Fall and Spring.

Prerequisite: Satisfactory completion of a college-level course in basic writing skills.

CLL 490. Literature of Nature (3)

Examination of the views of nature and the environment as seen by contemporary nature writers and environmentalists. The readings, discussions and written assignments will explore the aesthetics, the socio-political climate and the prevailing attitudes toward the environment that form the backdrop for readings. Spring.

Prerequisite: CLL 390 or permission of instructor.

CLL 496. Special Topics in Composition, Literature, and Library Studies (1-3)

Special topics of current interest to undergraduate students in composition, literature, and library. A detailed course description will be presented as the topics area is identified and developed. Fall and Spring.

CLL 498. Independent Study (1-3)

Guided individual study of a topic in composition, literature, and library. Enrollment is possible at various times during the semester. Fall and Spring.

CMN—COMMUNICATIONS (LANDSCAPE ARCHITECTURE)

(See also courses listed below under EIN and LSA)

CMN 380. Technical Drawing I (1)

One three-hour drafting room period. Elements of perspective, isometric, oblique, and orthographic projection. Practice in free-hand and instrument drawing. Fall.

CMN 382. Graphic Communication (3)

Two three-hour studios and one one-hour lecture per week. Studio time devoted to demonstrations, exercises, and projects. Focusing on sketching, drafting, drawing construction and rendering techniques used in the landscape architecture field. Emphasis on skill development, and use of graphics in the design process. Drawings, examinations, and actual project constitute basis for grades. Fall.

CMN 521. Communication for Design and Planning Professions (3)

One 3-hour lecture and discussion per week, and two individual conferences with instructor during semester. The course is taught as a simulation during which students will develop cognitive understanding of the communications processes at play in the professional world of landscape architects and land-use planners and build communication skills. Fall or Spring.

Prerequisite: Students must have completed lower-division oral and written communication requirements and an upper-division writing course.

CMN 531. Environmental Communications (3)

Three hours of lecture/discussion. An introductory course for seniors and graduate students which presents techniques and processes in education and communications applicable in environmental science, management, planning, and design. Topics include basic teaching, learning and communications theory and strategy, working with the press, electronic media, gaming and simulation, public address techniques, slide/tape production and use, film production and use. Spring.

CMN 552. Graphic Communication (3)

Two three-hour studios and one one-hour lecture per week. Studio time devoted to demonstrations, exercises and projects focusing on sketching, drafting, drawing construction and rendering techniques used in the landscape architecture field. Introduction to drawing reproduction and technologies. Emphasis on skill development, use of graphics in the design process. Drawings, examinations, and a final project constitute basis for grades. Fall.

Prerequisite: M.L.A. status or permission of the instructor.

EFB—ENVIRONMENTAL AND FOREST BIOLOGY

The Faculty of Environmental and Forest Biology offers a diverse array of courses at both undergraduate and graduate levels. Based on student interest, curricula can be designed to accommodate a degree of specialization in one or more subdisciplines of biology. In the following list, courses numbered from ()00 - ()25 (at each level) are

General Biology offerings; those from ()26 - ()50 are Plant Sciences, and those from ()51 - ()95 are Animal Science courses.

NOTE: All EFB courses of 300 level and above require a minimum prerequisite of one year of college biology or equivalent. A course at an appropriate level may be taken with permission of the instructor.

EFB 132. Orientation Seminar: Environmental and Forest Biology (1)

One hour per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to EFB as a field of inquiry. Fall.

EFB 220. Global Environment (3)

A survey of current global environmental change, including global warming, acidic deposition, the ozone hole, El Niño, loss of biodiversity, and energy and population problems. Socio-economic and political ramifications of global change. Three lectures per week. Spring.

EFB 226. General Botany (4)

Three hours of lecture and three-hour laboratory. An introduction to plant biology with special emphasis on the structure and function of the green plant. Fall.

EFB 285. Principles of Zoology (4)

An introduction to the study of vertebrate and invertebrate animals, including reproduction, development, heredity, physiology, form and function, diversity, evolution, and behavior. An integrated laboratory and lecture course that introduces processes of scientific inquiry and provides a basis for understanding the natural world. The course provides the fundamental background for advanced or specialized courses, e.g., in animal physiology, anatomy, taxonomy, ecology, behavior, and fisheries/wildlife sciences. Spring.

EFB 300. Biotechnology and the Custom Designing of Life (3)

The new and expanding technology of genetic engineering is affecting the world around us in new, exciting, and sometimes unexpected ways. Therefore, students from all fields of biology need a fundamental knowledge of the subject to make intelligent decisions about the coming changes. Lectures in this course will cover general principles, important historical background, and current uses of biotechnology. This course will include student discussions and debates on the social and environmental impacts of introducing modified and novel genomes into our world as well as the gathering and uses of personal genetic information. Fall.

EFB 303. Introductory Environmental Microbiology (4)

Three hours of lecture and three hours of laboratory. An introduction to the biology of microorganisms and viruses and a study of their interactions with other microbes and macroorganisms. Fall.

EFB 307. Principles of Genetics (3)

Three hours of lecture and discussion. A general course covering concepts of genetics and evolution basic to upper division biology and biochemistry courses. Includes the inheritance and analysis of Mendelian and quantitative traits, the chemical nature of the gene and its action, genetic engineering, the genetic structure of populations and their evolution. Numerical methods for the characterizing and analyzing genetic data are introduced. Spring.

Prerequisite: A one-year college introductory biology course.

EFB 308. Principles of Genetics Laboratory (1)

Three hours of auto-tutorial laboratory. Experiments with plant and animals and computer simulation exercises demonstrate the basic principles of inheritance of Mendelian traits and changes in populations caused by major forces in evolution or by breeding procedures. Numerical methods for characterizing quantitative traits and for testing hypotheses are introduced. Spring.

Corequisite: EFB 307 or equivalent.

EFB 309. Introduction to Quantitative and Population Genetics

..... (1)
Lectures and auto-tutorial laboratories on basic concepts of quantitative inheritance, the structure of populations, and evolution. Laboratory experiments and computer simulations are used to demonstrate these concepts. Numerical methods for characterizing and analyzing genetic data are introduced. Not open to students taking EFB 307 and 308. Spring.

Prerequisite: Permission of the instructor.

EFB 320. General Ecology (4)

Three hours of lecture and one three-hour field trip/laboratory. An introduction to plant and animal ecology, including concepts and techniques in population ecology, community dynamics, physiological and behavioral ecology, biogeography, ecosystem ecology, nutrient cycling and energy flow. Ecological management applications, human ecological impacts and problems are considered. Fall.

EFB 325. Cell Physiology (3)

Three hours of lecture. Introduction to the dynamics of living systems with emphasis on the universality of the biological world. Fall.

Prerequisite: One semester of organic chemistry.

EFB 326. Diversity of Plants (3)

Two hours of lecture and one three-hour laboratory. An evolutionary survey of plants from unicellular prokaryotes to multicellular eukaryotes. Coverage includes the algae, fungi, bryophytes, lower vascular plants, ferns, gymnosperms and angiosperms. Spring.

EFB 335. Dendrology (2)

One hour of lecture and one three-hour laboratory/field trip. Field study, identification, and major characteristics of important forest trees of North America. Open only to students in the Forest Engineering curriculum. Fall.

EFB 336. Dendrology (3)

Two hours of lecture and one three-hour laboratory/field trip. Field study, identification, natural history, and elementary silvics of important forest trees of North America. Fall.

EFB 340. Forest and Shade Tree Pathology (3)

Two hours of lecture and three hours of autotutorial laboratory. Major diseases of forest, shade, and ornamental trees and deterioration of forest products, with emphasis on disease identification, principles of disease development, effects of disease on the host, and practical control measures. Spring.

EFB 341. Regulators, Terminators, and Resource Recovery Agents of the Forest (3)

A self-paced correspondence course based on readings from Tree Disease Concepts and a study guide that directs the student to provide written or diagram responses to questions. The exercises are oriented toward developing an understanding of the biological foundation and ecological importance of diseases as regulators, terminators, and resource recovery agents in the forests. This course is supplemented with overview videos. Students will be guided in making their own observations and diagnoses in the field.

EFB 351. Principles of Forest Entomology (3)

Two hours of lecture, three hours of laboratory. Elements of insect classification, morphology and physiology; introduction to the role of insects in forested ecosystems; insect surveys, hazard rating, impact, control and other aspects of applied forest pest management. Designed for students in Resources Management. Spring.

EFB 352. Elements of Entomology (3)

Two hours of lecture, three hours of laboratory/field work. General classification of insects, morphology, physiology, ecology, behavior, and basic principles of population control. Emphasis through illustration is on the role of insects in the forest environment. Fall.

EFB 355. Invertebrate Zoology (4)

Three hours of lecture, three hours of laboratory. Structure, function, classification, and evolution of invertebrates. Emphasis on functional biology and ecological interactions. Spring.

EFB 381. Vertebrate Museum Techniques (2)

Theory and practice of vertebrate museum methods, with emphasis on the preparation and curation of vertebrate specimens. Spring.

Prerequisites: At least senior standing and permission of instructor. Limited to ten students.

EFB 382. Wildlife Conservation (3)

Two hours of lecture, one hour of recitation. Introduction to the biological principles of conservation including the relationship of natural resources to modern society. The wildlife resource and its conservation will be emphasized. It is not designed for students concentrating in the area of Forest Wildlife Management. Fall.

EFB 385. Comparative Vertebrate Anatomy (4)

Three hours of lecture and three hours of laboratory per week. Analysis of vertebrate structure, with emphasis on comparative study of organ systems. Includes evolution of form and function, major adaptive patterns, and phylogenetic relationships in vertebrates. Spring.

EFB 405. History of the Natural Sciences/Contemporary Issues (2)

Two hours of lecture. A review of the history of western science from pre-Ionian to Darwin, with evaluation of the impact of cultures and theology on the progress of scientific thought. Contemporary issues concerning bioethics and biotechnology will be examined for their influence on the scientific community and social structure. Spring.

EFB 412. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion. Centers on chemical signals among organisms from microbes to man as they affect ecology, physiology and behavior and as they can be utilized for agriculture, pest management, and animal husbandry. Spring.

Prerequisite: Organic chemistry (one year).

Note: Also listed as FCH 440.

EFB 415. Ecological Biogeochemistry (3)

Three hours of lecture and discussion. Investigation of the principles of biogeochemistry in ecosystems. The transformations and fluxes of elements in terrestrial and aquatic ecosystems including global cycles are emphasized. Fall.

Prerequisite: Courses in general ecology and introductory chemistry.

EFB 420. Field Experience Internship (5)

Full-time for at least five weeks, or equivalent, of employment with an agency or professional involved in field activity. A resident faculty member is required to serve as course evaluator. Approval of curriculum director is necessary. See advisor for detailed procedural information. Summer.

EFB 421. Ecology of Freshwaters (2.5)

Half-time for four weeks. Cranberry Lake Biological Station. Experimental and observational studies of environmental and biotic interactions influencing productivity of freshwaters. Basic concepts at the organismic, population, and community level. Summer, Cranberry Lake Biological Station.

EFB 426. Plant Propagation (1)

One combined lecture-demonstration laboratory plus supervised greenhouse assignments. Instruction in principles and practices of plant propagation and in related greenhouse operations. Fall and Spring.

Prerequisite: Senior status in Environmental and Forest Biology curriculum.

Note: Cannot be used to satisfy the 6-hour biology curriculum requirement in the plant sciences.

EFB 435. Adirondack Flora (2.5)

Field study of summer flora of the Adirondacks including field identification and ecology of key species. Summer, Cranberry Lake Biological Station.

EFB 436. Dendrology II (1)

One three-hour field trip/laboratory. A continuation of Dendrology I emphasizing trees and shrubs ecologically important in the Central New York region and economically important in North America. Fall.

EFB 440. Mycology (3)

Two hours of lecture, three hours of laboratory. Fundamentals of the morphology, taxonomy, life histories, ecology and symbiotic relationships of fungi. Fall.

EFB 441. Field Plant Pathology (2.5)

Field study of plant diseases and decline with special emphasis on the field identification of different pathogens, including viruses, bacteria, fungi, insects, and pathogenic plants. Summer, Cranberry Lake Biological Station.

EFB 442. Field Mycology (2.5)

An introduction to the collection and identification of Adirondack fungi. Field techniques and laboratory identification of the major fungi found in selected ecosystems. Summer, Cranberry Lake Biological Station.

EFB 443. Plant Virology (3)

Two hours of lecture and three hours of laboratory. History of plant virology, identification and characterization of plant viruses, including transmission mechanisms, vector relationships, purification, and serology. Laboratory will present techniques for the identification and characterization of plant viruses. Spring (even years).

Prerequisite: EFB 303, equivalent, or consent of the instructor.

EFB 445. Plant Ecology (3)

Two hours of lecture and discussion and one laboratory session. A first course in plant community ecology dealing with the dynamics of community development and change and the process of community analysis and description. Spring.

Prerequisite: EFB 320.

EFB 446. Ecology of Mosses (3)

Two hours of lecture and one three-hour laboratory or field trip. A study of taxonomic diversity, ecological adaptations, and the roles of bryophytes in ecosystems.

EFB 448. Physiological Ecology of Plants (3)

Three hours of lecture. Examination of the interactions between plants and their environment. Emphasis on the physiology of plants as modified by fluctuating external conditions and the mechanisms of plant adaptation. Students completing EFB 448 should not enroll in EFB 530. Fall.

Prerequisites: An introductory course in physics, EFB 320 and EFB 326.

EFB 451. Pest Management Theory and Practice (2)

Two hours of lecture for nine weeks; then one lecture hour and one three-hour laboratory for four weeks. A review of history and governmental policy for four weeks. A review of history and governmental policy of pest management, as well as basic instruction in theory and practicum. Fall.

Prerequisite: EFB 352 or equivalent.

EFB 452. Principles of Chemical Control (3)

Two hours of lecture; one three-hour laboratory. A study of the chemistry, toxicology, handling and application of chemicals used to manage pest populations. A primer for the State Pesticide Application examinations. Spring.

Prerequisite: EFB 451.

EFB 453. Forest and Aquatic Insects (2.5)

The forest and aquatic insects of Cranberry Lake Region and their role in these environments and habitats. Insect collection required. Summer, Cranberry Lake Biological Station.

EFB 454. Wood Deterioration by Insects (3)

Three hours of lecture, discussion, and demonstration. Biology, identification, ecology of insect and wood interrelations; prevention of injury and control of insects injurious to forest products and wood in use. Spring.

Prerequisite: EFB 352 or equivalent.

EFB 476. Vertebrate Ecology (2.5)

Utilization of unique Adirondack forms and communities to study population dynamics, behavior, systematics, and the ecological role of vertebrates; standard field and laboratory techniques. Summer, Cranberry Lake Biological Station.

EFB 478. Microcommunity Ecology (2.5)

Field study of terrestrial invertebrate microcommunities; descriptive and comparative assay of microhabitats incorporating experimental and field techniques. Summer, Cranberry Lake Biological Station.

EFB 479. Field Ornithology (2.5)

Field study of the ecology, distribution, and behavior of birds in the Adirondack region. Techniques used in conducting field studies in avian biology will be emphasized (including mist netting, banding, field identification, and avian censusing). Summer, Cranberry Lake Biological Station.

EFB 480. Principles of Animal Behavior (4)

Three hours of lecture, one hour of recitation per week. A study of the basic principles of animal behavior, stressing exogenous and endogenous mechanisms of control, with emphasis on the evolution of behavior. Spring.

EFB 481. Behavioral Ecology (2.5)

Study of the behavioral adaptations of animals to their environment. Emphasis will be placed on field observation and experimentation. Habitat selection, foraging, mating, and social behavior will be considered. Summer, Cranberry Lake Biological Station.

Prerequisite: EFB 480 or equivalent behavior course.

EFB 483. Biology of Birds and Mammals (4)

Three hours of lecture and three hours of laboratory. A course surveying the taxonomy, anatomical-behavioral-physiological adaptations and natural history of birds and mammals. Techniques for the field study of a vertebrate species will be discussed. Fall.

EFB 485. Herpetology (3)

Two hours of lecture and three hours of laboratory. An introduction to the structure, function, ecology, behavior, development, and distribution of amphibians and reptiles as they relate to the systematics of the various groups. Spring.

EFB 486. Ichthyology (3)

Two hours of lecture, three hours of laboratory. An introduction to the anatomy, physiology, ecology, behavior, and taxonomy of fishes. Spring.

EFB 487. Fishery Biology (4)

Three hours of lecture and three hours of laboratory. Introduction to models of growth, mortality, production, and exploitation; aspects of fish ecology and behavior related to the dynamics and management of fish populations and communities. Fall.

Prerequisite: EFB 486 or equivalent.

EFB 488. Ecology of Adirondack Fishes (2.5)

Study of the ecology of fishes, with detailed individual investigation of the ecology of Adirondack fishes. Summer, Cranberry Lake Biological Station.

EFB 489. Animal Physiology (4)

Three hours of lecture and three hours of laboratory. An introduction to the fundamentals of animal physiology, including function of the basic organ systems, organismal and physiological adaptation to the environment. Fall.

Prerequisite: Either one semester of biochemistry or cell physiology (EFB 325 or equivalent).

EFB 490. Wildlife Ecology and Management (3)

Three hours of lecture. A study of the ecological principles governing wild animal populations and their habitats and the relationship of these principles to management programs and decisions. Spring.

Prerequisites: EFB 320 or equivalent.

EFB 491. Wildlife Ecology and Management Practicum (2)

One hour discussion, three hours laboratory. Practical contact and experience with wildlife management techniques and programs; relates practices to principles of management. Designed for biology students wishing to pursue careers as wildlife biologists. Spring.

Corequisite: EFB 490

Pre- or corequisite: CLL300.

EFB 493. Wildlife Habitats and Populations (4)

Three hours of lecture/discussion and one three-hour laboratory per week, one Saturday field trip required. Application of ecological concepts including succession and population biology to wildlife management planning and program assessment. Students are exposed to U.S. Fish and Wildlife Service habitat evaluation procedures and fundamentals of population modeling. Fall.

Prerequisite: EFB 490/491.

EFB 496. Topics in Environmental and Forest Biology ... (1-3)

Experimental, interdisciplinary, or special coursework in biology for undergraduate students. Subject matter and method of presentation varies from semester to semester. May be repeated for additional credit. Fall or Spring.

EFB 497. Seminar (1)

One hour of presentations and discussion. A topic in Environmental and Forest Biology will be emphasized and its importance to contemporary issues will be addressed. Fall or Spring.

Prerequisite: 90 credit hours.

EFB 498. Research Problems in Environmental and Forest Biology (1-3)

Independent research in topics in Forest Biology for the superior undergraduate student. Selection of subject area determined by the student in conference with appropriate faculty member. Tutorial conferences, discussions and critiques scheduled as necessary. Final written report required for departmental record. Fall, Spring, and/or Summer.

EFB 500. Forest Biology Field Trip (1-3)

A five- to ten-day trip to (1) agencies engaged in biological research, management, and administration, or (2) regions or areas of unusual biological interest. A final report is required. Additional fees required to cover cost of travel and lodging during field portion of course. Fall or Spring.

EFB 501. Introduction to Genetic Engineering (3)

Three hours of lectures. The concepts and processes of recombinant DNA technology for the manipulation of genomes of plants, animals, fungi, and bacteria to produce new organisms of practical value. Spring.

EFB 505. Microbial Ecology (3)

Two hours of lecture and three hours of laboratory. Applied and environmental aspects of microbiology with emphasis on biochemical interactions. Examining microbial processes and interrelationships in aquatic and terrestrial ecosystems. Spring.

Prerequisite: EFB 303 or equivalent.

EFB 509. Concepts in Evolutionary and Systematic Biology (3)

Three hours of lecture. Exploration of the core concepts of evolutionary and systematic biology to better understand organic diversity. Includes study of evolution's causal factors (mutation, migration, genetic drift, and natural selection) and results (microevolution, differentiation, speciation, and macroevolution), as well as the principles that allow classification of living organisms and reconstruction of evolutionary histories. Examples are drawn from plants, animals, and microorganisms. Spring.

Prerequisite: EFB 307 or equivalent course in general genetics.

EFB 510. Health and Our Chemical Environment (3)

Three hours of lecture and discussion. Analysis of our chemical environment and discussion of health hazards of anthropogenic and natural chemicals in environment associated with typical life styles of our society. Emphasis is on basic toxicological principles, scientific basis of regulations and risk assessment for balanced judgment of issues on health hazards of environmental chemicals. Spring.

EFB 515. Population Ecology (3)

Two hours of lecture and three hours of laboratory. Description, analysis, evolution, interactions and stability of natural and experimental populations. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 516. Ecosystems (3)

Ecosystems emphasizes the integration of biological, chemical and physical aspects of the environment applied in an integrative fashion to units of landscape and water. Major topics covered include a survey of ecosystem types, energy flow, nutrient cycles and the relation of ecosystem processes to plant and animal populations. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 518. Systems Ecology (4)

Three hours of lecture and three hours of laboratory/field experience. Survey of history, literature, and techniques of systems ecology, including, especially, the teaching of intellectual, basic mathematical, and computer skills that allow the student to take an environmental problem of his or her choosing and simulate it on a computer. Fall.

Prerequisite: One course in ecology. It is also recommended that the student have at least some previous or concurrent experience with computers. Weekend field trip required.

EFB 520. Pest Management Systems in Forestry (3)

An in-depth analysis of management systems developed for forest pest problems. This course examines the concepts and processes of integrated pest management systems in forestry. It analyzes the major forest insect and disease systems developed in recent years. Vegetation management and pesticide use in forestry are also covered. A forest management plan is prepared and defended according to preestablished guidelines. The course is required for the Master of Forestry degree and is part of a sequence of Forest Entomology, Pest Management, and Forest Pathology courses offered. Spring.

Prerequisite: EFB 351/352 or basic entomology; or forest pathology.

EFB 522. Ecology, Resources and Development (2)

Examines the emerging field of ecological economics by reviewing traditional economic approaches, especially as applied to evaluating nonmarket processes—such as many of the services of nature. Introduces alternative approaches focusing on energy and resources, rather than money, as a basis for wealth and evaluation. Spring.

Prerequisites: A course in ecology and a course in economics.

EFB 523. Tropical Ecology (3)

One hour of lecture coupled with a period of intensive field study over spring break on a tropical island in the Caribbean. Principles of tropical ecology, resource management, and island

biogeography are presented. Field trips to a variety of tropical ecosystems including: rain forest, coral reefs, crater lakes and montane rain forest. Comparisons with north temperate ecosystems are made. Additional fees required to cover cost of travel and lodging during field portion of course. (Deposit required by mid-December). Requires the ability to swim. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 524. Limnology (3)

Three hours of lecture. An introduction to the physics, chemistry, and biology of inland waters, with particular emphasis on lakes. The course focuses on lakes as integrated ecosystems, and analyzes perturbations in this environment on the structure and function of the biological communities contained therein. Fall.

Prerequisites: Introductory courses in physics and chemistry, and EFB 320.

EFB 525. Limnology Laboratory (1)

One laboratory or field trip. An introduction to limnological techniques and the procedures for empirically analyzing ecological relations in aquatic ecosystems. Field trips to local aquatic habitats. Fall.

Pre- or Corequisite: EFB 524.

EFB 526. Introduction to Plant Tissue Culture (3)

One hour of lecture and six hours of laboratory designed to introduce students to the scientific and commercial uses of plant tissue culture. Spring.

Prerequisite: A semester of General Botany or equivalent.

EFB 529. Ecology of the Soil/Plant System (3)

Three hours of lecture and discussion. The course develops the foundations of and understanding in soil/plant relationships with emphasis on soil nutrients and trace elements. Role of the nutritional factor in population abundance and distribution, competition, allelopathy, species endemism, community development (succession), and anthropogenic factors are covered. Spring.

Prerequisite: EFB 320, or EFB 445, or equivalent.

EFB 530. Plant Physiology (3)

Three hours of lecture. Internal processes and conditions in higher plants with emphasis on physiological and biochemical concepts. For students majoring in the biological sciences. Spring.

Prerequisites: EFB 325, EFB 326.

Note: EFB 531 also required for Plant Sciences Concentration students.

EFB 531. Plant Physiology Laboratory (2)

Two laboratory sessions. Introduction to methods and procedures of physiological research. Spring.

Prerequisite: Corequisite EFB 530, or permission of the instructor.

EFB 532. Plant Anatomy (3)

Two hours of lecture and three hours of laboratory. An introductory course in plant anatomy designed to familiarize the student with the organization and development of the primary and secondary plant body of higher plants. Spring.

Prerequisite: EFB 326.

EFB 535. Systematic Botany (3)

Two hours of lecture and three hours of laboratory. Identification, nomenclature, and classification of flowering plants with special emphasis on local flora and on developing the ability to classify the plants of any region. Fall.

Prerequisites: EFB 326.

EFB 540. Forest Health Monitoring (3)

Three hours of lecture/discussion on theoretical and applied aspects of forest health monitoring including concepts, data acquisition, analysis, quality assurance, interpretation, and reporting. Spring.

Pre- or Corequisites: Courses in forest resources management, ecology, pathology, and entomology.

EFB 541. Wood Microbiology (3)

Two hours of lecture and three hours of laboratory/field trip. Survey of lignicolous microorganisms, their roles in the degradation of wood, and principles of their control. Detailed consideration of all types of decay of wood and its products from chemical, ultrastructural, biotechnological and ecological perspectives. Fall.

EFB 542. Freshwater Wetland Ecosystems (3)

Three hours of lecture. An examination of the structure and function of various freshwater wetlands. Ecologic principles that broadly apply to all wetland ecosystems are examined and contrasted with terrestrial systems. The effect of management activities on, and the management potential of, wetlands are also examined. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 545. Forest Decline Concepts (3)

Three hours of lecture/discussion per week. Environmental stress factors will be integrated into forest decline concept models using specific examples from forest pathology, forest entomology, ecology, resource management and current environmental topics. Fall.

EFB 551. Forest and Shade Tree Entomology (2)

Two hours of lecture. Important forest and shade tree insects, detection, evaluation, prevention, and control of their damage; their relation to silviculture and management of forests and shade trees. Fall.

Prerequisite: EFB 352 or equivalent.

EFB 552. Forest and Shade Tree Entomology Laboratory . (1)

Three hours of laboratory/field trip. Identification of important forest and shade tree insects and their damage. Fall.

Pre- or Corequisite: EFB 551.

EFB 554. Aquatic Entomology (3)

An introduction to the identification, life histories, and ecology of aquatic insects, with emphasis on genera found in the north-eastern U.S. Includes a consideration of the functional role of insects in aquatic systems, and current avenues of research. Intended for seniors and graduate students pursuing interests in entomology, fisheries and wildlife, forestry, limnology and general ecology. Fall.

Prerequisite: One course in entomology or permission of the instructor.

EFB 555. Chemical Ecology of Vertebrates (3)

A survey of chemical interactions within and among species of fish, amphibia, reptiles, birds and mammals, including humans. Signal production, sensory processes, plant-animal interactions, practical applications of chemical ecology, and effects of global and local change on chemical ecology processes. Spring.

Prerequisites: One semester of Organic Chemistry and at least two of the following: General ecology, animal behavior, introduction to chemical ecology, and a course in vertebrate biology.

EFB 561. Medical Entomology (3)

Three hours of lecture and recitation. Study of arthropods affecting man, domestic animals, and wildlife with emphasis on their biology, control, and relationships to vertebrate disease. Spring (even years).

Prerequisite: EFB 352 or equivalent.

EFB 565. Insect Morphology (3)

Two hours of lecture and three hours of laboratory. A comparative study of the external morphology of insects emphasizing evolutionary trends, especially modifications of homologous structures. Topics of special importance include intersegmental relationships, feeding, sensory mechanisms, locomotion, and reproduction. Spring.

Prerequisite: EFB 352.

EFB 570. Insect Physiology (3)

Two hours of lecture and three hours of laboratory. Study of the life processes in insects; introduction to modern physiological instrumentation and laboratory methods. Spring.

Prerequisite: EFB 325.

EFB 578. Terrestrial Community Ecology (3)

Three hours of lecture. Relation of terrestrial vertebrates and invertebrates to their physical, chemical, and biological environment. Emphasis on community principles, structural quantification, and evolutionary processes of terrestrial animals. Fall.

Prerequisite: EFB 320 or equivalent.

EFB 580. Wetland Wildlife Ecology and Management (3)

An assessment of important wildlife resources and associated management within coastal and freshwater wetlands in North America. The course also covers state and federal wetland classification schemes, regulations, policy, and specific topics in wetland wildlife management. Fall.

Prerequisite: EFB 320 or equivalent.

EFB 585. Forest Wildlife Ecology and Management (3)

Provides a theoretical as well as practical background in the integrated management of timber and wildlife with emphasis on the wildlife outputs or benefits. Includes a one-week field trip to view ongoing forest management scenarios. Fall.

Prerequisites: EFB 490, or equivalent, and permission of the instructor.

EFB 590. Wilderness Wildlife Management (2.5)

The ecology, philosophy, and politics of wilderness wildlife management, including wilderness ecosystems, some field characteristics of Adirondack wilderness, and management of selected wilderness species. Cranberry Lake Biological Station. Summer.

Prerequisite: EFB 490, or equivalent introductory course in wildlife management.

EFB 601. Molecular Biology Techniques (3)

One hour of lecture and six hours of laboratory. Techniques used in molecular biology research are presented, including the extraction, measurement, analysis, and manipulation of nuclear and organellar DNAs of plants and fungi. Some methods on RNA and proteins will be covered. Fall.

Prerequisites: FCH 530, 531, and 532.

EFB 602. Genetic Engineering of Eucaryotes (3)

Three hours of lecture. Genetic engineering of eucaryotic organisms with emphasis on plant and fungal systems. Principles and current research will be covered. Spring.

Prerequisites: EFB 307, FCH 530, and FCH 532, or equivalents.

EFB 607. Breeding Plants for Resistance to Disease and Pests (2)

Two hours of lecture and discussion. Principles, methods, and strategies in breeding for resistance to diseases and pests. The effectiveness, durability, and limitations of resistance breeding in pest management and control are considered. Fall.

Prerequisites: Introductory courses in genetics or forest tree improvement and in forest pathology or entomology, or permission of the instructor.

EFB 610. Ecological Biogeochemistry (3)

Three hours of lecture and discussion. Investigation of the principles of biogeochemistry in ecosystems. The transformations and fluxes of elements in terrestrial and aquatic ecosystems including global cycles are emphasized. Fall.

Prerequisites: Courses in general ecology and introductory chemistry.

EFB 612. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion. Centers on chemical signals among organisms from microbes to man as they affect

ecology, physiology, and behavior and as they can be utilized for agriculture, pest management, and animal husbandry. This course is a companion to EFB 412/FCH 440. Spring.

EFB 625. Membranes and Biological Transport (3)

Two hours of lecture and one hour of discussion. Composition, structure, and physical properties of membranes. Membrane functions including transport, bioelectricity, and cell compartmentalization. Specific transport processes in biological systems. Fall (even years).

Prerequisites: One semester of biochemistry and an advanced physiology course.

EFB 630. Fungus Physiology (3)

Two hours of lecture and one hour of discussion. Principles of growth, reproduction, and differentiation of the fungi emphasizing the role of the environment in controlling fungal processes. Spring (even years).

Prerequisite: Two semesters of physiology or biochemistry.

EFB 632. Plant Growth Regulation (3)

Three hours of lecture/discussion on topics concerned with the biochemistry and physiology of plant hormones and synthetic growth regulators. Fall.

Prerequisite: A course in plant physiology or biochemistry.

EFB 633. Chemical Defenses of Plants (3)

Three hours of lecture/discussion about the ways in which plants defend themselves chemically against microorganisms, insects, herbivores, and other plants. Fall.

Prerequisite: A course in physiology or biochemistry.

EFB 635. Topics in Plant Nutrition (2)

Two hours of lecture, discussion, and seminars. Advanced course dealing with selected topics of mineral and organic nutrition of plants. Fall.

Prerequisite: Completion of one or more physiologically-oriented plant science courses.

EFB 640. Mycology (3)

Two hours of lecture, three hours of laboratory. Fundamentals of the morphology, taxonomy, life histories, ecology, and symbiotic relationships of fungi. Fall.

EFB 641. Phytopathology (3)

Two hours of lecture and discussion and three hours of autotutorial laboratory. Principles and concepts of plant pathology. Major diseases of ornamental plants, vegetable crops, fruit crops, field crops, and trees. This is an introductory plant pathology course for graduate students in all departments. Spring.

EFB 642. Epidemiology and Management of Tree Disease (3)

Three hours of lecture and discussion, with occasional laboratory or field trip. Brief history of phytopathology, study of epidemiological principles and their application in tree disease management. Survey of disease management strategies in various regions of the U.S. Spring (odd years).

Prerequisite: EFB 340.

EFB 643. Plant Virology (3)

Two hours of lecture and three hours of laboratory. History of plant virology, identification, and characterization of plant viruses, including transmission mechanisms, vector relationships, purification, and serology. Laboratory will present techniques for the identification and characterization of plant viruses. Spring (even years).

Prerequisite: EFB 303, equivalent, or consent of the instructor.

EFB 645. Plant Ecology (3)

Two hours of lecture/discussion and one laboratory/discussion section per week. A first course in plant community ecology for beginning graduate students focusing on dynamics of community development and change and the processes of community analysis and description. Spring.

Prerequisite: A course in general ecology.

EFB 646. Ecology of Mosses (3)

Two hours of lecture and one three-hour laboratory or field trip. A study of taxonomic diversity, ecological adaptations, and the roles of bryophytes in ecosystems.

EFB 650. Recombinant DNA Technology for Plants and Fungi (3)

Three hours of lecture and discussions. An advanced course in molecular biology with emphasis on plant and fungal systems. This course is for students interested in careers in biotechnology as well as for students in other areas who are interested in understanding the genetically altered organisms targeted for release into the environment. Fall.

Prerequisite: EFB 325 or equivalent.

EFB 651. General Insect Taxonomy (3)

Two hours of lecture and three hours of laboratory. Identification and classification of the important orders and families of insects; acquaintance with pertinent taxonomic literature and use of keys; and understanding of evolutionary principles and concepts and a knowledge of systematic theory and practice. Insect collection required. (Odd years)

Prerequisite: EFB 565.

EFB 678. Practicum in Terrestrial Community Ecology (3)

One hour of lecture, one hour TBS, and three hours of laboratory. Intensive practical application of ecological principles to the study of terrestrial animal communities. Includes experimental and field collection of data, quantifications, synthesis, and final reporting. Fall.

Pre- or Corequisite: EFB 578 or equivalent.

EFB 680. Behavioral and Physiological Ecology (3)

Two hours of lecture and one hour of discussion. An examination of the concepts of animal adaptations to ecological change from a behavioral point of view. Particular emphasis will be placed on the role the environment plays in shaping the behavior of a given species. Behavioral and physiological responses to environmental conditions will be treated as a continuum. Spring (odd years).

Prerequisites: One course in ecology, behavior, and physiology.

EFB 682. Invertebrate Symbiosis (3)

Two hours of lecture and one three-hour laboratory. An introduction to the ecology and evolution of interspecific relationships of invertebrates. Spring (even years).

Prerequisites: EFB 320, EFB 355.

EFB 689. Animal Physiological Ecology (3)

Three hours of lecture per week. A detailed and critical examination of principles and current dogmas in physiological ecology. Topics to be covered: The physical environment and physiological adaptation; the biology of body size; physiologically optimizing use of energy and materials. Spring (Even years).

Prerequisite: EFB 489 (or equivalent) or permission of the instructor.

EFB 692. Ecology and Management of Waterfowl (3)

Three hours of lecture. A detailed examination of waterfowl ecology and management. The course is structured around the annual cycle, focusing on strategies of survival and reproduction; management aspects are treated throughout the course. Fall.

Prerequisite: EFB 483 or equivalent.

EFB 693. Wildlife Habitats and Populations (4)

Three hours of lecture/discussion and one three-hour laboratory per week, one Saturday field trip required. Application of ecological concepts including succession and population biology to wildlife management planning and program assessment. Students are exposed to U.S. Fish and Wildlife Service habitat evaluation procedures and fundamentals of population modeling. Fall.

Prerequisite: EFB 490/491, or graduate student standing.

EFB 695. Urban Wildlife (2)

Three hours of lecture and discussion with field trips. A study of the occurrence, adaptations, and values of wildlife in urbanized areas, with emphasis on current research and agency programs. Spring (even years).

EFB 702. Topics in Biotechnology (1-3)

Hours to be arranged. Group study covering current topics in biotechnology. Fall or Spring.

Prerequisite: Permission of the instructor.

EFB 720. Topics in Soil Invertebrate Ecology (3)

Two one-hour lecture and discussion periods and a three-hour laboratory. Study of literature relating to soil invertebrate microcommunities; taxonomy, culturing, and collection methods of soil fauna; student will conduct an individual research problem. Spring (odd years).

EFB 724. Seminar in Aquatic Ecology (1)

Two hours of lecture and discussion. A seminar to explore in some depth areas of current research in aquatic ecology. Fall (even years).

Prerequisite: Six credits in aquatic ecology.

EFB 733. Techniques in Plant Physiology (2-4)

Comprehensive study of techniques essential for research in plant physiology. Students may choose the instructors they wish to work with, and should consult the instructors for further details. May be repeated for credit in different specialties. Fall and Spring.

Prerequisites: EFB 531 or equivalent, biochemistry with laboratory.

EFB 740. Mycorrhizae (3)

Two hours of lecture and three hours of laboratory/discussion. A basic background course covering structural, functional, and ecological aspects of mycorrhizae; their methods of field and laboratory study; and applications in forestry practice. Fall (odd years).

EFB 741. Topics in Phytopathology (3)

Two two-hour lectures and discussions. Discussions of specific subject in phytopathology and wood microbiology. Topic selection is based on availability of expertise and will be announced in advance. This course may be repeated for credit in different specialties. Fall or Spring.

EFB 745. Topics in Plant Ecology (2)

Two hours of seminar and discussion. An advanced course dealing with current research in plant community dynamics. May be repeated for additional credit. Fall.

Prerequisite: EFB 445 or EFB 645.

EFB 796. Topics in Environmental and Forest Biology ... (1-3)

Special instruction, conference, advanced study, and research in selected subject areas. Typewritten report required. Check Schedule of Courses for details. Fall and Spring.

EFB 797. Seminar in Environmental and Forest Biology ... (1)

Seminar discussions of subjects of interest and importance in environmental and forest biology. Seminar offerings are available in most interdisciplinary areas. Check Schedule of Courses for details. Fall and Spring.

EFB 798. Research Problems in Environmental and Forest Biology (Credit hours to be arranged)

Individual advanced study of selected special problems in environmental and forest biology. Offered by arrangement with individual faculty. Typewritten report required. Fall and Spring.

EFB 830. Physiology of Growth and Development (2)

Lecture. A study of the growth and development of plants and the physiological and biochemical processes that influence the development of form and structure in higher plants. Fall (even years).

Prerequisites: EFB 530, EFB 532, and organic chemistry.

EFB 840. Advanced Mycology, Homobasidiomycetes (3)
Review of selected literature as well as laboratory training in identification and research techniques. Fall.

Prerequisite: EFB 640.

EFB 841. Advanced Mycology, Heterobasidiomycetes (3)
Review of selected literature as well as laboratory training in identification and research techniques. Spring (even years).

Prerequisite: EFB 640.

EFB 842. Advanced Mycology, Ascomycetes (3)
Review of selected literature as well as laboratory training in identification and research techniques. Spring (odd years).

Prerequisite: EFB 640.

EFB 843. Advanced Mycology, Deuteromycetes (3)
Review of selected literature as well as laboratory training in identification and research techniques. Fall (even years).

Prerequisite: EFB 640.

EFB 851. Advanced Insect Taxonomy (3)

Two hours of lecture and three hours of laboratory. Methods, procedures, and concepts of systematics. Examples and material will be drawn from among important groups of forest insects. Fall.

Prerequisite: EFB 651.

EFB 898. Professional Experience (1-12)

Professional experience which applies, enriches, and/or complements formal coursework. Graded on an "S/U" basis. Fall, Spring, and Summer.

EFB 899. Master's Thesis or Project Research (1-12)

Investigation leading to the completion of a research-oriented thesis or to an application-oriented project. Graded on an "S/U" basis. Fall, Spring, and Summer.

EFB 980. Topics in Animal Behavior (2)

Two hours of lecture and discussion. A seminar-type course designed to explore in depth selected and controversial subject areas in animal behavior. Fall or Spring.

EFB 999. Doctoral Thesis Research (1-12)

Investigation leading to the completion of the doctoral thesis. Graded on an "S/U" basis. Fall, Spring, and Summer.

EIN—ENVIRONMENTAL INFLUENCES (LANDSCAPE ARCHITECTURE)

(See also courses listed under CMN and LSA)

EIN 205. Art, Culture, and Landscape I (3)

The course will examine the evolution of cultural expression in the arts and allied design professions from pre-history to the Renaissance. Three hours of lecture per week. Lectures will emphasize the interrelationships between the arts and their relation to cultural contexts.

EIN 206. Art, Culture, and Landscape II (3)

The course will examine the evolution of cultural expression in the arts and allied design professions from the Renaissance to the Modern period. Three hours of lecture per week. Lectures will emphasize the interrelationships between the arts and their relation to cultural contexts.

EIN 371. American Landscape History (3)

Three hours of lecture and discussion per week. The history of human-environmental interaction in America since colonial times. Reviews the prevalent ideas and attitudes during various periods, and the development of the environmental professions. Uses a humanistic and ecological approach to understand the landscape in relation to changes in population, technology, economics, social organizations, and attitudes. Fall or Spring.

EIN 390. Social/Cultural Influences and Environmental Form (3)

Three hours of lecture. This course provides an introduction to an interdisciplinary social science analysis of human settlements. The course introduces the basic concepts, vocabulary, theories, and units of analysis for an interdisciplinary social perspective of the environmental form of human settlements. As such, it focuses upon developing an understanding of the context for the planning and design of human settlements. Course requirements include readings, examinations, and reports. Field trips may be scheduled. Spring.

EIN 471. History of Landscape Architecture (3)

Three hours of lecture. Informal lectures and class participation, reports, assigned text and assigned reserve shelf reading, optional text and handout notes, quizzes and exams. Slides. Historical study and style analysis of Western man's efforts to design his environment and his changing attitudes and relationships to environment. Also, non-Western coverage where significant or influential on Western Man. Study of historical personalities as well as periods that are of environmental concern up into the modern period. Fall.

EIN 510. Creative Problem Solving Seminar (3)

Three hours of lecture and discussion. A course designed to extend the student's understanding and application of creative problem solving processes. One requirement will be to select and carry out an application of the techniques to a particular problem, with consultation and guidance from the instructor. Critique and survey of the literature on creativity, in-depth analysis of the synectics process, and various procedures which have been developed for nurturing creative behavior comprise the essence of the program. Spring.

EIN 560. Negotiating Environmental Disputes (3)

Two hours of lecture and two hours of recitation/workshop per week. An introductory course to help students acquire and refine skills in listening, problem solving, assertion, and conflict management. These interpersonal skills are useful in many situations; however, the emphasis will be upon using them to resolve environmental conflicts. Approaches to learning will include theory presentation, skill demonstration, skill practice and critique. Fall or Spring.

ENS—ENVIRONMENTAL SCIENCE

ENS 601. Water Resources Management (3)

Three hours of lecture and discussion. This course provides an introduction to interdisciplinary water management. It draws upon subject matters from many areas, including water policy, planning, economics, hydrology, law, engineering, and water quality. Fall.

ENS 602. Environmental Decisionmaking (3)

A critical historical survey of the development of twentieth century American public environmental decisionmaking. Includes underlying theory; institutional determinants; and emerging approaches. Fall.

Prerequisite: GPES student or permission of instructor.

ENS 606. Environmental Risk Perception (3)

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.

Prerequisites: Coursework in psychology, sociology, and environmental policy are recommended.

ENS 608. Environmental Conflict and Citizen Groups (3)

Three hours of lecture and discussion. Examination of interactions between citizen groups, governmental institutions, and business around local, state, and national environmental conflicts. Dynamics of conflict processes, citizen mobilization, strategies and tactics, and alternative dispute resolution options. Implications for public participation programs. Emphasis on case studies.

ENS 611. Environmental Institutions (3)

Three hours of lecture and discussion per week. Examination of the interrelationships of policymaking and environmental program implementation in government, the role of the legal process in environmental management, and techniques for program evaluation. Fall.

ENS 625. Freshwater Wetlands Assessment and Mitigation (3)

Three hours of lecture, discussion and exercises per week. This course develops principles and methods for functional wetland data collection, delineation, assessment and mitigation/restoration through systematic survey of relevant approaches, methods, literature and field exercises. Fall.

ENS 631. Uncertainty and Environmental Assessment (3)

Three hours of lecture/discussion. An analysis of methods for recognizing, quantifying, and assessing uncertainty in policy-driven environmental assessment. Topics include conceptualization and definition of risk and uncertainty, use of probability theory for treatment of uncertainty in environmental assessment, communication of information about uncertain empirical quantities, human judgement in the presence of uncertainty, propagation of uncertainty through mathematical models, and assessment of the implications of uncertainty in quantitative models. Spring.

Prerequisite: Satisfactory completion of APM 395 or an equivalent calculus-based introduction to probability and statistics.

ENS 635. Public Participation and Decisionmaking:**Theory and Application (3)**

Three hours of discussion, presentation and exercises per week. 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 decisionmaking. Spring.

ENS 687. Environmental Law and Policy (3)

Three hours of lecture and discussion per week. Study of the legal system and selected federal statutes dealing with environmental protection including the National Environmental Policy Act, Clean Air Act, Clean Water Act and Waste Management Laws. Spring.

ENS 696. Special Topics in Environmental Science and Policy (1-3)

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.

ENS 703. Environmental Information Policy (3)

Critical examination of Federal and State policy controlling the generation, storage, and dissemination of public environmental information. Emphasis placed on current issues related to new electronic formats. Spring.

ENS 796. Advanced Topics in Environmental Science and Policy (1-3)

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

ENS 797. Environmental Science Seminar (1-3)

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

ENS 798. Problems in Environmental Science and Policy (Credit hours to be arranged)

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

ENS 898. Professional Experience (1-12)

Professional experience which applies, enriches, and/or complements formal coursework. Graded on an "S/U" basis. Fall, Spring, and Summer.

ENS 899. Master's Thesis Research (Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

ENS 999. Doctoral Thesis Research (Credit hours to be arranged)

Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

**ERE—ENGINEERING
(ENVIRONMENTAL AND RESOURCE ENGINEERING)****ERE 221. Engineering Mechanics—Statics (3)**

Three hours of lecture. Forces and vectors, moments, equivalent force systems, free bodies, structures, section properties. Fall.
Prerequisites: Integral calculus, general physics.

ERE 222. Engineering Mechanics—Dynamics (2)

Two hours of lecture. Kinematics and kinetics of particles and rigid bodies; rectangular, normal and tangential, radial and transverse components; translation and rotation; force and acceleration; impulse; momentum; work and energy; impact. Spring.
Prerequisites: Statics and Calculus II.

ERE 223. Statics and Dynamics (4)

This course provides fundamental principles, methods, and applications of engineering mechanics. Development and discussion of analytic models for rigid-body mechanics are used to apply theories. Rigid bodies of a practical nature and at rest or in motion are covered.
Prerequisites: Algebra, derivative and integral calculus.

ERE 225. Engineering Graphics (1)

Introductory course in graphics as a communication language and analytic/design tool for engineers. One three-hour session each week over the semester utilizing lecture, discussion and hands-on practice to achieve the goals of basic understanding and skill with graphics for the purposes stated. Fall.
Prerequisites: Trigonometry and computer literacy.

ERE 306. Elements of Map and Air Photo Interpretation ... (1)

Two hours of lecture and three hours of laboratory per week for five weeks of a semester. Introduction to map and photograph interpretation to extract information useful to site and resource inventory, analysis, planning, and design activities. The basic physical and geometric properties of maps and photographs, the characteristics of information contained in them, and elementary principles and procedures of interpretation are discussed. Spring.
Prerequisite: College level algebra and plane trigonometry.

ERE 308. Elements of Plane Surveying (1)

Two hours of lecture and three hours of laboratory per week for the last five weeks of the semester. Introduction to the principles and procedures of plane surveying for mapping and construction layout purposes. Topics briefly discussed include the basic mathematical principles of surveying, the types and uses of surveying, horizontal and vertical distance measurement, angle measurement, traversing and computations, construction layout, tacheometry, and surveying errors (and their treatment). Spring.
Prerequisite: College level algebra and plane trigonometry.

ERE 310. Environmental Measurements and Spatial Information (3)

Two hours of lecture and three hours of laboratory per week. Fundamental concepts for properly collecting data and information about environmental variables. Collecting spatial information is emphasized through consideration of maps, aerial photographs and other imagery, and field surveying procedures. Spring.

ERE 351. Basic Engineering Thermodynamics (2)

Principles of energy conservation and conversion: first and second laws. Relation to PVT behavior, property functions, equilibria, and heat and mass transfer. Introduction to engineering problem analysis and computer methods. Spring.

Prerequisites: Physics, general chemistry, and calculus. Not open for credit to students who have completed successfully FCH 360 or equivalent.

ERE 352. Applied Engineering Thermodynamics (2)

Classical principles applied to devices and systems. Emphasis on efficient design of manufacturing equipment and processes. Power and refrigeration cycles; energy conservation; materials recovery. Environmental case studies and design project. Computer-aided data correlation and system simulation. Spring.

Prerequisites: ERE 351, FCH 360, or equivalent.

ERE 362. Mechanics of Materials (3)

Three hours of lecture. Theories of stress, deformation, and stability of common structural materials subjected to various force systems. Fall.

Prerequisites: Integral calculus and statics.

ERE 364. Engineering Materials (3)

Three hours of lecture. An introduction to the study of materials science emphasizing the structure and properties of materials used in the construction industry in general. Lab demonstrations include fabrication, testing and evaluation of actual systems. Spring.

Prerequisites: Junior standing, physics, chemistry, and engineering mechanics.

ERE 371. Surveying for Engineers (3)

Two hours of lecture and recitation and three hours of laboratory. The principles of plane surveying for engineers. Subject matter areas include introduction to the theory of measurement and errors, reference surfaces, linear and angular measurements in both the horizontal and vertical planes, traversing and computations, horizontal and vertical control and associated computations, areal and volumetric computation, construction surveying including circular and parabolic curves, coordinate systems, property and public land surveys, the analysis and treatment of systematic and random errors. Laboratory field work and computations culminate in a topographic map. Elementary computer processing is introduced. Fall.

Prerequisite: Calculus.

ERE 375. Elementary Corrosion (1)

One hour of lecture. Basic electrochemistry, film formation and passivation, galvanic corrosion and pitting, cathodic and anodic protection, protective coatings and inhibitors. Application of the above in the home, car, field, at sea, and in industrial plants. Spring.

ERE 385. Mechanical Design (3)

The principles of operation and design of mechanical systems common in engineering. Solution of equipment design using such components as springs, gears, motors, and transmissions. Strength, reliability, and economy are considered. Design projects are oriented to current concerns in construction, environment, and manufacturing. Spring.

Prerequisite: ERE 211

Corequisites: ERE 222, ERE 362

ERE 420. Computer Applications in Science and Engineering (3)

Principles and methods of mathematical modeling for analog and digital computer solution. Applications to data reduction and correlation, statistical analysis, process and equipment simulation, optimization and control, and computer-assisted instruction. Typical examples, class problems and student projects. Current status and future projection of computational equipment, software and operating techniques. Fall.

Prerequisites: Calculus and computer programming, or permission of the instructor.

ERE 435. Environmental Technologies: Water and Wastewater Treatment (3)

History, scientific basis, and limitations of selected technologies for water use and reuse. Three hours of lecture per week with extensive reading assignments. Intended for seniors in the Bachelor of Science in Environmental Studies program; open to others after consultation with the instructor. Fall.

ERE 437. Decision Modeling for Environmental Management (3)

Three hours lecture/discussion and computer laboratory. Concepts and tools used in environmental management decision modeling. Coverage includes engineering economic analysis, deterministic risk analysis, sensitivity analysis, and probabilistic risk analysis. Graphical presentation of information about cost, risk, and uncertainty. Capabilities and limitations of decision models, role of subjective human values in environmental management decisionmaking. Fall.

Prerequisite: APM 391 or APM 395.

ERE 440. Water Pollution Engineering (3)

Two hours of lecture and three hours of laboratory. Introduction to the physical, chemical, and biological parameters of waste water treatment processes and to the principles of the unit operations involved. Study of the design parameters and design procedures of waste water treatment systems. Spring.

Prerequisites: Physics and CHE 356 or equivalent.

ERE 441. Air Pollution Engineering (3)

Three hours of lecture and discussions. Study of the chemical, physical and meteorological principles of air pollution and its control. Local and global effects of air pollution. The atmospheric survey. Examination of the operating principles and design parameters of the various air pollution control systems. Air quality and emission standards. Fall.

Prerequisites: Physics and CHE 356 or equivalent.

ERE 450. Introduction to Geographic Information Systems (3)

Two hours of lecture and three hours of laboratory per week. Definition, development, and general concepts of Geographic Information Systems (GISs). Topics will include data acquisition and specification, data processing, data manipulation, and analysis, information output, and selecting and implementing GISs. Fall.

ERE 496. Special Topics (1-3)

Lectures, readings, problems, and discussions. Topics as announced in the areas of environmental or resource engineering. Fall and/or Spring.

ERE 505. Solid Waste Management (3)

A multidisciplinary course. Course begins with foundation materials and progresses through a series of field trips and guest lectures aimed at preparing students to develop and communicate details of feasible alternative designs for waste management facilities/programs for specific case studies. Enrollment limited. Fall.

Prerequisite: Permission of the instructor.

ERE 510. Energy: Alternate Systems (3)

Three hours of lecture. An introduction to alternate energy resources and conversion processes. Focus is on relatively small-capacity, decentralized systems and means for judging appropriateness, costs, and impacts of application under varying conditions and needs. Instruction modules on passive and active solar heating, wind energy system, biomass resources and conversion, including ethanol production, methane recovery and wood gasification, and internal combustion cogeneration. Fall or Spring.

ERE 550. Introduction to Geographic Information Systems (3)

Two hours of lecture and three hours of laboratory per week. Definition, development, and general concepts of Geographic Information Systems (GISs). Topics will include data acquisition and position specification, data processing, data manipulation, and analysis, information output, and selecting and implementing GISs. Readings with written assessment will be assigned from the current literature. Participation in a group project is required. Fall.

ERE 552. Fundamentals of Remote Sensing (3)

Two hours of lecture and three hours of laboratory per week. Principles and techniques of environmental remote sensing including potentials, limitations, instrumentation, and unique requirements. Procedures and principles of acquiring, analyzing, and using a wide range of imagery types for environmental applications and design. Both qualitative and quantitative interpretation procedures are presented. Oriented for multidisciplinary participation. Fall or Spring.

Prerequisites: College physics and calculus or consent of the instructor.

ERE 563. Photogrammetry I (3)

Two hours of lecture and discussion, three hours of laboratory and discussion. Basic photogrammetric and photo interpretation concepts as a means of acquiring reliable data for engineering and management planning. Potentials, limitations, instrumentation and unique requirements are considered. Fall and Spring.

Prerequisite: ERE 371 or equivalent.

ERE 566. Global Positioning Systems I (1)

Introduction to the Global Positioning System (GPS). Practical use of GPS receivers capable of positioning points to 1 to 5 meters. Planning of GPS surveys, collection of GPS observations and use of GPS software on personal computers to determine positions of targets of interest. Demonstration of porting collected GPS data to a geographic information system. Fall.

Prerequisites: ERE 371 or equivalent and computer literacy.

ERE 585. Microscopy and Photomicrography (3)

Two hours of lecture, one hour of demonstration, 3-5 hours of laboratory. Principles of light microscopy and photomicrography with extensive laboratory practice. Fall.

Prerequisite: Permission of the instructor.

ERE 596. Special Topics (1-3)

Lectures, conferences, discussions, and laboratory. Topics in environmental and resource engineering not covered in established courses. Designed for the beginning graduate student or selected upper division undergraduate. Fall and/or Spring.

ERE 642. Water Quality Modeling (3)

Two hours of lecture and three hours of laboratory per week. An analysis of the biological, chemical, and physical factors of receiving waters governing the action of wastes and their reactions in receiving waters. Introduction to modeling techniques applicable to water quality management issues. Fall.

Prerequisite: ERE 440 or equivalent as evaluated by the instructor.

ERE 643. Water Pollution Engineering (3)

Two hours of lecture and three hours of laboratory. Introduction to the physical, chemical, and biological parameters of waste water treatment processes and to the principles of the unit operations

involved. Study of the design parameters and design procedures of waste water treatment systems. Spring.

Prerequisites: Physics and CHE 356 or permission of the instructor.

Note: A student may not enroll in or receive credit for both ERE 440 and ERE 643.

ERE 655. Infrared Remote Sensing Measurements (3)

Two hours of lecture comprising an in-depth coverage of the reflective and emissive properties of terrestrial materials in the near-, middle- and thermal-infrared regions of the electromagnetic spectrum. The relationship between factors related to natural resources and the upwelling radiance field will be discussed. Techniques for recording images of the earth in the near- to thermal-infrared region will be considered. This will include a discussion of sensing systems, the atmosphere and relevant optical principles. Focal plane array sensors will be discussed. Every third Fall.

Prerequisites: FEG 350 or FEG 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 656. Optical Remote Sensing Measurements (3)

Two hours of lecture comprising an in-depth coverage of the optical properties of terrestrial properties. The relationship between the radiance reflected from the earth's surface and factors related to natural resources will be considered. Techniques for recording images of the earth in reflected radiation in the 0.41-1.1m region will be discussed. This will include an extensive review of the design principles of imaging sensors. Both digital and analog remote sensing devices will be covered. Optical and electronic design criteria will be covered, together with a discussion of data characteristics. Every third Fall.

Prerequisites: FEG 350 or FEG 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 657. Microwave Remote Sensing Measurements (3)

Three hours of lecture comprising a survey of the microwave emissivity and scattering cross section characteristics of a range of features. Techniques for imaging the earth in the microwave region of the electromagnetic spectrum will be discussed. This will include consideration of various ground-based and airborne radars and passive microwave scatterometers. Search and phased array radars will also be considered. Data analysis will be dealt with. Every third Fall.

Prerequisites: FEG 350 or 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 664. Photogrammetry II (3)

Two hours of lecture and three hours of laboratory. General analytic photogrammetry including interior and exterior orientation systems, intersection space resection and orientation. Correction of photo coordinates for film deformation, lens distortions, atmospheric refraction and earth curvature. Introduction to photogrammetric plotters. Planning photogrammetric projects, and designing optimum procedures for selected photogrammetric tasks. Fall.

Prerequisite: ERE 563 or equivalent.

ERE 670. Principles of Pulping and Bleaching (3)

Two hours of lecture and three hours of laboratory plus literature study of assigned topics, independent project planning and/or laboratory study. Discussion of pulping and bleaching processes. Effects of chemical and physical variables on the wood components and pulp properties; chemistry involved. Experiments in pulping and bleaching and pulp evaluation. Fall.

Prerequisites: Organic, physical, and analytic chemistry.

Note: A student may not enroll in or receive credit for both PSE 461 and ERE 670.

ERE 671. Chemistry of Pulping and Bleaching (3)

Three hours of lecture. Discussion of the chemistry underlying the commercial pulping and bleaching processes, designed to assist in interpreting the phenomena observed in these operations. Emphasis is placed on those reactions which contribute to delignification and the removal of chromophoric groups in lignin and extractives. Spring.

Prerequisite: FCH 572 or permission of the instructor.

ERE 675. Principles of Unit Operations (4)

Three hours of lecture and discussion and one two-hour computation period. Fundamentals of fluid dynamics, heat and mass transfer, appropriate analogies and process applications. Stage operations and computation methods. Application to distillation, extraction, gas absorption, evaporation, crystallization and drying. Design, operation, and computer simulation of equipment. Fall.

Prerequisites: Calculus and physical chemistry or permission of the instructor.

ERE 677. Paper Properties (4)

Three hours of lecture, three hours of laboratory, and discussion plus evaluation of literature, independent project planning and/or laboratory study. Evaluation and study of the physical, optical, and chemical properties of paper and the interrelationships existing between paper manufacturing methods, paper-making additives, test results and the ultimate properties desired in the finished paper. Fall.

Prerequisite: Permission of the instructor.

Note: A student may not enroll in or receive credit for both PSE 465 and ERE 677.

ERE 678. Paper Coating and Converting (2)

Two hours of lecture plus evaluation of literature, independent project planning, and/or laboratory study. Evaluation and study of the various coating materials and processes used by the paper industry. Introduction to polymers and their use in converting operations, fundamentals and parameters which control their use, effects on final properties of papers. Spring.

Prerequisite: PSE 465 or permission of the instructor.

Note: A student may not enroll in or receive credit for both PSE 466 and ERE 678.

ERE 682. Transport Processes (3)

Two hours of lecture and three hours of laboratory. The relationship between wood structure and wood permeability, moisture movement, and heat transfer. Fire retardant and wood preservation treatments. Wood drying. Unsteady-state transport processes. An advanced laboratory problem with report in wood-moisture relationships, wood drying, the relationship between wood permeability and treatability, or wood preservative treatments. Spring.

Prerequisite: Permission of the instructor.

Note: A student may enroll in or receive credit for WPE 326 and WPE 327 or ERE 682.

ERE 684. Mechanical Properties of Wood (3)

Two hours of lecture and three hours of laboratory. The effect of the anatomical and chemical nature of wood on its response to static and dynamic force systems. The theory of elasticity as applied to wood and wood-based composites. Spring.

Prerequisite: Permission of the instructor.

ERE 685. Transmission Electron Microscopy (5)

Two hours of lecture, two hours of laboratory/demonstration, minimum of ten hours of individual laboratory. The theory and operation of the transmission electron microscope including specimen preparation, photographic technique and interpretation of micrographs. Fall.

Prerequisite: Consultation with the instructor.

ERE 686. Wood-Water Relationships (3)

Two hours of lecture and three hours of laboratory. Relationship between wood moisture content and the environment, electrical and thermal properties, theories of moisture sorption, hygroscopic swelling and shrinking, thermodynamics of moisture sorption, mechanism of moisture movement as it relates to activation theory. Laboratory exercises will complement the theoretical topics discussed in the lecture. Fall.

Prerequisite: Permission of the instructor.

ERE 688. Tropical Timbers in Commerce (2)

Two hours of lecture. Introduction to the commercial use of tropical timbers; the factors of forest conditions, stand types and wood qualities influencing their utilization and the development of trade. Sources of information. Spring.

Prerequisite: Permission of the instructor.

ERE 689. Tropical Wood Anatomy (1)

Anatomical characters, identification and taxonomy of tropical woods important in commerce. Spring.

Prerequisite: WPE 386 or WPE 387. Recommended that ERE 688 be taken concurrently or previously.

ERE 691. Air Pollution Engineering (3)

Three hours of lecture and discussion. Study of the chemical, physical, and meteorological principles of air pollution and its control. Local and global effects of air pollution. The atmospheric survey. Examination of the operating principles and design parameters of the various air pollution control systems. Air quality and emission standards. Fall.

Prerequisites: Physics and CHE 356 or permission of the instructor.

Note: A student may not enroll in or receive credit for both ERE 441 and ERE 691.

ERE 760. Analytical Photogrammetry I (3)

Two hours of lecture and three hours of laboratory. Mathematical theory of photogrammetry including space resection, orientation, intersection and aerial triangulation. Spring.

Prerequisites: FEG 363, APM 360 and FEG 464 or equivalent.

ERE 785. Scanning Electron Microscopy (5)

Two hours of lecture/demonstration/laboratory. Ten hours of independent laboratory experience per week. The theory and operation of the scanning electron microscope including specimen preparation, photographic technique and interpretation of micrographs. Spring.

Prerequisite: Permission of the instructor.

ERE 790. Advanced Image Analysis (3)

Two hours of lecture, plus laboratory. In this course, the acquisition of both analog and digital imagery will be considered. The relationship between the scene and the image will be considered as a precursor to digital image operations which may be performed to solve specific problems. Operations performed upon image planes to provide a two-dimensional image of use to the interpreter will be discussed. Various digital image analysis techniques will be covered. Fall or Spring.

Prerequisites: FEG 350 or 352 or equivalent, at least three semesters of calculus.

ERE 796. Advanced Topics (1-3)

Lectures, conferences, discussions, and laboratory. Advanced topics in Forest Engineering, Paper Science and Engineering, and Wood Products Engineering. Fall and/or Spring.

Prerequisite: Permission of the instructor.

ERE 797. Seminar (1-3)

I. Forest Engineering topics. II. Paper Science and Engineering topics. III. Wood Products Engineering topics. Fall and Spring.

ERE 798. Research in Environmental and Resource Engineering (Credit hours to be arranged)

I. Independent research topics in Forest Engineering. II. Independent research topics in Paper Science and Engineering. III. Independent research topics in Wood Products Engineering. Fall, Spring, and Summer.

ERE 899. Master's Thesis Research (Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

ERE 999. Doctoral Thesis Research

..... (Credit hours to be arranged)
 Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

ESF—COLLEGEWIDE**ESF 332. Seminar for New Transfer Students (No Credit)**

One hour of weekly lectures and discussions designed to introduce the transfer student to the College and its academic and social environs. Fall and Spring.

EST—ENVIRONMENTAL STUDIES**EST 221. Introduction to American Government (3)**

Description of the American political system, its role and functions in society, and the nature of political processes. Examples are drawn from a variety of settings and circumstances, with limited attention to problems involving the natural environment. Spring.

EST 300. Introduction to Environmental Studies (3)

Two hours of lecture and discussion and three hours of workshop per week. An introduction to the interrelationships among the natural environment, people, and the human environment. An experiential learning approach is used to develop critical facilities and systems thinking useful for assessing environmental issues. Fall.

EST 311. Natural Processes in Planning and Design..... (3)

Three hours of lecture and discussion per week. An overview presentation of the basic principles governing the dynamics of natural resources and processes and their implication for the planning, design, and management of natural and human environments. Sources and use of environmental data are discussed and illustrated. Occasional field trips may be required. A student may not receive credit for both EIN 311 and EST 311. Fall.

EST 321. Government and the Environment (3)

Three hours of lecture and discussion. An investigation of institutional influences on the American environment. Federal government and its role in environmental management and protection is emphasized. The pressures contributing to the formation of environmental policy are introduced. The practical consequences of this system are demonstrated through case studies. Fall.

EST 366. Attitude, Values and the Environment (3)

Three hours of lecture per week. Covers the historical roots of environmental attitudes and values, with special emphasis on how individual attitudes impact environmental issues. Examples of current environmental issues are examined in this context. Required of Environmental Studies undergraduates; open as an elective to others. Spring.

Prerequisite: At least sophomore standing.

EST 390. Social Processes and the Environment (3)

Three hours of lecture and discussion. A multidisciplinary social science perspective on the nature of the physical environment, particularly as it relates to the creation of human habitat. Human-environment interactions are viewed at three scales: (1) macro-interactions concerning social and economic issues; (2) meso-interactions concerning behavior of groups; (3) micro-interactions concerning perceptions and attitudes of individuals. Disciplines from which material may be drawn include: anthropology, ethology, geography, political science, psychology, and sociology. Spring.

EST 400. Senior Paper (3)

Individual study of an environmental topic resulting in a formal report that meets the requirements for an Environmental Studies synthesis experience. These requirements are identified in course meetings. Enrollment is restricted to Environmental Studies seniors.

EST 495. Selected Readings in Environmental Studies .. (1-3)

An in-depth and independent exploration of selected readings from the environmentally related literature. Emphasis is placed on gaining insights and understanding from the readings, rather than producing an extensive bibliography. Fall, Spring and Summer.
Prerequisite: Approval of study plan by the instructor.

EST 496. Special Topics in Environmental Studies (1-3)

Special topics of current interest to undergraduate students in Environmental Studies and related fields. A detailed course subject description will be presented as the topic area is identified and developed. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

EST 498. Introductory Research Problems (1-3)

Guided individual study of an environmental topic. Emphasis is on the study procedure and the methods employed. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisite: Approval of study plan by the instructor.

EST 499. Environmental Studies Internship (1-12)

Internships provide students with a supervised field experience to apply and extend their academic abilities in a professional working environment. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisites: Environmental Studies senior standing and written approval of an internship contract by major professor, curriculum director, and field supervisor.

FCH—CHEMISTRY**FCH 132. Orientation Seminar: Chemistry (1)**

One hour per week of lecture and discussion. Introduction to campus resources available to ensure academic success. Introduction to Chemistry as a field of inquiry. Introduction to laboratory safety. Fall.

FCH 210. Elements of Organic Chemistry (3)

Three hours of lecture. This course will focus on the important functional groups of organic chemistry and molecules of biological interest. Fall.

Prerequisite: One year of General Chemistry

FCH 221. Organic Chemistry I (3)

Three hours of lecture. The structure, properties, and fundamental reactivity of organic compounds will be studied with emphasis on the reaction mechanisms and stereochemistry. In combination with FCH 223, this course provides a full survey of common classes of carbon compounds. Fall.

Prerequisite: One year of general chemistry.

FCH 222. Organic Chemistry Laboratory I (2)

One hour of pre-laboratory instruction. Three hours of laboratory. Laboratory safety, Melting and boiling points, distillation, recrystallization, thin-layer and column chromatography, and isolation of natural products. Qualitative functional group analysis. Fall.

FCH 223. Organic Chemistry II (3)

Three hours of lecture. The structure, properties, and fundamental reactivity of organic compounds will be studied with emphasis on the reaction mechanisms and stereochemistry. In combination with FCH 221, this course provides a full survey of common classes of carbon compounds. Spring.

Prerequisite: FCH 221 Organic Chemistry I or equivalent.

FCH 224. Organic Chemistry Laboratory II (2)

Four hours of laboratory including pre-laboratory instruction. Continuation of FCH 222. Simple physical and instrumental techniques applied to organic chemistry. Gas chromatography, polarimetry, kinetics. Introduction to classical literature syntheses. Spring.

Prerequisite: FCH 222 or equivalent.

Corequisite: FCH 223 or equivalent.

FCH 325. Organic Chemistry III (4)

Two hours of lecture, one six-hour laboratory. Classical and recent literature synthesis or organic compounds, employing advanced techniques. Fall.

Prerequisite: Two semesters of elementary organic chemistry.

FCH 360. Physical Chemistry I (3)

Three hours of lecture. Includes discussion on the properties of gases and liquids, laws of thermodynamics, solutions and colligative properties, and electrochemical cells. Fall.

Prerequisites: One year of college physics, differential and integral calculus.

FCH 361. Physical Chemistry II (3)

Three hours of lecture. Includes discussion on electrochemistry, principles of quantum mechanics, statistical mechanics, chemical kinetics, and basic spectroscopy. Spring.

Prerequisite: FCH 360 Physical Chemistry or the equivalent.

FCH 380. Analytical Chemistry I: Gravimetric, Titrmetric and Potentiometric Analysis (3)

Two hours of lecture and one three-hour laboratory. Equilibrium concepts and practical implementations of precipitation, complexation, acid-base, and oxidation-reduction processes in quantitative chemical analysis. Fall.

Prerequisites: Two years of undergraduate chemistry and FCH 360 (or equivalent) taken concurrently or permission of the instructor.

FCH 381. Analytical Chemistry II: Spectroscopic, Chromatographic and Electroanalytical Instrumental Techniques (3)

Two hours of lecture and one three-hour laboratory. Theory and practice of technology applications to UV/VIS, AAS, AES, XES, ASV, GLC, and HPLC. Spring.

Prerequisites: Two years of undergraduate chemistry and FCH 380, FCH 361 (or equivalent) taken concurrently or permission of the instructor.

FCH 384. Spectrometric Identification of Organic Compounds .. (1-2)

Two hours of lecture and discussion. The first half semester (1 credit) will deal with common classes of organic compounds; the second half semester (1 credit) will deal with more complex structures. The use of complementary information from mass, infrared, nuclear magnetic resonance, and ultraviolet spectrometry will be applied to identification of organic natural products. Spring.

Prerequisites: Organic chemistry; one semester of advanced organic chemistry for second credit.

FCH 390. Drugs from the Wild (3)

Three hours of lecture and discussion each week. This course is designed to give students a comprehensive understanding of the variety of medicinal agents available from natural sources. Economic and societal aspects will be explored as well as scientific ones. In addition to curative agents, discussions will include toxic substances, folk medicinal (including herbal) preparations, and the so-called "recreational drugs." Fall (odd years).

Prerequisites: Introductory courses in chemistry and biology.

FCH 420. Introduction to Computational Chemistry (3)

Two hours of lecture, discussion, demonstration, and three hours of computer laboratory exercises per week. An introduction to molecular mechanics, molecular dynamics, semiempirical modeling and chemistry applications on the Internet. Spring.

Prerequisites: One year of organic chemistry and basic computer skills such as provided by APM 255.

FCH 440. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion. Centers on chemical signals among organisms from microbes to man as they affect ecology, physiology, and behavior and as they can be utilized for

agriculture, pest management, and animal husbandry. Spring.

Prerequisites: Biology (one year), and organic chemistry (one year).

Note: Also listed as EFB 412.

FCH 495. Introduction to Professional Chemistry (1)

The professional chemist and his relationship with industry, government, and universities. Employment opportunities for the chemist, professional organizations, and unions will be discussed. The selection of a senior research topic and a literature survey will be required. Fall.

Prerequisite: Senior status.

FCH 496. Special Problems in Chemistry (1-3)

An opportunity for a special problem, technique development, independent or unstructured study in an area related to the chemical profession. The work may be technical, professional, or interdisciplinary. Advisors outside this department may be solicited. A brief proposal must be presented for approval with specific arrangements outlined including faculty advisor and objectives of the study. Evidence of competence an appropriate effort is required for credit. A written report will be expected. Fall and Spring.

Prerequisite: Upper division status.

FCH 497. Undergraduate Seminar (1)

One hour per week. Literature surveys and seminars on topics of current research interest and recent advances in chemistry. Spring.

FCH 498. Introduction to Research (5)

Eighteen hours of laboratory, library search and report writing. Solution of a selected research problem using special laboratory techniques. Typewritten report on data, procedures, results, and conclusions. Spring.

FCH 510. Environmental Chemistry I (3)

Three hours of lecture. Introduction to the processes that control chemical behavior in aquatic environments, including precipitation, gas exchange, acid-base, redox, complexation, and adsorption reactions. Emphasis will be on explanation and prediction of chemical behavior, using computer models where appropriate. Examples will be from the areas of water and wastewater treatment, pollutant fates and geochemistry. Fall.

Prerequisites: An introductory course in physical chemistry is required and a shortcourse in computer programming is recommended.

FCH 511. Environmental Chemistry II (3)

Three hours of lecture. Includes a detailed chemical explanation of current topics of concern in environmental chemistry and the chemistry of pollution. Lectures will cover topics relating to air, soil and biota pollutional impact. Spring.

Prerequisite: Chemistry through physical chemistry, or consent of the instructor.

FCH 515. Methods of Environmental Chemical Analysis ... (3)

One hour of lecture and six hours of laboratory. An introduction to sampling, analytical and quality control procedures necessary to obtain reliable water quality data. All analyses will be performed on a single aquatic system with the purpose of developing a final report characterizing the water quality of that system. Fall.

Prerequisite: A course in quantitative chemical analysis.

FCH 519. Environmental Chemistry Seminar (1)

One hour of lecture. Seminars on current research and issues in environmental chemistry and related areas. Spring.

FCH 520. Nuclear and Radiation Chemistry (2)

The two one-hour lectures will cover the information required for the basic understanding of nuclear reactions, the types of radiation emitted, the instrumentation necessary to detect and measure this radiation, the principles of radioisotope tracer tech-

niques, and radiation chemistry which is the effect of radiation on organic systems. Visits to the Cornell Reactor and the Nuclear Medicine Department of the SUNY Health Science Center at Syracuse will be arranged. Spring.

Prerequisites: Physical, organic and inorganic chemistry or by permission of the instructor.

Note: This course can be taken independently of FCH 521.

FCH 521. Nuclear Chemical Techniques (1)

The laboratory will consist of one four-hour laboratory class every two weeks, with one hour to be made up at the student's discretion to accommodate counting periods which extend over several weeks. A short movie by the AEC each week will be required for the sixth hour. The laboratory will give each student the opportunity to use the individual counting instruments, gain experience in the handling and preparation of radioactive samples and the use of the 1000-curie-cobalt source in radiation chemistry. Spring.

Prerequisite: Physical, organic, and inorganic chemistry or permission of the instructor. Advanced tentative registration is required.

Corequisite: FCH 520.

FCH 524. Topics in Natural Product Chemistry (3)

Three hours of lecture and discussion each week. A course intended to introduce the student to various types of secondary metabolites including several of past and current interest because of their pronounced biological activities. Modes of chemical reactivity and means of structure determination and syntheses are covered. Spring.

FCH 530. Biochemistry I (3)

Three hours of lecture. General biochemistry with emphasis on cellular constituents and metabolic reactions. The chemical, physical, and biological properties of amino acids, proteins, carbohydrates and their intermediary metabolism will be discussed. The chemistry of enzymes, energy transfers, and biological oxidations will also be covered. Fall.

Prerequisite: One year of organic chemistry.

FCH 531. Biochemistry Laboratory (3)

One hour lecture and six hours of laboratory on the basic techniques used in biochemical research with an emphasis on proteins and enzymes. Techniques include spectrometry, chromatography, electrophoresis, amino acid analysis, coupled assays, and the isolation and characterization of enzymes. Fall.

Prerequisite: One semester of quantitative analysis with laboratory.

Corequisite: FCH 530 or equivalent with consent of instructor.

FCH 532. Biochemistry II (3)

Three hours of lecture. Topics discussed are: biosynthesis and degradation of amino acids and nucleic acids, protein biosynthesis, and an introduction to molecular biology. Spring.

Prerequisites: FCH 530 and its pre- and co-requisites.

FCH 550. Introduction to Polymer Science I:

Polymer Synthesis and Mechanisms (3)

Three hours of lecture. Introduction to the synthesis of polymers and the mechanism of polymerization processes. Addition homopolymerization and copolymerization by radical, ionic and coordination type catalysts. Synthesis of block and graft copolymers. Stepwise polymerization, network formation and gelation. Structure of polymers and stereoregular polymerization. Degradation of polymers, reaction on polymers, polyelectrolytes. Fall.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 551. Polymer Techniques (2)

One hour of lecture/discussion and three hours of laboratory; lab reports, final exam. Ten experiments covering the main topics of polymer synthesis (2), molecular weight determination (4), and characterization (4) are selected from free-radical solution and emulsion polymerizations, copolymerization, condensation polymerization, osmometry, viscometry, light scattering, gel permeation

chromatography, polarized light microscopy, X-ray diffraction, differential scanning calorimetry, thermogravimetric analysis, stress-strain analysis, nuclear magnetic resonance. Fall.

Prerequisites: One year of organic and one year of physical chemistry.

FCH 552. Introduction to Polymer Science II:

Polymer Properties and Technology (3)

Three hours of lecture. Introduction to the physical chemistry, physics, processing and technology of synthetic polymers. Polymer solutions, including molecular weight determinations and chain statistics. Polymer solid states, including rubber elasticity, viscoelasticity, the glassy state and the crystalline state. Properties, processing and technology of films, fibers, elastomers and foams. Spring.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 560. Chromatography and Related Separation Sciences

..... (3)

Three hours of lecture and discussion each week. A course designed to give the student a thorough understanding of analytical and isolation chemistry by modern chromatographic, distributive and molecular sieving techniques. The chemistry of the systems discussed will be stressed as well as the important physical aspects. Spring.

Prerequisites: Two semesters each of organic and general chemistry.

FCH 571. Wood Chemistry I: General Wood Chemistry (2)

Two hours of lectures. Introduction to carbohydrate chemistry. Chemistry of cellulose, hemicelluloses, and lignin. Cellulose derivatives. Distribution of polysaccharides and lignin in wood. Wood extractives. Chemistry of bark. Formation of heartwood. Wood as a chemical raw material. Fall.

Prerequisite: One or two semesters of a three-credit undergraduate course in organic chemistry.

FCH 572. Wood Chemistry II: Wood and Pulping

Chemistry (3)

Three hours of lectures. Introduction to carbohydrate chemistry. Chemistry of cellulose, hemicelluloses, and lignin. Cellulose derivatives. Distribution of polysaccharides and lignin in wood. Wood extractives. Chemistry of bark. Formation of heartwood. Wood as a chemical raw material. Chemistry of the industrial pulping processes with emphasis on sulfite and kraft pulping of wood. Chemistry of the major bleaching agents. Chemical byproducts in the pulping industry. Complete tree utilization in the manufacture of pulp and paper. Fall.

Prerequisite: One or two semesters of a three-credit undergraduate course in organic chemistry.

FCH 573. Wood Chemistry III: Biosynthesis of Wood (2)

Two hours of lecture. Chemistry of pectin and starch. Photosynthesis with emphasis on the chemical phase. Chemistry of the primary cell wall in plants. Biosynthesis of cellulose, hemicelluloses, pectin, and starch. Biosynthesis of aromatics, including lignin. Biodegradation of wood. Spring.

Prerequisite: FCH 571 or an equivalent course in general wood chemistry.

FCH 600. Interrogating Computer-Based Chemical

Science Databases (1)

One hour of lecture per week and scheduled time on the computer facilities for solving the assignments. A review of manual searching methods and the structure of the chemical abstracts in its text form. Principles and practice in computer-aided searching of the chemical science, especially chemical literature. A term project requires each student to design, conduct and analyze a literature search. Structured problems in computerized literature searches will also be assigned. Both structure and concept-based methods of searching will be treated. Fall.

Prerequisite: Graduate standing in chemistry or permission of the instructor.

FCH 620. Introduction to Computational Chemistry (3)

Two hours of lecture, discussion, demonstration, and three hours of computer laboratory exercises per week. An introduction to molecular mechanics, molecular dynamics, semiempirical modeling and chemistry applications on the Internet. Spring.

Prerequisites: One year of organic chemistry and basic computer skills such as provided by APM 255.

FCH 630. Plant Biochemistry (3)

Three hours of lecture and discussion. Includes the biochemistry of photosynthetic electron transport and phosphorylation, photosynthetic carbon fixation, photorespiration, nitrogen fixation, nitrate reduction, photochrome, and plant hormones. The economic, ecological and environmental aspects of plant biochemistry will also be discussed. Spring.

Prerequisites: FCH 530-532 or equivalent.

FCH 650. Physical Chemistry of Polymers I (3)

Three hours of lecture. Includes: thermodynamics of polymer solutions, phase equilibria, fractionation, structure-property relationships, elementary chain statistics, molecular geometry, network elasticity, polyelectrolyte theory, and viscosity. Fall.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 651. Physical Chemistry of Polymers II (3)

Three hours of lecture. Viscoelasticity. The glassy state and glass transition temperature. The crystalline state and crystallization kinetics. Characterization of structure and morphology of polymer solid states. Survey of structure and properties of native polymers. Spring.

Prerequisites: One year of organic and one year of physical chemistry.

FCH 652. Organic Chemistry of Polymers I (2)

Two hours of lecture. A broad survey of the chemistry of polyfunctional molecules and methods for their conversion to high molecular weight materials. Synthesis of a variety of specialty polymers and chemical reactions on natural and synthetic polymers. Some relations between molecular structure and useful properties. Fall.

Prerequisite: One year of organic chemistry.

FCH 653. Organic Chemistry of Polymers II (3)

Three hours of lecture. Kinetics and mechanism of polymerization processes, with emphasis on addition polymerization reactions initiated by radical, cationic and anionic initiators. Mechanism of stereospecific polymerization. Structure of polymers. Reactions on polymers and their modification for specific end uses. Block and graft polymers. Spring.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

**FCH 796. Special Topics in Chemistry (1-3)
(Credit hours arranged according to nature of topic)**

Lectures, conferences, and discussion. Advanced topics in physical chemistry, organic chemistry, or biochemistry. Fall and Spring.

FCH 797. Graduate Seminar (1)

Presentation and discussion of a selected topic in chemistry. Topics to be selected by participating faculty each semester.

FCH 798. Research in Chemistry (Credit hours to be arranged)

Independent research in physical and organic chemistry of synthetic polymers, physical and organic chemistry of natural polymers, organic chemistry of natural products, ecological chemistry and biochemistry. One typewritten report required. Fall, Spring, and Summer.

FCH 899. Master's Thesis Research (Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

FCH 997. Seminar (1)

Seminars scheduled weekly; an average of 20 to 30 seminars are given annually. Discussion of recent advances in chemistry. Credit is given only once to a student. Fall and Spring.

FCH 999. Doctoral Thesis Research (Credit hours to be arranged)

Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

FEG—FOREST ENGINEERING**FEG 132. Orientation Seminar: Forest Engineering (1)**

One hour per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to engineering as a design profession. Fall.

FEG 300. Engineering Design (1)

One hour of lecture or three hours of laboratory. A focus on application of design processes to the needs and desires of society, with emphasis on systems useful in resource manipulation and development. Concepts of planning and design are reinforced through study, conduct, and critique of design exercises and projects.

FEG 340. Engineering Hydrology and Flow Controls (4)

Three hours of lecture and three hours of laboratory and discussion. Analysis of the waters of the earth, their occurrence, circulation, and distribution; physical properties and their interaction with their environment. Principles of hydrologic budgeting and routing; and basic hydraulics of open channel, conduit, groundwater and overland flow. Applications of probability as a basis for the design of solutions to groundwater, surface runoff, flooding and water supply problems. Spring.

Prerequisites: CIE 327, IOR 326, and APM 360.

FEG 350. Introduction to Remote Sensing for Engineers .. (2)

Two hours of lecture per week. The fundamentals of acquiring, analyzing, and utilizing remote sensing data in the performance of natural resource inventories, environmental quality surveys and site development analyses. Oriented for multidisciplinary participation. Spring.

Prerequisite: Junior standing.

FEG 352. Introduction to Remote Sensing (3)

Two hours of lecture and three hours of laboratory per week. Qualitative and quantitative introduction to the fundamentals of acquiring, analyzing, and utilizing remote sensing data in the performance of natural resource inventories, environmental quality surveys, site development studies, and land use analyses. Oriented for multidisciplinary participation. Fall and Spring.

Prerequisites: Junior standing, physics and calculus or consent of the instructor.

FEG 363. Photogrammetry I (3)

Two hours of lecture and discussion, three hours of laboratory. Basic photogrammetric and photo interpretation concepts as a means of acquiring reliable data for engineering and management planning. Potentials, limitations, instrumentation, and unique requirements are considered. Fall or Spring.

Prerequisite: ERE 371 or equivalent.

FEG 410. Structures (4)

Three hours of lecture, three hours of computation laboratory and discussion. Engineering principles in the analysis, planning design and construction of components and framed structures under various types of loadings. The proportioning of wood, steel and composite members and the design of statically determinate structural systems. Emphasis is placed on the relationship between theoretical stress analysis and codes and specifications for appropriate materials and structural design practices. Fall.

Prerequisites: ERE 362, Scientific Computing.

FEG 420. Harvest Systems Analysis (1)

Three hours of discussion, demonstration and/or field exercises. An introduction to mensuration, harvesting operations, methods analysis, mechanization, and interrelationships between the production and silvicultural aspects of harvesting, is presented. A context is developed for the application of other Forest Engineering courses. Fall.

Prerequisites: FOR 321, ERE 362.

FEG 430. Engineering Decision Analysis (3)

An introduction to the design process as a decision model, with emphasis on determining economic attractiveness of engineering projects, and evaluation of investment alternatives. Analysis of production and construction activities in private and public works activities. Fall.

Prerequisite: IOR 326.

FEG 437. Transportation Systems (3)

Two hours of lecture and three hours of laboratory. Interrelationships between natural features, transportation types, design, and management objectives to provide the most effective system within a given framework. Basic engineering principles in the planning, location, design, construction, and maintenance of suitable transportation systems to serve various aspects of forest resource management. Spring.

Prerequisites: ERE 371, CIE 437, FEG 340.

FEG 448. Advanced Topics in Hydraulics (3)

Three hours of lecture per week. Classroom instruction and exercises introduce advanced concepts in hydraulics. Topics include the energy and momentum principles, critical flow, uniform flow, flow profiles, and unsteady flow, as appropriate. Suitable as an engineering design elective in the forest engineering curriculum. Fall.

Prerequisite: FEG 340 or equivalent as determined by the instructor.

FEG 454. Power Systems (2)

Two hours of lecture per week. Application of alternative technologies to the matching of power needs and resource constraints. Topics include tractive power, wind power, cogeneration, alternative fuels, and photovoltaics. Spring.

Prerequisites: MEE 285, ERE 351, FEG 420.

FEG 464. Photogrammetry II (3)

Two hours of lecture and three hours of laboratory. General analytic photogrammetry including interior and exterior orientation systems, intersection, space resection, and orientation. Correction of photo coordinates for film deformation, lens distortions, atmospheric refraction, and earth curvature. Introduction to photogrammetric plotters. Planning for photogrammetric projects and designing optimum procedures for selected photogrammetric tasks. Fall.

Prerequisite: FEG 363.

FEG 489. Forest Engineering Planning and Design (3)

Two hours of lecture and three hours of laboratory. A curriculum capstone course designed to integrate other coursework with a systematic approach to real life engineering problems. Semester-long laboratory projects are selected to provide experience in dealing not only with technical and economic constraints, but also with environmental, social, legal, and political aspects of the planning process. Spring.

Prerequisite: Senior standing in forest engineering.

FEG 498. Research Problem in Forest Engineering (1-3)

Independent research in topics in Forest Engineering for the highly motivated undergraduate student. Selection of subject area determined by the student in conference with appropriate faculty member. Tutorial conferences, discussions and critiques scheduled as necessary. Final written report required for departmental record. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

**FOR—FORESTRY
(RESOURCES MANAGEMENT)****FOR 132. Orientation Seminar: Forestry (1)**

One hour of lecture/discussion per week. Jointly taught by ESF Student Services and the Faculty of Forestry. Student Services provides an introduction to ESF and to skills necessary for success. The Faculty of Forestry *briefly* describe forestry, what it is, what foresters do, the social contract with the public, the role of forestry and foresters as professionals, and the integration of biophysical, socio-economic, and ethical dimensions of forest resource management. Required of freshmen in the Resources Management and the Dual EFB/FOR programs; open to others as an elective. Fall.

FOR 200. Introduction to Resources Management (2)

Two-three hours of lecture/discussion. An introduction to forestry and the professional disciplines related to forest resources management. Topics include the scope and purposes of forestry, application of basic scientific concepts in planning forest resources management, approaches to integrating the management of forest-related resources and values, professionalism and ethics, and a review of current issues of importance to forestry. Required for resources management students and highly recommended for Dual EFB/FOR students. Open to all other students. Fall.

FOR 202. Introduction to Sociology (3)

Three hours of lecture or discussion. General introductory principles and methods of sociology including group dynamics and development, different structural arrangement of social groups, community development and adjustment processes, relationships with the natural environment. Fall.

FOR 205. Introduction to Macroeconomics (3)

Three hours of lecture per week. The role of macroeconomic theory in public policy will be emphasized. Basic macroeconomic models of the banking system and of the interplay of consumer, business firms and government purchases of goods and services will be used in the analysis of public policy with respect to stability of consumer prices and the level of employment in the economy, the role of foreign trade in the performance of the national economy. Fall.

FOR 206. Introduction to Microeconomics (3)

Three hours of lecture per week. Consumer behavior, pricing and resource allocation, and the theory of the firm and industry will be emphasized. The role of microeconomic theory in public policy analysis. Spring.

FOR 291. Oral Presentation (1)

Course meets one hour weekly for presentations, discussion, and review. Course objective is improvement of presentation and articulation skills through preparation, delivery, and interactive discussion and evaluation of informational style presentations. Required for Resources Management and Dual EFB/FOR students; open to other ESF undergraduates on a space-available basis.

Prerequisite: One writing course.

**FOR 296. Special Topics in Resource Management/Forestry
..... (1-3)**

Experimental, interdisciplinary or special coursework at the freshman or sophomore levels. Subject matter and course format vary from semester to semester or offering on the basis of needs and objectives of the course. Fall or Spring.

FOR 301. Field Dendrology and Ecology (1.5)

One half-day lecture and seven-and-one-half days field study presented as the first portion of the Summer Program in Field Forestry. Field identification and ecology of common trees and some shrub and herbaceous species of the Adirondack area. Natural and cultural history of the area as it affects the growth and development of forest vegetation. Summer.

FOR 302. Forest Surveying and Cartography (2.5)

Course consists of approximately 13 eight-hour class days, combining lectures and practical field applications. The course stresses development of functional ability in the areas of cartography, overland navigation, and land measurement. Summer prerequisite for FOR 303, 322, 332.

Prerequisite: FOR 301.

FOR 303. Introduction to Forest Resource Measurements ... (3)

Sixteen days of lecture and field exercises. Principles and methods used in the measurement of trees, forest stands, and forest products. Introduction to the principles and methods used in the measurement of wildlife habitat. Emphasis placed upon field procedures and performance. Summer.

Prerequisites: FOR 301 and FOR 302.

FOR 304. Resources Management Field Trips (1)

Approximately one hour of lecture and 6-7 hours of field trips per week for five weeks, presented as an integral part of the Summer Program in Field Forestry. An introduction to organizations involved with integrated resources management, with focus on forestry, and how they are structured to deal with current issues. Required of Resources Management and Dual EFB/FOR students and serves as part of a common experience to draw upon in advanced professional courses. Summer.

FOR 305. Forestry Concepts and Issues (1)

Three hours of lecture/discussion; starts approximately mid-semester. An introduction to environmental attitudes and values as they relate to forestry and natural resource professionalism and practice. Current issues are used as examples. Required for Resource Management juniors and Dual RM/Forest Biology students. Fall.

FOR 307. Environmental Economics (3)

Three hours of lecture and discussion per week. Economic theory and analysis in the control of external economies and diseconomies in the use of resources. Particular emphasis is placed upon the study and application of economic models to the problems of pollution of air, water, and land. Relationships and interactions of the public and private sectors in the creation and control of externalities. Fall.

FOR 310. Forest Resource Economics & Decision Models (4)

Three hours of lecture/discussion per week, three hours of laboratory. Course examines the applications of principles and models of economics and quantitative decisionmaking to planning and management of forest and related natural resources. Applications to timber, wildlife, water, and outdoor recreation are stressed. Market and nonmarket analyses are covered.

Prerequisite: Microeconomics, Silviculture, or permission of instructor.

FOR 312. Sociology of Natural Resources (3)

Three hours of lecture/discussion per week, selected field trips. Course develops the concepts and principles of sociology as applied to natural resource questions. Concepts of community, forest-dependent communities, shared identity, and social structures of resource-based groups. Views the forest as an integrated social and biological community.

Prerequisites: Introductory sociology, junior status, or permission of instructor.

FOR 321. Forest Ecology and Silviculture (3)

Two hours of lecture and one three-hour field laboratory first half of semester; three hours of lecture last half of semester. Survey of forest tree and stand ecology and silviculture concepts and implications for treatment of forest stands for various values. Some field evaluation of forest stands, site and history variables, and treatment alternatives. For students outside Resources Management curriculum; not open to students taking FOR 332 and 334. Fall.

Prerequisite: Botany or general biology.

FOR 322. Forest Resource Measurements and Analysis ... (2)

Two hours of lecture and three hours laboratory per week in first two-thirds of semester. Principles and methods used in the measurement of trees and forest stands, sampling design and analysis, inventory planning, and introduction to the concept of forest growth and yield analysis. Fall

Prerequisite: FOR 303 or equivalent and APM 391.

FOR 323. Forest Biometrics (2)

Two hours lecture. Statistical techniques for analyzing forest resource problems including simple linear regression, multiple regression, weighted least squares regression, and analysis of variance. Spring.

Prerequisite: APM 391 or equivalent.

FOR 324. Introduction to GIS in Resources Management . (1)

An introduction to the use of raster and vector geographic information systems in resources management. Topics include comparison of raster and vector GISs and their data structures, the importance of data quality in the application of geospatial analyses to resources management problems.

FOR 331. Forest Influences (3)

Two lecture/discussion sessions and one laboratory/ field session per week. Forest vegetation as a modifier of the local fluxes of energy and water. Required for Resource Management juniors and Dual RM/Forest Biology students. Fall.

FOR 332. Forest Ecology (3)

Equivalent of three hours of lecture per week. Course stresses a whole plant understanding of tree physiology and autecology as well as applied synecology as related to: 1. the assessment of forest stand, composition, structure, condition, and stage of development, and 2. the creation of specific forest stand structures dictated by varying management objectives (recreation, water, wildlife, wood).

Prerequisites: Botany and general ecology.

Pre- or Corequisites: Soils.

FOR 334. Silviculture (4)

Three hours of lecture and 3 1/2 hours of laboratory or field trip per week. Study of the practice of silviculture for managing forest stands to serve various interests of landowners. Field trips and exercises provide opportunities to see examples of common silvicultural methods under different management scenarios, and to learn and practice techniques for analyzing forest stands and developing prescriptions for their treatment. Fall.

Pre- or Corequisite: Forest soils, forest influences, silvics, and forest mensuration, or equivalent.

FOR 335. Regional Forest Ecology and Silviculture (3)

Three hours per week of classroom study. Topics cover regional factors that influence ecosystem management methods commonly used in different forest types. Analysis of managed forest ecosystems of the United States with attention to ecological factors, species characteristics, socio-economic conditions and geographical differences in land use. Spring (odd years).

Prerequisite: FOR 332, FOR 334 or FOR 321.

FOR 340. Watershed Hydrology and Water Quality (3)

One to three hours of lecture in classroom and field. Basic principles of watershed hydrology, natural water quality, and interactions between land management practices and water quality, especially the substantive basis underlying Best Management Practices for control of agricultural and silvicultural nonpoint sources on rural lands.

Prerequisite: Soils; geology recommended.

FOR 341. Hydrology Computer Laboratory (1)

Three hours of lab. Development of proficiency in the use of APL and/or PC:SOLVE (and related software) and in the manipulation, analysis, interpretation of hydrologic and meteorologic data, and practical experience with the natural spatial and temporal variation of hydrologic data.

Co- or Prerequisite: FOR 340, FOR 540, or FEG 340.

FOR 345. Introductory Soils (3)

Two hours of lecture and three hours of laboratory. Introduction to the fundamentals of soil science as related to various land uses, especially forestry.

Prerequisites: Introductory courses in chemistry and physics.

FOR 360. Principles of Management (3)

Two hours of lecture and one hour of recitation. Basic theories, concepts, principles, and functions of modern management and administration. Planning, organizing, staffing, and human resources management, directing and supervising, communication, controlling, evaluating and budgeting responsibilities in public agencies and private industries, and social and ethical considerations, are among the principal topics emphasized. Spring.

FOR 361. Computing in Forestry (3)

Introduction to the use of the computer in forestry and to the BASIC programming language. Commonly used forestry techniques are implemented by the student on the computer and the student has the opportunity to use other professionally prepared programs. The student also uses the computer as a communication device. The course is designed for students in the forestry curriculum. Open to other students by permission of the instructor. Spring.

Prerequisite: An introductory course in computers.

FOR 364. Soil and Water Conservation Policy (3)

An integrated, historical survey of water and related land resource conservation in the United States. Interrelationships of governments and private organizations in their functions of policy-setting and planning, administration of programs, and evaluation of projects. Spring.

FOR 370. Forest Management (3)

Three hours of lecture/discussion per week with selected field trips. Course covers the process of organizing and regulating a forest, timber harvesting and environmental impacts, the legal environment of forest management and role of timber management in forest management.

Prerequisite: Silviculture and Forest Measurements, or permission of instructor.

Corequisite: Resource economics and decision models, or permission of instructor.

FOR 372. Fundamentals of Outdoor Recreation (3)

Introduction to the programs and practices of federal, state and local agencies and private organizations involved in planning, administration and management of outdoor recreation areas. Emphasis is on major recreational issues and conflicts faced by area managers, and how they integrate solutions into their plans. Spring and Fall.

Prerequisite: Junior standing.

FOR 373. Forest Operations (4)

Three hours of lecture and three hours of laboratory per week. FOR 373 provides a comprehensive examination of forest operations and its role in forest management. Timber harvesting is examined as a system integrating machines, equipment mixes, costs, and labor to implement silvicultural prescriptions. Examination of the managerial implications inherent in decisions concerning the planning, construction, and maintenance of forest roads. Examination of the causes of and the techniques for mitigating adverse environmental impacts of timber harvesting and forest road construction activities. Fall.

Prerequisite: FOR 321 or FOR 334.

FOR 378. New York Forestry (3)

Lecture, discussion, and field trip. Historical development of forests and forest uses in New York, analysis of current issues in New York forestry, and consideration of possible future developments for New York forests. Provides information useful to geographers, foresters, planners, and others interested in the social environment of New York's natural resources. Fall.

FOR 404. Economics of Wood-Using Industries (3)

Three hours of lecture and discussion. Structure and organization of selected wood-using industries. Analysis of decisionmaking by the firm. Principles of production and marketing including demand and cost analysis and pricing. Special issues and current problems of the industries, and introduction to the newer mathematical and statistical tools for meeting them. Spring.

Prerequisite: Microeconomics.

FOR 405. World Forestry Resources: Problems and Prospects (3)

Three hours of lecture and discussion plus guided readings, pertaining to world forest resources and the problems and opportunities associated with their use and development. Major topics include: world forest resources; production and trade; principal wood-producing countries; forestry and the problems of underdevelopment; and special areas and topics of interest to world forestry. Spring.

Prerequisite: Senior status preferred.

FOR 433. Commodity Production Silviculture (3)

Three hours per week of lecture and discussion stressing the development of prescriptions and the application of silvicultural techniques, primarily for commodity production. Topics include even-aged stand development, intermediate stand treatments, growth and change in uneven-aged stands, natural reproduction methods, assessing tree and stand quality and value, and application of selection system. Students undertake projects as a means for developing deeper understanding of and a capacity for prescribing different silvicultural techniques. Spring.

Prerequisites: FOR 334 and FOR 470, or equivalent. Senior standing required.

FOR 443. Forest Hydrology (3)

Three hours of lecture, or equivalent. Course will examine the basic physical processes of water movement in the hydrologic environment, including snowmelt, infiltration, evapotranspiration, runoff, unsaturated zone processes, and groundwater-streamflow interactions. The focus will be on scientific hydrology, with critical examination of research techniques as applied to the study of small catchments. Linkages to biogeochemistry, remote sensing, and GIS will also be explored. Fall.

Prerequisite: FOR 340 or equivalent.

FOR 445. Hydrological Techniques (2)

One hour of lecture and three hours of lab. Course will provide a hands-on learning experience in current instrument and measuring techniques in hydrology, meteorology and hydrogeology, necessary for research in the environmental sciences. The objective will be to explore the principles that govern the use of sensors and the operation of data acquisition systems. Spring.

Prerequisite: FOR 443 or equivalent.

FOR 446. Forest Soil Classification, Survey, and Interpretation (3)

Three hours of lecture and discussion, one three-hour laboratory. Detailed examination of soil genesis and classification, and the survey and description of the soilscape. Interpretations are made for various land uses, especially forestry. Fall.

Prerequisites: FOR 331 or 345 or an introductory soils course.

FOR 450. Introduction of Environmental Impact Analysis . (2)

Two lecture periods per week. The legal history, context, interpretation, and offspring of the National Environmental Policy Act (NEPA) of 1969; scientific considerations of environmental impact analysis; scope of environmental impact, and alternatives to the NEPA procedures.

Prerequisite: Senior standing.

FOR 455. Forest Genetics and Tree Improvement (3)

Two hours of lecture, three hours of lab or field study. General principles of genetics as applied to conservation and utilization of genetic diversity of forest tree species. Selection of elite trees, pollen testing, tissue culture and seed propagation, field-test design, and germplasm conservation and utilization are discussed. Spring.

Prerequisite: FOR 332 or EFB 307.

FOR 465. Natural Resources and Environmental Policy (3)

Three hours per week of lecture and discussion. Course examines the working principles creating the structure of natural resource and environmental policy. Specific laws and policies are analyzed as a product of complex history of policy processes spanning common law, legislation, administration, court decisions, local zoning, and economic relationships. Applies basic analytical skills to policy questions. Explores the relationship of the manager to policy processes. Required of seniors in Resources Management and of Environmental Studies students in the Policy and Management Study Area; open as an elective to other undergraduates. Spring.

Prerequisite: Senior status, one semester in both economics and U.S. government.

FOR 473. Planning and Development of Forest Recreation Areas (3)

Three hours of lectures or equivalent laboratory and assignments. Planning and designing forest recreation areas, structures, and facilities. Development of construction plans for camp and picnic sites, for waterfront areas and for trails. Emphasis is on the functional relationship between planning and design, management, and maintenance. Field trips required. Fall.

Prerequisite: FOR 372.

FOR 474. Commercial Recreation (3)

Three hours of lecture and discussion per week, plus one all-day field trip. Introduction to the role of the private sector in providing recreational facilities, programs, and services. Case studies of private recreation enterprises. Emphasis on the requirements for successful commercial recreation ventures. Spring (odd years).

Prerequisite: FOR 372 or equivalent.

FOR 475. Sociology and Psychology of Leisure Behavior .. (3)

Three hours of lecture and discussion. Introduction to theory and research findings dealing with the sociological and psychological aspects of leisure behavior; field work and lectures demonstrate applications, particularly with regard to leisure behavior. Spring.

Prerequisites: FOR 372, and an introductory course in sociology or psychology, or permission of the instructor.

FOR 476. Tourism Planning (3)

Three hours of lecture/discussion per week. Study of the basic concepts of nature-based tourism planning and its place in community and regional resource development. Course emphasizes the positive and negative economic, social, and environmental impacts of nature-based tourism. Overnight field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 477. Resource Policy and Management (3)

Three hours of lecture supplemented by one hour of discussion and/or lecture. Public and private forest policy formation; principles of modern management; overall management and operation of a productive forest property. Primarily for forest engineers. Not available to Resource Management undergraduates. Fall.

Prerequisites: Mensuration and silviculture, senior standing in Forest Engineering, or by permission of the instructor.

FOR 478. Wilderness and River Recreation Management .. (3)

Three hours of lecture and discussion per week. Introduction to the federal and state legislation and institutional framework that affects wilderness and river recreation planning and management. Emphasizes dispersed recreation planning, site management, visitor management, carrying capacity, and wilderness and river recreation management plans. One two-day field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 479. Outdoor Recreation Management (3)

Three hours of lecture per week. Descriptions of methods and techniques used in Outdoor Recreation Management. Discussion of practices of resource/visitor/services management. Spring.

Prerequisites: FOR 372, Fundamentals of Outdoor Recreation or equivalent, FOR 360, Principles of Management or equivalent.

FOR 480. Urban Forestry (3)

Two hours of lecture, and one hour of discussion or three hours of field study per week. Evaluation and management of urban greenspace resources, with emphasis on trees, in the context of other values and management processes in urban areas. Field practice in evaluating urban greenspace and tree resources. Shared resource course meeting with FOR 680 which has additional requirements. Spring.

Prerequisites: Senior status. FOR core courses or permission of the instructor for seniors in other programs.

FOR 490. Integrated Resource Management I (2)

Two hours of lecture/discussion per week with scheduled field trips and field projects. This course is the first in a two-course sequence which emphasizes the assimilation, integration, and interpretation of the biophysical and socioeconomic sciences. A view of the forest as a unified whole and the planning process are major emphases. Fall.

Prerequisite: Senior standing in Forestry or Dual EFB/FOR, or permission of instructor.

FOR 491. Integrated Resource Management II (2)

Two hours of lecture/discussion per week with scheduled field trips and field projects. This course is the second in a two-course sequence which emphasizes the assimilation, integration, and interpretation of the biophysical and socioeconomic sciences. A view of the forest as a unified whole and the planning process are major emphases. Development of an integrated resource management plan is a major project. Spring.

Prerequisite: FOR 490, or permission of instructor.

FOR 496. Special Topics in Resource Management/Forestry (1-3)

Experimental and developmental courses in new areas of resource management/forestry or areas not covered in regularly scheduled courses. Topics may include but are not limited to the biological, physical, and social dimensions and the many and varied resources of forest lands and forestry. Specific detailed course descriptions for each course taught under the 496 designation are available for student perusal. Fall, Spring, and Summer.

FOR 498. Independent Study in Resource Management/Forestry (1-6)

Independent research or study in resource management/forestry for selected undergraduate students. Selection of subject area, nature of the research or study, and number of credit hours determined by student in conference with appropriate faculty member; initiative in taking FOR 498 rests with the student. Final written report is required for record. Fall, Spring, and Summer.

Prerequisite: Cumulative G.P.A. of at least 2.50 and approval of the advisor and instructor.

FOR 499. Independent Study/Internship in Resource Management/Forestry (7-12)

Independent research or study in resource management/forestry for selected undergraduate students especially designed for internships spent off-campus working for a resource management or forestry oriented firm or organization while also pursuing an academically oriented project. The selection of the study topic will be determined by the student in consultation with his/her advisor. Guidance will be provided by a faculty committee. Final written report is required for record. Limited to seniors in resource management/forestry. Fall, Spring, Summer.

Prerequisite: Must have a cumulative G.P.A. of at least 3.00.

FOR 520. Application of Ecology (3)

Two hours of lecture and discussion and one to three hours seminar, workshop, or field trip. Exploration of use and implications of ecological concepts for practices modifying terrestrial ecosystems for human benefit. Discussion of ecological writings in relation to applied problems; workshops, field trips, and student presentations exploring ecological implications of specific situations. Course designed for interdisciplinary participation. Spring (even years).

FOR 523. Tropical Ecology (3)

One hour of lecture coupled with a period of intensive field study over spring break on a tropical island in the Caribbean. Principles of tropical ecology, resource management, and island biogeography are presented. Field trips to a variety of tropical ecosystems including: rain forest, coral reefs, crater lakes and montane rain forest. Comparisons with north temperate ecosystems are made. Additional fees required to cover cost of travel and lodging during field portion of course. (Deposit required by mid-December). Requires the ability to swim. Spring.

Prerequisite: EFB 320 or equivalent.

FOR 534. Greenspace Silviculture (3)

Two hours lecture; three hours field laboratory or two hours discussion per week. Concepts, techniques, and field practice of evaluating and managing vegetation systems, including site resources, woody and herbaceous vegetation, and use impacts, primarily for on-site, greenspace values on recreation, wildlife and multiple-use lands; roadsides and utility rights-of-way; buffer and protection areas, etc. Fall.

Prerequisites: Graduate status and coursework in silviculture and soils. Qualified seniors by permission of the instructor.

FOR 535. Advanced Forest Soils (3)

Three hours of lecture-discussions concerning the current state-of-the-art in forest soils. Effect of intensive forest management on soil, soil-site-species relationships, forest fertilization tree nutrition. Application of forest soils information to silviculture. Spring.

Prerequisite: FOR 331, 332 or beginning courses in soils and silviculture.

FOR 536. Forest Planting (3)

Two hours lecture and three hours laboratory or field average per week, including up to two all-day field trips. Concepts and techniques of forest planting for land rehabilitation and as a silvicultural system; including species and genetic selection, seed and plant production and evaluation, planting methods and site preparation, and regional case studies. Spring.

Prerequisites: Graduate status and coursework in silviculture. Qualified seniors by permission of the instructor.

FOR 537. Urban Soil in Landscape Design (3)

A description of urban soil, following an introduction to basic soil properties, with explanation of its major problems and discussion of design applications to overcome those problems. Procedures for soil and analysis and site assessment are given. Practical design examples are covered. Three hours of lecture. For Landscape Architecture students only. Spring.

FOR 542. Watershed Management (2)

Two hours of lecture, or equivalent. The impact of the multiple use of forest and range lands on water yield, soil stability, and water quality. Regional and local problems and potential solutions. Fall.

Prerequisite: FOR 340, FOR 540, or equivalent, or with permission of instructor.

FOR 556. Spatial Modeling (3)

Two hours of lecture and three hours of laboratory per week. An introduction to spatial thinking and the use of raster geographic information systems for spatial query, problem analysis, modeling, and decision support in natural and environmental resources analysis, management, and planning. Spring.

FOR 557. Practical Vector GIS (3)

Two hours of lecture and three hours of laboratory per week. An introduction to the use of and planning for the use of vector geographic information systems for problem analysis, modeling, and decision support in resource and environmental management and planning. Fall.

FOR 558. Advanced Vector GIS (3)

One and one-half hours of lecture and discussion and four and one-half hours of laboratory. Course builds on FOR 557 and through learning-by-doing develops skills in using ARC/INFO and database management software for the analysis and/or modeling of natural and environmental resource management and analysis problems. Spring.

Prerequisite: FOR 557 or equivalent.

FOR 561. Land Use Economics (3)

Three hours of lecture/discussion per week. Study of the theory and method of land use economics and the application of economic analysis to open space and regional planning. Emphasis is on understanding basic concepts, development of operational methods and data sources. Case studies, outside readings, and guest speakers are utilized. Spring.

Prerequisite: One course in microeconomics.

FOR 562. International Timber Trade (3)

Three hours of lecture. Basic principles of international trade. Structure and procedures of international timber trade. Major trade regions and their relationships. Economic context of timber trade. Emphasis is placed upon methods of analyses for understanding both opportunities and limitations of timber products exports and imports. Fall.

Prerequisites: Two semesters of undergraduate economics, and senior standing in forestry or wood products engineering.

FOR 588. The Law of Natural Resource Administration (3)

Three hours of lecture and discussion. An introduction to the law concerning the procedures, powers, and judicial review of public agencies responsible for the management of natural resources. Topics will include the extent of an agency's rule-making power and the rights of aggrieved parties to appeal from agency decisions. Spring.

Prerequisite: FOR 360 or equivalent course in public administration.

FOR 591. Oral Presentation Techniques (1)

Course meets one hour weekly for presentation and discussion. Course objective is improvement of presentation style and articulation skills through preparation, delivery, and interactive evaluation of information style seminars. Spring.

Prerequisite: Graduate standing and permission of the instructor.

FOR 592. Written and Oral Argumentation (2)

Course meets two hours weekly. Course objective is to improve articulation skills through effective argumentation. Students will participate in weekly discussions of the assigned readings, and each student will prepare, present, and support two position papers to a review panel consisting of students and faculty within the class. Spring.

Pre- or Corequisite: FOR 591.

FOR 620. Silviculture Concepts and Applications (3)

Three hours per week of lecture and discussion stressing the conceptual basis for developing prescriptions and applying silvicultural techniques, primarily for commodity production. Topics include even-aged stand development, intermediate stand treatments, growth and change in uneven-aged stands, natural reproduction methods, assessing tree and stand quality and value, and application of selection system. Students undertake independent research projects as a means for developing deeper understanding of silvicultural concepts, and to improve their capacity for prescribing different silvicultural techniques. Spring.

FOR 625. Productivity of Forest Stands (3)

In two hours of lecture and three hours of laboratory, whole tree, stand, and forest community productivity are studied from an ecophysiological viewpoint. Quantitative techniques and methods used to evaluate biological as well as economic forest production are learned and utilized. From the perspective established, new trends and developments in silvicultural practice are critically examined. Spring.

Prerequisite: Permission of the instructor.

FOR 630. Tropical Forest Ecology and Land Use (3)

Three hours of lecture and discussion per week. Tropical forest environments and associated vegetation are studied from an ecological perspective and development options evaluated: agriculture, natural forest and plantation management, agroforestry, pasturing livestock, and forest preservation.

Prerequisites: Coursework in ecology, soils, and silviculture recommended, but not required.

FOR 635. Forest Soils and Their Analyses (3)

One hour of lecture, one hour of recitation, four hours of field and laboratory study of forest soils, emphasizing plant-soil relationships. Stress on quantification of plant-soil diagnostic techniques and their interpretation. Spring (odd years).

Prerequisites: FOR 446; background in physical and biological recommended.

FOR 640. Isotope Hydrology (3)

This advanced-level course will examine the application of isotope tracing techniques for solving hydrological, hydrogeological, and related environmental problems. Course will be divided into five sections: I) basic principles of catchment hydrology and isotope geochemistry; II) processes affecting isotopic composition of source waters; III) case studies in isotope hydrology; IV) case studies in isotope geochemistry; and V) synthesis and modeling. Fall.

Prerequisite: FOR 540 or equivalent.

FOR 641. Watershed Hydrology and Water Quality (3)

Three hours of lecture in classroom and field. Basic principles of watershed hydrology, natural water quality, and interactions between rural lands' management practices and water quality, especially, the substantive basis underlying and Best Management Practices for application of agricultural and silvicultural nonpoint sources on rural lands. Spring.

Prerequisite: Permission of the instructor.

FOR 642. Snow Hydrology (3)

Three one-hour lectures and two three-day field trips. Physical characteristics of snow and the energy relations important in its accumulation and dissipation. Problems of measurement and prediction of runoff and melt. Potentials for management. Spring.

Prerequisite: SIL 540 or FEG 340.

FOR 643. Forest Hydrology (3)

Three hours of lecture, or equivalent. Course will examine the basic physical processes of water movement in the hydrologic environment, including snowmelt, infiltration, evapotranspiration, runoff, unsaturated zone processes and groundwater-streamflow interactions. The focus will be on scientific hydrology, with critical examination of research techniques as applied to the study of small catchments. Linkages to biogeochemistry, remote sensing, and GIS will also be explored. Fall

Prerequisite: FOR 340 or equivalent.

FOR 645. Hydrological Techniques (2)

One hour of lecture and three hours of lab. Course will provide a hands-on learning experience in current instrument and measuring techniques in hydrology, meteorology and hydrogeology, necessary for research in the environmental sciences. The objective will be to explore the principles that govern the use of sensors and the operation of data acquisition systems. Spring.

Prerequisite: FOR 643 or equivalent.

FOR 650. Environmental Impact Analysis Practicum (3)

Two discussion-workshop sessions per week. Team project and case study examination of the art of the environmental impact statement process, and consultant team operations and ethics.

Prerequisite: FOR 450 or equivalent.

FOR 655. Advanced Forest Genetics and Tree Improvement (3)

Two hours of lecture and discussion, three hours of lab or field study. Study of advanced principles of genetics as applied to conservation, and utilization of genetic diversity of forest tree species and other organisms associated with forest ecosystems. Course includes applications of tissue culture propagation and genetic engineering to forest trees. An independent research problem will be undertaken by the student. Spring.

Prerequisite: FOR 332 or EFB 309, or with permission of instructor.

FOR 664. Soil and Water Conservation Policy (3)

One three-hour meeting per week. An integrated, historical survey of water and related land resource conservation in the United States. Interrelationships of governments and private organizations in their functions of policy-setting and planning, administration of programs, and evaluation of projects. Fall.

FOR 665. Natural Resources and Environmental Policy (3)

Three hours per week of lecture and discussion. Course examines the working principles creating the structure of natural resource and environmental policy. Specific laws and policies are analyzed as a product of complex history of policy processes spanning common law, legislation, administration, court decisions, local zoning, and economic relationships. Applies basic analytical skills to policy questions. Explores the relationship of the manager to policy processes. Shares lecture with FOR 465, but has a separate discussion/seminar section and requires more in-depth readings and a policy analysis paper of a selected topic. Spring.

Prerequisite: Graduate status, one semester in both economics and U.S. government.

FOR 670. Resource Economics (3)

Three hours of lecture and discussion per week. Economic theory and analysis in resource management and use decisions. Study and application of economic models to land, water, forest, wildlife and recreational resources. Relationships and interactions of public and private sector in resource management. Fall.

Prerequisites: Two semester courses of undergraduate economics.

FOR 671. Economics of Nonmarket Goods (3)

Group discussion, lectures, guided readings, case studies, and student projects on the economic aspects of watershed management, fish and wildlife management, and outdoor recreation. Major topics include theories of valuation and application to nonmarket goods, cost analysis for nonmarket goods, and techniques for valuing nonmarket goods and services. Spring.

Prerequisites: FOR 670 or microeconomics or permission of the instructor.

FOR 674. Commercial Recreation (3)

Three hours of lecture and discussion per week, plus one all-day field trip. Provides an overview of the private sector recreational facilities, programs, and services. Reviews the requirements for successful commercial recreation ventures. Quantitative analysis related to business feasibility is emphasized. Spring (odd years).

Prerequisite: FOR 372 or equivalent.

FOR 675. Psychology of Leisure Behavior (3)

Three hours of lecture and discussion. Introduction to theory and research findings dealing with the sociological and psychological of leisure behavior: field work and lectures demonstrate applications, particularly in outdoor recreation. Fall.

FOR 676. Tourism Planning (3)

Three hours of lecture/discussion per week. Study of the basic concepts of nature-based tourism planning and its place in community and regional resource development. Course emphasizes the positive and negative economic, social, and environmental impacts of nature-based tourism. Overnight field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 678. Wilderness and River Recreation Management .. (3)

Three hours of lecture and discussion per week. Reviews the institutional framework that affects wilderness and river recreation planning and management. Emphasis is on understanding management appropriate for dispersed recreational areas in forest and river environments and how planners and managers can use related research information. One two-day field trip required. Fall.

Prerequisite: FOR 372 or equivalent

FOR 679. Outdoor Recreation Management (3)

Three hours of lectures per week. Methods and practices of outdoor recreation management. Spring.

Prerequisites: One course in recreation, one in management or permission of the instructor.

FOR 680. Urban Forestry (3)

Two hours of lecture, and one hour of discussion or three hours of field study per week. Evaluation and management of urban greenspace resources, with emphasis on trees, in the context of other values and management processes in urban areas. Field practice in evaluating urban greenspace and tree resources. Shared resource course meeting with FOR 480, with additional requirements for FOR 680. Spring.

Prerequisites: Permission of the instructor.

FOR 691. Research and Evaluation Techniques in Recreation (2)

Two hours of lecture and discussion per week. An introduction to the design of research and evaluation projects to assist recreation planning and management in the public and private sectors. Emphasis is on understanding the process of design, measurement, and analysis to achieve effective techniques and applications in recreation. Spring (even years).

Prerequisite: Graduate status and previous recreation courses.

FOR 735. Forest Soil Fertility (Applied Studies) (2-4)

Two hours of lecture and one hour of discussion. Up to six hours of laboratory depending on number of credit hours. Influence of soil fertility on development and growth of seedlings and trees, and techniques involved to determine this influence. Chemical and biological analysis to determine levels of soil fertility. Nutrient element deficiencies and their correction by soil amendments and fertilizers. Term projects by the student will be undertaken. Spring (even years).

Prerequisites: CHE 332 and 333, FBO 530, FOR 446 and FOR 635, or equivalent.

FOR 751. World Forestry (3)

Three hours of lecture and discussion. Worldwide forest classification and geographic distribution; comparative study of forest policies and management systems; tropical forestry and deforestation; agroforestry; international timber trade; forest resources and economic development; technology transfers; United States' role in less developed countries' forestry. Spring.

FOR 753. Advanced Natural Resource and Environmental Policy (3)

Three hours per week of lecture and discussion. Course takes a social history approach to examine the working principles forming the foundation for natural resource and environmental policies. These principles will be directed toward an appreciation of the institutional context for the domestic and global natural resource and environmental issues, and an understanding of the values, institutions, policies, and rules which govern societies and their relationship to their environment. Fall.

Prerequisite: Graduate status, highly desired is previous coursework in public policy, natural resource or environmental

policy, environmental law, public administration, or property law. For Continuing Education students, experience in public policy, environmental regulation, or government is desirable.

FOR 754. Advanced Forest Administration (3)

Critical appraisal of existing public, semi-public and private forest agencies in the United States, and the comparative study of major administrative organizations and practices. Occasional inspection trips to forestry headquarters and field units and discussion of internal administrative problems with forest officers. Fall or Spring.

Prerequisite: FOR 360 or equivalent.

FOR 796. Special Topics in Forest Resources Management (1-3)

Lectures, seminars, and discussion. Advanced topics in resource management and policy. Check schedule of classes for details of subject matter. Fall and/or Spring.

FOR 797. Seminar (1)

Individual presentation and group discussion concerning current topics of concern to natural resources or their management. Fall and Spring.

FOR 798. Research Problems in Forestry (1-6)

Special investigation and analysis of forest resource management topics. A study plan and a final written report are required. Fall and Spring.

FOR 895. Graduate Internship (1-6)

Professional experience which applies, enriches, or complements formal coursework. Restricted to Graduate students in Forest Resource Management. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 898. Professional Experience (6-12)

Professional experience which applies, enriches, or complements formal coursework. Restricted to M.S. students in Option 2. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 899. Master's Thesis or Project (1-6)

Investigation leading to the completion of a research-oriented thesis or to an application-oriented project. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 999. Doctoral Thesis Research (1-12)

Investigation leading to the completion of the doctoral thesis. Graded on an "S/U" basis. Fall, Spring, and Summer.

FTC—FOREST TECHNOLOGY**FTC 200. Dendrology I (2)**

Twenty-five hours of lecture and 34 hours of field time. A study of the distinguishing characteristics, growth features, distribution, associates and importance of the major tree species of North America. Seasonal field identification and on-the-spot discussion of habitats, associates, and the place in succession of the predominant forest trees and shrubs as found in the Adirondack area of the Northeast, plus a limited number of introduced species. Fall.

FTC 202. Plane Surveying I & II (5)

Sixty-six hours of lecture and 132 hours of field and laboratory time. An introduction to the theory and practice of plane surveying. Emphasis is on individual skill development through small crew projects, handling typical surveying equipment in typical field situations. Lecture topics include the theory of measurements and errors, mathematics for plane surveying, introduction to field problems and introduction to map use and preparation, United States Public Land Survey System, and concepts of deed descriptions and record keeping procedures. A trip to the County Court House is scheduled for a tour of the Record Room. Field projects include traversing, using forester's and engineer's tools and methods, mapping using field and office methods, and proficiency projects in handling typical surveying instruments. Fall.

- FTC 204. Forest Mensuration and Statistics I** (3.5)
Sixty-nine hours of lecture and 46 hours of field and laboratory time. A classroom and field study of the basic principles and skills required for timber measurements. Volume tables, their use and construction, are studied. Cruise reports are required in which the student presents cruise results. Various methods of forest sampling are studied, including methods of calculating necessary sampling intensities and sampling errors. Fall.
- FTC 205. Forest Mensuration and Statistics II** (2)
Four hours of lecture and 60 hours of field and laboratory time. A field problem of practical nature utilizing methods for collecting, analyzing, and presenting data dealing with timber volumes. Spring.
Prerequisite: FTC 204.
- FTC 206. Forest Ecology** (3)
Forty-eight hours of lecture and 52 hours of field time. Study of weather and weather data collection; students monitoring a forest weather station. Study of climate and soil factors, how they affect trees and forests and the interactions both within the forest community and within the forest ecosystem. Introduction to cover type mapping. Final field problem and written and oral report on the detailed analysis of a forest transect. Fall.
- FTC 207. Aerial Photogrammetry** (2)
Twenty-five hours of lecture and 44 hours of laboratory. Development of the ability to interpret important ground features by viewing aerial photos singly and in pairs, using stereoscopic techniques and equipment. Scale problems and the making of reliable horizontal and vertical measurements. Radial line plot control for the transfer of detail to base maps. Forest type mapping and forest mensuration using photos. Fall.
- FTC 208. Allied Technologies** (2)
Twenty-nine hours of lecture and 36 hours of laboratory time. This is a multi-subject course. It provides the student with technical competence in the proper use, design; construction and/or maintenance of forest hand tools, maps and route surveys, trail development and first aid and CPR. Fall.
- FTC 209. Forest Roads** (2)
Twenty-two hours of lecture and 34 hours of laboratory time. This course provides the student with the technical competence necessary to administer, locate, and design the construction and maintenance of a typical forest gravel road. Spring.
Prerequisite: FTC 202.
- FTC 210. Computer Applications** (1)
Ten hours of lecture and 20 hours of laboratory time. An introduction to the use of computers, including computer systems, disk operating systems, word processing, development and use of spreadsheets, development and use of a database, and computer applications in forestry and surveying. Fall.
- FTC 211. Silviculture I** (2.5)
Forty-one hours of lecture and 54 hours of laboratory. Lectures cover orientation, terminology and present a framework of the various treatments used in many common stand conditions to bring the forest into a more productive state in accord with the objectives of management. Emphasis on thinning in computer simulation and field practice. Exercises in planting and pruning. Demonstrations in chemical silviculture. Spring.
Prerequisite: FTC 206 Forest Ecology.
- FTC 213. Forest Entomology** (1)
Eighteen hours of lecture and 16 hours of laboratory/field time. A study of insects that damage trees and their role in the total forest community. The course covers identification of local forest insects, study of the major pest groups of other forest regions, and control measures including integrated pest management and pesticides. Fall.
- FTC 214. Personnel Management** (1.5)
Fourteen hours of lecture; 16 hours of laboratory time. A study of company and agency organization functions, including selection of and placement of personnel, training of personnel and performance evaluations, planning for and administering crew responsibilities, human relations in the working situation, and special personnel problems of the forest are covered. Techniques of foremanship are applied in various field exercises in other courses, along with the study of safety hazards, accident prevention, accident classification, and accident reporting. Spring.
- FTC 215. Timber Harvesting** (2)
Eighteen hours of lecture and 36 hours of field time. This course acquaints the student with the basic harvesting methods and techniques, with emphasis on the Northeast, along with the knowledge of how and where harvesting fits in with other forest uses. Students gain technical competence in timber sale contract administration and basic timber appraising. Spring.
- FTC 217. Forest Management** (3.5)
Thirty-seven hours of lecture and 68 hours of lab and field work blocked with silviculture. Coverage of the common problems met in organizing a forest property to approach the goals of ownership. Study and practice in techniques of growth measurement and the gathering and use of forest records in general. Review actual examples and case studies of forest management and production activities. Summary application of pertinent information from many other courses in a work plan involving management decisions for an assigned forest property. Spring.
Prerequisite: FTC 206.
- FTC 218. Forest Recreation** (1.5)
Fourteen hours of lecture and 32 hours of field/laboratory time. This course acquaints the student with the forest recreational resource, its present and future needs. Principles of recreational development and management are discussed with special emphasis placed on the technical aspects. Spring.
- FTC 219. Elements of Wildlife Ecology** (1.5)
Twenty-four hours of lecture and four hours of field time. A study of the principles of wildlife ecology with fundamentals related to the actions of the preservationist, conservationist, and particularly those of the forest manager. Spring.
- FTC 221. Soil/Water Measurements and Control** (1.5)
Fourteen hours of lecture and 28 hours of laboratory and field time. A basic introduction to precipitation and streamflow measurements taken at weather stations, snow courses, stream gaging stations, and other sample points. Includes field and lab measurements for determining physical properties of soils related to land management. Discusses forest management practices commonly used to control erosion and water quality. Spring.
Prerequisite: FTC 206 Forest Ecology.
- FTC 223. Graphics** (1)
Sixteen hours of lecture. An introduction to lettering and drafting with emphasis on the skills needed by the forest or surveying technician. Individual skill development is achieved through several projects. The concept behind each project is explained in handout material and lecture, and each student is then expected to complete the project on his/her own time. Freehand and mechanical lettering plates are produced in addition to precision and map drawings. Fall.
- FTC 226. Forest Pathology** (1)
Twenty hours of lecture and 16 hours of laboratory/field time. A study of forest and shade tree diseases, disease identification, disease classification, economic and ecological impacts of diseases, and the role of diseases in the forest community. Fall.
- FTC 227. Fire Management** (2)
Twenty-seven hours of lecture and 16 hours of laboratory/field time. The basic principles of fire ecology, forest fire behavior, fire danger and fire danger rating, forest fire prevention and control, and prescribed burning are covered. Fire behavior and fire danger rating are calculated using computers. Handtool fire suppression techniques are practiced and demonstrated. Spring.

FTC 228. Structure and Growth of Trees (1.5)

Seventeen hours of lecture and 12 hours of laboratory. A study of the various tissues of forest trees and how their growth and development are affected by internal and external factors. Differences in stem structures of some of the more important commercial tree species of the U.S. are studied in the laboratory and these differences are related to the commercial uses of these species. Spring.

Prerequisite: An introductory course in general botany or biology.

FTC 229. Silviculture II (2)

Twenty-six hours of lecture and 28 hours of field and laboratory. Continuation of FTC 211 dealing mainly with the handling of the more complex hardwood and mixed stands common to the Northeast. Special coverages will be offered on current practices of regional importance beyond the Northeast where graduates are likely to be employed. Spring.

FTC 250. Surveying II (1)

Ten hours of lecture and 16 hours of laboratory time. This course expands upon the information taught in Surveying I. A study of traverse calculations, rectangular coordinates, and statistical analysis of surveying data. An introduction to the use of computers in the field of surveying with particular emphasis on entering data, surveying calculations, and development of computer-generated maps.

FTC 251. Advanced Surveying Measurements and Computations (4)

Forty-five hours of lecture and 45 hours of laboratory and field time. A study of advanced survey measurements and computational techniques including state plane coordinates, meridian determination, partition of land, trigonometric leveling and horizontal control. Students will make the necessary surveying measurements in the field and be expected to complete various surveying computations using a hand-held calculator and computer.

FTC 253. Survey Law (2)

Twenty-five hours of lecture and 15 hours of laboratory. A study of the methods of record room research, boundary line establishment by written and unwritten methods, case and statute law related to property surveying, registration of surveyors, liability of surveyors, and professionalism. A mock trial will be conducted based on survey data compiled from FTC 255, Retracement Surveys.

FTC 255. Boundary Surveying (3)

Twenty-four hours of lecture and 28 hours of laboratory and field time. A study of the procedures necessary to conduct an retracement survey including preliminary office procedures, field practices, and preparation of final survey documents. Students will complete several retracement surveys with the data from one survey being used in a mock trial which will be conducted in FTC 253, Land Survey Boundary Law.

FTC 257. Construction Surveys (1.5)

Fourteen hours of lecture and 28 hours of laboratory and field time. A study of the various methods and techniques used to perform construction surveys. Theory, mathematics, and layout of circular, spiral, and vertical curves will be covered. Layout of various construction projects including buildings, roads, pipelines, and bridges will be discussed. Earthwork, slope staking, and cross-section calculations will also be covered.

FTC 259. Advanced Topographic Surveying (1)

Five hours of lecture and 30 hours of field and laboratory time. A study of the techniques and methods used to conduct topographic surveys and develop topographic maps. Several projects are completed using a variety of survey methods and instruments. Maps are developed both by hand and by computer-aided drafting techniques.

FTC 298. Independent Study in Forest Technology (1-6)

Independent study in forest technology to apply, enhance, or supplement forest technology or related natural resource education. Objectives and scope of the project are negotiated in a learning contract between the student and instructor(s), with course admission based on permission of the instructor(s). Limited to those who have attended the complete regular SFT program, or those who have graduated from another forest technology program or a related natural resource program, or to students enrolled in any ESF program other than of the SFT. A maximum of 6 credit hours may be taken by any student in total. Semesters as arranged. Fall, Spring, or Summer.

LSA—LANDSCAPE ARCHITECTURE

(See also courses listed under EIN and CMN)

LSA 132. Orientation Seminar: Landscape Architecture (1)

One hour per week of lecture, discussion, and/or exercises. Occasional field trips. Orientation to campus resources available to ensure academic success. Introduction to the professional culture and some topics of interest to Landscape Architects. Fall.

LSA 282. Landscape Drafting (3)

One hour of lecture and five hours of studio per week. An introduction to the practice of freehand and instrument drafting. Graphic conventions used in landscape architecture as applied to details, plans, and projections. Fall or Spring.

LSA 320. Introduction to Landscape Architecture and Planning (3)

Three hours of lecture. The course presents an overview of the professions of landscape architecture and planning. It surveys the historic and contemporary situations of environmental design and planning. The course introduces the socio-cultural and natural factors which influence the form and condition of the physical environment. It will introduce issues, personality, and projects. Fall.

LSA 326. Landscape Architecture Design Studio I (3)

Six hours of studio and one hour of lecture. The first in a sequence of studios focusing on the concepts, skills, and methods of design. This course introduces students to the basic vocabulary, concepts, and principles of design; the application and operation of these in the physical environment, development of three-dimensional spatial concepts. The requirements for this course include readings, examinations, field trips, design exercises, and projects. (Student field trip expense \$125-\$150.) Fall.

Prerequisite: Permission of the instructor.

LSA 327. Landscape Design Studio II (3)

One hour of lecture and six hours of studio. The second in a sequence of studios focusing on the concepts, skills, and methods of design. This course continues the development of design abilities through study of the interrelationship between the requirements of a design established in a program, the visual character of the site and the development of a designed result. The development of spatial concepts which meet principles of composition organization and a given set of requirements. The requirements for this course include readings, examinations, field trips, design exercises, and projects. (Student field trip expense \$125-\$150.) Spring.

Prerequisites: LSA 326, with a minimum grade of C, and CMN 382.

LSA 330. Site Research and Analysis (2)

One hour of lecture and three hours of studio per week. This course will require those enrolled to apply principles of natural resources and processes to assess the land use and development potentials and limitation of a site. The principles will include landforms, soils, hydrology, climate, energy, and plant, animal and human ecology. A variety of manual and computer techniques for data collection, analysis and synthesis of natural systems information will be explored. The course will concentrate on the comparison of synthesis techniques and their implications for land use and design decisionmaking. Occasional local field trips will be utilized. Spring.

Prerequisite: LSA 411 or permission of the instructor.

LSA 410. Computer-Aided Design and Drafting (3)

One-half hour of lecture, two and one-half hours of laboratory, and a minimum of six hours additional laboratory is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for this course include completing self-tutorials, creating drawings, and the completion of two major projects. Fall and Spring.

Prerequisite: General knowledge of manual drafting.

LSA 411. Natural Processes in Planning and Design (3)

Two hours and forty minutes of lecture per week. An overview of basic principles and processes of physical and biological landscape systems with respect to their roles in landscape design and planning. Emphasizes landform, soil, slope, hydrology, climate, energy, and general ecological issues as common elements influencing landscape design and the land use decisionmaking process. Sources and uses of environmental data are discussed. Fall.

LSA 422. Landscape Design Studio III (4)

Twelve hours of studio. This course is a continuation of skill development, theory, and strategies as they relate to design issues and process. Emphasis is placed on in-depth investigation on projects of a direct scale illustrating form derivation and the man-made and natural form. Occasional field trips to illustrate various design solution. Fall.

Prerequisites: LSA 327, with a minimum grade of C, and LSA 330.

LSA 423. Landscape Design Studio IV (4)

Twelve hours of studio. This course emphasizes skill development, theory, and strategy as they relate to large-scale site design situations. Continues prior courses' emphasis on design process and form manipulation. Occasional field trips to illustrate and inspect design form. Spring.

Prerequisite: LSA 422, with a minimum grade of C.

LSA 425. Orientation for Experiential Studio (2)

Three hours of lecture and recitation. Investigation and documentation of an area of specialty, discussion, readings, and research. Fall and Spring.

Prerequisite: Permission of the instructor.

LSA 431. Plant Materials (2)

Field trips and discussion. Ornamental woody plant identification. Observation and sketches of outstanding examples of planting design. Two weeks. Summer.

Prerequisite: Permission of the instructor.

LSA 433. Plant Materials (2)

Three hours of lecture and field work for first one-third of semester. Two hours of lecture for second one-third of semester. This course concentrates on woody plant materials used in landscape architecture, the ecological relationships of plants, ornamental plant materials use and identification, plant culture propagation, transplanting, planting plans and specifications. Fall.

Prerequisite: Permission of the instructor.

LSA 434. Design Materials (1)

Three hours of lecture for last one-third of a semester. An introduction to wood, concrete, masonry, asphalt, stone, and synthetic materials intended to provide students with an understanding of the basic visual, structural, and maintenance principles of each, in order to both use the materials in design and prepare written specifications. Fall.

LSA 442. Site Grading (2)

Two hours of lecture and three hours of studio during first two-thirds of semester. Lectures, projects, and assigned readings. The study of grading as the primary means of landform modification in landscape architectural design. Primary emphasis will be given to principles of grading, including contour manipulation, sections, profiles, and computations. Concepts of establishing acceptable slopes and positive surface drainage will be introduced. Enrollment limited to BLA or MLA students. Fall.

Prerequisite: LSA 330.

LSA 443. Site Drainage Systems (1)

Three hours of lecture for last one-third of semester. Lectures, projects, and assigned readings. Provides a basis for the design of drainage systems. Coverage includes concepts relevant to understanding precipitation, methods of run-off quantification, open channel flow, systematic pipe network analysis. Enrollment limited to BLA or MLA students. Fall.

Prerequisite: LSA 330.

LSA 444. Vehicular Circulation Design (1)

Three hours of lecture for first one-third of semester. Lectures, projects, and assigned readings. Must be taken concurrently with LSA 423. Introduces the circular geometry of horizontal curves and the parabolic geometry of vertical curves, curve coordination based on safety and aesthetic relationships, road grading. Enrollment limited to BLA or MLA students. Spring.

Prerequisites: Computer programming and surveying.

LSA 451. Comprehensive Land Planning (3)

Three hours of lecture per week. Introduction to the planning process including survey and analysis techniques, the comprehensive plan, political context, and land use controls. Selected functional planning areas such as land use, environmental, growth management, regional planning, and economic development planning. Legal and historical basis. Spring.

Prerequisite: LSA 411 or permission of the instructor.

LSA 453. Community Land Planning Workshop (4)

Land use and environmentally related planning issues explored through a case study including surveys, analyses, plan preparation, development of implementation strategies, and report preparation. Spring.

Prerequisites: LSA 411 and 451 or permission of the instructor.

LSA 454. Professional Practice Studio (3)

Six hours of studio, one hour of recitation per week. Studio problems, research, discussion and recitation sessions on the processes and methods of office practice. Emphasis on all aspects of site development. Spring.

Prerequisite: Fifth year status or permission of the instructor.

LSA 455. Professional Practice in Landscape Architecture (2)

Two hours of lecture. This course examines the historic and contemporary modes of landscape architectural practice including practice types, ethics, operations, and client systems. Particular emphasis is given to the projected trends of professional practice and with impact on future roles for the landscape architect. Professional development is reviewed as it relates to internship, licensing, and continuing education. Occasional field trips will be utilized. Spring.

Prerequisite: Senior status in landscape architecture or permission of the instructor.

LSA 460. Experiential Landscape Design Studio (16)

Forty-eight hours per week. The articulation of the study proposal established in LSA 425, as approved by faculty, through research, readings, field study with graphic and written documentation, and group discussion. Academic study in an off-campus location in an area of landscape architectural significance, as described and delineated in a student-prepared proposal approved by the faculty. Fall or Spring.

Prerequisites: LSA 425 and LSA 423, with a minimum grade of C.

LSA 471. Landscape Design Studio VI (4)

Twelve hours of studio. Studio problems, research, drafting and field trips. Concentration on complex urban problems. Concern for social and psychological considerations of the individual and large groups of people, their interaction and resultant forms of the environment. Spring.

Prerequisite: Permission of the instructor.

LSA 472. Landscape Design Studio VI (4)

Twelve hours of studio. Investigation of a problem in landscape architecture as proposed by the student and conducted in conjunction with faculty advisor. Spring.

Prerequisite: Permission of the instructor.

LSA 473. Landscape Design Studio VI (4)

Twelve hours of studio. Studio problems, research, reports, and field trips. Concentration on regional landscape problems, the techniques of their analysis and derivation of their significance to the practice of landscape design. Spring.

Prerequisite: Permission of the instructor.

LSA 495. Selected Readings in Landscape Architecture (1-3)

Exploration of selected readings in depth with individual independent study upon a plan submitted by the student and related to credit hours assigned. Upon approval of the instructor, the student may systematically investigate some subject area encountered in regularly scheduled courses or may initiate research on a variety of subject areas of determined relevance. Fall and Spring.

Prerequisite: Permission of the instructor.

LSA 496. Special Topics in Landscape Architecture (1-3)

One to three hours of class meetings. Special topics of current interest to undergraduate students in landscape architecture and related fields. A detailed course subject description will be presented as a topic areas is identified and developed. Fall and Spring.

Prerequisite: Permission of the instructor.

LSA 498. Introductory Research Problem (1-3)

Guided study of a selection of problems relating to landscape architecture and environmental design. Emphasis on study procedure and methods employed. Enrollment at periodic intervals throughout the semester. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

LSA 553. Visual Landscape Analysis (2-3)

Three hours of lecture and discussion weekly during the first three quarters of the semester will cover aspects of landscape perception; introduction to methods of visual landscape inventory and evaluation, visibility determination, psychometric assessment, and visual impact assessment; and visual resource management strategies. Problems and exams will be required. Optional third credit entails four hours weekly of laboratory or field projects applying analysis methods and techniques during last quarter of semester. Spring.

LSA 556. Visual Landscape Simulation (3)

Two hours of lecture and discussion and three hours of workshop per week. An introduction to the theory and principles of creating visual landscape simulations. Students will develop skill in digital photography techniques and apply them to an assigned project. Fall or Spring.

LSA 596. Special Topics in Landscape Architecture (1-3)

Experimental or special coursework in landscape architecture for graduate and undergraduate students. Subject matter and method of presentation vary from semester to semester. Fall and Spring.

Prerequisite: Permission of the instructor.

LSA 600. Design Studio I (4)

Nine hours of studio and one hour of lecture/discussion per week. The first in a sequence of studios focusing on the concepts, skills, and methods of design. This course introduces students to the basic vocabulary of theoretical design principles, to the application and operation of these in the physical environment, and to the development of three-dimensional spatial concepts in community scale patterns. The requirements for the course include readings, examinations, field trips, design exercises, and projects. Fall.

Prerequisite: MLA status or permission of the instructor.

LSA 601. Design Studio II (4)

Five hours of studio and one hour of lecture per week. The second in a sequence of studios applying the concepts, skills, and methods of design in a critical analysis of various natural and human systems in community scale environments. Concentration is on the evaluation of options concerning a variety of land use activities, with special emphasis on landscape analysis and the functional and spatial quality of built environments. The requirements for this course include readings, examinations, field trips, design exercises, and projects. Spring.

Prerequisites: MLA status and LSA 600, CMN 552, or permission of the instructor.

LSA 610. Computer-Aided Design and Drafting (3)

One-half hour of lecture, and two and one-half hours of laboratory, and a minimum of six hours additional laboratory is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for the course include completing self-tutorials, creating drawings, and the completion of two major projects. Fall and Spring.

Prerequisite: General knowledge of manual drafting.

LSA 611. Natural Processes in Planning and Design (3)

Two hours and forty minutes of lecture and one hour of discussion per week. This course addresses basic principles and processes of physical landscape systems with respect to their roles in landscape design and planning. Sources and uses of environmental data are discussed and illustrated. An emphasis is placed on landform, soil, slope, hydrology, climate, and general ecological issues as common elements influencing landscape design and the land use decisionmaking process. Fall.

Prerequisite: MLA status or consent of the instructor.

LSA 615. Site Construction Grading, Drainage and Road Layout (3)

One hour of lecture and six hours of studio per week. This course provides an introduction to important site construction basics, including landscape grading and landform manipulation to achieve appropriate slopes for use and positive surface drainage, principles of cut/fill analysis and subsurface drainage, horizontal and vertical alignment for road design, storm water management, and soil erosion control. Appropriate analysis methods and technologies will be employed through studio projects and exercises. Spring.

Prerequisite: MLA status, concurrent enrollment in LSA 601 or consent of the instructor.

LSA 620. Design Studio III—Advanced Site Design (4)

One hour of lecture and nine hours of studio per week. This course is the third in a sequence of landscape architectural design studios. It focuses on advanced issues in site design and on the integration of project programming and design development into the design process. Concentrations include detailed designing for site layout, grading, storm water management, interior and exterior planting, site furnishing, and site lighting. Design exploration and project communication techniques are pursued such as CAD, reprographics, and computer-based visual simulation. Course requirements include readings, field trips, exercises, and design projects. Fall.

Prerequisites: MLA status, LSA 601, LSA 611, LSA 615, or consent of the instructor.

LSA 621. Design Studio IV—Community Design and Planning (4)

Nine hours of studio and one-hour of lecture/discussion per week. Design studio problems addressing principles and practice of community design, the structure and language of human settlements, community design process, natural systems and community design, and an introduction to the history, traditions and literature of the field. Spring.

Prerequisite: LSA 620 or consent of the instructor.

LSA 640. Research Methodology (3)

Three hours of lecture and discussion per week. This course focuses on the application of scholarly and scientific methodology to the activity of intellectual inquiry. The purpose is to enable students to identify researchable questions and introduce the methodology necessary to answer these questions in an unambiguous and objective manner. The course addresses issues of theory, research organization, experimental design, sampling theory, data manipulation, and communication with respect to proposals, projects, theses, and technical papers. Spring.

Prerequisite: Graduate standing or consent of the instructor.

LSA 650. Behavioral Factors of Community Design (3)

Three hours of lecture and discussion. An introduction to the contribution of the behavioral sciences to community design and planning is provided. Readings and discussions concern both theoretical and methodological aspects. Case studies are used to illustrate a variety of current behavioral science applications. Course assignments to familiarize the student with basic behavioral science methods including questionnaires, observations, and interviews. A final project provides an opportunity to synthesize course materials. Fall or Spring.

Prerequisite: MLA status or permission of the instructor.

LSA 652. Community Development and Planning Process (3)

Three hours of lecture per week. This course introduces planning and community development as connected, interdependent processes. Community dynamics, the participants in the planning and development processes, theories, principles and practices, and the role of design, will be explored. Lectures, seminars, guest speakers, research projects, readings, and discussion will be used to engage the course material. Fall.

LSA 654. Ecology in Landscape Design and Planning (3)

Three hours of lecture and discussion per week, with some Saturday field trips required. This course addresses methods of describing vegetative patterns in the landscape, emphasizing the processes that produce these patterns and the interactions that cause them to change. Familiarization with natural and cultural plant communities and the species that dominate their composition. The purpose is to identify the major biotic components that shape the ecological landscape, and relate them to pragmatic issues of land use, vegetation management, and landscape design. Fall.

Prerequisites: LSA 433, or LSA 533, or EFB 320, or EFB 578, or a dendrology course, or consent of the instructor.

LSA 655. Professional Practice (4)

Two hours of lecture and six hours of studio per week. This course provides an overview of contemporary professional practice in public and private sectors, including steps in project implementation, familiarization with project management, marketing techniques, professional standards/conduct/registration, liability and ethics. Students will complete a set of typical construction documents in this course. Spring.

Prerequisite: MLA status or consent of the instructor.

LSA 671. History of Landscape Architecture (3)

Three hours of lecture-seminar. Regular use of slides and other projected lecture material; assigned texts as a basis for lecture; supplemental readings, assigned and individually researched; class discussion from readings and lecture; and student presentations and term paper. Historical study and style analysis of Western man's efforts to design his environment and his changing attitudes and relationships to environment. Also, non-Western coverage where significant or influential on Western man. Study of historical personalities as well as periods that are of environmental concern up into the modern periods. Fall.

Prerequisite: MLA standing or permission of the instructor.

LSA 696. Special Topics in Landscape Architecture (1-3)

Experimental or special coursework in landscape architecture for graduate and undergraduate students. Subject matter and method of presentation vary from semester to semester. Fall and Spring.

Prerequisite: Permission of the instructor.

LSA 697. Topics and Issues of Landscape Architecture (1)

Two hours of lecture and discussion every other week. Topics for discussion are selected to acquaint the entering graduate student with a generalized view and current issues facing landscape architects. Students are required to audit LSA 320 concurrently. Fall.

Prerequisite: MLA students or permission of the instructor.

LSA 699. Landscape Architecture Internship (1-6)

Internships provide students with a supervised field experience to apply and extend their academic abilities in a professional working environment. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisite: Fast Track BLA/MLA status and written approval of an internship contract by major professor, curriculum director, and field supervisor.

LSA 700. Design Studio V—Integrative Studio (4)

One hour of lecture and nine hours of studio per week. This studio requires the integration of design/planning processes, research methods and information, and technical skills through focus on large-scale, community-based or multicomunity-based projects. Studio work will require individual and team work, as well as consideration of multidisciplinary contributions and interdisciplinary work. This studio is the final studio for all MLA students. Fall.

Prerequisites: LSA 600/601, LSA 620/621 or permission of the instructors.

LSA 796. Special Topics in Landscape Architecture (1-3)

One to three hours of class meetings. Special topics of current interest to graduate students in landscape architecture and related fields. A detailed course subject description will be presented as a topic area is identified and developed. Fall and Spring.

Prerequisite: Permission of the instructor.

LSA 798. Research Problem (Credit hours to be arranged)

Special study of assigned problems relating to landscape architecture or planning, with emphasis on critical thinking. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

LSA 799. Thesis/Project (Internship) Proposal Development (1-3)

One hour of lecture/workshop per week. During this course, a student will prepare a proposal for a thesis/project in the MLA program. Spring or Fall.

Prerequisite: LSA 640 or permission of the instructor.

LSA 898. Professional Experience (1-12)

A supervised external professional work experience which satisfies Option 2 of the master's study integration requirement. Graded on an "S/U" basis. Fall, Spring, and Summer.

Prerequisites: Formation of committee, approval of proposed experience by committee, and the sponsor of the professional experience.

LSA 899. Master's Thesis Research (Credit hours to be arranged)
 Research and independent study for the master's degree and thesis. Graded on an "S/U basis. Fall, Spring, and Summer.

PSE—PAPER SCIENCE AND ENGINEERING

PSE 132. Orientation Seminar: Paper Science and Engineering (1)

One session per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to PSE as a field of inquiry and career path. Fall.

PSE 300. Introduction to Papermaking (3)

Three hours of lecture. Historical and commercial consideration of the paper industry. Technology of papermaking with emphasis on stock furnish, stock preparation and paper machine operation. Introductory discussions of papermaking materials and formation and reactions of a fibrous web. Fall.

PSE 301. Pulp and Paper Processes (3)

Three hours of lecture. Technological consideration of pulping and bleaching of woody raw material. Includes consideration of wood procurement and preparation, pulping and bleaching processes, recovery of secondary fibers, pollution abatement and other ancillary operations. Spring.

Prerequisites: FCH 572, PSE 300 (or concurrent).

PSE 304. Mill Experience (2)

Twelve weeks full-time pulp or paper mill employment approved by the faculty between the junior and senior years. The student must submit a comprehensive report to fulfill this requirement. Summer.

PSE 361. Engineering Thermodynamics (3)

Principles of classical thermodynamics applied to engineering practice. First and second laws; heat effects; property functions and their correlation; physical and chemical equilibria; solutions and mixtures; power and refrigeration cycles. Thermodynamic analysis of processes and systems via case studies and computer simulation. Fall.

Prerequisites: Physics, calculus, PSE 370 and FCH 360 or equivalent.

PSE 370. Principles of Mass and Energy Balance (3)

Three hours of lecture. Conservation of mass and energy applied to steady-state and dynamic process units and systems. Problem analysis and solution; computational techniques. Thermodynamic data and their use; real vs. perfect gases; steam properties; psychrometry. Fall.

Prerequisites: Calculus, physics, and FCH 360 (or concurrent).

PSE 371. Fluid Mechanics (3)

Three hours of lecture and/or demonstrations. The study of momentum transfer. Steady and unsteady flow of liquids and gases in pipelines, ducts, open channels, and porous media. Movement of particles in fluid media. Newtonian and non-Newtonian flow and flow of suspensions. Filtration, sedimentation, centrifugation, agitation and mixing. Characteristics and selection of pumps, blowers, agitators and other equipment. Flow measurement and flow system design with economic considerations. Fall.

Prerequisites: College level physics and chemistry, calculus.

PSE 372. Heat Transfer (3)

Two hours of lecture and/or demonstration. The study of heat transfer including conduction, convection, radiation and their applications in industry. Heater and heat exchanger design and selection, and industrial evaporation. Spring.

Prerequisites: PSE 370 and 371 or equivalent.

PSE 456. Management in the Paper Industry
Lecture Format with Seminars (3)

Provides the student with interactive contact with active executives in the paper and allied industries. The student will develop and present studies of business cases in discussion forum to the class. An under-

standing of how general managers operate to manage an entire organization will be presented by visiting experts, class participation, group presentations, written papers, and examinations. Spring.

PSE 461. Pulping Technology (3)

One hour of lecture and six hours of laboratory. Discussion of pulping and bleaching processes: effect of chemical and physical variables on the wood components and pulp properties; chemistry involved. Experiments in pulping and bleaching, and pulp evaluation. Fall.

Prerequisites: PSE 301, FCH 360 and FCH 361 or equivalent.

Note: A student may not enroll in or receive credit for both PSE 461 and ERE 671.

PSE 465. Paper Properties (4)

Three hours of lecture, three hours of laboratory and discussion. Evaluation and study of the physical, optical, and chemical properties of paper and the interrelationships existing between paper manufacturing methods, papermaking additives, test results and the ultimate properties desired in the finished paper. Fall.

Prerequisites: PSE 300 and PSE 301.

Note: A student may not enroll in or receive credit for both PSE 465 and ERE 677.

PSE 466. Paper Coating and Converting (2)

Two hours of lecture. Evaluation and study of various coating materials and processes used by the paper industry. Introduction to polymers and their use in converting operations. Study of materials and equipment used in converting operations, fundamentals and parameters which control their use, effects on final properties of papers. Spring.

Prerequisite: PSE 465.

Note: A student may not enroll in or receive credit for both PSE 466 and ERE 678.

PSE 467. Papermaking Wetend Chemistry (3)

Provides the student with the fundamental principles of Colloid and Surface Chemistry as they relate to the interaction of papermaking materials and chemical additives in the wetend of a papermachine system. The topics of retention of fine solids and dewatering are addressed in detail. Application of the various topics presented during the course are made during a pilot papermachine trial. Spring.

Prerequisite: Senior standing in PSE program or consent of the instructor.

PSE 468. Papermaking Processes (3)

Two hours of lecture and three hours of laboratory. Study of the papermaking process, featuring operation of the pilot paper machine. Emphasis is on the fundamentals of stock preparation, paper machine operation, evaluation of the finished product and the collection and analysis of data to develop material and energy balance. Results of each paper machine run are evaluated in seminar-type discussions. Spring.

Prerequisites: PSE 461 and PSE 465.

PSE 473. Mass Transfer (3)

Three hours of lecture. The study of mass transfer, humidification, air conditioning, drying, gas absorption, distillation, leaching, washing, and extraction. Fall.

Prerequisites: PSE 370, 371, and 372 or equivalent.

PSE 477. Process Control (3)

Two hours lecture and discussion and one to three hours computer lab or field trip per week. Presents an introduction to the principles of process control. Linear analysis, Laplace transforms, and nonlinear simulation are presented and applied to feedback, feed forward, cascade and adaptive control. Examples of process simulation, accuracy and stability of control are drawn from paper industry processes. Fall.

Prerequisite: Differential equations or consent of the instructor. Senior standing desirable.

PSE 480. Process and Plant Design I: Analysis (3)

Engineering analysis of modern plant practice in the pulp and paper, chemical and related industries. Operating costs, profitability criteria, optimization techniques and evaluation of alternatives. Modeling and computer simulation of process units and systems; use of typical software. Design exercises and case studies. Spring.

PSE 481. Process and Plant Design II: Synthesis (3)

Design-project procedure; data sources and development. Application of simulation and computer-aided design to process synthesis and plant layout. Formulation and solution of original design problems. Fall.
Prerequisite: PSE 480 or permission of the instructor.

PSE 491. Paper Science and Engineering Project I (1)

Student makes a systematic survey of all available literature on the problem assigned him and incorporates it in a formal, typewritten report. An essential part of this report is a detailed outline of a research project which the student may undertake during the next semester (PSE 492). Fall.
Prerequisites: PSE 300 and PSE 301.

PSE 492. Paper Science and Engineering Project II (3)

The analysis of a problem, the synthesis of a solution and the basic design of the facilities needed to solve a problem. Laboratory research, field work, and consulting as needed in addition to the literature survey completed in PSE 491. Progress reports and a final report and seminar-style presentation. Spring.
Prerequisite: PSE 491.

PSE 496. Special Topics (1-3)

Lectures, conferences, and discussions. Specialized topics in chemistry, chemical engineering, and physics as well as topics pertaining to management as related to the pulp, paper, paperboard, and allied industries. Fall and Spring.

PSE 498. Research Problem (1-4)

The student is assigned a research problem in pulping, bleaching, refining, additives, quality control of paper or paper products, or chemical engineering. The student must make a systematic survey of available literature on the assigned problem. Emphasis is on application of correct research technique rather than on the results of commercial importance. The information obtained from the literature survey, along with the data developed as a result of the investigation, is to be presented as a technical report. Fall, Spring, and Summer.
Prerequisites: PSE 461 and PSE 465.

WPE—WOOD PRODUCTS ENGINEERING**WPE 300. Properties of Wood for Designers (2)**

Two hours of lecture. An introduction to the basic structure and properties of wood for the designer. Discussion of the effects of wood structure and properties on practical woodworking techniques. Fall.

WPE 322. Mechanical Processing (3)

Two hours of lecture and three hours of laboratory. Primary log reduction methods and industry practices. Lumber grading. Wood cutting principles. Machining practice in secondary wood-using industries. Experience in the operation of certain primary and secondary machining equipment. Fall.

WPE 326. Fluid Treatments (2)

Two hours of lecture. An introduction to wood-moisture relationships, wood permeability and pressure treatments, thermal conductivity, water-vapor movement, and drying and fire retardancy. The flow of fluids, heat and water vapor are treated as analogous phenomena and are related to the cellular structure of wood. Unsteady-state flow of gases, heat and water vapor are introduced. Spring.

WPE 327. Fluid Treatments Laboratory (1)

Three hours of laboratory. Laboratory studies in relative humidity measurement, wood-moisture relationships, the relationship between permeability and treatability, wood-preservative treatments, wood drying and flame testing. Spring.
Pre- or Corequisite: WPE 326.

WPE 330. Building Codes and Zoning Practices (3)

This course shall introduce the student to the New York State Building Code and local fire, zoning and administrative ordinances pertaining to the construction and maintenance of buildings. The student shall be introduced to building system classification; systems components including mechanical, electrical, fire, and structural elements; and the need for safety regulations governing construction and occupancy of buildings. Emphasis shall be placed on construction plans review and code enforcement administration. Fall or Spring.

WPE 331. Construction Safety (3)

Introduction to Occupational Safety and Health Practices in the construction industry. This course provides an overview of the U.S. Department of Labor, Occupational Safety and Health Regulations 1910 and 1926 Standards. Coursework includes a detailed study of Construction Safety and Hazardous Communications programs. Topics include personal protective equipment, tools, electrical power, ladders and scaffolding, floor and wall openings, cranes and power equipment, concrete work, erection and demolition. Fall.

WPE 332. Mechanical and Electrical Equipment (3)

This course shall introduce the basic concepts of mechanical systems design and construction for residential and commercial buildings. Systems design and equipment selection are performed for heating, cooling, plumbing, sanitation, electrical, lighting, and acoustics. Emphasis is placed on the use of the New York State Building Code, the New York State Energy Conservation Code, the National Electrical Code, and the American Society of Heating, Refrigeration and Air Conditioning Engineering Manual. Spring.

WPE 335. Cost Engineering (3)

Methods and procedures for analyzing and forecasting costs. Equivalence. Comparative cost evaluation of alternatives. Depreciation and Taxes. Profitability. Break-even and minimum cost analysis. Productivity. Capital, operating, and equipment costs. Linear programming applications. Fall.

WPE 342. Light Construction (3)

Three hours of lecture. Elements of structural design, light-frame construction, blueprint reading, and estimating. Fall.

WPE 343. Construction Estimating (3)

Introduction to construction estimating by the quantity takeoff method. Residential and commercial estimates shall be performed by the student using Walker and Means references. The student shall be introduced to the use of spreadsheet and estimating software for construction estimate preparation. Fall or Spring.
Prerequisite: WPE 342 or permission of the instructor.

WPE 350. Construction Methods and Equipment (3)

The study of production, methods and costs of heavy construction equipment. Analysis of heavy construction operations. Economics of equipment use. The fundamental objective will be the selection of methods and equipment that will result in the most effective and efficient performance. Fall.
Prerequisite: ERE 221 or equivalent.

WPE 386. Structure and Properties of Wood (2)

Two hours of lecture. Structure of wood in relation to defects, properties and uses. The variability of wood. Spring.

WPE 387. Wood Structure and Properties (3)

Three hours of lecture. Structure of wood and its relation to physical properties and uses. The normal variability of wood, abnormal growth, defects, deterioration of wood and their influence on properties and uses. Fall.

WPE 388. Wood and Fiber Identification Laboratory (2)

Six hours of laboratory. Wood and papermaking fiber identification using both gross and microscopic features. Fall.
Prerequisite: WPE 387 to be taken concurrently or previously.

WPE 389. Wood Identification Laboratory (1)

Three hours of laboratory. Identification of principal commercial timbers of United States on gross characteristics. Spring.

Prerequisite: WPE 387.

WPE 390. Fiber Identification Laboratory (1)

Three hours of laboratory. Identification of woody and nonwoody papermaking fibers. Spring.

Prerequisite: WPE 387.

WPE 399. Field Trip (1)

One week immediately following the spring semester supervised study and reporting of representative wood products industries and construction sites. Estimated individual expenses are about \$250 while on the trip.

WPE 400. Introduction to Forest Products (3)

Three hours of lecture. Characteristics of the products of the forest tree and manufacture of wood products. Spring.

WPE 401. Creative Approaches to Management (3)

Three hours of lecture and recitation with a workshop/seminar emphasis. Provides practical guidelines for dealing effectively with modern managerial problems that require new thinking. This course uses relevant, real-life examples, practical applications, and develops creative approaches. It is designed for individuals who intend to or are engaged in managing people and activities in achieving both organizational and personal goals. Spring.

WPE 404. Timber Design Project (3)

Lectures, discussion, and laboratory. Mechanical testing of wood, development of working stresses, design of a model structure, and construction and testing of the structure. Spring.

Prerequisites: Mechanics of materials and senior standing or permission of the instructor (ERE 362, CIE 325, or equivalent).

WPE 413. Computer-Aided Senior Project (3)

Open-ended real life design projects with microcomputer aids. Systems approach is emphasized. Project requirements, system selection, approximate design, value engineering, and final design are among design aspects considered. Analytical and model analysis. Spring.

Prerequisite: FEG 410 or equivalent.

WPE 414. Computer Applications in Engineering (3)

Microcomputer applications in a broad spectrum of selected topics in engineering sciences and practice. Hands-on experience is emphasized. Coursework is directed towards solving real life engineering problems. Software are provided and used. No computer programming or skills are required. Spring.

Prerequisite: FEG 410 or equivalent.

WPE 420. Adhesives, Sealants, and Coatings (3)

Two hours of lecture and three hours of laboratory. An introduction to adhesives, sealants, and coatings used in the wood products and building construction industries. All three types of materials, based upon polymers, will be evaluated in terms of their properties and respective technologies. Emphasis will be placed on knowing how to apply this knowledge to understand current practice and problem solving. Laboratory demonstrations to identify materials, methods of application, and methods of evaluating these materials. Fall.

Prerequisite: Junior standing.

WPE 422. Composite Materials (3)

Two hours of lecture, three hours of lab. Proper use of plywood, particleboard, oriented strandboard, waferboard, fiberboard, laminated veneer lumber, parallel strand lumber, laminated beams, wood polymer composites in building construction and/or furniture based upon physical and strength properties of these materials. Design considerations include: allowable design loads; applications such as beams, trusses, and sheathing; screw, nail, and bolt connections. Laboratory exercises will be patterned after ASTM standard tests to evaluate the physical and mechanical properties of these materials with written reports to be submitted by each student. Spring.

Prerequisites: WPE 387. Concurrent or prior registration in ERE 362 desirable.

WPE 453: Construction Planning and Scheduling (3)

Methods and concepts for planning and scheduling of operations and resources on construction projects. Topics include Gantt charts, progress curves, critical path methods, and project networking techniques. Microcomputer applications. Fall.

WPE 454. Construction Project Management (3)

Integration and application of methods and techniques for managing construction projects. Organizations. Project administration. Contractor's Management Accounting. Microcomputer applications. Spring.

Prerequisites: Construction Planning and Scheduling and senior standing or permission of the instructor.

WPE 455. Construction Contracts and Specifications (3)

Introduction of the types of contracts used in the construction industry. Analysis of the contractor's, designer's, and owner's duties and obligations as determined by the construction contract documents. Study of concepts, language, formats, and procedures for project manual organization practice and the general conditions of the contract for construction. Spring.

WPE 497. Senior Seminar for Wood Products**Engineering Majors (3)**

Discussions and oral presentations on professional issues of current interest in the construction and wood products industries. Preparation for entrance into the job market. Guest speakers from, and visits to, industry sites of significance in the wood products and construction fields. Fall

WPE 498. Research or Design Problem (1-3)

Conferences, library, laboratory and/or field research on a specific problem in Wood Products Engineering. Typewritten report (original and one copy) required. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor and advisor.

State University of New York

STATE UNIVERSITY OF NEW YORK

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State University's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New York citizens and comprise the nation's largest, centrally managed system of public higher education.

When founded in 1948, the University consolidated 29 State-operated, but unaffiliated, institutions. In response to need, the University has grown to a point where its impact is felt educationally, culturally, and economically the length and breadth of the state.

Nearly 385,000 students are pursuing traditional study in classrooms or are working at home, at their own pace, through such innovative institutions as Empire State College, whose students follow individualized and often non-traditional paths to a degree. Of the total enrollment, more than 150,000 students are 25 years or older, reflecting State University's services to specific constituencies, such as refresher courses for the professional community, continuing education opportunities for returning service personnel, and personal enrichment for more mature persons.

State University's research contributions are helping to solve some of modern society's most urgent problems. It was a State University scientist who first warned the world of potentially harmful mercury deposits in canned fish, and another who made the connection between automobile and industrial exhaust combining to cause changes in weather patterns. Other University researchers continue important studies in such wide-ranging areas as immunology, marine biology, sickle-cell anemia, and organ transplantation.

More than 1,000 Public Service activities are currently being pursued on State University campuses. Examples of these efforts include special training courses for local government personnel, State civil service personnel, and the unemployed; participation by campus personnel in joint community planning or project work, and campus-community arrangements for community use of campus facilities.

A distinguished faculty includes nationally and internationally recognized figures in all the major disciplines. Their efforts are recognized each year in the form of such prestigious awards as Fulbright-Hays, Guggenheim, and Danforth Fellowships.

The University offers a wide diversity of what are considered the more conventional career fields, such as business, engineering, medicine, teaching, literature, dairy farming, medical technology, accounting, social work, forestry, and automotive technology. Additionally, its responsiveness to progress in all areas of learning and to tomorrow's developing societal needs has resulted in concentrations which include pollution, urban studies, computer science, immunology, preservation of national resources, and microbiology.

SUNY programs for the educationally and economically disadvantaged have become models for delivering better learning opportunities to a once-forgotten segment of society. Educational Opportunity Centers offer high school equivalency and college preparatory courses to provide young people and adults with the opportunity to begin college or to learn marketable skills. In addition, campus-based Educational Opportunity Programs provide counseling, developmental education and financial aid to disadvantaged students in traditional degree programs.

Overall, at its EOC's, two-year colleges, four-year campuses, and university and medical centers, the University offers 3,600 academic programs. Degree opportunities range from two-year associate programs to doctoral studies offered at 12 senior campuses.

The 30 two-year community colleges operating under the program of State University play a unique role in the expansion of educational opportunity. They provide local industry with trained technicians in a wide variety of occupational curriculums, and offer transfer options to students who wish to go on and earn advanced degrees.

The University passed a major milestone in 1985 when it graduated its one-millionth alumnus. The majority of SUNY graduates pursue careers in communities across the State.

State University is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 State-supported campuses. Community colleges have their own local boards of trustees whose relationship to the SUNY board is defined by law. The State contributes one-third to 40 percent of their operating costs and one-half of their capital costs.

The State University motto is: "To Learn - To Search - To Serve."

STATE UNIVERSITY OF NEW YORK

UNIVERSITY CENTERS

State University of New York at Albany
 Binghamton University
 State University of New York at Buffalo
 State University of New York at Stony Brook

COLLEGES OF ARTS AND SCIENCE

State University College at Brockport
 State University College at Buffalo
 State University College at Cortland
 State University of New York Empire State College
 State University College at Fredonia
 State University College at Geneseo
 State University College at New Paltz
 State University College at Old Westbury
 State University College at Oneonta
 State University College at Oswego
 State University College at Plattsburgh
 State University College at Potsdam
 State University College at Purchase

COLLEGES AND CENTERS FOR THE HEALTH SCIENCES

State University of New York Health Science Center at Brooklyn
 State University of New York Health Science Center at Syracuse
 State University of New York College of Optometry at New York City
 (Health Sciences Center at SUNY at Buffalo)*
 (Health Sciences Center at SUNY at Stony Brook)*

COLLEGES OF TECHNOLOGY and
COLLEGES OF AGRICULTURE AND TECHNOLOGY

State University of New York College of Technology at Alfred
 State University of New York College of Technology at Canton
 State University of New York College of Agriculture and Technology at Cobleskill
 State University of New York College of Technology at Delhi
 State University of New York College of Technology at Farmingdale
 State University of New York College of Agriculture and Technology at Morrisville
 State University of New York College of Technology at Utica/Rome**
 (Upper-division and master's programs)
 (Fashion Institute of Technology at New York City)***

SPECIALIZED COLLEGES

State University of New York College of Environmental Science and Forestry at Syracuse
 State University of New York Maritime College at Fort Schuyler

STATUTORY COLLEGES****

NYS College of Agriculture and Life Sciences at Cornell University
 NYS College of Ceramics at Alfred University
 NYS College of Human Ecology at Cornell University
 NYS School of Industrial and Labor Relations at Cornell University
 NYS College of Veterinary Medicine at Cornell University

COMMUNITY COLLEGES

(Locally-sponsored, two-year colleges under the program of State University)

Adirondack Community College at Glens Falls
 Broome Community College at Binghamton
 Cayuga County Community College at Auburn
 Clinton Community College at Plattsburgh
 Columbia-Greene Community College at Hudson
 Community College of the Finger Lakes at Canandaigua
 Corning Community College at Corning
 Dutchess Community College at Poughkeepsie
 Erie Community College at Williamsville, Buffalo and Orchard Park
 Fashion Institute of Technology at New York City***
 Fulton-Montgomery Community College at Johnstown
 Genesee Community College at Batavia
 Herkimer County Community College at Herkimer
 Hudson Valley Community College at Troy
 Jamestown Community College at Jamestown
 Jefferson Community College at Watertown
 Mohawk Valley Community College at Utica
 Monroe Community College at Rochester
 Nassau Community College at Garden City
 Niagara County Community College at Sanborn
 North Country Community College at Saranac Lake
 Onondaga Community College at Syracuse
 Orange County Community College at Middletown
 Rockland Community College at Suffern
 Schenectady County Community College at Schenectady
 Suffolk County Community College at Selden, Riverhead and Brentwood
 Sullivan County Community College at Loch Sheldrake
 Tompkins Cortland Community College at Dryden
 Ulster County Community College at Stone Ridge
 Westchester Community College at Valhalla

*The Health Sciences Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

**This is an upper-division institution authorized to offer baccalaureate and master's degree programs.

***While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

****These operate as "contract colleges" on the campuses of independent universities.

College of Environmental Science and Forestry

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Acting Director, Cellulose
Research Institute ANATOLE SARKO
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 ROBERT L. BURGESS
Director, Adirondack
Ecological Center WILLIAM F. PORTER
Chair, Environmental Studies Faculty
 RICHARD C. SMARDON
Chair, Environmental Resources and
Forest Engineering Faculty ROBERT H. BROCK, JR.
Chair, Forestry Faculty JAMES E. COUFAL
Director, Forest Technology Program
 CHRISTOPHER L. WESTBROOK
Chair, Landscape Architecture Faculty
 RICHARD S. HAWKS

Chair, Paper Science and Engineering Faculty
 LELAND R. SCHROEDER
Director, Empire State Paper
Research Institute HANNU MAKKONEN
Chair, Wood Products Engineering Faculty
 GEORGE H. KYANKA
Director, N. C. Brown Center for
Ultrastructure Studies ROBERT B. HANNA
Director, Tropical Timber
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Director of Information Technology and
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Director of Administrative Computing
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Vice President for Student Affairs and Institutional
Advancement JAMES M. HEFFERNAN
Director of Admissions DENNIS O. STRATTON
Director of Alumni Affairs JUSTIN F. CULKOWSKI
Director of Career Planning THOMAS O. SLOCUM
Director of Development ARTHUR J. FRITZ, JR.
Director of Financial Aid and
Educational Opportunity Program JOHN E. VIEW
Director of News and Publications JERI LYNN SMITH
College Registrar RAYMOND W. BLASKIEWICZ
Director of Student Activities JULIE L. RAWLS

COLLEGE FACULTY AND PROFESSIONAL STAFF**DISTINGUISHED TEACHING PROFESSOR**

GEORGE W. CURRY, *Distinguished Teaching Professor*, Landscape Architecture Faculty

MIKLÓS A. J. GRÁTZER, *Distinguished Teaching Professor*, Forestry Faculty

DUDLEY J. RAYNAL, *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty

NEIL H. RINGLER, *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty

DISTINGUISHED ADJUNCT PROFESSOR

HARRY L. FRISCH, *Distinguished Adjunct Professor*, Chemistry Faculty

DISTINGUISHED SERVICE PROFESSOR EMERITUS

WILFRED A. CÔTÉ, JR., *Distinguished Service Professor*, Wood Products Engineering Faculty

DISTINGUISHED TEACHING PROFESSOR EMERITUS

DANIEL L. DINDAL, *Distinguished Teaching Professor Emeritus*, Environmental and Forest Biology Faculty

EDWIN H. KETCHLEDGE, *Distinguished Teaching Professor Emeritus*, Environmental and Forest Biology Faculty

DISTINGUISHED PROFESSOR EMERITUS

CONRAD SCHUERCH, *Distinguished Professor Emeritus*, Chemistry Faculty

MICHAEL M. SZWARC, *Distinguished Professor Emeritus*, Polymer Research Institute

FACULTY AND PROFESSIONAL STAFF

This listing represents an official record of the State University of New York College of Environmental Science and Forestry faculty and professional staff for 1996. It is designed for use in 1996-97.

The date in parentheses after each name denotes the first year of service; two or more dates, the term of service.

LAWRENCE P. ABRAHAMSON (1977), *Senior Research Associate*, Forestry Faculty and Environmental and Forest Biology Faculty; B.S., Michigan Technological University, 1964; M.S., University of Wisconsin, 1967; Ph.D., 1969; Chancellor's Award for Excellence in Professional Service, 1996

KIMB. ADAMS (1993), *Instructional Support Associate*, Environmental and Forest Biology Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1991; M.S., 1993

DOUGLAS C. ALLEN (1968), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Maine, 1962; M.S., 1965; Ph.D., University of Michigan, 1968

WAYNE ALLEN (1979), *Lecturer*, Forest Technology Program of the Forestry Faculty; B.S., Western Maryland College, 1974; A.A.S., State University of New York College of Environmental Science and Forestry, 1979

SUSAN E. ANAGNOST (1991), *Senior Research Scientist*, Wood Products Engineering Faculty; B.A., Gettysburg College, 1977; M.S., State University of New York College of Environmental Science and Forestry, 1982; Ph.D., 1990

KATHRYN M. ANDERSON (1991), *Research Support Specialist*, Environmental and Forest Biology Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1990

ROBERT ANDRUS (1994), *Instructional Support Associate*, Environmental Health and Safety; B.S., State University of New York at Brockport, 1989

RAYMOND J. APPLEBY (1982), *Instructional Support Technician*, Paper Science and Engineering Faculty; A.S., State University of New York Columbia-Greene, 1980

ROBERT W. ARSENEAU (1972), *Senior Programmer/Analyst*, Administrative Computing; A.A.S., Mohawk Valley Community College, 1967; B.S., Syracuse University, 1978

DONALD E. ARTZ (1987), *Sponsored Program Associate I*, Office of Research Programs; B.S., State University of New York College at Oswego, 1987

PETER G. ASHTON (1993), *Adjunct Professor*, Forestry Faculty; B.S., Claifornia State Polytechnic College, 1962; M.S., University of Arizona, 1967; Ph.D., Michigan State University, 1972

CAROLINE B. BAILEY (1978), *Senior Staff Assistant*, Landscape Architecture Faculty

GUY BALDASSARRE (1987), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Maine, 1975; M.S., University of Wisconsin, Stevens Point; 1978; Ph.D., Texas Tech University, 1982

MARCIA A. BARBER (1989), *Personnel Associate*, Personnel and Affirmative Action; B.A., State University of New York at Brockport, 1980; M.P.A., Syracuse University, 1993

GEORGE R. BATTLES (1987), *Instructional Support Specialist*, Analytical and Technical Services; A.A.S., State University of New York Agricultural and Technical College, Morrisville, 1966; B.E.T., Rochester Institute of Technology, 1973

MARLA A. BENNETT (1994), *Senior Staff Assistant*, Instruction and Graduate Studies. A.A.S., SUNY-Delhi, 1979; B.S., Empire State College, 1988; M.P.A., Syracuse University, 1990

SUSAN E. BENOINT (1995), *Staff Assistant*, Office of Research Programs; A.S., Champlain College, 1981; B.S., University of Vermont, 1986

DONALD H. BICKELHAUPT (1969), *Instructional Support Specialist*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1970; M.S., State University of New York College of Environmental Science and Forestry, 1980

KEITH BILDSTEIN (1995), *Adjunct Professor*, Environmental and Forest Biology Faculty; B.S., Muhlenberg College, 1972; M.S., Ohio State University, 1976; Ph.D., 1978

PETER E. BLACK (1965), *Professor*, Forestry Faculty; B.S., University of Michigan, 1956; M.F., 1958; Ph.D., Colorado State University, 1961

- RAYMOND W. BLASKIEWICZ (1982), *College Registrar*, Student Affairs and Educational Services; B.S., State University of New York College of Environmental Science and Forestry, 1979; M.S., Syracuse University, 1988
- TERRY L. BLUHM (1995); *Adjunct Professor*, Chemistry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1970; M.S., 1973; Ph.D., 1976
- CONSTANCE H. BOBBIE (1982), *Associate Librarian*, F. Franklin Moon Library; B.S., Bemidji State College, 1956; M.A., University of Minnesota, 1962
- BRIAN D. BOOTHROYD (1991), *Associate Facilities Program Coordinator*, Physical Plant; B.P.S., State University of New York at Buffalo, 1981
- WILLIAM R. BORGSTEDT (1971), *Instructional Support Technician*, Environmental and Forest Biology Faculty; A.A.S., Miner Institute, 1966; A.A.S., State University of New York College at Delhi, 1970; B.S., State University of New York College of Environmental Science and Forestry, 1975; M.S., Syracuse University; 1978
- GREGORY L. BOYER (1985), *Associate Professor*, Chemistry Faculty; A.S., Reedley College, 1973; A.B., University of California, 1975; Ph.D., University of Wisconsin, 1980
- STEPHEN B. BRANDT (1983), *Adjunct Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of Wisconsin, 1972; M.S., 1975; Ph.D., 1978
- BRUCE W. BREITMEYER (1983), *Forest Property Manager I*, Forest Properties; B.S.F., University of Michigan, 1975; M.F., 1982
- MICHAEL R. BRIDGEN (1992), *Assistant Professor*, Forest Technology Program of the Forestry Faculty; B.S., Pennsylvania State University, 1975; Ph.D., Michigan State University, 1979
- RUSSELL D. BRIGGS (1995), *Associate Professor*, Forestry Faculty; A.A.S., SUNY College of Environmental Science and Forestry (Ranger School), 1975; B.S., SUNY College of Environmental Science and Forestry, 1979; M.S., 1982; Ph.D., 1985
- ROBERT H. BROCK, JR. (1967), *Chair and Professor*, Environmental Resources and Forest Engineering Faculty; *Director*, Division of Engineering; B.S., State University College of Forestry at Syracuse University, 1958; M.S., 1959; Ph.D., Cornell University, 1971
- RAINER H. BROCKE (1969), *Professor*, Environmental and Forest Biology Faculty; *Co-Director*, Adirondack Wildlife Program; B.S., Michigan State University, 1955; M.S., 1957; Ph.D., 1970
- ALTON F. BROWN (1963), *Research Support Specialist*, Empire State Paper Research Institute; President's ESF Public Service Award, 1993
- PATRICIA BURAK (1983), *Adjunct Advisor to International Students*, Office of Student Affairs and Educational Services; B.A., State University of New York College at Oswego, 1973; M.A., State University of New York College at Albany, 1974
- ROBERT L. BURGESS (1981), *Chair and Professor*, Environmental and Forest Biology Faculty and *Director*, Division of Forest Resources; B.S., University of Wisconsin, Milwaukee, 1957; M.S., University of Wisconsin, Madison, 1959; Ph.D., 1961
- KENNETH F. BURNS (1970), *Instructional Support Specialist*, Forestry Faculty; A.A.S., Paul Smith's College, 1969
- ISRAEL CABASSO (1981), *Professor*, Chemistry Faculty; *Director*, Polymer Research Institute; B.S., Hebrew University, 1966; M.S., 1968; Ph.D., Weizmann Institute of Science, 1973
- PAUL M. CALUWE (1969), *Professor*, Chemistry Faculty; *Associate Member*, Polymer Research Institute; Ph.D., University of Leuven, Belgium, 1967
- ROBERT W. CAMPBELL (1984), *Adjunct Professor*, Environmental and Forest Biology Faculty; B.S., State University College of Forestry at Syracuse University, 1953; M.S., University of Michigan, 1959; Ph.D., 1961
- HUGH O. CANHAM (1966), *Professor*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1960; M.S., 1962; Ph.D., 1971
- EMANUEL J. CARTER, JR. (1985), *Associate Professor*, Landscape Architecture Faculty; B.A., Cornell University, 1969; *Master of Regional Planning*, 1978
- CONSTANTINOS CASSIOS (1978), *Adjunct Professor*, Landscape Architecture Faculty; B.Sc., University of Thessaloniki, 1969; M.S., Graduate Industrial School of Perseus, 1969; M.S., University of Wisconsin, 1972; Ph.D., 1976
- JOHN D. CASTELLO (1978), *Professor*, Environmental and Forest Biology Faculty; B.A., Montclair State College, 1973; M.S., Washington State University, 1976; Ph.D., University of Wisconsin, 1978
- H. PETER CASTRO (1990), *Adjunct Associate Professor*, Forestry Faculty; B.A., University of California, 1977; M.A., 1981; Ph.D., 1988
- PATRICIA CERRO-REEHIL (1987), *Project Staff Assistant*, New York Water Pollution Control Authority; A.A.S., Green Mountain College, 1981
- SIDDHARTH G. CHATTERJEE (1994), *Assistant Professor*, Paper Science and Engineering Faculty; B.Tech., Indian Institute of Technology, 1982; M.S., Rensselaer Polytechnic Institute, 1985; Ph.D., 1987
- B. DIANE CHEPKO-SADE (1989), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.A., Duke University, 1971; M.A., University of Puerto Rico, 1977; Ph.D., Northwestern University, 1982; M.S., 1987
- JESSICA COLASANTO (1991), *Instructional Support Associate*, Paper Science and Engineering, Faculty, B.A., McGill University, 1990
- GARY E. COLELLA (1986), *Facilities Program Coordinator*, Physical Plant; A.A.S., Auburn Community College, 1963
- SHIRLEY CONNALL (1981), *Personnel Associate*, Personnel and Affirmative Action
- JAMES E. COUFAL (1961), *Chair and Professor*, Forestry Faculty; Certificate, State University College of Forestry (Ranger School), 1957; B.S., State University College of Forestry at Syracuse University, 1960; M.S., 1962; Ed.S., State University of New York at Albany, 1976
- JAMES O. CREVELLING (1970), *Forest Property Manager II*, Forest Properties; A.A.S., Paul Smith's College, 1965; B.S., University of Massachusetts, 1967
- CLAY M. CROSBY (1964), *Research Scientist*, Empire State Paper Research Institute; B.S., State University College of Forestry at Syracuse University, 1964; M.S., 1970
- JUSTIN F. CULKOWSKI (1978), *Director of Alumni Affairs*, Student Affairs and Educational Services; B.S., State University of New York College of Environmental Science and Forestry, 1973; M.B.A., Syracuse University, 1983; NYS/UUP Excellence Award, 1991

- GEORGE W. CURRY (1966), *Distinguished Teaching Professor*, Landscape Architecture Faculty; B.A., Michigan State University, 1962; B.S., 1965; M.L.A., University of Illinois, 1969
- CRAIG J. DAVIS (1987), *Associate Professor*, Forestry Faculty; A.A.S., Williamsport Area Community College, 1978; B.S.F.E., University of Maine, 1982; M.S.F., Purdue University, 1984; Ph.D., 1987
- SCHAELON F. DAVIS (1994), *Senior Financial Aid Advisor*, Student Affairs and Educational Services; A.S., Elizabeth Seton College, 1979; B.S., Syracuse University, 1986
- CHAD P. DAWSON (1986), *Professor*, Forestry Faculty; B.S., University of Michigan, 1970; M.P.S., Cornell University, 1979; Ph.D., State University of New York College of Environmental Science and Forestry, 1983; Chancellor's Award for Excellence in Teaching, 1995
- SALVACION DE LAPAZ (1973), *Associate Librarian*, F. Franklin Moon Library; B.S.L.S., University of the Philippines, 1956; M.S.L.S., Simmons College, 1962
- CHARLOTTE DEMERS (1990), *Instructional Support Associate*, Adirondack Wildlife Program; A.A.S., Holyoke Community College, 1984; B.S., State University of New York College of Environmental Science and Forestry, 1986
- M. ELEN DEMING (1993), *Assistant Professor*, Landscape Architecture Faculty; B.A., State University of New York At Albany, 1976; M.L.A., Harvard University Graduate School of Design, 1985
- DANETTE J. DESIMONE (1990), *College Accountant*, Business Affairs; B.S., LeMoyne College, 1986; C.P.A., NYS Education Department, 1988; M.B.A., Syracuse University, 1993
- CHERYL S. DOBLE (1993), *Assistant Professor*, Landscape Architecture Faculty; B.F.A., Syracuse University, 1969; M.S., 1977; M.L.A., State University of New York College of Environmental Science and Forestry, 1986
- MARTA L. DOSA (1987), *Adjunct Professor*, Environmental Studies Faculty; B.A., University of Budapest Comparative Literature, 1943; M.A., 1944; M.S.L.S., Syracuse University Library Science, 1957; Ph.D., University of Michigan Library Science, 1971
- ALLAN P. DREW (1980), *Professor*, Forestry Faculty; B.S., University of Illinois, 1965; M.S., University of Arizona, 1967; Ph.D., Oregon State University, 1974
- DAVID A. DRISCOLL (1986), *Senior Research Associate*, Chemistry Faculty; and *Director*, Analytical and Technical Services; A.A.S., State University of New York Agricultural and Technical College at Farmingdale, 1964; B.S., M.S., Fairleigh Dickinson University, 1974; Ph.D., Fordham University, 1978
- DEBRA A. DRISCOLL (1991), *Instructional Support Technician*, Research Programs; B.S., State University of New York College of Environmental Science and Forestry, 1980
- MARK DRISCOLL (1986), *University Instructional Specialist*, Research Programs; A.A., State University of New York Agricultural and Technical College at Delhi, 1979; B.S., St. John's University, 1982; Ph.D., State University of New York College of Environmental Science and Forestry, 1992
- MICHAEL J. DUGGIN (1979), *Professor*, Environmental Resources and Forest Engineering Faculty; B.Sc., Melbourne University, Australia, 1959; Ph.D., Monash University, Australia, 1965; F. Inst. P. (London), C. Phys. (London), F.O.S.A.
- JAMES S. DUNCAN (1990), *Adjunct Professor*, Landscape Architecture Faculty; B.A., Dartmouth College, 1970; M.A., Syracuse University, 1974; Ph.D., 1977
- PATRICK R. DURKIN (1993), *Adjunct Associate Professor*, Environmental Studies Faculty; B.A., State University of New York College at Fredonia, 1986; M.S., Fordham University, 1972; Ph.D., State University of New York College of Environmental Science and Forestry, 1979
- STEVEN EFFLER (1991), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., University of Notre Dame, 1968; M.S., Institute of Polymer Science, 1971; Ph.D., Syracuse University, 1975
- ELIZABETH A. ELKINS (1973), *Librarian and Director of College Libraries*, F. Franklin Moon Library; B.A., Hartwick College, 1968; M.L.S., State University of New York at Geneseo, 1970; Chancellor's Award for Excellence in Librarianship, 1980
- F. W. GORDON FEARON (1986), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; G.S., University of Leeds, 1961; Ph.D., University of Wales, 1965; P.M.D., Harvard Business School, 1975
- JOHN P. FELLEMAN (1973), *Professor*, Environmental Studies Faculty; B.C.E., Cornell University, 1966; M.E.C., 1966; N.D.E.A. Fellow, University of North Carolina, 1967; D.P.A., New York University, 1973
- MAUREEN O'NEILL FELLOWS (1986), *Director of Information Technology and Institutional Planning*; and *Adjunct Assistant Professor*, Forestry Faculty; A.B., Hamilton College, 1980; M.S., Cornell University, 1985; Ph.D., Syracuse University, 1995; Chancellor's Award for Excellence in Professional Service, 1992
- MARK P. FENNESSY (1989), *Director*, Business Affairs; B.A., State University of New York at Buffalo, 1968; M.B.A., State University of New York at Buffalo, 1983
- DONALD W. FLOYD (1993), *Associate Professor*, Forestry Faculty; B.A., Humboldt State University, 1974; M.S., University of Wisconsin, 1976; Ph.D., University of Arizona, 1986
- RAYMOND C. FRANCIS (1987), *Research Associate*, Paper Science and Engineering Faculty; B.A.Sc., University of Toronto, 1982; Ph.D., 1987
- CLAUDE C. FREEMAN (1959), *Associate Professor*, Landscape Architecture Faculty; B.S., State University College of Forestry at Syracuse University, 1959
- ROBERT H. FREY (1977), *Dean of Instruction and Graduate Studies and Associate Professor*; B.A., Valparaiso University, 1965; M.Ed., Springfield College, 1966; Ed.D., Indiana University, 1973
- HARRY L. FRISCH (1980), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; A.B., Williams College, 1947; Ph.D., Polytechnic Institute of Brooklyn, 1952
- ARTHUR J. FRITZ, JR. (1985), *Director of Development*, A.B., Syracuse University, 1962
- DOUGLAS H. FROST (1982), *Assistant Director*, Business Affairs; A.A., College of San Mateo, 1962; B.S., Wagner College, 1967
- LINDA M. GALLOWAY (1990), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; B.S., Long Island University, 1980

- RONALD J. GIEGERICH (1977), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., State University of New York Agricultural and Technical College at Cobleskill, 1975; B.S., State University of New York College of Environmental Science and Forestry, 1978
- IVAN GITSOV (1996), *Associate Professor*, Chemistry Faculty; M.Sc., Sofia University 1979; Ph.D., Bulgarian Academy of Sciences, 1986
- JOSÉ L. GINER (1995), *Assistant Professor*, Chemistry Faculty; B.A., Brandeis University, 1979; M.A., 1980; Ph.D., Stanford University, 1990
- RICHARD GOLDSMITH (1993), *Adjunct Professor*, Environmental Studies Faculty; A.B., University of Rochester, 1962; LL.B., New York University, 1965
- MICHAEL GOODEN (1982), *Forest Property Technician I*, Forest Properties; A.A.S., State University of New York Agricultural and Technical College at Morrisville, 1976; B.S., State University of New York College of Environmental Science and Forestry, 1978
- W. DOUGLAS GOULD (1983), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., University of Manitoba, 1965; M.S., University of Alberta, 1970; Ph.D., 1976
- DANIEL GRAIVER (1989), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; B.S., Hebrew University of Jerusalem, 1971; M.S., 1973; Ph.D., Case Western Reserve University, 1977
- STEPHEN GRANZOW (1969), *Research Support Specialist*, Empire State Paper Research Institute
- MIKLÓS A. J. GRÁTZER (1973), *Distinguished Teaching Professor*, Forestry Faculty; Forest Engineer, Sopron University; B.Sc., University of British Columbia, 1959; M.S. (R.C.), University of Montana, 1965; Ph.D., 1971; Dr.h.c., Sopron University, 1992
- SIDNEY L. GREENBLATT (1990), *Adjunct Advisor to International Students*, Student Affairs and Educational Services; B.A. State University of New York at Binghamton, 1960; M.A., Columbia University, 1961; East Asian Certificate, Columbia University, 1963
- DAVID H. GRIFFIN (1968), *Professor*, Environmental and Forest Biology Faculty; B.S., State University of New York College of Forestry, 1959; M.A., University of California, 1960; Ph.D., 1963
- DANIEL A. GRIFFITH (1992), *Adjunct Professor*, Forestry Faculty; B.S., Indiana University of Pennsylvania, 1970; M.A., 1972; M.S., Pennsylvania State University, 1985; Ph.D., University of Toronto, 1978
- KEVIN J. GUERIN (1988), *Instructional Support Specialist*, Analytical and Technical Services; A.A.S., Onondaga Community College, 1987
- CHARLES A. S. HALL (1987), *Professor*, Environmental and Forest Biology Faculty; B.A., Colgate University, 1965; M.S., Pennsylvania State University, University Park, 1966; Ph.D., University of North Carolina Chapel Hill, 1970
- JAMES P. HALLIGAN (1979), *Instructional Support Specialist*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1974
- JUDITH C. HAMILTON (1979), *Assistant Director of Financial Aid*, Student Affairs and Educational Services; B.S., State University of New York College at Brockport, 1967; M.S., State University of New York at Albany, 1968
- ROBERT B. HANNA (1977), *Professor*, Wood Products Engineering Faculty; *Director*, N.C. Brown Center for Ultrastructure Studies; B.S., University of Michigan, 1967; M.S., State University College of Forestry at Syracuse University, 1971; Ph.D., State University of New York College of Environmental Science and Forestry, 1973
- DAVID L. HANSELMAN (1963), *Professor*, Landscape Architecture Faculty; B.S., Cornell University, 1957; M.S., 1958; Ph.D., Ohio State University, 1963
- JAMES M. HASSETT (1981), *Associate Professor*, Environmental Resources and Forest Engineering Faculty; A.B., Cornell University, 1970; M.S., Syracuse University, 1979; Ph.D., 1988; Chancellor's Award for Excellence in Teaching, 1992
- JOHN P. HASSETT (1980), *Professor*, Chemistry Faculty; B.S., University of Maryland, 1971; M.S., University of Wisconsin, 1973; Ph.D., 1978
- RICHARD S. HAWKS (1979), *Chair and Professor*, Landscape Architecture Faculty; B.L.A., State University of New York College of Environmental Science and Forestry, 1972; M.L.A., Harvard University, 1978
- JAMES M. HEFFERNAN (1985), *Vice President for Student Affairs and Institutional Advancement*; A.B., LaFayette College, 1965; M.A., Columbia University Teachers College, 1967; M.A., University of Michigan, 1970; Ph.D., 1971
- GORDON M. HEISLER (1973), *Adjunct Associate Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1961; M.F., Yale University, 1962; Ph.D., State University College of Forestry at Syracuse University, 1970
- LEE P. HERRINGTON (1965), *Professor*, Forestry Faculty; B.S., University of Maine, 1959; M.F., Yale School of Forestry, 1960; Ph.D., Yale University, 1964
- WILLIAM HOLTZMAN (1987), *Assistant Professor*, Paper Science and Engineering Faculty; B.S.Ch.E., Pennsylvania State University, 1953; M.S., Lawrence University (The Institute of Paper Chemistry), 1955; Ph.D., 1959
- RICHARD P. HOOPER (1995), *Adjunct Assistant Professor*, Forestry Faculty; A.B., Harvard University, 1979; M.S., Cornell University, 1984; Ph.D., 1986
- MARY O'BRIEN HOOVEN (1980), *Food Service Supervisor*, Forest Properties; B.A., State University of New York at Buffalo, 1972
- PAUL F. HOPKINS (1979), *Associate Professor*, Environmental Resources and Forest Engineering Faculty; *Director*, Council for Geospatial Modeling and Analysis; B.S., University of Maine, 1977; M.S., State University of New York College of Environmental Science and Forestry, 1979; Ph.D., University of Wisconsin-Madison, 1993
- STEVEN B. HORSLEY (1977), *Adjunct Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1965; M.A., University of Massachusetts, 1968; Ph.D., 1970
- JOEL R. HOWARD (1974), *Assistant Professor*, Forestry Faculty; *Director*, Summer Program in Field Forestry; Certificate, New York State Ranger School, 1966; B.S., State University of New York College of Environmental Science and Forestry, 1973; M.S., 1978; Ph.D., North Carolina State University, 1986
- JOHN J. HOWARD (1978), *Adjunct Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of New Hampshire, 1966; M.P.H., Yale University, 1970, Dr. P.H., 1973

- ANDREW HUNT (1995), *Adjunct Assistant Professor*, Environmental Studies Faculty; B.Sc., Liverpool University (U.K.), 1981; Ph.D., 1988
- RAFAAT M. HUSSEIN (1987), *Associate Professor*, Wood Products Engineering Faculty; B.Sc., El-Azhar University, 1974; M.Eng., Concordia University, 1978; Ph.D., 1980; P.E., 1980
- MARCIA JAMES (1985), *Director*, Personnel and Affirmative Action; B.A., Grove City College, 1960; M.A., Cornell University, 1962; M.A., 1965; J.D., Syracuse University, 1978
- DAVID L. JOHNSON (1975), *Professor*, Chemistry Faculty; B.S., Antioch College, 1965; Ph.D., University of Rhode Island, 1973
- WILLIAM L. JOHNSON (1987), *Instructional Support Specialist*, Environmental Resources and Forest Engineering Faculty; B.S., University of Wisconsin, 1972; M.S., 1974
- DIANNE M. JUCHIMEK (1967), *Associate Librarian*, F. Franklin Moon Library; B.S., University of Illinois, 1965; M.S.L.S., Syracuse University, 1967
- JAMES KARP (1991), *Adjunct Professor*, Environmental Studies Faculty; B.S., Pennsylvania State University, 1960; J.D., Villanova University, 1964
- SARA KEITH (1996), *Assistant Professor*, Environmental Studies Faculty; B.A., Catham College, 1987; M.A., Syracuse University, 1995; Ph.D., 1996
- WILLIAM L. KELLEHER, JR. (1988), *Instructional Support Specialist*, Wood Products Engineering Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1985
- D. STEVEN KELLER (1990), *Research Support Specialist*, Paper Science and Engineering Faculty; B.S., Syracuse University, 1980
- CAROL KENDALL (1995), *Adjunct Assistant Professor*, Forestry Faculty; B.S., University of California, 1973; M.S., 1976; Ph.D., University of Maryland, 1993
- JOSEPH F. KEULER (1988), *Associate Professor*, Wood Products Engineering Faculty; B.S., Pratt Institute, 1973; M.S., Rochester Institute of Technology, 1976; M.C.E., Manhattan College, 1978
- DAVID J. KIEBER (1990), *Associate Professor*, Chemistry Faculty; B.S., Rutgers University, 1980; M.S., University of Delaware, 1983; Ph.D., University of Miami, 1988
- DAVID J. KIEMLE (1986), *Instructional Support Specialist*, Analytical and Technical Services; B.S., State University of New York College at Oswego, 1983
- JUDITH J. KIMBERLIN (1981), *Assistant Director and Affirmative Action Officer*, Personnel and Affirmative Action; A.A.S., Pennsylvania State University, 1964; B.A., State University of New York College at Cortland, 1975
- ROBIN W. KIMMERER (1993), *Associate Professor*, Environmental and Forest Biology Faculty; *Director*, Cranberry Lake Biological Station; B.S., State University of New York College of Environmental Science and Forestry, 1975; M.S., University of Wisconsin, 1979; Ph.D., 1982
- ROBERT C. KOEPPER (1986), *Dean of Nonresident Programs*, Continuing Education; B.A., Concordia Teachers College, 1958; M.A., 1962; Ed.D., George Peabody College for Teachers, 1966
- RICHARD F. KOPP (1988), *Senior Research Support Specialist*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1984; M.S., Pennsylvania State University, 1986
- DONALD E. KOTEN (1961), *Professor*, Forestry Faculty; B.A., North Central College, 1951; B.S., Oregon State College, 1957; Ph.D., State University College of Forestry at Syracuse University, 1966
- STELLAD. KROFT (1960), *Staff Assistant*, Instructional Development, Evaluation and Services
- DIANE M. KUEHN (1995), *Adjunct Assistant Professor*, Forestry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1987; M.S., 1989
- FRANK E. KURCZEWSKI (1966), *Professor and Curator*, Environmental and Forest Biology Faculty; B.S., Allegheny College, 1958; M.S., Cornell University, 1962; Ph.D., 1964
- GEORGE H. KYANKA (1967), *Chair and Professor*, Wood Products Engineering Faculty; B.S., Syracuse University, 1962; M.S., 1966; Ph.D., 1976; Chancellor's Award for Excellence in Teaching, 1973
- YUAN-ZONG LAI (1981), *Senior Research Associate*, Empire State Paper Research Institute; B.S., National Taiwan University, 1963; M.S., University of Washington, 1966; M.S., 1967; Ph.D., 1968
- ROBERT T. LALONDE (1959), *Professor*, Chemistry Faculty; B.A., St. John's University, Minnesota, 1953; Ph.D., University of Colorado, 1957
- CHRISTINE A. LANGLOIS (1995), *Senior Staff Assistant*, Physical Plant; B.S., SUNY-Oneonta, 1984
- DARLEEN M. LAPELLE (1978), *Staff Assistant*, Adirondack Ecological Program
- PATRICK J. LAWLER (1990), *Associate Professor*, Environmental Studies Faculty; B.A., LeMoyne College, 1976; M.A., Syracuse University, 1981
- DONALD LEOPOLD (1985), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Kentucky, 1978; M.S.F., 1981; Ph.D., Purdue University, 1984
- ALLEN R. LEWIS (1970), *Associate Professor*, Landscape Architecture Faculty; B.A., University of Oklahoma, 1959; M.C.P., University of California, Berkeley, 1961
- VALERIE A. LUZADIS (1994), *Lecturer*, Forestry Faculty; B.S., Cornell University, 1983; M.S., 1990
- M. BRUCE LYNE (1990), *Adjunct Professor*, Paper Science and Engineering Faculty; B.S., McGill University, 1970; Ph.D., 1976; M.B.A., 1984
- HANNU P. MAKKONEN (1993), *Senior Research Associate*, Paper Science and Engineering Faculty; *Director*, Empire State Research Institute; B.Sc., Helsinki University, 1962; M.Sc., 1963; Ph.D., University of Washington, 1974
- PAUL D. MANION (1967), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Minnesota, 1962; M.S., 1965; Ph.D., 1967
- JACK MANNO (1986), *Senior Staff Associate*, Great Lakes Research Consortium; *Adjunct Assistant Professor*, Environmental Studies Faculty; B.A., State University of New York at Binghamton, 1975; M.S., State University of New York College of Environmental Science and Forestry, 1992; Chancellor's Award for Excellence in Professional Service, 1994
- SETHMANTE (1991), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., University of Ghana, 1967; M.S., 1969; Ph.D., McGill University, 1974

- MARY ANNE T. MARANO (1972), *Bursar*, Business Affairs; A.A., Onondaga Community College, 1967
- FRANK L. MARAVIGLIA (1964), *Professor*, Landscape Architecture Faculty; B.S., State University of New York College at Oswego, 1958; M.S., Hofstra University, 1963; NYS/UDP Excellence Award, 1991
- BRUCE MARCHAM (1985), *Assistant Facilities Program Coordinator*, Physical Plant; B.S., M.E., University of Massachusetts, Amherst, 1981
- GEORGE C. MARTIN (1979), *Associate Member*, Polymer Research Institute; B.S., Purdue University, 1970; Ph.D., University of Minnesota, 1976
- JOSEPH MARTON (1983), *Adjunct Professor*, Paper Science and Engineering Faculty; Ph.D., Paszmany Peter University, Budapest, Hungary, 1943
- RAYMOND D. MASTERS (1968), *Instructional Support Technician*, Adirondack Ecological Center; A.A.S., Paul Smith's College, 1967
- NANCY MATHEWS (1992), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Pennsylvania State University, 1980; M.S., State University of New York College of Environmental Science and Forestry, 1982; Ph.D., 1989
- GWYNNE L. MAY (1973), *Manager and Instructional Support Specialist*, Academic Computing Center
- CHARLES A. MAYNARD (1980), *Professor*, Forestry Faculty; B.S., Iowa State University, 1974; M.S., 1977; Ph.D., 1980
- RICHARD J. McCLIMANS (1977), *Senior Research Associate*, Environmental Resources and Forest Engineering Faculty; B.S.C.E., Merrimack College, 1961
- JEFFREY J. McDONNELL (1993), *Associate Professor*, Forestry Faculty; B.Sc., University of Toronto, 1979; M.Sc., Trent University, 1985; Ph.D., University of Caterbury, 1989
- BARBARA J. McGUINNES (1994), *Research Scientist*, Forestry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1991; M.S., Pennsylvania State, 1994
- PAUL K. McGUINNES (1986), *Director*, Public Safety; B.S., SUNY College at Buffalo, 1975; Certificate of Completion, Public Administration Mid-Career Development Program, Syracuse University, 1991
- DONALD G. McLEAN (1968), *Senior Programmer/Analyst*, Academic Computing; B.A., Syracuse University, 1975
- BRIDGET McMASTER (1990), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; B.S., State University of New York College at Fredonia, 1977; M.S., 1980; M.S., Virginia Polytechnic Institute and State University, 1982
- ROBERT W. MEYER (1979), *Professor*, Wood Products Engineering Faculty; *Director*, Tropical Timber Information Center; B.S.F., University of Washington, 1962; M.F., 1964; Ph.D., State University College of Forestry at Syracuse University, 1967
- MYRON J. MITCHELL (1975), *Professor*, Environmental and Forest Biology Faculty; B.A., Lake Forest College, 1969; Ph.D., University of Calgary, 1974
- ANDREW MOLLOY (1993), *Senior Research Support Specialist*, Environmental and Forest Biology Faculty; B.S., SUNY College of Environmental Science and Forestry, 1989; M.S., 1995
- DOUGLAS A. MORRISON (1969), *Research Associate*, Forestry Faculty; B.A., University of Western Ontario, 1966; M.S., University of Oregon, 1967; Ph.D., 1969; M.S., Syracuse University, 1976; C.A.S., 1977
- DIETLAND MÜLLER-SCHWARZE (1973), *Professor*, Environmental and Forest Biology Faculty; Doctorate, Max Planck Institute, 1958-1960; Ph.D., University of Freiburg, 1963
- PATRICIA C. MURPHY (1993), *Director*, Physical Plant; B.S., United States Naval Academy, 1981
- JAMES P. NAKAS (1979), *Professor*, Environmental and Forest Biology Faculty; B.S., LeMoyne College, 1968; M.S., Seton Hall University, 1970; Ph.D., Rutgers University, 1976
- TSUTOMU NAKATSUGAWA (1968), *Professor*, Environmental and Forest Biology Faculty; B. Agric., Tokyo University, 1957; M.S., Iowa State University, 1961; Ph.D., 1964
- BARBARA L. NELSON (1993), *Senior Staff Assistant*, Business Affairs; A.S., Jamestown Community College, 1988; B.S., State University of New York at Fredonia, 1990
- DONALD E. NETTLETON, JR. (1985), *Adjunct Professor*, Chemistry Faculty; B.S., Yale University, 1952; Ph.D., Rice University, 1956
- EDWARD F. NEUHAUSER (1990), *Adjunct Associate Professor*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1973; Ph.D., 1978
- WILLIAM J. NICHOLSON (1982), *Staff Associate*, Research Programs; B.S., Syracuse University, 1981; President's ESF Quality of Worklife Award, 1994
- ALFRED H. NISSAN (1979), *Adjunct Professor*, Paper Science and Engineering Faculty; B.Sc., Birmingham University, England, 1937; Ph.D., 1940; D.Sc., 1943
- ROGER L. NISSEN, JR. (1970), *Instructional Support Technician*, Forestry Faculty; A.A.S., Paul Smith's College, 1970; President's ESF Quality of Worklife Award, 1993
- BRENDA J. NORDENSTAM (1993), *Assistant Professor*, Environmental Studies Faculty; B.S., University of California, 1979, B.A., 1982; M.S., California State University, 1985; Ph.D., University of California-Irvine, 1993
- ROY A. NORTON (1970), *Professor*, Environmental and Forest Biology Faculty; B.S., State University College of Forestry at Syracuse University, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1973; Ph.D., 1977
- CHRISTOPHER NOWAK (1988), *Adjunct Assistant Professor*, Forestry Faculty; A.A.S., State University of New York College of Environmental Science and Forestry, 1979; B.S., 1985; M.S., 1986; Ph.D., 1993
- DAVID J. NOWAK (1995), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., SUNY College of Environmental Science and Forestry, 1984; M.S., 1986; Ph.D., University of California, Berkeley, 1991
- FLORA NYLAND (1982), *Principal Research Support Specialist*, F. Franklin Moon Library; B.F.A., Syracuse University, 1959; M.A., Michigan State University, 1966; M.L.S., Syracuse University, 1986
- RALPH D. NYLAND (1967), *Professor*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1958; M.S., 1959; Ph.D., Michigan State University, 1966

- MARY O'HALLORAN (1983), *Senior Admissions Advisor*, Student Affairs and Educational Services; A.A., Harriman Junior College, 1974; B.A., State University of New York College at Geneseo, 1976
- SHIGETOSHI OMORI (1977), *Instructional Support Technician*, Paper Science and Engineering Faculty; B.S., Iwate University, 1967; M.S., Hokkaido University, 1969; Ph.D., 1973
- PARTO R. PAKDEL (1994), *Assistant Professor*, Paper Science and Engineering Faculty; B.S. Sharif University of Technology, 1989; Ph.D., Illinois Institute of Technology, 1994
- JAMES F. PALMER (1980), *Associate Professor*, Landscape Architecture Faculty; B.A., University of California, 1972; M.L.A., University of Massachusetts, 1976; Ph.D., 1979
- NICK J. PARADISO, JR. (1988), *Vice President for Administration*; B.A., Syracuse University, 1965
- NANCYA. PARSONS (1981), *Administrative Manager*, Syracuse Pulp and Paper Foundation; B.A., St. Bonaventure University, 1969; M.S., Syracuse University, 1992
- BERNARD PATTEN (1993), *Adjunct Professor*, Environmental and Forest Biology Faculty; A.B., Cornell University, 1952; M.S., Rutgers University, 1954; M.A., University of Michigan, 1957; Ph.D., Rutgers University, 1959
- RICHARD PERKINS (1992), *Adjunct Professor*, Paper Science and Engineering Faculty; A.B., Dartmouth College, 1954; M.S., State University College of Forestry at Syracuse University, 1959; Ph.D., 1963
- JEFFREY PETERSON (1994), *Adjunct Assistant Professor*, Forestry Faculty; B.S., University of Massachusetts, 1978; M.S., 1980; M.S., Union College, 1986
- SHAWN P. PHILIPPON (1995), *Lecturer*, Forestry Faculty; B.S., Clarkson University, 1991; M.S., SUNY-Potsdam, 1992
- GUY PIROLLO (1979), *Instructional Support Specialist*, Chemistry Faculty; B.S., State University College of Forestry at Syracuse University, 1963
- LUCY C. POPKESS (1990), *Executive Director of the ESF College Foundation*; B.S., State University of New York College of Environmental Science and Forestry, 1974
- WILLIAM F. PORTER (1978), *Professor*, Environmental and Forest Biology Faculty; *Director*, Adirondack Ecological Center; *Co-Director*, Adirondack Wildlife Program; B.S., University of Northern Iowa, 1973; M.S., University of Minnesota, 1976; Ph.D., 1979
- MATTHEW R. POTTEIGER (1984), *Associate Professor*, Landscape Architecture Faculty; B.S., Pennsylvania State University, 1978; M.L.A., University of California, Berkeley, 1982
- WILLIAM A. POWELL, JR. (1989), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., Salisbury State University, 1982; Ph.D., Utah State University, 1986
- ROBERT H. POWERS (1995), *Adjunct Professor*, Chemistry Faculty; B.A., SUNY College at Oswego, 1977; Ph.D., Michigan State University, 1987
- NEIL P.J. PRICE (1994), *Assistant Professor*, Chemistry Faculty; H.N.C., Gloucester College of Technology, 1977; B.Sc., University of Essex, 1986; Ph.D., University of London, 1990
- BANDARU V. RAMARAO (1988), *Associate Professor*, Paper Science and Engineering Faculty; B.S., University of Madras, 1980; M.S., Clarkson University, 1982; Ph.D., 1985
- JULIE L. RAWLS (1993), *Director of Student Activities*, Student Affairs and Educational Services; B.S., Central Michigan University, 1988; M.S., Syracuse University, 1992
- DUDLEY J. RAYNAL (1974), *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty; B.S., Clemson University, 1969; Ph.D., University of Illinois, 1974
- THOMAS B. REAGAN (1971), *Television Engineer*, Instructional Development, Evaluation and Services
- ROBERT G. REIMANN (1962), *Professor*, Landscape Architecture Faculty; B.S., State University College of Forestry at Syracuse University, 1954
- D. DAYTON REUTER (1987), *Associate Professor*, Landscape Architecture Faculty; B.S.L.A., University of Wisconsin-Madison, 1976; M.S.L.A., 1985
- NORMAN A. RICHARDS (1963), *Professor*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1957; M.S., Cornell University, 1959; Ph.D., State University College of Forestry at Syracuse University, 1968
- NEIL H. RINGLER (1975), *Associate Chair and Distinguished Teaching Professor*, Environmental and Forest Biology Faculty; B.S., California State University at Long Beach, 1967; M.S., Oregon State University, 1970; Ph.D., University of Michigan, 1975
- MARY ELIZABETH RITTER (1986), *Senior Staff Assistant*, Forestry Faculty; B.A., St. Lawrence University, 1973
- DANIEL J. ROBISON (1985-1987) (1993), *Senior Research Scientist*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1982; M.S., 1986; Ph.D., University of Wisconsin-Madison, 1993; President's ESF Public Service Award, 1996
- SCOTT O. ROGERS (1989), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., University of Oregon, 1975; M.S., 1980; Ph.D., University of Washington, 1987
- LESLIE A. RUTKOWSKI (1994), *Assistant College Registrar*, Student Affairs and Educational Services; B.A., LeMoyne College, 1986
- RICHARD W. SAGE, JR. (1968), *Research Associate and Coordinator*, Adirondack Ecological Center; B.S., State University College of Forestry at Syracuse University, 1966; M.S., State University of New York College of Environmental Science and Forestry, 1983
- RALPH A. SANDERS (1979), *Professor*, Environmental Studies Faculty; B.A., Dartmouth College, 1963; M.S., Pennsylvania State University, 1968; Ph.D., University of Minnesota, 1974
- SUSAN H. SANFORD (1985), *Associate Director of Admissions*, Student Affairs and Educational Services; A.A., Montgomery College, 1973; B.S., Cornell University, 1975; M.B.A., Chapman College, 1981
- ANATOLE SARKO (1967), *Chair and Professor*, Chemistry Faculty; *Acting Director and Associate Member*, Polymer Research Institute, Cellulose Research Institute; B.S., Upsala College, 1952; M.S., New York University, 1960; Ph.D., State University College of Forestry at Syracuse University, 1966
- D. ANDREW SAUNDERS (1985), *Education Coordinator and Research Associate*, Adirondack Wildlife Program; B.S., University of Missouri, 1967; M.S., Utah State University, 1970

- JAMES M. SAVAGE (1991), *Assistant Professor*, Forest Technology Program of the Forestry Faculty; A.A.S., Paul Smith's College, 1984; B.S., State University of New York College of Environmental Science and Forestry, 1986; M.S., 1990
- LELAND R. SCHROEDER (1986), *Chair and Professor*, Paper Science and Engineering Faculty; A.B., Ripon College, 1960; M.S., Lawrence University (The Institute of Paper Chemistry), 1962; Ph.D., 1965
- RICHARD A. SCHWAB (1974), *Director*, Forest Properties; B.S., State University College of Forestry at Syracuse University, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1986; President's ESF Public Service Award, 1995
- SUSAN L. SENECAH (1993), *Assistant Professor*, Environmental Studies Faculty; B.S., Bemidji State University, 1972; M.A., University of Minnesota, 1987; Ph.D., 1992
- S. SCOTT SHANNON (1988), *Associate Professor*, Landscape Architecture Faculty; B.L.A., State University of New York College of Environmental Science and Forestry, 1982; M.L.A., 1988
- HORACE B. SHAW III (1984), *Associate for Continuing Education*, Continuing Education; A.B., Dartmouth College, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1982
- WILLIAM SHIELDS (1979), *Professor*, Environmental and Forest Biology Faculty; A.B., Rutgers University, 1974; M.S., Ohio State University, 1976; Ph.D., 1979
- DONALD SIEGEL (1991), *Adjunct Professor*, Environmental Studies Faculty; B.S., University of Rhode Island, 1969; M.S., Pennsylvania State University, 1971; Ph.D., University of Minnesota, 1981
- STEPHEN F. SLOAN (1985), *Adjunct Professor*, Forestry Faculty; B.S., Michigan State University, 1965; M.S., State University College of Forestry at Syracuse University, 1967; Ph.D., 1969
- THOMAS O. SLOCUM (1977), *Director of Career and Counseling Services*, Student Affairs and Educational Services; B.S., State University of New York at Brockport, 1967; M.S., State University of New York at Albany, 1968; Chancellor's Award for Excellence in Professional Service, 1991
- RICHARD C. SMARDON (1979), *Chair and Professor*, Environmental Studies Faculty; *Director*, Institute for Environmental Policy and Planning; *Co-Director*, Great Lakes Research Consortium; B.S., University of Massachusetts, 1970; M.L.A., 1973; Ph.D., University of California, 1982; President's ESF Public Service Award, 1994
- JERI LYNN SMITH (1977), *Director*, News and Publications; B.A., Syracuse University, 1975
- LEONARD A. SMITH (1964), *Associate Professor*, Wood Products Engineering Faculty; Associate Member, Polymer Research Institute; B.S., Ch.E., University of Dayton, 1962; M.S., Ch.E., Case Institute of Technology, 1964; Ph.D., State University of New York College of Environmental Science and Forestry, 1972
- MARTIN A. SMITH (1993), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., University of Tennessee, 1971; M.C.P., Georgia Institute of Technology, 1973; Ph.D., University of North Carolina, 1985
- WILLIAM B. SMITH (1986), *Associate Professor*, Wood Products Engineering Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1976; M.S., 1978; Ph.D., 1983
- MICHAEL SMITHEE (1990), *Adjunct Advisor to International Students*, Student Affairs and Educational Services; B.A., Florida State University, 1969; M.A., 1970; Ed.D., Syracuse University, 1990
- CYNTHIA L. SNYDER (1983), *Senior Programmer/Analyst*, Administrative Computing; A.O.S., Powelson Business Institute, 1982
- DAVID J. SODERBERG (1979), *Director*, Administrative Computing; B.A., State University of New York College at Oneonta, 1975; B.S., State University of New York College of Environmental Science and Forestry, 1979; M.S., Syracuse University, 1991
- DALE S. SOLOMON (1996), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1961; M.F., Yale School of Forestry, 1962; Ph.D., University of Maine, 1978
- CHARLES M. SPUCHES (1987), *Director of Instructional Development, Evaluation and Services*; A.A.S., Onondaga Community College, 1973; B.M.E., Syracuse University, 1975; M.M., 1977; Ed.D., 1987; NYS/UUP Excellence Award, 1991
- STEPHEN V. STEHMAN (1989), *Associate Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1979; M.S., Oregon State University, 1981; Ph.D., Cornell University, 1990
- S. ALEXANDER STERN (1979), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; B.S., Israel Institute of Technology, 1945; M.S., Ohio State University, 1948; Ph.D., 1952
- DONALD J. STEWART (1987), *Associate Professor*, Environmental and Forest Biology Faculty, B.S., University of Michigan, 1969; M.S., 1976; Ph.D., University of Wisconsin, 1980
- JANET A. STIRLING (1982), *Senior Programmer/Analyst*, Administrative Computing; B.S., St. Lawrence University, 1981
- WILLIAM M. STITELER (1989), *Adjunct Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1964; M.S., 1965; Ph.D., 1970
- DEBORAH A. STORRINGS (1994), *Programmer/Analyst*, Administrative Computing; B.S., Columbia College, 1987; M.S.E.D., SUNY-Oswego, 1995
- SUSAN L. STOUT (1996), *Adjunct Assistant Professor*, Forestry Faculty; A.B., Radcliffe College, 1972; M.S., SUNY College of Environmental Science and Forestry, 1983; D.F., Yale School of Forestry and Environmental Studies, 1995
- DENNIS O. STRATTON (1978), *Director of Admissions and Inter-Institutional Relations*, Student Affairs and Educational Services; B.S., State University of New York College at Cortland, 1965; M.S., 1966; Chancellor's Award for Excellence in Professional Service, 1995
- KATHLEEN A. STRIBLEY (1981), *Associate Professor*, Landscape Architecture Faculty; B.A., University of Michigan, 1973; M.L.A., 1976
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- SWEE MAY TANG (1995), *Senior Research Scientist*, Forestry Faculty; B.S., National University of Malaysia, 1988; M.S., Michigan State University, 1991; Ph.D., University of Washington, 1995

STEPHEN A. TEALE (1991), *Assistant Professor*, Environmental and Forest Biology Faculty; B.A., College of St. Rose, 1980; M.S., University of Kansas, 1983; Ph.D., State University of New York College of Environmental Science and Forestry, 1990

HERBERT B. TEPPER (1962), *Professor*, Environmental and Forest Biology Faculty; B.S., State University College of Forestry at Syracuse University, 1953; M.S., 1958; Ph.D., University of California, 1962

DOUGLAS THOMPSON (1995), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Louisiana Tech University, 1989; M.A., Auburn University, 1991; J.D., Syracuse University, 1994

JAMES L. THORPE (1965), *Research Associate*, Paper Science and Engineering Faculty; B.S., State University College of Forestry at Syracuse University, 1965; M.S., 1967

WILLIAM P. TULLY (1966), *Provost and Vice President for Academic Affairs*; and *Professor*, Forest Engineering Faculty; B.S.C.E., Northeastern University, 1964; M.S., C.E., 1966; Ph.D., Syracuse University, 1978

J. SCOTT TURNER (1990), *Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of California at Santa Cruz, 1976; M.S., 1978; Ph.D., Colorado State University, 1982

H. BRIAN UNDERWOOD (1992), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., West Virginia University, 1982; M.S., State University of New York College of Environmental Science and Forestry, 1986; Ph.D., 1990

DAVID USHOLD (1991), *Research Scientist*, Landscape Architecture Faculty; B.L.A., SUNY College of Environmental Science and Forestry, 1991; M.L.A., 1994

LARRY W. VANDRUFF (1970), *Professor*, Environmental and Forest Biology Faculty; B.S., Mansfield State College, 1964; M.S., Cornell University, 1966; Ph.D., 1970

DAVID L. VANTRESS (1976), *Staff Associate*, Physical Plant; B.S., State University of New York College of Environmental Science and Forestry, 1976

JOHN E. VIEW (1979), *Director of Financial Aid and Educational Opportunity Program*, Student Affairs and Educational Services; B.A., St. Leo College, 1972; M.A., University of Notre Dame, 1974; M.B.A., Syracuse University, 1986; Chancellor's Award for Excellence in Professional Service, 1990

JOHN E. WAGNER (1994), *Assistant Professor*, Forestry Faculty; B.S., Washington State University, 1981; M.S., University of Idaho, 1984; Ph.D., Colorado State University, 1990

CHÜN-JUAN K. WANG (1959), *Professor*, Environmental and Forest Biology Faculty; B.S., Taiwan University, 1950; M.S., Vassar College, 1952; Ph.D., State University of Iowa, 1955; Chancellor's Award for Excellence in Teaching, 1990

JOHN R. WASIEL (1990), *Environmental Health and Safety Officer*; A.A.S., State University of New York College of Agriculture and Technology at Cobleskill, 1981; B.S., State University College at Oneonta, 1985

FRANCIS X. WEBSTER (1987), *Associate Professor*, Chemistry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1979; Ph.D., 1986

SARAH P. WEBSTER (1990), *Associate Professor*, Environmental Studies Faculty; B.A., Duke University, 1959; M.A., Syracuse University, 1961

ROBERT G. WERNER (1966-69) (1970), *Professor*, Environmental and Forest Biology Faculty; *Co-Director*, Great Lakes Research Consortium; B.S., Purdue University, 1958; M.A., University of California, 1963; Ph.D., Indiana University, 1966

CHRISTOPHER L. WESTBROOK (1989), *Director and Associate Professor*, Forest Technology Program of the Forestry Faculty; State University of New York College of Environmental Science and Forestry (Ranger School), 1973; B.S., University of Montana, 1977; M.A., West Virginia University, 1988; Chancellor's Award for Excellence in Teaching, 1996

ROSS S. WHALEY (1984), *President*; B.S., University of Michigan, 1959; M.S., Colorado State University, 1961; Ph.D., University of Michigan, 1969

LAWRENCE W. WHELPTON (1969), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., State University of New York Agricultural and Technical College at Alfred, 1965; Chancellor's Award for Excellence in Professional Service, 1989

EDWIN H. WHITE (1980), *Dean of Research Programs and Professor*, Forestry Faculty; *Interim Director*, NY Center for Forest Research and Development; Certificate, State University College of Forestry (Ranger School), 1959; B.S., State University College of Forestry at Syracuse University, 1962; M.S., 1964; Ph.D., Auburn University, 1969

EVA D. WILLIAMS (1990), *Senior Admissions Advisor*, Student Affairs and Educational Services; B.A., State University of New York at Binghamton, 1982

JAMES L. WILLIAMSON (1980), *Associate Librarian*, F. Franklin Moon Library; B.A., State University of New York at Albany, 1971; M.L.S., 1973

KATHRYNN WILSON (1987), *Research Support Specialist*, Empire State Research Institute; B.S., St. John Fisher College, 1987

WILLIAM T. WINTER (1988), *Professor*, Chemistry Faculty; *Associate Member*, Polymer Research Institute; B.S., State University College of Forestry at Syracuse University, 1966; Ph.D., State University of New York College of Environmental Science and Forestry, 1974

JOHN J. WOODIN (1979), *Facilities Program Coordinator*, SUNY Campus Environmental Improvement Program; B.S., State University of New York College of Environmental Science and Forestry, 1984

JAMES J. WORRALL (1986), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., University of Alaska/Fairbanks, 1976; M.S., University of California at Berkeley, 1978; Ph.D., 1982

RUTH D. YANAI (1994), *Assistant Professor*, Forestry Faculty; B.A., Yale University, 1981; M.Phil., 1987; Ph.D., 1990

JIN YOSHIMURA (1994), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Chiba University, 1978; Ph.D., SUNY College of Environmental Science and Forestry, 1989

YOUXIN YUAN (1991), *Research Scientist*, Chemistry Faculty; B.S., Shanghai Institute of Technology, 1982; M.S., SUNY College of Environmental Science and Forestry, 1987; Ph.D., Syracuse University, 1991

LIANJUN ZHANG (1994), *Assistant Professor*, Forestry Faculty; B.S., Shandong Agricultural University, 1982; M.S., University of Idaho, 1987; Ph.D., 1990

WAYNE C. ZIPPERER (1990), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Kent State University, 1975; M.S., 1979; Ph.D., State University of New York College of Environmental Science and Forestry, 1987

JEANNETTE ZOCCOLILLO (1984), *Property Control Coordinator*, Forest Properties; A.A.S., Villa Maria College, 1967

EMERITUS

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DAVID G. ANDERSON (1959-1991), *Vice President for Administration Emeritus*, A.A.S., State University College of Forestry (Ranger School), 1950; B.S., State University College of Forestry at Syracuse University, 1953; M.S., University of Utah, 1958; M.P.A., Syracuse University, 1974

GEORGE R. ARMSTRONG (1950-1981), *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.S., 1959, Ph.D., 1965

JAMES P. BAMBACHT (1967), *Professor Emeritus*; A.B., Kalamazoo College, 1954; M.S., The Institute of Paper Chemistry, 1956; Ph.D., State University of New York College of Environmental Science and Forestry, 1973

C. ELLISON BECK (1970-1985), *Technical Specialist Emeritus*

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JOHN D. BENNETT (1960-1994), *Professor Emeritus*; B.A., Ohio Wesleyan University, 1954; Ph.D., Syracuse University, 1968; Chancellor's Award for Excellence in Teaching, 1973

JEROME BREZNER (1961-1995), *Professor Emeritus*; A.B., University of Rochester, 1952; A.M., University of Missouri, 1956; Ph.D., 1959

HARRY W. BURRY (1962-1988), *Senior Research Associate Emeritus*; B.S., State University of New York College of Forestry at Syracuse University, 1941; M.F., 1964

RHONDDA K. CASSETTA (1973-1981), *Associate for Institutional Research Emeritus*; A.B., Elmira College, 1933

DANIEL M. CASTAGNOZZI (1956-1977), *Professor Emeritus and Director Emeritus*; A.A.S., State University College of Forestry (Ranger School), 1950; B.S.F., University of Michigan, 1952; M.F., State University College of Forestry at Syracuse University, 1957

ROBERT E. CHAMBERS (1967-1995), *Professor Emeritus*; B.S., Pennsylvania State University, 1954; M.S., 1956; Ph.D., Ohio State University, 1972

ROLLA W. COCHRAN (1964-1990), *Associate Professor Emeritus*; B.A., Denison University, 1949; M.S., Ohio State University, 1951

WILFRED A. CÔTÉ, JR. (1950-1991), *Distinguished Service Professor Emeritus*; B.S., University of Maine, 1949; M.F., Duke University, 1950; Ph.D., State University College of Forestry at Syracuse University, 1958

PHILLIP J. CRAÛL (1968-1994), *Professor Emeritus*; B.S.F., Pennsylvania State University, 1954; M.S., 1960; Ph.D., 1964

TIBERIUS CUNIA (1968-1993), *Professor Emeritus*; Forest Engineer, Ecole Nat. des Eaux et Forêts, Nancy-France, 1951; M.S., McGill University, Montreal, Canada, 1957

BENJAMIN V. DALL (1975-1994), *Professor Emeritus*; B.S., Yale University, 1955; M.F., 1956; J.D., University of Virginia, 1959; Ph.D., Pennsylvania State University, 1972

ROBERT W. DAVIDSON (1957-1991), *Professor Emeritus*; B.S., Montana State University, 1948; M.S., State University College of Forestry at Syracuse University, 1956; Ph.D., 1960

RUSSELL C. DECKERT (1952-1976), *Professor Emeritus*; B.S.F., University of Georgia, 1938; M.F., Duke University, 1943

CARLTON W. DENCE (1951-1991), *Professor Emeritus*; B.S., Syracuse University, 1947; M.S., State University College of Forestry at Syracuse University, 1949; Ph.D., 1959

DANIEL L. DINDAL (1966-1993), *Distinguished Teaching Professor Emeritus*; B.S. Ed. and B.S. Agri., Ohio State University, 1958; M.A., 1961; Ph.D., 1967; Chancellor's Award for Excellence in Teaching, 1974

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JOHN H. ENGELKEN (1952-1982), *Forest Property Manager Emeritus*; B.S.F., Utah State University, 1950

ARTHUR R. ESCHNER (1964-1991), *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1950; M.S., Iowa State College, 1952; Ph.D., State University College of Forestry at Syracuse University, 1965

JEAN E. FISHER (1950-52) (1963-1981), *Senior Research Associate Emeritus*; B.S., University of Idaho, 1941

ROBERT L. FRIEDMAN (1967-1985), *Director of Admissions Emeritus*; A.B., Syracuse University, 1952; M.A., 1954

RUSSELLE. GETTY (1966-1973), *Professor Emeritus*; B.S., Iowa State College, 1936; M.S., 1951

PAÛL F. GRAVES (1947-1988), *Professor Emeritus*; B.S., New York State College of Forestry, 1939; M.S., 1941; Ph.D., Syracuse University, 1949

DONALD F. GREEN (1965-1978), *Registrar Emeritus*; A.B., New York State College for Teachers, Albany, 1942; M.S., 1950

ROY C. HARTENSTEIN (1959-1965) (1967-1989), *Professor Emeritus*; B.S., State Teachers College at Buffalo, 1953; M.S., Syracuse University, 1957; Ph.D., State University College of Forestry at Syracuse University, 1959

ROBERT D. HENNIGAN (1967-1994), *Professor Emeritus*; B.C.E., Manhattan College, 1949; M.A., Syracuse University, 1964

ALLEN F. HORN, JR. (1957-1993), *Professor Emeritus*; B.S., Michigan State University, 1950; M.S., 1951; Ph.D., State University College of Forestry at Syracuse University, 1957; LL.B., Syracuse University, 1967

EDWIN C. JAHN (1938-1972), *Dean Emeritus and Professor Emeritus*; B.S., New York State College of Forestry, 1925; M.S., 1926; Ph.D., McGill University, 1929

ROBERT V. JELINEK (1972-1993), *Professor Emeritus*; B.S., Columbia University, 1945; M.S., 1947; Ph.D., 1953

HAZEL S. JENNISON (1965-1984), *Research Associate Emeritus*; B.S., Western Kentucky State University, 1941; M.S., Syracuse University, 1966

EDWIN H. KETCHLEDGE (1955-1985), *Distinguished Teaching Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.S., 1950; Ph.D., Stanford University, 1957

THEODORE J. KOCHANEK (1971-1976), *Director of Physical Plant Emeritus*

RONALD F. LAPLAINE (1948-1983), *Technical Specialist Emeritus*

CHARLES C. LARSON (1950-1983), *Professor Emeritus*; A.S., North Dakota State School of Forestry, 1938; B.S., University of Minnesota, 1940; M.S., University of Vermont, 1943; Ph.D., State University College of Forestry at Syracuse University, 1952

RICHARD V. LEA (1967-1985), *Professor Emeritus*; B.S., New York State College of Forestry, 1946; M.S., State University College of Forestry at Syracuse University, 1948; Ph.D., 1953

CHARLES N. LEE (1959-1995), *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; B.C.E., Syracuse University, 1957; M.C.E., 1959

BENGT LEOPOLD (1961-1985), *Professor Emeritus*; B.Sc., Royal Institute of Technology, Stockholm, 1947; Licentiat, 1949; Ph.D., 1952

JOSIAH L. LOWE (1933-1975), *Professor Emeritus*; B.S., New York State College of Forestry, 1927; Ph.D., University of Michigan, 1938

PHILIP LÜNER (1957-1995), *Senior Research Associate Emeritus*; Associate Member, Polymer Research Institute; B.Sc., University of Montreal (Loyola College), 1947; Ph.D., McGill University, 1951

AUBREY H. MACANDREWS (1926-1962), *Professor Emeritus*; Truro Agriculture College, 1922; B.S., New York State College of Forestry, 1925; M.S., 1926

RICHARD E. MARK (1970-1993), *Senior Research Associate Emeritus*; B.S., State University College of Forestry at Syracuse University, 1950; Master of Forestry, Yale University, 1960; Doctor of Forestry, 1965

CHARLES E. MARTIN II (1962-1990), *Professor Emeritus*; B.S., Duke University, 1953; M.F., 1954

JOHN A. MEYER (1958-1985), *Associate Director Emeritus*; *Senior Research Associate Emeritus* and *Professor Emeritus*; Associate Member, Polymer Research Institute; B.S., Pennsylvania State College, 1949; M.S., 1950; Ph.D., State University College of Forestry at Syracuse University, 1958; Chancellor's Award for Excellence in Professional Service, 1977

HOWARD C. MILLER (1950-1982), *Professor Emeritus* and *Extension Specialist Emeritus*; B.S., New York State College of Forestry, 1941; Ph.D., Cornell University, 1951

RICHARD W. MILLER (1966-1995), *Director of the Forest Technology Program of the Forestry Faculty Emeritus*; Certificate, State University College of Forestry (Ranger School), 1953; B.S., State University College of Forestry at Syracuse University, 1956; M.S., State University of New York College of Environmental Science and Forestry, 1984

RAYMOND A. MOORE (1954-1985), *Associate Professor Emeritus*; B.S.F., West Virginia University, 1951; M.S., North Carolina State College, 1952

JOHN L. MORRISON (1946-1971), *Professor Emeritus*; A.B., University of Nebraska, 1933; A.M., 1935; Ph.D., University of California, 1941

EDWARD J. MULLIGAN (1967-1991), *Instructional Support Specialist Emeritus*; Diploma, Horology, State University of New York Agricultural and Technical Institute at Morrisville, 1942

ROBERT S. NORTH (1975-1993), *Registrar Emeritus*; A.B., Syracuse University, 1952

DAVID G. PALMER (1966-1995), *Professor Emeritus*; B.S., General Motors Institute, 1962; M.S., Syracuse University, 1964; Ph.D., 1975

HARRISON H. PAYNE (1964-1987), *Vice President for Student Affairs Emeritus* and *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1950; M.Ed., St. Lawrence University, 1955; Ed.D., Cornell University, 1963

RICHARD E. PENTONEY (1953-1979), *Vice President for Program Affairs Emeritus*; B.S., University of California, 1949; M.S., State University College of Forestry at Syracuse University, 1952; Ph.D., 1956

JANIS PETRICEKS (1968-1991), *Professor Emeritus*; Diploma in Forestry, University of Freiburg, 1950; M. Agr., Interamerican Institute of Agricultural Sciences, 1956; Ph.D., State University College of Forestry at Syracuse University, 1968

ROBERT B. RAYMISH (1956-1983), *Assistant Director of Physical Plant Emeritus*

KERMIT E. REMELE (1962-1991), *Associate Professor Emeritus*; Diploma, New York State College of Forestry (Ranger School), 1943; B.S., State University College of Forestry at Syracuse University, 1949; M.F., University of Michigan, 1952

SAMUEL ROTHENBERG (1946-1986), *Senior Research Associate Emeritus*; B.S., New York State College of Forestry, 1943; M.S., State University College of Forestry at Syracuse University, 1964

MICHAEL SCHAEDEL (1965-1994), *Professor Emeritus*; B.S., University of British Columbia, 1957; M.S., 1959; Ph.D., University of California, 1964

CONRAD SCHUERCH (1949-1983), *Distinguished Professor Emeritus*; Associate Member, Polymer Research Institute; B.S., Massachusetts Institute of Technology, 1940; Ph.D., 1947

BRADFORD G. SEARS (1941-1976), *Dean Emeritus*; *Professor Emeritus*; B.S., New York State College of Forestry, 1939; M.S., State University College of Forestry at Syracuse University, 1948

HARDY L. SHIRLEY (1945-1967), *Dean Emeritus*; *Professor Emeritus*; B.A., Indiana University, 1922; Ph.D., Yale University, 1928; D.h.c., University of Helsinki, 1958; D.Sc., Syracuse University, 1966

JOHN F. SIAU (1963-1964) (1965) (1966-1985), *Professor Emeritus*; B.S., Michigan State College, 1943; M.S., State University College of Forestry at Syracuse University, 1965; Ph.D., 1968

ROBERT M. SILVERSTEIN (1969-1986), *Professor Emeritus*; B.S., University of Pennsylvania, 1937; M.S., New York University, 1941; Ph.D., 1949

JOHN B. SIMEONE (1948-1983), *Professor Emeritus*; B.S., Rhode Island State College, 1942; M.F., Yale University, 1948; Ph.D., Cornell University, 1960

CHRISTEN SKAAR (1946-1948) (1949-1976), *Professor Emeritus*; B.S., New York State College of Forestry, 1943; M.S., State University College of Forestry at Syracuse University, 1948; Ph.D., Yale University, 1957

- JOHANNES SMID (1956-57) (1960-1995), *Professor Emeritus*; Associate Member, Polymer Research Institute; B.Sc., Free University, Amsterdam, 1952; M.Sc., 1954; Ph.D., State University College of Forestry at Syracuse University, 1957
- KENNETH J. SMITH, JR. (1968-1995), *Professor Emeritus*; Associate Member, Polymer Research Institute; B.A., East Carolina University, 1957; M.A., Duke University, 1959; Ph.D., 1962
- LEROY C. STEGEMAN (1929-1965), *Professor Emeritus*; B.S., Michigan State College, 1928; M.S., University of Michigan, 1929
- WESLEY E. SUHR (1974-1988), *Associate Professor Emeritus*; B.S., University of Minnesota, 1958; M.S., University of Arizona, 1965
- VIVIAN R. SUTTON (1962-1976), *Associate Professor Emeritus*; B.A., Oberlin College, 1934; M.A., Bryn Mawr College, 1937; Ph.D., 1942
- MICHAEL M. SZWARC (1952-1979), *Distinguished Professor Emeritus*; Associate Member, Polymer Research Institute; Ch.E., Warsaw Polytechnic College, 1932; Ph.D., Hebrew University, 1945; Ph.D., Manchester University, 1947; D.Sc., 1949
- STUART W. TANENBAUM (1973-1993), *Collegewide Professor Emeritus*; Associate Member, Polymer Research Institute; B.S., City College of New York, 1944; Ph.D., Columbia University, 1951; NYS/UUP Excellence Award, 1990
- WILLIAM C. TIERSON (1949-1983), *Director of Wildlife Research Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.F., 1967
- TORE E. TIMELL (1951) (1962-1995), *Professor Emeritus*; ; Associate Member, Polymer Research Institute; Civiling., Royal Institute of Technology, Stockholm, 1946; Tekn. lic., 1948; Teck. Dr., 1950
- FREDRICK A. VALENTINE (1956-1995), *Professor Emeritus*; B.S., St. Cloud State Teachers College, 1949; M.S., University of Wisconsin, 1953; Ph.D., 1957; NYS/UUP Excellence Award, 1990
- ARTHUR T. VIERTTEL (1946-1975), *Associate Professor Emeritus*; B.S., New York State College of Forestry, 1942; Ph.D., State University College of Forestry at Syracuse University, 1954
- DANIEL C. WALTON (1963-1991), *Professor Emeritus*; B.Ch.E., University of Delaware, 1955; Ph.D., State University College of Forestry at Syracuse University, 1962
- WILLIAM L. WEBB (1937-1975), *Professor Emeritus*; *Dean Emeritus*; B.S., University of Minnesota, 1935; M.S., 1940; Ph.D., Syracuse University, 1950
- DONALD F. WEBSTER (1973-1995), *Librarian Emeritus*; B.A., Hofstra University, 1959; M.L.S. and Diploma in Library Education, Queens College; City University of New York, 1965; Ph.D., Syracuse University, 1983
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- HUGH E. WILCOX (1954-1986), *Professor Emeritus*; B.S., University of California, 1938; M.S., New York State College of Forestry, 1940; Ph.D., University of California, 1950
- JOHN M. YAVORSKY (1948-56) (1967-1984), *Professor Emeritus and Dean of Continuing Education Emeritus*; B.S., New York State College of Forestry, 1942; M.S., 1947; Ph.D., State University College of Forestry at Syracuse University, 1955
- ROBERT A. ZABEL (1947-1985), *Professor Emeritus*; B.S., University of Minnesota, 1938; M.S., New York State College of Forestry, 1941; Ph.D., State University College of Forestry at Syracuse University, 1948

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Please note the specific telephone number and zip code for the following offices and individuals:

Information: (315) 470-6500 *TDD:* (315) 470-6966

Academic Programs: (315) 470-6599, zip code 13210-2781, esfgrad@mailbox.syr.edu
Robert H. Frey, Dean, Instruction and Graduate Studies
Marla A. Bennett, Senior Staff Assistant

Admissions

Undergraduate: (315) 470-6600, (800) 7777ESF, zip code 13210-2779, esfinfo@mailbox.syr.edu
Dennis O. Stratton, Director
Susan H. Sanford, Associate Director
Mary O'Halloran, Senior Admissions Advisor
Eva D. Williams, Senior Admissions Advisor

Graduate: (315) 470-6599, zip code 13210-2781, esfgrad@mailbox.syr.edu
Robert H. Frey, Dean, Instruction and Graduate Studies

Affirmative Action: (315) 470-6611, zip code 13210-2778
Marcia James, Director, Personnel and Affirmative Action, marjames@esf.edu
Judith J. Kimberlin, Affirmative Action Officer, jkimberl@esf.edu

Bursar: (315) 470-6652, zip code 13210-2780
Mary Anne T. Marano, Bursar

Career and Counseling Services: (315) 470-6660, zip code 13210-2783
Thomas O. Slocum, Director, Career and Counseling Services, toslocum@esf.edu

Continuing Education and Public Service: (315) 470-6891, zip code 13210-2784
Robert C. Koepper, Dean, Nonresident Programs, rkoeppe@mailbox.syr.edu
Horace B. Shaw III, Associate, Continuing Education, hbshaw@esf.edu

Educational Opportunity Program (EOP): (315) 470-6670, zip code 13210-2783
John E. View, Director, Financial Aid and Educational Opportunity Program, jview@suadmin.syr.edu

Faculty Chairs (see specific Faculty listing in catalog)

Financial Aid: (315) 470-6670, zip code 13210-2783
John E. View, Director, Financial Aid and Educational Opportunity Program, jview@suadmin.syr.edu
Judith C. Hamilton, Assistant Director, Financial Aid
Schaelon F. Davis, Senior Financial Aid Advisor

Public Safety: (315) 470-6669/6666
Paul K. McGuinness, Director, Campus Public Safety, pkmcguin@esf.edu

Registrar: (315) 470-6663, zip code 13210-2783
Raymond W. Blaskiewicz, College Registrar, rwblaski@esf.edu
Leslie A. Rutkowski, Assistant Registrar, larutkow@esf.edu

Research Programs: (315) 470-6606
Edwin H. White, Dean, Research, ehwhite@suadmin.syr.edu
William J. Nicholson, Coordinator of Sponsored Programs, wjnichol@esf.edu

Student Activities: (315) 470-6658, zip code 13210-2783
Julie L. Rawls, Director of Student Activities, jlawls@esf.edu

Veterans Affairs: (315) 470-6663, zip code 13210-2783
Raymond W. Blaskiewicz, College Registrar, rwblaski@esf.edu

On the Cover: Radial section of Douglas Fir viewed with scanning electron microscope at 550 magnification. Courtesy of the N.C. Brown Center for Ultrastructure Studies.

State University of New York
College of Environmental Science and Forestry
1997-98 General Catalog

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Academic Calendar

SYRACUSE CAMPUS

FALL 1997

New Student Orientation Program	Aug. 21-24	Thursday-Sunday
Academic Advising	Aug. 23	Saturday
Registration for New Students	Aug. 24	Sunday
Classes Begin	Aug. 25	Monday
Labor Day (No classes)	Sept. 1	Monday
Autumn Break	Oct. 10	Friday
Yom Kippur (No classes)	Oct. 11	Saturday
Registration for Spring 1998	Nov. 10-21	Monday-Friday
Thanksgiving Recess	Nov. 26-30	Wednesday-Sunday
Last Day of Classes	Dec. 5	Friday
Reading Days	Dec. 8-9	Monday-Tuesday
Exam Period	Dec. 10-16	Wednesday-Tuesday

SPRING 1998

Orientation/Advising/		
Registration for New Students	Jan. 12	Monday
Classes Begin	Jan. 13	Tuesday
Martin Luther King Day (No classes)	Jan. 19	Monday
Eid Ul-Fitr (No classes)	Jan. 28	Wednesday
Spring Recess	March 8-15	Sunday-Sunday
Registration for Fall 1998	April 6-15	Monday-Wednesday
Easter Break	April 10	Friday
Last Day of Classes	April 28	Tuesday
Reading Days	April 29-30	Wednesday-Thursday
Exam Period	May 1-7	Friday-Thursday
ESF Convocation	May 9	Saturday
Commencement	May 10	Sunday

WANAKENA CAMPUS

FALL 1997

Campus Opens	Aug. 17	Sunday
Orientation/Registration	Aug. 17-19	Sunday-Tuesday
Classes Begin	Aug. 20	Wednesday
Labor Day (No classes)	Sept. 1	Monday
Autumn Break	Oct. 20	Monday
Thanksgiving Recess	Nov. 26-30	Wednesday-Sunday
Semester Ends	Dec. 19	Friday

SPRING 1998

Surveying Classes Begin	Jan. 7	Wednesday
Forestry Classes Begin	Jan. 12	Monday
Martin Luther King Day (No classes)	Jan. 19	Monday
Spring Break	March 28-April 5	Saturday-Sunday
Camp Alleghany (Forestry Students Only)	Apr. 6-10	Monday-Friday
Surveying Students (Classes at Ranger School)	April 7-10	Tuesday-Friday
Graduation	May 23	Saturday

ESF: A Vibrant Place

The State University of New York College of Environmental Science and Forestry (ESF) offers students a world that can parallel their fields of study by spanning the globe or remaining as focused as a microscope. An enrollment of over 1,800 students and the 12-acre main campus in Syracuse are dwarfed by ESF's international reputation and its 25,000 acres at campuses and field stations throughout the state.

The College provides students and faculty with all the advantages of the SUNY system and adjacent Syracuse University, as well as one of the most intimate atmospheres of any doctoral granting institution. Students can enjoy their own quiet campus and green quad, while exchanging ideas about the natural world with faculty and classmates focused on the same critical issues. Students at ESF also mix with Syracuse University students in classrooms and in other outstanding facilities on both campuses. In a very real sense, ESF students have the best of both worlds — the intimacy and intellectual atmosphere of a small dynamic college with annual research awards totaling more than \$21 million, and the exciting atmosphere of a major private university.

As the 21st century looms and society becomes increasingly concerned about the environment, members of the ESF family also have timing in their favor. The future of the world may be determined by those who have broad foresight and a balance of judgment in applying scientific, technical, and sociological knowledge to guide environmental and human forces. Modern civilization with its compelling demands from industry and government needs people who think objectively and constructively, and act creatively and responsibly. From its start in 1911, the College has served the state, nation, and world in meeting the needs of its citizens through education, research, and public service. Faculty and students at ESF are

committed to resolving immediate environmental hazards, learning how to avoid future problems, and offering policy alternatives that will both protect the environment and meet the needs of a global society.

At the undergraduate level, ESF offers curricula in the areas of resource management, engineering, environmental design, and the physical and life sciences. The College prepares graduates to enter the professional world or further pursue their education in graduate school.

The College supports graduate degree programs in six major program areas: environmental and forest biology, environmental and forest chemistry, forest resources management, environmental and resource engineering, landscape architecture, and environmental science. Graduate students work purposefully toward a specific goal, while sharpening their ability to think critically and analytically, conduct research, and use basic research tools as well as specialized equipment.

Both the undergraduate and graduate programs, which attracted 104 international students from 31 different countries in the fall of 1996, reflect the efforts of the College's faculty and students to work together to maintain a tradition of academic and professional excellence.

This Catalog provides an introduction to the College, and its programs of undergraduate and graduate study, research, and public service. It only begins to suggest the breadth and diversity of the faculty, students, and programs that prepare ESF graduates for the environmental challenges of the 1990s and beyond.

What's In A Name?

Establishing a Tradition

As the State University of New York College of Environmental Science and Forestry has evolved over its 85-year history, so has its name.

The College was founded in 1911 through the efforts of Syracuse University Chancellor James R. Day and community leaders who were attuned to a growing national sentiment in favor of forest conservation, and sensed the need for a professional school of forestry.

The legislative act which created the New York State College of Forestry at Syracuse University referred to it as the state's "institution for educational work in forestry." The act also instructed faculty to "conduct such special research in statewide investigations in forestry as will throw light upon and help in the solution of forestry problems."

Chancellor Day's early support led to a long history of cooperation between the College and Syracuse University. This relationship remains among the nation's most outstanding examples of collaboration between public and private institutions of higher education. Since its opening, the College has purchased major portions of its supportive curriculum from Syracuse University, which has enabled ESF to more fully develop its undergraduate and graduate level programs.

Since its beginning under Dean Hugh P. Baker, the College has responded to the broad needs of environmental professionalism. As other forestry schools became more specialized, ESF broadened its scope to include such essentials of environmental science as design, engineering, life sciences, and resource management.

In 1948, the State University of New York was formed to coordinate public higher education throughout the state, and the College's name became the State University College of Forestry at Syracuse University. The College, which has always been state-supported and is governed by a Board of Trustees comprised of nine members appointed by the governor and six *ex officio* members, was also recognized as a specialized college within the state system.

The name evolved further in 1972 when it was rechartered as the State University of New York College of Environmental Science and Forestry to reflect more deeply the traditional grounding forestry has in the environment, and to illuminate the breadth of ESF's programs.

For over 85 years, the full thrust of the College of Environmental Science and Forestry has been focused on the environment, on all of its six campuses, and in each of its mission areas: instruction, research, and public service.

The College is a doctoral granting institution with highly focused academic and professional programs that continues to be devoted to the advancement of environmental science and forestry, but places instruction at the top of its list of priorities.

Significant Events

1911 — Governor John A. Dix enacts legislation establishing the New York State College of Forestry at Syracuse University.

1948 — Legislative action incorporates all state-supported higher education into the State University of New York, and the College's name becomes the State University College of Forestry at Syracuse University.

1972 — By special legislative act, the College is rechartered as the State University of New York College of Environmental Science and Forestry.

The Mission: Instruction, Research, and Public Service

The mission of the State University of New York College of Environmental Science and Forestry is to be a world leader in instruction, research, and public service related to:

- Understanding the structure and function of the world's ecosystems;
- Developing, managing, and use of renewable natural resources;
- Improving outdoor environments ranging from wilderness to managed forests to urban landscapes; and
- Maintaining and enhancing biological diversity, environmental quality, and resource options.

Instruction

Undergraduate Education

Associate in Applied Science Degree

Since 1912, the College has been training forest technicians on its 2,800-acre Wanakena Campus in the Adirondack Mountains. It is the oldest ranger school in the United States, and offers a two-year forest technology curriculum that provides graduates with an associate in applied science degree.

The curriculum requires students to take their first year of general education at a two- or four-year college. The second year, which emphasizes practical field training in the relationships between forest technology and managerial needs, is taken at Wanakena.

Graduates of this degree program in practical forestry are prepared for the following positions: forest ranger; federal, state or private industry forest technician or forestry aide; district forest supervisor; timber inventory specialist; timber sales supervisor; forest surveyor or engineering aide; or forest protection technician.

Bachelor's Degree

At the baccalaureate level, the College offers study in eight areas: chemistry, environmental and forest biology, environmental studies, forest engineering, landscape architecture, paper science and engineering, forest resources management, and wood products engineering. In addition, the College offers a dual option that combines both environmental and forest biology and resources management. These programs are registered with the New York State Education Department.

These curricula generally lead to a bachelor of science degree. In the case of landscape architecture, which is a five-year program, a bachelor of landscape architecture degree is awarded. In the forest engineering program, a fifth year leading to a bachelor's degree in civil or mechanical engineering can be taken at Syracuse University or the State University of New York at Buffalo.

Graduate Education

The College awarded its first graduate degree in 1913. Today, ESF offers advanced degrees in six major program areas: environmental and forest biology, environmental and resource engineering, environmental science, environmental and forest chemistry, forest resources management, and landscape architecture. These programs are registered with the New York State Education Department.

Graduate study leads to the master of professional study degree, master of science degree, master of landscape architecture degree, and doctor of philosophy degree. A postdoctoral study program, closely related to the College's research effort, is also available.

Degree Programs and Areas of Study

The College is authorized to award degrees in the following programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid programs.

Division of Engineering, page 62.

Environmental and Resource Engineering: M.S., Ph.D., with options in environmental resources and forest engineering and areas of study in environmental management, forest engineering, geo-spatial information systems, mapping sciences, photogrammetry and remote sensing, or water resources engineering; option in paper science and engineering and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, process and environmental systems engineering, or pulp and paper technology; and option in construction management and wood products engineering with areas of study in construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, or engineered wood products and structures: timber structure design. (HEGIS Code 0999)

Environmental and Resource Engineering: M.P.S., with areas of study in environmental management, wood science and technology, construction, and mapping sciences. (HEGIS Code 0999)

Undergraduate study in engineering is available through the Faculties of Environmental Resources and Forest Engineering, Paper Science and Engineering, and Construction and Wood Products Engineering.

Division of Forest Resources, page 69.

Dual Option in Environmental and Forest Biology/Forest Resources Management: B.S. (HEGIS Codes 0499 and 0115)

Faculty of Chemistry, page 72.

Chemistry: B.S., with options in biochemistry and organic chemistry of natural products, environmental chemistry, or natural and synthetic polymer chemistry. (HEGIS Code 1905)

Environmental and Forest Chemistry: M.S., Ph.D., with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry. (HEGIS Code 1905)

Faculty of Construction Management and Wood Products Engineering, page 78.

Wood Products Engineering: B.S., with options in construction management and engineering, or wood products with elective concentrations in marketing and sales, production and manufacturing, building construction and renovation, wood science, or timber production and utilization. (HEGIS Code 0999)

Faculty of Environmental and Forest Biology, page 84.

Environmental and Forest Biology: B.S., with elective concentrations in plant biotechnology, ecology, entomology, environmental interpretation, environmental microbiology, fish and wildlife biology and management, forest pathology and mycology, plant physiology, plant science, pre-medical science, science education, or zoology. (HEGIS Code 0499)

Environmental and Forest Biology: M.P.S., M.S., Ph.D., with areas of study in ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant science and biotechnology, or chemical ecology. (HEGIS Code 0499)

Faculty of Environmental Studies, page 91.

Environmental Studies: B.S., with options in information and technology, policy and management, land use planning, biological science applications, or environmental communications and information. (HEGIS Code 0420)

Environmental Science: M.S., Ph.D., with areas of study in environmental and community land planning, environmental modeling and risk analysis, environmental policy and democratic processes, or water and wetland resource studies. (HEGIS Code 0420)

Environmental Science: M.P.S., with areas of study in environmental policy and democratic processes, or environmental and community land planning. (HEGIS Code 0420)

Faculty of Environmental Resources and Forest Engineering, page 101.

Forest Engineering: B.S. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Faculty of Forestry, page 104.

Forest Technology Program: A.A.S., with elective concentrations in forest technology, or surveying technology. (HEGIS Code 5403)

Forest Resources Management: B.S., with options in forestry and a minor in management, recreation resources management, water resources management, or wood products. (HEGIS Code 0115)

Forest Resources Management: M.P.S., M.S., Ph.D., with areas of study in policy and economics, forest management, recreation and tourism, watershed management/forest hydrology, silviculture and tree improvement, forest soil science, or quantitative methods and geographic information systems. (HEGIS Code 0115)

Faculty of Landscape Architecture, page 122.

Landscape Architecture: B.L.A. (HEGIS Code 0204)

Landscape Architecture: M.L.A., M.S., with areas of study in ecological design and planning, community design and planning, cultural landscape conservation, and design history and theory. (HEGIS Code 0204)

Faculty of Paper Science and Engineering, page 131.

Paper Science and Engineering: B.S., with options in science, or engineering, and a minor in management. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Research

The College's commitment to scientific inquiry stretches back to its second year of existence. In 1912, Dean Hugh P. Baker initiated the College's first research project by joining forces with the U.S. Forest Service in a study designed to determine the species and quantities of wood being used by firms in New York State.

Since that date, ESF's research programs have attracted a world-wide clientele of industrial, governmental, professional, and scientific groups. Through liaison with them, the research program maintains its vigor and relevancy to the world's most important environmental issues. Support from this clientele amounts to more than \$6 million per year.

Examples of recent studies are: the impact of acid precipitation on forest ecosystems, the restoration of the lynx in the Adirondacks, the development of a system for integrating wildlife with forest management, the natural production of migratory fish in lakes and streams, biomass energy from willows, the development of a forest resource management and planning support system, new wood pulping and bleaching processes leading to pollution-free water and air effluents, the development of polymeric materials for artificial human organs, and the evaluation of a radio-frequency drying methods for lumber.

Although most of the organized research at the College is based in the Faculties, there is a variety of centers and institutes which help focus and coordinate some special efforts.

Adirondack Ecological Center

The Adirondack Ecological Center (AEC) is located on the Huntington Wildlife Forest in the geographic center of the 6 million-acre Adirondack Park wilderness. The AEC provides a support base for ecological research in the region, including housing, laboratory, computer, and library facilities.

A resident staff maintains an extensive historical database and continually monitors environmental variables, such as weather and atmospheric chemistry, vegetation, and wildlife populations. Currently, more than 100 students and scientists are conducting research at the center. Their projects range from the effects of acid precipitation on tree growth to the restoration of moose and lynx populations in the Adirondack region. Most student research is conducted by graduate students, but undergraduates are encouraged to become involved as seasonal field assistants. Between 40 and 60 students are in residence at various times throughout the year.

The Huntington Wildlife Forest, a 15,000-acre property owned by the College, provides an exceptional resource for experimentation in ecology and natural resources management. The forest contains Rich Lake and the \$1 million Adirondack Interpretive Center, which is operated by the Adirondack Park Agency and open to the public throughout the year.

Council for Geo-spatial Modeling and Analysis

Approximately 20 ESF faculty and staff currently teach and conduct research across a broad range of geo-spatial topics. There are 30 to 40 graduate students conducting research in this area. These activities are primarily directed through the Faculties of Environmental and Forest Biology, Forestry, Environmental Resources and Forest Engineering, Landscape Architecture, and Environmental Studies. There are also expanding interests for uses of geo-spatial modeling and analysis in the Faculties of Chemistry (chemical ecology and environmental chemistry), Construction Management and Wood Products Engineering, and Paper Science and Engineering.

Teaching and research interests emanate from topic areas as diverse as photogrammetric and geodetic engineering, landscape ecology, soil mapping, image analysis, forest and hydrologic models, environmental information systems, spatial data acquisition, remote sensing data, computer mapping, wetland evaluation and assessment, urban forestry, and rural development.

College teaching and research facilities have expanded rapidly in recent years. Existing facilities provide an excellent base for current operations and programs. Resources include a mapping science laboratory, land planning laboratory, IBM and Macintosh computer clusters, and Syracuse University computing facilities. These laboratories are equipped with a wide array of hardware systems including personal, mini- and mainframe computers; software including GIS, graphics, mapping and remote sensing, Autocad, and compiler programs; related support hardware including video, printer, plotter, scanner, digitizing, and modem equipment.

Cellulose Research Institute

The Cellulose Research Institute is currently focusing its efforts on the fine structure of native cellulose and its transformations into other commercially important forms of cellulose.

For example, the structural differences between native and regenerated celluloses have been determined, for the first time, through X-ray crystallographic studies. The same techniques are now being used to study the structural aspects of cellulose mercerization, an important commercial process in cellulose chemistry. Other recent research has been concerned with the organization, chemical composition, and function of the vascular cambium in trees, which is the ultimate source of all wood and bark produced in nature.

Empire State Paper Research Institute

The Empire State Paper Research Institute (ESPRI) is a world-wide research organization in the pulp and paper field. It performs investigations in cooperation with the Empire State Paper Research Associates (ESPRA), which is comprised of 40 pulp and paper companies in 9 countries. The Institute was established in 1945 when the members of ESPRA recognized the need for new scientific and technical knowledge and methods. Since then ESPRI has been able to maintain an efficient balance between the practical and theoretical bases of the pulp and paper industry.

The institute is housed in the J. Henry Walters Hall and is staffed by scientists who are internationally recognized for their accomplishments. The institute provides a research base for long-range industry development, and its program has widened in scope to cover nearly every aspect of pulping and papermaking, including additive retention, oxygen pulping and bleaching, effluent control, sheet drying, printability, and energy efficiencies. Extensive research facilities include two pilot paper mills.

Great Lakes Research Consortium

The Great Lakes Research Consortium (GLRC) involves 12 educational institutions in a collaborative effort to understand and improve the Great Lakes ecosystem. Headquartered at ESF, the Consortium's other member institutions are the SUNY Colleges at Brockport, Buffalo, Cortland, Fredonia, Geneseo and Oswego; the SUNY Centers at Buffalo and Albany; and Clarkson, Cornell, and Syracuse Universities. Six universities in the province of Ontario, Canada, also participate in the Consortium.

The Consortium's goals are to facilitate research and scholarship involving Great Lakes issues, the education of students on topics related to the Great Lakes ecosystem, and the dissemination of information gathered through consortium-sponsored research. The

GLRC sponsors scholarly workshops, a cooperative grants program, a seminar series, a database of New York Great Lakes scientific and scholarly work, and a newsletter.

Joachim Center for Forest Industry, Economy and Environment

The Joachim Center focuses on improving the understanding and resolution of environmental problems facing the pulp and paper industries. The ultimate objective is maintaining a high-quality natural environment and a profitable, vigorous, and competitive industry. The goals of the Center are achieved through four program areas.

1. Objective intellectual inquiry into key challenge the contribution to a strong economy made by harvesting, processing, and manufacturing timber, a renewable natural resource, into industrial and consumer products and the maintenance of a high-quality living environment.

2. Development and promotion of a research agenda that focuses on funding effective solutions to the most critical environmental issues facing the forest-based industries.

3. Advancement of a better understanding among industry of the environmental issues facing the forest products industry, government, environmental organizations, and the public, with the objective of finding mutually acceptable solutions beneficial to society.

4. Support for resident instruction, research, and public service at ESF to address the complex management and policy issues that have an impact on profits, employment, economic growth, and the natural environment.

N.C. Brown Center for Ultrastructure Studies

The N.C. Brown Center, located in Baker Laboratory, is a teaching, research, and service facility. It is equipped to provide students, faculty, and research staff with virtually every type of modern microscopy, including light microscopy, video microscopy, scanning electron microscopy, and transmission electron microscopy.

Among the major items of equipment in the Center are the following: a JEOL 2000EX 200-KV transmission electron microscope; an RCA EMU-4A transmission electron microscope; two ETEC Autoscan scanning

electron microscopes with energy dispersive x-ray analyzer, wavelength x-ray analyzer, LeMont Scientific Image Analysis System, and microstages for mechanical testing of specimens within the scanning microscope chamber; high vacuum evaporators; microtomes; ultramicrotomes; and an array of specialized light microscopes, including a high resolution enhanced contrast video microscopy system.

The center's resources include specimen preparation rooms, photographic darkrooms, three electron microscope laboratories, and other supporting facilities. The primary mission of the center is teaching. Its course offerings include microscopy and photomicrography, scanning electron microscopy, transmission electron microscopy, and interpretation of ultrastructure. Research is a second major function, and the center provides support to students, research staff, and faculty who are conducting structural studies. Public service is extended to industry, regional medical facilities, and colleges, as well as to local high school groups and technology-oriented organizations.

New York Center for Forestry Research and Development

The mission of the New York Center for Forestry Research and Development (NYCFRD) is to conduct research relevant to the needs of New York's forest industry. The Center's focus is on applied research, and providing information to the forestry community in the state. To the extent possible, Center scientists conduct research to foster the economic well-being of the citizens of New York. An important component of the Center's work is in technology transfer – the process of translating research results to appropriate clientele. A Client Advisory Board, working in cooperation with individual faculty members, industrial cooperators and other potential co-sponsors, aids project selection and program development, and evaluates and supports research and technology transfer efforts. The participatory approach enhances the missions of the Center, its sponsors, ESF, and other cooperators. Recent efforts have assisted new technologies, products, and markets in added value for wood residues for New York industries.

The New York State Center for Hazardous Waste Management

The College is a partner in the New York State Center for Hazardous Waste Management, which is centered at SUNY Buffalo. The organization's long-term research and development goals include developing

cost-effective technologies for neutralizing, recycling, or otherwise securely containing hazardous substances, and developing improved methods of safely storing and transporting toxic substances.

Faculty and staff at ESF represent an interdisciplinary group with expertise in areas that include biochemical toxicology, microbiology, environmental chemistry, sludge management, microbial ecology, and implementation considerations, including engineering and management components.

Polymer Research Institute

Scientists in the Faculty of Chemistry at the College have made many original contributions to the field of pure and applied polymer chemistry, including the development of living polymers, the study of anionic polymerization and electron-transfer initiation, and work on the permeation of gases and films through polymeric films.

Faculty specializing in polymer chemistry have trained hundreds of graduates and postdoctoral researchers, many of whom now hold leading positions in universities and industrial and governmental laboratories.

Research on Energy and Material Conservation

The College continues the Initiative for Research on Energy and Material Conservation in the Forest Industries (REMCO). REMCO is aimed at achieving improved processing in the forest industries leading to wiser use of energy and materials.

The goals of REMCO are drawn broader than traditional academic investigations because of the interrelationship to industrial processing. Its scope spans the forest-related industries which manufacture products mainly derived from wood, such as lumber, composition boards, plywood, and furniture. It includes producers and converters of biomass. REMCO receives base funding from the major co-sponsors Niagara Mohawk Power Corporation and the New York State Energy Research and Development Authority.

Randolph G. Pack Environmental Institute

The purpose of the Randolph G. Pack Environmental Institute is to enhance the ESF faculty's ability to create and disseminate knowledge about environmental concerns of high public interest. It focuses on how democratic public decisions affecting the natural envi-

ronment are made, concentrating on topics such as public participation, environmental equity, and sustainable development. The Institute promotes these interests through research and public service activity in community, state, national, and international venues.

Tropical Timber Information Center

The Tropical Timber Information Center (TTIC) provides identification of wood samples and information about general characteristics and technical properties of the world's timber. These services are directed toward the needs of importers and users of tropical woods.

The center began operation in 1975 as part of the Faculty of Wood Products Engineering, and is one of only two such sources of information in the western hemisphere. The center carries out special studies under contract. The technical base for operation of the TTIC is the 35,000-specimen H.P. Brown Memorial Wood Collection of authenticated wood samples in the Faculty of Wood Products Engineering, and an extensive collection of reference materials in Moon Library. Both of these resources have been built up over the past 60 years by close cooperation with institutions throughout the world. Primary efforts at the Center include responding to requests for services from users of tropical woods, expanding the collection, and developing an advanced computer system on properties and uses of the world's timbers.

U.S. Department of Agriculture Forest Service Cooperative Research Unit

The Northeastern Forest Experiment Station of the U.S. Forest Service maintains a research center at the College. Since 1978, the Cooperative Research Unit has been conducting research on urban environmental forestry problems. The center's efforts provide increased opportunities for faculty and students to collaborate with Forest Service scientists in studies of urban and environmental problems.

U.S. Department of the Interior National Park Service Cooperative Park Studies Unit

ESF has worked closely with the National Park Service since the mid 1980s, conducting research and supervising student internships in many of our national parks, from Acadia to Rocky Mountain National Parks. In

1992, the National Park Service and ESF established a Cooperative Park Studies Unit (CPSU) on the Syracuse campus.

The CPSU strengthens and broadens the historical linkages between the National Park Service and the College. The National Park Service brings experience in the management of large, biologically rich ecosystems, and the College provides one of the nation's largest programs focusing on ecology and landscape design. Major thrusts include the application of wildlife population dynamics, computer modeling, and landscape ecology to the environmental challenges now facing the national parks. As part of their academic programs, many undergraduate and graduate students gain experience with the national parks, serving on scientific studies, working as seasonal interns, or conducting graduate thesis/dissertation research.

Graduate Education and Research Initiative

The Graduate Education and Research Initiative (GERI) is designed "to retain and attract premier faculty and graduate students, secure outside governmental and corporate support, and develop a university climate that spawns creativity."

To maximize the return on the state's contribution, SUNY's eight doctoral-granting campuses each have identified those centers of excellence or targets of opportunity in which they can make the most significant advances in research and graduate education and which hold the greatest potential for attracting additional resources to the State of New York. By focusing limited funds on carefully selected centers of excellence, the participating institutions maximize their contributions to the achievement of the initiative's broader goals, while remaining responsive to the needs of the specific areas they serve.

The College has advanced four programmatic themes: biotechnology in forestry, environmental systems science, polymer science and technology, and process engineering.

Biotechnology in Forestry

The biotechnology in forestry initiative is committed to the pursuit of excellence in graduate education and research in the general area of study, and to forging links with industries and governmental agencies concerned with forest biotechnology. The initiative is a multidisciplinary effort by the faculty of these four graduate programs: environmental and forest biology, forest chemistry, forest resources management, and

environmental and resource engineering. A major objective is to develop practical research to help meet state and national needs in forestry and forest product utilization.

An M.S. in one of these four graduate programs or a related discipline, can be followed by a Ph.D. program. Graduate research assistantships are available for outstanding students in fields related to forest biotechnology.

Under the initiative, research and its applications are focused on plant molecular biology; plant and pest interactions including fungi, bacteria, viruses, mycoplasma-like organisms, and insects; biomass and xenobiotic conversions; and forest products and productivity.

Faculty areas of research include the following: molecular taxonomy; transformations of trees and fungi; multicopy gene variability; molecular ecology and chemical messengers; molecular biology of fungi; construction of DNA vectors; fungal dsRNA and pheromones in biological control; *in vitro* selection for disease resistance; mechanisms of pathogenicity and disease resistance and their genetic control; tissue, shoot, protoplast, and single cell culture; bioconversion of lignocellulose and hemicelluloses; enzymatic photostabilization of paper pulp; microbial detoxification of hazardous wastes; trace metal metabolism by phytoplankton; microbial treatment of wastewater; and selection and breeding for wood quality, growth rate, and disease resistance.

Available facilities include: molecular biology research and teaching laboratories, a tissue culture clean room, controlled environment chambers, modern air-conditioned glasshouses, NMR and GC-mass spectrometers, HPLCs, fermentation systems, and radioisotope and ultrastructure laboratories. Access to the cell sorter and DNA and peptide synthesizers and sequencers at Syracuse University is also available.

Environmental Systems Science

Environmental systems science is the quantitative and integrative study of physical, chemical, biological, and social-economic processes and mechanisms applied to ecosystems. It is integrative because it draws from faculty and research activity in the Faculties of Chemistry, Environmental and Forest Biology, Environmental Studies, Forest Engineering, and Forestry.

The approach of the Faculty of Chemistry to environmental systems science emphasizes interactions between environmental processes and chemical elements and species in environmental systems. Current studies include behavior of trace organic contaminants in the Great Lakes, trace metal uptake by phytoplankton, characterization of natural organic compounds in water, identification and characterization of

air and water particles, and development of improved sampling and analytic methods for air and water.

The Faculty of Environmental and Forest Biology stresses ecosystem analysis and modeling. The diverse faculty has particularly strong backgrounds within the northern hardwood forests, tropical forests, temperate and tropical rivers, lakes and wetland ecosystems. Specific research projects related to systems ecology include the following: nutrient flows in Adirondack ecosystems; changing tree species dynamics related to changing patterns of climate, precipitation chemistry and pathogens; long-term ecological research on disturbance and recovery in the Caribbean National Forest; phosphorus dynamics linking rivers and lakes in both upstate New York and Montana; and procedures for enhancing the recovery from disturbance of ecosystems in both the Adirondacks and in India.

The approach of the Faculty of Environmental Studies to environmental systems science stresses sustainable development as a basic concept, environmental information systems as a means for organizing environmental data, and environmental program analysis as a critical review of environmental policy programs. Current research revolves around international applications of integrated environmental planning, wetland systems assessment and evaluation, cross-cultural environmental perception, and environmental information system utilization and accuracy.

The approach of the Faculty of Forest Engineering to environmental systems science emphasizes hydrology and water resources, including wastewater engineering, solid and hazardous waste management, and geo-spatial modeling and analysis. Current research activity is focused on remote sensing, digital image measurements, air photo analysis, water quality analysis, modeling and treatment, and solid/hazardous waste systems analysis and treatment.

The Faculty of Forestry stresses resources information management, forest growth modeling and silviculture, forestry economics and policy analysis, and urban greenspace systems ecology. Current research includes studies of forest soil and site productivity, remote sensing and geographic information systems application to forest management, exurban, urban and wildland-urban interface management and silviculture, and the impact of acidic deposition on forest soils.

Polymer Science and Technology

The Polymer Research Institute, a SUNY system-wide polymer research center located in the Faculty of Chemistry, provides the site, resources, and program for scientific research in which graduate students conduct their experimental studies, and the chemistry faculty supervise the graduate education for M.S. and Ph.D. degrees.

Research areas in polymer science available through the institute and supported by GERI include the following: ion-conducting polymers (polymer electrolytes), functionalized polysiloxanes, X-ray contrast polymers, ring-opening polymerizations of cyclic siloxanes; theoretical studies on elastomers and polymer rubbery state, theory of stress-induced crystallization; new methods of polymer synthesis, stepwise polymerization, synthesis of temperature stable polymers; polymer blends, alloys, and solid phase multicomponent miscible systems; and polymer membranes for gas and liquid separations.

Also under study are the structure, morphology, and dynamics of polysaccharides by diffraction analysis and molecular modeling; use of solid-state NMR methods for studying both the static and dynamic aspects of polymer structure, the interrelation of structure in solid and liquid phases, the production and characterization of microbial-origin biopolymers; and enzymatic corruptions of biomass to useful products.

Process Engineering

Serving as a bridge between science and technology, process engineering creates practical applications from scientific discoveries, providing the means for converting material resources into useful products. Design, control, and optimization of manufacturing units and systems are key elements of process engineering, while increased attention is given to energy efficiency and waste reduction, and extensive use of computer simulation both in research and practice.

At ESF, activity in process engineering is centered in the Division of Engineering, and is strengthened by long-standing ties with forest products industry through units such as the Empire State Paper Research Institute. However, process engineering relates closely to all of the Faculties and institutes of the College, and links and stimulates the applied aspects of the other three specialties in the GERI program. As this program progresses, ESF aims to become a major center of education and research in process engineering.

The Public Service Mission

No one is educated for life — education is a lifelong pursuit. Every year more people find they must return to the classroom for professional upgrading, retraining, and personal enrichment.

In an age where information and technological advancement are replacing industrial goods as the major products, it is more urgent than ever that continuous education, technological transfer, and retraining are made available to everyone.

Since its inception, ESF has held public service as a crucial mission. The College offers a wide variety of learning experiences and reaches out to people with specific learning needs through its Office of Continuing Education and Public Service.

Serving New York Citizens

The educational needs of New York citizens reflect the trends of our changing times. As research and education lead to an increasingly technological society, our growing sophistication increases concerns about the safety of our environment and the responsible management of our natural resources. As urbanization continues, use and ownership of our agricultural and forested lands leaves traditional hands. As increased leisure time and travel boost our demand for recreational facilities, our land and water suffer under competing uses. As the state strives to balance natural resource utilization with environmental protection, the need grows for people educated in environmental science and forestry.

Continuing Education

The Office of Continuing Education extends the resources and knowledge found at the College to the people of New York. Credit courses, short courses, symposia and seminars on subjects related to the ESF curriculum are presented to a wide variety of audiences.

Working in cooperation with government agencies at all levels, professional groups, and representatives of business and industry, the Office of Continuing Education provides opportunities for continuing and professional education by designing courses at the theoretical and applied, basic and advanced levels.

The courses attract participants from both the public and private sectors representing local, regional, national, and international interests. Audiences include environmental consultants and engineers; forest owners, managers, and operators; scientists and researchers; wood and construction engineers; paper products manufacturers and researchers; conservation and recreation personnel; wildlife managers; landscape architects and local and regional planners; and concerned citizens.

The College's continuing education programs include credit or noncredit courses offered on campus or at off-campus sites, and designed to meet the needs of busy adults by varying in length from hour-long seminars to full-semester graduate level courses.

Community Education

Continuing education also provides personal enrichment for members of the local community. The unique expertise of the College faculty is extended to the community through public shortcourses, lecture series, and forums. Community members are invited to make recommendations for public service or continuing education activities to the Office of Continuing Education and Public Service.

Conference Services

The College provides conference services for meetings of professional associations, technical and academic societies, government, industry, environmental, and community organizations, and other groups whose interests correspond with the mission of the College. The Office of Continuing Education and Public Service has coordinated programs ranging from small seminars to week-long international meetings at locations ranging from urban campuses, conference centers and hotels to rustic retreats.

The College can provide meeting facilities for groups of up to 450. Through its ties with Syracuse University and area hotel convention sites, groups of 2,000 or more can be accommodated. Depending upon availability, a complete range of conference services from meeting rooms and audiovisual services to lodging and catering is available.

The College's regional campuses in the Adirondacks at Wanakena and Newcomb are attractive sites for conferences. Inquiries about facilities, services, and costs are invited.

Nonmatriculated Students

Most of the credit courses offered at ESF are available to students not enrolled in a degree program. By registering through the Office of Continuing Education and Public Service, a student may develop additional expertise in a professional area, earn credit applicable toward a college degree, develop the prerequisites necessary to enter more advanced courses at ESF or elsewhere, or sample courses as an aid to determining a future major or career.

Other Public Services

The College, throughout its history, has continued to respond to its specific legislative mission in the area of public service. The principal formal public service activities include community education and information, technical advice and guidance to local, state, and federal agencies and organizations, and technical assistance to the forest and wood-using industries.

The complete list of ESF's public service contributions is lengthy, but two examples are the Tree Pest and Disease Service, which provides technical advice to private citizens and to governmental agencies, and the participation of faculty in Central New York's Poison Control Center. Altogether, the College's public service programs reach approximately 1 million New York residents each year.

Admission

Undergraduate Admissions

The College is well known for the high quality of its undergraduate instruction and unique teaching facilities, and admits well-qualified students at the freshman, sophomore, and junior levels. Several factors are considered before students are accepted for admissions at any level. These factors include their academic preparation, personal motivation, chosen major, and reasons for wanting to study at ESF.

Applying for Admission

Students seeking admission to undergraduate degree programs must file their application under one of three processes:

1. Freshman admission (regular or early decision);
2. Guaranteed transfer admission;
3. Transfer admission.

Each entrance category requires the applicant to have a specific academic background, and to have maintained satisfactory academic progress at their previous educational institution.

Application forms for admission to the College are available through all New York State high schools, the SUNY Application Processing Center, and other SUNY admissions offices. An application package may also be obtained directly from the ESF Office of Undergraduate Admissions.

Freshman Admission

The College enrolls a limited number of students directly from high school. This freshman enrollment option is available for students who meet the admissions standards for all baccalaureate programs. Applicants to the A.A.S. in Forest Technology must apply under the Guaranteed Transfer Admission process. Please refer to the section which explains this process, on page 16.

Successful freshman applicants should present outstanding academic credentials from high school. Four units each of college preparatory mathematics and science, including chemistry, are required. Applicants are required to forward the official results of either the SAT I or ACT examination. SAT II tests are not required, but in some cases they may highlight the special talents of an applicant. Freshman applicants are also required to write an essay. The essay question is contained on the Supplemental Application which must accompany the response. In addition, freshman applicants are encouraged to participate in either our fall open house program or a College information session to improve their understanding of the College and its academic programs.

Please refer to the chart "Undergraduate Application Credentials" (on page xx) for further information regarding preparation of an application package.

Since ESF cannot offer admission to all freshman applicants, it reserves the right to offer guaranteed transfer admission to students who are not accepted to enroll directly after high school. These applicants are offered a guarantee of admission to ESF for either their sophomore or junior year of college under the condition they satisfactorily complete the lower division requirements for their program of study during their freshman year or freshman and sophomore years at another college. Please refer to the following section for more information on the guaranteed transfer admission program.

Application Filing Dates

	<u>Enrollment Option</u>	<u>Filing Deadlines</u>
High School Students:	Fall enrollment, early decision (freshman only) Fall enrollment, regular admission	November 15 January 1*
Transfer:	Fall enrollment Spring enrollment	May 1* December 1*

Prospective students are strongly urged to submit their applications earlier than the recommended date to reduce the possibility they will be placed on an admissions waiting list.

*Applications received after these dates will be considered on a space available basis.

Early Decision Freshman Admission

Applicants for freshman admission who are certain that ESF is their first choice should apply under the **early decision option**. Early decision candidates must have a **completed** application on file by November 15. This must include the supplemental admissions form obtained from the Admissions Office, official results of either an SAT I or ACT examination directly from the testing agency, an essay, and the State University of New York application. Please refer to the chart "Undergraduate Application Credentials" on page 17 for further information regarding preparation of an application package.

All early decision candidates will be notified of the admission committee's decision by December 15. Those students accepted under early decision and who have a completed financial aid application on file will be notified of their preliminary financial aid package by January 20. Under this enrollment option, accepted candidates must agree to withdraw their applications from other colleges once they receive their financial aid package from ESF. Students not admitted through the early decision option will be considered under regular admission.

Guaranteed Transfer Admission

The College also recognizes that some students have made arrangements to spend some portion of their first two years of college at other institutions, and will transfer to ESF in either their sophomore or junior year. To facilitate this process and reduce difficulties associated with transferring, ESF has established a guaranteed transfer admission (GTA) option.

Under this option, students are guaranteed admission to ESF for either their sophomore or junior year. These students benefit from long-term academic advising to ensure they meet all academic requirements for transferring to the College. Students participating in the GTA option are expected to establish a relationship with a pre-ESF adviser. Guaranteed transfer applicants must submit the same credentials as outlined under "Freshman Admission" and in the "Undergraduate Admissions Credentials" chart. Successful applicants for this option must present a strong academic background including at least three years each of college preparatory mathematics and science. They must satisfactorily complete, with a minimum cumulative grade point average of 2.000 (A=4.000), all the lower division requirements of their program of study.

Transfer Admission

The largest number of students who enroll at the College transfer to ESF after spending one or two years at another college.

Unless they receive guaranteed admission under the standards of the GTA option, transfer students' admissibility is based primarily on the quality and distribution of previous College-level coursework in meeting the lower division requirements of their intended program of study, overall academic performance, and specific interest in ESF programs. For most programs a significant emphasis is placed on students' background in mathematics and science.

Students who apply to ESF are expected to have followed the prescribed set of prerequisite courses appropriate to their intended major at the College. Each Faculty of the College has defined the required courses necessary to be considered for admission to its programs. Please refer to the Academic Programs of this Catalog for further information. Students attending one of our Pre-ESF Cooperative Transfer Colleges will find information on course equivalencies for all of our programs of study on our homepage at <http://www.esf.edu>. Print copies of this information may be obtained from the Office of Undergraduate Admission. To be **considered** for admission to ESF, a transfer student must have a minimum cumulative grade point average of 2.000 (A=4.000) at the last institution where the student was enrolled full time. Please refer to the chart "Undergraduate Application Credentials" on page 17 for further information regarding preparation of an application package.

For transfer students, it is expected that courses taken at other colleges will be completed at institutions that are fully accredited by one of six regional accrediting agencies. These are the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

Forest Technology Admission

The New York State Ranger School does not enroll freshmen. Candidates may apply for acceptance into the forest technology program either under the guaranteed transfer admission option or as transfer students.

High school students who wish to enroll in this program should apply during their senior year to receive a guarantee of an entry date one year later. For example, high school students in the class of 1998

Undergraduate Application Credentials

Credential*	Early Decision Freshman	Regular Freshman	Guaranteed Transfer	Regular Transfer
High School Transcript**	R	R	R	O
List of Senior Year Courses**	R	R	R	O
SATI or ACT**	R	R	R	O
SATII**	O	O	O	O
ESF Supplemental Application	R	R	R	R
Essay Response	R	R	R	O
Early Decision Agreement	R	N/A	N/A	N/A
Letters of Recommendation	O	O	O	O
College Transcripts**	R	R	R	R
Advanced Placement Scores**	R	R	R	R
C.L.E.P.**	R	R	R	R

*R = Required as part of the student's application. Failure to submit any of these records by the stated deadline or due date will result in withdrawal of the application from consideration for admission.

*O = Optional material which an applicant may wish to submit to further demonstrate their potential for academic success or to amplify their reasons for seeking admission to the College.

*N/A = Not applicable to this group of applicants.

**Any college-level coursework completed during high school or college while in residence or through an examination (e.g., C.L.E.P., Advanced Placement) must be documented with official transcripts submitted directly from the institution or testing agency to the ESF Office of Undergraduate Admissions.

Any deliberate falsification or omission of application credentials will result in denial of admission or dismissal.

should apply during their senior year for admission to the Ranger School in 1999. For further information on the New York State Ranger School, please refer to the Faculty of Forestry section of this *Catalog*, or contact the ESF Office of Undergraduate Admissions.

Deferred Admissions

Students accepted to ESF who wish to defer their enrollment for one or two semesters beyond their original entry date must make this request in writing directly to the Office of Undergraduate Admissions. Students will receive written notification if their request has been approved. A \$100 nonrefundable advance deposit fee is required for deferred enrollment, and will be applied to future tuition charges.

Campus Visits

The College welcomes visitors to its campuses. High school students should contact the Office of Undergraduate Admissions to schedule participation in a College Information Session. Prospective transfer students who wish to visit the Syracuse campus, meet with a member of the admissions staff, take a campus tour, or possibly meet with a member of the faculty are asked to make an appointment through the Office of Undergraduate Admissions. Transfer applicants will find the interview more useful if they bring college transcripts with them. Admissions staff are available for appointments from Monday through Friday between 9 a.m. and 3 p.m., while tours led by ESF students are provided by the admissions office most weekdays at 10 a.m. and 2 p.m. Students interested in visiting the New York State Ranger School should make arrangements directly with that campus.

Cooperative Transfer Option

The College has developed pre-environmental science and forestry transfer options with other colleges both in and out of New York State. These programs offer high school students a wide selection of colleges from which they can obtain the necessary lower division courses, and appropriate advice on how to prepare for ESF. Information on ESF Cooperative Transfer Colleges may be found on our homepage at <http://www.esf.edu>.

These institutions represent a broad spectrum of higher education, including private, public, two- and four-year colleges in Alabama, Connecticut, Maryland, Massachusetts, New Jersey, Pennsylvania, and Rhode Island, as well as New York. Students who attend these colleges and follow a program prescribed by ESF will

share a common academic background with other students who transfer to the College.

The cooperative colleges are the following:

New York State Colleges

Adirondack Community College, Glens Falls
 Broome County Community College, Binghamton
 Canisius College, Buffalo
 Cayuga County Community College, Auburn
 Columbia-Greene Community College, Hudson
 Finger Lakes Community College, Canandaigua
 Corning Community College, Corning
 Dutchess County Community College, Poughkeepsie
 Erie County Community College, Buffalo
 Fulton-Montgomery Community College, Johnstown
 Genesee Community College, Batavia
 Herkimer County Community College, Herkimer
 Hudson Valley Community College, Troy
 Jamestown Community College, Jamestown
 Jefferson County Community College, Watertown
 Kingsborough Community College, Brooklyn
 Le Moyne College, Syracuse
 Mohawk Valley Community College, Utica
 Monroe County Community College, Rochester
 Nassau County Community College, Garden City
 North Country Community College, Saranac Lake
 Onondaga County Community College, Syracuse
 Orange County Community College, Middletown
 Paul Smith's College, Paul Smith's
 Rockland County Community College, Suffern
 Schenectady Community College, Schenectady
 St. John Fisher College, Rochester
 Siena College, Loudonville
 Suffolk County Community College, Selden
 Sullivan County Community College, Loch Sheldrake
 SUNY College of Technology at Alfred
 SUNY College of Technology at Canton
 SUNY College of Agriculture and Technology at Cobleskill
 SUNY College at Cortland
 SUNY College of Technology at Delhi
 SUNY College of Agriculture and Technology at Morrisville
 SUNY College at New Paltz
 Syracuse University
 Tompkins-Cortland Community College, Dryden
 Ulster County Community College, Stone Ridge
 Westchester County Community College, Valhalla

Out-of-State Colleges

Allegany County Community College, Cumberland, MD
 Berkshire Community College, Pittsfield, MA
 Bishop State Community College, Mobile, AL
 Camden County College, Blackwood, NJ
 Holyoke Community College, Holyoke, MA

Housatonic Community College, Bridgeport, CT
 Keystone Junior College, LaPlume, PA
 Middlesex County Community College, Edison, NJ
 Montgomery County Community College,
 Rockville, MD
 Northampton Community College, Bethlehem, PA
 Ocean County College, Toms River, NJ
 Roger Williams College, Bristol, RI
 Tuskegee University, Tuskegee, AL
 Union College, Cranford, NJ

Transfer Credit

Credit hours appropriate to the ESF curriculum can be transferred to the College, but grades and grade points cannot be transferred. Courses to be transferred to meet graduation requirements for any curriculum must be acceptable in content, and credit will be awarded only for those completed with a grade of "C" or higher. Generally, coursework in Physical Education does not transfer.

All transfer credit will remain tentative until official, final transcripts are received and reviewed by Office of Undergraduate Admissions staff. **It is the student's responsibility to ensure that official, final transcripts are sent to and received by the College.**

College Credit By Examination

The College will consider for advanced standing credit the results of examinations from standardized testing agencies such as the College Entrance Examination Board's Advanced Placement Program (AP) or the College Level Examination Programs (CLEP).

For freshman applicants, any AP examination score of 3 or higher or any CLEP examination in the 50th percentile or higher will be considered for credit. For transfer students, ESF will generally accept the same credit as was granted by the transferring college for AP and CLEP results. Further information is available from the Office of Undergraduate Admissions.

Educational Opportunity Program

The State University of New York recognizes that providing access to an educational opportunity for all state residents means being sensitive to the educational needs of people with varying social, cultural, educational, and economic backgrounds.

The Educational Opportunity Program (EOP) is an academic and financial support program offered at ESF, and other SUNY campuses, to provide a college education for capable students who have not had the same opportunities as other students to realize their academic

potential because of limited financial resources and inadequate academic preparation. The program is not designed for students who need only financial assistance.

The basic goal of the EOP program at the College is to provide qualified students with a college education and the opportunity for personal growth and professional development. Counseling, financial assistance, and tutoring are provided on an individual basis.

To qualify, students must be New York State residents and demonstrate the potential to successfully complete a course of study at the College.

High school seniors who want to apply for freshman enrollment and EOP status at the College must file a SUNY application form with their high school guidance counselor, and indicate they want to be considered for EOP. In addition, they must submit a copy of the Free Application for Federal Student Aid (FAFSA) directly to the Financial Aid Office at ESF.

In order for transfer students to participate in the program at the College, they must have been enrolled in an EOP, Higher Education Opportunity Program (HEOP) or Search for Education Elevation and Knowledge (SEEK) program at their prior college. Therefore, students who are applying to ESF as high school seniors through the guaranteed transfer admissions option, should also apply for EOP, HEOP or SEEK at their lower division college, and must enroll in such a program in order to continue in EOP at ESF.

All EOP applicants must file complete applications for undergraduate admission and financial aid as described in these two sections of this catalog. For further information, contact the Director of the Educational Opportunity Program at the College, who is listed on the inside cover of this *Catalog*.

International Students

The College enrolls international students on the undergraduate level if they satisfy the admission requirements outlined throughout this section of the *Catalog*.

In addition to the requirements that all prospective students must meet, international students must provide evidence of the following:

1. Proficiency in the English language through acceptable performance on either the Test of English as a Foreign Language (TOEFL) or the College Entrance Board Achievement Test in English (scores of 550 or higher on either test are required), or by completing at least two years of college at an institution where the courses were taught in English.

2. International students are required to submit a detailed course by course evaluation of all international (academic) credentials. This evaluation must be completed by an approved international credentials evaluation agency. (A list of approved agencies is available through the Office of Undergraduate Admissions.)

3. Ability to meet all of the financial obligations which will be incurred while attending the College.

4. International students must also file the State University of New York Foreign Student Admission forms. A \$30 (US) fee is required for processing these forms.

If accepted for enrollment, health and accident insurance supplied by the State University of New York must be obtained before the student will be allowed to register at the College. Further details about this policy are available from Syracuse University International Services Office, 310 Walnut Place, (315) 443-2457, or from the ESF Office of Student Affairs and Educational Services.

International students who are currently enrolled at an American college may apply for admission to ESF. In addition to the entrance requirements for other international students, they must obtain permission to transfer to ESF from the U.S. Immigration and Naturalization Service district office having jurisdiction over the college in which they are currently enrolled.

Medical Examination

Each new student is required to submit a medical history and physical examination report on a form that will be sent to the student after the initial acceptance notice.

Graduate Admissions

Admission into a program of graduate study requires the review of an applicant's credentials by appropriate faculty members, and the recommendation of the appropriate Faculty Chair to the Dean of Instruction and Graduate Studies.

Minimum requirements are a bachelor's degree from a recognized institution, and in most cases an academic record showing at least a "B" average for the junior and senior years of the baccalaureate program or for the master's program.

Also required are official Graduate Record Examination (GRE) scores, and for some degree programs advanced test scores, supporting letters of recommendation, and a statement of educational and professional goals. The GRE scores may be waived by a Faculty on an individual basis. This waiver can only be granted by the graduate coordinator and/or Faculty Chair.

A nonrefundable \$50 application fee is charged.

GRE Advanced Tests

Subject matter advanced tests are required by the following programs:

<i>Graduate Program</i>	<i>Advanced Test</i>
Chemistry	Chemistry
Chemistry (biochemistry area of study)	Chemistry or Biology
Environmental and forest biology	Biology

Procedure

The College provides an application form for graduate admissions. Requests for information and applications should be addressed to the Office of Instruction and Graduate Studies.

The GRE and Test of English as a Foreign Language (TOEFL) examinations are offered several times each year in major cities of the world. For information on the examinations, write to the Educational Testing Service, Princeton, New Jersey 08540. In submitting test scores to the College (**institutional number R2530**), request they be sent to the Office of Instruction and Graduate Studies.

International Students

The College enrolls international students on the undergraduate and graduate levels if they satisfy the admission requirements outlined throughout this section of the Catalog.

In addition to the requirements that all prospective students must meet, international students must provide evidence of the following:

1. Proficiency in the English language through acceptable performance on either the Test of English as a Foreign Language (TOEFL) or the College Entrance Board Achievement Test in English (scores of 550 or higher on either test are required), or by completing at least two years of college at an institution where the courses were taught in English;

2. Ability to meet all of the financial obligations which will be incurred while attending the College.

International students must also file the State University of New York Foreign Student Admission forms. No fee is required for processing these forms.

If accepted for enrollment, health and accident insurance supplied by the State University of New York must be obtained before the student will be allowed to register at the College. Further details about this policy are available from Syracuse University International Services Office, 310 Walnut Place, (315) 443-2457, or from the ESF Office of Student Affairs and Educational Services.

International students who are currently enrolled at an American college may apply for admission to ESF. In addition to the entrance requirements for other international students, they must obtain permission to transfer to ESF from the U.S. Immigration and Naturalization Service district office having jurisdiction over the college in which they are currently enrolled.

International students will be considered for assistantships and fellowships, but are not eligible for need-based student financial assistance.

Expenses

The ESF tuition and College fee structure is set by the State University of New York Board of Trustees, and generally covers the costs associated with instruction and the use of facilities and services at the College.

Tuition

The tuition schedule per semester, listed below, is subject to change:

	NYS Resident Students	Out-of-State Students
Undergraduate Matriculated		
Full-time	\$1,700	\$4,150
Part-time	\$137/credit hour	\$346/credit hour
Graduate Matriculated		
Full-time	\$2,550	\$4,208
Part-time	\$213/credit hour	\$351/credit hour
Continuing Education Non-Degree Students without a Baccalaureate Degree		
Course Nos. 0-599	\$137/credit hour	\$346/credit hour
Course Nos. 600-999	\$213/credit hour	\$351/credit hour
Students with a Baccalaureate Degree		
Course Nos. 0-499	\$137/credit hour	\$346/credit hour
Course Nos. 500-999	\$213/credit hour	\$351/credit hour
Maximum Total Tuition for 12 credit hours or more:		
Undergraduate	\$1,700	\$4,150
Graduate	\$2,550	\$4,208

Residency

For purposes of tuition, "residence" refers to the principal or permanent home to which the student returns. Students who want to change their permanent residence may apply for a change in residency after they enroll at the College. Application forms are available in the Bursar's Office.

Fees

Application

Students who apply for admission to an undergraduate program at any of the State University of New York units are charged a nonrefundable application fee

of \$30. For more information about the fee, and guidelines for exemptions, obtain the *Application Guidebook* for the State University of New York through any SUNY admissions office or any New York State high school.

Students who apply for admission to a graduate program at ESF are charged a nonrefundable application fee of \$50.

College

The College fee is \$12.50 per semester for full-time students, and 85 cents per credit hour for part-time students. For tuition purposes, students are considered full-time when they are enrolled in 12 credit hours or more.

Student Activities

Each full-time undergraduate student is charged \$60 per year to cover the cost of student activities at the College, while full-time non-matriculated students are charged \$30 per semester, and part-time matriculated students are charged \$1.50 per credit hour.

Full-time graduate students are charged an activity fee of \$28 in the fall only. Part-time matriculated graduate students are charged \$7 per semester. Full-time graduate students who enter ESF in the spring semester are charged a \$7.50 student activities fee.

Students also pay an annual fee to Syracuse University to cover university-sponsored activities and services that are available to ESF students, but not duplicated at the College. These fees are \$26.75 for full-time undergraduate students and \$15 for full-time graduate students, and are charged in the fall only.

Part-time matriculated undergraduate students are charged \$17.50 per year and part-time matriculated graduate students are charged \$10 per year at fall registration only.

Syracuse University does not charge an activities fee for non-matriculated undergraduate or graduate students.

Orientation Program

New undergraduate students will be charged a fee which covers the cost of a College Orientation Program. This is a voluntary activity and students who choose not to attend may request refund of the \$35 fee.

Student Support Services

All full-time students are charged \$112.50 per semester to partially offset the cost of academic and other support services provided by Syracuse University, while part-time students are charged \$9.50 per credit hour.

Final Year

Undergraduate students pay a commencement fee of \$25 is required at the beginning of the semester in which a student is expected to obtain a degree.

All undergraduates are also charged \$25 for a school yearbook in the fall semester, and a \$10 senior gift charge the semester they are expected to graduate.

Additional costs are incurred by graduate students for the binding, abstracting, and microfilming of theses and dissertations, and the commencement activity fee.

International Student Health Insurance

All international students attending the College must participate in the State University of New York International Health Insurance Program. The cost is estimated to be \$632 per calendar year. Coverage for dependents is available from the insurance carrier.

Terms of Payment

Undergraduate Deposit

All undergraduate students pay an advance payment deposit of up to \$100 after they are admitted to the College. Information on when the deposit is due, as well as refund guidelines for the deposit, are sent to students at the time they are offered admission. The deposit is credited to the students' first semester tuition. There is no advance payment deposit required for students accepted for graduate study.

Billing

Six weeks prior to the start of each semester, the College sends students who have registered for the upcoming semester a detailed invoice indicating the total amounts they are expected to be charged. This invoice includes only ESF charges. (See below for housing and board costs at Syracuse University). Payment is due before the first day of classes. New students will be billed upon arrival and payment will be due in 15 days. Detailed instructions are included with the invoice.

The College provides a monthly payment plan, the purpose of which is to allow students or parents to make tuition payments in installments.

Refunds

A student who is given permission to cancel registration is liable for payment of tuition in accordance with the following schedule:

Liability During Semester

1st week:	0%
2nd week:	30%
3rd week:	50%
4th week:	70%
5th week:	100%

Application for a refund must be made within one year after the end of the semester for which the tuition was paid to the College. The first day that classes are offered, as scheduled by the College, shall be considered the first day of the semester, and the first week of classes for purposes of refunds shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed.

There is no tuition or fee liability established for a student who withdraws to enter military service prior to the end of a semester for those courses for which the student does not receive academic credit.

A student who is dismissed for academic or disciplinary reasons prior to the end of a semester is liable for all tuition and fees due for that semester.

A student who cancels registration at a unit of the State University of New York, and within the same semester registers at another unit of the state system is entitled to full credit for tuition and fees paid for that semester.

In situations where a student must withdraw from the College under circumstances in which the denial of a refund would create serious hardship, the bursar can waive the normal refund schedule. Such action can be taken if the student has completed no more than one-half of the semester and will not receive academic credit for the semester. A written request for relief from the provisions of the refund schedule, including the reasons for the student's withdrawal, must be submitted to the bursar.

Other Costs

Room and Board Costs

The College does not operate student residence or dining halls, but facilities are available at Syracuse University.

In general, housing costs at Syracuse University range from \$1,400 to \$2,000 per semester, reflecting the diversity of single- and multiple-room accommodations for graduate, undergraduate, single, and married students.

A variety of meal plan options is also available to all students, whether or not they reside in university residence halls. The costs of these plans range from \$530 to \$1,835 per semester. Payment for housing and meal plans is made directly to Syracuse University.

For more information about housing and meal options refer to the Student Life section of this catalog, and/or contact the Office of Residence Services, 202 Steele Hall, Syracuse University, Syracuse, New York 13244, (315) 443-2721.

Program Expenses

The cost of books and supplies is approximately \$600 per year. Additional costs for personal expenses, clothing, and transportation vary greatly from student to student, but are estimated to range from \$900 to \$1,100 per year.

Several programs at ESF include additional costs. Students majoring in resources management attend a seven-week Summer Session in Field Forestry at the Wanakena Campus between the sophomore and junior years. Environmental and forest biology majors attend the summer field experience at the Cranberry Lake Biological Station at the end of their junior year.

The Summer Session in Field Forestry costs approximately \$2,100, while the five-week program at Cranberry Lake costs between \$1,040 and \$2,030, plus travel and personal expenses.

Fieldtrips for landscape architecture students range between \$150 and \$300. In addition, students enrolled in landscape architecture are required to spend one semester off campus. This is a self-designed and student-budgeted program. Costs do not necessarily exceed those of a semester on campus, but additional costs are often incurred depending upon the location chosen. These additional costs are the responsibility of the student, and are not covered by financial aid.

Forest Technology Program

Please see page 121 for detailed expenses for the Forest Technology Program on the Wanakena campus.

Financial Aid

The College offers these seven basic forms of student financial assistance: scholarships or grants; part-time employment; long-term loans; minority student scholarships and fellowships; assistantships, tuition scholarships, and fellowships for graduate students; a deferred tuition payment plan; and sources of non-need loans to parents.

Federal and state financial aid programs are for United States citizens, permanent residents, or holders of I-151 cards. (International students will be considered for assistantships and fellowships, but are not eligible for need-based student financial assistance.) These programs are coordinated to supplement parental support, summer work, savings, and assistance from other sources. The sources of funds for financial assistance programs, the guidelines for determining the recipients, the procedures for applying, and the method of disbursement of funds vary from one program to another. This information is presented in detail in *ESF Financial Aid Guide*, which is a separate publication that is mailed to all applicants and is available through the Office of Financial Aid.

Financial aid is awarded primarily on the basis of financial need. Some scholarships and fellowships, however, are based on other criteria, such as academic achievement or minority status. Assistantships, tuition scholarships, and fellowships for graduate students are not awarded based upon financial need.

In order for students to receive aid, they must be making satisfactory academic progress toward a degree. Please refer to pages 26-27.

Financial aid advisors are aware of the many problems of financing higher education and meeting day-to-day living expenses for both undergraduate and graduate students, and are available to discuss individual problems. All students are encouraged to apply for financial aid.

How to Apply

Students interested in receiving financial assistance, with the exception of graduate assistantships, tuition scholarships, and fellowships, must complete an application process each year that requires the filing of at least two forms.

After January 1, students must complete the Free Application for Federal Student Aid (FAFSA), and submit it to the Federal Student Aid Processor to the Office of Financial Aid.

Applications will be accepted after March 1, but available funds may already be committed to other students. Prospective students do not need to receive notification of acceptance to ESF before applying for financial aid, however, they must be accepted to the College before a financial aid decision is rendered.

All students and parents are encouraged to visit our Financial Aid homepage on the Internet (<http://www.esf.edu/finanaid/>). While visiting, please check out the following:

- a. electronically filing for financial assistance
- b. free scholarship search for students/parents
- c. latest links to other Financial Aid sites.

The necessary forms are available in the Office of Financial Aid, high school guidance offices, and many college financial aid offices.

Students are invited to discuss with the Financial Aid Office staff any problems they may have in financing their education. Applicants are also urged to contact the office for the latest information and requirements pertaining to financial assistance, because financial aid systems and forms frequently change.

Selection of Recipients

The primary consideration in determining which students will receive awards is comparative financial need. However, scholastic standing, citizenship, and potential contribution to the College community are also considered in making certain award decisions.

Verification of Information

All students who request financial assistance will be required to submit information about their family's and/or personal financial situation prior to aid disbursement. The College will request copies of parents' and/or students' federal tax forms, along with other statements which will be used to verify other sources of income, family size, number of dependents in college, and other pertinent information.

Failure to comply with a request to verify pertinent information will result in the cancellation of any aid offered, and the possibility of legal action being taken by the U.S. Department of Education.

Retention of State Awards

All students who are awarded financial assistance will be required to maintain satisfactory academic progress each semester in order to keep their awards. Academic progress standards for all awards provided by New York State are listed below.

Recipients of a New York State award must adhere to the following state requirements:

1. Academic Progress — Students must meet the stated minimums on the following charts to be eligible for an award the next semester.

2. Program Pursuit — Students must complete a minimum number of credit hours each semester based on a full-time course load of 12 credit hours.

a. Associate in Applied Science degree students are required to complete 75 percent of the full-time credit load. Therefore, they must receive at least nine credits per semester ($.75 \times 12 = 9$).

b. Bachelor degree students must complete 100 percent of a full-time credit load each semester. Therefore, they must complete 12 credit hours each semester.

c. Graduate degree students must complete 100 percent of a full-time course load, or 12 credits, unless they have an assistantship. Graduate students with an assistantship should see the section on Credit Hour Load in the Graduate Academic Policies section of this Catalog for the definition of full-time status.

3. "C" Average — A student having completed their second academic year (or 24 payment points) must have a cumulative "C" (2.000) average to retain their New York State TAP Award.

Waivers for New York Awards

Students who fall below the credit or grade point average requirements, as outlined in the following standards, may apply for a waiver. Students are allowed only one waiver during undergraduate work, and only one waiver during graduate work. A waiver will be granted only after the student and College officials agree that such an issuance is in the best interest of the student. Requests for waivers are made through the Director of Financial Aid.

Waivers for the "C" average requirement may be granted only when failure to meet this requirement is due to:

1. the death of a relative of the student
2. the personal injury or illness of the student
3. other extenuating circumstances.

Requests for the "C" waiver are also requested through the Director of Financial Aid.

Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for State Student Aid

Calendar: Semester

Program: Associate Degree

Before being certified for this payment	1	2	3	4	5	6	7	8
a student must have accrued at least this many credits	0	3	9	18	30	45	60	75
with at least this grade point average	.000	.500	.750	1.300	1.500	1.700	2.000	2.000

Noncredit remedial instruction can be counted toward a full-time academic load as set forth in 145-2.1 of the Commissioner's Regulations. The number of credits in this chart refers to work completed toward the degree.

Calendar: Semester

Program: All Baccalaureate Degrees

Before being certified for this 1st payment	2	3	4	5	6	7	8	9	10	
a student must have accrued at least this many credits,	0	3	9	18	30	45	60	75	90	105
with at least this grade point average	.000	.500	.750	1.200	1.400	2.000	2.000	2.000	2.000	2.000

Noncredit remedial instruction can be counted toward a full-time academic load as set forth in 145-2.1 of the Commissioner's Regulations. The number of credits in this chart refers to work completed toward the degree.

Calendar: Semester

Program: All Graduate Level Programs

Before being certified for this payment	1	2	3	4	5	6	7	8
a student must have accrued at least this many credits	0	6	12	21	30	45	60	75
with at least this grade point average	.000	2.000	2.500	2.750	3.000	3.000	3.000	3.000

Retention of Federal Awards

Undergraduate and graduate students must meet specified criteria in order to be eligible for Title IV Federal Student Assistance, which includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Student Loans, Federal Stafford Loans, Federal College Work-Study Programs, and Federal Parent Loan for Undergraduate Students.

The criteria that students must meet to be eligible for Title IV student aid are the same criteria all ESF students must adhere to in terms of institutional academic policies, and specifically academic progress towards a degree.

The evaluation criteria are the following:

1. An appropriate grade point average to ensure satisfactory academic progress;
2. The successful accumulation of credits toward a degree;
3. Receipt of a degree within the prescribed time limit for that program. (Limits vary for individual programs: see following standards).

Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for Federal Aid

Students receiving federal student aid funds must make steady academic progress toward their degrees. While most students pursue their degrees on a full-time basis, others do not. In order to allow for maximum flexibility to complete a degree, federal regulations state that students' maximum time to be eligible for federal aid shall not exceed 150% of the published length of time it takes to complete that degree on a full-time basis.

The following chart lists the maximum number of credit hours a student may take and still receive federal student aid. These figures are based on 150% of the credit hours required to complete each of the degrees offered by the College—regardless of the time it takes to complete that degree.

Degree	Minimum Credit Hours Required to Complete Degree	Max. Credits Allowed for Federal Aid Eligibility
A.A.S.—Forest Technology	75	113
B.S.—Environmental Studies	121	182
B.S.—Environmental & Forest Biology	125	188
B.S.—Wood Products Engineering	126	189
B.S.—Forest Engineering	131	196
B.S.—Paper Science & Engineering	137	205
B.S.—Chemistry	133	199
B.S.—Resources Management (Forestry)	126	189
B.S.—Dual Option:		
Biology & Resources Management	144	216
B.L.A.—Landscape Architecture	160	240
M.P.S.—30-credit-hour program	30	45
M.S.—30-credit-hour program	30	45
M.L.A.—67-credit-hour program	67	99
Ph.D.—all programs	60	90

Appeal, Probation, Reinstatement

Students who fall below the minimum standards may appeal to the Dean of Instruction and Graduate Studies to retain their academic eligibility to receive Title IV Federal Student Assistance. (See Academic Dismissal, page 34).

Appeals will be evaluated for mitigating circumstances such as injury or illness, and the likelihood that the student will be able to return to the appropriate standard. If the Dean of Instruction and Graduate Studies places a student on "academic probation," the student remains eligible for Title IV aid as defined by the statement of "Good Academic Standing." (See page 41).

The Office of Financial Aid will notify students via certified mail if they are in danger of losing financial assistance because they have fallen below academic standards.

Scholarship, Fellowship, and Grant Programs

Federal Supplemental Educational Opportunity Grants

The College receives Federal Supplemental Educational Opportunity Grants (FSEOG) authorized under Title IV-A of the Higher Education Act of 1965. These funds enable the College to award grants to undergraduate students who have financial need. Grants range from \$100 to \$2,000 per year.

Educational Opportunity Program

Students accepted into the College's Educational Opportunity Program (EOP) may receive, in addition to other financial assistance, a special award to pay for education-related costs. Students must come from a socioeconomically and academically disadvantaged background to be eligible.

Prospective EOP students must apply for financial aid when submitting their admissions applications.

Federal Pell Grants

The Federal Pell Program was authorized in the Educational Amendments of 1972. Grants are available to eligible full-time and part-time undergraduate students, and can vary from \$400 to \$2,700.

Applications are available from high school guidance offices or any college office of financial aid. Interested students should submit the Institutional Student Information Report (ISIR) to the Office of Financial Aid as soon as it is received from the processor.

Tuition Assistance Program and Regents Programs

Tuition Assistance Program (TAP) awards are available to New York State residents who are enrolled in full-time degree programs. The awards are based on income, and range from \$100 to 90% of full tuition.

Regents Grants or Children of Deceased or Disabled Veterans Grants are awarded to children of parents who served during specific periods of war or national emergency, and who died as a result of such service or suffered a disability of at least 50 percent. The awards entitle state residents who qualify to \$450 per year.

Additional information and applications for these programs are available from the Office of Financial Aid, or from New York Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, New York 12255.

Vocational and Educational Services Grants

Financial assistance and program counseling are provided by New York State for students with disabling conditions. Information is available from any New York State Office of Vocational and Educational Services.

Veterans' Benefits

The Veterans' Readjustment Benefits Act of 1966, as amended, enables veterans and children of deceased or disabled veterans to obtain financial aid for their college education.

Application forms and additional information and counseling are available from the ESF Veterans' Affairs Counselor in the Office of the Registrar, local veterans' administrations offices, and the State Regional Office, 111 West Huron Street, Buffalo, New York 14202.

Minority and Underrepresented Student Scholarships and Fellowships

Undergraduate New York State residents who are Black/Non-Hispanic, Hispanic, Native American, or Alaskan Native are eligible for scholarships comprised of funds from both the College and SUNY. Eligible students should contact the Office of Financial Aid. Awards are based on need and funds are limited.

Graduate students who are Black/Non-Hispanic, Hispanic, Native American, or Alaskan Native and are also U.S. citizens or permanent residents are eligible for SUNY Underrepresented Graduate Fellowships. Eligible students should contact the Office of the Dean of Instruction and Graduate Studies.

Assistance for Native American Students

Native American students with financial need may be eligible for scholarship and grant assistance through programs sponsored by the Federal Bureau of Indian Affairs and the New York State Education Department. For more information, students should contact the Bureau of Indian Affairs, 1951 Constitution Avenue NW, Washington, D.C., or the Native American Education Unit, State Education Department, Education Building Annex, Albany, New York 12234.

Private Fellowships, Scholarships, and Grants

The College administers a number of financial aid programs established by private individuals, companies, organizations, and foundations. These scholarships and grant programs have varying eligibility requirements and are awarded to students according to their respective guidelines, which are described in more detail in *ESF Financial Aid Guide*.

The following is a list of the programs: Maurice Alexander Wetland Research Award, Alumni Educational Grants, Alumni Memorial Awards, Warren Bennett Memorial Award, John Berglund Memorial Scholarship, Simeon H. Bornt III Scholarship Award, Bristol-Myers Squibb Minority Scholarship, Nelson Courtlandt Brown Scholarship Fund, Henry H. Buckley Student Aid Award, John Clark Scholarship, Class of '31 Scholarship, Class of '36 Scholarship, Class of '39 Fund, William Cross Memorial Scholarship, Wilford A. Dence Memorial Fellowship, Gutches Family Scholarship, Robert Johnson Scholarship, Komar Scholarship, Morris Hirsch Scholarship, McKean Fund, Meyer Environmental Chemistry

Scholarship Award, Meyer Wood-Plastic Scholarship Award, Portia Farrell Morgan Scholarship, Ranger School Alumni Scholarship, Ranger School Endowment Fund, Eugene C. Reichardt Scholarship Award, Ray Rizzo Scholarship, Phyllis Roskin Memorial Award, Saratoga Association Scholarship, Lt. Gary Scott Memorial Scholarship, Spaid Memorial Fund, Student Association Grants, Walter Tarbox Memorial Scholarship, and the John J. View Scholarship.

Syracuse Pulp and Paper Foundation Scholarships

Scholarships from the Syracuse Pulp and Paper Foundation, Inc. are awarded to undergraduate students in paper science and engineering who are United States citizens or permanent residents. SPPF scholarships and awards vary based on a student's cumulative grade point average. Entering freshman students will be reviewed for scholarships based on their high school academic record. Entering transfer students and ESF continuing students in PSE, who have a 2.75 cumulative gpa or higher, will be considered for scholarship assistance. Awards are renewed each semester subject to scholarship committee approval. Students entering the program should contact the Office of Financial Aid or the Syracuse Pulp and Paper Foundation for an application and further information.

State University Supplemental Tuition Assistance

The College annually awards small grants to a limited number of students with financial need as part of the State University Supplemental Tuition Assistance program.

Employment Opportunities

Federal College Work-Study Program

The College participates in the Federal College Work-Study Program, which provides part-time jobs during the academic year and full-time positions during the summer to students who need financial assistance to attend the College. Wages for these positions begin at above the minimum wage and increase as duties and responsibilities increase. The current wages are \$5.15 per hour during the academic year and \$6 per hour during the summer.

Job Locator Service

The College coordinates and maintains an active program of part-time and summer employment opportunities. Interested students should contact the Student Employment Coordinator in the Office of Financial Aid for additional information. The program is open to all ESF students seeking employment.

Loans

Federal Perkins Student Loans

Federal Perkins Student Loans, formerly known as National Direct Student Loans, are available to students with financial need who are enrolled at least half-time. Under the program, \$3,000 can be borrowed each year for four years, and a maximum of \$15,000 can be borrowed. A repayment plan, including 5 percent interest, begins nine months after the student leaves college. Deferment and cancellation benefits are available in certain situations. The average loan per student totaled \$1,631 in 1996-97.

Federal Stafford Student Loans

The Federal Stafford Student Loan program, formerly Guaranteed Student Loans, is administered by the College, through outside lenders and agencies for ESF students.

These loans are available from a bank or other lending agent to students who are registered at least half-time. Undergraduate students can borrow as follows: \$2,625 in the first year; \$3,500 in the second year; \$5,500 in the third, fourth, and fifth years up to a total of \$23,000. Graduate students can borrow \$8,500 a year up to a total of \$65,500.

Stafford Loans may be subsidized or unsubsidized or a combination. A subsidized loan is such that interest does not accrue while the borrower is in school. An unsubsidized loan is such that the borrower must make interest-only payment while in school, or allow interest payments to be added to the principal.

A repayment plan, with a variable percent interest, begins six months after the student leaves college. An additional 1 percent interest is charged at the time the loan is received. Applications are available at local banks. The average subsidized Stafford Student Loan was \$4,473 in 1996-97. The average unsubsidized Stafford Student Loan was \$3,426 in 1996-97.

Federal Parent Loan for Undergraduate Students

Parents of undergraduate students may borrow from local lending institutions up to the cost of attendance at ESF annually at an interest rate of 8.98 percent with a Federal Parent Loan for Undergraduate Students (PLUS). A repayment plan begins 60 days after receipt of the loan. Applications for PLUS loans are available at local lending institutions.

Emergency Loans

The College is able to provide some matriculated students interest-free, short-term loans. These 30-day loans are available through the support of the Alumni Association Short-term Loan Fund, the David B. Schorer Memorial Fund, and the Edward Vail Emergency Fund. For more information, contact the Office of Financial Aid.

Graduate Assistantships and Tuition Scholarships

Assistantships are awarded to students who have demonstrated scholarship and academic promise, and whose education and experience enable them to assist in laboratory instruction and research. The amounts of the assistantships range from \$7,600 per academic year to as high as \$18,000 for a calendar year. In addition, a tuition scholarship may be awarded. Students who hold an assistantship must be enrolled for full-time study as defined by graduate policies, and be making satisfactory progress toward completing their degree.

Beginning graduate students may apply for assistantships on their application for admission. Continuing graduate students should request a position description from their Faculty office.

Academic Policies

Undergraduate Policies

General Requirements

A student seeking a degree must be in matriculated status. All degree requirements must be completed through a combination of formally accepted transfer credits and/or courses taken at ESF and Syracuse University.

While a student is matriculated at ESF, all courses taken at ESF and Syracuse University to meet degree requirements must be graded on a scale of "A-F", and the grades will be computed in the grade point average. As an exception, at the discretion of the instructor, courses numbered 496 and 497 may be graded on a "Satisfactory/Unsatisfactory" basis. This must be announced on the first day of class and would apply to all students enrolled in that course section.

Credit Hour Load

To be classified as full-time, a student must register for at least 12 credit hours during a semester. A student may not register for more than 18 credits during a semester unless permission from the student's advisor is obtained.

Attendance

Students are expected to adhere to the attendance policy stated by each course instructor. Instructors may make attendance part of the course requirement.

Course Numbering System

Courses at ESF are numbered according to the following system:

- 100-499** Undergraduate courses for which no graduate credit may be given.
- 500-599** Graduate courses designed expressly for areas of specialization in postbaccalaureate programs. Qualified undergraduate students may enroll with permission of the instructor.
- 600-699** Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade point average of 3.000 or better may enroll in these courses with an approved petition.
- 700-999** Advanced graduate level courses for which no undergraduate students may register.

Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabi are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

Physical Education and ROTC

Physical Education and ROTC course credits may be used to satisfy elective requirements with the permission of the student's academic advisor.

Audits

Students may informally audit ESF courses with the permission of the course instructor. No record will be maintained of the informal audit nor will any grade be assigned. No fee is required for informal audits.

Students may formally audit courses with the permission of their academic advisor and the course instructor. They may not be used to satisfy any graduation requirements. Formally audited courses will appear on the students' transcripts and will be graded either "SAU" (satisfactory audit) or "UAU" (unsatisfactory audit). The grade will be assigned based on the criteria for audit established by the course instructor. Registration guidelines for audited courses are the same as for courses taken for credit.

Dropping or Adding Courses

Students may add courses with the approval of both their academic advisor and the course instructor and may drop courses with their advisor's approval and notification to the course instructor using a drop/add form until the last day for program adjustments as listed in the ESF calendar. Courses dropped during this time will not appear on the student's transcript. Courses that begin after the published add date may be added prior to the start of the course. Courses that last for less than one semester may be dropped no later than half way through the course. In either case, the student must submit a completed add/drop form.

For those students receiving financial support through the College, dropping courses that result in the student being less than full-time will have an impact on support received. Contact the Financial Aid Office for more detailed information.

Repeating Courses

Students may repeat any course previously taken either to earn a higher grade or because of a previous failure.

For all courses passed with a grade of "D" or better, credit hours carried and grade points earned will be included in the semester and cumulative grade point averages each time the course is completed. However, the credit hours for the course repeated may be counted only once toward meeting graduation requirements.

Courses in which a grade of "F" was assigned may be repeated. Upon successful completion of the repeated course, the grade earned will be included in the semester and cumulative grade point average, but the original grade of "F" and any subsequent grades of "F" in that course will revert to a grade of "R" on the transcript and will not be included in the grade point average.

Withdrawal from ESF

Students who withdraw on or before the "drop date" for a semester will have their records marked. "Withdrew on (date)." Courses will appear for that semester with the grade of "W."

Students who withdraw after the "drop date" for a semester, but on or before the last class day before the final examination period, will have either "WP" (withdraw passing) or "WF" (withdraw failing) listed after each uncompleted course. Students who do not withdraw on or before the last class day will have a grade of "A-F," "I," or "I/F" assigned by the instructor for each registered course.

Students who withdraw from ESF and in the future wish to return must apply for readmission. Prior to withdrawal from ESF, students must schedule an interview in the Office of Student Affairs and Educational Services.

Curriculum Requirements

The development and administration of course offerings, prerequisites, sequencing, and program requirements are primarily the responsibility of each program Faculty with the approval of the ESF Faculty.

Students must satisfy the requirements for graduation presented in the catalog in effect as of the date they first matriculate at ESF. Students may graduate under the requirements stated in any catalog issued subsequent to the one in effect the date they matriculate, but they may not use a prior catalog.

Students who change majors are required to submit a completed change of curriculum form approved by representatives of both programs and must complete all the requirements of their new major.

Evaluation

For each course completed, one of the following grades will be awarded:

<u>Grade</u>	<u>Definition</u>	<u>Grade Points</u>
A	Excellent	4.000
A-		3.700
B+		3.300
B	Good	3.000
B-		2.700
C+		2.300
C	Passing	2.000
C-		1.700
D	Minimum Passing	1.000
F	Failure	0.000
I/F	Unresolved Incomplete	0.000

In order to receive a bachelor's degree, a student must complete all courses taken as a matriculated student at ESF with a cumulative grade point average of at least 2.000.

Under conditions defined elsewhere, the following grades may be assigned, none of which yield grade points:

<u>Grade</u>	<u>Definition</u>
S	Satisfactory (equal to "C" or better)
U	Unsatisfactory (equal to below "C")
W	Withdraw
WP	Withdraw Passing
WF	Withdraw Failing
SAU	Audit (Satisfactory)
UAU	Audit (Unsatisfactory)
I	Incomplete
R	Failed course which was repeated

Grade Point Averages

Semester and cumulative averages are computed by dividing the total grade points earned by the total credit hours completed for all courses graded "A-F."

Incomplete Courses

A temporary grade of "I" may be assigned by an instructor only when the student is passing and has nearly completed the course, but because of circumstances beyond the student's control, the work is not completed. The incomplete grade must be resolved prior to the end of the semester following that in which the incomplete was received. At the request of the student and with a petition approved by the course instructor only, the incomplete may be extended one additional semester. If the incomplete is not resolved by the appropriate deadline, it will be changed to a grade of "I/F."

Academic Honors

President's Honors List

Students who carried 12 or more credits of coursework graded "A-F" and earned a minimum grade point average of 3.000 with no grades of "I" or "F" will be placed on the President's Honors List for that semester.

Graduation Honors

Students will be graduated with the appropriate honor if the following criteria have been met:

A minimum of 30 credits of ESF and Syracuse University courses have been completed as a matriculated, upper-division student.

A cumulative grade point average of: 3.000 - 3.333, *cum laude*; 3.334 - 3.829, *magna cum laude*; 3.830 - 4.000, *summa cum laude*.

Academic Dismissal

Students who earn less than a 2.000 cumulative grade point average shall have their records reviewed by the Dean of Instruction and Graduate Studies. Each student with less than this minimum cumulative grade point average shall be either placed on academic probation or dismissed from ESF. The action taken will be based upon an overview of the total academic record and the mathematical possibility for attaining a 2.000 cumulative average by the projected graduation date. The Dean of Instruction and Graduate Studies will inform each student in writing of actions taken.

Each student dismissed will be given the opportunity to appeal this action based on any extraordinary conditions which may have contributed to the unsatisfactory performance. This appeal must be made in writing and submitted to the Office of the Dean of

Instruction and Graduate Studies within the stated time limit. Each appeal will be reviewed by the Faculty Subcommittee on Academic Standards which will recommend to the Dean of Instruction and Graduate Studies either to sustain the dismissal or place the student on probation. The Dean of Instruction and Graduate Studies will take final action and so inform each student in writing. There is no appeal beyond this process.

Students who have been dismissed for academic performance may not reapply until at least one semester has elapsed. Students may not take any courses at ESF during this first semester following dismissal.

Students dismissed a second time for academic performance may not again be considered for readmission.

Graduation Requirements

Students are responsible for meeting the following requirements for graduation:

1. Matriculated status as an undergraduate student;
2. All program requirements must be satisfied;
3. A minimum cumulative grade point average of 2.000 (4.000=A) for all courses taken as a matriculated student at ESF;
4. At least 24 of the last 30 credits must be registered for through ESF;
5. Successful completion of a total of at least 120 appropriate college-level credits.

Exceptions to Curriculum and Academic Policy Requirements

Exceptions to academic policies stated in this document and curriculum requirements may be made by the Faculty Subcommittee on Academic Standards which may delegate this authority. Exceptions may not violate standards established by the State University of New York or the State Education Department.

Exceptions must be requested on a petition form which must have a recommendation from the student's advisor and Faculty Chair or designee. In those cases where an action is requested involving a specific course, the petition must also have a recommendation from the course instructor.

Graduation Rate

Of the freshman students who began their studies in the fall of 1992 at ESF, 67 percent received their degree, or continued in a five-year program, after ten semesters of study. For those who began in the fall of 1993, approximately 71 percent received their degrees or continued in a five-year program after eight semesters of study.

Of the transfer students who began their studies in the fall of 1993 at ESF, 77 percent received their degree, or continued in a five-year program, after eight semesters of study. For those who began in the fall of 1994, approximately 71 percent received their degree, or are continuing in a five-year program, after six semesters of study. Further information on student retention is available from the Office of Instruction and Graduate Studies.

Graduate Academic Policies

Statement of Objectives

The objectives of graduate degree programs at ESF are to educate graduate students to (1) think critically and independently, (2) comprehend the processes of science and effectively apply scientific and professional procedures, (3) attain proficiency in the current level of knowledge in their respective fields, (4) become competent in the requisite technical skills and tools, (5) practice high standards of performance as scientists, educators, and professionals, and (6) exercise ethical conduct in their relationships with colleagues, other professionals, and the public.

Admission

General Requirements

Admission to graduate studies is conditional upon review and acceptance of the applicant's credentials by appropriate Faculty members and upon the recommendation of the appropriate Faculty Chair to the Dean of Instruction and Graduate Studies. Employees of the College who carry faculty status in accordance with SUNY ESF faculty bylaws and are at or above the rank of assistant professor or equivalent, may not be in a matriculated status at the College. Required for admission are at minimum a bachelor's degree from a recognized institution, and generally an academic record showing at least a "B" average for junior and senior years of the baccalaureate program or for the master's program. Also required are Graduate Record Examination

scores and for some degree programs, advanced test scores; supporting letters of recommendation; and a statement of educational and professional goals. The Graduate Record Examination may be waived by a Faculty Chair, or Graduate Coordinator, on an individual basis.

While a student is matriculated at ESF, all coursework taken at ESF and Syracuse University to meet degree requirements must be graded on a scale of "A-F", and the grades will be computed in the grade point average. As an exception, at the discretion of the instructor, courses numbered 796 and 797 may be graded on a "Satisfactory/Unsatisfactory" basis. This must be announced on the first day of class and would apply to all students enrolled in that course section. Courses numbered 898, 899, and 999 are graded on a "Satisfactory/Unsatisfactory" basis.

International Students

The College accepts international students in graduate programs if they can satisfy regular admission requirements. In addition, those who do not have an undergraduate or graduate degree from a college or university at which English was the language of instruction, must demonstrate proficiency in the English language through achievement of a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).

Degrees

Three Master's Degrees are offered at ESF: The Master of Science, Master of Landscape Architecture, and Master of Professional Studies. Degree requirements are listed below.

Master of Science Degree

The Master of Science (MS) degree is an academic degree offered in the following programs: environmental and forest chemistry, environmental and forest biology, forest resources management, environmental and resource engineering, environmental science, and landscape architecture.

To complete this degree, in addition to completion of necessary coursework, students must prepare a thesis which investigates a problem that initiates, expands, or clarifies knowledge in the field. Students are required to define an appropriate problem for investigation; review relevant information; develop a study plan incorporating investigative techniques appropriate to the problem; implement the plan; and relate the results to theory or a body of knowledge in the field.

The minimum credit hour requirement is the successful completion of 30 graduate credits distributed between coursework and thesis. The applicable distributions will be determined by individual Faculties to suit program objectives, with the understanding that a minimum of 18 credits is awarded for graduate level coursework and a minimum of 6 credits is awarded for the thesis. The student's study plan must be approved by the major professor and Faculty Chair. The student must successfully defend the thesis for degree completion. The thesis is prepared and bound according to College standards, deposited in Moon Memorial Library, and submitted for microfilming to University Microfilms International (UMI).

Master of Professional Studies Degree

The Master of Professional Studies (MPS) degree is intended to be a terminal degree. The MPS is offered in the following degree programs: environmental and forest biology, forest resources management, environmental and resource engineering and environmental science.

This degree requires the successful completion of a minimum of 30 credits at the graduate level, of which at least 24 must be in coursework. The student's study plan must be approved by the major professor and Faculty Chair.

In addition, individual programs may require an integrative experience such as an internship, team project, and/or comprehensive examination. If an examination is required, it is developed and managed by the Faculty responsible for the program.

Master of Landscape Architecture Degree

The Master of Landscape Architecture is a first professional degree in landscape architecture. This degree requires successful completion of a minimum of 66 credit hours of which at least 48 must be graduate coursework. The student's study plan must be approved by the major professor and Faculty Chair.

Doctor of Philosophy Degree

General Requirements

The Doctor of Philosophy degree is an academic degree offered in the following degree programs: environmental and forest chemistry, environmental and forest biology, forest resources management, environmental and resource engineering, and environmental science. The Doctor of Philosophy (Ph.D.) degree requires a minimum of 60 graduate credits, of which 30 to 48 credits are for coursework and 12 to 30 credits are

awarded for dissertation. Individual Faculties will determine the applicable credit hour requirements within these ranges to reflect individual program requirements and emphases. The graduate credits earned for a master's degree that are applicable to a student's doctoral study plan are determined on an individual basis by the steering committee. The student must pass the doctoral candidacy examination covering selected fields of study at least one year prior to dissertation defense, and successfully defend the dissertation. The dissertation must be prepared according to College standards and will be deposited in Moon Memorial Library, and submitted for microfilming to University Microfilms International (UMI).

Tool Requirements

Doctoral students must demonstrate competence in at least one research tool as a requirement for graduation. Such tools include statistics, computer science, or the ability to translate technical articles in a language, other than English, commonly used in science. Tool requirements and standards for each doctorate program will be determined by the corresponding program Faculty.

Student Advising and Study Plan

Major Professor: Appointment and Responsibilities

The student's major professor is appointed by the Dean of Instruction and Graduate Studies, upon the recommendation of the Faculty Chair. A major professor should be appointed upon the student's matriculation into a graduate program. For the graduate student accepted into a graduate program but lacking a major professor, a temporary advisor will be appointed by the Faculty Chair. However, every effort should be made to expedite appointment of a major professor as soon as possible.

It is the duty of the major professor to fulfill a primary role as the student's mentor. Aided by other members of the steering committee, the major professor guides the student in the development and implementation of the study plan, including course selection, research planning, choice of the professional experience, facilitation of the examination schedule, and reviews of thesis or dissertation drafts, including a complete review of the thesis or dissertation before the final copy is presented for defense.

Steering Committee: Appointment and Duties

The steering committee for Master of Science and doctoral students is composed of the major professor and at least two faculty members or other qualified persons. The steering committee for Master of Professional Studies students is composed of the major professor and at least one other faculty member or other qualified persons. Other qualified persons include faculty at other institutions, or other recognized professionals.

The student's steering committee is appointed by the Dean of Instruction and Graduate Studies, upon the recommendation of the Faculty Chair. The steering committee should be appointed within the first semester. For all students, the steering committee must be established and must have met by the end of the third semester of graduate study.

The steering committee assists the student in the development of the study plan, including the development of the student's research or professional experience. The steering committee guides the development of the thesis or dissertation, including a review of the thesis or dissertation before the final copy is presented for defense.

Student's Study Plan

The student's study plan (Form 3B) includes an individualized sequence of courses and a plan for research or professional experience. The study plan, developed by the student with the advice and approval of the major professor and other members of the steering committee, must be submitted to the Faculty Chair for approval and then forwarded to the Dean of Instruction and Graduate Studies at least by the end of the third semester. The study plan can be changed during the course of each student's studies. Changes must be approved by the major professor, Faculty Chair, and the Dean of Instruction and Graduate Studies.

Examinations

Doctoral Preliminary Examination

The requirement for this examination is determined by individual Faculties. The purpose of this examination is to assess the entering student's basic knowledge in the chosen field of study. The results of this examination may be used to determine the student's suitability for the doctoral program and as a guide in selecting coursework and developing a program of study.

Doctoral Candidacy Examination

The objectives of this examination are to determine the student's breadth and depth of knowledge in the chosen field of study and to assess the student's understanding of the scientific process. The doctoral candidacy examination is taken when the majority of coursework is completed. This examination must be taken at least one year prior to the dissertation defense.

Upon the recommendation of the appropriate Faculty Chair, the Dean of Instruction and Graduate Studies appoints the doctoral candidacy examination committee consisting of the student's major professor, the student's steering committee, and an additional faculty member from an appropriate area. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from the Faculty of the student's degree program. The examination must have both written and oral components. The student must consult with staff in the Office of Instruction and Graduate Studies at least one month prior to establishing any dates or arrangements for the examination to ensure all necessary committee appointments are made.

The role of the examination committee chair is to manage the examination, ensure its integrity, and represent the interests of the faculty and student. Any member of the faculty may be an observer. The student examinee may invite a silent student observer to attend the oral examination.

Written Examination: There are two alternative forms for the written component, as follows:

Form 1: The chair of the examining committee receives written questions or problems addressing the objectives of this examination. The committee chair reviews the questions and may convene the committee to discuss the examination and ensure that questions are appropriate and fair.

The major professor administers the written examination. Usually, one-half day is allocated to questions submitted by each examiner. Upon completion by the student, the examination questions are reviewed and graded by the committee members who prepared them. Then, the entire examination is reviewed by the committee.

Form 2: The student prepares a written report on a topic or problem assigned by the examining committee. The topic or problem must meet the objectives of this examination and its content cannot be directly related to the student's thesis research. The student has approximately one month to develop a thorough understanding of the assigned topic and prepare a written report. The report is reviewed by committee members and committee chair.

Oral Examination: Following the written examination under Form 1, or completion of the report under Form 2, the committee meets with the student for an oral examination usually lasting two hours. However, the duration can be longer if required. The questions may address the report or other areas appropriate to the objectives of the examination, including subject matter in allied fields. At the conclusion of the examination period, the student examinee and observers are excused from the room and the examination committee determines whether the student has passed the examination. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the first doctoral candidacy examination. The student can request a second examination. A student is considered to have passed the second examination if there is no more than one negative vote. A student who has failed the second examination is terminated from the graduate program.

Thesis or Dissertation Defense Examination

At the conclusion of the study and research program, each Master of Science and doctoral candidate must successfully defend the thesis or dissertation. The objectives of the defense examination are (1) to probe the validity and significance of the data and information presented, (2) to assess the student as a critical thinker and data analyst, (3) to evaluate the student's scientific creativity, including the student's ability to relate research results to scientific theory within the chosen field, and (4) to present the results effectively in writing.

Upon the recommendation of the appropriate Faculty Chair, the Dean of Instruction and Graduate Studies appoints the defense examination committee. It consists of members of the steering committee, and at least one additional faculty member for the master's degree examination and two additional faculty members or other qualified persons for the doctoral degree examination. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from the student's degree program. The student must consult with staff in the Office of Instruction and Graduate Studies at least one month prior to establishing any dates or arrangements for the examination to ensure all necessary committee appointments are made.

This oral examination covers principally the material in the thesis or dissertation, as well as literature and information relating to it.

The role of the examination committee chair is to manage the defense, ensure its integrity and represent the interests of the faculty and student. Any member of the faculty may be an observer. The student examinee

may invite a silent student observer to attend the examination. The defense examination usually lasts two hours, although this time period may be extended as required. At the completion of the examination, the candidate and observers are excused from the room and the examination committee determines whether the candidate has successfully defended the thesis or dissertation. The committee chair has the option to vote. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the first defense examination. A student who fails the first defense may request a second defense. At the second defense, the student has passed the defense if there is no more than one negative vote. A student who has failed the second defense is terminated from the graduate program.

Evaluation

Grades

For each course completed, one of the following grades will be awarded:

<u>Grade</u>	<u>Definition</u>	<u>Grade Points</u>
A	Excellent	4.000
A-		3.700
B+		3.300
B	Satisfactory	3.000
B-		2.700
C+		2.300
C		2.000
C-	Minimum Passing	1.700
F	Failure	0.000
I/F, I/U	Unresolved Incomplete	0.000

Under conditions defined elsewhere, the following grades may be assigned, none of which yield grade points:

<u>Grade</u>	<u>Definition</u>
W	Withdraw
WP	Withdraw Passing
WF	Withdraw Failing
S	Satisfactory (equal to "B" or better)
U	Unsatisfactory (equal to below "B")
SAU	Audit (Satisfactory)
UAU	Audit (Unsatisfactory)
I	Incomplete

Grade Point Average

Semester and cumulative averages are based on graduate level courses only and are computed by dividing the grade points earned by the credit hours completed in all courses graded "A-F."

Incomplete Courses

A temporary grade of "I" may be assigned by an instructor only when the student is passing and has nearly completed the course, but because of circumstances beyond the student's control, the work is not completed. The incomplete grade must be resolved prior to the end of the semester following that in which the incomplete is received. At the request of the instructor, under extraordinary conditions, the incomplete may be extended for one additional semester. If the incomplete is not resolved by the appropriate deadline, it will be changed to a grade of "I/F" or "I/U."

Academic Performance, Credit Hour Load, Transfer Credit, and Time Limits

Academic Performance

Students who earn less than a 3.000 cumulative grade point average for graduate level course, or who receive two or more grades of Unsatisfactory ("U") for work on their thesis or dissertation shall have their records reviewed by the Dean of Instruction and Graduate Studies. Each student with less than this minimum cumulative grade point average, or with two or more grades of "U", shall be either placed on academic probation or dismissed from ESF. The action taken will be based upon a recommendation from the student's major professor and Faculty chair. The Dean of Instruction and Graduate Studies will inform each student in writing of actions taken.

Each student dismissed will be given the opportunity to appeal this action based on any extraordinary conditions which may have contributed to the unsatisfactory performance. This appeal must be made in writing and submitted to the Office of the Dean of Instruction and Graduate Studies within the stated time limit. Each appeal will be reviewed by the Faculty Subcommittee on Academic Standards which will recommend to the Dean of Instruction and Graduate Studies either to sustain the dismissal or place the student on probation. The Dean of Instruction and Graduate Studies will take final action and inform each student in writing. There is no appeal beyond this process.

Students who have been dismissed for academic performance may not reapply until at least one semester has elapsed. Students may not take any courses at ESF during this first semester following dismissal.

Students dismissed a second time for academic performance may not again be considered for readmission.

Credit Hour Load

To meet academic requirements, graduate students must be registered for at least one credit each semester, excluding summers, from the first semester of matriculation until all degree requirements have been completed. Failure to register for each semester will result in the student being withdrawn from graduate study and, if the student wishes to return in the future, a new application must be filed and reviewed prior to readmission. Students are required to register for at least one credit in the summer if they will complete all requirements during that time. There is no full-time credit hour load to meet academic requirements.

Graduate students who hold an assistantship and/or a tuition scholarship must be in a full time status each semester while holding such an award. Usually registration for nine credits equates to full time status for a student holding an assistantship.

Graduate students not holding an assistantship are considered full-time if they are registered for at least 12 credits each semester.

Master's students who have met all academic requirements except for their thesis defense or an examination and all doctoral candidates (i.e., those who have successfully completed their doctoral candidacy examination) will be considered full time if registered for at least one credit of thesis/dissertation research, professional experience, or independent study and have their major professor verify in writing they are working full time on the completion of degree requirements.

For the summer, graduate students will be considered full time if registered for at least one credit of thesis/dissertation research, professional experience, or independent study and have their major professor verify in writing they are working full time on the completion of degree requirements.

Dropping or Adding Courses

Students may add courses with the approval of both their academic advisor and the course instructor and may drop courses with their major professors's approval and notification to the course instructor using an appropriate drop/add form until the last day for program adjustments as listed in the ESF calendar. Courses dropped during this time will not appear on the student's

transcript. Courses that begin after the published add date may be added prior to the start of the course. Courses that last for less than one semester may be dropped no later than half way through the course. In either case, the student must submit a completed add/drop form.

For those students receiving financial support through the College, dropping courses that result in the student being less than full-time will have an impact on support received. Contact the Financial Aids Office for more detailed information.

Transfer Credit

Up to six credits of graduate coursework in which a minimum grade of B was earned from an accredited institution and not used to complete another degree may be accepted towards completion of a master's or doctoral degree as approved by the steering committee.

Time Limits

Graduate students must complete all requirements for the Master of Professional Studies and Master of Science degree within three years, and the Master of Landscape Architecture within four years, of the first date of matriculation or they may be withdrawn from graduate study. For the doctoral degree, students must complete all degree requirements within three years of passing the doctoral candidacy examination, or they will be required to retake the candidacy examination.

Area of Study

The general area of study for each master's or doctorate student is implied by the title of the program in which the degree is awarded. Areas of study may be established within degree programs by individual Faculties that further define the student's area of specialization. The student's area of study is listed on the student's transcript if identified on the study plan.

Additionally, each Faculty may offer minors identifying ancillary areas of study that may be appropriate for the degree program. A minor is equivalent to 12 or more graduate credits earned in the minor area. Courses in a minor area must be taken outside of the student's area of study. A minor is identified on the student's transcript. A minor professor must be appointed to the student's steering committee for each minor elected, in addition to the minimum complement of steering committee members. Each minor professor can replace an additional examiner.

Competency in Communication Skills and Graduate Seminars

Communication Skills

All students entering graduate programs at ESF are expected to be proficient in communication skills, including technical writing and library skills. Students are required to have completed at least one course in technical writing and one course in library usage, either as an undergraduate or as a graduate student. Credits for such courses taken during the graduate program are not counted towards degree requirements. Alternatively, graduate students can meet the requirement by demonstrating the equivalent in experience in writing and library skills, as determined by the steering committee.

Seminars

Participation in seminars, including the preparation and presentation of technical material, is vital to the student's graduate education. All graduate students at ESF are required to participate in graduate seminars, as follows:

Topic Seminar: Each graduate student is expected to participate in topic seminars, including presentations, as determined by the individual Faculty. This requirement can be fulfilled, with appropriate approval, by seminars offered at Syracuse University or the SUNY Health Science Center at Syracuse.

Capstone Seminar: Students completing the Master of Science degree or the Ph.D. degree, are required to present a "capstone seminar" on their thesis or dissertation research. Other masters' students may be required to present a capstone seminar on a topic chosen in consultation with the major professor and steering committee. The purpose of the capstone seminar is to provide an opportunity for the graduate student to present technical information to a critical body of professionals and peers. This seminar will be presented prior to the thesis or dissertation defense and should be attended by the student's steering committee. Each seminar is open to the College community and will be announced collegewide to encourage attendance by students and faculty.

Course Numbering System

Courses at ESF are numbered according to the following system:

- 100-499** Undergraduate courses for which no graduate credit may be given.
- 500-599** Graduate courses designed expressly for areas of specialization in postbaccalaureate programs. Qualified undergraduate students may enroll with permission of the instructor.
- 600-699** Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade point average of 3.000 or better may enroll in these courses with an approved petition.
- 700-999** Advanced graduate level courses for which no undergraduate students may register.

Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabi are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

Standards for Theses, Dissertations, and Professional Experience Reports

Collegewide standards for theses and dissertations are developed and specified by the Moon Library Faculty in consultation with the various Faculties and are available in the Office of the Dean of Instruction and Graduate Studies.

Statement of "Good Academic Standing"

The term "in good academic standing" means that a student is eligible or has been allowed to register for and undertake academic coursework at the College for the semester in question. In some instances the College may define a student as being "on academic probation." The mechanism of academic probation, including any accompanying constraints upon a student's activities, is intended merely as an educational device designed to encourage greater effort on the part of students who are having difficulty in meeting certain academic standards. Placement on academic probation may precede denial of the

right to register for academic coursework if certain conditions are not met, but a student on academic probation is considered to be in good academic standing. Any question concerning whether or not an individual student is in good academic standing will be determined by the Dean of Instruction and Graduate Study.

Religious Beliefs Law

Students unable, because of religious beliefs, to attend classes on certain days are guided by Section 224a of the New York State Education Law which is as follows:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that one is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which may have been missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of implementation of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of rights under this section.

Student Life

Housing

College students may seek housing with Syracuse University Residence Services, or one of the many off-campus options. The College of Environmental Science and Forestry does not operate its own residence facilities or food service.

Unless they commute from home, freshmen are expected to live in Syracuse University residence halls. ESF students are "clustered" in areas of the residence hall system.

Syracuse University housing is within walking distance of the ESF campus, but students may ride free shuttle-buses or city buses between campus and their residence. Students have a choice of living centers, which includes large residence halls, apartment houses, fraternity and sorority houses, or cooperative units. Freshmen and sophomores typically are assigned to traditional residence halls on the main campus, while upperclass students may opt for South Campus apartments. Student resident advisors live on each floor or in each unit of residences, and are available for counseling, advisement, and referral services. Contracts for room and board made with Syracuse University cover a full academic year — both fall and spring semesters — and are not normally renegotiable during that time period.

Syracuse University also has housing for married students and their families available in the South Campus area.

For more information about costs and availability, contact the Office of Housing, Meal Plans, and ID Card Services, 202 Steele Hall, Syracuse University, Syracuse, New York 13244, (315) 443-2721.

Students who prefer to find their own housing can get a free list of area apartments from Alternative Action Services (ALTERACTS), (315) 443-3455, which is a student-run organization located in the Schine Student Center at Syracuse University.

Child Care

Onondaga County offers a variety of options for child care. These include licensed day care centers, programs for school age children, nursery and preschool programs, and regulated family childcare homes. The Child Care Council of Onondaga County offers a free referral service. For more information, telephone (315) 446-1220.

In addition, two neighboring educational institutions have on-site child care facilities. Syracuse University Day Care Center, (315) 443-4482, can accommodate 60 children from 2 months to 5 years of age. The SUNY Health Science Center Child Care Center, (315) 464-4438, can accommodate 66 children from 8 weeks to 5 years of age. Both centers welcome the children of ESF students on a space available basis.

Food Services

Syracuse University offers different meal plans to help meet the various needs and interests of individual students. Students living in residence halls without full kitchen facilities are required to subscribe to a meal plan, while students living in university apartments, co-ops, fraternities and sororities, or off-campus, may purchase a meal plan if they so desire.

The College does not provide food services. However, The Gallery, located in the basement of Marshall Hall, offers snacks and light meals weekdays during the academic year.

Health and Medical Facilities

Students may consult a physician for medical care or health advice at the Syracuse University Health Service, 111 Waverly Avenue, (315) 443-2666. Full-time students are entitled to unlimited visits to the outpatient clinic and 10 days of ordinary medical care and confinement in the infirmary per college year. Infirmary stays totaling more than 10 days will be charged at prevailing infirmary rates. There are separate charges for all X-rays, medications, and some laboratory tests.

Student accident or health insurance plans not only supplement the usual infirmary privileges, but can provide health protection during the summer months when students are not under the care of the Health Service. Married students with dependents who are not covered by Health Service privileges are strongly urged to purchase health insurance made available to students through ALTERACTS.

All international students, as well as faculty and students planning to study abroad, are required to carry health and accident insurance supplied by the State University of New York. Further details about this policy are available from SU's International Student Office, 310 Walnut Place, (315) 443-2457, or from the ESF Office of Student Affairs and Educational Services.

Services

College Career and Counseling Services

The Office of Career and Counseling Services is available to students who seek the advice of an experienced counselor, and should be contacted whenever personal questions or problems arise.

The Career and Counseling Services staff helps students adjust to life at ESF, successfully graduate from the College, and make the transition into the work force. Through various presentations, counseling sessions, group activities and workshops, students can develop their decision-making, studying, and time-management skills. Other programs explore the adjustments students must make when entering college or transferring between institutions.

The office also provides career counseling to meet the individual needs of students at various stages of their education and/or employment search through a variety of materials and presentations. The career services offered include skills development workshops, job lists, on-campus recruiting visits, company literature, career newsletters, and reference information. A bi-weekly job list is provided to new graduates and alumni by subscription.

The office also conducts an annual Placement Survey to monitor the success and progress of ESF graduates. The reports are available at the Office of Career and Counseling Services.

Syracuse University offices provide additional assistance for a broad range of concerns or difficulties include the Office of Student Assistance, the Counseling Center, the Goldberg Marriage and Family Therapy Center, the Hendricks Chapel staff and denominational chaplains, the Psychological Services Center, the Office of International Services, and the Campus Mediation Center. Students who want an analysis of their aptitudes, abilities, and interests may seek assistance at the university's Testing and Evaluation Service Center.

Academic Support

Academic support services for learning disabled students, as well as students requiring tutorial and remedial assistance, are available through the Syracuse University Center for Academic Achievement. Students with identified learning disabilities should contact the ESF Office of Student Affairs and Educational Services so that appropriate services can be provided.

Services for Disabled Students

Students who experience temporary disabilities or incapacitating injuries that require special transportation or classroom assistance should contact the Office of Student Affairs and Educational Services.

The office staff provides specialized support services and helps more permanently disabled students obtain maximum academic, social, and cultural benefits within the College community. The College is also prepared to respond to disabled students' needs for personal and career counseling, and job placement assistance. For further information contact the Office of Student Affairs and Educational Services, or the College's 504 Coordinator in the Office of Administration.

The Gebbie Speech and Hearing Clinics at Syracuse University provide free remedial assistance to all regularly enrolled students who may have hearing, speech, and/or voice disabilities. To reach Syracuse University Disabled Student Resources/Office for Student Assistance, 306 Steele Hall, telephone (315) 443-4357, or 443-5019 for a Telecommunication Device for the Deaf (TDD).

The College maintains liaison relationships with local and state rehabilitation agencies, including the Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Students should contact the proper agency for specific information about eligibility.

Public Safety

The Public Safety Department at ESF operates 24 hours per day, seven days per week. There is also a network of emergency telephones and intercoms throughout the campus.

Anything of a dangerous or suspicious nature should be reported to the Public Safety Department office in the basement of Bray Hall, (315) 470-6666. The department also handles questions about on-campus parking and off-hour entrance to campus buildings.

Extracurricular Activities

Students at the College can choose from extracurricular activities at both ESF and Syracuse University, as well as within the City of Syracuse, Onondaga County, and the surrounding area.

At ESF

The Undergraduate Student Association (USA) and the Graduate Student Association (GSA) are the official representative bodies on campus governing student organizations. Both undergraduate and graduate students elect representatives from each Faculty to the associations, which manage the affairs and respond to the concerns of their constituents.

The two organizations sponsor a variety of events funded by student activity fees. The events include the All-College Welcome Back Picnic held the first weekend of the fall semester; the Fall Barbecue, a day of informal team competition and outdoor fun held as part of Family and Friends Weekend; the December Soirée, a formal dinner dance; and the Spring Awards Banquet, where students, faculty, and staff are recognized for their contributions to the College community. The associations also host several graduate and all-campus "TGIFs" each semester.

The GSA produces the *Graduate Student Handbook* to assist new graduate colleagues in becoming acclimated to the College. The organization also sponsors an annual professional lecture series, and several social events enjoyed by students, staff, and faculty.

Several other campus organizations offer students opportunities to broaden their knowledge, gain experience and leadership skills, and meet other students with similar interests. These groups include the Bob Marshall Club, an organization of students concerned about the future of the Adirondack Mountains; the Forestry Club, sponsor of the intercollegiate Woodsmen's Team; Forest Engineers Club; Mollet Club, an organization of landscape architecture students; Papyrus Club; Student Construction Association; Nordic Ski Club, Student Environmental Action Coalition; and the Recycling Club.

Other groups include the: Habitat for Humanity, honor society *Alpha Xi Sigma*, which sponsors service activities and campuswide events, and *Kappa Phi Delta*, an ESF-affiliated social-professional fraternity located in Syracuse University's "Greek" neighborhood; *Gamma Delta Theta*, founded in 1991 as ESF's first and only sorority; Chi Alpha Christian Ministries; and the Baobab Society, representing the interests and concerns of under-represented student populations at the College.

There are also student chapters of The Wildlife Society, the Society of American Foresters, the American Fisheries Society, the American Society of Landscape Architects, the Association for Women in Science, and the American Water Resources Association.

The school's two major student publications are the *Knothole*, a weekly newspaper, and the *Empire Forester*, an annual yearbook which has won several awards.

For more information about extracurricular activities contact the Office of Activities and Organizations.

At Syracuse University

Students at the College enjoy the same privileges as Syracuse University students. They may participate in student government or join any of the scores of Syracuse University student groups, which include a wide variety of clubs, the International Student Association, religious and military organizations, and professional and honor societies.

College students may also perform with the Sour Citrus Society "pep" band, Hendricks Chapel Chorus, Black Celestial Chorale Ensemble, and other performance/arts organizations.

The Archbold and Flanagan gymnasiums are the center of athletics and physical education at Syracuse University, and are adjacent to the ESF campus. Additional indoor facilities are available at Manley Field House and the Carrier Dome, which is the site of Syracuse University's home football, basketball, and lacrosse games. The Women's Building offers instructional, social, and recreational facilities around the corner from the College quad. Facilities on South Campus include a lodge, 22 tennis courts, and a Nautilus exercise room in the Goldstein Student Center.

Although students at the College can take part in Syracuse University club and intramural sports, the university does not allow ESF students to participate on its Division I intercollegiate teams due to National Collegiate Athletic Association guidelines.

ROTC Opportunities

Many students attending the College are eligible to participate in the Army or Air Force ROTC Program at Syracuse University.

The Reserve Officer Training Corps programs consist of both two- and four-year programs. Students attending the College for two years can gain admission to either the Army or Air Force program through participation in summer training. Both four- and six-week camps and on-campus programs are available to suit the individual needs of students. The ROTC programs offer academic instruction, alternate and supplementary career opportunities, leadership experience, and financial aid.

For more information contact Air Force ROTC, 303 Archbold Gymnasium, (315) 443-2461, and/or Army ROTC, 308 Archbold Gymnasium, (315) 443-2462.

Alumni Association

The Alumni Office serves as the liaison between the College, the Alumni Association Board of Directors, and ESF's more than 15,000 alumni. The association supports educational programs through scholarships, publishes a quarterly newsletter, and represents concerns of ESF graduates.

Student Rules and Regulations

The complete guidelines for academic and social conduct for all students attending the College are found in the *ESF Code of Student Conduct* and the *Student Handbook*, which are distributed annually. The guidelines pertain to all students, and it is each student's responsibility to be familiar with the regulations and to abide by them.

All students receive copies of informational materials related to prevention of sexual harassment, campus security and crime statistics, and drug-free campus programs.

Syracuse

The College of Environmental Science and Forestry is adjacent to Syracuse University on one of several hills that overlook downtown Syracuse and nearby Onondaga Lake. The greater metropolitan area is home to more than 750,000 people and offers a variety of cultural, educational, and recreational opportunities.

The city has several fine museums, including the Everson Museum of Art with its outstanding collection of works by local, national, and international artists. Syracuse Stage is known for its professional theater productions, while the Syracuse Symphony Orchestra is one of the nation's finest, and the downtown Civic Center features performing artists from around the world. The area features several colleges and universities. The State University of New York Health Science Center at Syracuse, Le Moyne College, and Onondaga Community College join ESF and Syracuse University in the city, while Cazenovia College is nestled in a nearby suburb. There are many other institutions of higher education within a short drive, including Colgate University, Cornell University, Hamilton College, Ithaca College, SUNY Cortland, SUNY Oswego, and Utica College.

There are nine major community parks in the city, and numerous county and state parks. The Beaver Lake Nature Center and Montezuma National Wildlife Refuge are within a short distance. The Adirondacks, Lake Ontario, the Finger Lakes, downhill and cross-country skiing facilities, and golf courses are also within easy driving distance, and make Central New York a haven for recreation and nature lovers.

Once home of the salt industry, the "Salt City" is now a metropolitan area of diversified industry and commerce. The area is a leader in the manufacture of air-conditioning equipment, automotive parts, china, pharmaceuticals, lighting equipment, and medical diagnostic equipment.

Syracuse is called the Crossroads of New York State, because it is situated at the intersection of two major highways: the 500-mile east-west New York State Thruway (Interstate 90) and the north-south Penn-Can Highway (Interstate 81). The highways cut the driving time to New York City, Boston, Philadelphia, Toronto, or Montreal, to approximately five hours, while Buffalo and Albany are less than three hours away.

The city is also served by the modern Hancock International Airport, Amtrak, and major bus lines, which makes it a convenient home for students and faculty alike.

The Campuses

The College operates a multiple campus system with regional campuses and field stations located in Syracuse, Tully, Wanakena, Warrensburg, Cranberry Lake, Newcomb, and Clayton. This system is composed of about 1 million square feet of facilities in 186 buildings on 25,000 acres of land.

The Syracuse Campus

The main campus in Syracuse lies on 12 acres adjacent to Syracuse University in an area that traditionally has been known as "The Hill." The principal instructional programs at the bachelor's, master's, and doctoral degree levels are on the Syracuse campus. In addition, the main campus houses a wide-variety of important research organizations.

A vast array of programs are housed in the five main academic buildings: Baker Laboratory, Jahn Laboratory, and Walters, Bray, Marshall, and Illick Halls. The main campus is also home to Moon Library.

Moon Library

The F. Franklin Moon Library and Learning Resources Center contains more than 106,000 cataloged items, 1,846 serials and abstracts, and receives 1,084 journals. The collection constitutes a specialized information source for the chemistry, engineering, forestry, environmental science, and landscape architecture programs of the College. The collection has 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 and engineering, photogrammetry, silviculture, soil science, water resources, world forestry, wildlife biology, wood products engineering, and zoology.

The Syracuse University libraries, including the Science and Technology Library immediately adjacent to the ESF campus, and the libraries at the SUNY Health Science Center at Syracuse are within walking distance of ESF. The Moon Library shares a library system with Syracuse University.

Other collections located throughout New York State and the United States are readily accessible through inter-library loan. All Syracuse University collections may be searched by using the on-line public

access catalog located in Moon Library and through the web client on the World Wide Web. Moon is a member of the SUNY OCLC network for cataloging and inter-library loans.

The library building opened in 1968, and can seat 400 people. The main reading areas are located on the upper level adjacent to the open stacks, and are divided by the catalog workstations and reference service area. The library contains a current periodical room, a bibliographic center containing indexes and abstracts, individual study carrels, CD workstations, and library faculty offices. The Hoverter Archives and special collections, a conference room, a computer laboratory, and additional offices are located on the lower level.

The archives contains historical items relevant to the College and forestry development in New York State. The special collections area of the archives includes rare and valuable books and folios, as well as the Fletcher Steele collection on landscape architecture and the Thomas Cook collection on papermaking.

Services provided by the library faculty and staff include a credit course in library research, orientation programs, class lectures, study guides, user aids, and reference desk services.

Academic Computing Services

The use of information technology is critical to the educational experience at the College. Four public clusters of microcomputers are maintained as combinations of open-shop/classroom facilities for general College-wide use. All clusters are open seven days a week during most of the academic year. The clusters in both Baker Laboratory and Moon Library consist mainly of Windows/DOS (IBM compatible) and some Apple Macintosh microcomputers. Compatible plotters, laser printers, and dot-matrix printers are also found in these locations. Academic Computing supports users of technology at ESF by maintaining the software that is available over the network and resident on particular machines including a variety of word processing, CAD/graphics, statistics, database manager/spreadsheets, programming language compilers and miscellaneous course-specific software. Student consultants and Academic Computing staff are available to assist students with computing needs.

Additional semi-public clusters of microcomputers are provided for specialized uses such as graphics and geographic information systems. The specific descriptions of these sites are located within the Faculty section of this Catalog. For information regarding the location, hours of operation, and particular hardware and software available at these semi-public clusters, please contact the appropriate Faculty secretary, faculty member, or your advisor.

All DOS computers are networked to the ESF academic server with connections to Syracuse University's time-sharing computers and the Internet. Students owning computers and a modem to have access to a dial-up service through Syracuse University.

Analytical and Technical Services

Analytical and Technical Services (A&TS) provides an array of centralized analytical services such as gas chromatography-mass spectrometry, nuclear magnetic resonance spectrometry, and inductively coupled plasma emission spectrometry. A&TS also provides other services including operating a chemical and laboratory apparatus stockroom, microcomputer repair, instrument and equipment repair, micromechanical repair and experimental apparatus fabrication, and scientific glassblowing.

Specialized Facilities

Specialized facilities on the Syracuse campus include electron microscopes, plant growth chambers, air-conditioned greenhouses, a bio-acoustical laboratory, radioisotope laboratory, computing center, and specialized instrumentation, including a 300 MHz nuclear magnetic resonance spectrometer with both liquids and solids capability, electron spin resonance spectrometer, gas chromatography, mass spectrometer, ultracentrifuge, and X-ray and infrared spectrophotometer.

The paper science and engineering laboratory features a semicommercial paper mill with accessory equipment. The Faculty of Construction and Wood Products Engineering has a complete strength-of-materials laboratory as well as a pilot-scale plywood laboratory and a machining laboratory.

Greenhouses and forest insectary are used to produce plant and insect material for classroom and laboratory instruction. Extensive collections are available for study, including wood samples from all over the world, botanical materials, insects, birds, mammals, and fishes.

Instructional Development, Evaluation and Services

The Office of Instructional Development, Evaluation and Services (IDEaS) demonstrates ESF's commitment to instructional excellence. The purpose of IDEaS is to enhance Collegewide awareness of and attention to issues of instructional developments through a variety of programs and services that support and enrich teaching and learning at ESF. Services include consultation with individual faculty members; collaboration with faculty on special course, program, or educational research and development projects; a *Seminars on Instruction* series; a newsletter, *Focus on Teaching and Learning at ESF*; an annual *Graduate Assistant Colloquium and Orientation to Teaching and Learning at ESF*; and an ongoing instructional and assessment process. IDEaS also supports the teaching, research, and public service programs of the College through consultation on the acquisition and use of educational technology; media equipment distribution and maintenance; teleconferencing; and video, audio, and photo production services.

Geographic Information Systems

The environment is inherently spatial, or geographic, and better consideration of spatial relationships and characteristics may revolutionize understanding and management of environmental processes and conditions. Modern technology, especially in computing and information management, is providing the tools necessary for this improved understanding. Specifically, geographic information systems provide the powerful tools needed for a coordinated, cross-disciplinary effort in geo-spatial modeling and analysis (GMA).

Geographic information systems are collections of capabilities for acquiring, storing, managing, manipulating, analyzing, displaying, and reporting data or information which has locational or spatial attributes. The College faculty recognizes the power and utility of GIS for generating fundamental knowledge about the world, and for many practical environmental applications. These environmental topics cover the breadth of programs at ESF, including natural resources management, environmental and biological science, local and regional planning, engineering, and design of facilities and sites.

In recognition of the importance of GMA to all programs of study and research at the College, the campuswide Council for Geo-spatial Modeling and Analysis (CGMA) was formed in 1991. This unique group consists of faculty and professional staff from the many

academic units which are active in the various aspects and applications of GMA. The council emphasizes communications and cooperation in order to develop coherent programs of instruction, research, and public service for many aspects of the ESF community.

The coordination that CGMA can provide will assure continued, efficient, and effective development of the College's expertise and resources in GMA. The council formalizes a unique combination of expertise, interests, and disciplinary strengths, and will help ESF remain a recognized leader in environmental applications of GMA.

Geo-spatial modeling and analysis instruction and research at ESF builds upon existing strengths in mapping science and engineering, including surveying, photogrammetry, remote sensing, hydrology, environmental engineering, and waste management. It also builds on strengths in environmental applications, including environmental science, natural resources management, planning, and design.

Extensive research and advanced instruction facilities are located in the College's Mapping Science Laboratory and the Environmental Design, Planning, and Visual Simulation Laboratory. These facilities continue to expand through support by SUNY, applications research, standard and continuing education programs, and special funding. Additional resources exist at other facilities at ESF and Syracuse University, including an internationally recognized faculty in the areas of cartographic theory and geographic analysis.

Any program at ESF can include a component of GIS instruction and practice with proper coordination. In addition, much more concentrated study, application, and research using GIS is available through engineering, environmental studies, forestry, and landscape architecture.

Division of Engineering faculty and students are interested in spatial data acquisition, environmental database development, environmental modeling, site selection, and facility design. The study of GIS in engineering may be coordinated with programs in photogrammetry and mapping, environmental assessment and engineering, image processing, and water resources.

Environmental studies faculty and students are interested in policy issues associated with environmental information, and applications within metropolitan environments. The Faculty's graduate and undergraduate programs offer students special opportunities to pursue an interdisciplinary program that is tailored to their needs, and can include instruction in GIS and GMA applications and research.

Forestry faculty and students use GIS to focus on forest management and planning, and range from inventory analysis through harvest planning to general multiple use forest management. Since resources management is essentially spatial in nature, both the undergraduate program in resources management and the two graduate programs, forest resources management and forest management and operations, benefit from GIS and GMA technology.

Landscape architecture students and faculty are interested in the application of CAD, GIS, and video technologies for landscape analysis, planning, and design. These technologies are integrated into both undergraduate and graduate required coursework, and advanced bachelor's of landscape architecture and master's of landscape architecture students may pursue additional specialized learning in computer applications.

The Tully Campus

The Tully Campus, which is composed of the Heiberg Memorial Forest and the Genetic Field Station is about 25 miles south of Syracuse.

Heiberg Memorial Forest is located on the northern escarpment of the Allegheny Plateau. It includes 4,100 acres of diverse terrain and forest growth. The forest is utilized as an extensive teaching laboratory, as a site for intensive research, and for public service activities. Several all weather classroom buildings accommodate instruction and public service programs including an intensive field semester for environmental resources management students. The forest is actively managed for forest products including wood products, Christmas trees, maple syrup and wildlife. Several thousand casual users visit the property each year to take advantage of a variety of outdoor recreational opportunities.

The Wanakena Campus

The Wanakena Campus, located on the Oswegatchie River about 65 miles northeast of Watertown and 35 miles west of Tupper Lake, is the site of the James F. Dubuar Forest and the Faculty of Forestry's Forest Technology Program.

The campus and its 2,800-acre instructional and demonstration forest supports the College's Associate of Applied Science degree program for the training of forest technicians. It is the oldest forest technician program in the country.

The campus is situated on the western plateau of the "Lakes Region" of the Adirondacks, and hosts the Summer Session in Field Forestry, a seven-week session devoted to introductory instruction in field forestry principles and techniques. The session is required for all students entering environmental and resource management and the dual option in environmental and forest biology and resource management.

The Warrensburg Campus

The Warrensburg Campus is located in the southeastern Adirondack region and encompasses the Charles Lathrop Pack Demonstration Forest, an area of some 2,800 acres of heavily forested land noted for its white pine.

The forest has been under intensive management since 1927 for the combined purpose of instruction, research, and demonstration in forestry and allied fields.

The Cranberry Lake Campus

The Cranberry Lake Campus, approximately 1,000 acres of forested property in the northwestern area of the Adirondacks, is the site of ESF's Biological Station.

The College operates an eight-week summer field program in environmental biology at the campus, which is bounded by 150,000 acres of New York State forest preserve lands, by Cranberry Lake, and by isolated forest bogs and beaver meadows.

The extensive facilities are intensely utilized during the summer in a comprehensive curriculum of upper-division and graduate level courses.

Use of the campus before and after the summer session program varies to include individual research projects, cooperative studies with other agencies, and visits by large groups from both the College and outside institutions.

The Newcomb Campus

Located in the central Adirondack Mountains, Newcomb is the largest of the regional campuses and home to the Adirondack Ecological Center (AEC) where extensive studies of animal biology and ecology are conducted.

The AEC is located on the Huntington Wildlife Forest, a 15,000-acre property owned by the College. It provides an exceptional resource for experimentation in ecology and natural resources management. The forest contains Rich Lake and the Adirondack Interpretive Center, which is operated by the Adirondack Park Agency and open to the public throughout the year.

This campus is mountainous and contains a wide variety of vegetative types and wildlife. It is used year round for a general research and forest management program participated in by faculty, undergraduate and graduate students, and visiting scientists.

The Field Stations

In addition to its regional campus system, the College operates several field stations, which directly support the instruction, research, and public service programs of the institution.

The 44-acre Forest Experiment Station on LaFayette Road is located within the city about three miles from the main campus. It is used to support main campus academic and research programs. The station includes a tree nursery, four arboreta, two greenhouses, and a research laboratory.

The Genetic Field Station in Tully has 66 acres devoted to both short and long term outplantings developed during various genetic research projects at the College. An irrigation system and layout of level blocks makes it an excellent facility for developing hybrids, grafting, doing experiments, and for in heritability research.

Both the Experiment Station and the Genetic Field Station receive substantial public use for hiking, cross-country skiing, and for nature hikes.

The College also owns a magnificent island, featuring the Ellis International Laboratory, in the heart of the Thousand Islands/St. Lawrence River area off the village of Clayton.

Accessible only by boat, the laboratory is in an appropriate spot for the collegewide, cooperative, and international environmental monitoring and research activities conducted in the St. Lawrence Seaway area.

Special Opportunities

Coordinated Programs with Syracuse University

Science Teacher Certification

The College and the School of Education at Syracuse University offer selected undergraduate students an opportunity to prepare for New York State provisional teacher certification in biology, or chemistry, and general science. This opportunity is available through the following ESF programs: chemistry (leading to certification in chemistry and general science in grades 7-12);

and environmental and forest biology (leading to certification in biology and general science in grades 7-12).

Students who earned at least a 2.600 grade point average during their first semester at ESF and transfer students who maintained a 3.000 or greater cumulative grade point average at their previous college are eligible for the program. The following academic requirements must be met:

1. All requirements for the program as listed in this *Catalog* including at least 24 credits of science in the primary certification area.
2. One year of college level foreign language study, or its equivalent established through appropriate high school study and/or testing.
3. An appropriate computer use course.
4. A formal experience (credit or noncredit) tutoring or mentoring children, adolescents, or adults.
5. The following Syracuse University professional education core courses:

EDU 207	Study of Teaching	3
SED 350	Participation in the Academy of Science Educators (Participation is required; registration is optional)	0-3
EDU 307	Principles of Teaching and Learning in Inclusive Classrooms	3
EDU 310	The American School	3

2-hour New York State Required Child Abuse Seminar

Candidacy Semester (Spring only) Prerequisites include: a minimum 2.6 cumulative average and average in both required education and science courses; completion of EDU 207, 307, and an appropriate number of science credits; successful review of the professional portfolio by the Academy.

EDU 400	Adapting Instruction for Diverse Students Needs	3
SCE 413	Methods and Curriculum in Teaching Science	3
EDU 508	Student Teaching/Secondary Candidacy	3

Professional Semester (Fall only) Prerequisites include: successful completion of the candidacy semester and approval by the Academy; 2.6 averages as described above; at least 18 credits in the primary science area.

Prerequisite is successful completion of the first professional semester.

EDU 508	Student Teaching/Science	9
EDU 415	Teacher Development/Science	3

A more detailed description of requirements and philosophy of this program and other requirements for New State Teacher Certification may be obtained from the Office of Instruction and Graduate Studies at ESF.

Concurrent Graduate Degrees

The College and Syracuse University provide opportunities for graduate students to complete degrees concurrently at ESF and at Syracuse University in either the M.P.A. degree program in the Maxwell School of Citizenship and Public Affairs, the M.A. or M.S. degree programs in the S.I. Newhouse School of Public Communications, the M.S. degree program in the School of Education, or the M.B.A. degree program in the School of Management.

Students must complete at least one semester of graduate level coursework and earn a 3.500 grade point average or better at ESF before being considered for a concurrent degree program at Syracuse University. Students at the Syracuse University College of Law may apply for admission to a concurrent degree program at ESF during their first year of law school.

Graduate students at Syracuse University should also consider the certificate of graduate studies in environmental decisionmaking offered through the Faculty of Environment Studies described on page xx.

Preprofessional Advising

The College, through Syracuse University, offers preprofessional advising for students interested in careers in medicine, dentistry, veterinary science, and law.

Although some colleges of medicine and dentistry no longer require extensive background coursework in biology, most require a full-year course in general biology, general chemistry, organic chemistry, and phys-

ics. Calculus is also required in many cases. In addition to the general science background, colleges of veterinary medicine require coursework in bacteriology or microbiology, and at least one summer of practical experience in the management of poultry, pigs, cattle or horses.

Regardless of the specific prerequisites of a school of medicine, dentistry or veterinary medicine, coursework available at ESF has proven to be valuable to applicants to those professional programs.

All students applying to medical school are encouraged to form a pre-med advisory committee, which can provide letters of recommendation to the schools. The director of Syracuse University's Health Professions Advising Program can be reached at 329 Hall of Languages, (315) 443-2207.

For more information, see ESF's *Career Guide Handbook for Biologists*, or contact the Office of Career and Counseling Services.

Exchange Programs at Cornell University

The College 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, which is about 50 miles southwest of Syracuse.

Graduate students interested in this opportunity should contact the ESF Office of Instruction and Graduate Studies.

Academic Programs

Degree Programs and Areas of Study

The College is authorized to award degrees in the following programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid programs.

Division of Engineering, page 62.

Environmental and Resource Engineering: M.S., Ph.D., with options in *forest engineering* and areas of study in environmental management, forest engineering, geo-spatial information systems, mapping sciences, photogrammetry and remote sensing, or water resources engineering; option in *paper science and engineering* and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, process and environmental systems engineering, or pulp and paper technology; and option in *construction management and wood products engineering* with areas of study in construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, or engineered wood products and structures: timber structure design. (HEGIS Code 0999)

Environmental and Resource Engineering: M.P.S., with areas of study in environmental management, wood science and technology, construction, and mapping sciences. (HEGIS Code 0999)

Undergraduate study in engineering is available through the Faculties of Environmental Resources and Forest Engineering; Paper Science and Engineering, and Construction and Wood Products Engineering.

Division of Forest Resources, page 69.

Dual Option in Environmental and Forest Biology/Forest Resources Management: B.S. (HEGIS Codes 0499 and 0115)

Faculty of Chemistry, page 72.

Chemistry: B.S., with options in biochemistry and organic chemistry of natural products, environmental chemistry, or natural and synthetic polymer chemistry. (HEGIS Code 1905)

Environmental and Forest Chemistry: M.S., Ph.D., with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry. (HEGIS Code 1905)

Faculty of Construction Management and Wood Products Engineering, page 78.

Wood Products Engineering: B.S., with options in construction management and engineering, or wood products with elective concentrations in marketing and sales, production and manufacturing, building construction and renovation, wood science, or timber production and utilization. (HEGIS Code 0999)

Faculty of Environmental and Forest Biology, page 84.

Environmental and Forest Biology: B.S., with elective concentrations in plant biotechnology, ecology, entomology, environmental interpretation, environmental microbiology, fish and wildlife biology and management, forest pathology and mycology, plant physiology, plant science, pre-medical science, science education, or zoology. (HEGIS Code 0499)

Environmental and Forest Biology: M.P.S., M.S., Ph.D., with areas of study in ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant science and biotechnology, or chemical ecology. (HEGIS Code 0499)

Faculty of Environmental Studies, page 91.

Environmental Studies: B.S., with options in information and technology, land use planning, biological science applications, policy and management, or environmental communications and information. (HEGIS Code 0420)

Environmental Science: M.S., Ph.D., with areas of study in environmental and community land planning, environmental policy and democratic processes, environmental modeling and risk analysis, or water and wetland resource studies. (HEGIS Code 0420)

Environmental Science: M.P.S., with areas of study in environmental and community land planning and environmental policy and democratic processes. (HEGIS Code 0420)

Faculty of Environmental Resources and Forest Engineering, page 101.

Forest Engineering: B.S. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Faculty of Forestry, page 104.

Forest Technology Program: A.A.S., with elective concentrations in forest technology, or surveying technology. (HEGIS Code 5403)

Forest Resources Management: B.S., with options in forestry and a minor in management, recreation resources management, water resources management, or wood products. (HEGIS Code 0115)

Forest Resources Management: M.P.S., M.S., Ph.D., with areas of study in policy and economics, forest management, recreation and tourism, watershed management/hydrology, silviculture and tree improvement, forest soil science, or quantitative methods and geographic information systems. (HEGIS Code 0115)

Faculty of Landscape Architecture, page 122.

Landscape Architecture: B.L.A.

(HEGIS Code 0204)

Landscape Architecture: M.L.A., M.S., with areas of study in ecological design and planning, community design and planning, cultural landscape conservation, and design history and theory. (HEGIS Code 0204)

Faculty of Paper Science and Engineering, page 131.

Paper Science and Engineering: B.S., with options in science, or engineering, and a minor in management. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Freshman Residency

The College of Environmental Science and Forestry accepts a limited number of students into a Freshman Residency Program that prepares them to enter the upper division programs of the College. Students interested in this program should refer to page xx for information on freshman admissions.

Students who meet the admissions criteria and are interested in pursuing a degree in the dual option of environmental and forest biology and resources management, chemistry, environmental and forest biology, environmental studies, forest engineering, forest resources management, landscape architecture, paper science and engineering, or wood products engineering should review the lower division tracks on the following pages.

Students accepted into any of these tracks complete the required program through a combination of courses taken at ESF, Syracuse University, or advanced standing granted through AP, CLEP or other appropriate programs.

Freshmen who enter through one of these tracks should note that because of opportunities to take some specialized courses at ESF not normally available at pre-ESF institutions, there may be some alteration of their upper division program compared to those who transfer to ESF directly into the junior year program.

Freshmen entering should review the following guidelines as they plan their programs:

Dual option in environmental and forest biology and resources management: Six credits of humanities electives are required. These include subjects such as philosophy, religion, literature, fine arts,

languages, music. These electives are recommended to be completed during the first two years. Upper division electives normally are concentrated in some area of environmental and forest biology; one elective must be taken in each of five areas: forest protection, recreation, vegetation, watershed, wildlife; 4 others are required in an area defined by the student and advisor.

Environmental and forest biology: electives taken throughout the full four-year curriculum must include at least nine credits of social sciences/humanities. Electives must also include one course from each of Groups A and B as listed on page 85. Students must also take a minimum of six credits each of animal and plant sciences, which may include courses from Groups A and B not used as noted above. Finally, a minimum of nine credits in biology at the upper division (numbered 300 or higher) are required.

Students must also take the soils course or one of the following: geology, climatology, earth science, or meteorology.

Forest engineering, paper science and engineering, and wood products engineering: Electives taken throughout the full four-year curricula must include at least nine credit hours in social sciences or humanities, at least three of which should be upper division. Humanities coursework deals with branches of knowledge concerned with humans and their culture, while social sciences coursework concerns individual relationships in and to society. Traditional subjects in these areas are philosophy, religion, history, literature, fine arts, sociology, psychology, anthropology, economics, and modern languages beyond the introductory skills courses, while modern nontraditional subjects are exemplified by courses such as technology and human affairs, history of technology, and professional ethics and social responsibility.

Subjects such as accounting, industrial management, finance, personnel administration, ROTC studies, and skills courses, such as public speaking and technical report writing, do not fulfill the humanities and social science requirement.

Students who have advanced placement credits are encouraged to work closely with their advisor in order to best prepare for various upper division elective sequences in technology, science, design or management.

Resources management: Six credits of humanities electives are required. These include subjects such as philosophy, religion, literature, fine arts, languages, music. These electives are recommended to be completed during the first two years. Upper division electives in the Forestry Option include one course in each of five areas: forest protection, recreation, vegetation, watershed, wildlife. Additional elective credits may be used to develop a concentration in some specific area or

to broaden overall educational experiences. Upper division electives in the Water Resources Management Option must be concentrated in some specific area. Students are encouraged to add additional electives above the minimum required to better prepare themselves to be intelligent members of a modern diverse society.

Landscape architecture: The student must take a total of nine credits of social science. This normally includes EIN 371 American Landscape History, and either FOR 205 Introduction to Macroeconomics or FOR 206 Introduction to Microeconomics. An additional three credit course in social science must be taken. The educational objective of the third social science course is to improve understanding of society, government, and cultures of the world, particularly as they relate to the landscape.

The student must take three credits of mathematics beyond trigonometry and algebra. If the student has no prior trigonometry instruction, or is unsuccessful on the trigonometry portion of Syracuse University's math placement test, then a math course with trigonometry is needed.

The student must take botany, zoology, and global environment, plus an additional 6-8 credits on natural science with labs or field trips. The educational objective is to understand the scientific laws and principles that control environmental processes.

The student must take landscape drafting and a studio art course in two-dimensional realistic representation for three credits. The educational objective of this course is to improve hand/eye coordination and enhance observation, graphic communication and visualization skills relevant to landscape architecture.

The student must take a two-semester course in art and/or architectural history for six credits that surveys from the ancient world to the present. The educational objective of these courses is to provide an understanding of the cultural foundations and historical antecedents that inform the best examples of landscape architecture. Normally, the student takes EIN 205/206 Art, Culture, and Landscape I and II.

The student must take a sequence of courses in communications, including writing, library research, and public speaking.

Dual Option-Environmental and Forest Biology/Resources Management

Fall	Freshman Year	Spring
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EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
APM 105	Survey of Calculus I	4	APM 255	Computing Applications	3
CLL 190	Writing and the Environment	3		Elective-Humanities/Social Sci	3
FOR 132	Forestry Orientation Seminar	1			14
		16			

Sophomore Year

EFB 320	General Ecology	4	PHY 212	General Physics II	3
FCH 221	Organic Chemistry I	3	PHY 222	General Physics Lab II and/or	1
FCH 222	Organic Chemistry Lab I	1	FCH 223	Organic Chemistry II	3
FOR 202	Intro to Sociology	3	FCH 224	Organic Chemistry Lab II or	1
PHY 211	General Physics I	3	APM 106	Survey of Calculus II	4
PHY 221	General Physics Lab I	1	CLL 290	Perspectives on the Environment	3
		15	EFB 220	Global Environment	3
			FOR 206	Intro to Microeconomics	3
			FOR 360	Principles of Management	3
					16/20

*FCH 210 may be used to satisfy organic chemistry. However, students planning to take further chemistry should take FCH 221/222.

Chemistry

Fall	Freshman Year	Spring
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EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
MAT 295	Calculus I	4	MAT 296	Calculus II	4
	Writing/English Elective ¹	3		Elective ²	3
FCH 132	Chemistry Orientation Seminar	1			15
		16			

Sophomore Year

FCH 221	Organic Chemistry I	3	FCH 223	Organic Chemistry II	3
FCH 222	Organic Chemistry Lab I	1	FCH 224	Organic Chemistry Lab II	1
PHY 211	General Physics I	3	PHY 212	General Physics II	3
PHY 221	General Physics Lab I	1	PHY 222	General Physics Lab II	1
	Electives-Humanities/Social Sci	3		Writing/English Elective ⁴	3
	Math Elective ³	4		Elective ⁵	3
	Elective	3			14
		18			

¹Must be a CLL course, CLL 190 recommended ²APM 255 recommended, or in its place demonstrated competency in computer use by substituting a portfolio and original work in document and data processing to the Faculty of Chemistry ³MAT 397 Calculus III recommended ⁴Must be a CLL course, CLL 290 recommended ⁵FOR 205 or FOR 206 is suggested

Environmental and Forest Biology

Freshman Year

Fall

Spring

EFB 226	General Botany	4
CHE 106	General Chemistry Lecture I	3
CHE 107	General Chemistry Lab I	1
APM 105	Survey of Calculus I	4
CLL 190	Writing and the Environment	3
EFB 132	EFB Orientation Seminar	1
		16

EFB 285	Principles of Zoology	4
CHE 116	General Chemistry Lecture II	3
CHE 117	General Chemistry Lab II	1
APM 255	Computing Applications	3
	Elective-Humanities/Social Sci	3
		14

Sophomore Year

EFB 320	General Ecology	4
FCH 221	Organic Chemistry I ¹	3
FCH 222	Organic Chemistry Lab I ¹	1
PHY 211	General Physics I ²	3
PHY 221	General Physics Lab I ²	1
	Electives	5
		17

FOR 345	Introductory Soils ³	3
PHY 212	General Physics II ⁴	3
PHY 222	General Physics Lab II ⁴ and/or	1
FCH 223	Organic Chemistry II	3
FCH 224	Organic Chemistry Lab II and/or	1
APM 106	Survey of Calculus II	4
CLL 290	Perspectives on the Environment	3
EFB 220	Global Environment	3
		17

¹FCH 210 may be used to satisfy organic chemistry. However, students planning to take further chemistry should take FCH 221/222.

²PHY 101/111 may be substituted with the advisor's approval.

³GOL 101 may be substituted with the advisor's approval.

⁴PHY 102/112 may be substituted with the advisor's approval.

Environmental Studies

Fall

Freshman Year

Spring

EFB 226	General Botany	4
EST 221	Intro to American Government	3
APM 105	Survey of Calculus I ¹	4
CLL 190	Writing and the Environment	3
EST 132	ES Orientation Seminar	1
		15

EFB 285	Principles of Zoology	4
EFB 220	Global Environment	3
FOR 202	Introduction to Sociology ²	3
APM 255	Computing Applications	3
HST 102	American History Since 1865	3
		16

Sophomore Year

GOL 101	Introduction to Geology	4
EIN 205	Art, Culture, & Landscape I ³	3
CHE 106	General Chemistry Lecture I ⁴	3
CHE 107	General Chemistry Lab I	1
EST 225	Introduction to Legal Processes	3
EIN 371	American Landscape History ⁵	3
		17

CLL 290	Perspectives on the Environment	3
EIN 206	Art, Culture, and Landscape II	3
CHE 116	General Chemistry Lecture II ⁴	3
CHE 117	General Chemistry Lab II	1
FOR 206	Intro to Microeconomics	3
	Elective	3
		16

¹MAT 194 Precalculus may be an alternative with permission of advisor ²Or anthropology ³Or humanities ⁴Students are required to take two courses from chemistry and/or physics; chemistry is usually recommended. Alternatives include PHY 101/111, PHY 102/112, PHY 211/221, or PHY 212/222 ⁵Or social science

Forest Engineering Track

Freshman Year

Fall

EFB 226	General Botany	4
PHY 211	General Physics	3
PHY 221	General Physics Lab I	1
MAT 295	Calculus I	4
CLL 190	Writing and the Environment	3
FEG 132	FEG Orientation Seminar	1
		16

Spring

PHY 212	General Physics II	3
PHY 222	General Physics Lab II	1
FOR 206	Introduction to Microeconomics	3
MAT 296	Calculus II	4
APM 153	Computing Methods	3
	Elective--Humanities/Social Sci	3
		17

Sophomore Year

CHE 106	General Chemistry Lecture I	3
CHE 107	General Chemistry Lab I	1
ERE 221	Engineering Mechanics-Statics	3
ERE 225	Engineering Graphics	1
MAT 397	Calculus III	4
FOR 205	Introduction to Macroeconomics	3
		15

CHE 116	General Chemistry Lecture II	3
CHE 117	General Chemistry Lab II	1
ERE 362	Mechanics of Materials	3
ERE 222	Engineering Mech-Dynamics	2
MAT 485	Differential Equations & Mat Alg	3
ELE 231	Elec Eng Fundamentals	3
CLL 290	Perspectives on the Environ	3
		18

Resources Management

Freshman Year

Fall

EFB 226	General Botany	4
CHE 106	General Chemistry Lecture I	3
CHE 107	General Chemistry Lab I	1
APM 105	Survey of Calculus I	4
CLL 190	Writing and the Environment	3
FOR 132	Forestry Orientation Seminar	1
		16

Spring

EFB 285	Principles of Zoology	4
CHE 116	General Chemistry Lecture II	3
CHE 117	General Chemistry Lab II	1
APM 255	Computing Applications	3
EFB 220	Global Environment	3
		14

Sophomore Year

EFB 320	General Ecology	4
FOR 202	Introduction to Sociology	3
PHY 211	General Physics I	3
PHY 221	General Physics Lab I	1
	Electives-Humanities	3
		14

APM 391	Intro to Probability and Statistics	3
EST 221	Intro to American Government	3
FOR 206	Introduction to Microeconomics	3
FOR 360	Principles of Management	3
CLL 290	Perspectives on the Environment	3
	Elective-Humanities/Social Sci	3
		18

Landscape Architecture Track

Freshman Year

Fall

Spring

APM 255	Computing Applications	3		EFB 285	Principles of Zoology	4
CLL 190	Writing and the Environment	3		FOR 206	Intro to Microeconomics	3
CLL 300	Library Research*	1		SPC 325	Presentational Speaking	3
EFB 226	General Botany	4		LSA 496	Studio Art	3
LSA 132	LSA Orientation Seminar	1			Elective-Social Science	3
LSA 320	Intro to Landscape Arch	3				16
		<u>15</u>				

Sophomore Year

EIN 205	Art, Culture, & Landscape I	3		CLL 290	Perspectives on the Environment	3
EIN 371	American Landscape History*	3		EFB 220	Global Environment	3
	Mathematics or Statistics	3		EIN 206	Art, Culture, & Landscape II	3
	Elective-Natural Science	4		LSA 282	Landscape Drafting	3
	Elective	3			Elective	3
		<u>16</u>				15

*These courses are currently required in the upper-division BLA program. Their content will be met, but the student will still be held for the full 128 credits as an upper-division student (i.e., it gives the student more elective course options).

Paper Science and Engineering Track

Freshman Year

Fall

Spring

EFB 226	General Botany	4	PHY 211	General Physics I	3
CHE 106	General Chemistry Lecture I	3	PHY 221	General Physics Lab I	1
CHE 107	General Chemistry Lab I	1	CHE 116	General Chemistry Lecture II	3
MAT 295	Calculus I	4	CHE 117	General Chemistry Lab II	1
CLL 190	Writing and the Environment	3	MAT 296	Calculus II	4
PSE 132	PSE Orientation Seminar	1	FOR 206	Intro to Microeconomics	3
	Elective--Humanities/Social Sci	3	APM 153	Computing Applications	3
		<u>19</u>	ERE 225	Engineering Graphics	1
					<u>19</u>

Sophomore Year

FOR 205	Intro to Macroeconomics	3	CLL 290	Perspectives on the Environment	3
FCH 221	Organic Chemistry I	3	FCH 223	Organic Chemistry II	3
FCH 222	Organic Chemistry Lab I	1	FCH 224	Organic Chemistry Lab II	1
MAT 397	Calculus III	4	EFB 220	Global Environment	3
FCH 380	Analytical Chemistry I	3	PHY 212	General Physics II	3
PSE 300	Introduction to Papermaking	3	PHY 222	General Physics Lab II	1
		<u>17</u>	APM 485	Differential Equations	3
					<u>17</u>

Wood Products Engineering Track

Freshman Year

Fall

Spring

EFB 226	General Botany	4	PHY 212	General Physics II	3
PHY 211	General Physics I	3	PHY 222	General Physics Lab II	1
PHY 221	General Physics Lab I	1	MAT 296	Calculus II	4
MAT 295	Calculus I	4	FOR 206	Intro to Microeconomics	3
CLL 190	Writing and the Environment	3	APM 153	Computing Methods	3
WPE 132	WPE Orientation Seminar	1		Elective-Humanities/Social Sci	3
		<u>16</u>			<u>17</u>

Sophomore Year

CHE 106	General Chemistry Lecture I	3	EST 221	Intro to American Government	3
CHE 107	General Chemistry Lab I	1	ERE 362	Mechanics of Materials	3
ERE 221	Engineering Mechanics-Statics	3	EFB 220	Global Environment	3
EFB 320	General Ecology	4	CLL 290	Perspectives on the Environment	3
	Electives--Humanity/Surveying	3-6	FOR 360	Principles of Management	3
		<u>14-17</u>			<u>15</u>

Division of Engineering

ROBERT H. BROCK, Director

312 Bray Hall

(315) 470-6633

Graduate Program in Environmental and Resource Engineering

The graduate program in Environmental and Resource Engineering (ERE) is concerned with the application of science and engineering to the conservation, restoration, holistic development, and improved utilization of the natural environment and its related resources. It represents synthesis of the professional specialties of three academic faculties which comprise the Division of Engineering. These are the Faculty of Environmental Resources and Forest Engineering (ERFE), the Faculty of Paper Science and Engineering (PSE), and the Faculty of Construction Management and Wood Products Engineering (CMWPE).

The master of science, master of professional studies, and doctor of philosophy degrees are awarded in ERE.

The College graduate admissions and academic policies are provided on pages 20 and 35-41. Graduate students in the Division of Engineering follow these policies.

The Graduate Record Examination is encouraged and expected, but may be waived in exceptional circumstances, on an individual basis.

Applicants for the M.S. are required to have a bachelor's degree in science or engineering. At least one year of study in each of the following subjects is expected: biological science, calculus, chemistry, computer science, and physics.

For the M.P.S., entering students must have a baccalaureate degree. At least six 3-credit undergraduate courses from at least three of the following fields are required as pre- or co-requisites for all students: chemistry, physics, geographic measurements, calculus, statistics, engineering mechanics, ecology, computer science, and economics.

Students select a study area at the time of application for admission into the program. Four study areas are available to M.P.S. students: environmental management, wood science and technology, construction, and mapping sciences.

A total of 30 credit hours is required for the M.P.S. Twelve to 21 credits of coursework must have an engineering focus, 3-6 credits are taken from resource management, 3-6 credits are taken from environmental studies, and 3-6 credits are from a professional experience/synthesis course emphasizing appropriate applications of technical knowledge.

Under general requirements for the Ph.D. degree (page 36), the environmental and resource engineering program requires a minimum total of 60 graduate credits, to include a minimum of 30 credits of course work, and allow a maximum of 30 credits for dissertation. As tool requirements, students must demonstrate competence in two of the three following areas: computer science, statistics or advanced mathematics, and a language other than English commonly used in science or engineering practice. The doctoral preliminary examination is required of all students who have not earned a master's degree requiring a thesis.

A study plan which formally identifies an individual student's program requirements is developed for each student as soon as possible, but at least during the first year of graduate study. This plan includes all required and elective courses as well as a tentative schedule for completion.

Options, areas of study, and study plans are all developed and implemented using, as necessary, the full resources of the Division of Engineering, the College of Environmental Science and Forestry, Syracuse University, and other SUNY institutions.

Options and Areas of Study

Options are alternative curricular requirements addressing different subjects within a degree program. Areas of study identify subject areas within options in which there is significant and continuing institutional strength.

Within the graduate program in environmental and resource engineering there are three options: forest engineering, paper science and engineering, and construction management and wood products engineering. Each option has several areas of study as follows.

Environmental Resources and Forest Engineering Option

Environmental Management

Participating Faculty: DALEY, DUGGIN, J.M. HASSETT, HOPKINS, KROLL, McCLIMANS, W. SMITH

- Environmental modeling
- Hazardous waste management
- Solid waste management
- Energy resources and systems
- Business policy and administration
- Project impact analysis
- Public policy and environmental regulation
- Water resource management

Environmental management is an area of study available to M.S. students residing in any of the three engineering faculties, regardless of their major area of interest. Required courses in business management, waste management, and environmental law provide breadth and perspective for the student aspiring to managerial responsibility in public or private employment. Other courses may be recommended to enhance technical and problemsolving skills.

Dedicated greenhouse laboratories are available for students working in solid waste management and hazardous waste site remediation. Typical research conducted in these laboratories includes composting, utilization of residuals such as ash and compost materials, bioremediation of contaminated waters and soils, and plant uptake of contaminants.

Forest Engineering

Participating Faculty: BROCK, DALEY, McCLIMANS

- Mechanization, automation, robotics
- Production management and efficiency
- Site modification
- Access design and construction

A modern update and broadening of the traditional areas of logging and harvesting. Emphasis is placed on engineering approaches to the design and analysis of operational systems for such activities as harvesting, construction, transportation, and land management. Graduate programs are based on a familiarity with operations research models, especially simulation techniques; mechanical and man-machine systems; biologic-geologic interactions; and various selections as needed from the array of engineering sciences.

Geo-spatial Information Systems

Participating Faculty: BROCK, DUGGIN, HOPKINS

- Spatial data acquisition
- Environmental database development
- Environmental modeling
- Site selection and facility design

This program emphasizes current approaches to using geo-spatial information systems (GIS) to better incorporate spatial data into a wide range of environmental and engineering applications. Both theoretical and applied graduate study focuses on mapping fundamentals, spatial data acquisition techniques, GIS concepts, theory of spatial analysis and modeling, and environmental applications. Additional educational opportunities include systems analysis, environmental sciences and management, automated cartography, computer science, database systems, and information management.

GIS core courses include spatial data acquisition, courses dealing with GIS concepts and theory, a GIS project, and statistics. These courses may be supplemented by many other courses and educational opportunities at ESF and Syracuse University. Graduate study may be integrated with the wide range of engineering, environmental, and resource management study areas at ESF. For example, GIS study can be expanded to hydrologic modeling, photogrammetry and remote sensing, forest management, environmental engineering, and development and location of facilities. Ample flexibility allows programs to be tailored to the interests and strengths of individual students.

Facilities are excellent and expanding, with computers at ESF and Syracuse University. Capabilities include numerous GIS based on a range of computing platforms and offering wide-ranging capabilities for both raster and vector processing. One of the most important GIS resources are the extensive forest properties owned and managed by ESF. These properties provide exceptional opportunities for environmental research and practice with impressive amounts of current and historical data. Related capabilities include advanced image processing systems and a wide range of photogrammetry, remote sensing, and surveying equipment and expertise. Impressive facilities for visual assessment and simulation, parallel and super computing, graphics, and cartography are also available.

Students with engineering, science, or geography backgrounds are particularly suited to this program of study. Numerous opportunities exist for research and financial support. Cooperative and contractual arrangements exist with many organizations, including local and state government agencies, federal agencies such as the U.S. Department of Agriculture, and private engineering and environmental planning firms. Employment opportunities are exceptional.

Mapping Sciences

Participating Faculty: BROCK, DUGGIN, HOPKINS

- Geographic Information Science
- Global Positioning Systems
- Photogrammetry and remote sensing
- Image processing

The mapping sciences area of study is available to M.P.S. students who intend to specialize in the development and practice of mapping technologies for environmental and engineering applications. Students interested in further graduate study or research should consider the M.S. opportunities in the geo-spatial information systems study area or the photogrammetry and remote sensing study area.

The mapping sciences area of study introduces graduate students to a broad spectrum of mapping topics while emphasizing principles and techniques. With this broad understanding of mapping fundamentals, students may then specialize further by taking more advanced courses or participating in specialized projects. Study programs are flexible and may be tailored to the interests and strengths of individuals. ESF's graduate programs related to mapping have a proven career placement record and job opportunities remain very strong.

The M.P.S. in ERE specifies a number of prerequisites. For the mapping sciences area of study, these prerequisites are further specified to include at least one year of study in calculus and physics and an undergraduate course in surveying. (Some or all of these prerequisites may be satisfied while attending ESF.) The graduate program then requires a core of four introductory courses in photogrammetry, remote sensing, geographic information systems, and global positioning systems. Additional courses in any or all of these mapping topics may then be selected to complete the M.P.S. degree requirements. With advisor approval, students may also take courses in statistics, computing, environmental sciences and management, and many other courses offered through ESF and Syracuse University.

Facilities are excellent and expanding, with a focus provided by the Mapping Sciences Laboratory operated by the Faculty of Environmental Resources and Forest Engineering. The Mapping Sciences Laboratory is staffed with two full-time professional support specialists and numerous student assistants. Additional custom facilities focus on specialized image processing and mathematical modeling. This range of facilities provide full-featured and current image processing systems; a number of current and popular geographic information systems; a full range of optical/mechanical and analytical/digital photogrammetry instruments; extensive equipment for image interpretation; comprehensive facilities for mathematically modeling interactions among the scene, the atmosphere,

and a selected sensor; global positioning system (GPS)

- receivers and base station; and extensive surveying capacity.

Photogrammetry and Remote Sensing

Participating Faculty: BROCK, DUGGIN, HOPKINS

- Analytical and digital photogrammetry
- Resources monitoring and assessment
- Digital image processing and classification
- Remote sensing systems analysis
- Global positioning systems

This program provides opportunities for both theoretical and applied graduate study in sensing systems and the location, measurement, analysis, and description of ground features and earth resources. Studies include in-depth coverage of photographic systems, photogrammetric measurement techniques and applications, and visual image analysis. Digital imaging systems are covered extensively, with an emphasis on earth-orbiting sensors. Advanced courses in photogrammetry and digital image analysis cover theory and techniques for enhancing and/or extracting selected features from an image. Additional courses cover the principles of remote sensing using visible, infrared, and microwave electromagnetic energy. Theoretical courses are complemented by practical exercises, courses organized to work on relevant projects, and independent study opportunities.

Unique opportunities are available to integrate photogrammetry, remote sensing and other aspects of mapping science in a coherent fashion. A core of courses in photogrammetry, remote sensing, global positioning systems, Geo-spatial Information Systems, and statistics may be supplemented by many other courses and educational opportunities at ESF and Syracuse University. This flexibility allows programs to be tailored to the interests and strengths of individual students. All students obtain fundamental coverage of geometric and radiometric theory, analysis, interpretation, and applications. Further specialization through many advanced graduate courses or continued general study is then possible. Study programs may also be extended into GIS, either emphasizing spatial data acquisition for GIS databases or focusing on using a GIS database to improve remote sensing analyses. Study programs may also lead into the optimization of image acquisition and analysis, using modeling methods, as well as correction of image data for atmospheric and sensor calibration effects. Specialized programs exist for digital image analysis.

Facilities are excellent and expanding, with a focus provided by the Mapping Science Laboratory operated by the Faculty of Forest Engineering. The Faculty also houses research facilities for advanced digital analysis of hyperspectral and multiband digital image data, for the mathematical modeling of the scene-atmosphere-sensor

system, and for the atmospheric correction of digital image data. Additional computers are available at Syracuse University. Capabilities include full-featured image processing; a full range of optical/mechanical and analytical/digital photogrammetry instruments; extensive equipment for image interpretation; sensor and atmospheric modeling systems; photographic acquisition and processing; many different GIS; Global Positioning System (GPS) receivers and base station; and extensive surveying capacity. Specialized studies are current, such as remote sensing, using polarized light.

Students with engineering, science, or geography backgrounds are particularly suited to this program of study. Program flexibility also allows specialization in any aspect of the above subjects from within other degree programs (e.g., forestry, landscape architecture, environmental and forest biology, etc.). Numerous opportunities exist for research and financial support. Cooperative and contractual arrangements exist with many agencies and firms, including the U.S. Department of Agriculture, the U.S. Air Force, U.S. Army, U.S. Navy, and NASA.

Water Resources Engineering

Participating Faculty: J.M. HASSETT, KROLL, McCLIMANS, TULLY

- Distributed process hydrologic models
- Stochastic hydrology
- Parameter estimation
- Real-time hydrologic models
- Use of remote sensing in hydrologic systems
- Hydrologic flow control systems
- Water quality implications for managing solid wastes and industrial residuals
- Water resources systems engineering

Studies deal with evaluating hydrologic systems for managing water resources. Emphasis is placed on the engineering and economic reasons for planning and for choosing between alternative solutions to water resource problems in recognition of environmental, legal, social and managerial constraints, including competing uses. Analytical techniques using statistics, numerical analysis and computer applications are normally included in individual programs. Hydrologic models are also developed as components of geographic information systems. Dedicated laboratories are available for students working in water resources engineering.

Paper Science and Engineering Option

Chemistry of Pulping and Bleaching

Participating Faculty: FRANCIS, LAI, MAKKONEN, SCHROEDER

- Reaction mechanisms and kinetics
- Applications of biotechnology
- Chemical modification in mechanical pulping
- Catalytic and activation effects

This area of study focuses on chemical relationships and reactions basic to the manufacture and bleaching of paper pulp, as well as some papermaking operations. Courses in theoretical and applied chemistry are indicated, as well as specialized courses addressed directly to pulping and bleaching. Research centers on these same topics, currently stressing new and improved processes to increase energy efficiency and reduce environmental impact. These include studies of organosolve pulping, delignification and brightening with oxygen, hydrogen peroxide and ozone, enzyme treatment of effluent streams, mechanisms of carbohydrate reactions, and photosensitization of bleached pulps.

Colloid Chemistry and Fiber Flocculation

Participating Faculty: HOLTZMAN, KELLER, MAKKONEN, RAMARAO

- Paper sheet formation mechanisms
- Wet-end chemistry and physics
- Effects of additives in fiber networks

This study area deals with colloidal phenomena in the papermaking process, in particular the interaction between fibers, fine particles, polymeric additives, and electrolytes in stock preparation and sheet formation. Student programs feature courses in chemical engineering, colloid, polymer and physical chemistry, adding appropriate work in mathematics, statistics, and papermaking processes. Research topics fall into two categories: a) fundamental colloidal behavior of particles and b) behavior of paper stock on the paper machine. In the latter, extensive use is made of pilot plant facilities in Walters Hall. Presently under investigation are adsorption-desorption behavior of polymers in papermaking, the chemistry and physics of reactive sizes on model surfaces, and principles of sheet formation.

Fiber and Paper Mechanics

Participating Faculty: CHATTERJEE, CROSBY, HANNA, HUSSEIN, KELLER, KYANKA, THORPE, RAMARAO

- Fiber orientation and sheet properties
- Adsorption and transport of moisture in paper materials
- Mechano sorptive phenomena

Mechanical behavior of fibers, paper and board, and other fiber networks and composites depends upon variables of material, process and structure at all levels, especially structural anisotropy. Recommended courses focus on mechanical and chemical engineering, mechanics of materials, physics, mathematics and statistics, microscopy, and wood and fiber properties. Research topics are basic in nature, designed to describe and model quantitatively the properties and behavior of fibers and fibrous structures. Current projects include studies of transient moisture sorption by paper materials, the effect of moisture on mechanical properties, influence of sheet structure on properties, use of image processing to characterize deformational behavior of paper, and determination of elastic constants of paper. Several members of the engineering faculty of Syracuse University collaborate closely in this work.

Process and Environmental Systems Engineering

Participating Faculty: CHATTERJEE, J.M. HASSETT, HOLTZMAN, RAMARAO, TULLY

- Behavior and control of units and systems
- Reduction of air and water pollution
- Modeling and simulation of papermaking
- Processing of fibrous wastes

Process engineering links research with development, design, operation, and optimization of manufacturing methods and equipment, seeking improvement through technological innovation consistent with environmental and resource stewardship. Principles of engineering science and mathematics are applied to analysis and dynamic modeling of units and systems, with increasing use of computers in both research and professional practice. Research here includes process dynamics and control, studies of new pulping and bleaching processes, characterization and treatment of waste streams, by-product recovery, and computer simulation of paper processing systems. The extensive laboratories and pilot plant in Walters Hall are strongly supported by computing facilities and expertise on campus, including the Center for Computer Applications and Software Engineering (CASE) of Syracuse University. Appropriate advanced courses in engineering, mathematics, and computer science are available to suit individual student interests and needs.

Pulp and Paper Technology

Participating Faculty: HANNA, HOLTZMAN, LAI, LUNER, MAKKONEN, SCHROEDER

- Pulping conditions and fiber properties
- Statistical analysis of paper structure
- Recycling of papermaking fibers

Studies in this area deal closely with processes involved in the manufacture of pulp and paper. Courses concerned with this subject are central to a student's program, extended and enriched with selected courses in chemistry, polymers, chemical engineering, process control, applied mathematics, and computer applications. Current research projects include chemi-thermomechanical pulping, effects of wet pressing and press drying on sheet properties, pulping of tropical woods, and computer simulation and control of papermaking. Supporting this work is an experimental pulp and paper mill with two complete paper machines, a pressurized refiner and extensive auxiliary equipment.

Construction Management and Wood Products Engineering Option**Construction**

Participating Faculty: HUSSEIN, KEULER, KYANKA, TISS

Construction is an area of study in which students generally specialize in Construction Management or Structures and Materials Science. Studies depend upon the student's previous education, professional objectives, and interests. Current students possess degrees in architecture, mechanical engineering, building construction, and civil engineering.

The academic objective of the M.S. and M.P.S. areas of study in construction is to allow students with a technical degree to look at specific construction topics of current interest. There is an overall objective of having the student look at the broad environmental implications of the construction process. The efficient use of materials and state-of-the-art technology is integrated into each student's thesis or dissertation as appropriate.

In consultation with a major professor, a plan of study is developed. Students select from advanced courses in construction project management, estimating, cost engineering, building codes and zoning, computer graphics, sealants and coatings, structural design, mechanical properties of wood, and computer applications in engineering.

Wood Science and Technology

Participating Faculty: HANNA, HUSSEIN, KYANKA, MEYER, L. SMITH, W. SMITH

- Adhesives and Finishing
- Processing and Machining
- Mechanical and Physical Properties
- The effects of wood anatomy on the physical and mechanical properties of wood

Wood science and technology includes research on aspects of wood utilization leading to the M.S., M.P.S., and Ph.D. Wood science stresses studies of wood properties important to the use of wood, or to solve problems in wood utilization by practical applications of this knowledge.

Wood Anatomy and Ultrastructure

Participating Faculty: ANAGNOST, HANNA, MEYER

- Wood formation and cell wall organization
- Cytoskeleton of plant cells
- Properties related to anatomy and ultrastructure
- Electron, light and video microscopy

This area requires that the student develop an extensive background in all aspects of microscopy: light, scanning electron, transmission electron videomicroscopy and image analysis, including microtechniques for effective preparation of specimens for the appropriate instrument. Wood anatomy studies are basic to wood identification, wood utilization, and physical/mechanical properties. These studies may include woods from other continents, as indicated under the tropical timbers study area.

The field of ultrastructure is very broad with applications in many biological, chemical and materials sciences. Applied to wood, it emphasizes the sub-light microscopic structures (smaller than 0.2 micrometers) found in this natural material, either in the mature form or in its formative stages where various organelles of the living cell may be studied for their roles in producing the mature wood cell.

The behavior of wood in its many applications can be observed and explained via microscopy and related instrumentation such as EDXA (energy-dispersive x-ray analysis). State-of-the-art resources and facilities are concentrated in the Center for Ultrastructure Studies, which provides instruction and research support staff.

Tropical Timbers

Participating Faculty: MEYER

- Identification keys and systematics
- Wood properties and end use suitability
- Life zone analyses
- Expert systems

Studies in tropical timbers take many forms, depending on individual student interests. Often students from other countries bring specific problems and materials with them, so their thesis will find immediate application when they return home. The library holdings of the Tropical Timber Information Center (TTIC) and reference wood specimens of the H. P. Brown Memorial Wood Collection, both housed in the Faculty of Wood Products Engineering, are vital to this work.

Research topics may be formulated to answer questions dealing with anatomy, identification, properties or uses of various woods from around the world, again using the TTIC or Brown Wood Collection materials. These studies may be quite narrow such as anatomy and properties of woods from a particular region, or much broader, such as regional distribution of species and species groups based on life zone research throughout a country or other geographic area.

Wood Treatments

Participating Faculty: L. SMITH, W. SMITH

- Wood-water relations and wood drying
- Preservative treatments
- Polymer treatments
- Wood coatings

Graduate study in the area of wood treatments allows the student to investigate the scientific basis for the improvement of wood and wood products with various treatments, which include drying, preservative treatments, and coatings. Preparation research includes graduate course work in wood-water relationships and transport processes and additional study in areas such as wood anatomy and ultrastructure, mechanical properties, wood chemistry, wood microbiology, thermodynamics, and economics.

Current research interests include use of innovative techniques to dry wood, effects of drying method on the subsequent treatability of wood, evaluation of energy usage of lumber drying technologies, improving wood properties with polymer treatments, and moisture migration studies.

**Engineered Wood Products and Structures:
Timber Structures Design**

Participating Faculty: HUSSEIN, KYANKA

- Materials science
- Engineering mechanics
- Computer-aided design
- Static and dynamic properties of wood

Factors of safety, behavior of wood and wood-based components under loads and the effects of duration of the loads are critical elements when developing engineering codes. Wooden components as small as dowels or as large as bridge beams are considered, using elements of materials science, engineering mechanics and structural

engineering. Basic property knowledge, employing theories of elasticity, viscoelasticity and fracture mechanics, is coupled with computer-aided design data to analyze the performance of wood and to solve application problems, such as those encountered in wood frame construction and timber utility structures. How such factors as chemical fire retardant treatments, adhesive performance and mechanical fastener design interact with use requirements is considered. National and international design codes and their development play an important role in specifying research areas of current interest and need. Fabrication and testing of actual components such as trusses, composite beams, and furniture connections is done in the Construction Management and Wood Products Engineering laboratory facilities.

Division of Forest Resources

NEIL H. RINGLER, Director
242 Illick Hall
(315) 470-6743

One of the most important issues challenging society in the twenty-first century is society's need for appropriate management of the world's renewable natural resources and the preservation and enhancement of environmental quality. Contemporary society needs and demands of our natural resources both goods and services, ranging from paper and lumber to clean water to recreation, from resource integrity to maintenance of biodiversity, and these needs must be met without ecosystem degradation. Understanding how ecosystems function, and how to provide for the often conflicting demands of society, is the challenge addressed by the Division of Forest Resources. The Division, consisting of the Faculty of Forestry and the Faculty of Environmental and Forest Biology, is charged with providing intellectual leadership in these issues through diverse programs of undergraduate and graduate education.

The two Faculties comprising the Division have nearly seventy faculty members with a wide array of expertise including conservation biology, resource management and policy, wildlife ecology, fisheries sciences, silviculture, forest economics, tropical ecology, geographic information systems, plant ecology, forest management, and ecosystem sciences. Additional areas include biostatistics, molecular biology, genetics, plant biotechnology, operations research, forest entomology and forest pathology, hydrology and watershed management, outdoor recreation and tourism, soil science, environmental law, environmental ethics, and landscape ecology. This assemblage of faculty is, in fact, among the strongest of its kind in the world, providing excellent opportunities for education in resource management and biological sciences.

Educational offerings consist of programs in resources management and in environmental and forest biology, both of which lead to the B.S. degree. An Associate in Applied Science degree is offered in forest technology. Jointly the two Faculties offer a dual option whereby students meet the core requirements in both forestry and biology. Graduate programs leading to Master of Science, Master of Professional Studies, and Doctor of Philosophy degrees cover virtually every area of faculty expertise.

The undergraduate and graduate programs in the Division prepare graduates for professional careers that depend upon an understanding of natural systems. Environmental and forest biology graduates often enter careers where their knowledge of basic and applied ecology is paramount. Resource management graduates often undertake careers where the management and manipulation of natural systems is a major concern. The dual option offers the opportunity to obtain and apply expertise in both of these areas.

Students completing undergraduate or graduate programs in environmental and forest biology, forestry, or the dual option have gone on to a wide variety of positions. Examples include aquatic or terrestrial ecologist, university professor, biology teacher, botanist, entomologist, environmental analyst, environmental conservation officer, extension specialist, fisheries biologist, forester, game biologist, geneticist, forest pathologist, microbiologist, naturalist, nursery manager, park naturalist, research scientist, science teacher, timber buyer, watershed manager, wildlife biologist, and zoologist. Graduates of the forest technology program are employed as technicians in forestry, surveying, and environmental fields, and many advance to professional positions.

Several elective concentrations exist within programs so that the student may, through the judicious selection of courses, satisfy state and federal civil service requirements for one or more specific job titles. Graduates may find employment with private firms, in natural resources policy and administration, with nonprofit conservation groups, and in education and interpretation. The Division's programs also form the academic foundation for subsequent specialized study and training at the graduate level. Alternatively, graduate study permits the exploration of a new academic/professional area.

Information regarding the Faculties of Environmental and Forest Biology and Forestry is found on pages 84 and 104, respectively. Information on the Dual Option appears on pages 70-71.

DUAL UNDERGRADUATE OPTION IN ENVIRONMENTAL AND FOREST BIOLOGY/FOREST RESOURCES MANAGEMENT

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
Biology with Laboratory (Botany and Zoology preferred).....	8
General Chemistry with Laboratory.....	8
Organic Chemistry with Laboratory ¹	4
General Physics with Laboratory ¹	4
Calculus ¹	4
One additional course with laboratory in either chemistry or physics, or a course in calculus or linear algebra.....	4
General Ecology.....	4
Microeconomics.....	3
Introductory Sociology.....	3
English with a focus on writing.....	6
Computer Applications.....	3
Principles of Management.....	3
Humanities Elective.....	3
Humanities or Social Science Elective.....	3
Biology Elective.....	<u>3</u>
 Total minimum lower division credits.....	 63

Upper Division Courses

Junior Year	Credit Hours
<i>Fall Semester</i>	
ESF 332	Seminar for New Transfer Students.....
EFB 325	Cell Physiology.....
EFB 336	Dendrology.....
	Resource Area (A, B, C, D, E) ²
	15
<i>Spring Semester</i>	
APM 391	Introduction to Probability and Statistics.....
EFB 307	Principles of Genetics.....
EFB 308	Genetics Lab.....
FOR 312	Sociology of Natural Resources.....
EST 221	Introduction to American Government.....
	Resource Area (A, B, C, D, E) ²
	16
Summer Program in Field Forestry	
FOR 301	Field Dendrology and Ecology.....
FOR 302	Forest Surveying and Cartography.....
FOR 303	Introduction to Forest Resource Measurements.....
FOR 304	Resources Management Field Trips.....
	<u>1.5</u> <u>2.5</u> <u>3.0</u> <u>1.0</u>

8.0

¹Students may be admitted with deficiencies in these subject areas. However, deficiencies must be removed as early as possible in the student's program. Students are strongly encouraged to pursue further course work in these and related areas in consultation with their advisors.

Senior Year

Credit Hours

<i>Fall</i>	FOR 322	Forest Resource Measurements and Analysis	2
<i>Semester</i>	FOR 332	Forest Ecology	3
	FOR 334	Silviculture	4
	FOR 345	Introductory Soils	3
		Resource Area (A,B,C,D,E) ²	<u>3</u>
			15
<i>Spring</i>	FOR 310	Forest Resource Economics & Decision Models	4
<i>Semester</i>	FOR 323	Forest Biometrics.....	2
	FOR 324	Introduction to GIS in Resources Management.....	1
	FOR 370	Forest Management.....	3
		Resource Area (A,B,C,D,E) ²	<u>6</u>
			16

Fifth Semester

Credit Hours

FOR 291	Oral Presentation	1
FOR 465	Natural Resources and Environmental Policy	3
FOR 490	Integrated Resource Management I.....	2
	Elective EFB/FOR.....	3
	Resource Area (A,B,C,D,E) ²	<u>6</u>
		15
Total minimum upper division credits		85

A minimum of 148 credit hours is required to complete the B.S. degree in the environmental and forest biology/resources management option.

²Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor): A. Forest protection; B. Recreation; C. Vegetation; D. Watershed; E. Wildlife, except for the Recreation Area, the Resource Area courses must be filled with EFB courses.

*Electives *must* include at least one course from each of groups I and II.

I

II

- Elements of Entomology
- Principles of Forest Entomology
- Invertebrate Zoology
- Introductory Environmental Microbiology

- Dendrology
- Diversity of Plants
- Forest & Shade Tree Pathology

Additionally, students must take a minimum of six credits of animal science and six of plant science that may include courses from lists I and II not used above (by definition, plant science course are EFB offerings with course numbers ending in -26 through -50. Animal science courses end in -51 through -95).

The Faculty of Chemistry

ANATOLE SARKO, Chair
118 Jahn Laboratory
(315) 470-6855
<http://www-chem.esf.edu/>

The academic program in chemistry enables the student to develop not only an understanding of chemical phenomena, but also an appreciation for chemistry that can link it to the biological and applied sciences. Programs include courses in traditional areas of chemistry, with additional study in fields pertaining to environmental science and forestry. This broad spectrum of academic offerings is possible through close cooperation with Syracuse University, where a wealth of accessory courses at both the undergraduate and graduate levels are available. Emphasis on the investigative function of chemical science is manifest in the wide array of ongoing research projects within the Faculty.

Undergraduate Program

The Faculty of Chemistry offers three options leading to the bachelor of science degree: biochemistry and organic chemistry of natural products, environmental chemistry, and natural and synthetic polymer chemistry. Each option offers an advanced core of studies beyond the basic courses of the classical undergraduate chemistry curriculum. Additionally, students in all options, by selecting proper electives, may be certified on graduation as having completed an American Chemical Society approved curriculum. All options are excellent grounding for professional work at the B.S. level or for advanced graduate study.

Biochemistry and Organic Chemistry of Natural Products

Participating Faculty: BOYER (Plant and Algal Biochemistry), GINER (Organic and Natural Products Chemistry), LALONDE (Organic and Natural Products Chemistry), PRICE (Plant and Carbohydrate Biochemistry), F. WEBSTER (Organic Chemistry and Chemical Ecology)

Biochemistry and organic chemistry of natural products stresses a chemical approach to problems in the life and health sciences. After obtaining a strong foundation in analytical, physical and organic chemistry, these stud-

ies are supplemented by advanced courses in natural products chemistry, wood chemistry, spectroscopy, and biochemistry. Professional electives in botany, chemical ecology, genetics and molecular biology provide the background for interactions in the life and health sciences. Research areas include the elucidation of chemical signals by which organisms communicate with each other, the role of trace metals in the growth of microorganisms, and the origin and function of biologically active natural compounds.

Environmental Chemistry

Participating Faculty: BOYER (Environmental Biochemistry), DIBBLE (Environmental Chemistry), DAVID A. DRISCOLL (Analytical Chemistry) JOHN P. HASSETT (Environmental Chemistry), DAVID L. JOHNSON (Environmental Chemistry), KIEBER (Environmental Chemistry and Oceanography), LALONDE (Chemical Toxicology)

Environmental chemistry stresses applications of fundamental chemical principles to describe and predict behavior of chemicals in the environment. Courses in air and water chemistry are supplemented by advanced courses in analytical, physical, or organic chemistry. A wide variety of courses in areas such as biology, engineering, geology, and environmental policy are also available. Research areas include phase-partitioning of organic compounds in water, characterization of particles in air and water, aqueous photochemistry, sampling techniques for organic compounds, biological alkylation of metals, analysis of organic particles in water, characterization of natural organic matter in soil and water, and behavior of major ions and nutrients in water.

Natural and Synthetic Polymer Chemistry

Participating Faculty: CABASSO (Polymer Chemistry and Membrane Science), CALIWE (Organic Chemistry, Synthetic Polymer Chemistry), GITSOV (Organic and Physical Polymer Chemistry), SARKO (Physical and Biopolymer Chemistry), WINTER (Physical and Biopolymer Chemistry)

Undergraduates in the natural and synthetic polymer option take advanced courses in mechanisms of polymerization and polymer synthesis, in the physical properties and characterization of polymers, as well as in the laboratory techniques of polymer synthesis and characteriza-

tion. In addition, courses in wood chemistry provide a solid background for chemists planning careers in paper, textiles, membranes, and related areas. Biochemistry is an appropriate elective for students interested in the growth of biotechnologies while environmental chemistry complements this program for students interested in working on problems of chemical waste. The program offers an excellent background both for direct entry into industrial chemistry and graduate study in areas such as chemistry, biotechnology, or polymer science. More than 50 percent of all practicing chemists work on problems involving polymer chemistry.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
General Biology with Laboratory	8
General Chemistry with Laboratory	8
Organic Chemistry with Laboratory	8
Physics with Laboratory	8
English with a focus on writing	6
Humanities/Social Science	6
Electives	9
Mathematics ¹	8
 Total minimum lower division credits	 61

¹Mathematics through integral calculus. An additional mathematics course beyond integral calculus is required for the B.S. degree.

Upper Division Courses

Junior Year				Credit Hours
<i>First Semester</i>	CLL	405	Writing for Science Professionals.....	3
	FCH	132	Orientation Seminar: Chemistry ¹	1
	FCH	325	Organic Chemistry III	4
	FCH	380	Analytical Chemistry I.....	3
	FCH	360	Physical Chemistry I.....	3
			Professional Elective ²	<u>3</u>
				17
<i>Second Semester</i>	FCH	381	Analytical Chemistry II.....	3
	FCH	361	Physical Chemistry II.....	3
	CHE	357	Physical Chemistry Laboratory	2
	FCH	384	Spectrometric Identification of Organic Compounds.....	2
			Professional Elective ²	3
			Elective.....	<u>3</u>
				16

¹If not taken previously.

²A two-semester sequence of professional electives to be taken starting in the junior year should be chosen from the current list of courses, providing a wide range of study in biology, chemistry, ecology, forestry, environmental law, mathematics, geology, physics, biophysics, various engineering disciplines, and others. A copy of this list is available in the Faculty of Chemistry.

Biochemistry and Natural Products Chemistry Option

Senior Year				Credit Hours
<i>First Semester</i>	CLL	300	Library Research	1
	FCH	495	Introduction to Professional Chemistry	1
	FCH	530	Biochemistry I.....	3
	FCH	531	Biochemistry Laboratory.....	3
			Chemistry Elective ¹	2-3
			Elective	<u>3</u>
				13-14
<i>Second Semester</i>	FCH	498	Introduction to Research ²	5
	FCH	497	Undergraduate Seminar	1
	FCH	532	Biochemistry II.....	3
			Elective	3
			Professional Elective ³	<u>2-3</u>
				14-15
			Total minimum upper division courses	59-62

¹An elective Chemistry course as recommended by Faculty advisor.

²Petition by student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

³Topics in Natural Products Chemistry, FCH 524 (3 credit hours) is suggested.

A minimum of 121 credit hours is required to complete the B.S. degree in chemistry with the biochemistry and natural products option.

Environmental Chemistry Option

Senior Year			Credit Hours
<i>First Semester</i>	CLL 300	Library Research	1
	FCH 495	Introduction to Professional Chemistry	1
	FCH 510	Environmental Chemistry I	3
	FCH 515	Methods of Environmental Chemical Analysis.....	3
		Chemistry Elective ¹	2-3
		Elective	<u>3</u>
			13-14
<i>Second Semester</i>	FCH 498	Introduction to Research ²	5
	FCH 511	Environmental Chemistry II	3
	FCH 497	Undergraduate Seminar	1
		Elective	3
		Professional elective ³	<u>2-3</u>
			14-15
		Total minimum upper division credits	59-62

¹Inorganic Chemistry recommended.

²Petition by student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

³As recommended by Faculty advisor.

A minimum of 121 credit hours is required to complete the B.S. degree in chemistry with the environmental chemistry option.

Natural and Synthetic Polymer Chemistry Option

Senior Year			Credit Hours
<i>First Semester</i>	CLL 300	Library Research	1
	FCH 495	Introduction to Professional Chemistry	1
	FCH 551	Polymer Techniques	3
	FCH 552	Polymer Science: Properties and Technology	3
		Chemistry Elective ¹	2-3
		Elective	<u>3</u>
			13-14
<i>Second Semester</i>	FCH 498	Introduction to Research ²	5
	FCH 550	Polymer Science: Synthesis and Mechanisms	3
	FCH 497	Undergraduate Seminar	1
		Elective	3
		Professional Elective ¹	<u>2-3</u>
			14-15
		Total minimum upper division credits	59-62

¹As recommended by Faculty advisor.

²Petition by the student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

A minimum of 121 credit hours is required to complete the B.S. degree in chemistry with the natural and synthetic polymer option.

Graduate Programs

Recent years have seen profound advances in the fundamental knowledge of chemical areas that have special significance for forestry and the environment. The following research areas have received active attention by both faculty and graduate students in the programs: polymer chemistry and physics; wood chemistry; environmental chemistry; biochemistry; chemistry of natural products, including ecological chemistry; and materials sciences.

Requirements for a master of science or doctor of philosophy degree in environmental and forest chemistry include a research thesis or dissertation, along with an appropriate program of courses at ESF and at Syracuse University. Master's and doctoral students must complete a minimum of 18 credit hours and 30 credit hours of graduate level course work, respectively. In addition, doctoral students must pass two preliminary examinations and a Doctoral Candidacy Examination.

Current research projects encompass polymer chemistry, membrane science, and carbohydrate chemistry; biochemistry and microbiology; organic chemistry of natural products and chemical ecology; environmental chemistry of the air, water, and soils.

Biochemistry

Graduate studies in biochemistry reflect the College's interests in microbial, insect, and plant biochemistry. After completing a one year sequence in general biochemistry, students select advanced courses from a range of offerings in chemistry, organismal biology and molecular biology. Advanced courses in biochemistry are available both at ESF and Syracuse University.

A wide variety of research topics are available ranging from plant physiology to biotechnology. Selective research topics include: microbial and algal production of biologically active natural products and their importance in cell biology (Boyer, LaLonde); chemical communication and recognition between organisms (Price, Webster); marine algal toxins (Boyer); and trace metal/nitrogen physiology of symbiotic plants and algae (Boyer, Price). Also, the use of microorganisms for the production of speciality chemicals including polysaccharide interconversions, and the application of bacterial and fungal enzymes in the bioremediation of environmental problems.

Environmental Chemistry

Research for graduate students in environmental chemistry is central to their program of studies and includes both experimental and theoretical considerations. Frequently, the problems to be addressed are

transdisciplinary in nature. Thus course work is carefully selected from areas of chemistry, biology, geology, engineering, mathematics and computer science in order to support the student's particular research needs in conjunction with fieldwork and laboratory experiments. Special topics in analytical-environmental chemistry or for methods development are often arranged.

The environmental chemistry faculty currently have active research interests in both aquatic and atmospheric systems. These include: the thermodynamics and kinetics of binding hydrophobic organic compounds by dissolved humic substances in water, the development of gas partitioning techniques for measuring the extent to this binding in both laboratory and field environments, and the characterization of poorly understood humic substances by techniques such as NMR (J.P. Hassett); the study of chlorinated hydrocarbons in the Niagara River-Lake Ontario-St. Lawrence River system, and their interaction with sediments, dissolved substances and organisms (J.P. Hassett); the exchange of chlorinated hydrocarbons and other trace organics between aqueous and atmospheric phases in the environment (Dibble, J.P. Hassett, Kieber); understanding the role of organic matter in a variety of atmospheric, aquatic and sedimentary processes (Kieber, J.P. Hassett, Johnson); the development of probe systems to study free radical processes and photochemical transformations of dissolved organic matter in natural waters (Kieber); understanding the dynamics of the oceanic carbon cycle and the importance of sunlight-driven photochemical transformations of organic matter in seawater (Kieber); the application of computer assisted SEM/EDXA to individual particle analysis in atmospheric, aquatic and suspended sediment samples (Johnson); the dynamics of calcium carbonate precipitation in hard water lakes (Johnson, J.P. Hassett); the biomethylation of As, Sn, and Hg in soil/plant systems (Johnson); the kinetics of elementary reactions that control the degradation of volatile organic compounds and the resulting yields of ozone, aerosols, and air toxics (Dibble); the identification of novel intermediates formed in the degradation of aromatic compounds in the atmosphere (Dibble); the application of laser spectroscopy and high-level quantum chemical calculations to atmospheric chemistry (Dibble).

Organic Chemistry of Natural Products

Graduate students in organic chemistry of natural products take a one year course sequence in mechanistic organic chemistry and another in synthetic organic chemistry. Additionally, one semester courses are required in advanced physical chemistry and the organic chemistry of natural products. Courses in biochemistry, inorganic chemistry, statistics and specialized courses in chemistry or biology may be arranged and selected by the student in consultation with faculty.

Research in the field of organic chemistry of natural products takes three paths. These paths are: the isolation and characterization of new natural substances; the synthesis of new or improved syntheses of better known natural substances; and the study of the relation of molecular structure to biological response. Chemical research in each of these areas is coupled to biological testing. Research involving isolation and synthetic chemistry requires the student to develop expertise in separation techniques, such as the several methods of chromatography, and spectrometric identification of molecules. Successful investigation in structure/activity relationships requires the student to become familiar with statistical methods of analysis. Current topics of interest to the natural products faculty are the following: structure and function of natural metal chelators (Boyer); marine and freshwater algal toxins (Boyer); synthesis and structure/activity relationships of nonvolatile, aquatic genotoxins (LaLonde); synthesis of natural products (Giner); and those employing sulfur chemistry (LaLonde); isolation and identification of insect and mammalian pheromones and other semiochemicals such as alleomones and kairomones (F. Webster); and synthesis of new natural products (semiochemicals) with particular emphasis on stereochemistry (F. Webster).

Polymer Chemistry

Graduate students in polymer chemistry select their courses from a range of offerings in chemistry, chemical engineering, mathematics, physics, and other appropriate areas. These courses will include either the one year sequence in physical or organic chemistry of polymers and such additional courses as the student and advisor consider necessary. Special topics in a spectrum of polymer fields are offered or can be arranged in consultation with the faculty.

Research is an essential component of any graduate degree program in polymer chemistry. Current topics of research interest within the polymer faculty include the following: preparation, modification, and technology of polymeric membranes (Cabasso); preparation, properties, and applications of radiopaque polymers (Cabasso); inorganic polymers (Cabasso); novel methods of cellulose and cellulosic modification (Caluwe); synthesis and characterization of polymers with novel architectures that incorporate dendritic, hyperbranched, star-like or cyclic fragments; amphiphilic copolymers; self-assembly and supramolecular chemistry (Gitsov); diffraction methods, NMR, and dynamic molecular modeling approaches to polymer structure determination and prediction (Sarko, Winter); biomass conversion to industrial polysaccharides (Winter).

Research Laboratories

Graduate research laboratories in the new Edwin C. Jahn Laboratory—a modern, state-of-the-art, 70,000 sq. ft. research facility—are well equipped for polymer studies, chemical, and biochemical research. Available instrumentation includes ICP, IR, FTIR, GC/MS, UV/VIS, fluorimetric, liquid and solid-state multinuclear NMR, and ORD/CD spectrometers. Ultrastructure study facilities include X-ray diffraction equipment and electron microscopes. Chromatographic equipment includes instrumentation for analytical and preparative liquid and gas chromatography. The Jahn Laboratory is equipped for the use of radioisotopes in research including a separate radioisotopes lab. Liquid and solid scintillation counters, and a multichannel analyzer are available. Other facilities include DSC, torsion pendulum, membrane and vapor phase osmometry, solution and solid-state light-scattering photometers, and a computational environment including Silocon Graphics, work stations and network access Syracuse University and the Internet.

The Faculty of Construction Management and Wood Products Engineering

GEORGE H. KYANKA, Chair

403 Baker Laboratory

(315) 470-6880

<http://www.esf.edu/faculty/wpe/>

KYANKA, Chair (Construction, Applied Mechanics, Engineering Design), HANNA (Ultrastructure and Microscopy), HUSSEIN (Structural Engineering, Mechanics, CAD), KEULER (Construction Estimating, Safety, Codes and Zoning, CAD), MEYER (Wood Properties, Wood Utilization, Anatomy), L. SMITH, (Adhesives, Coatings, Wood-based Composites), W. SMITH (Wood Preservation and Seasoning), TISS (Construction Management and Planning)

Undergraduate Program

The wood products engineering program prepares students for a wide variety of professional careers in the construction industry, or wood products manufacturing, marketing, and design. These interests are presented in two options: construction management and engineering, and wood products. Instruction is tailored to the interests of individual students through the use of electives taken at both ESF and Syracuse University.

Professional growth of students is stimulated by active membership in student chapters of professional construction and wood science organizations. Students are encouraged to join an organization that is of particular interest to them. The following student chapters are on campus: the Student Construction Association (affiliated

with The Associated General Contractors of America and General Building Contractors); the Society of Wood Science and Technology; and the Forest Products Society.

Many students entering in either construction or wood science are transfer students. Graduates with A.S. degrees in liberal arts, math/science, and engineering/science as well as graduates with A.A.S. degrees in architectural, civil, construction, mechanical, and wood technologies are encouraged to apply. Students with or without degrees who meet the lower division requirements and have 62 credits transfer as juniors for a four semester program. Students who have completed pre-calculus, but have not completed chemistry and/or physics may apply for a five-semester program.

Construction Management and Engineering Option

The commercial construction industry represents an important segment of the nation's GNP. A consequence of this economic importance is that the industry is very competitive. With more construction firms bidding on jobs, it is the organization with the best prepared professionals using the latest technology which is the successful bidder. This competition applies not only to contractors, but to

Lower Division Courses¹

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
English with a focus on writing	6
Calculus I and II	8
Physics I with Laboratory	4
Chemistry I with Laboratory	4
Surveying (required for construction management and engineering only)	3
Liberal arts and sciences	Maximum 30
Related courses in the discipline	Maximum 40
 Total minimum lower division credits	 62

¹Those students who cannot meet the lower division requirements shown should contact the Admissions Office for specialized assistance.

others who are involved in construction operations; e.g., engineers, human resource managers, and material and equipment suppliers. People engaged in this industry must have state-of-the-art skills and knowledge to be successful.

The construction option prepares students for management and engineering careers in the construction industry. The basic objective of the construction option is twofold: first, to provide a fundamental understanding of engineering and environmental considerations, and second, to demonstrate the various methods used to take the design into the field and construct a quality structure in the most efficient and effective manner with minimal environmental impacts.

Particular attention is given to the study of engineering practices. Students learn the behavior of such construction materials as timber, steel, concrete, soil, and rock. Analysis and design of various structural functions are studied, including buildings, excavations, foundations, and bridges. Courses include construction safety, construction equipment, light construction, construction methods, building codes and zoning, specifications, planning and scheduling, estimating, construction management, structural analysis, soil mechanics, and computer applications.

Environmental concerns are incorporated within the option by addressing transportation and workplace safety, environmental impact evaluation, and codes concerning structural, fire, and hazardous storage requirements. Emphasis on environmental and personal safety includes asbestos mitigation, noise pollution, air monitoring and sampling techniques, and the proper use of gases and explosives. Calculations for energy efficiency in buildings are made based upon the N.Y.S. Energy Conservation Code.

Quality, economic use, and behavior of the materials are stressed throughout the curriculum. Legal and social aspects are integrated into the program in the later stages.

Graduates of the construction option are well prepared for careers in a very challenging and dynamic field. Positions held by alumni include:

- Construction Manager
- Project Manager
- Project Engineer
- Construction Engineer
- Field Engineer
- Planning/Scheduling Engineer
- Timber Engineering Design
- Truss Design Engineer

Transfer students may complete this option in four or five semesters, as noted earlier.

Wood Products Option

The mission of the wood products option is to provide for the educational, research, and public service needs of the forest products industries. Most of these activities are directed towards the forest products industry of New York State, but the Faculty of Wood Products Engineering has a long tradition of national and international service.

The educational goal of the wood products option is to provide a broad education, encompassing study of the anatomical, physical, and mechanical properties of wood, while providing opportunity to focus on a specialty, such as manufacturing, marketing, or utilization of wood products. Students learn to apply basic and engineering sciences to the broad spectrum of products made from wood and its derivatives. Subject areas cover the physical and mechanical properties of wood and components utilizing wood, their industrial applications, designing, manufacturing and marketing of wood products, and the economic aspects of this renewable resource. A materials science approach is used, much like the specialized studies associated with metallurgy, plastics, and other engineering materials.

A core curriculum is supplemented by several elective concentration areas to provide students with an opportunity to design specialized personal courses of study. It has been planned to produce graduates who understand why wood behaves as it does and who could contribute to the utilization or production of virtually any type of wood product. Graduates and current students have maintained interests in several traditional and emerging areas of specialization, including marketing, production, building construction and renovation, and wood science.

Each student is required to develop an educational plan designed to meet a career objective. The career objective may be broad in scope or sharply focused, depending in the student's background and expectations for the future. Elective concentration areas are listed here; recommended courses for each concentration are developed in consultation with faculty advisors.

- Marketing and Sales
- Production and Manufacturing
- Building Construction and Renovation
- Wood Science
- Timber Production and Utilization

Students are required to select a minimum of fifteen credits in an elective concentration area, but are free to select additional credits in the same concentration area or other courses approved by their academic advisor. Skills to be obtained from this educational experience are listed as follows:

Upper Division Courses
Construction Management & Engineering Option
for Junior-level Transfers

Junior Year				<i>Credit Hours</i>
<i>Fall</i>	ESF 332	Seminar for New Transfer Students		0
<i>Semester</i>	ERE 221	Engineering Mechanics-Statics		3
	WPE 342	Light Construction.....		3
	WPE 387	Wood Structure and Properties		3
		General Elective ¹		<u>6</u>
				15
<i>Spring</i>	APM 391	Introduction to Probability and Statistics.....		3
<i>Semester</i>	ERE 362	Mechanics of Materials		3
	ERE 364	Engineering Materials		3
	WPE 343	Construction Estimating.....		3
		General Elective ¹		<u>6</u>
				18
Senior Year				<i>Credit Hours</i>
<i>Fall</i>	CIE 337	Soil Mechanics and Foundations I.....		4
<i>Semester</i>	FEG 410	Structures		4
	WPE 350	Construction Methods and Equipment		3
	WPE 453	Construction Planning and Scheduling		3
	WPE 497	Senior Seminar		<u>3</u>
				17
<i>Spring</i>	WPE 454	Construction Project Management.....		3
<i>Semester</i>	WPE 455	Construction Contracts and Specifications.....		3
		Construction Technical Elective ²		3
		General Elective ¹		3
		Wood Technical Elective ³		<u>3</u>
				15
		Total minimum upper division credits		65

¹*General Electives:* FOR 205 Introduction to Macroeconomics, FOR 206 Introduction to Microeconomics, FOR 363 Management Models, WPE 401 Creative Approaches to Management. Additional courses in liberal arts and sciences may be required.

²*Construction Technical Electives:* CIE 332 Structures II, CIE 338 Soil Mechanics and Foundations, WPE 330 Building Codes and Zoning Practices, WPE 332 Mechanical and Electrical Equipment, WPE 404 Timber Design Project, or WPE 331 Construction Safety.

³*Wood Technical Electives:* WPE 326 Fluid Treatments, WPE 420 Adhesives, Sealants and Coatings, WPE 422 Composite Materials.

A minimum of 127 credit hours is required to complete the B.S. degree in wood products engineering with the construction management and engineering option.

**Wood Products Option
for Junior-level Transfers**

Junior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students	0
	EFB 335	Dendrology	2
	ERE 221	Engineering Mechanics-Statics	3
	WPE 322	Mechanical Processing	3
	WPE 387	Wood Structure and Properties	3
	WPE 388	Wood and Fiber Identification Laboratory	2
		Elective	<u>3</u>
			16
<i>Spring Semester</i>	APM 391	Introduction to Probability and Statistics.....	3
	ERE 362	Mechanics of Materials.....	3
	WPE 326	Fluid Treatments	2
	WPE 327	Fluid Treatments Laboratory	1
	WPE 342	Light Construction.....	3
		Elective Concentration Course*.....	<u>3</u>
			15
Senior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	WPE 404	Timber Design Project	3
	WPE 420	Adhesives, Sealants, and Coatings	3
	WPE 497	Senior Seminar	3
		Elective Concentration Courses*	6
		Elective Course	<u>3</u>
			18
<i>Spring Semester</i>	FOR 404	Economics of Wood-Using Industries	3
	WPE 422	Composite Materials	3
		Elective Concentration Courses*	6
		Elective Course.....	<u>3</u>
			15
		Total minimum upperdivision credits	64

A minimum of 126 credit hours is required to complete the B.S. degree in wood products engineering with the wood products option.

*At least 15 credit hours of elective concentration courses must be selected from an advisor-approved sequence of technical courses. Examples of acceptable courses are:

Marketing/Production Management

ACC 204 Financial Accounting Systems, FIN 355 Money and Banking, FIN 356 Corporation Finance, MAR 355 Marketing and Society, LPP 255 Introduction to the Legal System, O&M 346 Organizational Behavior, TDM 365 Fundamentals of Transportation and Distribution Management, WPE 343 Construction Estimating, OPM 365 Management of Operations.

Wood Science

PHY 212 General Physics II, CHE 116 General Chemistry II, FCH 221 Organic Chemistry I, APM 485 Differential Equations, EFB 541 Wood Microbiology.

Essential knowledge for all Wood Products Option graduates:

- Identification, properties, and uses of wood
- Classification of tree species; relations between species and genera of important North American timber species including growth ranges
- Wood-Moisture relationships
- Wood protection
- Production of solid wood and composite products
- Wood mechanics—design of wood structural elements
- Use of wood in light and heavy construction

Certain other courses are offered to provide the well-rounded educational experience typical of a graduate from a leading wood science and technology curriculum that is offered at one of the foremost colleges dealing with renewable natural resources. These additional courses include environmental attitudes and natural resource professionalism from the perspective of forest resources management.

A total of 126 credit hours is required for graduation. Recommended electives for each concentration area are available from faculty advisors.

Marketing. Many WPE graduates choose to enter the wholesale or retail sales fields, dealing with forest products and/or other building materials. Others work for suppliers to the forest products industry, such as paints, coatings or adhesives, or for machine manufacturers. Concentration courses to provide skills listed below include business courses from the Syracuse University School of Management.

Essential knowledge for Marketing Concentration graduates:

- The importance of forest products in the international marketplace
- Economic importance of forest products
- The role of marketing in the distribution of goods
- Characteristics of the forest products marketplace

Production. Students selecting the Production concentration prepare themselves for careers in a wide variety of manufacturing operations, ranging from primary plywood or particleboard mills to secondary production operations such as the manufacture of millwork or furniture. Recommended concentration courses include those related to management or personnel, management of manufacturing operations, statistical quality control, etc.

Essential knowledge for Production Concentration graduates includes:

- Production scheduling
- Wood manufacturing operations
- Operations management

Building Construction and Renovation. Today in the United States vast numbers of structures are needed to satisfy the continuing demand for space to meet business, commercial, and residential needs. Construction and renovation of new and old wood-based structures is an important element of efforts to meet this demand for space. A growing field is renovation of old structures to meet altered uses, such as offices, stores, or restaurants placed in old factories, or the renovation of old residences. Historic Preservation of old structures requires consideration of not only the original architecture and use of the structures but also modern concepts for building integrity and safety.

Essential knowledge for Building Construction and Renovation Concentration graduates:

- Traditional light frame and heavy timber engineering and design
- Historical and modern architecture and preservation
- Building codes and zoning practices
- Essentials of structural lumber grading
- Planning and managing the construction process
- Small business management (for those students planning to run their own business)

Wood Science. Students generally direct their interests towards courses dealing with the biological aspects of wood (anatomy, tree growth-wood quality relations, effects of decay, etc.) or towards the physical characteristics of the material (physical properties, mechanical and engineering properties, the physics of preservation or seasoning, etc.).

Some wood science students are preparing themselves for graduate school, and eventually enter a career in research, such as in a private or government research laboratory, or for a trade association or service organization. Others find rewarding and challenging careers in industrial settings. Persons interested in teaching and research in wood science and technology at colleges and universities require a strong scientific background.

Essential knowledge for Wood Science Concentration graduates:

- Relations between tree growth and wood properties
- Wood-water relationships, the effects of moisture on the properties of wood. Decay processes.
- Evaluation and analysis of the physical and mechanical properties of wood

Graduate Program

Through the program in environmental and resource engineering, the Faculty of Construction Management and Wood Products Engineering participates in graduate education leading to the master of science, master of professional studies, and doctor of philosophy degrees.

Areas of graduate research include: construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, engineered products, and timber structures design. These areas of research are described in the section on Division of Engineering (pages 62-68). Students with backgrounds in construction, engineering, or the sciences can pursue graduate study in this field. The Construction and Wood Science and Technology area of study are currently available at the M.S. and M.P.S. levels.

Laboratory facilities within Wood Products Engineering include a computer facility with estimating, scheduling, project management, wood engineering design, word processing, spreadsheet as well as other specialized software.

Other laboratory facilities include a mechanical testing laboratory with a wide range of testing machines, electronic data acquisition facilities, shaker table and frequency analyzers, and complete wood processing facilities including a sawmill, plywood mill, dry kiln, and wood preservation equipment. One of the largest wood collections in the world (the H. P. Brown Memorial Wood Collection) is used to support the graduate research program of the Tropical Timber Information Center.

A complete microscopy laboratory is provided by the N. C. Brown Center for Ultrastructure Studies. This equipment includes transmission electron microscopes, scanning electron microscopes with energy dispersive x-ray analysis and particulate analysis accessories, and a wide variety of light microscopes equipped with image enhancement and various video image analysis capabilities. Graduate students using this equipment have superlative tools to relate macroscopic behavior of wood to its anatomical characteristics.

The Faculty of Environmental and Forest Biology

NEIL H. RINGLER, Chair
7 Illick Hall
(315) 470-6741
<http://www.esf.edu/faculty/efb/>

Programs in environmental and forest biology provide students with a firm foundation in basic biology, ecosystem dynamics, and environmental science. They encompass a variety of interconnected disciplines concerned with living systems, and treat not only the form, function, and evolution of organisms, but their life requirements, tolerances, and interactions that are central to the stewardship of renewable natural resources and the maintenance of environmental quality.

The critical importance that modern society places upon the utilization of natural resources and the quality of our environment adds new and increasingly diverse dimensions to the services a well-trained biologist can render. The faculty is committed to meet this dynamically changing array of opportunity through course work enriched by an active program of research. By adding selected electives at the Junior/Senior levels to a required core, undergraduates may focus their program toward an elective concentration (see pages 86-87) or toward future graduate study. Graduate students may develop a course of study under the guidance of a major professor and graduate committee within any of several areas of study (see pages 89-90).

The academic programs stimulate interest in the recognition and understanding of plants, animals, and protists, and deal with dynamic changes in biological systems in the context of the broad fields of ecology, physiology, genetics, and evolution.

Several awards are available to students in environmental and forest biology. These include the Alexander Wetlands Award, the Dence Memorial Fellowship, the Distinguished Biology Scholar Award, the Onondaga Anglers' Scholarship, the King Memorial Award, the Phyllis Roskins Memorial Award, the Wildfowlers' Award, the Stegeman Award, and the Outstanding Young Botanist Award.

Facilities for biological study are discussed later (see Graduate Program page 88).

Undergraduate Program

The curriculum for the bachelor of science degree is built around a core of required courses which provide the student with a general education, a basic background in the principles of the biological and the physical sciences,

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
General Botany and Zoology OR General Biology with Laboratory	8
General Chemistry with Laboratory, 2 semesters	8
Organic Chemistry with Laboratory, 1 semester ¹	4
Physics with Laboratory, 1 semester ¹	4
Calculus, 1 semester ¹	3 - 4
One additional course with laboratory in Chemistry or Physics, or a course in Calculus or Linear Algebra, 1 semester	3 - 4
English with a focus on writing	6
Social Sciences, Humanities ²	9
Electives (recommended in Biology, if available)	<u>13 - 15</u>
Total minimum lower division credits	60

¹Students are strongly encouraged to pursue further course work in these and related areas in consultation with their advisors.

²A course in technical writing and/or speech is highly recommended as part of the social science/humanities group.

and an orientation to natural resources. Its design develops breadth in biology as well as depth in a special biological field. Although individual course selections may vary, all students major in environmental and forest biology, each develops a special plan of study with an assigned advisor.

A dual-option program is available that meets the undergraduate requirements of environmental and forest biology and of resources management (see pages 69-71).

In addition to the core courses and Summer Field Experience specified below, at least 21 hours in biology at the 300 level or above must be completed. Of these, at

least 15 must be from courses at ESF. **Six of the 21 credit hours must involve course work in plant science [courses numbered from ()26 to ()50] and six in animal science [courses numbered from ()51 to ()95; see page xxx].** The balance of the required hours is chosen in consultation with the advisor.

Summer Field Experience

Between the junior and senior years, each student completes a minimum of five semester credit hours (or equivalent) during residence in an approved academic

Upper Division Courses

Junior Year			Credit Hours
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	EFB 320	General Ecology	4
	EFB 325	Cell Physiology	3
		Electives ¹	8
			15
<i>Second Semester</i>	APM 391	Introduction to Probability and Statistics.....	3
	EFB 307	Principles of Genetics	3
	EFB 308	Genetics Laboratory	1
	FOR 345	Soils ²	3
		Electives ¹	5
			15
Summer Field Experience—Must be met as described on page xx			5

Senior Year			Credit Hours
<i>First Semester</i>		Electives ¹	15
<i>Second Semester</i>		Electives ¹	15

¹Electives *must* include at least one course from each of groups A and B.

A

Elements of Entomology
Principles of Forest Entomology
Invertebrate Zoology
Introductory Environmental Microbiology

B

Dendrology
Diversity of Plants
Forest & Shade Tree Pathology

Additionally, students must take a minimum of six credits of animal science and six of plant science that may include courses from lists A and B not used above.

²GOL 101 may be substituted with advisor's approval.

Total minimum upper division credits 65

A minimum of 125 credit hours is required to complete the B.S. degree in environmental and forest biology.

program in field biology. This requirement is usually met by the appropriate selection of courses at Cranberry Lake Biological Station (CLBS) where courses are offered during each of two sessions. Earning five credits at one session satisfies the requirement; any additional courses taken in the other session count as elective credits.

Other residential biological field stations may be attended to earn the minimum five semester hours credit (or equivalent). Petitions requesting this alternative must include course descriptions and the program contemplated and be submitted to the Curriculum Director at least one month prior to the end of the spring semester preceding the summer program. A current file of alternative stations and course descriptions is maintained by the director of the Cranberry Lake Biological Station.

Cranberry Lake Biological Station

Cranberry Lake, the third largest body of water in the Adirondacks, and its environs are ideally suited for an advanced biology summer program. The surrounding topography is rolling hill and lake country dotted with numerous small ponds, closed bogs, and stream drainages. Because 80 percent of the shoreline is in State ownership, the lake remains pristine, unspoiled by recreational developments and pollution problems. Much of the original forest cover in the region was harvested a century ago; today a rich variety of community types occupies those sites as the vegetation reverts to natural conditions. The remaining virgin forests also provide students with many examples of stable ecosystems, each type reflecting the particular environmental conditions controlling forest development. A wealth of wildlife parallels the variety of cover types. The area provides easy access to a wide range of additional ecosystems ranging from bog to alpine vegetation.

Facilities include four classroom-laboratories; dining facilities for 120; faculty quarters and cabins; an administration building; 12 cabins housing 6-8 students each; a recreation hall; and several smaller, supporting buildings.

The program extends through June and July, divided into two sessions. Courses are designed to emphasize and effectively utilize the unique nature of this Adirondack setting, and all involve field trips each day into the surrounding forest and aquatic ecosystems.

Information about the summer program, including courses and fees, may be obtained from the Director, Cranberry Lake Biological Station, State University of New York College of Environmental Science and Forestry, Syracuse, New York 13210.

Elective Concentrations

The curriculum meets general requirements for graduate study and for a wide range of federal, state, municipal, and private biology positions. Those training for biological positions in federal and state service should review civil service publications and become familiar with specific course requirements early enough to make timely elective choices. Students are urged to use some elective time to enhance their communications skills. Courses in technical writing, applied communications or a foreign language (as approved by their faculty advisor) are especially useful.

Listed below are 12 elective concentrations that focus on specialized fields of biology. Further information on these can be found in the *Career Guide Handbook for Biologists* available from the Curriculum Director.

Plant Biotechnology. Biological techniques and processes used for the well-being of humanity have arisen from our understanding of genetics, cell biology and molecular biology. They permit the manipulation of DNA, RNA and protein involved in reproduction and specific biological processes. We now have the ability to design a large array of biological agents and organisms to benefit humans as well as the environment. This program provides a basis for students wishing to pursue careers in plant, fungal, or animal biotechnology.

Ecology. Ecology involves basic knowledge of the relations of organisms to their environment and how these affect their distribution and abundance. Among organismal ecology, population-evolutionary ecology, community ecology, and systems ecology, undergraduate students choose courses from at least two of these four areas. In addition, students in the ecology concentration take one semester of Seminar in Ecology (EFB 497). The practical and theoretical application of ecology is emphasized through courses at both ESF and Syracuse University as well as at the Cranberry Lake Biological Station. Students in environmental and forest biology are encouraged to select courses compatible with their interests and educational goals.

Students in this concentration will have an excellent background to pursue graduate work in ecology and to develop ecological expertise. Preparation in ecology will serve students who pursue further training or employment in those areas of research, teaching, or management which apply ecological principles.

Entomology. Insects are vital components of nearly every ecological community. The program in entomology prepares students for professional careers in both basic and applied aspects of insect science. Basic studies

include insect behavior, genetics, physiology, and systematics as well as ecological interactions of insects with plants, other insects, predators, diseases, and vertebrates. The program also addresses the enormous impacts of insects and responsible means of pest management. Program strengths are forest entomology, chemical ecology, aquatic entomology, medical entomology, pest management, and environmental toxicology.

Environmental Interpretation. Environmental interpretation is an educational field that seeks to reveal meanings and relationships in nature. The environmental interpreter builds upon a strong background in science, communication skills, personal experience, and direct contact with nature. This elective concentration prepares students for professional positions including interpretive naturalist, park ranger, interpretive consultant, and nature center administrator. Potential employers include the National Park Service, U.S. Fish and Wildlife Service, state and county agencies, and private organizations such as The Nature Conservancy and National Audubon Society. Specialized facilities are available for students to practice interpretive skills at the Syracuse campus, Adirondack Ecological Center, Cranberry Lake Biological Station, and many local sites.

Environmental Microbiology. Microbiology is a dynamic and exciting science that deals with bacteria, molds, algae, yeasts, protozoa, rickettsiae, and viruses: their roles in industry, disease, the environment, and everyday life. Careers in microbiology are available throughout the public and private sectors, and are related to many different professions and industries.

Fish and Wildlife Biology and Management. A basic and applied program in fish and wildlife biology, including management and behavior, is provided for students whose objectives are to develop professional skills in the biology and management of these natural resources. This program offers a broad education in the biological sciences with a strong foundation in ecology. Course selections are readily tailored to meet certification requirements for The Wildlife Society and the American Fisheries Society. Specialized and advanced courses are offered in fishery biology, wetland ecology, wildlife ecology and management, limnology, habitat analysis, and wildlife techniques.

Forest Pathology and Mycology. Protection of vascular plants and wood products from invading organisms, such as fungi, is basic to forest productivity, effective wood product use, and the maintenance of environmental quality. Program strength is in the ecological, physiological, genetic, and environmental aspects of disease. Students may train for positions in forest pathology, mycology, biotechnology, plant quarantine, or diagnostic labora-

tories. Opportunities for employment exist with federal, state, and private agencies.

Plant Physiology. Plant physiology, part of the broader science of botany, concerns the life processes that occur in plants. Career opportunities are available in federal, state, and local governments through their extensive testing and monitoring programs. Additionally, positions are available in agriculture and forestry concerning pathogenic microorganisms and physiological mechanisms of infection.

Plant Science. Students may prepare for a wide variety of opportunities in the botanical professions. Essential to understanding plants are their biochemical and physiological processes; their interactions with the environment and with one another; with animals and other organisms; their genetic makeup, evolution and classification. Requirements may be satisfied for technical positions in areas such as botany, plant ecology, tree genetics, plant physiology, horticulture, tree maintenance, or plant quarantine.

Pre-Medical Science. Completion of all core and elective requirements in environmental and forest biology will prepare students for application to medical schools of their choice. Pre-medical programs are not formally structured curricula, but most often consist of opportunity to take necessary course work in biology, chemistry, mathematics and physics that will prepare students for required admission testing procedures. Environmental and forest biology offers an abundant array of courses and opportunities for students interested in careers in medicine or veterinary science.

Science Education. Through special arrangements with Syracuse University, students in environmental and forest biology can couple a strong program in basic biological sciences with necessary education courses required to qualify for certification as science teachers in grades 7-12 under New York State regulations. Advisors will guide students interested in this program to the appropriate course work and the mechanisms required to successfully complete a program in science education.

Zoology. A broad program is provided for the student whose objectives are to go on for graduate study or to further training in physiology, soil invertebrate ecology, animal behavior, or animal ecology. Some opportunities with federal and state agencies are available at the baccalaureate level.

Internship Program

A variety of internships are available, either in the summer or one semester of the academic year. These are arranged in cooperation with the student's advisor. Agencies actively involved with the internship program include the U.S. Fish and Wildlife Service, New York State Department of Environmental Conservation, the National Park Service, and the National Biological Service.

Graduate Program

The graduate program in environmental and forest biology is organized in areas of study that provide comprehensive coverage within specific interest areas. Faculty in each area define the scope of subject matter, recommend acceptance of students and guide them in a course of study. Most students develop a degree of specialization in at least one large taxonomic group (e.g., fungi, plants, vertebrates, insects) to assure a useful mix of talents.

M.S. and Ph.D.—Students seeking the M.S. degree include a research thesis and its defense (see page 38). Students in EFB need a minimum of 24 credits of course work. All who seek the Ph.D. must include original research and a dissertation or its equivalent in the form of refereed publications.

M.P.S.—The Faculty of Environmental and Forest Biology offers the Master of Professional Studies (MPS) degree, which must include appropriate coursework, experience or project, and examinations.

Coursework Option. Requires the successful completion of 42 credits of graduate level coursework, including at least 30 credit hours taken in residence at ESF. Coursework does not include credits earned in EFB 798, 898, 899, or 999. Seminars (EFB 797) are considered courses. The student's study plan (Form 3B) must be approved by the Major Professor, and the Faculty Chairman. Neither a comprehensive examination nor a capstone seminar are required.

Professional Experience Option. EFB requires a total of 42 credit hours, at least 30 of which will be graduate coursework credits and 24 of which must be taken in residence at ESF. Six to 12 credits will be awarded for the internship (EFB 898). A written report of the internship is required, as well as an oral comprehensive exam and a capstone seminar.

The center of activity is Illick Hall, with laboratories, classrooms, controlled spaces, and equipment in a modern building in which 8,000 square meters of working space is available for graduate study and research. Laboratories, many of them temperature and temperature-humidity controlled, and one sound-controlled, are provided for study and research in plant development, physiology, tissue culture, molecular biology, biochemistry and toxicology, ecology, and animal behavior. An herbarium, mycological collections, insect and other inver-

tebrate collections, an artificial stream, and the Roosevelt Wildlife Collection of vertebrates are maintained as resources for the academic program. Eight rooftop glasshouse units, three of them air-conditioned and one incorporated into a five-room indoor-outdoor insectary, are important to the full array of interests in plant science and plant-animal interactions.

Also available to students and faculty is a variety of sophisticated instrumentation; convenient access to a computer center; radioisotope counting equipment, including liquid scintillation spectrometry; diverse analytical equipment and measuring devices; gas-liquid chromatography; and a comprehensive analytical expertise. The N.C. Brown Center for Ultrastructure offers course work and research in scanning and transmission electron microscopy.

Supportive to the program are the academic resources, including courses, of Syracuse University, SUNY's Health Science Center and the several campus facilities described elsewhere in this catalog. Our students also participate in courses and utilize faculty and facilities at Cornell University and several SUNY campuses in cooperative exchanges.

Excellent field sites and facilities are available for research in all aspects of the program. In addition to the College's several campuses and field stations that offer a broad diversity of forest types, sites, and conditions, there are New York State Department of Environmental Conservation lands, the Montezuma National Wildlife Refuge, the Adirondack Mountains, and the transition zones near Lake Ontario, Oneida Lake, and Cicero Swamp. These areas offer a variety of habitat diversity from highlands to aquatic-terrestrial zones. The ponds, streams, and lakes in Central New York and the St. Lawrence River are regularly used by graduate students in aquatic ecology, fishery biology, and ecosystem science.

Further academic advantages stem from the urban setting of the Syracuse campus. Nearby Onondaga Lake is a prominent feature that serves as a focus for many research and teaching activities. The Greater Syracuse area provides a convenient laboratory for studies basic to urban ecology: urban wildlife, the growth and protection of woody vegetation, greenspace maintenance, the utilization of waste beds for plant growth, the detoxification of pollutants, and the restoration of terrain stripped of vegetation. Disposal of industrial and human wastes requires deeper understanding of the role of plants, animals and microorganisms in the biodegradation of organic matter. The conversion of organic materials into useful fuel, into additives for plant growth, or into protein feeds for domestic animals are stimulating topics.

Areas of Study

Seven areas of study are available: ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, and plant science and biotechnology. One, chemical ecology, is shared with the Faculty of Chemistry. Additional information on each of these areas of study is available by telephone or written request to any of the professors listed.

Ecology

ALLEN (Forest Insects), BALDASSARRE (Wetlands), BROCKE (Wildlife, Bioenergetics), BURGESS (Forest Ecology), CHAMBERS (Wildlife), DONOVAN (Migratory Birds, Conservation Biology), GIBBS (Vertebrate Conservation Biology, Genetic Considerations, Reptiles and Amphibians), HALL (Systems Ecology), KIMMERER (Bryocology, Restoration Ecology), KURCZEWSKI (Insect Behavior), LEOPOLD (Dendrology, Community Ecology), MITCHELL (Biogeochemistry, Invertebrates, Energetics), MÜLLER-SCHWARZE (Vertebrate Behavior), NAKAS (Microbiology), NORTON (Invertebrates), PORTER (Vertebrate Ecology), RAYNAL (Physiological Ecology, Demography), RINGLER (Aquatic Ecology, Fish Behavior), SHIELDS (Vertebrate Behavior), STEWART (Aquatic Ecology), TURNER (Physiological Ecology), VANDRUFF (Wildlife), WANG (Mycology), WERNER (Limnology)

This integrative study area allows students to investigate the relationships of organisms to their environment and those factors which affect their distribution and abundance. Both the practical and theoretical applications of ecology are emphasized through courses and research. There are four major areas in ecology: organismal ecology, population-evolutionary ecology, community ecology, and systems ecology. In consultation with the student's steering committee, courses are chosen from these areas, as well as other disciplines. Specific research may encompass any of the four major areas of ecology and entail the study of the distribution and abundance of organisms, community structure including trophic relationships, diversity, succession, and ecosystem properties, such as patterns of energy transfer and biogeochemical cycling.

Entomology

ABRAHAMSON (Forest Insects, Pest Management), ALLEN (Forest Insects, Population Ecology), CASTELLO (Virology, Insect Vectors), HOWARD (Medical Entomology), KURCZEWSKI (Morphology, Taxonomy, Behavior), MITCHELL (Population Ecology), NAKATSUGAWA (Toxicology), NORTON (Soil Arthropods, Systematics, Insect Larval Taxonomy), RINGLER (Aquatic Entomology), TEALE (Insect Pheromones), TURNER (Physiology)

Graduate study opportunities prepare students in the basic aspects of insect life and the role of insects in relation to man and his environment. The wide range of effects stemming from insect activity, from the beneficial to the deleterious, allows for a variety of research subjects in which insects play a major role. Thesis topics may concern insects that affect forests, shade trees and wood products, those relating to the health and well-being of humans, and those playing key roles as parasites and predators of pest species. Current research areas include population dynamics of forest defoliators, pheromone communications among beetles and moths, speciation of insects as understood through behavioral and cytogenetic study, effects of larvicides and fish predators on stream benthic insects, natural control of insects in forest systems, and biochemistry of insect detoxification mechanisms.

Environmental Physiology

CASTELLO (Plant Virology), GRIFFIN (Fungus Physiology), MITCHELL (Environmental Energetics), NAKAS (Microbial Physiology), NAKATSUGAWA (Insect and Vertebrate Toxicology), SMART (Plant Physiology), TURNER (Animal Physiology)

Environmental physiology provides students with advanced training in the nature and control of biological processes. Current interests include mechanisms of action of plant growth hormones; biochemical regulation of seed germination; plant and microbial enzymology; virology; toxicity and disposition of insecticides and environmental toxicants in vertebrates; production and action of plant phytoalexins and antibiotics; plant defenses against phytophagous invertebrates; thermal exchange in bird eggs; mycorrhizae; ion transport; mineral nutrition; cambial physiology and photosynthesis.

Fish and Wildlife Biology and Management

BALDASSARRE (Waterfowl), BROCKE (Vertebrates), CHAMBERS (Vertebrates), DONOVAN (Migratory Birds, Conservation Biology), GIBBS (Vertebrate Conservation Biology, Genetic Considerations, Reptiles and Amphibians), MÜLLER-SCHWARZE (Vertebrate Behavior), PORTER (Vertebrate Ecology), RINGLER (Fisheries, Aquatic Ecology), SHIELDS (Vertebrate Behavior), STEWART (Fisheries, Aquatic Ecology), TURNER (Vertebrate Physiology), VANDRUFF (Vertebrates, Ornithology), WERNER (Limnology, Fisheries)

Study in this area provides students with advanced preparation in biological concepts of fish and wildlife populations as they relate to proper management. Increasing concern for these wild animal resources has been

matched by strong student interest in educational programs which prepare them for careers in the fish and wildlife professions. Graduate education is rapidly becoming a universal prerequisite to employment as a professional fisheries or wildlife biologist. A major strength is the diversity of cooperators including the National Biological Service, U.S. Fish and Wildlife Service, U.S. Environmental Protection Agency, U.S. Geological Survey, and the NYS Department of Environmental Conservation.

Areas of research include population habitat relationships, predator ecology, fish behavior, wildlife in Adirondack ecosystems, urban wildlife relationships, endangered species studies, feeding ecology of fishes, stream ecology, Great Lakes fisheries, ecology of larval fishes and homing behavior of fishes.

Forest Pathology and Mycology

ABRAHAMSON (Forest Pathology, Entomology), CASTELLO (Forest Pathology), GRIFFIN (Fungus Physiology), MANION (Forest Pathology), NAKAS (Microbiology), POWELL (Plant Pathology and Molecular Biology), ROGERS (Plant and Molecular Biology), SMART (Plant Physiology, Molecular Biology), WANG (Mycology), WORRALL (Forest Pathology)

Forest pathology and mycology trains students to develop an expertise responsive to the increasing pressures on forest and shade tree systems for wood fiber, public services, and amenities. This requires new sophisticated levels of disease understanding, disease control, a broad knowledge of fungi, bacteria and viruses, their environmental impacts and their roles in biodeterioration. Areas of interest include: environmental, fungal and viral tree diseases; mycorrhizae; wood decay and biodegradation processes; monitoring and impact assessment of disease in forest and urban tree systems; chemical and biological control of tree diseases; epidemiology of tree diseases and the genetics of resistance to tree diseases and to pathogen variability; physiology of fungus growth and development; taxonomy and biology of decay and imperfect fungi; and fungus ultrastructure.

Plant Science and Biotechnology

BURGESS (Ecology), CASTELLO (Virology), GRIFFIN (Mycology, Fungus Physiology), HALL (Systems Ecology), KIMMERER (Bryocology, Restoration Ecology), LEOPOLD (Dendrology, Community Ecology), MANION (Pathology), NAKAS (Microbiology), POWELL (Plant Pathology and Molecular Biology), RAYNAL (Ecology, Taxonomy), ROGERS (Plant and Molecular Biology), SMART (Plant Physiology, Molecular Biology), WANG (Mycology), WORRALL (Pathology)

Plants, as the base for ecological food chains, serve as the structural and functional foundation of natural and managed systems. Plant science and biotechnology provides opportunity in a broad range of specialties fundamental to the understanding of plants and their interaction with other organisms and for specializing in plant biotechnology. Emphasis is on forests and related plant systems. Current research interests include: dynamics of plant communities as affected by man and the environment; mechanisms of plant succession; epidemiology of forest and urban tree diseases; decay, discoloration and biomodification of wood; taxonomy, physiology, growth and ultrastructure of fungi; heritability of wood properties and disease resistance of trees; biochemistry and physiology of plant growth regulators; photosynthesis; mineral nutrition; mycorrhizae; morphogenesis in shoot and root systems; genetic engineering; transformation; molecular evolution; phylogenetics; taxonomy; plant-pathogen interactions, tissue culture, and study of ancient DNA.

Chemical Ecology

MÜLLER-SCHWARZE (Vertebrate Pheromones), TEALE (Insect Pheromones), F. WEBSTER (Pheromone Chemistry)

The area of study in chemical ecology is offered by collaboration between the Faculty of Environmental and Forest Biology and the Faculty of Chemistry. Interested students should apply to the Faculty of major interest, which will have prime responsibility for setting requirements. Faculty from both areas can aid in the development of a plan of study enabling a student to acquire sophisticated skills in either chemistry or biology and an ample understanding of the other to grapple with problems requiring an understanding of both.

As a relatively new interdisciplinary endeavor, workers in this field attempt to understand organismal interactions, both intra- and interspecific, mediated by chemical substances such as hormones, pheromones, kairomones and phytoalexins. These occur at all taxonomic levels: between uni- and multicellular organisms, microbes and plants, plants and plants, plants and animals, microbes and animals, and animals and animals. Study of such interactions has been accelerated in recent years through joint efforts of biologists and chemists in meaningful research accompanied by a growing body of literature.

The Faculty of Environmental Studies

RICHARD C. SMARDON, Chair

106 Marshall Hall

(315) 470-6636

<http://www.esf.edu/faculty/es/homepage/>

SMARDON, Chair (Landscape and Environmental Planning, Visual Resource Analysis, Environmental Assessment/Administration, Wetland Assessment)

Faculty: FELLEMAN (Environmental Decisionmaking, Environmental Information Policy), KEITH (Environmental Policy and Politics), LAWLER (Literature of Nature), NORDENSTAM (Environmental Risk Perception and Assessment, Environmental Policy and Policy Analysis), SANDERS (Sustainable Development, Environmental Thought), SENECAH (Environmental Interest Groups, Environmental Communication Processes), S. WEBSTER (Computer Citizenship and Programming)

Participating Faculty: BLACK (Water and Related Land Resources), CANHAM (Resource Economics), CARTER (Community Planning and Design), DOBLE (Community Planning and Design), FLOYD (Environmental and Natural Resources Policy), GRÁTZER (Wildland and Recreation Management), HALL (Systems Ecology), J.M. HASSETT (Environmental Modeling, Waste Management, Public Policy and Environmental Regulation, Energy Resources and Systems), HAWKS (Community Planning and GIS), HERRINGTON (Forest Management-Computers, Micrometeorology), JOHNSON (Environmental Chemistry), KROLL (Environmental Modelling), LEOPOLD (Aquatic Ecology), LEWIS (Community Land Planning; Planning Process; Computer-Aided Community Land Planning and Mapping; Geographic Information System Applications in Land Planning and Land Use Controls), LÚZADIS (Natural Resource Policy), McDONNELL (Watershed Hydrology), MITCHELL (Biogeochemistry, Nutrient Cycling), NAKATSUGAWA (Toxicology, Health Impacts of Chemicals), J. PALMER (Landscape Perception, Design Evaluation, Social Impact Assessment, Environment and Behavior Research Methods), SHANNON (Urban Analysis and Design)

Adjunct Faculty: DOSA (Environmental Information), DURKIN (Environmental Risk Assessment), EFFLER (Water Quality Modeling), GOLDSMITH (Environmental Law), HUNT (Environmental Health Effects), KARP (Environmental Land Use Law), MANNO (Sustainable Development), NOWAK (Urban Ecosystems), SIEGEL (Groundwater Modeling), M. SMITH (Environmental Decisionmaking)

The Faculty of Environmental Studies hosts two degree programs, the bachelor of science in environmen-

tal studies (ES) and the graduate program in environmental science (GPES), which awards both M.S. and Ph.D. degrees.

The GPES and the ES programs address environmental issues of high public concern and rely upon the scientific and professional expertise of the College faculty. These programs provide for the study of environmental systems and the interrelationships of human and natural systems. Both are guided by a concern for finding and promoting wise public policies for natural resource and environmental stewardship. Each program provides a set of core or foundation courses dealing with understanding and analyzing complex environmental systems in their human context, and a range of student choice in choosing interdisciplinary subjects for concentration. Faculty offering instruction and advisement for these programs are drawn from the academic units of the College, and work with students to shape their programs of study to blend student interests with program goals.

Bachelor of Science in Environmental Studies

The bachelor of science in environmental studies (ES) program is concerned with the interrelationships among the natural environment, natural resources, and human society, including society's institutions. The goal of the program is to educate students to be sensitive, articulate, and knowledgeable about complex environmental issues facing contemporary society. To achieve this, the ES program promotes (a) sound preparation in technical and scientific subjects and skills, (b) grounding in an environmental option, and (c) a synthetic or holistic viewpoint and understanding of environmental concerns.

The B.S. degree requires the successful completion of 121 credit hours of course work. The program provides for a pyramidal sequence of study. At the lower division, students acquire a basic knowledge in the natural and social sciences, receive exposure to the humanities, and learn useful communications and analytic skills. Students then enter the ES program as juniors with 60 lower division credits. At the upper division, students receive a balanced understanding of natural and social processes as they relate to the environment, an additional set of useful skills and methods, and a progressive integration of this knowledge through an environmental option, leading to a synthesis of environmental studies education in the senior year.

The scope and complexity of course work within the ES program demands both discipline and commitment from students seeking this degree. A clear sense of purpose and objectives are necessary to pursue the curriculum beneficially. To meet each student's objectives fully, a close working relationship between faculty and the student is also necessary. A general orientation for upper division study is provided in the program's four study areas, one of which is chosen by the student during the admissions process, before undertaking upper division study. These study areas are: (a) information and technology, (b) policy and management, (c) land use planning, (d) biological science applications, and (e) environmental communication and information. Within these general areas of study, students are provided flexibility to further pursue their environmental interests.

Students receiving the B.S. degree have pursued graduate study and careers in the fields of planning, landscape architecture, natural resource management, and other environmentally related areas such as business, education, and law.

Prerequisites for Entry into the Environmental Studies Program

The wide range of opportunities available to students who enter the ES program, requires that they prepare themselves with a broad range of lower division course work. The accompanying table of lower division requirements summarizes preparation for entering the ES program. The various requirements provide a sound basis for successful engagement of the environmental studies curriculum at the upper division, for any of the four program options.

Prospective ES students are strongly advised to review ES program literature describing the four options, so that their selection of options is made on an informed basis. The role of options within each student's program is summarized in the accompanying table of upper division requirements, and each option provides a distinctive orientation to environmental study, as follows:

Lower Division Courses¹

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Minimum Credit Hours</i>
A. Natural Sciences ²	17
Course work must include: General Biology (6-8) (or General Botany and General Zoology), General Geology/Earth Science (3-4), General Chemistry or General Physics ³ (6-8).	
B. Social Sciences	18
Course work must include: Economics (3), Government/Political Science (3), Sociology/Cultural Anthropology (3), History (United States) (3), additional course work, including Psychology, Human Geography, or courses in above subjects (6).	
C. Humanities.....	6
Courses in Literature, Philosophy, Foreign Language, Art, Music, Drama and related subjects.	
D. English with a focus on writing ⁴	6
E. Mathematics and Computer Applications.....	6
Course work must include: College-level Trigonometry, Pre-Calculus, or Calculus (3), Computer Applications (3).	
F. Additional Course work ⁵	7
Total minimum lower division credits	
60	

¹Prior to enrollment into the program, the student must have completed at least 54 of the 60 required lower division credit hours.

²At least two courses with labs are required.

³Two courses in general chemistry or general physics, or one course in each will satisfy this requirement.

⁴Courses aimed primarily at improving writing skills are intended; these generally do not include literature courses.

⁵Depending on student interests, an additional course in American government or in either general chemistry or general physics, whichever has not been taken to meet the natural sciences requirements, is recommended.

Information and technology is designed for students interested in learning about sources of environmental information, and about measurement and technologies applied to the solution of environmental problems. Work in this option is supported primarily by the Faculty of Environmental Resources and Forest Engineering.

Land use planning is concerned with the orderly, efficient, equitable, and aesthetic development of land with special concern for the state of the natural environ-

ment and the development, interpretation, and administration of land use plans and regulations. This option is supported mainly by the Faculty of Landscape Architecture.

Biological science applications is designed for students interested in careers at the interface of biology and socioeconomic issues. It will provide solid background in the biological sciences pertinent to our natural resources and ecosystems on one hand, and a grounding in the social sciences on the other. This option is supported

Upper Division Courses Information and Technology Option

Junior Year		<i>Credit Hours</i>
<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students 0
	EFB 303	Introductory Environmental Microbiology* 4
	EFB 320	General Ecology 4
	CLL 300	Library Research 1
	CLL 410	Writing for Professionals 3
	FOR 345	Introductory Soils 3
	EST 390	Social Processes and Environment (or)
	EST 361	American History of the Environmental Movement..... 3
		18
<i>Spring Semester</i>	EST 321	Government and the Environment..... 3
	EST 366	Attitudes, Values, and the Environment 3
	FOR 340	Watershed Hydrology and Water Quality 3
	APM 391	Introduction to Probability and Statistics..... 3
	ERE 310	Environmental Measurements and Spatial Information..... 3
		15
Senior Year		<i>Credit Hours</i>
<i>Fall Semester</i>	ERE 435	Environmental Technologies: Water and Wastwater Treatment..... 3
	ERE 450	Introduction to Geographic Information Systems 3
	EST 496	Predictive Modeling 3
		Skills and Methods Course* 3
		Option Method Course* 3
		15
<i>Spring Semester</i>		Additional Option Courses* 6
		Free Electives 6
		Senior Synthesis* 3
		15
Total minimum upper division credits		63

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Policy and Management Option

Junior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	ESF 332 EFB 320 CLL 300 CLL 410 FOR 296 FOR 307 EST 390 EST 496	Seminar for New Transfer Students 0 General Ecology 4 Library Research 1 Writing for Professionals 3 Soils and Physical Geography 3 Environmental Economics 3 Social Processes and Environment (or) History of the American Environmental Movement..... <u>3</u>	17
<i>Spring Semester</i>	EST 321 EST 366 FOR 360 APM 391	Government and Environment 3 Attitudes, Values, and Environment..... 3 Principles of Management 3 Introduction to Probability and Statistics..... 3 Additional Option Course* <u>3</u>	15
Senior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	FOR 340 FOR 465	Watershed Hydrology and Water Quality 3 Natural Resource and Environmental Policy..... 3 Skills and Methods Course* 3 Foundation Science Course* 3 Additional Option Course* <u>3</u>	15
<i>Spring Semester</i>		Law Course* 3 Senior Synthesis* 3 Option Method Course* 3 Additional Option Course* 3 Free Elective..... <u>2</u>	14
Total minimum upper division credits			61

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Land Use Planning Option

Junior Year			Credit Hours
<i>Fall Semester</i>	ESF 332 EFB 321 CLL 300 CLL 410 FOR 296 LSA 411 LSA 496 EST 390 EST 361	Seminar for New Transfer Students 0 Fundamentals of Ecology for Designers and Planners 3 Library Research 1 Writing for Professionals 3 Soils and Physical Geography 3 Natural Processes in Planning and Design..... 3 Planning Seminar 1 Social Processes and Environment (or) History of the American Environmental Movement..... <u>3</u>	17
<i>Spring Semester</i>	EST 321 EST 366 ERE 310 LSA 451	Government and the Environment..... 3 Attitudes, Values, and the Environment 3 Environmental Measurements and Spatial Information 3 Comprehensive Land Planning 3 Additional Option Course <u>3</u>	15
Senior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	FOR 340 LSA 496 EST 496 LPP 456	Watershed Hydrology and Water Quality 3 Community Development Process 3 Predictive Modeling 3 Land Development Law 3 Free Elective..... <u>3</u>	15
<i>Spring Semester</i>	APM 391 LSA 453 GOL 242	Introduction to Probability and Statistics..... 3 Community Land Planning Workshop 4 Environmental Geology* 3 Additional Option Course* 3 Free Elective..... <u>3</u>	16
Total minimum upper division credits			63

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Biological Science Applications Option

Junior Year			Credit Hours
<i>Fall</i>	ESF 332	Seminar for New Transfer Students	0
<i>Semester</i>	EFB 320	General Ecology	4
	CLL 300	Library Research	1
	CLL 410	Writing for Professionals	3
	EST 390	Social Processes and Environment (or)	
	EST 496	History of the American Environmental Movement.....	3
		Foundation Science Course * (or)	
		Biological Science Course*	3
		Biological Resource Course*	<u>3</u>
			17
<i>Spring</i>	EST 321	Government and the Environment.....	3
<i>Semester</i>	EST 366	Attitudes, Values, and the Environment.....	3
	FOR 340	Watershed Hydrology and Water Quality	3
	FOR 345	Introductory Soils	3
	APM 391	Introduction to Probability and Statistics.....	3
			15
Senior Year			Credit Hours
<i>Fall</i>	FOR 450	Introduction of Environmental Impact Analysis*	2
<i>Semester</i>		Biological Resources Course	3
		Biology in Depth	3
		Course from Another Option.....	3
		Elective	<u>4</u>
			14
<i>Spring</i>		Biology in Depth	3
<i>Semester</i>		Course from Another Option.....	3
		Special Method	3
		Senior Synthesis	3
		Elective	<u>3</u>
			15
		Total minimum upper division credits	62

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

mostly by the Faculty of Environmental and Forest Biology, but in contrast to the traditional biology program, emphasizes the societal overview of biology-based issues.

Policy and management is concerned with the basic principles, values, and techniques of natural resources and environmental management, including an understanding of the public policies and programs that underscore these concerns. The need to integrate diverse social, institutional, political, legal, and biophysical considerations inherent in attaining environmental objectives is emphasized. This option is supported mainly by the Faculty of Forestry.

Environmental communication and information is concerned with the theory and practice of group and organizational communication, including small group dynamics, decisionmaking, public communication, and conflict resolution; risk perception and communication; uses of language to inform and persuade, including gender issues, cultural sensitivity, mass media, lobbying, and technical information in public discourse; and electronic information, including the acquisition and validation of such information, legal and ethical issues, and the creation of community among its users. (This option is anticipated to become available in fall of 1999.)

Students seeking admission into the ES program should note particularly that identification of choice of option is required as a condition of final acceptance into the program. This allows students to begin option course work in the first semester of the junior year.

Upper Division Courses

A minimum of 121 credit hours is required to complete the environmental studies curriculum. Normally up to 60 credit hours taken prior to matriculation at the College of Environmental Science and Forestry will be accepted as advanced standing credits. A minimum of 51 upper division credit hours must be completed to be considered for graduation.

Graduate Program in Environmental Science

The Graduate Program in Environmental Science (GPES) offers M.S., M.P.S., and Ph.D. degrees. GPES was created in the early 1970s as a unique response to the emerging institutional and analytical challenges of developing environmental problems. The program, which draws upon faculty from across the College, emphasizes a multidisciplinary social and natural science approach to environmental understanding and stewardship. It maintains a strong academic orientation, facilitating student

and faculty engagement of fundamental environmental challenges such as federalism, participatory democracy, the uses and limits of scientific prediction, risk, and sustainability.

The mission of GPES is to provide interdisciplinary education, research, and public service to foster effective environmental stewardship and to prepare students to comprehensively address environmental concerns and problems. The program provides for the following:

1. *Multidisciplinary approach*: recognition of the necessity to approach environmental problems with input from several disciplines and professions;
2. *Holistic perspective*: awareness of and deference to the interdependence of elements within broadly defined ecosystems, including physical, biological, social, and economic systems;
3. *Topical grounding*: competency to understand and apply the principles of a particular subject of environmental inquiry in sufficient depth to interact with other disciplines and professional fields;
4. *Realistic experience*: through internships, focused projects, theses and seminars which provide for direct interaction of legal, economic, political, and social systems which underlie decisionmaking.

GPES's internal structure incorporates a common core which provides a broad policy-oriented foundation for the focused areas of study. Students applying to GPES must select which area of study they intend to pursue.

Requirements

The academic requirements of the graduate program in environmental science are designed to provide graduates with a sound preparation to meet the rapidly evolving challenges of the field as leading scholars and professionals. Programmatic requirements constitute a framework which includes: (1) a comprehensive core foundation emphasizing theory, issues, and methods; (2) extended knowledge within an area of study; and (3) a synthesis experience.

Entering students should be adequately prepared to engage graduate level work in the program. The following undergraduate courses are required pre- or co-requisites for all Master's-level students: statistics, ecology, and microeconomics or environmental economics. Courses in political science are strongly recommended.

In addition, students should have an academic background and/or work experience related to the selected area of study. Wherever possible, deficiencies should be made up prior to matriculation.

Master of Science

The master's degree is designed as a two-year experience.

1. Core

Required course work: A total of 15 credit hours with the following distribution: 9 credit hours of applied social sciences in the following categories: (i) institutions, organizations, and the environment; (ii) environmental information and communications; and (iii) public participation and decision making. In addition, a total of 6 credit hours is required in research methods.

2. Area of Study

A minimum of 15 credit hours (excluding ENS 899) in the area of study, as determined by the major professor and area of study faculty.

3. Synthesis

Students complete a thesis involving a minimum of six credit hours of research resulting in a document that clearly demonstrates graduate-level accomplishments of the student, followed by a defense examination. Minimum total credits for the degree is 36.

Master of Professional Studies

The Master of Professional Studies (MPS) degree is a 39 credit hour experience aimed at professional applications of environmental knowledge.

1. Core

Required course work: A total of 21 credit hours with the following distribution: 9 credit hours of applied social sciences in the following categories: (i) environmental policy and regulation, and (ii) democratic processes. In addition, a total of 6 credit hours is required in environmental science, and 6 in methods courses emphasizing applications of technical knowledge.

2. Area of Study

A minimum of 12 credit hours of course work in the chosen area of study, as determined by the major professor and study area faculty. Students select a study area at the time of application for admission into the program. Two study areas are available to MPS students: (i) Environmental Policy and Democratic Processes, and (ii) Environmental and Community Land Planning.

3. Synthesis

A minimum of 6 credit hours is required. Students select either an internship or directed electives to complete this requirement. No terminal comprehensive examination is required.

Applicants with a minimum of three (3) years of post-baccalaureate, full-time professional experience directly related to the intended area of study may apply for 6 credit hours of advanced standing in the program, reducing their degree requirements to 33 credit hours. Partial credit for experience cannot be awarded. When awarded for prior work experience, the 6 credit hours are applied toward the synthesis requirement.

Doctor of Philosophy

The Ph.D. program provides a unique opportunity to develop environmental policy related research within a strong College community of environmental analysts, and to draw upon the expertise of scholars at Syracuse University. All applicants are expected to have completed a master's research thesis. A copy of the thesis abstract should accompany the application. In addition, entering students are required to complete the equivalent of the GPES master's core either from prior graduate study or course work taken within the first year of residency.

Areas of Study

Environmental and Community Land Planning

Participating Faculty: CARTER, DOBLE, GRÁTZER, HAWKS, LEWIS, SHANNON

Environmental and community planning is concerned with orderly, efficient, equitable, and aesthetic development of land with special concern for (i) the state of the natural environment, (ii) the physical character of communities, and (iii) decisionmaking at state, county, and local levels of government. Planning balances competing demands on land and environment brought about by expanding urban and rural development, and enhancing viable natural and cultural resources is an important planning perspective. Another perspective involves the guiding of private and public development processes within a pluralistic political environment in order to promote sustainable communities while at the same time respecting fiscal, environmental, and legal constraints.

The program is designed for students with social science, natural science, engineering, or design backgrounds who are interested in an interdisciplinary and

integrative program. Some students have majors in interdisciplinary programs in urban studies or environmental studies. Students develop an understanding and knowledge of development processes, natural systems, and governmental planning and regulation. They develop a capacity to analyze environmental and community land planning problems and to form imaginative solutions. Skills obtained include preparation of land and environmental data bases, plans, policies, and implementation programs.

Environmental Modeling and Risk Analysis

Participating Faculty: HALL, J.M. HASSETT, HERRINGTON, JOHNSON, KROLL, LUZADIS, MITCHELL, NAKATSUGAWA, NORDENSTAM

The environmental modeling and risk analysis study area focuses on problems in environmental and natural resource policy in which technical issues are of central importance. The program is designed for graduate students with a science or engineering background. Current research includes: spatial model construction, ecosystems modeling, development of model assessment and selection criteria, environmental risk assessment, use of technical information by regulatory agencies, land use forecasting for public policy decisionmaking, and water resources assessment and planning. The environmental modeling and risk assessment area of study provides a unique opportunity to study interdisciplinary problems. Specific course work in environmental modeling and risk assessment is supplemented by traditional disciplinary course work in engineering or the natural sciences and policy analysis.

Environmental Policy and Democratic Processes

Participating Faculty: FELLEMAN, FLOYD, KEITH, LAWLER, LUZADIS, NORDENSTAM, PALMER, SANDERS, SENECAH, SMARDON

The environmental policy and democratic processes study area addresses problems of environmental decisionmaking at a time of rapid institutional and social change. How our society can best meet the growing challenges of environmental stewardship through mandated and voluntary public participation in decisionmaking is the central question. This concern is increasingly important to many segments of modern society, and we intend that students acquiring knowledge in this study area will be prepared to contribute positively to these processes in career pursuits.

The focus of this study area is on developing new understanding of public participation in environmental decisionmaking, against the backdrop of environmental policy making and program implementation. Particular attention is given to (a) the variety of organizations involved in participation, which generally are the institutions and agencies of government, citizen-based non-governmental organizations, and the business or industrial sector, (b) the availability and utility of environmental information for these groups, and (c) the participation and integration of all informed stakeholders into environmental decisionmaking. This tripartite scheme of organizations, information, and participation frames student programs of study, and suggests important directions for student and faculty research efforts.

The study area advances understanding of these questions of participatory democracy for environmental decision making through research and instruction, and is particularly suited to inquisitive students with degrees in environmental studies, political science, geography, engineering and other fields that provide interdisciplinary backgrounds in natural and social science.

Water and Wetland Resource Studies

Participating Faculty: BLACK, BOYER, J.M. HASSETT, LEOPOLD, McDONNELL, SMARDON

The water and wetland resources area of study develops an understanding of technical, social and institutional aspects of water resources management, mitigation, and restoration. Individual students may emphasize scientific or social subject areas but all study in both areas. Scientific aspects include the basic physical, chemical, and biological interactions occurring in water resources systems. The social aspects are concerned with planning, regulation, law and institutions, and management of water and wetland resources. Water serves as a focus for graduate study in water and related land resources management, and water pollution and water quality control.

Recommended coursework includes: (1) physical sciences: civil engineering, geology, geomorphology, hydrology, meteorology, environmental engineering, soils, water chemistry, hydrogeology, hydrogeochemistry, and geographic information systems; (2) biological sciences: ecology, entomology, fishery biology, forestry, microbiology, water quality, and limnology; and (3) social sciences: administration, economics, government, history, law, ethics, philosophy, and policy.

Certificate of Graduate Study in Environmental Decisionmaking

The Certificate of Graduate Study in Environmental Decisionmaking provides graduate-level exposure to specialized environmental study that relates to students' primary professional interests. The distinctive environmental orientation of this Certificate will help students to better understand some of the complexities of environmental decisionmaking from their unique professional perspectives. The Certificate requires the completion of 15 credit hours of study from a menu of courses. Course

selections are designed to provide students with knowledge of environmental public policy, program implementation, and decisionmaking processes.

The Certificate of Graduate Study in Environmental Decisionmaking is designed for graduate students enrolled in law, management, public administration, and information studies programs at Syracuse University. Applications from other sources cannot be accepted. Information and application forms are available from the Certificate Program Director, 107 Marshall Hall.

The Faculty of Environmental Resources and Forest Engineering

ROBERT H. BROCK, Chair

312 Bray Hall

(315) 470-6633

<http://www.esf.edu/faculty/feg/>

BROCK (Photogrammetric and Geodetic Engineering, Geo-spatial Information Systems), DALEY (Solid and Hazardous Waste Management, Environmental Engineering, Environmental Restoration), DUGGIN (Image Analysis, Remote Sensing, Atmospheric Modeling, Physics), HASSETT (Environmental Engineering, Water Resources), HOPKINS (Surveying, Geo-spatial Information Systems, Remote Sensing), KROLL (Stochastic and Deterministic Hydrology, Environmental and Water Resource Systems Engineering), McCLIMANS (Soils, Hydrology, Site Engineering, Municipal and Agricultural Waste Management), TULLY (Structures, Engineering Hydrology, Water Resources)

The Faculty of Environmental Resources and Forest Engineering offers a program in forest engineering which is fully accredited. The program originated at ESF in 1971. With over 700 graduates now in engineering practice, this unique program offers a breadth of engineering science and design coursework unparalleled in the United States. Required coursework in the humanities and social sciences ensures a well-balanced educational experience for graduates entering professional practice in engineering or those moving directly on to graduate school.

Undergraduate Program

The primary objective of the forest engineering program is to prepare qualified engineering graduates to operate with professional competence. A broad base of study in the fundamentals of engineering enables graduates to enter professional practices which focus on civil works as well as use and protection of soil, water, air, and other renewable and non-renewable resources to ensure sustainable development.

Emphasis in this unique program is placed on applications in resource inventory and evaluation; site analysis and development; environmental monitoring and impact assessment; environmental systems design, evaluation and management; structures and transportation systems; pollution abatement and residuals management; and environmental site remediation.

The special importance of continual measurement and evaluation of the broad scale parameters which affect the resource base, provides unique opportunities for study to students aiming toward professional careers involving the conceptualization, design, and maintenance of geographically-referenced resource information systems.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
General Biology	3
General Chemistry with Laboratory	8
Engineering Physics with Laboratory	8
Calculus through Differential Equations	15
English	6
Economics (Macro and Microeconomics)	6
Engineering Drawing (Graphics)	1
Computer Programming	3
Engineering Mechanics (Statics and Dynamics)	5
Electrical Science	3
Humanities or Social Science Electives	5
Total lower division credits	63

Graduates of the program enjoy many benefits derived from their capstone-curriculum course in engineering planning and design. This project-oriented course serves to help the student integrate four years of education to solve complex design problems commonly encountered in professional practice.

Students with an interest in graduate study can plan their undergraduate studies along an individualized track which will prepare them for entry into a master of science program in environmental and resource engineering at ESF. In this way, students who qualify will be admitted to a quality graduate program with minimal inconvenience or interruption in their studies.

In addition, qualified graduates in search of additional education find ready acceptance to engineering graduate schools throughout the country.

To enter the curriculum at the sophomore or junior level, a transferring student must have acceptable college credit in the designated coursework areas or suitable coursework substitutions for courses listed for the sophomore, junior, or senior years.

The Forest Engineering program is accredited by the Engineering Accreditation Commission/Accreditation Board for Engineering and Technology (EAC/ABET).

Upper Division Courses

Junior Year			<i>Credit Hours</i>
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	ERE 362*	Mechanics of Materials	3
	ERE 371	Surveying for Engineers	3
	FOR 321	Forest Ecology and Silviculture	3
	CIE 327	Principles of Fluid Mechanics	4
	EFB 335	Dendrology	2
	FEG 300	Engineering Design	1
			16
<i>Second Semester</i>	FEG 340	Engineering Hydrology and Flow Controls	4
	FEG 350	Introduction to Remote Sensing for Engineers	2
	FEG 363	Photogrammetry I	3
	ERE 385	Mechanical Design	3
	APM 395	Probability and Statistics for Engineers	3
	ERE 351	Basic Engineering Thermodynamics	2
			17
Senior Year			
<i>First Semester</i>	FEG 410	Structures	4
	FEG 420	Harvest Systems Analysis	1
	FEG 430	Engineering Decision Analysis	3
	CIE 337	Soil Mechanics and Foundations I	4
	FOR 477	Resource Policy and Management	3
		Elective	3
			18
<i>Second Semester</i>	FEG 454	Power Systems	2
	FEG 437	Transportation Systems	3
	ERE 440	Water Pollution Engineering	3
	FEG 489	Forest Engineering Planning and Design	3
		Elective in Engineering Design Sequence	3
	Elective	3	
			17
		Total minimum upper division credits	68

A minimum of 130 credit hours is required to complete the B.S. degree in forest engineering.

*Transfer students take ERE 362.

Requirements

For all students matriculated in the program, the following guidelines apply to elective requirements:

Humanities or social sciences: Electives taken throughout the full four-year curricula must include at least nine credit hours in social sciences or humanities, at least three of which are recommended to be upper division. Humanities course work deals with branches of knowledge concerned with humans and their culture, while social sciences course work concerns individual relationships in and to society. Traditional subjects in these areas are philosophy, religion, history, literature, fine arts, sociology, psychology, anthropology, economics, and modern languages beyond the introductory skills courses, while modern nontraditional subjects are exemplified by courses such as technology and human affairs, history of technology, and professional ethics and social responsibility. Subjects such as accounting, industrial management, finance, personnel administration, ROTC studies, and skills courses, such as public speaking and technical report writing, do not fulfill the humanities and social science content.

Students having advanced placement credits are encouraged to work closely with their advisor in order to best prepare for various upper division elective sequences in technology, science, design or management.

Engineering design: At least three credit hours are required in upper division engineering course work as part of an advisor approved sequence which complements other engineering course work and provides the equivalent of at least one credit hour of depth in the design and synthesis component of the program, such as:

- Structures II
- Soil Mechanics II
- Air Pollution Engineering
- Photogrammetry II
- Synthesis of Mechanical Systems
- Advanced Topics in Hydraulics
- Hazardous Waste Management
- Solid Waste Management

Graduate Program

Through the program in environmental and resource engineering, the faculty participates in graduate education leading to the master of science, master of professional studies, and doctor of philosophy degrees.

Graduate studies and research are primarily concerned with environmental and resource related programs. Individual programs of graduate study may be designed by students with bachelor of science degrees in engineering or in forestry, natural sciences, physics, or mathematics.

See page 62 for more information on graduate study in environmental and resource engineering.

Support for graduate study and research in these areas is both internal and external. The internal support includes modern laboratory and instrumentation facilities in the engineering faculties at both ESF and in the College of Engineering and Computer Science at Syracuse University. Exceptional support exists for programs in environmental engineering measurements in the form of remote sensing and photogrammetric laboratories and the extensive properties owned by the College at which research may be conducted. Dedicated laboratories are also available for students working in water resources engineering, solid waste management, and hazardous waste site remediation.

The Faculty of Forestry

WILLIAM R. BENTLEY, Chair
 320 Bray Hall
 (315) 470-6536
 FAX (315) 470-6535
<http://www.esf.edu/faculty/for/>

Syracuse Campus

ABRAHAMSON (Entomology, Pathology, Pesticides), BLACK (Water and Related Land Resources), BRIGGS (Forest Soils), CANHAM (Forestry Economics, Regional Economics, Natural Resource Economics), COUFAL (Silviculture, Environmental Ethics, Forest Education), DAVIS (Forest Management, Timber Harvesting), DAWSON (Recreation Management, Commercial Recreation and Tourism), DREW (Tree Physiology, Forest Autecology), FLOYD (Policy), GRÄTZER (Recreation, Resource Management), HERRINGTON (Geographic Information Systems, Meteorology), HOWARD (Silvics, Forest Management), KOTEN (Forest Management, Management Science and Planning), LUZADIS (Forest Resource Economics), MAYNARD (Tree Improvement), McDONNELL (Hydrology), MORRISON (Psychology, Sociology), NYLAND (Silviculture, Forestry Practice), PHILIPPON (Mathematics), RICHARDS (Silviculture, Urban Forestry), STEHMAN (Statistics), WHITE (Forest Soils, Silviculture), WAGNER (Forest Resource Economics), YANAI (Forest Soils), ZHANG (Forest Biometrics, Quantitative Silviculture)

Ranger School, Wanakena Campus

ALLEN (Timber Harvesting, Fire Control, Roads), BRIDGEN (Silviculture), SAHM (Ecology, Forest Management, Water Pathology), SAVAGE (Mensuration, Silviculture), WESTBROOK (Surveying, Personnel Management)

Adjunct Faculty: ASHTON (Forest Policy), CASTRO (Social Forestry, International Forestry), FELLOWS (Management/Administration), GRIFFITH (Spatial Statistics), HEISLER (Meteorology), HOOPER (Water Quality Modeling, Catchment Hydrology), HORSLEY (Silvics), KENDALL (Isotope Geochemistry, Catchment Hydrology), KUEHN (Recreation and Tourism), NEUHAUSER (Environmental Science and Renewable Resources), NOWAK (Silviculture), ROBISON (Entomology, Silviculture), SHANLEY (Hydrology), SOMERS (Soil Science), WARGO (Forest Pathology), ZIPPERER (Urban Forestry)

Mission

The Faculty of Forestry, one of the nation's major forestry programs, shares with companion forestry schools

a search for truth and excellence through the scholarly endeavors of instruction, research, and public service. The Faculty of Forestry seeks to enlarge the body of knowledge in forestry and natural resources and to share that knowledge with society. The Faculty strives to provide quality educational opportunities which encourage students to think critically, synthesize knowledge, communicate effectively, and utilize technology responsibly. The Faculty of Forestry serves a worldwide clientele, and thus has a major responsibility for educating students to function effectively in their own and in other cultures.

Programs of the Faculty of Forestry are designed to assist society in the development, protection, and management of forest resources of the state, region, nation, and the world. The mission encompasses the forest's commodity and social values such as wood, water, recreation, wilderness, and aesthetic beauty. Implicit in the mission is the dynamic interrelationship between natural resources and the human population.

To carry out the mission of the Faculty of Forestry, the following degrees are offered: associate of applied science, bachelor of science, master of science, master of professional studies, and doctor of philosophy. Specific options and areas of study allow concentration in a particular area. In addition, the Faculty contributes to the body of knowledge through an active research program, and extends information to appropriate clientele through public service activities and a program of continuing education.

Support Goals

1. To provide opportunity for education at the associate degree level in forest technology to prepare graduates for careers as forestry and resource technicians in private and public sectors, or as preparation for pursuit of baccalaureate education.
2. To provide opportunity for undergraduate, collegiate-level education in forest resources management that prepares graduates to assume positions in industry, public agencies and consulting firms, at the entry level but with sufficient breadth and depth of education to allow them to assume increasing responsibility to the middle management level.

3. To prepare undergraduates for pursuit of graduate education at any of the world's graduate programs in forestry, natural resources, environmental science, or related disciplines.
4. To provide opportunities for graduate study at the master's level through the master of science and master of professional studies degrees leading to employment in forestry and natural resource management and/or preparation for further study at the doctoral level.
5. To provide opportunities for advanced graduate study through the Ph.D. program, providing graduates with the technical, scientific and professional base to become leaders in forestry and related natural resource professions through employment in research, higher education, and managerial positions.
6. To provide students in the environmental studies program (policy and management study area) with the educational background to understand the concepts and skills pertinent to dealing with environmental policies and management of environmental programs, and to support other interdisciplinary programs in the Faculty of Forestry and across the College.
7. To maintain and enhance world-class research programs that add to the body of knowledge and, through publication of research results, contribute to state, regional, national, and worldwide informational needs of the forestry community.
8. To maintain a program of continuing education that extends knowledge through workshops, seminars, symposia, and publications.
9. To contribute to the total educational program of the College by offering service instruction at both undergraduate and graduate levels.
10. To provide an atmosphere that fosters an appreciation for the liberal arts and humanities and an understanding of the relationship between these disciplines and the biophysical sciences.
11. To instill in students a sense of community based on common goals, values, and expectations, and to provide them with an environment that fosters both individual creativity and an appreciation for the cooperative spirit.
12. To address through undergraduate and graduate instruction, research, and public service the complexities of the socioeconomic and political environment in which modern resource management is practiced.
13. To provide an atmosphere which fosters a positive learning and working environment for women and members of underrepresented groups, and to be proactive in recruiting them into the Faculty of Forestry.

Undergraduate Program in Forest Resources Management

The undergraduate program of the Faculty of Forestry prepares students for a variety of professional careers. At present there are five options leading to the bachelor of science: forestry, dual (environmental and forest biology/resources management), recreation resources management, water resources management, and wood products. The overall educational objectives of all these options are as follows:

1. Integrate biophysical and social processes into a framework for forest resources management.
2. Develop the basic knowledge of disciplines that contribute to intelligent forest resources management.
3. Develop data-gathering skills and the knowledge of measurement and analysis necessary to develop adequate information for management.
4. Integrate computing and communication skills across courses and laboratory exercises.
5. Integrate problemsolving processes and techniques, decisionmaking, creative thinking, and ecosystem management concepts across courses and laboratory exercises.
6. Develop professionals who understand and incorporate ethics, professionalism, and citizenship as responsible resource managers and citizens.

The above objectives are met through experiences and subject matter that are a part of the forest resources management program. Specific coverage of these experiences and subject matter, and the addition of further experiences and subject matter, are specified within each option. Field experience entails identifying and measuring forest ecosystem components, and appreciation of the interrelationships of the different components and values of forest ecosystems. Forest resource management integrative experience includes interpersonal communications, and the application of both biophysical and socioeconomic disciplines.

Subject matter during the first two years (lower division) are similar to many other professional fields. Students take courses in biophysical sciences (biology, chemistry, ecology, physics), social sciences (economics, political science, sociology), mathematics (calculus, computing techniques, statistics), communications, and humanities electives. Resident students meet these requirements with courses at ESF and Syracuse University. Transfer students must complete courses prior to being admitted after the sophomore year.

All students complete a seven-week, 8-credit hour Summer Session in Field Forestry held at the Wanakena campus in the western Adirondacks. Here the emphasis is on field skills in ecology, surveying, elementary forest measurements, and an introduction to the field of forestry. Upper division courses are specific to the particular

program option. The forestry, recreation resources management, and wood products option are all Society of American Foresters (SAF) accredited and have similar core courses, but different specific option courses. The water resources option is somewhat different and not SAF accredited. However, all options cover the application of biophysical and social sciences to manipulation of the forest, management alternatives and planning, and use of analytical tools including statistics, geographic information systems, and computing. Each option is more fully described in this section of the *Catalog*.

In addition, the faculty of forestry offers a forest technology program leading to the associate's degree. For details, see page 116. It is possible to transfer from the associate degree program to the bachelor's degree options as explained below. The dual option is described under the Division of Forest Resources on pages 69 to 71.

Forestry Option

Within the forest resources management program, the forestry option leading to the first professional degree is accredited by the Society of American Foresters (SAF). SAF is a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the U.S. Department of Education as the accrediting body for forestry in the United States.

Professional forestry consists of a blend of environmental, social, economic, and biophysical disciplines as they relate to natural resources, and the ESF setting is ideal for teaching the interaction of these subjects. Syracuse is located in the center of the country's second most populous state. Urbanization and development in certain parts of New York and the Northeast are increasingly creating important land-use issues and conflicts. At the opposite end of the land use spectrum, wilderness is also very much present in New York. Within an easy drive of the campus lies the six-million-acre Adirondack Park, the oldest and largest wilderness area east of the Rockies. The park is only a few hours from New York City and other heavily populated areas. In fact, New York State's forests are located within a day's drive of almost one-third of the U.S. population.

Recreation accounts for another key use of New York's forests. The many ways in which people enjoy the forests—whether as campers, hikers, skiers, vacationers on mountain lakes—have many outlets within the state. From the Catskill Park north of New York City, to the Allegany State Park in the southwest corner of the state, to the Adirondack Park, this and other intense public uses of the forest give the Faculty of Forestry the opportunity to teach students the various alternatives for dealing with the many issues that develop as modern society continues to interface with the forest.

In addition, there are approximately 500,000 private forest land owners in the state, many of whom are deriving financial return from their forests. The forest products industry is a vigorous part of the New York economy, employing 88,000 people and accounting for a payroll of about \$1.1 billion each year. The Faculty of Forestry recognizes the economic as well as social benefits of the forest, and strives to give its students an understanding of forest management that is both financially and environmentally sound. Many private forests are located near Syracuse and are used in teaching.

In essence, forestry is a broad academic endeavor. Education about the forest itself is founded in basic biophysical subjects such as biology, chemistry, physics, and mathematics. But as we approach the 21st century, forestry has become much more than the forest. Thus, in addition to the biophysical subjects and basic forestry, students are given an appropriate mix of social and environmental sciences, and communications. The result, we believe, is a graduate who can effectively deal with land and resource issues in a complex and ever-changing society.

The intensive seven-week field session at ESF's Wanakena campus in the Adirondacks is followed by a junior year that concentrates on applications of biophysical and social sciences to forest resources management. Courses in silviculture, soils, forest ecology, measurements, resource economics, resource sociology, and forest management are required. In the senior year, the emphasis in required courses is on integration: a course in natural resource policy is coupled with two integrated management courses.

In addition, some coursework is completed in five resource areas: forest protection, recreation, vegetation, watershed, and wildlife. In these resource areas, the thrust is to relate the specific subject to the broader area of resources management.

In all, 126 credit hours are required to complete the forestry option. However, students are encouraged to add electives to the program to enrich their educational experience or to develop specific concentrations. Those transferring in at the junior level must complete the lower-division requirements for a total of 61 credits, distributed as shown in the accompanying tables. In addition, students may be able to transfer in some upper-division credits, upon petition, depending on the specific content of those courses.

Minor in Management – The forestry option, as described above, contains a core of knowledge of both natural resources and management sciences sufficient for the practice of forestry and related resources management. Students use electives to shape programs that meet their career objectives.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
Biology (Botany and Zoology preferred)	8
General Ecology	4
General Chemistry with Laboratory	8
Physics I with Laboratory	4
Calculus I	4
Computing Techniques	3
Introduction to Probability and Statistics	3
English with a focus on writing ¹	6
Principles of Management	3
Sociology	3
Microeconomics	3
American Government	3
Humanities Elective*	3
Humanities or Social Science Elective*	3
Electives*	4
Geology*	3
Integral Calculus*	3
Total minimum lower division credits	62

*For those students interested in the water resources management option, geology and integral calculus replace one humanity elective and one free elective.

Using some of these electives, the minor in management provides a formal, focused opportunity to expand and broaden managerial skills, and is recognized via appropriate notation on the student's official transcript.

The minor in management requires completion of six courses from the Syracuse University School of Management. Four of these courses are required, covering accounting, the legal system, money and banking, and marketing and society. The other two courses are selected from among lists of recommended and acceptable courses, with topics ranging from organizational behavior to labor relations, from corporate finance and operations management to real estate.

Students must declare their intent to undertake the minor in management early in the fall semester of the junior year, using an application approved by the student's advisor and the Faculty of Forestry Undergraduate Education Coordinator. A G.P.A. of 2.500 in lower division course work is required for admission.

Recreation Resources Management Option

The undergraduate recreation resources management option provides students with the opportunity to combine forest resources management with recreation management. This option, like the forestry option, is

accredited by the Society of American Foresters as a first professional degree program.

This is a resource-oriented curriculum with consideration of the social, economic, and environmental factors related to their management. In addition, outdoor recreation courses provide professional insight into planning and managing natural resources for recreational users, tourists, and visitors. Consideration of the demand for public and private lands for recreational activities, or human dimensions, is placed in the curriculum after the student has a good understanding of the natural resource management situation. Understanding the motivations, preferences, and behavior of recreational users is necessary to integrate the human dimensions into natural resource management.

Recreation, tourism, and travel are an inter-related industry that is important to the economy of New York State and the northeastern states. Recreation and tourism activities have both positive and negative social, economic, and environmental impacts on state and local areas. Increasingly recreation and tourism uses of natural resources are being incorporated into regional, state, county, and local planning processes to better manage and accommodate current use or to increase future use. Natural resource managers need to be able to manage both the resource itself as well as a wide variety of users, such as campers, anglers, hikers, bird watchers, skiers,

Upper Division Courses-Forestry Option

Summer Program in Field Forestry

Credit Hours

	FOR 301	Field Dendrology and Ecology.....	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements.....	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>
			8.0

Junior Year

		Seminar for New Transfer Students	0
<i>Fall</i>	ESF 332	Forest Ecology	3
<i>Semester</i>	FOR 332	Silviculture	4
	FOR 334	Forest Resource Measurements and Analysis.....	2
	FOR 322	Introductory Soils	3
	FOR 345	Dendrology	<u>3</u>
	EFB 336		15
<i>Spring</i>	FOR 312	Sociology of Natural Resources	3
<i>Semester</i>	FOR 310	Forest Resource Economics and Decision Models.....	4
	FOR 370	Forest Management	3
	FOR 323	Forest Biometrics	2
	FOR 324	Introduction to GIS in Resources Management.....	1
		Resource Area (A,B,C,D,E) ¹	<u>3</u>
			16

Senior Year

		Oral Presentation	1
<i>Fall</i>	FOR 291	Natural Resources and Environmental Policy.....	3
<i>Semester</i>	FOR 465	Integrated Resource Management I.....	2
	FOR 490	Resource Area (A,B,C,D,E) ¹	6
		Elective ²	<u>3</u>
			15
<i>Spring</i>	FOR 491	Integrated Resource Management II	2
<i>Semester</i>		Resource Area(A,B,C,D,E) ¹	6
		Electives ²	<u>9</u>
			17
		Total minimum upper division credits	64

A total of 126 credit hours is required to complete the B.S. degree in resources management-forestry option.

¹Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor): A. Forest protection; B. Recreation; C. Vegetation; D. Watershed; E. Wildlife. Dual option students will usually take EFB courses to satisfy resource area requirements.

²A minimum of 126 credit hours is required to complete the B.S. degree in resources management with an option in forestry. However, students may add electives to the program to enrich the educational experience or to develop specific concentrations.

Upper Division Courses- Recreation Resources Management Option

Summer Program in Field Forestry

Credit Hours

	FOR 301	Field Dendrology and Ecology	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>
			8.0

Junior Year

<i>Fall</i>	FOR 332	Forest Ecology	3
<i>Semester</i>	FOR 334	Silviculture	4
	FOR 322	Forest Resource Measurements and Analysis	2
	FOR 345	Introductory Soils.	3
	EFB 336	Dendrology	<u>3</u>
			15

<i>Spring</i>	FOR 312	Sociology of Natural Resources	3
<i>Semester</i>	FOR 310	Forest Resource Economics and Decision Models	4
	FOR 370	Forest Management	3
	FOR 323	Forest Biometrics	2
	FOR 324	Introduction to GIS in Resources Management	1
	FOR 372	Fundamentals of Outdoor Recreation	<u>3</u>
			16

Senior Year

<i>Fall</i>	FOR 291	Oral Presentation	1
<i>Semester</i>	FOR 465	Natural Resources and Environmental Policy	3
	FOR 490	Integrated Resource Management I	2
	FOR 473	Planning and Development of Forest Recreation Areas	3
	FOR 478	Wilderness and River Recreation Management	3
		Directed Elective*	<u>3</u>
			15

<i>Spring</i>	FOR 479	Outdoor Recreation Management	3
<i>Semester</i>	FOR 475	Sociology and Psychology of Leisure Behavior	3
		Resource Area Course A ¹	3
		Resource Area Course C, D, or E ¹	3
		Directed Elective ²	<u>3</u>
			15

Total minimum upper division credits 69

¹Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor): A. Forest protection; B. Recreation; C. Vegetation; D. Watershed; E. Wildlife. Dual option students will usually take EFB courses to satisfy resource area requirements.

²Directed electives include FOR 474 Commercial Recreation, FOR 476 Tourism Planning, or other recreation-related courses such as Environmental Interpretation. Specific courses will be chosen in consultation with student's advisor.

boaters, and others who enjoy forests, lakes, streams, mountains, and rural environments.

Students enter the recreation resources management option as juniors. Coursework in this option is the same as the forestry option through the fall semester of the junior year. The remaining three semesters include seven courses (21 credit hours) in recreation or recreation-related courses and ten courses (25 credit hours) that are the same as those included in the forestry option.

Water Resources Management Option

The undergraduate water resources management option provides opportunities for students to prepare themselves for careers in water resources management, or for further study. Protection, rehabilitation, maintenance and enhancement of the lands from which this water comes is of vital importance to our future. Management of wildland water resources is becoming more and more important as populations increase and as the demand for high-quality water supplies grows.

As the name implies, this is a resource-oriented curriculum. Its focus is built on existing course offerings and on faculty strengths at ESF in basic and applied sciences. These include the physical, chemical, and biological behavior and characteristics of water in its many natural and man-altered ecological settings; and the economic, legal, political, and sociological institutions that administer, manage, and regulate the impact of land use on water quality and quantity.

Fundamental to water resources management is an understanding of water in the natural and disturbed environments. Courses in watershed hydrology, hydrologic processes, and related topics are available. Advanced studies in hydrology provide opportunity for further study. Typically, undergraduate students take courses in geology, geomorphology, meteorology, and soils in addition to required courses in biology, chemistry, mathematics, physics, and social sciences.

Within the option, and building on the basic sciences and hydrologic background, students elect courses in computer applications, forest influences, geographic information systems, global modeling and change, hydrology, limnology, nonpoint source pollution control, soils, water resources administration, or wetlands ecology and hydrology. In addition, students may be eligible to elect advanced courses from existing programs in biology, chemistry, ecology, engineering, fisheries, forestry, geology, geography, government, and political science. The courses are clustered generally by concentrations. The minimum credit hours to complete this option is 129.

The freshman and sophomore years are common in the forest resources management program, with two additional courses specified: geology and integral calculus. Together, the first two years provide a solid scientific foundation for upper-division courses in water science and

related topics. Two electives (in addition to the suggested geology and mathematics) provide the opportunity for choice in meeting general education humanities requirements.

The summer session in field forestry at the Wanakena campus is the primary field experience: vegetation and habitation evaluation and identification, and resource measurements and management are introduced in the resource-oriented Adirondack region.

Students enter the water resources management option as juniors. The junior year provides introductory water resource courses in soils and meteorology, along with conservation policy and watershed hydrology. In addition students take course in environmental economics and natural resource sociology. Electives each semester, and for most of the senior year credits, should be selected in consultation with the advisor. See page xxx for detailed course requirements. The required senior year courses are in natural resources policy and integrated resources management. Graduates of this option may qualify for civil service hydrology positions, and may prepare for jobs in a broad array of private, state, and local positions.

Wood Products Option

The undergraduate wood products option provides opportunities to combine study of forest land management with study of the wood-using industries. It prepares students to work in the interface between the forest and the wood processing industry. Graduates, with an accredited forestry degree, will have specific knowledge to better function as a professional within a wood products firm or in a secondary wood-based manufacturing firm. In addition, graduates would be well suited for positions such as utilization and marketing foresters with various public agencies or with private industry. The option is administered by the Faculty of Forestry but in close cooperation with the Faculty of Wood Products Engineering.

Increasingly both public programs and private industry plans must recognize the holistic nature of the wood-based industry. In the northeastern United States this is particularly necessary where forests, manufacturing firms, and human population concentrations are closely interwoven. The forest provides a necessary raw material for the survival of the wood using industry. In turn the markets for wood provide foresters an economical way of conducting forest practices to enhance many other nontimber objectives such as wildlife habitat improvement, biodiversity, and overall forest health. Timber harvesting and wood products manufacturing contribute to the economic base of many communities, both rural and urban. New York State has both vast amounts of forest land and a strong wood-based sector of its economy. Products ranging from paper to furniture are produced in many parts of the state, from Jamestown to New York City.

Upper Division Courses- Water Resources Management Option

Summer Program in Field Forestry

Credit Hours

	FOR 301	Field Dendrology and Ecology.....	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements.....	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>

8.0

Junior Year

Credit Hours

	<i>Fall</i>	ESF 332 Seminar for New Transfer Students	0
	<i>Semester</i>	FOR 307 Environmental Economics.....	3
		FOR 321 Forest Ecology and Silviculture.....	3
		FOR 340 Watershed Hydrology and Water Quality.....	3
		FOR 341 Hydrologic Computer Laboratory.....	1
		FOR 345 Introductory Soils	3
		Elective ¹	<u>3</u>

16

	<i>Spring</i>	FOR 312 Sociology of Natural Resources	3
	<i>Semester</i>	FOR 338 Meteorology	3
		FOR 364 Soil and Water Conservation Policy	3
		Humanities or Social Science	3
		Elective ¹	<u>3</u>

15

Senior Year

Credit Hours

	<i>Fall</i>	FOR 465 Environmental and Resource Policy	3
	<i>Semester</i>	FOR 490 Integrated Resource Management I.....	2
		Elective ¹	<u>9</u>

14

	<i>Spring</i>	Electives ¹	<u>15</u>
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Semester

15

Total minimum upper division credits 66

A minimum of 129 credit hours is required to complete the B.S. degree in resources management-water resources management option.

¹Elective concentrations are recommended as the means of focusing studies on a general topic area, such as hydrology (including soil physics, water and wastewater treatment, water pollution control, wetland ecology, forest hydrology, hydrological techniques, and watershed management); ecosystems (including soils ecology, wetlands, biochemistry, ecology, entomology); or management (including government, political science, environmental regulation, policy, resource economics, and administration) as well as assuring some breath by requiring the student to identify two such concentrations. A primary elective concentration may range from 18 to 21 credit hours while a secondary one may range from 6 to 9 credit hours. Free electives may range from 3 to 7 credit hours.

Upper Division Courses- Wood Products Option

Summer Program in Field Forestry

Credit Hours

	FOR 301	Field Dendrology and Ecology.....	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements.....	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>
			8.0

Junior Year

	ESF 332	Seminar for New Transfer Students	0
<i>Fall Semester</i>	FOR 332	Forest Ecology	3
	FOR 334	Silviculture	4
	FOR 322	Forest Resource Measurements and Analysis.....	2
	FOR 345	Introductory Soils	3
	EFB 336	Dendrology	<u>3</u>
			15

	FOR 312	Sociology of Natural Resources	3
<i>Spring Semester</i>	FOR 310	Resource Economics and Decision Models.....	4
	FOR 370	Forest Management	3
	FOR 323	Forest Biometrics	2
	FOR 324	Introduction to GIS in Resources Management	1
	WPE 386	Structure and Properties of Wood	2
	WPE 389	Wood Identification Laboratory	<u>1</u>

Senior Year

	FOR 291	Oral Presentation	1
<i>Fall Semester</i>	FOR 465	Natural Resources and Environmental Policy.....	3
	FOR 490	Integrated Resource Management I.....	2
	FOR 373	Forest Operations	4
	WPE 322	Mechanical Processing	3
		WPE Option Course ¹	<u>3</u>
			16

	FOR 404	Economics of Wood-Using Industries	3
<i>Spring Semester</i>		Entomology or Pathology Course.....	3
		WPE Option Course ¹	3
		Resource Area Courses (B,D,E) ²	<u>6</u>
			15

Total minimum upper division credits 70

A minimum of 131 credit hours is required to complete the B.S. degree in resources management-wood products option.

¹WPE option courses must include two of the following : WPE 326, WPE 400, WPE 420, or WPE 422 (the preferred courses are WPE 326 and WPE 400).

²Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor):
B. Recreation; D. Watershed; E. Wildlife.

Coursework in this option is very similar to the forestry option. The freshman and sophomore years are common with all options in resources management with the recommendation that a course in accounting and a second course in calculus be chosen as electives. The summer session in field forestry and the fall junior year are also similar. The student then takes some courses in common with the forestry option with additional courses in wood structure, forest operations, and mechanical processing of wood. In addition, electives are chosen from other offerings in the Faculty of Wood Products Engineering.

Graduate Education

The Faculty of Forestry offers three graduate degrees in forest resources management; the master of science (M.S.), the master of professional studies (M.P.S.), and doctor of philosophy (Ph.D.). The Faculty of Forestry will also award up to eight credit hours for suitable Peace Corps service. Further details are available from the Graduate Studies/Research Coordinator.

Joint study with other SUNY-ESF Faculties and with Syracuse University is also possible. In a number of areas, particularly environmental and forest biology, programs of study can be established which formally include members of other Faculties of the College. Programs which provide the student with two masters' degrees, one from SUNY ESF and another from Syracuse University, are available with the following SU schools:

- School of Management
- Maxwell School of Citizenship and Public Affairs
- Newhouse School of Public Communications
- School of Education

The concurrent degree programs usually add an additional year of study to a normal master's program of study. To be eligible, a student must have been matriculated full-time at the College for at least one semester, must have a grade point average of at least 3.500, and must be formally accepted into the concurrent degree program.

Forest Resources Management (M.S., M.P.S., Ph.D.)

Graduate study programs in forest resources management are created to suit the needs of each individual student and are designed to prepare students for careers in resource administration, management, scientific research, professional education, and a variety of other specialized positions related to forest resources management. Students with non-forestry bachelor's or master's

degrees and a strong interest in forest resources management are also encouraged to apply.

Doctoral study is normally built upon a M.S. degree, but in some instances it can be undertaken directly after a baccalaureate degree or M.P.S. degree.

In addition to the general graduate requirements set by the College, discussed on pages 35-40, the Faculty of Forestry has requirements for each graduate degree, as discussed below.

General Requirements

- The Faculty of Forestry requires Graduate Record Examination (GRE) scores for admission to all graduate programs.
- For each graduate degree, each graduate student must register for and successfully complete two (2) topic seminars, one of which must be FOR 797. The first topic seminar may be a graduate-level seminar course offered by any Faculty/Department at ESF or Syracuse University; alternatively, FOR 591 or FOR 592 may be taken as the first seminar. FOR 797 must be the second topic seminar taken and may be considered a capstone seminar if it is taken during the last semester of enrollment and is advertised as a capstone seminar.

M.S. Requirements

- The minimum credit hour requirement is the successful completion of 30 credits distributed between coursework and thesis. Twenty-four graduate credit hours of coursework are required, with at least 18 of these credit hours taken in residence at ESF, and 6 credits for the preparation and successful defense of the thesis. One-half of the 24 graduate course credit hours must be from courses at the 600-level or above.
- Styles to be used in theses will be determined and documented by the student's steering committee.

M.P.S. Requirements

- Successful completion of 30 credits of graduate-level coursework is required, including at least 24 credit hours taken in residence at ESF. At least one-half of the 30 graduate course credit hours must be from courses at the 600-level or above.
- Upon completion of the coursework, the student must pass a comprehensive examination covering the student's field of study. The student's steering committee serves as the examination committee. The comprehensive examination consists of both a written examination and an oral examination. The Chair of the Faculty of Forestry

shall appoint a chair of the examination committee who is a member of the Faculty of Forestry, but not a member of the student's steering committee. The role of the examination committee chair is to manage the examination, ensure its integrity, and represent the interests of the faculty and the student.

Written Examination: The chair of the examination committee receives written questions or problems addressing the objectives of the exam. The committee chair may convene the committee to discuss the examination and ensure that the questions are appropriate and fair. The major professor administers the written examination. Usually, one-half day is allocated to questions submitted by each examiner. Upon completion by the student, the examination questions are reviewed and graded by the committee members who prepared them. Then the entire examination is reviewed by the examining committee.

Oral Examination: The oral examination follows the written examination. The examination usually lasts two hours; however, the duration may be longer, if required. The questions may address written answers or other areas appropriate to the objectives of the examination. The student examinee may invite a silent student observer to attend the oral examination. At the conclusion of the examination period, the student examinee and observers are excused from the room and the examining committee determines whether the student has passed the examination.

Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the comprehensive examination. The student can request a second examination. The student is considered to have passed the second examination if no more than one negative vote is cast. A student who has failed the second examination is terminated from the graduate program.

Areas of Study

Seven areas of study in the forest resources management program are described below, highlighting examples of current faculty and student interest and activity. These examples do not indicate the full range of faculty interest. Further, they are meant only as highlights; many students have programs encompassing two or more areas of study. Studies in any of the areas may focus on issues/problems that may be local or global in scale.

Policy and Economics

Participating Faculty: BLACK, CANHAM, COUFAL, FLOYD, KOTEN, LUZADIS, WAGNER

- Timber and wood-using industry economics
- Regional economic impacts
- Economics of nonmarket goods
- Policy issues and analysis
- Program implementation
- Values and ethics
- International forestry

Graduate study in forestry economics prepares students for employment as forest economists or resource analysts with federal and state agencies and with private industry. The goals of study in this area are depth of understanding and familiarity with economic tools contributing to making competent decisions in resource economics, management, and policy.

Graduate study in the area of policy is designed to prepare students for positions at the planning, budgeting, programming, and operating levels of public agencies and businesses. The expanded regulatory role of federal and state government over resource use and land management has brought substantially increased need for thorough understanding of policy matters, legal requirements, and governmental and political interactions with resource owners and users.

Forest Management

Participating Faculty: COUFAL, DAVIS, DREW, GRÄTZER, HERRINGTON, KOTEN, NYLAND, WAGNER, ZHANG

- Resource planning and scheduling
- Forest operations
- Timber and multi-resource management
- Values and ethics
- International forestry

Graduate study in forest management requires a broad knowledge of the natural and societal environments as the basis for understanding how these environments affect (or are affected by) the development, maintenance, and use of forests and associated wild lands. Forest management focuses on the planning and implementation processes necessary to achieve integrated values from forests and associated natural resources. The educational objective is to develop expertise sufficient for capable, professional resource management in a variety of natural and societal environments.

Recreation and Tourism

Participating Faculty: DAWSON, GRÄTZER

- Recreation resource planning
- Wilderness and river recreation
- Commercial recreation and tourism

Graduate study in this area equips students with a broad understanding of the nature and purpose of outdoor recreation and how it relates to natural resources. The program emphasizes the role of and interrelationships between the public and private sectors in providing recreation and tourism facilities, services, and programs. Individual programs combine study in resources management with relevant studies in the social and political sciences and the development of analytic capabilities needed to implement recreation management plans and programs.

Watershed Management/Forest Hydrology

Participating Faculty: BLACK, HERRINGTON, McDONNELL

- Forest Hydrology
- Soil and water conservation
- Meteorology/micrometeorology
- Water resources policy
- Hydrologic processes and modeling
- Isotope hydrology
- Snow hydrology
- Watershed GIS

Graduate study in watershed management/forest hydrology, is related to streamflow generation processes, including energy exchange between forest and atmosphere; moderation of urban environments by vegetation; soil and slope stability; and runoff processes and modeling. Graduate study in the watershed area is highly interdisciplinary with strong links at the College with programs in geochemistry, biogeochemistry, hydroecology, and numerical modeling.

Silviculture and Tree Improvement

Participating Faculty: ABRAHAMSON, COUFAL, DREW, MAYNARD, NYLAND, RICHARDS, WHITE, ZHANG

- Forest Ecology
- Tree physiology
- Natural forest silviculture
- Plantation silviculture
- Biomass production
- Short rotation/intensive culture
- Greenspace and urban forestry
- International forestry
- Clonal propagation/tissue culture
- Genetic selection and testing
- Genetic engineering

Graduate study in silviculture stresses the nature of cultural treatments, the theories underlying them, and the biological, physical, and social constraints to their implementation. Silviculturists study stand treatments for their value in providing an array of values and maintaining or enhancing productivity for the future. Students in silviculture progress, through formal course work and research, toward an understanding of how to use cultural treatments to create a balance of desired forest and ecological conditions that sustain the wood, wildlife, recreational opportunities, essential habitats, and amenity values important to society. One major area of emphasis relates to treatment of tree stands for their continued production of wood products and the maintenance of other tangible values. Another centers on stand treatment for the harmonious integration of several values of concern. A third focuses on evaluation and manipulation of vegetation systems, for their on-site values, such as in recreation areas, ecological reserves, highway and utility rights-of-way, and urban greenspace.

Graduate study in tree improvement involves developing populations of trees that are well adapted, rapid growing, and free of disease. Although primarily used for enhancing the commodity uses of the forest, the same techniques can also be used to enhance their aesthetic and recreational values. Because of close collaborations with the plant sciences and biotechnology group in the Faculty of Environmental and Forest Biology, students in tree improvement have access to expertise and equipment ranging from traditional field-trial establishment and evaluation, through plant tissue culture, up to and including DNA fingerprinting and genetic engineering. Depending on the interests and background of the student, coursework typically includes a mix of plant biochemistry and physiology, statistics, genetics, molecular biology, plant tissue culture, and electron microscopy.

Forest Soil Science

Participating Faculty: BRIGGS, WHITE, YANAI

- Site classification and productivity
- Soil physical, chemical, and biological properties
- Nutrient cycling
- Anthropogenic effects
- Simulation modeling

Graduate study in forest soil science may be directed toward soil science as it relates to goods and services produced, or to the impact of management practices on environmental quality. Study may include evaluation of ecosystems to quantify nutrient element balances and cycling, amelioration of soils for maintaining increasing ecosystem productivity, and the impact of various land-use practices on soil properties.

Quantitative Methods and Geographic Information Systems

Participating Faculty: CANHAM, DAVIS, HERRINGTON, KOTEN, STEHMAN, WAGNER, ZHANG

- Statistics
- Forest biometrics
- Forest inventory/mensuration
- Computer applications/modeling
- Operations research/systems analysis
- Spatial modeling

Graduate study of quantitative methods is designed to develop skills in the application of mathematical, statistical, and computer-based problem analysis and solution. Study in this area is designed primarily for two types of students: those with undergraduate degrees in areas such as the biological sciences, forestry, wildlife, or agriculture, who wish to strengthen their quantitative skills, and those with degrees in mathematics, statistics, or computer science, who wish to focus on resources management.

Ranger School—Forest Technology Program

CHRISTOPHER L. WESTBROOK, Director

Wanakena Campus

(315) 848-2566

FAX (315) 848-3249

In 1912, some 1,800 acres of land in the Adirondack Mountains were donated to the College as a site for the development of a Ranger School. Since that time, the forest technology program has trained over 3,000 graduates, most of whom are now working in a variety of forest activities, and it has earned the Ranger School a national reputation for excellence. The program is administered by and is an integral part of the Faculty of Forestry. This unique model of a single professional Faculty offering all levels of study from technical through postdoctoral emphasizes the teamwork approach to forest resource science and management espoused by the faculty.

The two-year curriculum educates students in forest and surveying technologies. The degree of associate in applied science (A.A.S.) in forest technology is awarded. Within the curriculum there are two areas of study: traditional forest technology and surveying. Fall semester course work is the same for forest technology and surveying students. In the spring semester, however, students interested in surveying take 11.5 credit hours of surveying course work in place of forestry-oriented courses.

Since the Ranger School is situated within a forest environment, some applicants may mistakenly believe that the experience is one of forest lore and wilderness survival. It is, therefore, strongly emphasized that the curricula demand high-quality academic achievement. Program completion requires concentrated and consistent study. Classes are scheduled from 8 a.m. to 5 p.m., Monday through Friday, with classroom and laboratory or field time equally divided. The intensity of the program normally requires a minimum of 70 hours a week of evening and weekend study, daily classes, and laboratory/field exercises. Several short trips are made during the year in connection with courses in dendrology, silviculture, forest management, forest recreation, wildlife ecology and surveying.

Forest Technology Concentration

The objectives of this concentration are to provide students with a knowledge of the field practice of forestry as related to forestry managerial needs; the ability to work and communicate effectively with professional and para-professional personnel; and an understanding of the sciences and practices of forestry with some emphasis on ecological applications.

The concentration is designed to allow graduates immediate job entry at the technical level. They are generally classified as forest technicians or forestry aides in initial employment positions. Forestry agencies and wood-using industries employ forest technicians as an important part of their forest management teams, usually as the "people on the ground" who plan and execute the field practice of forestry, normally under the supervision of a professional forester.

Students interested in a baccalaureate degree in forestry and resource management should investigate the Faculty of Forestry's bachelor's degree curriculum described on pages 104-113. It should be understood that transfer into the Faculty of Forestry's professional forestry curriculum is possible upon completion of the A.A.S. degree at Wanakena. Transfer into other baccalaureate programs at ESF may be possible, but students should consult as soon as possible with the Undergraduate Admissions Office.

Students who feel transfer to a baccalaureate program is a possibility after graduation from the forest technology program should pay close attention to the footnotes under "Freshman Year" on page 118.

The freshman year forest technology curriculum consists of general studies courses which may be taken at any accredited four-year college, community college, agricultural college, or college of technology.

The second year of the curriculum is offered at the Faculty of Forestry's forest technology program on the Wanakena Campus. Presented in a varied forest environment, the curriculum's emphasis is on fundamental forestry knowledge and applied field training as well as the relationships between forest technology and managerial needs. About 50 percent of the studies are devoted to field exercises, most of which are held on Wanakena's forest. This excellent forest backdrop for the technology program provides a diverse laboratory for instructional purposes.

Surveying Technology Concentration

Many graduates of the Ranger School have found the land surveying profession to be an exciting, challenging, and rewarding career choice. As land values increase, technology advances, and laws and regulations become more complex, the education of land surveyors has become increasingly important. This concentration was developed to address the current educational needs of the student interested in pursuing a career in surveying, as well as the needs of surveying employers. Students who choose this concentration will be exposed to the fundamentals of forest technology which are important to the land surveyor and will receive a more in depth education in the area of surveying technology.

This concentration has been designed to provide the student with knowledge and skills in surveying measurements and computations; the ability to work and commu-

nicate effectively with professional land surveyors, survey technicians, lawyers, and the general public; an understanding of the principles and practices of surveying with particular emphasis on boundary surveying; and an understanding of land resource concepts important to the surveyor. Students graduate with an A.A.S. degree in Forest Technology.

Generally, graduates are employed by privately owned, small to midsize surveying firms specializing in boundary, construction, and topographic surveying. Graduates are employed as entry-level technicians performing a variety of tasks including operating various surveying instruments, note keeping, drafting, and computer operation. Employment is also available with local, state, and federal agencies such as the Department of Transportation, Department of Environmental Conservation, U.S. Forest Service, and Bureau of Land Management.

At least one year of educational credit is given toward land surveying licensure in New York. Additional educational credit may be granted based on the student's previous educational experience. Additional field and office experience under the direct supervision of a Licensed Land Surveyor is needed prior to application to obtain a license.

Transfer into other baccalaureate programs at a variety of institutions is possible; however, students are encouraged to consult with the appropriate admissions office to discuss transfer options.

During the freshman year, students, who plan on enrolling are encouraged to take general physics, small business management, or additional mathematics as electives. (See footnotes under "Freshman Year" on page 118.)

Given the nature of the curriculum, the availability of high-tech equipment, and the necessity of individualized instruction, entry into this area of study is limited to 12 students.

Combining Forest Technology and Forest Resources Management Program

There are several advantages of combining a Ranger School forest technology associate's degree with a four year B.S. degree in professional forestry. Ranger School graduates who go on to pursue the bachelor's degree have a solid field education as well as a managerial orientation and the deeper ecological and social understanding provided by the professional curriculum.

Students wishing to transfer from the forest technology concentration to the forest resources management program at the Syracuse campus will be admitted as juniors. They will be given credit for the summer session in field forestry, dendrology, and a forest protection course. They will still have to complete some physical sciences, social sciences, and humanities while in residence at Syracuse, depending on prior preparation. A

FOREST TECHNOLOGY CURRICULUM
(Associate in Applied Science Degree)

Freshman Year: All Students*Credit Hours*

(Completed at a college of the student's choice)

General Biology ¹	8
English with a focus on writing (a technical report writing course is highly recommended)	6
Trigonometry	3
Economics.....	3
Electives ²	<u>10</u>

Total Maximum Transfer Credit 30

¹Courses selected may be in general biology, but at least one course in introductory botany is preferred.

²For those students who feel transfer to a baccalaureate program is a possibility, general chemistry and physics should be taken as electives. Otherwise, courses in sociology, psychology, political science, geology, soils, accounting, business, computer science, etc. are desirable electives. Students interested in the surveying area of study should use their electives to take courses in physics, analytic geometry, or introductory calculus.

**CURRICULUM FOR COMBINED FOREST TECHNOLOGY AND
FOREST RESOURCES MANAGEMENT PROGRAMS**

Freshman Year: All Students*Credit Hours*

(Completed at a college of the student's choice)

Biology (Botany and Zoology preferred), with Laboratory.....	8
English with a focus on writing (a technical report writing course is highly recommended)	6
Calculus I	3
Microeconomics.....	3
General Chemistry, with Laboratory	4
Physics I with Laboratory	4
Political Science (U.S. Institutions), or Introductory Sociology.....	<u>3</u>

Minimum total credits, freshman year 31

Senior Year
(Ranger School)

Credit Hours

<i>First</i>	FTC 200	Dendrology I.....	2
<i>Semester:</i>	FTC 202	Plane Surveying I & II.....	5
<i>All Students</i>	FTC 204	Forest Mensuration and Statistics I.....	3.5
	FTC 206	Forest Ecology.....	3
	FTC 207	Aerial Photogrammetry.....	2
	FTC 208	Allied Technologies.....	2
	FTC 210	Computer Applications.....	1
	FTC 213	Forest Entomology (Those in forest technology only) OR	
	FTC 250	Surveying II (Those in surveying area only).....	1
	FTC 223	Graphics.....	1

20.5

<i>Second</i>	FTC 205	Forest Mensuration and Statistics II.....	2
<i>Semester:</i>	FTC 209	Forest Roads.....	2
<i>Forest Technology</i>	FTC 211	Silviculture I.....	2.5
<i>Students</i>	FTC 214	Personnel Management.....	1.5
	FTC 215	Timber Harvesting.....	2
	FTC 217	Forest Management.....	3.5
	FTC 218	Forest Recreation.....	1.5
	FTC 219	Elements of Wildlife Ecology.....	1.5
	FTC 221	Soil/Water Measurements and Control.....	1.5
	FTC 226	Forest Pathology.....	1
	FTC 227	Fire Management.....	2
	FTC 228	Structure and Growth of Trees.....	1.5
	FTC 229	Silviculture II.....	2

24.5

A minimum of 75 credit hours is required to complete the A.A.S. degree in forest technology.

<i>Second</i>	FTC 205	Forest Mensuration and Statistics II.....	2
<i>Semester:</i>	FTC 209	Forest Roads.....	2
<i>Surveying</i>	FTC 211	Silviculture I.....	2.5
<i>Students</i>	FTC 214	Personnel Management.....	1.5
	FTC 215	Timber Harvesting.....	2
	FTC 221	Soi/Water Measurements and Control.....	1.5
	FTC 228	Structure and Growth of Trees.....	1.5
	FTC 251	Advanced Surveying Measurements & Computations.....	4
	FTC 253	Survey Law.....	2
	FTC 255	Boundary Surveying.....	3
	FTC 257	Construction Surveys.....	1.5
	FTC 259	Advanced Topographic Surveying.....	1

24.5

total of 35 transfer credit hours from the sophomore year of the forest technology program will be counted towards the B.S. degree. All other requirements as set forth in the forest resources management program option must be met.

Students contemplating subsequent transfer should concentrate their freshman year electives in the social sciences and humanities, in line with the lower division requirements of the forestry option described on page xxx. Students should also complete the first semester in chemistry, one semester in physics, and a course in calculus prior to transferring. It is possible to be admitted without these courses, but subsequent progress in the program becomes more difficult.

Life at Wanakena

The Ranger School of the College of Environmental Science and Forestry is located on the banks of the Oswegatchie River near the hamlet of Wanakena, approximately 65 miles northeast of Watertown, and 35 miles west of Tupper Lake. The program's buildings and its surrounding forest border on the river, which flows directly into Cranberry Lake. This managed forest, containing both hardwood and coniferous species, covers an area some 3 miles long with widths varying up to 2 miles. On two sides, the forest is bounded by state forest preserve lands. The forest is also adjacent to several square miles of virgin timber within the Adirondack Forest Preserve.

The main building consists of a central service unit with dormitory wings on either side. The central unit contains classrooms, laboratories, a student lounge, faculty offices, the library, a kitchen, dining room, 22 double-occupancy and 10 single-occupancy dorm rooms, and three triple-occupancy suites for women.

Faculty houses are nearby on the campus. Other buildings include a maintenance shop, garages, a sugar house, and storage buildings.

The close proximity of faculty offices and student quarters and the intensive field work pattern enables students to consult easily and frequently with the faculty. The program considers this traditional close student-faculty association to be of major benefit in its educational program.

A small library of approximately 1,500 volumes consists of highly specialized materials required for the teaching and study programs of the curriculum.

Students taking the second year of the curriculum at the Ranger School are required to live in the campus's dormitories. An exception may be made for married students who bring their families and rent their own private accommodations in the vicinity. Such accommodations are not plentiful. Each married student should make rental arrangements well in advance of the registration date.

The Ranger School does not maintain an infirmary, nor does it employ a physician or nurse. There are two physicians and a dentist as well as an excellent community hospital in nearby Star Lake, New York. In emergency situations, the program transports sick or injured students to the local physician of their choice or to the hospital. Health and accident policies for students are available through Syracuse University, and it is strongly suggested that the student consider such coverage before reporting to the campus. Application forms are available through ESF's Office of Student Affairs and Educational Services.

Because of the comparatively isolated location of the Ranger School, a stock of books and supplies used in connection with the second year of the program is maintained on campus for sale to students.

During the first year of the program, students will be guided by the rules and regulations that govern attendance at their local campus. During the second year of the program, students will be guided by the general rules and regulations for College of Environmental Science and Forestry students and an additional set of Ranger School "house rules."

Admission Requirements

Admission into the forest technology curriculum requires the following high school units: English (4 units); social science (3 units); science (2 units, including biology); mathematics (3 units, college preparatory); and electives. Mechanical drawing, technical report writing, and computer science are suggested electives.

In addition to the academic requirements, the following must also be met by all applicants:

1. The applicant must be strongly motivated toward a career in field forestry or surveying.
2. The applicant must be willing and able to meet the physical requirements of the program which include walking 2 to 6 miles through forest areas, often carrying 15 to 20 pounds of equipment, and using a wide array of hand tools and power equipment.
3. The applicant's parents (if the applicant is under 18 years of age) must be fully aware of the field nature of the study program, its rigorous study-work regime and supporting academic facilities.
4. A full medical examination report must be submitted.

Questions concerning any of these requirements should be referred to the Director of Admissions.

Admission Procedures

The decision to admit any student to the forest technology program rests solely with the College of Environmental Science and Forestry. Most openings in the program are filled by students who received conditional acceptances while still seniors in high school, contingent on successful completion of the first year of college. Remaining openings are filled by transfer students who have already attended college. Therefore, it is suggested the potential student, while still a high school senior, follow these procedures:

1. Submit a regular SUNY freshman application for the College of Environmental Science and Forestry, using a Curriculum Code 620 (Forest Technology). These applicants should indicate entry date to be one year in advance of the current year.
2. Submit a regular application to that school selected for the first year of study, using Curriculum Code 620. It is important that students gain entry on their own for the first year of studies. ESF will request information at a later date concerning what institution the student will be attending.

A limited number of outstanding students are admitted directly from high school. For further information, contact the Director of Admissions.

Transfer Students

Students with previous college experience, or students who are currently enrolled at another college, may apply for transfer. However, courses transferred for credit can be applied only to the freshman year course of studies, and they must be comparable in subject matter, content, and level. All second year courses must be taken at the Ranger School, and, therefore, a student cannot transfer any previously earned credit toward the second year. Transfer applicants must submit a recent official copy of their college transcript and a list of courses they anticipate completing prior to enrollment.

Expenses

Cost of the first year will vary with the specific institution attended.

Estimated costs of the second year program at the Ranger School are as follows:

N.Y. Resident		
<i>Tuition</i>	<i>Board, Room</i>	<i>Books, Supplies</i>
\$3,200	\$5,700	Approx. \$1,250
Nonresident		
<i>Tuition</i>	<i>Board, Room</i>	<i>Books, Supplies</i>
\$8,300	\$5,700	Approx. \$1,250

Students in the surveying technology concentration will need an additional approximately \$250 for supplies. An expense of approximately \$200 for laundry and clothing should be anticipated. There is also a \$20 graduation fee, a student support services fee of \$225, a \$13 student activity fee, and a student transportation fee of \$50. There are a limited number of single dorm rooms available for an additional \$200. There is also a \$25 resident deposit and a \$25 equipment deposit. The latter two fees are fully or partially refundable, depending on breakage charged to a student during the year.

Financial Aid

Financial aid is available upon acceptance to the College of Environmental Science and Forestry. There are three basic loans, scholarships or grants, and part-time employment.

More detailed information on these financial aid opportunities can be found on pages 25-31 of this *Catalog* and the publication *Financial Assistance at ESF*.

The student must file an application with the Office of Financial Aid at the Syracuse Campus and submit a Family Financial Statement to ACT, Iowa City, Iowa 52243.

Placement

The Ranger School assists in placement of graduates. The excellent reputation which the graduates of the Ranger School at Wanakena have developed in all types of forestry and surveying jobs greatly assists today's graduates to find employment. Employment is common with local, state and federal forestry and land resource agencies, private forestry enterprises, and surveying firms. Positions most frequently filled by recent graduates include: state forest ranger, state forest technician, forest aide, industrial forest district supervisor, timber inventory specialist, timber sales supervisor, forest surveyor, forest engineering aide, forest protection technician, forest research technician, forest equipment salesman, tree service technician, and urban park ranger.

The Faculty of Landscape Architecture

RICHARD S. HAWKS, Chair

331 Marshall Hall

(315) 470-6544

<http://www.esf.edu/faculty/la/>

CARTER (Urban Design, City and Regional Planning, Development Process, Planning and Design Theory), CURRY (Site Planning, Urban Analysis and Design, Historic Preservation), DEMING (Site Planning, Graphics, Urban History & Theory), DOBLE (Community Planning & Design, Citizen Participation, Site Planning & Design, Graphics, Education), FREEMAN (Site Design, Plant Materials, Graphics), HAWKS (Community Planning and Design, Natural Factors in Design, University Campus Design and Planning), LEWIS (Community Land Planning; Planning Process, Computer-Aided Community Land Planning, Computer-Aided Mapping, Geographic Information System Applications in Land Planning and Land Use Controls), MARAVIGLIA (Technical Graphics, Creative Problem Solving, Education, Communication, Video, Management), J. PALMER (Landscape Perception, Design Evaluation, Social Impact Assessment, Environment and Behavior Research Methods), POTTEIGER (Cultural Landscape History, History of Landscape Architecture, Design Theory and Methodology), REIMANN (Environmental Design, Passive Energy Conservation, Site Planning and Design), REUTER (Ecology in Landscape Planning, Design and Management of Wetlands; Computer Applications in Environmental Planning and Design Simulation), SHANNON (Site Planning and Design; Urban Analysis and Design; Historic Landscape Preservation Planning; Computer Applications), STRIBLEY (Design and Behavior; Public Participation; Urban Design, Parks and Recreation; Site Planning and Design)

Landscape Architecture

The alteration of the physical environment has been a product of human activity since the earliest times of human settlement. While environments of enduring beauty and vitality occasionally resulted, the history of environmental manipulation more often demonstrated degradation and abuse of the landscape. As the knowledge of natural and human processes has expanded, environmental change has been transformed over the centuries from the casual efforts of many to that requiring skilled individual effort and often demanding multidisciplinary attention.

Since 1911 the landscape architecture program at ESF has been educating practitioners and teachers, designers and planners, advocates and policy makers, who have contributed their careers to a viable, sustainable integration of natural and cultural communities.

The program is the second largest in the United States, with 15 full-time faculty supported by several adjunct professors and visiting instructors. Faculty interests range from materials and construction to regional planning, from ecological planning to urban design, from theoretical landscapes to historic preservation.

The Faculty of Landscape Architecture offers two programs designed to educate students to contribute in varied ways to the wise use of land and landscape. Each degree program provides a basis for students to establish career directions in the profession of landscape architecture. The Bachelor and Master of Landscape Architecture and Master of Science degrees are offered.

Support Facilities

The facilities for landscape architecture include individual studio space for each student, office space for funded projects and advanced standing students, a photographic darkroom, and an assortment of photographic, video, and environmental measurement instrumentation. Computer facilities focus on CAD, GIS, desktop publishing, video image processing, and graphic design and visual simulation systems. The Faculty of Landscape Architecture has an extensive collection of archival material dating from 1913 to the present.

College facilities include a campus library, a fully equipped video recording and processing studio, various environmental measurement laboratories, and a mapping science laboratory with remote sensing, photogrammetry, GIS and digital image processing capabilities. The ESF computer labs contain networked PCs, Macintoshes, workstations and mainframe terminals. All campus computing facilities are linked with Syracuse University for campuswide support of computing activities.

Bachelor of Landscape Architecture

The B.L.A. program is designed for those students desiring to enter the profession of landscape architecture either directly after completing the degree or after completing graduate school. This is a professional degree with an emphasis on the skills and knowledge required to qualify as a landscape architect. The degree is accredited by the American Society of Landscape Architects (ASLA). The B.L.A. degree is granted at the end of five years of study and requires the successful completion of 160 credit hours. A limited number of students are accepted into the freshman program at ESF. However, most students

complete their 62 credit hours of lower division studies at another institution and transfer to the B.L.A. as juniors.

The B.L.A. program consists of a core of courses involving the basic principles and skills of landscape architecture design, land manipulation and engineering, applied ecology, and communications. Additionally, students are required to participate in an independent study semester, off-campus program, either during the summer between the fourth and fifth years, or the fall semester of the fifth year. The off-campus program requires students to cover tuition, books and materials, room and board, and travel costs to the location of study. The major objective of the B.L.A. program is the development of basic proficiency in design, engineering, and communication skills necessary for formal admission into the profession of landscape architecture.

When the prerequisite period of work experience has been completed, a person holding a B.L.A. degree may obtain a license to practice landscape architecture. At present, the State of New York requires those holding a five-year B.L.A. degree to complete a three-year period of internship in the field prior to applying for the licensing examination. Other states have varying requirements for obtaining a license.

As in any area of professional study, students seeking the B.L.A. degree are expected to demonstrate a high level of commitment and scholarship in their studies. This professional commitment is demonstrated by a desire to serve society in an objective, rational, and ethical manner.

Students receiving a B.L.A. degree have entered the profession as employees in public agencies or in private offices offering landscape architectural services. Also, B.L.A. graduates have entered graduate schools in landscape architecture, planning, urban design, regional design, and specific specialties including historic preservation, environmental policy, management, and research.

Prerequisites for Entry into the B.L.A. Degree Program

The breadth of concern of the B.L.A. program makes it imperative that entering students prepare themselves with a broad range of lower division course work. The environmental efforts with which the students will be involved require a strong background in both the natural and social sciences, as well as the humanities. In addition, prior skill development in graphics, mathematics, and computer science is required.

The required prerequisite course work described on page 124 must be met to prepare the entering student to engage the B.L.A. curriculum.

All applicants are *highly encouraged* to submit a portfolio of their creative work for review. The faculty embrace a broad conception of the term "creative work" ranging from pencil sketching to poetry, however, for the purpose of indicating an aptitude for landscape architec-

ture, portfolio work should focus primarily on visually-expressive media. Submittals will be used to assess drawing and other graphic communication skills, as well as spatial awareness and the ability to visualize and convey design ideas.

Portfolio items should be submitted in a format no larger than 11" x 17", generally consisting of good-quality photographic or xerographic reproductions. Color slides or prints of large or 3-dimensional work are also acceptable. Do not send original work or rolled materials. Portfolios will not be returned unless accompanied by a self-addressed, pre-posted return envelope.

Program Expenses

In addition to the normal college expenses, students must plan for some special expenses. These include studio equipment and material, field trips, plant camp, and the off-campus semester.

Studio equipment and materials. In a design curriculum, students normally spend more for expendable supplies than they would on books for a lecture course. The cost of equipment and materials for studio courses is typically between \$250 and \$300 each semester. Upon submission for grading, studio projects become the property of the Faculty of Landscape Architecture. While projects are normally returned, they may be retained temporarily for display or permanently kept as part of the archives.

Field trips. Landscape architecture students may be required to participate in a field trip as part of their studio courses. These trips are used to acquaint students with the exemplary works of landscape architecture found in Boston, Montreal, New York, Ottawa, Philadelphia, Toronto, Washington, D.C., or other cities in the northeast. The typical cost of transportation, meals and lodging for field trips taken during the 1996-97 academic year ranged between \$200 and \$250.

Plant camp. During the summer between their third and fourth years, students attend a two-week plant camp (LSA 431 Plant Materials) at Planting Fields Arboretum on Long Island. This class is necessary to provide students with an extended pallet of plant materials to specify in their design projects. It is held immediately after final examinations. Typical cost for 1997 was between \$480 and \$530.

Off-campus semester. This is a self-designed and student-budgeted program. If a student plans well, there is no need for this semester to cost any more than one spent in Syracuse. Typical expenses during the 1996-97 academic year, including tuition, were between \$6,000 and \$8,000. However, a few students had expenses as high as \$10,000 because of the study location they chose and the extra curricular opportunities they enjoyed while abroad. These additional costs are the responsibility of the student and are not covered by financial aid.

LOWER DIVISION REQUIREMENTS FOR LANDSCAPE ARCHITECTURE

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area

- A. **English. With a focus on writing and oral communications.** A minimum of 6 credit hours in writing — the basic elements of the writing process, library research, principles of rhetoric and communication applied to writing — and 3 credit hours in speech — selecting, organizing and developing ideas to inform, interest and motivate an audience. 9 Credits
- B. **Graphics.** A minimum of one course in instrument or computer (e.g., AutoCAD) drafting covering 2-dimensional plans, elevations and sections, and 3-dimensional perspective, isometric, oblique, and orthographic projections. A minimum of 3 credit hours in free-hand drawing to develop observation and understanding of form. Demonstration of the drafting or drawing requirements may be waived by the Curriculum Director after review of a portfolio. The portfolio must demonstrate high-quality fulfillment of the above competencies. 4-6 Credits
- C. **Natural Sciences.** Required are three courses, including one year of college biology with labs (an introduction to botany is recommended). The additional course may be from any of the natural or physical sciences (e.g. geology, chemistry, physical geography, physics). The educational objective is to understand the scientific laws and principles that control natural environmental processes. Taking an ecology course is not recommended, since a required course in ecology for landscape architects is a required part of the upper division program. 9-12 Credits
- D. **Mathematics.** One college-level mathematics course is required. The student is responsible for obtaining basic competency in Trigonometry. If this competency is obtained while in high school, the student is responsible for the satisfactory completion of a higher-level college mathematics course (e.g., pre-calculus, calculus, or statistics). 3 Credits
- E. **Social Science.** Required courses may be taken in cultural or social anthropology, cultural geography, economics, political science, social history, sociology, or social psychology. Courses should increase understanding of society, government, and cultures of the world, particularly as they relate to past and present human activity in the environment. 9 Credits
- F. **Humanities.** An art and/or architectural history course that surveys from ancient world to the present is required. Courses in art, design, literature, foreign language, music, and philosophy are all generally acceptable. 9 Credits
- G. **Electives.** 14-19 Credits
- Total minimum lower division credits 62
- H. **Additional Competencies.** The student is responsible for obtaining basic competency in several areas that are required to complete upper division courses.
1. General familiarity with the use of basic drafting instruments.
 2. General familiarity with computers and using applications such as word processing, spreadsheets, database queries, graphics, and internet communications.

Upper Division Courses

Third Year			<i>Credit Hours</i>
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	LSA 320	Introduction to Landscape Architecture	3
	LSA 326	Landscape Architectural Design Studio I	4
	LSA 411	Natural Processes in Planning and Design	3
	CMN 382	Graphic Communication	3
	EFB 321	Fundamentals of Ecology for Designers and Planners.....	<u>3</u>
			16
<i>Second Semester</i>	LSA 327	Landscape Architectural Design Studio II	4
	LSA 330	Landscape & Site Assessment	3
	LSA 342	Landscape Architecture Construction Technology	4
	EIN 390	Social/Cultural Influences and Environmental Form	3
	EIN 471	History of Landscape Architecture.....	<u>3</u>
			17
Summer	LSA 431	Plant Materials	2
Fourth Year			<i>Credit Hours</i>
<i>First Semester</i>	LSA 422	Landscape Architectural Design Studio III	4
	LSA 433	Plant Materials II	3
	LSA 424	Preparation for Off-Campus Experiential Studio.....	1
	CLL 410	Writing for Environmental Professionals	3
	WPE 342	Light Construction.....	3
		Elective	<u>3</u>
			17
<i>Second Semester</i>	LSA 423	Landscape Architectural Design Studio IV.....	4
	LSA 425	Orientation for Off-Campus Experiential Studio.....	2
	LSA 451	Comprehensive Land Planning	3
		Electives	<u>6</u>
			15
Fifth Year			<i>Credit Hours</i>
<i>First Semester</i>	LSA 460	Off-Campus Experiential Design Studio	15
<i>Second Semester</i>	LSA 471	Landscape Design Studio VI—Urban Design	4
	or		
	LSA 472	Landscape Design Studio VI—Site Design	4
	or		
	LSA 473	Community Design and Planning Studio.....	4
	LSA 454	Professional Practice Studio	3
	LSA 455	Professional Practice in Landscape Architecture.....	2
		Electives	<u>6</u>
			15

A minimum of 160 credit hours is required to complete the B.L.A. degree.

B.L.A./M.S. Fast Track

This option is available to outstanding fourth-year bachelor of landscape architecture students and provides the opportunity to receive both the bachelor of landscape architecture and master of science degrees during a four-year period at the College. Students who apply must have a minimum 3.000 G.P.A. and are accepted into the program during the fall semester of the fourth-year of the bachelor of landscape architecture program. During spring semester the transition begins between the bachelor of landscape architecture and master of science curriculum requirements. Both degrees are awarded at the completion of 190 credit hours (62 lower division credit hours transferred to the College upon entering the bachelor of landscape architecture third-year and 128 credit hours earned at the College).

Graduate Studies in Landscape Architecture

Graduate studies in landscape architecture attract a broad range of people. Those with undergraduate degrees in landscape architecture may seek specialized training or plan to pursue an academic career. Others with degrees in related fields such as architecture, city and regional planning, and environmental design enter the program to broaden or redirect their design and planning skills. Some students with degrees in fields less closely related to landscape architecture (such as humanities, or arts and sciences) seek new career options or to focus prior interests through a licensed design and planning profession.

Three curriculum tracks address the needs of the students with these differing educational backgrounds. The Master of Science in Landscape Architecture (M.S.), is a two-year academic degree program for applicants with a first professional degree in landscape architecture. A three-year program for applicants who have no design or planning background leads to the fully-accredited professional degree of Master of Landscape Architecture (M.L.A.). Applicants with a related design or planning degree may enter the three-year program with advanced standing. Finally a fast-track option enables qualified candidates within the College's BLA Program to proceed directly into the M.S. program and work on both degrees. Refer to the previous section for information on the fast-track option.

The Master of Science program serves the advanced professional or the aspiring academic. It is highly flexible and can be customized to reflect the breadth and depth of a student's interests. The M.L.A. program, for the student seeking a first-professional degree in landscape architecture, is a more tightly structured curriculum because it leads to the prerequisite work experience that qualifies the graduate for the Landscape Architecture Registration Examination (L.A.R.E.).

Students seeking a multidisciplinary education may choose to pursue a concurrent degree at Syracuse University. In this option a student fulfills the requirements of each program and receives separate degrees. The option may or may not require additional semesters of study, depending on the concurrent degrees. Currently concurrent degrees are available in the M.P.A. degree program in the Maxwell School of Citizenship and Public Affairs, the M.A. or M.S. degree programs in the S.I. Newhouse School of Public Communications, the M.S. degree program in the School of Education, or the M.B.A. degree program in the School of Management.

Both graduate degree programs provide a well-balanced curriculum in landscape architectural design and planning, coupled with opportunities to pursue individualized advanced study in a broad range of topics. The diversity of faculty interests and expertise offer both M.S. and M.L.A. students opportunities for in-depth exploration in four areas of study:

1. Ecological Design and Planning
2. Community Design and Planning
3. Cultural Landscape Conservation
4. Design History and Theory

ECOLOGICAL DESIGN AND PLANNING

This area of study emphasizes ecology's integral relationship; both as a contributor to and a result of the design process. Course work from ESF's programs in environmental science, forestry resources management, and environmental and forest biology supplement the core landscape architecture courses. Together the required and recommended courses for this area of study provide a natural science foundation for designing with and for nature.

Human activities in the biosphere are directed by attitudes and technologies that can disrupt ecological patterns and the natural processes that form stable, healthy environments. Landscape architects who are knowledgeable about, and can address issues of human impacts, environmental restoration, conservation biology in working landscapes, sustainable land development, and resource utilization are in growing demand. There are many career opportunities in public and private, domestic and international practice that encompass impact mitigation, ecotourism, restoration ecology, landscape management and sustainable development planning. This area of study prepares students for these career tracks.

COMMUNITY DESIGN AND PLANNING

The purpose of this area of study is to address the design of human settlements including: 1) comprehensive communities such as cities, towns, villages, hamlets and their hinterlands, and 2) specialized communities such as institutional and corporate campuses, co-housing projects and new towns. The recommended core of studios, seminars and lecture courses provide introductory and advanced exploration into the theories, principles and practice of design, planning, preservation and the search for new paradigms. The core courses are supported by a wide range of electives in faculties at the College of Environmental Science and Forestry and at Syracuse University.

This area of study is especially appropriate in an era which calls for: (1) the redefinition of the American city; (2) the retrofitting of the post WWII suburb; (3) the conservation of the rural landscape and; (4) new design paradigms that create a symbiosis of community and place. The core and related courses explore how to plan and design the socially interactive, environmentally sound, sensuously formal community that engenders a strong sense of place and a strong sense of citizenship. There are abundant career opportunities in urban design, city and regional planning, institutional and corporate facilities planning, and in rural preservation and development. This focus is for MLA students interested in design, planning, and policy making at community scale via public, private, or academic practice.

CULTURAL LANDSCAPE CONSERVATION

This area of study addresses the preservation planning and management of cultural landscapes. As defined by the National Park Service a "cultural landscape" [is] a geographic area, including both cultural and natural resources and the wildlife or domestic animals therein, associated with a historic event, activities, or person or exhibiting other cultural or aesthetic values. There are four general types of cultural landscape, not mutually exclusive: historic sites, historic designed landscapes, historic vernacular landscapes, and ethnographic landscapes. The required courses and the recommended electives provide introductory and advanced explorations into the history, theories, principles and practice of cultural landscape preservation, sense of place, phenomenology and cross-cultural landscape studies. The core courses are supported by a wide range of electives from the College and Syracuse University.

The study of cultural landscapes is important in this era of increasing domestic and international attention. Areas of concern associated with cultural landscapes

include: (1) preserving natural and cultural resources; (2) exploring the relationship between stewardship and the collective sense of place; (3) using cultural landscapes as the bases for contemporary development and (4) understanding the variety of human experience through patterns and forms in the landscape and community. There are domestic and international career opportunities in public and private practice addressing such issues as preservation planning, tourism, land use planning, urban design and cultural symbolism.

DESIGN HISTORY AND THEORY

Landscape architects function as vital partners in the ongoing process of designing the places where history unfolds. Their work does not stop at advising or planning; landscape design decisions evolve into built form. Designers are not only responsible for understanding the complexities of context, but also for evaluating and testing the assumptions upon which their design decisions are made. Intellectual rigor is essential in order to protect and enrich our design heritage and our cultural potential.

The purpose of this area of study is to offer in-depth study of landscape design and analysis issues to students who wish to pursue careers in landscape design practice, design research, design evaluation, and/or design education. The knowledge encompassed by this focus goes well beyond a basic understanding of design practice; rather, it is intended to nurture articulate, insightful and broad-minded leaders, teachers and spokespersons in the field of landscape architecture.

The core sequence of courses is designed to introduce students from many different backgrounds to a broad range of common theoretical and practical issues in landscape architecture. The topical readings/projects in a variety of more advanced studios and seminars prepare students for meaningful investigations in the integrative/advanced studio and their final independent design project. The terminal design project will involve research, criticism or speculative design, which tests theoretical assumptions behind material design strategies.

Final Integrative Experience

All graduate students are expected to complete a final integrative experience as the advanced study component of their program. The M.S. student must complete a thesis (6 credits, minimum). The thesis may be the combination of research in which new, original knowledge is generated, or it may be a study that focuses on the application of existing knowledge to a new situation. The M.L.A. student must participate in a 6-credit independent study within the framework of a capstone studio during the fifth semester of the program. Both M.S. and M.L.A. students must disseminate the results of their integrative studies in the spring semester capstone seminar course.

The following schedule of courses illustrates a typical M.L.A. program. The M.S. program, which does not address foundation courses in landscape architecture, is very flexible and based on the student's area of study and consultation between the student and the student's major professor. Therefore, the M.S. program is not illustrated in this catalog.

First Year			<i>Credit Hours</i>
CMN	552	Graphic Communication	3
LSA	320	Introduction to Landscape Architecture	Audit
LSA	433	Plant Materials II	2
LSA	600	Design Studio I	4
LSA	601	Design Studio II	4
LSA	611	Natural Processes in Planning and Design.....	3
LSA	615	Site Construction, Grading, Drainage, and Road Layout	3
LSA	650	Behavioral Factors of Community Design.....	3
LSA	671	History of Landscape Architecture.....	3
LSA	697	Topics and Issues of Landscape Architecture (Graduate Seminar)	1
LSA	796	Special Topics in Landscape Architecture (Capstone Seminar).....	1
			27
Second Year			<i>Credit Hours</i>
LSA	620	Design Studio III—Advanced Site Design.....	4
LSA	621	Design Studio IV—Community Design and Planning	4
LSA	640	Research Methodology	3
LSA	652	Community Development and Planning Process.....	3
LSA	655	Professional Practice	4
LSA	796	Special Topics in Landscape Architecture (Capstone Seminar).....	1
LSA	799	Proposal for Thesis (Capstone Studio Proposal)	1
		Directed Electives (Based on Area of Study).....	<u>Varies</u>
			22
Third Year			<i>Credit Hours</i>
LSA	796	Special Topics in Landscape Architecture (Capstone Studio).....	6
		Integrative Experiences, Program Alternatives:	
LSA	796	Special Topics in Landscape Architecture (Capstone Seminar).....	1
		Directed Electives (Based on Area of Study).....	<u>Varies</u>
			18
			<i>Total 67</i>

In concert with specific program requirements, each student should be aware the College requires all master's degree students to complete a minimum of 30 credit hours at the graduate level. The M.L.A. and M.S. programs require a minimum of 42 graduate credits.

Prerequisites and Admission Requirements

Students seeking admission to the M.L.A. program may apply to enter based on education and experience. Admission requires:

1. An undergraduate degree
2. Graduate Record Examination scores
3. A minimum 3.000 (4.000=A) cumulative grade point average is generally required for admission. However, other circumstances may be considered (e.g., work experience) for those below this standard.
4. Three letters of recommendation.
5. A completed course is recommended in each of the following six areas:
 - a. botany, biology, or ecology;
 - b. geology, geomorphology, or earth science;
 - c. anthropology, psychology, or sociology;
 - d. computer applications;
 - e. drawing, drafting; and
 - f. art or architecture history.

Students seeking admission to the M.S. program or admission to the M.L.A. program with advanced standing must additionally have:

1. An accredited or recognized design or planning degree with a minimum 3.000 (4.000=A) cumulative grade point average. However, other circumstances may be considered (e.g., work experience) for those below this standard.
2. A design portfolio

Applicants may be assessed as deficient in one or more areas deemed important to their admission to graduate study in the program. Courses taken to make up deficiencies (e.g., English for international students) may not count towards the credit hours required for the graduate degree.

Applications should be made prior to March 15 for fall admission. Visits to the College are encouraged and highly recommended.

Graduate Assistantships

Students with associated professional degrees may be considered for a graduate assistantship (stipend and tuition scholarship) upon admission, depending upon qualifications and portfolio. Other students may apply for

landscape architecture graduate assistantships after the first year of the first professional degree track. Assistantships may also be available with community service or research projects, and are awarded by individual faculty to students with the necessary qualifications.

A limited number of teaching assistantships are awarded each year to highly qualified candidates seeking an academic career. Individuals with prior landscape architectural work experience who intend to pursue a career in teaching at the university level are encouraged to discuss their options with the graduate program coordinator in the Faculty of Landscape Architecture.

Research and Community Service

Research and community service are important aspects of the graduate experience in landscape architecture. Students may participate in the funded studies directed by individual faculty, or in unique studies of their own design. Furthermore, many community service projects are performed in the context of a design studio, thereby bringing real world problems into the studio as a learning experience. In this way, the on-going efforts of students and faculty help to further develop the body of knowledge of the field, while providing a challenging academic environment for the students.

The Faculty of Landscape Architecture believes that computer and video technologies are very important to the future of the profession. They are committed to exploring the application of digital technologies to the practice of landscape architecture, and encourage the use of these technologies by the students. Advanced students may choose to specialize in the application and integration of computer technologies as part of their final integrative experience.

College and Regional Context

Students in the graduate program in landscape architecture have an excellent opportunity to draw upon the extensive college expertise in ecology, natural sciences, resources management, engineering, forestry, and many other environmental disciplines. Add to this the resources available through Syracuse University, like architecture, geography, and the Maxwell School of Public Affairs, and the breadth of academic choices offered to a student at ESF becomes very significant.

The City of Syracuse has the largest concentration of professional landscape architectural offices in the Central New York State region. This centralized location also provides easy access to major metropolitan centers like, Toronto, Montreal, New York, Boston, and Buffalo, and to unique rural and natural landscapes, such as Lake Ontario, the Finger Lakes, the Catskills, and the Adirondacks. Basic geography, therefore, provides the student with a wide diversity of natural and cultural contexts in which to pursue academic and career goals.

REGIONAL, NATIONAL AND GLOBAL OPPORTUNITIES

Major areas of recent research activity include cultural landscape preservation, visual analysis, rural town planning, ecotourism and wetland impact mitigation. Recent public service activities include urban design, campus design, park design and environmental management. Research and public service activities have been funded or sponsored by the National Park Service, the National Endowment for the Arts, the Nature Conservancy, the United States Forest Service, the New York State Council on the Arts, the State University of New York Construction Fund, private corporations and such communities as the cities of New York, Philadelphia, Syracuse, and Utica. Students participate in these projects through funded assistantships, course work, and independent studies.

Graduate students may take advantage of extensive opportunities to conduct research or do internships abroad. The Faculty of Landscape Architecture requires all B.L.A. candidates to spend a semester off campus and most of the faculty annually travels abroad to visit and work with

those students. As a result, the faculty can also offer MLA students a rich network of contacts and sponsors for graduate exploration in Europe, Latin America, the Far East and elsewhere. These opportunities support the expanding role of landscape architecture in addressing such globally important issues as metropolitan development, environmental conservation and symbiosis between community and place. Recent graduate research projects abroad have taken place in Sicily (urban design), Mexico (ecotourism), Czechoslovakia (urban plazas), Wales (cultural landscape preservation), Northern Ireland (cultural landscapes), Indonesia (sense of place) and Canada (rehabilitation of urban parks).

At ESF, graduate studies in landscape architecture are strongly supported with computer aided visualization (CAV) technologies, including: (1) computer-aided design (CAD) and graphics, (2) geographic information systems (GIS), (3) image processing, (4) desktop publishing (DTP), (5) multi-media and video/digital presentation technology, and (6) other analytical support systems. Educational opportunities are enhanced further with the inclusion of expertise from allied faculty from Environmental Science and Forestry and from Syracuse University.

The Faculty of Paper Science and Engineering

LELAND R. SCHROEDER, Chair

208 Walters Hall

(315) 470-6502

<http://www.esf.edu/faculty/pse/paper.htm>

LELAND R. SCHROEDER, Chair (Organic Chemistry, Pulping, Bleaching), CHATTERJEE (Transport Phenomena, Design, Simulation, Pollution Abatement), CROSBY (Paper Properties and Microscopy), FRANCIS (Chemical Engineering and Pulping), HOLTZMAN (Papermaking, Paper Machine Operations), KELLER (Surface and Colloid Chemistry of Paper and Papermaking Systems), LAI (Organic Chemistry, Pulping, Bleaching), MAKKONEN (Papermaking, Paper Machine Operation, Instrumentation), RAMARAO (Chemical Engineering, Instrumentation, Flow Phenomena, Process Control), THORPE (Fiber Physics, Paper Physics and Mechanics)

Paper science and engineering provides a broad base of study to prepare men and women for professional positions in the pulp and paper industry. This industry is the fifth largest in the nation and is very strong internationally. The College pioneered instruction for the pulp and paper and allied industries in 1920 with the formation of a paper science and engineering department which has maintained a singularly high position in this area of professional education. This program has a long-standing

reputation for preparing graduates for rewarding positions as research chemists, process engineers, technical service representatives, managers, and many others. Graduates have advanced to positions of leadership in research, management, technical operations, and sales in the pulp and paper industry as well as allied industries of heavy equipment manufacture, process chemicals, and other supply industries.

The program provides education in the physical sciences and chemical engineering, with specific emphasis on those aspects of these disciplines which relate to the manufacture of pulp and paper. This includes the chemistry and anatomy of wood, the conversion of wood to pulp and paper, and the chemistry and physics of paper and paper formation. All options include the basics of chemical engineering with a foundation of unit operations and specialized courses, for example, in air and water pollution abatement for the pulp and paper industry. The engineering option extends this foundation to present a chemical engineering education tailored specifically to the pulp and paper industry.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
Botany or Biology with Laboratory	4
General Chemistry with Laboratory	8
Organic Chemistry with Laboratory	8
Quantitative Analysis	3
Physics with Laboratory (calculus-based preferred)	8
Mathematics—Calculus I, II, III and Differential Equations	15
Computer Science	3
Economics*	3-6
English with a focus on writing	6
Engineering Drawing	1
Humanities or Social Science Electives*	6-9
Total minimum lower division credits	68

*A minimum of 3 credits is required in economics. Six credits are preferred. A total of 12 credits is required in economics plus other humanities or social science.

Paper science and engineering is located in Walters Hall, the facilities of which are devoted to education and research in the field of pulp and paper. In addition to a large number of special purpose laboratories and highly sophisticated scientific equipment, there is an experimental pulp and paper mill equipped with machinery and instrumentation for studies of pulping, pulp purification, recycling, refining, paper additives and papermaking. Equipment includes two complete paper machines, one 48-inch and one 12-inch, two pressurized refiners for mechanical pulping, and auxiliary equipment. An environmental engineering laboratory is designed to research various methods of paper recycling and waste treatment. A new state-of-the-art laboratory for testing paper and other materials is in service. The environmental controls for this laboratory provide a wide range of humidities with exceptional accuracy. This equipment as well as the extensive chemical engineering laboratory is employed for both education and research. Computer hardware and software is continually updated for teaching and research in process control and simulation.

Undergraduate Program

The curriculum may be entered at the freshman level by high school graduates with appropriate backgrounds, or at the junior level by students having an associate degree in engineering science, chemical technology, or science and mathematics. The engineering science associate degree is well suited to the engineering option. Some latitude is available if the student's background includes most of the courses shown under "Lower Division Courses." The opportunity is also available to enter with fewer background courses if the student plans to stay longer at the College.

The Science Option

The science option consists mainly of chemistry and chemical engineering courses and specialized courses relating to the manufacture and use of pulp and paper products. The technical elective concentration allows the student to select a subject area of interest in which to specialize. This option prepares the student for careers in the technical, management, or technical representative areas with opportunities to extend interests in other directions.

The Engineering Option

The engineering option has been designed to provide an accreditable chemical engineering education for the student preparing for an engineering career in the pulp and paper industry. The courses are designed to present the principles of engineering with the disciplines and examples selected especially for the pulp and paper indus-

try. Courses have been added in the areas of basic principles in electricity, statics and dynamics, and mechanics, as well as thermodynamics and design. The graduate is prepared to move into assignments in the engineering field and advance quickly to positions of responsibility in the analysis and design of processes and equipment. The engineering option is especially flexible in terms of extending the course of study to fit individual backgrounds.

The student who enters the junior year with all lower division requirements in place, will need to make the choice between the engineering and science options prior to entering the fall semester of the senior year. Either option will serve as excellent preparation for graduate study.

The Management Minor

The management minor was developed from the science option by concentrating the electives in management-specific courses. The student, therefore, combines a strong technical background with a firm base in management. The student should have completed a course in microeconomics and an accounting course prior to entering the junior year. The management minor can be taken in conjunction with either the science or engineering options. The example curriculum shows the Management Minor incorporated into the Science Option. If a student is planning to take the Management Minor as a transfer student, a course in accounting should be completed prior to entering the junior year.

Internships and Co-Ops

Paper Science and Engineering students enjoy the advantage of hands-on learning in the pulp, paper, and allied industries through paid internships and co-ops. All PSE students are required to complete a two-credit, 12-week summer intern program in the industry (PSE 304). Internships provide students with valuable experience, financial benefits, and two credits toward graduation. Students must submit a mill report for completion of the internship.

Students who complete a co-op in addition to the 12-week internship find the experience highly valuable because they are often able to see engineering projects through to their completion. Generally, students who have had the co-op experience are highly sought for permanent employment.

The co-op position is approximately 7 months in duration, either beginning in May and ending in December, or beginning in January and ending in August. Usually it takes students who complete a co-op one extra semester to graduate. Co-op students are enrolled for one credit and

Upper Division Courses

Science Option

Junior Year		Credit Hours
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students 0
	FCH 360	Physical Chemistry I 3
	ERE 496	Introduction to Pulping and Bleaching Chemistry 3
	PSE 300	Introduction to Papermaking 3
	PSE 370	Principles of Mass and Energy Balance 3
	PSE 371	Fluid Mechanics 3
	CLL 405	Writing for Science Professionals 2
	CLL 300	Library Research 1
		18
<i>Second Semester</i>	FCH 361	Physical Chemistry II 3
	WPE 386	Structure and Properties of Wood 2
	WPE 390	Fiber Identification Laboratory 1
	PSE 301	Pulp and Paper Processes 3
	PSE 372	Heat Transfer 3
		Electives* 6
		18
Summer Mill Experience:		
		Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304 2
Senior Year		<i>Credit Hours</i>
<i>First Semester</i>	PSE 461	Pulping Technology 3
	PSE 465	Paper Properties 4
	PSE 473	Mass Transfer 3
	PSE 477	Process Control 3
	PSE 491	Paper Science and Engineering Project I 1
		Elective* 3
		17
<i>Second Semester</i>	PSE 467	Papermaking Wet End Chemistry 3
	PSE 466	Paper Coating and Converting 2
	PSE 468	Papermaking Processes 3
	ERE 440	Water Pollution Engineering 3
		Electives * 3
		14
Total minimum upper division credits		69

*At least 9 credit hours of electives must be selected from an advisor-approved sequence of technical courses. Examples of acceptable elective concentration areas are shown below.

- | | |
|--------------------------------|---------------------------------|
| Colloid and Surface | Chemistry Instrumental Analysis |
| Polymer Chemistry | Pollution Abatement |
| Applied Mathematics Management | Computer Modeling |
| Engineering Design | Mechanics |
| Independent Research Project | Materials Science |

A minimum of 137 credit hours is required to complete the B.S. degree in the PSE science option.

Engineering Option

Junior Year

Credit Hours

<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	FCH 360	Physical Chemistry I	3
	ERE 496	Introduction to Pulping and Bleaching Chemistry	3
	PSE 300	Introduction to Papermaking	3
	PSE 370	Principles of Mass and Energy Balance	3
	PSE 371	Fluid Mechanics	3
	CLL 405	Writing for Science Professionals	2
	CLL 300	Library Research	1
			18
<i>Second Semester</i>	FCH 361	Physical Chemistry II	3
	WPE 386	Structure and Properties of Wood	2
	WPE 390	Fiber Identification Laboratory	1
	PSE 301	Pulp and Paper Processes	3
	PSE 372	Heat Transfer	3
	APM 395	Probability and Statistics for Engineers	3
			15

Summer Mill Experience:

Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304 2

Senior Year

<i>First Semester</i>	PSE 361	Engineering Thermodynamics	3
	PSE 465	Paper Properties	4
	PSE 473	Mass Transfer	3
	ERE 223	Statics and Dynamics	4
	ELE 221	Electrical Science I	3
			17
<i>Second Semester</i>	PSE 467	Papermaking Wetend Chemistry	3
	PSE 466	Paper Coating and Converting	2
	PSE 468	Papermaking Processes	3
	PSE 480	Process and Plant Design I: Analysis	3
	ERE 362	Mechanics of Materials	3
	ERE 440	Water Pollution Engineering	3
ELE 394	Electrical Laboratory for Non-Electrical Engineering Students	1	
			18

Fifth Year

Credit Hours

<i>First Semester</i>	PSE 461	Pulping Technology	3
	PSE 477	Process Control	3
	PSE 481	Process and Plant Design II: Synthesis	3
		Elective-Humanities/Social Sciences	6
			15
		Total minimum upper division credits	82

A minimum of 150 credit hours is required to complete the B.S. degree in the PSE engineering option.

Management Minor

Junior Year			<i>Credit Hours</i>
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	FCH 360	Physical Chemistry I.....	3
	ERE 496	Introduction to Pulping and Bleaching Chemistry	3
	PSE 300	Introduction to Papermaking.....	3
	PSE 370	Principles of Mass and Energy Balance.....	3
	PSE 371	Fluid Mechanics.....	3
	CLL 405	Writing for Science Professionals.....	2
	CLL 300	Library Research	<u>1</u>
			18
<i>Second Semester</i>	FCH 361	Physical Chemistry II.....	3
	WPE 386	Structure and Properties of Wood.....	2
	WPE 390	Fiber Identification Laboratory.....	1
	PSE 301	Pulp and Paper Processes	3
	PSE 372	Heat Transfer	3
	FOR 360	Principles of Management.....	3
		Elective*	<u>3</u>
			18
Summer Mill Experience:			
Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304			2
Senior Year			<i>Credit Hours</i>
<i>First Semester</i>	PSE 461	Pulping Technology	3
	PSE 465	Paper Properties	4
	PSE 473	Mass Transfer.....	3
	PSE 477	Process Control	3
	PSE 491	Paper Science and Engineering Project I.....	1
		Elective*	<u>3</u>
			17
<i>Second Semester</i>	PSE 467	Papermaking Wetend Chemistry	3
	PSE 456	Management in the Paper Industry.....	3
	PSE 466	Paper Coating and Converting	2
	PSE 468	Papermaking Processes	3
	ERE 440	Water Pollution Engineering.....	3
	Elective*	<u>3</u>	
			17
Total minimum upper division credits			69

*At least 9 credit hours of electives must be used to complete the following courses: FIN 355 Money and Banking, either EST 225 Introduction to the Legal Processes or LPP 255 Introduction to the Legal System, and either MAR 355 Marketing and Society or HRM 355 Introduction to Human Resource Management.

A minimum of 140 credit hours is required to complete the B.S. degree in PSE with a management minor.

are required to submit a co-op project report in addition to the mill report required for the two-credit summer internship course.

The employment interview schedule begins in mid-October following the Syracuse Pulp and Paper Foundation's annual meeting. Some companies schedule interviews for co-ops and summer internships at the same time that they hold interviews for permanent positions. Other companies choose to hold interviews for co-ops and interns in the spring semester.

Graduate Program

The faculty participates in graduate education leading to the master of science and doctor of philosophy degrees through the program in environmental and resource engineering. See pages 62-68 for more information on this program.

Graduate studies reflect the strong trend toward diversification in the industry and offer opportunities for study in a variety of subjects related to the manufacture of pulp and paper. Individual study programs are designed to meet specific personal needs.

An important component of the graduate program is thesis research under direction of a major professor. Much of this research is carried out under the auspices of one of the outstanding research facilities of the world, the Empire State Paper Research Institute (ESPRI), an integral part of the Faculty. Its research activities aim to generate new

information regarding the fundamentals, the science, the engineering and the technology of the papermaking process, utilizing advanced techniques such as computer simulation, electron microscopy, specialized spectrophotometry, nuclear magnetic and electron spin resonance and nuclear tracer methods. Recent work has been directed to fundamental investigations of pulping, bleaching, additives, paper recycling, effluent disposal, the papermaking process, the properties of paper, reactions of wood components during mechanical and chemical treatments, the structure of wood and wood fibers, evaporation, fluid dynamics, heat transfer, and chemical recovery. Pilot scale equipment in Walters Hall is often used as an integral part of these research programs.

Many research projects are carried out in cooperation with other College faculties. Examples of such projects include a wide-ranging study of toxicity of paper industry effluents in cooperation with the Faculty of Environmental and Forest Biology, and a cooperative project on the theoretical and experimental analysis of the mechanical properties of fiber and paper with the Department of Mechanical and Aerospace Engineering at Syracuse University. Cooperative studies enable access to the latest equipment in the computer field, including "super" computers.

The faculty enjoys excellent external support in the form of graduate assistantships, fellowships, and grants from ESPRI, the Syracuse Pulp and Paper Foundation, and other industry sources, as well as a number of government granting agencies.

Course Offerings

COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY COURSE DESCRIPTIONS

The courses offered by the College are grouped by general subject areas, and the number of credit hours appears after the course title. A credit hour means one recitation (or lecture) hour per week. Three laboratory hours are equivalent to one lecture hour.

The semester(s) after each course indicates when it is normally offered. The College reserves the right to alter the scheduled offering of a course when its enrollment is too small, or when there is no qualified faculty member available to teach it.

Courses listed in this catalog are subject to change through normal academic channels. New courses, course deletions, and changes in courses are initiated by the cognizant Faculties and the College faculty.

Course Numbering System

Code Levels:

100-499 Undergraduate courses for which no graduate credit may be given.

500-599 Graduate courses designed expressly for areas of specialization in post-baccalaureate programs. Qualified undergraduate students may enroll by permission of the instructor.

600-699 Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade point average of 3.000 or better may enroll in these courses with an approved petition.

700-999 Advanced graduate level courses for which no undergraduate students may register. Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabuses are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

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APM—APPLIED MATHEMATICS

APM 105. Survey of Calculus and Its Applications I (4)

Three hours of lecture and one hour of recitation per week. Introduction to calculus for students in the life and management sciences. Elements of analytic geometry. An emphasis on the concepts of limits, continuity, and differentiation for algebraic, trigonometric, exponential, and logarithmic functions and their application to life and management sciences. Fall.

Prerequisite: Precalculus or 3.5 years of high school mathematics.

APM 106. Survey of Calculus and Its Applications II (4)

Three hours of lecture and one hour of discussion per week. A continuation of calculus for students in the life and management sciences. Elements of analytic geometry. An introduction to integration and application of the definite integral. An emphasis on the concepts of integration for algebraic, trigonometric, exponential, and logarithmic functions and their application to life and management sciences. Spring.

Prerequisite: APM 105 or permission of instructor.

APM 153. Computing Methods for Engineers and Physical Scientists (3)

Introduction to programming structures: flowcharts, language statements, and subprograms. Introduction to data structures: arrays, scalars, and others. Introduction to data codes: numbers and characters, "natural" and binary. Introduction to algorithms at the procedural level. Spring.

APM 255. Computing Applications (3)

Introduction to computing resources: timeshared and personal computers. Introduction to basic computing concepts. Introduction to computing and computer networks. Introduction to applications computing: word processing, spreadsheets, and communications (electronic mail and other Internet services).

APM 360. Introduction to Computer Programming (3)

The basic course in computer programming offered by the College, giving the student the skill and understanding to write computer programs to solve problems. The course will cover instruction in a commonly-used programming language such as Pascal or FORTRAN; will cover basic hardware and software concepts; and will make use of electronic mail and computer networks; will introduce applications software, such as spreadsheets, statistical software, or other appropriate types. No prior experience with computers or programming is required. Fall.

APM 391. Introduction to Probability and Statistics (3)

Elementary probability including permutations, combinations, and other counting formulae, and basic statistical inference, including point estimation, confidence intervals, and hypothesis testing for one or two population means or proportions. Fall or Spring.

APM 395. Probability and Statistics for Engineers (3)

Elementary probability including permutations, combinations, and other counting formulae, and basic statistical inference, including point estimation, confidence intervals, and hypothesis testing for one or two population means or proportions. Spring.

Prerequisite: Calculus through integral calculus

APM 485. Differential Equations for Engineers and Scientists (3)

First and second order ordinary differential equations, matrix algebra, eigen values and eigen vectors, linear systems of ordinary differential equations, numerical solution techniques, and an introduction to partial differential equations. Spring.

Prerequisite: MAT 295, MAT 296, MAT 397, or equivalent.

APM 500. Introduction to Computer Programming for Graduate Students (3)

A basic course in computer usage. Provides the skill needed to utilize digital computer languages for problem solving. Includes a study of Fortran with a discussion of APL and Assembly Language. Other topics include representation of information, management of files, error control, operational systems and job control. Fall and Spring.

APM 510. Statistical Analysis (3)

Two hours of lecture and three hours of laboratory. A treatment of statistical inference, including paired design, group design, linear regression and correlation, one way analysis of variance and some applications of chi-square. Calculation of statistics, test of hypotheses and proper interpretation of calculated statistics. Fall.

APM 620. Analysis of Variance (3)

Three hours of lecture and recitation and three hours of laboratory. Multiway classifications in the analysis of variance, with emphasis on the development of models, including randomized blocks, latin squares, split plots, and factorial designs with fixed effects, random effects, and mixed effects; multiple and partial regression and correlation (including curvilinear), using matrix methods; analysis of covariance. Fall.

Prerequisites: Graduate standing and an introductory course in statistics covering material through the one-way analysis of variance.

APM 625. Introduction to Sampling Techniques (3)

Two hours of lecture and three hours of laboratory. Introduction to the scientific basis of sampling: selecting an appropriate sampling unit; choosing an efficient design; calculating sampling error; determining a sample size to meet stated objectives. Fall.

Prerequisite: APM 391 or equivalent.

APM 630. Regression Analysis (3)

Three hours of lecture. Review of basic statistical concepts and matrix algebra. Classical simple and multiple linear regression models, indicator or dummy variables in regression, residual analysis, transformation and weighted least squares, influence diagnostics, multicollinearity, nonlinear regression models. Statistical computing using SAS and applications in forestry, biology, engineering, and social sciences.

Prerequisite: APM 391 or equivalent.

APM 635. Multivariate Statistical Methods (3)

Three hours of lecture. Review of basic statistical concepts and matrix algebra. Multivariate normal distribution, Hotelling's T^2 , multivariate analysis of variances, principal component analysis, correspondence analysis, factor analysis, canonical correlation analysis, discrimination and classification, cluster analysis. Statistical computing using SAS and interpretation of results. Fall.

Prerequisite: APM 391 or equivalent.

APM 640. Mathematical Modeling of Environmental Systems (3)

Three hours lecture/discussion. This course provides students with skills to develop and apply mathematical models of environmental fate processes, perform analyses of sensitivity and uncertainty to facilitate model selection, parameter estimation, and experimental design, and assess the role of mathematical modeling in relation to other aspects of environmental systems analysis and management. Fall.

Prerequisites: Calculus through integral calculus, introductory probability and statistics, introductory differential equations, and knowledge of a programming language.

APM 650. Operations Research (3)

Two one and one-half hours of lectures. Deterministic and Stochastic Operations Research models applicable to managerial problems. Linear programming, transportation and allocation models, goal programming, dynamic programming, network analysis, and simulation techniques. Spring.

Prerequisites: APM 391 and MAT 227 or equivalent, or permission of the instructor.

APM 696. Special Topics in Quantitative Methods (1-3)

Experimental and developmental courses in areas of quantitative methods not covered in regularly scheduled courses. A course syllabus will be available to students and faculty advisors prior to registration. Fall or Spring.

CLL—COMPOSITION, LIBRARY AND LITERATURE**CLL 190. Writing and the Environment (3)**

Introduction to writing and reading on the college level. The course will require frequent informal writing assignments, an oral presentation, and at least two formal writing assignments. Students will acquire the skills to achieve college-level literacy. Fall.

CLL 290. Perspectives on the Environment (3)

Examination of the views of nature and the environment as seen by selected writers, poets, and essayists. The course will require frequent informal writing assignments, an oral presentation, and at least three formal writing assignments—one of which will require research and documentation. Students will learn the literacy expectations of their disciplines. Intended for students who have had an introductory writing course. Spring.

CLL 296. Special Topics in Composition, Library and Literature (1-3)

Experimental, interdisciplinary, or special coursework at the freshman or sophomore levels. Subject matter and course format vary from semester to semester or offering on the basis of needs and objectives of the course. Fall or Spring.

CLL 300. Library Research (1)

Two hours of lecture or discussion, one hour lab per week in the library, during the first five weeks of the semester. Introduction for students at all levels to basic library materials and the research process leading to preparation of a bibliography. Fall and Spring.

CLL 390. Introduction to Literature of Nature (3)

Examination of the views of nature and the environment as seen by selected writers, poets and essayists of the nineteenth and twentieth centuries up to Rachel Carson. The readings discussions and written assignments will explore the aesthetics, the socio-political climate and the prevailing attitudes toward the environment that formed the backdrop for readings. Intended for students who have had the freshman sequence of writing courses. Spring.

CLL 405. Writing for Science Professionals (1-3)

Three hours of lecture, discussion, workshops. Principles and practice of writing skills required of science professionals. Develop proficiency in determining the purpose of a document; analyzing the audience; selecting, developing, and organizing the information in an appropriate design; and writing clearly, precisely, and effectively. Writing assignments done weekly; rewriting is routinely required. Fall and Spring.

CLL 410. Writing for Environmental Professionals (3)

Three hours of lecture and discussion. Principles and practice of writing skills required of environmental professionals. Develop proficiency in determining the purpose of a document; analyzing the audience; selecting, developing and organizing the information in an appropriate design; and writing clearly, precisely and effectively. Writing assignments are made weekly; rewriting is routinely required. Fall and Spring.

Prerequisite: Satisfactory completion of a college-level course in basic writing skills.

CLL 490. Literature of Nature (3)

Examination of the views of nature and the environment as seen by contemporary nature writers and environmentalists. The readings, discussions and written assignments will explore the aesthetics, the socio-political climate and the prevailing attitudes toward the environment that form the backdrop for readings. Spring.

Prerequisite: CLL 390 or permission of instructor.

CLL 496. Special Topics in Composition, Literature, and Library Studies (1-3)

Special topics of current interest to undergraduate students in composition, literature, and library. A detailed course description will be presented as the topics area is identified and developed. Fall and Spring.

CLL 498. Independent Study (1-3)

Guided individual study of a topic in composition, literature, and library. Enrollment is possible at various times during the semester. Fall and Spring.

**CMN—COMMUNICATIONS
(LANDSCAPE ARCHITECTURE)**

(See also courses listed below under EIN and LSA)

CMN 380. Technical Drawing I (1)
One three-hour drafting room period. Elements of perspective, isometric, oblique, and orthographic projection. Practice in freehand and instrument drawing. Fall.

CMN 382. Graphic Communication (3)
Two three-hour studios and one one-hour lecture per week. Studio time devoted to demonstrations, exercises, and projects. Focusing on sketching, drafting, drawing construction and rendering techniques used in the landscape architecture field. Emphasis on skill development, and use of graphics in the design process. Drawings, examinations, and actual project constitute basis for grades. Fall.

CMN 521. Communication for Design and Planning Professions (3)
One 3-hour lecture and discussion per week, and two individual conferences with instructor during semester. The course is taught as a simulation during which students will develop cognitive understanding of the communications processes at play in the professional world of landscape architects and land-use planners and build communications skills. Fall or Spring.

Prerequisite: Students must have completed lower-division oral and written communication requirements and an upper-division writing course.

CMN 531. Environmental Communications (3)
Three hours of lecture/discussion. An introductory course for seniors and graduate students which presents techniques and processes in education and communications applicable in environmental science, management, planning, and design. Topics include basic teaching, learning and communications theory and strategy, working with the press, electronic media, gaming and simulation, public address techniques, slide/tape production and use, film production and use. Spring.

CMN 552. Graphic Communication (3)
Two three-hour studios and one one-hour lecture per week. Studio time devoted to demonstrations, exercises and projects focusing on sketching, drafting, drawing construction and rendering techniques used in the landscape architecture field. Introduction to drawing reproduction and technologies. Emphasis on skill development, use of graphics in the design process. Drawings, examinations, and a final project constitute basis for grades. Fall.

Prerequisite: M.L.A. status or permission of the instructor.

EFB—ENVIRONMENTAL AND FOREST BIOLOGY

The Faculty of Environmental and Forest Biology offers a diverse array of courses at both undergraduate and graduate levels. Based on student interest, curricula can be designed to accommodate a degree of specialization in one or more subdisciplines of biology. In the following list, courses numbered from ()00- ()25 (at each level) are General Biology offerings; those from ()26- ()50 are Plant Sciences, and those from ()51- ()95 are Animal Science courses.

NOTE: All EFB courses of 300 level and above require a minimum prerequisite of one year of college biology or equivalent. A course at an appropriate level may be taken with permission of the instructor.

EFB 132. Orientation Seminar: Environmental and Forest Biology (1)

One hour per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to EFB as a field of inquiry. Fall.

EFB 220. Global Environment (3)

A survey of current global environmental change, including global warming, acidic deposition, the ozone hole, El Niño, loss of biodiversity, and energy and population problems. Socio-economic and political ramifications of global change. Three lectures per week. Spring.

EFB 226. General Botany (4)
Three hours of lecture and three-hour laboratory. An introduction to plant biology with special emphasis on the structure and function of the green plant. Fall.

EFB 285. Principles of Zoology (4)
An introduction to the study of vertebrate and invertebrate animals, including reproduction, development, heredity, physiology, form and function, diversity, evolution, and behavior. An integrated laboratory and lecture course that introduces processes of scientific inquiry and provides a basis for understanding the natural world. The course provides the fundamental background for advanced or specialized courses, e.g., in animal physiology, anatomy, taxonomy, ecology, behavior, and fisheries/wildlife sciences. Spring.

EFB 300. Biotechnology and the Custom Designing of Life (3)

The new and expanding technology of genetic engineering is affecting the world around us in new, exciting, and sometimes unexpected ways. Therefore, students from all fields of biology need a fundamental knowledge of the subject to make intelligent decisions about the coming changes. Lectures in this course will cover general principles, important historical background, and current uses of biotechnology. This course will include student discussions and debates on the social and environmental impacts of introducing modified and novel genomes into our world as well as the gathering and uses of personal genetic information. Fall.

EFB 303. Introductory Environmental Microbiology (4)
Three hours of lecture and three hours of laboratory. An introduction to the biology of microorganisms and viruses and a study of their interactions with other microbes and macroorganisms. Fall.

EFB 307. Principles of Genetics (3)
Three hours of lecture and discussion. A general course covering concepts of genetics and evolution basic to upper division biology and biochemistry courses. Includes the inheritance and analysis of Mendelian and quantitative traits, the chemical nature of the gene and its action, genetic engineering, the genetic structure of populations and their evolution. Numerical methods for the characterizing and analyzing genetic data are introduced. Spring.

Prerequisite: A one-year college introductory biology course.

EFB 308. Principles of Genetics Laboratory (1)
Three hours of auto-tutorial laboratory. Experiments with plant and animals and computer simulation exercises demonstrate the basic principles of inheritance of Mendelian traits and changes in populations caused by major forces in evolution or by breeding procedures. Numerical methods for characterizing quantitative traits and for testing hypotheses are introduced. Spring.

Corequisite: EFB 307 or equivalent.

EFB 309. Introduction to Quantitative and Population Genetics (1)

Lectures and auto-tutorial laboratories on basic concepts of quantitative inheritance, the structure of populations, and evolution. Laboratory experiments and computer simulations are used to demonstrate these concepts. Numerical methods for characterizing and analyzing genetic data are introduced. Not open to students taking EFB 307 and 308. Spring.

Prerequisite: Permission of the instructor.

EFB 320. General Ecology (4)

Three hours of lecture and one three-hour field trip/laboratory. An introduction to plant and animal ecology, including concepts and techniques in population ecology, community dynamics, physiological and behavioral ecology, biogeography, ecosystem ecology, nutrient cycling and energy flow. Ecological management applications, human ecological impacts and problems are considered. Fall.

EFB 321. Fundamentals of Ecology for Designers and Planners (3)

Two hours of lecture and three hours of field trip/laboratory per week. An introduction to ecology with an emphasis on vegetation and applications of ecology to landscape architecture. Concepts include ecosystem organization, population ecology, community structure and dynamics. Fall.

Prerequisite: One year of Biology.

EFB 325. Cell Physiology (3)

Three hours of lecture. Introduction to the dynamics of living systems with emphasis on the universality of the biological world. Fall.

Prerequisite: One semester of organic chemistry.

EFB 326. Diversity of Plants (3)

Two hours of lecture and one three-hour laboratory. An evolutionary survey of plants from unicellular prokaryotes to multicellular eukaryotes. Coverage includes the algae, fungi, bryophytes, lower vascular plants, ferns, gymnosperms and angiosperms. Spring.

EFB 335. Dendrology (2)

One hour of lecture and one three-hour laboratory/field trip. Field study, identification, and major characteristics of important forest trees of North America. Open only to students in the Forest Engineering curriculum. Fall.

EFB 336. Dendrology (3)

Two hours of lecture and one three-hour laboratory/field trip. Field study, identification, natural history, and elementary silvics of important forest trees of North America. Fall.

EFB 340. Forest and Shade Tree Pathology (3)

Two hours of lecture and three hours of autotutorial laboratory. Major diseases of forest, shade, and ornamental trees and deterioration of forest products, with emphasis on disease identification, principles of disease development, effects of disease on the host, and practical control measures. Spring.

EFB 341. Regulators, Terminators, and Resource Recovery Agents of the Forest (3)

A self-paced correspondence course based on readings from Tree Disease Concepts and a study guide that directs the student to provide written or diagram responses to questions. The exercises are oriented toward developing an understanding of the biological foundation and ecological importance of diseases as regulators, terminators, and resource recovery agents in the forests. This course is supplemented with overview videos. Students will be guided in making their own observations and diagnoses in the field.

EFB 351. Principles of Forest Entomology (3)

Two hours of lecture, three hours of laboratory. Elements of insect classification, morphology and physiology; introduction to the role of insects in forested ecosystems; insect surveys, hazard rating, impact, control and other aspects of applied forest pest management. Designed for students in Resources Management. Spring.

EFB 352. Elements of Entomology (3)

Two hours of lecture, three hours of laboratory/field work. General classification of insects, morphology, physiology, ecology, behavior, and basic principles of population control. Emphasis through illustration on the role of insects in the forest environment. Fall.

EFB 355. Invertebrate Zoology (4)

Three hours of lecture, three hours of laboratory. Structure, function, classification, and evolution of invertebrates. Emphasis on functional biology and ecological interactions. Spring

EFB 381. Vertebrate Museum Techniques (2)

Theory and practice of vertebrate museum methods, with emphasis on the preparation and curation of vertebrate specimens, Spring.

Prerequisites: At least senior standing and permission of instructor. Limited to ten students.

EFB 382. Wildlife Conservation (3)

Two hours of lecture, one hour of recitation. Introduction to the biological principles of conservation including the relationship of natural resources to modern society. The wildlife resource and its conservation will be emphasized. It is not designed for students concentrating in the area of Forest Wildlife Management. Fall.

EFB 385. Comparative Vertebrate Anatomy (4)

Three hours of lecture and three hours of laboratory per week. Analysis of vertebrate structure, with emphasis on comparative study of organ systems. Includes evolution of form and function, major adaptive patterns, and phylogenetic relationships in vertebrates. Spring.

EFB 405. History of the Natural Sciences/Contemporary Issues (2)

Two hours of lecture. A review of the history of western science from pre-lonion to Darwin, with evaluation of the impact of cultures and theology on the progress of scientific thought. Contemporary issues concerning bioethics and biotechnology will be examined for their influence on the scientific community and social structure. Spring.

EFB 412. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion. Centers on chemical signals among organisms from microbes to man as they affect ecology, physiology and behavior and as they can be utilized for agriculture, pest management, and animal husbandry. Spring.

Prerequisite: Organic chemistry (one year).

Note: Also listed as FCH 440.

EFB 415. Ecological Biogeochemistry (3)

Three hours of lecture and discussion. Investigation of the principles of biogeochemistry in ecosystems. The transformations and fluxes of elements in terrestrial and aquatic ecosystems including global cycles are emphasized. Fall.

Prerequisite: Courses in general ecology and introductory chemistry.

EFB 416. Introduction to Environmental Interpretation ... (3)

Introductions to popular activities and products of nature interpretation such as nature trails and traditional nature walks to explore and illustrate the philosophy, principles, and concepts of environmental interpretation. Fall.

Prerequisite: EFB 320 or equivalent.

EFB 417. Perspectives of Interpretive Design (3)

Applications of environmental interpretation theory and methods to nature center programming, science education, and various fields of resource management emphasizing procedures for creating and implementing products such as slide-presentations, publication, exhibits, and nature walks. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 418. Interpretation of Field Biology (5)

This five-week residential course offers introductions to Adirondack flora and fauna in a regional context as subjects for various interpretive programs and products such as nature walks and trailside presentations, and slide-presentations. The application of professional interpretive techniques and the inclusion of natural history in science education are highlights. Summer.

Prerequisite: EFB 320 or consent of instructor.

EFB 420. Field Experience Internship (5)

Full-time for at least five weeks, or equivalent, of employment with an agency or professional involved in field activity. A resident faculty member is required to serve as course evaluator. Approval of curriculum director is necessary. See advisor for detailed procedural information. Summer.

EFB 421. Ecology of Freshwaters (2.5)

Half-time for four weeks. Cranberry Lake Biological Station. Experimental and observational studies of environmental and biotic interactions influencing productivity of freshwaters. Basic concepts at the organismic, population, and community level. Summer, Cranberry Lake Biological Station.

EFB 426. Plant Propagation (1)

One combined lecture-demonstration laboratory plus supervised greenhouse assignments. Instruction in principles and practices of plant propagation and in related greenhouse operations. Fall and Spring

Prerequisite: Senior status in Environmental and Forest Biology curriculum.

Note: Cannot be used to satisfy the 6-hour biology curriculum requirement in the plant sciences.

EFB 435. Adirondack Flora (2.5)

Field study of summer flora of the Adirondacks including field identification and ecology of key species. Summer, Cranberry Lake Biological Station.

EFB 436. Dendrology II (1)

One three-hour field trip/laboratory. A continuation of Dendrology I emphasizing trees and shrubs ecologically important in the Central New York region and economically important in North America. Fall.

EFB 440. Mycology (3)

Two hours of lecture, three hours of laboratory. Fundamentals of the morphology, taxonomy, life histories, ecology and symbiotic relationships of fungi. Fall.

EFB 441. Field Plant Pathology (2.5)

Field study of plant diseases and decline with special emphasis on the field identification of different pathogens, including viruses, bacteria, fungi, insects, and pathogenic plants. Summer, Cranberry Lake Biological Station.

EFB 442. Field Mycology (2.5)

An introduction to the collection and identification of Adirondack fungi. Field techniques and laboratory identification of the major fungi found in selected ecosystems. Summer, Cranberry Lake Biological Station.

EFB 443. Plant Virology (3)

Two hours of lecture and three hours of laboratory. History of plant virology, identification and characterization of plant viruses, including transmission mechanisms, vector relationships, purification, and serology. Laboratory will present techniques for the identification and characterization of plant viruses. Spring (even years).

Prerequisite: EFB 303, equivalent, or consent of the instructor.

EFB 445. Plant Ecology (3)

Two hours of lecture and discussion and one laboratory session. A first course in plant community ecology dealing with the dynamics of community development and change and the process of community analysis and description. Spring.

Prerequisite: EFB 320.

EFB 446. Ecology of Mosses (3)

Two hours of lecture and one three-hour laboratory or field trip. A study of taxonomic diversity, ecological adaptations, and the roles of bryophytes in ecosystems.

EFB 448. Physiological Ecology of Plants (3)

Three hours of lecture. Examination of the interactions between plants and their environment. Emphasis on the physiology of plants as modified by fluctuating external conditions and the mechanisms of plant adaptation. Students completing EFB 448 should not enroll in EFB 530. Fall.

Prerequisites: An introductory course in physics, EFB 320 and EFB 326.

EFB 451. Pest Management Theory and Practice (2)

Two hours of lecture for nine weeks; then one lecture hour and one three-hour laboratory for four weeks. A review of history and governmental policy for four weeks. A review of history and governmental policy of pest management, as well as basic instruction in theory and practicum. Fall.

Prerequisite: EFB 352 or equivalent.

EFB 452. Principles of Chemical Control (3)

Two hours of lecture; one three-hour laboratory. A study of the chemistry, toxicology, handling and application of chemicals used to manage pest populations. A primer for the State Pesticide Application examinations. Spring.

Prerequisite: EFB 451.

EFB 453. Forest and Aquatic Insects (2.5)

The forest and aquatic insects of Cranberry Lake Region and their role in these environments and habitats. Insect collection required. Summer, Cranberry Lake Biological Station.

EFB 454. Wood Deterioration by Insects (3)

Three hours of lecture, discussion, and demonstration. Biology, identification, ecology of insect and wood interrelations; prevention of injury and control of insects injurious to forest products and wood in use. Spring.

Prerequisite: EFB 352 or equivalent.

EFB 461. Animal Physiology: Organismal (3)

Three hours of lecture, discussion, and/or exercises. An introduction to fundamentals of animal physiology at the organismal level; functioning of the basic organ systems; coordination and control of organ systems; alternative "solutions" to common physiological "problems." Fall.

Prerequisite: One year of general biology and either EFB 325, one semester of biochemistry, or their equivalents.

EFB 462. Animal Physiology: Environmental and Ecological (3)

Three hours of lecture, discussion, and/or exercises. An introduction to the physiology of adaptation to the physical and biotic environments, including animal energetics, biology of body size, and physiological constraints on animal life history. Spring.

Prerequisite: EFB 461 or equivalent, or permission of instructor.

EFB 476. Vertebrate Ecology (2.5)

Utilization of unique Adirondack forms and communities to study population dynamics, behavior, systematics, and the ecological role of vertebrates; standard field and laboratory techniques. Summer, Cranberry Lake Biological Station.

EFB 478. Microcommunity Ecology (2.5)

Field study of terrestrial invertebrate microcommunities; descriptive and comparative assay of microhabitats incorporating experimental and field techniques. Summer, Cranberry Lake Biological Station.

EFB 479. Field Ornithology (2.5)

Field study of the ecology, distribution, and behavior of birds in the Adirondack region. Techniques used in conducting field studies in avian biology will be emphasized (including mist netting, banding, field identification, and avian censusing). Summer, Cranberry Lake Biological Station.

EFB 480. Principles of Animal Behavior (4)

Three hours of lecture, one hour of recitation per week. A study of the basic principles of animal behavior, stressing exogenous and endogenous mechanisms of control, with emphasis on the evolution of behavior. Spring.

EFB 481. Behavioral Ecology (2.5)

Study of the behavioral adaptations of animals to their environment. Emphasis will be placed on field observation and experimentation. Habitat selection, foraging, mating, and social behavior will be considered. Summer, Cranberry Lake Biological Station.

Prerequisite: EFB 480 or equivalent behavior course.

EFB 483. Biology of Birds and Mammals (4)

Three hours of lecture and three hours of laboratory. A course surveying the taxonomy, anatomical-behavioral-physiological adaptations and natural history of birds and mammals. Techniques for the field study of a vertebrate species will be discussed. Fall.

- EFB 485. Herpetology** (3)
Two hours of lecture and three hours of laboratory. An introduction to the structure, function, ecology, behavior, development, and distribution of amphibians and reptiles as they relate to the systematics of the various groups. Spring.
- EFB 486. Ichthyology** (3)
Two hours of lecture, three hours of laboratory. An introduction to the anatomy, physiology, ecology, behavior, and taxonomy of fishes. Spring.
- EFB 487. Fishery Biology** (4)
Three hours of lecture and three hours of laboratory. Introduction to models of growth, mortality, production, and exploitation; aspects of fish ecology and behavior related to the dynamics and management of fish populations and communities. Fall.
Prerequisite: EFB 486 or equivalent.
- EFB 488. Ecology of Adirondack Fishes** (2.5)
Study of the ecology of fishes, with detailed individual investigation of the ecology of Adirondack fishes. Summer, Cranberry Lake Biological Station.
- EFB 490. Wildlife Ecology and Management** (3)
Three hours of lecture. A study of the ecological principles governing wild animal populations and their habitats and the relationship of these principles to management programs and decisions. Spring.
Prerequisites: EFB 320 or equivalent.
- EFB 491. Wildlife Ecology and Management Practicum** (2)
One hour discussion, three hours laboratory. Practical contact and experience with wildlife management techniques and programs; relates practices to principles of management. Designed for biology students wishing to pursue careers as wildlife biologists. Spring.
Corequisite: EFB 490
Pre- or corequisite: CLL300.
- EFB 493. Wildlife Habitats and Populations** (4)
Three hours of lecture/discussion and one three-hour laboratory per week, one Saturday field trip required. Application of ecological concepts including succession and population biology to wildlife management planning and program assessment. Students are exposed to U.S. Fish and Wildlife Service habitat evaluation procedures and fundamentals of population modeling. Fall.
Prerequisite: EFB 490/491.
- EFB 496. Topics in Environmental and Forest Biology ...** (1-3)
Experimental, interdisciplinary, or special coursework in biology for undergraduate students. Subject matter and method of presentation varies from semester to semester. May be repeated for additional credit. Fall or Spring.
- EFB 497. Seminar** (1)
One hour of presentations and discussion. A topic in Environmental and Forest Biology will be emphasized and its importance to contemporary issues will be addressed. Fall or Spring.
Prerequisite: 90 credit hours.
- EFB 498. Research Problems in Environmental and Forest Biology** (1-3)
Independent research in topics in Forest Biology for the superior undergraduate student. Selection of subject area determined by the student in conference with appropriate faculty member. Tutorial conferences, discussions and critiques scheduled as necessary. Final written report required for departmental record. Fall, Spring, and/or Summer.
- EFB 500. Forest Biology Field Trip** (1-3)
A five- to ten-day trip to (1) agencies engaged in biological research, management, and administration, or (2) regions or areas of unusual biological interest. A final report is required. Additional fees required to cover cost of travel and lodging during field portion of course. Fall or Spring.
- EFB 501. Introduction to Genetic Engineering** (3)
Three hours of lectures. The concepts and processes of recombinant DNA technology for the manipulation of genomes of plants, animals, fungi, and bacteria to produce new organisms of practical value. Spring.
- EFB 505. Microbial Ecology** (3)
Two hours of lecture and three hours of laboratory. Applied and environmental aspects of microbiology with emphasis on biochemical interactions. Examining microbial processes and interrelationships in aquatic and terrestrial ecosystems. Spring.
Prerequisite: EFB 303 or equivalent.
- EFB 509. Concepts in Evolutionary and Systematic Biology** (3)
Three hours of lecture. Exploration of the core concepts of evolutionary and systematic biology to better understand organic diversity. Includes study of evolution's causal factors (mutation, migration, genetic drift, and natural selection) and results (microevolution, differentiation, speciation, and macroevolution), as well as the principles that allow classification of living organisms and reconstruction of evolutionary histories. Examples are drawn from plants, animals, and microorganisms. Spring.
Prerequisite: EFB 307 or equivalent course in general genetics.
- EFB 510. Health and Our Chemical Environment** (3)
Three hours of lecture and discussion. Analysis of our chemical environment and discussion of health hazards of anthropogenic and natural chemicals in environment associated with typical life styles of our society. Emphasis is on basic toxicological principles, scientific basis of regulations and risk assessment for balanced judgment of issues on health hazards of environmental chemicals. Spring.
- EFB 515. Population Ecology** (3)
Two hours of lecture and three hours of laboratory. Description, analysis, evolution, interactions and stability of natural and experimental populations. Spring.
Prerequisite: EFB 320 or equivalent.
- EFB 516. Ecosystems** (3)
Ecosystems emphasizes the integration of biological, chemical and physical aspects of the environment applied in an integrative fashion to units of landscape and water. Major topics covered include a survey of ecosystem types, energy flow, nutrient cycles and the relation of ecosystem processes to plant and animal populations. Spring.
Prerequisite: EFB 320 or equivalent.
- EFB 518. Systems Ecology** (4)
Three hours of lecture and three hours of laboratory/field experience. Survey of history, literature, and techniques of systems ecology, including, especially, the teaching of intellectual, basic mathematical, and computer skills that allow the student to take an environmental problem of his or her choosing and simulate it on a computer. Fall.
Prerequisite: One course in ecology. It is also recommended that the student have at least some previous or concurrent experience with computers. Weekend field trip required.
- EFB 519. Geographic Modeling** (3)
Students learn how to interface the traditional tools of ecological modeling with the new tools of Geographic Information Systems. Geographical modeling involves the simulation of natural earth systems with special consideration given to spatial position, adjacency, clustering, or distribution of system variables. Students will work on a project of their own choosing, learning to write FORTRAN code to model and display system dynamics in both space and time. Spring.
Prerequisites: EFB 518 and a course in GIS.
- EFB 520. Pest Management Systems in Forestry** (3)
An in-depth analysis of management systems developed for forest pest problems. This course examines the concepts and processes of integrated pest management systems in forestry. It analyzes the major forest insect and disease systems developed in recent years. Vegetation management and pesticide use in forestry are also covered. A forest management plan is prepared and defended according to preestablished guidelines. The course is required for the Master of Forestry degree and is part of a sequence of Forest Entomology, Pest Management, and Forest Pathology courses offered. Spring.
Prerequisite: EFB 351/352 or basic entomology; or forest pathology.

EFB 521. Principles of Interpretive Programming..... (3)

This course offers principles, methods, and marketing for comprehensive interpretive programming. Creative approaches to methods for establishing effective programming featuring natural history themes are emphasized. Spring, alternate years.

Prerequisite: EFB 416, EFB 616, or EFB 417, EFB 617.

EFB 522. Ecology, Resources and Development..... (2)

Examines the emerging field of ecological economics by reviewing traditional economic approaches, especially as applied to evaluating nonmarket processes—such as many of the services of nature. Introduces alternative approaches focusing on energy and resources, rather than money, as a basis for wealth and evaluation. Spring.

Prerequisites: A course in ecology and a course in economics.

EFB 523. Tropical Ecology (3)

One hour of lecture coupled with a period of intensive field study over spring break on a tropical island in the Caribbean. Principles of tropical ecology, resource management, and island biogeography are presented. Field trips to a variety of tropical ecosystems including: rain forest, coral reefs, crater lakes and montane rain forest. Comparisons with north temperate ecosystems are made. Additional fees required to cover cost of travel and lodging during field portion of course. (Deposit required by mid-December). Requires the ability to swim. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 524. Limnology (3)

Three hours of lecture. An introduction to the physics, chemistry, and biology of inland waters, with particular emphasis on lakes. The course focuses on lakes as integrated ecosystems, and analyzes perturbations in this environment on the structure and function of the biological communities contained therein. Fall.

Prerequisites: Introductory courses in physics and chemistry, and EFB 320.

EFB 525. Limnology Laboratory (1)

One laboratory or field trip. An introduction to limnological techniques and the procedures for empirically analyzing ecological relations in aquatic ecosystems. Field trips to local aquatic habitats. Fall.

Pre- or Corequisite: EFB 524.

EFB 526. Introduction to Plant Tissue Culture (3)

One hour of lecture and six hours of laboratory designed to introduce students to the scientific and commercial uses of plant tissue culture. Spring.

Prerequisite: A semester of General Botany or equivalent.

EFB 529. Ecology of the Soil/Plant System (3)

Three hours of lecture and discussion. The course develops the foundations of and understanding in soil/plant relationships with emphasis on soil nutrients and trace elements. Role of the nutritional factor in population abundance and distribution, competition, allelopathy, species endemism, community development (succession), and anthropogenic factors are covered. Spring.

Prerequisite: EFB 320, or EFB 445, or equivalent.

EFB 530. Plant Physiology (3)

Three hours of lecture. Internal processes and conditions in higher plants with emphasis on physiological and biochemical concepts. For students majoring in the biological sciences. Spring.

Prerequisites: EFB 325, EFB 326.

Note: EFB 531 also required for Plant Sciences Concentration students.

EFB 531. Plant Physiology Laboratory (2)

Two laboratory sessions. Introduction to methods and procedures of physiological research. Spring.

Prerequisite: Corequisite EFB 530, or permission of the instructor.

EFB 532. Plant Anatomy (3)

Two hours of lecture and three hours of laboratory. An introductory course in plant anatomy designed to familiarize the student with the organization and development of the primary and secondary plant body of higher plants. Spring.

Prerequisite: EFB 326.

EFB 535. Systematic Botany..... (3)

Two hours of lecture and three hours of laboratory. Identification, nomenclature, and classification of flowering plants with special emphasis on local flora and on developing the ability to classify the plants of any region. Fall.

Prerequisites: EFB 326.

EFB 540. Forest Health Monitoring (3)

Three hours of lecture/discussion on the theoretical and applied aspects of forest health monitoring including concepts, data acquisition, analysis, quality assurance, interpretation, and reporting. Spring.

Pre- or Corequisites: Courses in forest resources management, ecology, pathology, and entomology.

EFB 541. Wood Microbiology (3)

Two hours of lecture and three hours of laboratory/field trip. Survey of lignicolous microorganisms, their roles in the degradation of wood, and principles of their control. Detailed consideration of all types of decay of wood and its products from chemical, ultrastructural, biotechnological and ecological perspectives. Fall.

EFB 542. Freshwater Wetland Ecosystems (3)

Three hours of lecture. An examination of the structure and function of various freshwater wetlands. Ecologic principles that broadly apply to all wetland ecosystems are examined and contrasted with terrestrial systems. The effect of management activities on, and the management potential of, wetlands are also examined. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 545. Forest Decline Concepts (3)

Three hours of lecture/discussion per week. Environmental stress factors will be integrated into forest decline concept models using specific examples from forest pathology, forest entomology, ecology, resource management and current environmental topics. Fall.

EFB 551. Forest and Shade Tree Entomology (2)

Two hours of lecture. Important forest and shade tree insects, detection, evaluation, prevention, and control of their damage; their relation to silviculture and management of forests and shade trees. Fall.

Prerequisite: EFB 352 or equivalent.

EFB 552. Forest and Shade Tree Entomology Laboratory .. (1)

Three hours of laboratory/field trip. Identification of important forest and shade tree insects and their damage. Fall.

Pre- or Corequisite: EFB 551.

EFB 554. Aquatic Entomology (3)

An introduction to the identification, life histories, and ecology of aquatic insects, with emphasis on genera found in the northeastern U.S. Includes a consideration of the functional role of insects in aquatic systems, and current avenues of research. Intended for seniors and graduate students pursuing interests in entomology, fisheries and wildlife, forestry, limnology and general ecology. Fall.

Prerequisite: One course in entomology or permission of the instructor.

EFB 555. Chemical Ecology of Vertebrates (3)

A survey of chemical interactions within and among species of fish, amphibia, reptiles, birds and mammals, including humans. Signal production, sensory processes, plant-animal interactions, practical applications of chemical ecology, and effects of global and local change on chemical ecology processes. Spring.

Prerequisites: One semester of Organic Chemistry and at least two of the following: General ecology, animal behavior, introduction to chemical ecology, and a course in vertebrate biology.

EFB 561. Medical Entomology (3)

Three hours of lecture and recitation. Study of arthropods affecting man, domestic animals, and wildlife with emphasis on their biology, control, and relationship to vertebrate disease. Spring (even years).

Prerequisite: EFB 352 or equivalent.

- EFB 563. Animal Physiology Laboratory (1)**
 Three hours of laboratory. Students will be introduced to the experimental foundations of organismal and ecological physiology of animals. Emphasis is on loosely guided student-designed experiments, carried out from conception to result. Spring.
Prerequisite: EFB 461 or EFB 661, or equivalent, and permission of instructor. Co-enrollment in EFB 462 or EFB 662 recommended.
- EFB 565. Insect Morphology (3)**
 Two hours of lecture and three hours of laboratory. A comparative study of the external morphology of insects emphasizing evolutionary trends, especially modifications of homologous structures. Topics of special importance include intersegmental relationships, feeding, sensory mechanisms, locomotion, and reproduction. Spring.
Prerequisite: EFB 352.
- EFB 570. Insect Physiology (3)**
 Two hours of lecture and three hours of laboratory. Study of the life processes in insects; introduction to modern physiological instrumentation and laboratory methods. Spring.
Prerequisite: EFB 325.
- EFB 578. Terrestrial Community Ecology (3)**
 Three hours of lecture. Relation of terrestrial vertebrates and invertebrates to their physical, chemical, and biological environment. Emphasis on community principles, structural quantification, and evolutionary processes of terrestrial animals. Fall.
Prerequisite: EFB 320 or equivalent.
- EFB 580. Wetland Wildlife Ecology and Management (3)**
 An assessment of important wildlife resources and associated management within coastal and freshwater wetlands in North America. The course also covers state and federal wetland classification schemes, regulations, policy, and specific topics in wetland wildlife management. Fall.
Prerequisite: EFB 320 or equivalent.
- EFB 585. Forest Wildlife Ecology and Management (3)**
 Provides a theoretical as well as practical background in the integrated management of timber and wildlife with emphasis on the wildlife outputs or benefits. Includes a one-week field trip to view ongoing forest management scenarios. Fall.
Prerequisites: EFB 490, or equivalent, and permission of the instructor.
- EFB 590. Wilderness Wildlife Conservation (3)**
 Two hours of lecture and one hour of discussion and a week-long field trip during spring break. The course introduces students to the philosophy, concepts, and practice of wilderness wildlife conservation, covering biology of selected species, ecosystems, special techniques, and human dimensions.
Prerequisites: EFB 320 and EFB 490, or equivalents.
- EFB 601. Molecular Biology Techniques (3)**
 One hour of lecture and six hours of laboratory. Techniques used in molecular biology research are presented, including the extraction, measurement, analysis, and manipulation of nuclear and organellar DNAs of plants and fungi. Some methods on RNA and proteins will be covered. Fall.
Prerequisites: FCH 530, 531, and 532.
- EFB 602. Genetic Engineering of Eucaryotes (3)**
 Three hours of lecture. Genetic engineering of eucaryotic organisms with emphasis on plant and fungal systems. Principles and current research will be covered. Spring.
Prerequisites: EFB 307, FCH 530, and FCH 532, or equivalents.
- EFB 607. Breeding Plants for Resistance to Disease and Pests (2)**
 Two hours of lecture and discussion. Principles, methods, and strategies in breeding for resistance to diseases and pests. The effectiveness, durability, and limitations of resistance breeding in pest management and control are considered. Fall.
Prerequisites: Introductory courses in genetics or forest tree improvement and in forest pathology or entomology, or permission of the instructor.
- EFB 610. Ecological Biogeochemistry (3)**
 Three hours of lecture and discussion. Investigation of the principles of biogeochemistry in ecosystems. The transformations and fluxes of elements in terrestrial and aquatic ecosystems including global cycles are emphasized. Fall.
Prerequisites: Courses in general ecology and introductory chemistry.
- EFB 611. Environmental Toxicology (3)**
 Three hours of lecture, seminar, and discussion. Review of major facets of environmental toxicology including toxic action and fate of environmental pollutants, pollution control, ecotoxicological impact, and in-depth studies of selected topics. A major term paper dealing with a contemporary issue is required, to be shared and discussed with the class.
Prerequisite: EFB 510 or permission of instructor.
- EFB 612. Introduction to Chemical Ecology (3)**
 Three hours of lecture with discussion. Centers on chemical signals among organisms from microbes to man as they affect ecology, physiology, and behavior and as they can be utilized for agriculture, pest management, and animal husbandry. This course is a companion to EFB 412/FCH 440. Spring.
- EFB 616. Introduction to Environmental Interpretation ... (3)**
 Introductions to popular activities, special projects, and products of nature interpretation such as nature trails and traditional nature walks to explore and illustrate the philosophy, principles, and concepts of environmental interpretation. Requires analysis of several interpretive processes and completion of a paper. Fall.
Prerequisite: EFB 320 or equivalent.
- EFB 617. Perspectives of Interpretive Design (3)**
 Applications of environmental interpretation theory and methods to nature center programming, science education, and various fields of resource management emphasizing procedures for creating and implementing products such as slide-presentations, publications, exhibits, and nature walks. Includes analysis and articulation of some interpretive processes. Spring.
Prerequisite: EFB 320 or equivalent.
- EFB 618. Interpretation of Field Biology (5)**
 This five-week residential course offers introductions to Adirondack flora and fauna in a regional context as subjects for various interpretive programs and products such as nature walks and trailside presentations, and slide-presentations. The course provides opportunities to select and test the application of professional interpretive techniques to activities promoting natural history and science education. Summer.
Prerequisite: EFB 320 or consent of the instructor.
- EFB 622. Applications of Interpretation to Science Education (3)**
 This course offers practical research strategies for science educators working with their students in local environments. The course builds on forest ecology and wildlife themes as vehicles to teach the process of science. Included within the field-oriented introduction to Adirondack birds, mammals and flora, are ideas to enhance most science curricula. Applications of nature interpretation are used to energize traditional strategies, by using nature trails, walks, and trail leaflets, brochures, presentations, and exhibits. Participants must implement, test, and document semester-length projects with their students. Summer.
- EFB 625. Membranes and Biological Transport (3)**
 Two hours of lecture and one hour of discussion. Composition, structure, and physical properties of membranes. Membrane functions including transport, bioelectricity, and cell compartmentalization. Specific transport processes in biological systems. Fall (even years).
Prerequisites: One semester of biochemistry and an advanced physiology course.
- EFB 630. Fungus Physiology (3)**
 Two hours of lecture and one hour of discussion. Principles of growth, reproduction, and differentiation of the fungi emphasizing the role of the environment in controlling fungal processes. Spring (even years).
Prerequisite: Two semesters of physiology or biochemistry.

EFB 632. Plant Growth Regulation (3)

Three hours of lecture/discussion on topics concerned with the biochemistry and physiology of plant hormones and synthetic growth regulators. Fall

Prerequisite: A course in plant physiology or biochemistry.

EFB 633. Chemical Defenses of Plants (3)

Three hours of lecture/discussion about the ways in which plants defend themselves chemically against microorganisms, insects, herbivores, and other plants. Fall.

Prerequisite: A course in physiology or biochemistry.

EFB 635. Topics in Plant Nutrition (2)

Two hours of lecture, discussion, and seminars. Advanced course dealing with selected topics of mineral and organic nutrition of plants. Fall.

Prerequisite: Completion of one or more physiologically-oriented plant science courses.

EFB 640. Mycology (3)

Two hours of lecture, three hours of laboratory. Fundamentals of the morphology, taxonomy, life histories, ecology, and symbiotic relationships of fungi. Fall.

EFB 641. Phytopathology (3)

Two hours of lecture and discussion and three hours of autotutorial laboratory. Principles and concepts of plant pathology. Major diseases of ornamental plants, vegetable crops, fruit crops, field crops, and trees. This is an introductory plant pathology course for graduate students in all departments. Spring.

EFB 642. Epidemiology and Management of Tree Disease (3)

Three hours of lecture and discussion, with occasional laboratory or field trip. Brief history of phytopathology, study of epidemiological principles and their application in tree disease management. Survey of disease management strategies in various regions of the U.S. Spring (odd years).

Prerequisite: EFB 340.

EFB 643. Plant Virology (3)

Two hours of lecture and three hours of laboratory. History of plant virology, identification, and characterization of plant viruses, including transmission mechanisms, vector relationships, purification, and serology. Laboratory will present techniques for the identification and characterization of plant viruses. Spring (even years).

Prerequisite: EFB 303, equivalent, or consent of the instructor.

EFB 645. Plant Ecology (3)

Two hours of lecture/discussion and one laboratory/discussion section per week. A first course in plant community ecology for beginning graduate students focusing on dynamics of community development and change and the processes of community analysis and description. Spring.

Prerequisite: A course in general ecology.

EFB 646. Ecology of Mosses (3)

Two hours of lecture and one three-hour laboratory or field trip. A study of taxonomic diversity, ecological adaptations, and the roles of bryophytes in ecosystems.

EFB 650. Recombinant DNA Technology for**Plants and Fungi (3)**

Three hours of lecture and discussions. An advanced course in molecular biology with emphasis on plant and fungal systems. This course is for students interested in careers in biotechnology as well as for students in other areas who are interested in understanding the genetically altered organisms targeted for release into the environment. Fall.

Prerequisite: EFB 325 or equivalent.

EFB 651. General Insect Taxonomy (3)

Two hours of lecture and three hours of laboratory. Identification and classification of the important orders and families of insects; acquaintance with pertinent taxonomic literature and use of keys; and understanding of evolutionary principles and concepts and a knowledge of systematic theory and practice. Insect collection required. (odd years.)

Prerequisite: EFB 565.

EFB 661. Animal Physiology: Organismal (3)

Three hours of lecture, discussion, exercises, and an independent project. An introduction to the fundamentals of animal physiology at the organismal level; functioning of the basic organ systems; coordination and control of organ systems; alternative "solutions" to common physiological "problems." Fall.

Prerequisites: Permission of instruction and one year of general biology and either EFB 325, or one semester of biochemistry, or their equivalents.

EFB 662. Animal Physiology: Environmental and Ecological (3)

Three hours of lecture, discussion, and exercises and an independent project. An introduction to the physiology of adaptation to the physical and biotic environments, including animal energetics, biology of body size, and physiological constraints on animal life history. Spring.

Prerequisite: EFB 661 or equivalent, or permission of instructor.

EFB 664. Functional Design on Organisms (3)

Three hours of lecture. The relationship of structure to function in organisms, how natural selection operates to optimize organismal function, and the physical and mechanical design principles that constrain it. Fall, odd years.

Prerequisites: EFB 461 or EFB 661, and EFB 462 or EFB 662, or equivalents.

EFB 678. Practicum in Terrestrial Community Ecology (3)

One hour of lecture, one hour TBS, and three hours of laboratory. Intensive practical application of ecological principles to the study of terrestrial animal communities. Includes experimental and field collection of data, quantifications, synthesis, and final reporting. Fall.

Pre- or Corequisite: EFB 578 or equivalent.

EFB 680. Behavioral and Physiological Ecology (3)

Two hours of lecture and one hour of discussion. An examination of the concepts of animal adaptations to ecological change from a behavioral point of view. Particular emphasis will be placed on the role the environment plays in shaping the behavior of a given species. Behavioral and physiological responses to environmental conditions will be treated as a continuum. Spring (odd years).

Prerequisites: One course in ecology, behavior, and physiology.

EFB 682. Invertebrate Symbiosis (3)

Two hours of lecture and one three-hour laboratory. An introduction to the ecology and evolution of interspecific relationships of invertebrates. Spring (even years).

Prerequisites: EFB 320, EFB 355.

EFB 689. Animal Physiological Ecology (3)

Three hours of lecture per week. A detailed and critical examination of principles and current dogmas in physiological ecology. Topics to be covered: The physical environment and physiological adaptation; the biology of body size; physiologically optimizing use of energy and materials. Spring (even years).

Prerequisite: EFB 489 (or equivalent) or permission of the instructor.

EFB 692. Ecology and Management of Waterfowl (3)

Three hours of lecture. A detailed examination of waterfowl ecology and management. The course is structured around the annual cycle, focusing on strategies of survival and reproduction; management aspects are treated throughout the course. Fall.

Prerequisite: EFB 483 or equivalent.

EFB 693. Wildlife Habitats and Populations (4)

Three hours of lecture/discussion and one three-hour laboratory per week, one Saturday field trip required. Application of ecological concepts including succession and population biology to wildlife management planning and program assessment. Students are exposed to U.S. Fish and Wildlife Service habitat evaluation procedures and fundamentals of population modeling. Fall.

Prerequisite: EFB 490/491, or graduate student standing.

- EFB 695. Urban Wildlife** (2)
Three hours of lecture and discussion with field trips. A study of the occurrence, adaptations, and values of wildlife in urbanized areas, with emphasis on current research and agency programs. Spring (even years).
- EFB 702. Topics in Biotechnology** (1-3)
Hours to be arranged. Group study covering current topics in biotechnology. Fall or Spring.
Prerequisite: Permission of the instructor.
- EFB 720. Topics in Soil Invertebrate Ecology** (3)
Two one-hour lecture and discussion periods and a three-hour laboratory. Study of literature relating to soil invertebrate microcommunities; taxonomy, culturing, and collection methods of soil fauna; student will conduct an individual research problem. Spring (odd years).
- EFB 724. Seminar in Aquatic Ecology** (1)
Two hours of lecture and discussion. A seminar to explore in some depth areas of current research in aquatic ecology. Fall (even years).
Prerequisite: Six credits in aquatic ecology.
- EFB 733. Techniques in Plant Physiology** (2-4)
Comprehensive study of techniques essential for research in plant physiology. Students may choose the instructors they wish to work with, and should consult the instructors for further details. May be repeated for credit in different specialties.
Prerequisites: EFB 531 or equivalent, biochemistry with laboratory.
- EFB 740. Mycorrhizae** (3)
Two hours of lecture and three hours of laboratory/discussion. A basic background course covering structural, functional, and ecological aspects of mycorrhizae; their methods of field and laboratory study; and applications in forestry practice. Fall (odd years).
- EFB 741. Topics in Phytopathology** (3)
Two two-hour lectures and discussions. Discussions of specific subject in phytopathology and wood microbiology. Topic selection is based on availability of expertise and will be announced in advance. This course may be repeated for credit in different specialties. Fall or Spring.
- EFB 745: Topics in Plant Ecology** (2)
Two hours of seminar and discussion. An advanced course dealing with current research in plant community dynamics. May be repeated for additional credit. Fall.
Prerequisite: EFB 445 or EFB 645.
- EFB 796. Topics in Environmental and Forest Biology ...** (1-3)
Special instruction, conference, advanced study, and research in selected subject areas. Typewritten report required. Check Schedule of Courses for details.
- EFB 797. Seminar in Environmental and Forest Biology** (1)
Seminar discussions of subjects of interest and importance in environmental and forest biology. Seminar offerings are available in most subdisciplinary areas. Check Schedule of Courses for details. Fall and Spring.
- EFB 798. Research Problems in Environmental and Forest Biology** (Credit hours to be arranged)
Individual advanced study of selected special problems in environmental and forest biology. Offered by arrangement with individual faculty. Typewritten report required. Fall and Spring.
- EFB 830. Physiology of Growth and Development** (2)
Lecture. A study of the growth and development of plants and the physiological and biochemical processes that influence the development of form and structure in higher plants. Fall (even years).
Prerequisites: EFB 530, EFB 532, and organic chemistry.
- EFB 840. Advanced Mycology, Homobasidiomycetes** (3)
Review of selected literature as well as laboratory training in identification and research techniques. Fall.
Prerequisite: EFB 640.
- EFB 841. Advanced Mycology, Heterobasidiomycetes** (3)
Review of selected literature as well as laboratory training in identification and research techniques. Spring (even years).
Prerequisite: EFB 640.
- EFB 842. Advanced Mycology, Ascomycetes** (3)
Review of selected literature as well as laboratory training in identification and research techniques. Spring (odd years).
Prerequisite: EFB 640.
- EFB 843. Advanced Mycology, Deuteromycetes** (3)
Review of selected literature as well as laboratory training in identification and research techniques. Fall (even years).
Prerequisite: EFB 640.
- EFB 851. Advanced Insect Taxonomy** (3)
Two hours of lecture and three hours of laboratory. Methods, procedures, and concepts of systematics. Examples and material will be drawn from among important groups of forest insects. Fall.
Prerequisite: EFB 651.
- EFB 898. Professional Experience** (1-12)
Professional experience which applies, enriches, and/or complements formal coursework. Graded on an "S/U" basis. Fall, Spring, and Summer.
- EFB 899. Master's Thesis or Project Research** (1-12)
Investigation leading to the completion of a research-oriented thesis or to an application-oriented project. Graded on an "S/U" basis. Fall, Spring, and Summer.
- EFB 980. Topics in Animal Behavior** (2)
Two hours of lecture and discussion. A seminar-type course designed to explore in depth selected and controversial subject areas in animal behavior. Fall or Spring.
- EFB 999. Doctoral Thesis Research** (1-12)
Investigation leading to the completion of the doctoral thesis. Graded on an "S/U" basis. Fall, Spring, and Summer.
- EIN—ENVIRONMENTAL INFLUENCES (LANDSCAPE ARCHITECTURE)**
(See also courses listed under CMN and LSA)
- EIN 205. Art, Culture, and Landscape I** (3)
The course will examine the evolution of cultural expression in the arts and allied design professions from pre-history to the Renaissance. Three hours of lecture per week. Lectures will emphasize the interrelationships between the arts and their relation to cultural contexts. Fall.
- EIN 206. Art, Culture, and Landscape II** (3)
The course will examine the evolution of cultural expression in the arts and allied design professions from the Renaissance to the Modern period. Three hours of lecture per week. Lectures will emphasize the interrelationships between the arts and their relation to cultural contexts. Spring.
- EIN 371. American Landscape History** (3)
Three hours of lecture and discussion per week. The history of human-environmental interaction in America since colonial times. Reviews the prevalent ideas and attitudes during various periods, and the development of the environmental professions. Uses a humanistic and ecological approach to understand the landscape in relation to changes in population, technology, economics, social organizations, and attitudes. Fall or Spring.
- EIN 390. Social/Cultural Influences and Environmental Form** (3)
Three hours of lecture. This course provides an introduction to an interdisciplinary social science analysis of human settlements. The course introduces the basic concepts, vocabulary, theories, and units of analysis for an interdisciplinary social perspective of the environmental form of human settlements. As such, it focuses upon developing an understanding of the context for the planning and design of human settlements. Course requirements include readings, examinations, and reports. Field trips may be scheduled. Spring.

EIN 471. History of Landscape Architecture..... (3)

Three hours of lecture. Informal lectures and class participation, reports, assigned text and assigned reserve shelf reading, optional text and handout notes, quizzes and exams. Slides. Historical study and style analysis of Western man's efforts to design his environment and his changing attitudes and relationships to environment. Also, non-Western coverage where significant or influential on Western Man. Study of historical personalities as well as periods that are of environmental concern up into the modern period. Fall.

EIN 510. Creative Problem Solving Seminar (3)

Three hours of lecture and discussion. A course designed to extend the student's understanding and application of creative problem solving processes. One requirement will be to select and carry out an application of the technique to a particular problem, with consultation and guidance from the instructor. Critique and survey of the literature on creativity, in-depth analysis of the synectics process, and various procedures which have been developed for nurturing creative behavior comprise the essence of the program. Spring.

EIN 560. Negotiating Environmental Disputes (3)

Two hours of lecture and two hours of recitation/workshop per week. An introductory course to help students acquire and refine skills in listening, problem solving, assertion, and conflict management. These interpersonal skills are useful in many situations; however, the emphasis will be upon using them to resolve environmental conflicts. Approaches to learning will include theory presentation, skill demonstration, skill practice and critique. Fall or Spring.

ENS—ENVIRONMENTAL SCIENCE**ENS 601. Water Resources Management (3)**

Three hours of lecture and discussion. This course provides an introduction to interdisciplinary water management. It draws upon subject matters from many areas, including water policy, planning, economics, hydrology, law, engineering, and water quality. Fall.

ENS 602. Environmental Decisionmaking (3)

A critical historical survey of the development of twentieth century American public environmental decisionmaking. Includes underlying theory; institutional determinants; and emerging approaches. Fall.

Prerequisite: GPES student or permission of instructor.

ENS 606. Environmental Risk Perception (3)

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.

Prerequisites: Coursework in psychology, sociology, and environmental policy are recommended.

ENS 608. Environmental Conflict and Citizen Groups (3)

Three hours of lecture and discussion. Examination of interactions between citizen groups, governmental institutions, and business around local, state, and national environmental conflicts. Dynamics of conflict processes, citizen mobilization, strategies and tactics, and alternative dispute resolution options. Implications for public participation programs. Emphasis on case studies.

ENS 611. Environmental Institutions (3)

Three hours of lecture and discussion per week. Examination of the interrelationships of policymaking and environmental program implementation in government, the role of the legal process in environmental management, and techniques for program evaluation. Fall.

ENS 625. Freshwater Wetlands Assessment and Mitigation (3)

Three hours of lecture, discussion and exercises per week. This course develops principles and methods for functional wetland data collection, delineation, assessment and mitigation/restoration through systematic survey of relevant approaches, methods, literature and field exercises. Fall.

ENS 631. Uncertainty and Environmental Assessment (3)

Three hours of lecture/discussion. An analysis of methods for recognizing, quantifying, and assessing uncertainty in policy-driven environmental assessment. Topics include conceptualization and definition of risk and uncertainty, use of probability theory for treatment of uncertainty in environmental assessment, communication of information about uncertain empirical quantities, human judgement in the presence of uncertainty, propagation of uncertainty through mathematical models, and assessment of the implications of uncertainty in quantitative models. Spring.

Prerequisite: Satisfactory completion of APM 395 or an equivalent calculus-based introduction to probability and statistics.

ENS 635. Public Participation and Decisionmaking: Theory and Application (3)

Three hours of discussion, presentation and exercises per week. 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 decisionmaking. Spring.

ENS 687. Environmental Law and Policy (3)

Three hours of lecture and discussion per week. Study of the legal system and selected federal statutes dealing with environmental protection including the National Environmental Policy Act, Clean Air Act, Clean Water Act and Waste Management Laws. Spring.

ENS 696. Special Topics in Environmental Science and Policy (1-3)

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.

ENS 703. Environmental Information Policy (3)

Critical examination of Federal and State policy controlling the generation, storage, and dissemination of public environmental information. Emphasis placed on current issues related to new electronic formats. Spring.

ENS 796. Advanced Topics in Environmental Science and Policy (1-3)

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

ENS 797. Environmental Science Seminar (1-3)

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

ENS 798. Problems in Environmental Science and Policy (Credit hours to be arranged)

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

ENS 898. Professional Experience (1-12)

Professional experience which applies, enriches, and/or complements formal coursework. Graded on an "S/U" basis. Fall, Spring, and Summer.

ENS 899. Master's Thesis Research (Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

ENS 999. Doctoral Thesis Research (Credit hours to be arranged)

Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

ERE—ENGINEERING (ENVIRONMENTAL AND RESOURCE ENGINEERING)

ERE 221. Engineering Mechanics—Statics (3)

Three hours of lecture. Forces and vectors, moments, equivalent force systems, free bodies, structures, section properties. Fall.

Prerequisites: Integral calculus, general physics.

ERE 222. Engineering Mechanics—Dynamics (2)

Two hours of lecture. Kinematics and kinetics of particles and rigid bodies; rectangular, normal and tangential, radial and transverse components; translation and rotation; force and acceleration; impulse; momentum; work and energy; impact. Spring.

Prerequisites: Statics and Calculus I.

ERE 223. Statics and Dynamics (4)

This course provides fundamental principles, methods, and applications of engineering mechanics. Development and discussion of analytic models for rigid-body mechanics are used to apply theories. Rigid bodies of a practical nature and at rest or in motion are covered.

Prerequisites: Algebra, derivative and integral calculus.

ERE 225. Engineering Graphics (1)

Introductory course in graphics as a communication language and analytic/design tool for engineers. One three-hour session each week over the semester utilizing lecture, discussion and hands-on practice to achieve the goals of basic understanding and skill with graphics for the purposes stated. Spring.

Prerequisites: Trigonometry and computer literacy.

ERE 310. Environmental Measurements and Spatial Information (3)

Two hours of lecture and three hours of laboratory per week. Fundamental concepts for properly collecting data and information about environmental variables. Collecting spatial information is emphasized through consideration of maps, aerial photographs and other imagery, and field surveying procedures. Spring.

ERE 351. Basic Engineering Thermodynamics (2)

Principles of energy conservation and conversion: first and second laws. Relation to PVT behavior, property functions, equilibria, and heat and mass transfer. Introduction to engineering problem analysis and computer methods. Spring.

Prerequisites: Physics, general chemistry, and calculus. Not open for credit to students who have completed successfully FCH 360 or equivalent.

ERE 352. Applied Engineering Thermodynamics (2)

Classical principles applied to devices and systems. Emphasis on efficient design of manufacturing equipment and processes. Power and refrigeration cycles; energy conservation; materials recovery. Environmental case studies and design project. Computer-aided data correlation and system simulation. Spring.

Prerequisites: ERE 351, FCH 360, or equivalent.

ERE 362. Mechanics of Materials (3)

Three hours of lecture. Theories of stress, deformation, and stability of common structural materials subjected to various force systems. Fall.

Prerequisites: Integral calculus and statics.

ERE 364. Engineering Materials (3)

Three hours of lecture. An introduction to the study of materials science emphasizing the structure and properties of materials used in the construction industry in general. Lab demonstrations include fabrication, testing and evaluation of actual systems. Spring.

Prerequisites: Junior standing, physics, chemistry, and engineering mechanics.

ERE 371. Surveying for Engineers (3)

Two hours of lecture and recitation and three hours of laboratory. The principles of plane surveying for engineers. Subject matter areas include introduction to the theory of measurement and errors, reference surfaces, linear and angular measurements in both the horizontal and vertical planes, traversing and computations, horizontal and vertical control and associated computations, areal and volumetric computation, construction

surveying including circular and parabolic curves, coordinate systems, property and public land surveys, the analysis and treatment of systematic and random errors. Laboratory field work and computations culminate in a topographic map. Elementary computer processing is introduced. Fall.

Prerequisite: Calculus.

ERE 375. Elementary Corrosion (1)

One hour of lecture. Basic electrochemistry, film formation and passivation, galvanic corrosion and pitting, cathodic and anodic protection, protective coatings and inhibitors. Application of the above in the home, car, field, at sea, and in industrial plants. Spring.

ERE 385. Mechanical Design (3)

The principles of operation and design of mechanical systems common in engineering. Solution of equipment design using such components as springs, gears, motors, and transmissions. Strength, reliability, and economy are considered. Design projects are oriented to current concerns in construction, environment, and manufacturing. Spring.

Prerequisite: ERE 211

Corequisites: ERE 222, ERE 362

ERE 420. Computer Applications in Science and Engineering (3)

Principles and methods of mathematical modeling for analog and digital computer solution. Applications to data reduction and correlation, statistical analysis, process and equipment simulation, optimization and control, and computer-assisted instruction. Typical examples, class problems and student projects. Current status and future projection of computational equipment, software and operating techniques. Fall.

Prerequisites: Calculus and computer programming, or permission of the instructor.

ERE 435. Environmental Technologies: Water and Wastewater Treatment (3)

History, scientific basis, and limitations of selected technologies for water use and reuse. Three hours of lecture per week with extensive reading assignments. Intended for seniors in the Bachelor of Science in Environmental Studies program; open to others after consultation with the instructor. Fall.

ERE 437. Decision Modeling for Environmental Management (3)

Three hours lecture/discussion and computer laboratory. Concepts and tools used in environmental management decision modeling. Coverage includes engineering economic analysis, deterministic risk analysis, sensitivity analysis, and probabilistic risk analysis. Graphical presentation of information about cost, risk, and uncertainty. Capabilities and limitations of decision models, role of subjective human values in environmental management decision making. Fall.

Prerequisite: APM 391 or APM 395.

ERE 440. Water Pollution Engineering (3)

Two hours of lecture and three hours of laboratory. Introduction to the physical, chemical, and biological parameters of waste water treatment processes and to the principles of the unit operations involved. Study of the design parameters and design procedures of waste water treatment systems. Spring.

Prerequisites: Physics and CHE 356 or equivalent.

ERE 441. Air Pollution Engineering (3)

Three hours of lecture and discussions. Study of the chemical, physical and meteorological principles of air pollution and its control. Local and global effects of air pollution. The atmospheric survey. Examination of the operating principles and design parameters of the various air pollution control systems. Air quality and emission standards. Fall.

Prerequisites: Physics and CHE 356 or equivalent.

ERE 450. Introduction to Geographic Information Systems (3)

Two hours of lecture and three hours of laboratory per week. Definition, development, and general concepts of Geographic Information Systems (GISs). Topics will include data acquisition and specification, data processing, data manipulation, and analysis, information output, and selecting and implementing GISs. Fall.

ERE 496. Special Topics (1-3)

Lectures, readings, problems, and discussions. Topics as announced in the areas of environmental or resource engineering. Fall and/or Spring.

ERE 505. Solid Waste Management (3)

A multidisciplinary course. Course begins with foundation materials and progresses through a series of field trips and guest lectures aimed at preparing students to develop and communicate details of feasible alternative designs for waste management facilities/programs for specific case studies. Enrollment limited. Fall.

Prerequisite: Permission of the instructor.

ERE 510. Energy: Alternate Systems (3)

Three hours of lecture. An introduction to alternate energy resources and conversion processes. Focus is on relatively small-capacity, decentralized systems and means for judging appropriateness, costs, and impacts of application under varying conditions and needs. Instruction modules on passive and active solar heating, wind energy system, biomass resources and conversion, including ethanol production, methane recovery and wood gasification, and internal combustion cogeneration. Fall or Spring.

ERE 550. Introduction to Geographic Information Systems (3)

Two hours of lecture and three hours of laboratory per week. Definition, development, and general concepts of Geographic Information Systems (GISs). Topics will include data acquisition and position specification, data processing, data manipulation, and analysis, information output, and selecting and implementing GISs. Readings with written assessment will be assigned from the current literature. Participation in a group project is required. Fall.

ERE 552. Fundamentals of Remote Sensing (3)

Two hours of lecture and three hours of laboratory per week. Principles and techniques of environmental remote sensing including potentials, limitations, instrumentation, and unique requirements. Procedures and principles of acquiring, analyzing, and using a wide range of imagery types for environmental applications and design. Both qualitative and quantitative interpretation procedures are presented. Oriented for multidisciplinary participation. Fall or Spring.

Prerequisites: College physics and calculus or consent of the instructor.

ERE 563. Photogrammetry I (3)

Two hours of lecture and discussion, three hours of laboratory and discussion. Basic photogrammetric and photo interpretation concepts as a means of acquiring reliable data for engineering and management planning. Potentials, limitations, instrumentation and unique requirements are considered.

Prerequisite: ERE 371 or equivalent.

ERE 566. Global Positioning Systems I (1)

Introduction to the Global Positioning System (GPS). Practical use of GPS receivers capable of positioning points to 1 to 5 meters. Planning of GPS surveys, collection of GPS observations and use of GPS software on personal computers to determine positions of targets of interest. Demonstration of porting collected GPS data to a geographic information system. Fall.

Prerequisites: ERE 371 or equivalent and computer literacy.

ERE 585. Microscopy and Photomicrography (3)

Two hours of lecture, one hour of demonstration, 3-5 hours of laboratory. Principles of light microscopy and photomicrography with extensive laboratory practice. Fall.

Prerequisite: Permission of the instructor.

ERE 596. Special Topics (1-3)

Lectures, conferences, discussions, and laboratory. Topics in environmental and resource engineering not covered in established courses. Designed for the beginning graduate student or selected upper division undergraduate. Fall and/or Spring.

ERE 610. Computer-Aided Design and Drafting (3)

One-half hour lecture, and two-and-one-half hours lab, and a minimum of six hours additional lab is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for the course include completing self-tutorials, creating drawings, and the completion of two major projects.

Prerequisite: General knowledge of manual drafting.

ERE 642. Water Quality Modeling (3)

Two hours of lecture and three hours of laboratory per week. An analysis of the biological, chemical, and physical factors of receiving waters governing the action of wastes and their reactions in receiving waters. Introduction to modeling techniques applicable to water quality management issues. Fall.

Prerequisite: ERE 440 or equivalent as evaluated by the instructor.

ERE 643. Water Pollution Engineering (3)

Two hours of lecture and three hours of laboratory. Introduction to the physical, chemical, and biological parameters of waste water treatment processes and to the principles of the unit operations involved. Study of the design parameters and design procedures of waste water treatment systems. Spring.

Prerequisites: Physics and CHE 356 or permission of the instructor.

Note: A student may not enroll in or receive credit for both ERE 440 and ERE 643.

ERE 655. Infrared Remote Sensing Measurements (3)

Two hours of lecture comprising an in-depth coverage of the reflective and emissive properties of terrestrial materials in the near-, middle- and thermal-infrared regions of the electromagnetic spectrum. The relationship between factors related to natural resources and the upwelling radiance field will be discussed. Techniques for recording images of the earth in the near- to thermal-infrared region will be considered. This will include a discussion of sensing systems, the atmosphere and relevant optical principles. Focal plane array sensors will be discussed. Every third Fall.

Prerequisites: FEG 350 or FEG 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 656. Optical Remote Sensing Measurements (3)

Two hours of lecture comprising an in-depth coverage of the optical properties of terrestrial properties. The relationship between the radiance reflected from the earth's surface and factors related to natural resources will be considered. Techniques for recording images of the earth in reflected radiation in the 0.41-1.1 μ m region will be discussed. This will include an extensive review of the design principles of imaging sensors. Both digital and analog remote sensing devices will be covered. Optical and electronic design criteria will be covered, together with a discussion of data characteristics. Every third Fall.

Prerequisites: FEG 350 or FEG 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 657. Microwave Remote Sensing Measurements (3)

Three hours of lecture comprising a survey of the microwave emissivity and scattering cross section characteristics of a range of features. Techniques for imaging the earth in the microwave region of the electromagnetic spectrum will be discussed. This will include consideration of various ground-based and airborne radars and passive microwave scatterometers. Search and phased array radars will also be considered. Data analysis will be dealt with. Every third Fall.

Prerequisites: FEG 350 or 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 664. Photogrammetry II (3)

Two hours of lecture and three hours of laboratory. General analytic photogrammetry including interior and exterior orientation systems, intersection space resection and orientation. Correction of photo coordinates for film deformation, lens distortions, atmospheric refraction and earth curvature. Introduction to photogrammetric plotters. Planning photogrammetric projects, and designing optimum procedures for selected photogrammetric tasks. Fall.

Prerequisite: ERE 563 or equivalent.

ERE 670. Principles of Pulping and Bleaching (3)

Two hours of lecture and three hours of laboratory plus literature study of assigned topics, independent project planning and/or laboratory study. Discussion of pulping and bleaching processes. Effects of chemical and physical variables on the wood components and pulp properties; chemistry involved. Experiments in pulping and bleaching and pulp evaluation. Fall.

Prerequisites: Organic, physical, and analytic chemistry.

Note: A student may not enroll in or receive credit for both PSE 461 and ERE 670.

ERE 671. Chemistry of Pulping and Bleaching (3)

Three hours of lecture. Discussion of the chemistry underlying the commercial pulping and bleaching processes, designed to assist in interpreting the phenomena observed in these operations. Emphasis placed on those reactions which contribute to delignification and the removal of chromophoric groups in lignin and extractives. Spring.

Prerequisite: FCH 572 or permission of the instructor.

ERE 675. Principles of Unit Operations (4)

Three hours of lecture and discussion and one two-hour computation period. Fundamentals of fluid dynamics, heat and mass transfer, appropriate analogies and process applications. Stage operations and computation methods. Application to distillation, extraction, gas absorption, evaporation, crystallization and drying. Design, operation, and computer simulation of equipment. Fall.

Prerequisites: Calculus and physical chemistry or permission of the instructor.

ERE 677. Paper Properties (4)

Three hours of lecture, three hours of laboratory, and discussion plus evaluation of literature, independent project planning and/or laboratory study. Evaluation and study of the physical, optical, and chemical properties of paper and the interrelationships existing between paper manufacturing methods, papermaking additives, test results and the ultimate properties desired in the finished paper. Fall.

Prerequisite: Permission of the instructor.

Note: A student may not enroll in or receive credit for both PSE 465 and ERE 677.

ERE 678. Paper Coating and Converting (2)

Two hours of lecture plus evaluation of literature, independent project planning, and/or laboratory study. Evaluation and study of the various coating materials and processes used by the paper industry. Introduction to polymers and their use in converting operations, fundamentals and parameters which control their use, effects on final properties of papers. Spring.

Prerequisite: PSE 465 or permission of the instructor.

Note: A student may not enroll in or receive credit for both PSE 466 and ERE 678.

ERE 682. Transport Processes (3)

Two hours of lecture and three hours of laboratory. The relationship between wood structure and wood permeability, moisture movement, and heat transfer. Fire retardant and wood preservation treatments. Wood drying. Unsteady-state transport processes. An advanced laboratory problem with report in wood-moisture relationships, wood drying, the relationship between wood permeability and treatability, or wood preservative treatments. Spring.

Prerequisite: Permission of the instructor.

Note: A student may enroll in or receive credit for WPE 326 and WPE 327 or ERE 682.

ERE 684. Mechanical Properties of Wood (3)

Two hours of lecture and three hours of laboratory. The effect of the anatomical and chemical nature of wood on its response to static and dynamic force systems. The theory of elasticity as applied to wood and wood-based composites. Spring.

Prerequisite: Permission of the instructor.

ERE 685. Transmission Electron Microscopy (5)

Two hours of lecture, two hours of laboratory/demonstration, minimum of ten hours of individual laboratory. The theory and operation of the transmission electron microscope including specimen preparation, photographic technique and interpretation of micrographs. Fall.

Prerequisite: Consultation with the instructor.

ERE 686. Wood-Water Relationships (3)

Two hours of lecture and three hours of laboratory. Relationship between wood moisture content and the environment, electrical and thermal properties, theories of moisture sorption, hygroscopic swelling and shrinking, thermodynamics of moisture sorption, mechanism of moisture movement as it relates to activation theory. Laboratory exercises will complement the theoretical topics discussed in the lecture. Fall.

Prerequisite: Permission of the instructor.

ERE 687. Wood Science (3)

Three hours of discussion per week. Students will survey literature for recent topics in wood science and lead discussions on topics of current interest. Fall.

ERE 688. Tropical Timbers In Commerce (2)

Two hours of lecture. Introduction to the commercial use of tropical timbers; the factors of forest conditions, stand types and wood qualities influencing their utilization and the development of trade. Sources of information. Spring.

Prerequisite: Permission of the instructor.

ERE 689. Tropical Wood Anatomy (1)

Anatomical characters, identification and taxonomy of tropical woods important in commerce. Spring.

Prerequisite: WPE 386 or WPE 387. Recommended that ERE 688 be taken concurrently or previously.

ERE 691. Air Pollution Engineering (3)

Three hours of lecture and discussion. Study of the chemical, physical, and meteorological principles of air pollution and its control. Local and global effects of air pollution. The atmospheric survey. Examination of the operating principles and design parameters of the various air pollution control systems. Air quality and emission standards. Fall.

Prerequisites: Physics and CHE 356 or permission of the instructor.

Note: A student may not enroll in or receive credit for both ERE 441 and ERE 691.

ERE 760. Analytical Photogrammetry I (3)

Two hours of lecture and three hours of laboratory. Mathematical theory of photogrammetry including space resection, orientation, intersection and aerial triangulation. Spring.

Prerequisites: FEG 363, APM 360 and FEG 464 or equivalent.

ERE 785. Scanning Electron Microscopy (5)

Two hours of lecture/demonstration/laboratory. Ten hours of independent laboratory experience per week. The theory and operation of the scanning electron microscope including specimen preparation, photographic technique and interpretation of micrographs. Spring.

Prerequisite: Permission of the instructor.

ERE 790. Advanced Image Analysis (3)

Two hours of lecture, plus laboratory. In this course, the acquisition of both analog and digital imagery will be considered. The relationship between the scene and the image will be considered as a precursor to digital image operations which may be performed to solve specific problems. Operations performed upon image planes to provide a two-dimensional image of use to the interpreter will be discussed. Various digital image analysis techniques will be covered. Fall or Spring.

Prerequisites: FEG 350 or 352 or equivalent, at least three semesters of calculus.

ERE 796. Advanced Topics (1-3)

Lectures, conferences, discussions, and laboratory. Advanced topics in Forest Engineering, Paper Science and Engineering, and Wood Products Engineering. Fall and/or Spring.

Prerequisite: Permission of the instructor.

ERE 797. Seminar (1-3)

I. Forest Engineering topics. II. Paper Science and Engineering topics. III. Wood Products Engineering topics. Fall and Spring.

ERE 798. Research in Environmental and Resource Engineering (Credit hours to be arranged)

I. Independent research topics in Forest Engineering. II. Independent research topics in Paper Science and Engineering. III. Independent research topics in Wood Products Engineering. Fall, Spring, and Summer.

ERE 898. Professional Experience/Synthesis (3-6)

A supervised, documented professional work experience in the Master of Professional Studies degree program. Fall, Spring, and Summer.

Prerequisite: Approval of proposed study plan by advisor/department and any sponsoring agency or organization.

ERE 899. Master's Thesis Research (Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

ERE 999. Doctoral Thesis Research (Credit hours to be arranged)

Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

ESF—COLLEGEWIDE**ESF 332. Seminar for New Transfer Students (No Credit)**

One hour of weekly lectures and discussions designed to introduce the transfer student to the College and its academic and social environs. Fall and Spring.

EST—ENVIRONMENTAL STUDIES**EST 132. Orientation Seminar: Environmental Studies .. (1)**

A one day retreat, and one hour per week of lecture and discussion. Occasional field trip. Introduction to effective study strategies, campus resources, the Lower Division program, and Upper Division Study Options. Fall.

EST 221. Introduction to American Government (3)

Description of the American political system, its role and functions in society, and the nature of political processes. Examples are drawn from a variety of settings and circumstances, with limited attention to problems involving the natural environment. Fall.

EST 225. Introduction to Legal Processes (3)

Three hours of lecture. Introductory examination of the American legal system from both a civil and a criminal perspective. History and structure of the legal system, creation of law, substantive, procedural, and jurisdictional legal issues, and specific concepts of basic categories of law. Spring.

Prerequisite: ESF 221 or equivalent.

EST 300. Introduction to Environmental Studies (3)

Two hours of lecture and discussion and three hours of workshop per week. An introduction to the interrelationships among the natural environment, people, and the human environment. An experiential learning approach is used to develop critical facilities and systems thinking useful for assessing environmental issues. Fall.

EST 311. Natural Processes in Planning and Design (3)

Three hours of lecture and discussion per week. An overview presentation of the basic principles governing the dynamics of natural resources and processes and their implication for the planning, design, and management of natural and human environments. Sources and use of environmental data are discussed and illustrated. Occasional field trips may be required. A student may not receive credit for both EIN 311 and EST 311. Fall.

EST 321. Government and the Environment (3)

Three hours of lecture and discussion. An investigation of institutional influences on the American environment. Federal government and its role in environmental management and protection is emphasized. The pressures contributing to the formation of environmental policy are introduced. The practical consequences of this system are demonstrated through case studies. Fall or Spring.

Prerequisite: EST 221 or equivalent.

EST 361. History of the American Environmental Movement (3)

The historic and cultural origins and evolution of this complex, multi-faceted social phenomenon call the environmental movement and its influence on public policies, values, and lifestyles. The events, personages, philosophies, and historical/cultural processes that marked and continue to drive various, competing attitudes towards nature, even within the United States environmental movement.

EST 366. Attitude, Values and the Environment (3)

Three hours of lecture per week. Covers the historical roots of environmental attitudes and values, with special emphasis on how individual attitudes impact environmental issues. Examples of current environmental issues are examined in this context. Required of Environmental Studies undergraduates; open as an elective to others. Spring.

Prerequisite: At least sophomore standing.

EST 390. Social Processes and the Environment (3)

Three hours of lecture and discussion. A multidisciplinary social science perspective on the nature of the physical environment, particularly as it relates to the creation of human habitat. Human-environment interactions are viewed at three scales: (1) macro-interactions concerning social and economic issues; (2) meso-interactions concerning behavior of groups; (3) micro-interactions concerning perceptions and attitudes of individuals. Disciplines from which material may be drawn include: anthropology, ethology, geography, political science, psychology, and sociology. Spring.

EST 400. Senior Paper (3)

Individual study of an environmental topic resulting in a formal report that meets the requirements for an Environmental Studies synthesis experience. These requirements are identified in course meetings. Enrollment is restricted to Environmental Studies seniors.

EST 495. Selected Readings in Environmental Studies .. (1-3)

An in-depth and independent exploration of selected readings from the environmentally related literature. Emphasis is placed on gaining insights and understanding from the readings, rather than producing an extensive bibliography. Fall, Spring and Summer.

Prerequisite: Approval of study plan by the instructor.

EST 496. Special Topics in Environmental Studies (1-3)

Special topics of current interest to undergraduate students in Environmental Studies and related fields. A detailed course subject description will be presented as the topic area is identified and developed. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

EST 498. Introductory Research Problems (1-3)

Guided individual study of an environmental topic. Emphasis is on the study procedure and the methods employed. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisite: Approval of study plan by the instructor.

EST 499. Environmental Studies Internship (1-12)

Internships provide students with a supervised field experience to apply and extend their academic abilities in a professional working environment. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisites: Environmental Studies senior standing and written approval of an internship contract by major professor, curriculum director, and field supervisor.

FCH—CHEMISTRY

- FCH 132. Orientation Seminar: Chemistry** (1)
One hour per week of lecture and discussion. Introduction to campus resources available to ensure academic success. Introduction to Chemistry as a field of inquiry. Introduction to laboratory safety. Fall.
- FCH 210. Elements of Organic Chemistry** (3)
Three hours of lecture. This course will focus on the important functional groups of organic chemistry and molecules of biological interest. Fall.
Prerequisite: One year of general chemistry
- FCH 221. Organic Chemistry I** (3)
Three hours of lecture. The structure, properties, and fundamental reactivity of organic compounds will be studied with emphasis on the reaction mechanisms and stereochemistry. In combination with FCH 223, this course provides a full survey of common classes of carbon compounds. Fall.
Prerequisite: One year of general chemistry.
- FCH 222. Organic Chemistry Laboratory I** (1)
Four hours of laboratory including pre-laboratory instruction. Laboratory safety. Melting and boiling points, distillation, recrystallization, thin-layer and column chromatography, isolation of natural products, organic synthesis, and spectroscopy. Fall.
Corequisite: FCH 221 or equivalent.
- FCH 223. Organic Chemistry II** (3)
Three hours of lecture. The structure, properties, and fundamental reactivity of organic compounds will be studied with emphasis on the reaction mechanisms and stereochemistry. In combination with FCH 221, this course provides a full survey of common classes of carbon compounds. Spring.
Prerequisite: FCH 221 Organic Chemistry I or equivalent.
- FCH 224. Organic Chemistry Laboratory II** (1)
Four hours of laboratory including pre-laboratory instruction. Continuation of FCH 222. Simple physical and instrumental techniques applied to organic chemistry. Gas chromatography, polarimetry, spectroscopy. Introduction to classical literature synthesis. Topics from natural products chemistry including chemical ecology, biomimetic synthesis, and the synthesis of an anticancer drug from birch bark. Spring.
Prerequisite: FCH 222 or equivalent.
Corequisite: FCH 223 or equivalent.
- FCH 325. Organic Chemistry III** (4)
Two hours of lecture, one six-hour laboratory. Classical and recent literature synthesis of organic compounds, employing advanced techniques. Fall.
Prerequisite: Two semesters of elementary organic chemistry.
- FCH 360. Physical Chemistry I** (3)
Three hours of lecture. Includes discussion on the properties of gases and liquids, laws of thermodynamics, solutions and colligative properties, and electrochemical cells. Fall.
Prerequisites: One year of college physics, differential and integral calculus.
- FCH 361. Physical Chemistry II** (3)
Three hours of lecture. Includes discussion on electrochemistry, principles of quantum mechanics, statistical mechanics, chemical kinetics, and basic spectroscopy. Spring.
Prerequisite: FCH 360 Physical Chemistry or the equivalent.
- FCH 380. Analytical Chemistry I: Gravimetric, Titrmetric and Potentiometric Analysis** (3)
Two hours of lecture and one three-hour laboratory. Equilibrium concepts and practical implementations of precipitation, complexation, acid-base, and oxidation-reduction processes in quantitative chemical analysis. Fall.
Prerequisites: Two years of undergraduate chemistry and FCH 360 (or equivalent) taken concurrently or permission of the instructor.
- FCH 381. Analytical Chemistry II: Spectroscopic, Chromatographic and Electroanalytical Instrumental Techniques** (3)
Two hours of lecture and one three-hour laboratory. Theory and practice of technology applications to UV/VIS, AAS, AES, XES, ASV, GLC, and HPLC. Spring.
Prerequisites: Two years of undergraduate chemistry and FCH 380, FCH 361 (or equivalent) taken concurrently or permission of the instructor.
- FCH 384. Spectrometric Identification of Organic Compounds** (1-2)
Two hours of lecture and discussion. The first half semester (1 credit) will deal with common classes of organic compounds; the second half semester (1 credit) will deal with more complex structures. The use of complementary information from mass, infrared, nuclear magnetic resonance, and ultraviolet spectrometry will be applied to identification of organic natural products. Spring.
Prerequisites: Organic chemistry; one semester of advanced organic chemistry for second credit.
- FCH 390. Drugs from the Wild** (3)
Three hours of lecture and discussion each week. This course is designed to give students a comprehensive understanding of the variety of medicinal agents available from natural sources. Economic and societal aspects will be explored as well as scientific ones. In addition to curative agents, discussions will include toxic substances, folk medicinal (including herbal) preparations, and the so-called "recreational drugs." Fall (odd years).
Prerequisites: Introductory courses in chemistry and biology.
- FCH 420. Introduction to Computational Chemistry** (3)
Two hours of lecture, discussion, demonstration, and three hours of computer laboratory exercises per week. An introduction to molecular mechanics, molecular dynamics, semiempirical modeling and chemistry applications on the Internet. Spring.
Prerequisites: One year of organic chemistry and basic computer skills such as provided by APM 255.
- FCH 440. Introduction to Chemical Ecology** (3)
Three hours of lecture with discussion. Centers on chemical signals among organisms from microbes to man as they affect ecology, physiology, and behavior and as they can be utilized for agriculture, pest management, and animal husbandry. Spring.
Prerequisites: Biology (one year), and organic chemistry (one year).
Note: Also listed as EFB 412.
- FCH 495. Introduction to Professional Chemistry** (1)
The professional chemist and his relationship with industry, government, and universities. Employment opportunities for the chemist, professional organizations, and unions will be discussed. The selection of a senior research topic and a literature survey will be required. Fall.
Prerequisite: Senior status.
- FCH 496. Special Problems in Chemistry** (1-3)
An opportunity for a special problem, technique development, independent or unstructured study in an area related to the chemical profession. The work may be technical, professional, or interdisciplinary. Advisors outside this department may be solicited. A brief proposal must be presented for approval with specific arrangements outlined including faculty advisor and objectives of the study. Evidence of competence an appropriate effort is required for credit. A written report will be expected. Fall and Spring.
Prerequisite: Upper division status.
- FCH 497. Undergraduate Seminar** (1)
One hour per week. Literature surveys and seminars on topics of current research interest and recent advances in chemistry. Spring.
- FCH 498. Introduction to Research** (5)
Eighteen hours of laboratory, library search and report writing. Solution of a selected research problem using special laboratory techniques. Typewritten report on data, procedures, results, and conclusions. Spring.

FCH 510. Environmental Chemistry I (3)

Three hours of lecture. Introduction to the processes that control chemical behavior in aquatic environments, including precipitation, gas exchange, acid-base, redox, complexation, and adsorption reactions. Emphasis will be on explanation and prediction of chemical behavior, using computer models where appropriate. Examples will be from the areas of water and wastewater treatment, pollutant fates and geochemistry. Fall.

Prerequisites: An introductory course in physical chemistry is required and a shortcourse in computer programming is recommended.

FCH 511. Environmental Chemistry II (3)

Three hours of lecture. Includes a detailed chemical explanation of current topics of concern in environmental chemistry and the chemistry of pollution. Lectures will cover topics relating to air, soil and biota pollutional impact. Spring.

Prerequisite: Chemistry through physical chemistry, or consent of the instructor.

FCH 515. Methods of Environmental Chemical Analysis (3)

One hour of lecture and six hours of laboratory. An introduction to sampling, analytical and quality control procedures necessary to obtain reliable water quality data. All analyses will be performed on a single aquatic system with the purpose of developing a final report characterizing the water quality of that system. Fall.

Prerequisite: A course in quantitative chemical analysis.

FCH 519. Environmental Chemistry Seminar (1)

One hour of lecture. Seminars on current research and issues in environmental chemistry and related areas. Spring.

FCH 520. Nuclear and Radiation Chemistry (2)

The two one-hour lectures will cover the information required for the basic understanding of nuclear reactions, the types of radiation emitted, the instrumentation necessary to detect and measure this radiation, the principles of radioisotope tracer techniques, and radiation chemistry which is the effect of radiation on organic systems. Visits to the Cornell Reactor and the Nuclear Medicine Department of the SUNY Health Science Center at Syracuse will be arranged. Spring.

Prerequisites: Physical, organic and inorganic chemistry or by permission of the instructor.

Note: This course can be taken independently of FCH 521.

FCH 521. Nuclear Chemical Techniques (1)

The laboratory will consist of one four-hour laboratory class every two weeks, with one hour to be made up at the student's discretion to accommodate counting periods which extend over several weeks. A short movie by the AEC each week will be required for the sixth hour. The laboratory will give each student the opportunity to use the individual counting instruments, gain experience in the handling and preparation of radioactive samples and the use of the 1000-curie-cobalt source in radiation chemistry. Spring.

Prerequisite: Physical, organic, and inorganic chemistry or permission of the instructor. Advanced tentative registration is required.

Corequisite: FCH 520.

FCH 524. Topics in Natural Product Chemistry (3)

Three hours of lecture and discussion each week. A course intended to introduce the student to various types of secondary metabolites including several of past and current interest because of their pronounced biological activities. Modes of chemical reactivity and means of structure determination and syntheses are covered. Spring.

FCH 530. Biochemistry I (3)

Three hours of lecture. General biochemistry with emphasis on cellular constituents and metabolic reactions. The chemical, physical, and biological properties of amino acids, proteins, carbohydrates and their intermediary metabolism will be discussed. The chemistry of enzymes, energy transfers, and biological oxidations will also be covered. Fall.

Prerequisite: One year of organic chemistry.

FCH 531. Biochemistry Laboratory (3)

One hour lecture and six hours of laboratory on the basic techniques used in biochemical research with an emphasis on proteins and enzymes. Techniques include spectrometry, chromatography, electrophoresis, amino acid analysis, coupled assays, and the isolation and characterization of enzymes. Fall.

Prerequisite: One semester of quantitative analysis with laboratory.

Corequisite: FCH 530 or equivalent with consent of instructor.

FCH 532. Biochemistry II (3)

Three hours of lecture. Topics discussed are: biosynthesis and degradation of amino acids and nucleic acids, protein biosynthesis, and an introduction to molecular biology. Spring.

Prerequisites: FCH 530 and its pre- and co-requisites.

FCH 540. Carbohydrates I: Structure, Reactions and Analysis (2)

Two hours of lecture/discussion on the structure, reactions, and analysis of carbohydrates and polysaccharides. Introduction to carbohydrate structure and nomenclature. Overview of important oligosaccharides and major classes of polysaccharides. Reactions of carbohydrates—derivatization, polymerization, degradation. Analysis of carbohydrate molecules—sequence and linkage size, shape, distribution of functional groups. Fall.

Prerequisite: One year of introductory organic chemistry, or permission of instructor.

FCH 541. Carbohydrates II: Biosynthesis (2)

Two hours of lecture. Introduction to carbohydrate biochemistry. Monosaccharide uptake, biosynthesis, and epimerizations and formation of glycosides. Biosynthesis, structure, and function of biologically important oligosaccharides and polysaccharides, including bacterial, fungal and plant cell walls, Biosynthesis and function of eukaryotic glycolipids and N- and O-linked glycoproteins. Lectin-carbohydrate interactions. Spring.

Prerequisite: One year of introductory organic chemistry, or permission of instructor.

FCH 550. Polymer Science: Synthesis and Mechanisms (3)

Introduction to the synthesis of polymers and the mechanism of polymerization processes. Addition homopolymerization and copolymerization by radical, ionic, and coordination type catalysts. Synthesis of block and graft copolymers. Stepwise polymerization, network formation and gelation. Structure of polymers and stereoregular polymerization. Degradation of polymers, reactions on polymers, polyelectrolytes. Three hours of lecture. Spring

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 551. Polymer Techniques (3)

Two hours of lecture/discussion and four hours of laboratory; lab reports, final exam. Twelve experiments covering the main topics of polymer synthesis (4 weeks), molecular weight determination (4 weeks), and characterization (4 weeks), are selected from areas such as the following: free-radical solution, bulk and emulsion polymerizations; ionic and condensation polymerizations, copolymerization and reactivity ratio determination; osmometry, viscometry, light scattering, gel permeation chromatography, polarized light microscopy, X-ray diffraction, differential scanning calorimetry, thermogravimetric analysis, dynamic mechanical analysis, stress-strain analysis; nuclear magnetic resonance spectroscopy, Fourier transform infrared spectroscopy, ultraviolet/visible spectroscopy. The lecture component will include discussions of the laboratory activities as well as related topics such as the preparation of monomers, safe handling methods for monomers, polymers, solvents, catalysts, etc. Fall.

Prerequisites: One year of organic and one year of physical chemistry, or permission of instructor. Coregistration in FCH 552 is recommended.

FCH 552. Polymer Science: Properties and Technology . (3)

Introduction to physical chemistry, physics, processing and technology of synthetic polymers. Polymer solutions, including molecular weight determinations and chain statistics. Polymer solid states, including rubber elasticity, viscoelasticity, the glassy state and the crystalline state. Properties, processing, and technology of films, fibers, elastomers, and foams. Three hours of lecture. Fall.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 560. Chromatography and Related Separation Sciences (3)

Three hours of lecture and discussion each week. A course designed to give the student a thorough understanding of analytical and isolation chemistry by modern chromatographic, distributive and molecular sieving techniques. The chemistry of the systems discussed will be stressed as well as the important physical aspects. Spring.

Prerequisites: Two semester each of organic and general chemistry.

FCH 571. Wood Chemistry I: General Wood Chemistry (2)

Two hours of lectures. Introduction to carbohydrate chemistry. Chemistry of cellulose, hemicelluloses, and lignin. Cellulose derivatives. Distribution of polysaccharides and lignin in wood. Wood extractives. Chemistry of bark. Formation of heartwood. Wood as a chemical raw material. Fall.

Prerequisite: One or two semesters of a three-credit undergraduate course in organic chemistry.

FCH 572. Wood Chemistry II: Wood and Pulping Chemistry (3)

Three hours of lectures. Introduction to carbohydrate chemistry. Chemistry of cellulose, hemicelluloses, and lignin. Cellulose derivatives. Distribution of polysaccharides and lignin in wood. Wood extractives. Chemistry of bark. Formation of heartwood. Wood as a chemical raw material. Chemistry of the industrial pulping processes with emphasis on sulfite and kraft pulping of wood. Chemistry of the major bleaching agents. Chemical byproducts in the pulping industry. Complete tree utilization in the manufacture of pulp and paper. Fall.

Prerequisite: One or two semesters of a three-credit undergraduate course in organic chemistry.

FCH 573. Wood Chemistry III: Biosynthesis of Wood (2)

Two hours of lecture. Chemistry of pectin and starch. Photosynthesis with emphasis on the chemical phase. Chemistry of the primary cell wall in plants. Biosynthesis of cellulose, hemicelluloses, pectin, and starch. Biosynthesis of aromatics, including lignin. Biodegradation of wood. Spring.

Prerequisite: FCH 571 or an equivalent course in general wood chemistry.

FCH 600. Interrogating Computer-Based Chemical Science Databases (1)

One hour of lecture per week and scheduled time on the computer facilities for solving the assignments. A review of manual searching methods and the structure of the chemical abstracts in its text form. Principles and practice in computer-aided searching of the chemical science, especially chemical literature. A term project requires each student to design, conduct and analyze a literature search. Structured problems in computerized literature searches will also be assigned. Both structure and concept-based methods of searching will be treated. Fall.

Prerequisite: Graduate standing in chemistry or permission of the instructor.

FCH 620. Introduction to Computational Chemistry (3)

Two hours of lecture, discussion, demonstration, and three hours of computer laboratory exercises per week. An introduction to molecular mechanics, molecular dynamics, semiempirical modeling and chemistry applications on the Internet. Spring.

Prerequisites: One year of organic chemistry and basic computer skills such as provided by APM 255.

FCH 630. Plant Biochemistry (3)

Three hours of lecture and discussion. Includes the biochemistry of photosynthetic electron transport and phosphorylation, photosynthetic carbon fixation, photorespiration, nitrogen fixation, nitrate reduction, photochrome, and plant hormones. The economic, ecological and environmental aspects of plant biochemistry will also be discussed. Spring.

Prerequisites: FCH 530-532 or equivalent.

FCH 650. Physical Chemistry of Polymers I (3)

Three hours of lecture. Includes: thermodynamics of polymer solutions, phase equilibria, fractionation, structure-property relationships, elementary chain statistics, molecular geometry, network elasticity, polyelectrolyte theory, and viscosity. Fall.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 651. Physical Chemistry of Polymers II (3)

Three hours of lecture. Viscoelasticity. The glassy state and glass transition temperature. The crystalline state and crystallization kinetics. Characterization of structure and morphology of polymer solid states. Survey of structure and properties of native polymers. Spring.

Prerequisites: One year of organic and one year of physical chemistry.

FCH 652. Organic Chemistry of Polymers I (2)

Two hours of lecture. A broad survey of the chemistry of polyfunctional molecules and methods for their conversion to high molecular weight materials. Synthesis of a variety of specialty polymers and chemical reactions on natural and synthetic polymers. Some relations between molecular structure and useful properties. Fall.

Prerequisite: One year of organic chemistry.

FCH 653. Organic Chemistry of Polymers II (3)

Three hours of lecture. Kinetics and mechanism of polymerization processes, with emphasis on addition polymerization reactions initiated by radical, cationic and anionic initiators. Mechanism of stereospecific polymerization. Structure of polymers. Reactions on polymers and their modification for specific end uses. Block and graft polymers. Spring.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

**FCH 796. Special Topics in Chemistry (1-3)
(Credit hours arranged according to nature of topic)**

Lectures, conferences, and discussion. Advanced topics in physical chemistry, organic chemistry, or biochemistry.

FCH 797. Graduate Seminar (1)

Presentation and discussion of a selected topic in chemistry. Topics to be selected by participating faculty each semester.

FCH 798. Research in Chemistry (Credit hours to be arranged)

Independent research in physical and organic chemistry of synthetic polymers, physical and organic chemistry of natural polymers, organic chemistry of natural products, ecological chemistry and biochemistry. One typewritten report required. Fall, Spring, and Summer.

FCH 899. Master's Thesis Research (Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

FCH 997. Seminar (1)

Seminars scheduled weekly; an average of 20 to 30 seminars are given annually. Discussion of recent advances in chemistry. Credit is given only once to a student. Fall and Spring.

FCH 999. Doctoral Thesis Research (Credit hours to be arranged)

Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

FEG—FOREST ENGINEERING**FEG 132. Orientation Seminar: Forest Engineering..... (1)**

One hour per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to engineering as a design profession. Fall.

FEG 300. Engineering Design (1)

One hour of lecture or three hours of laboratory. A focus on application of design processes to the needs and desires of society, with emphasis on systems useful in resource manipulation and development. Concepts of planning and design are reinforced through study, conduct, and critique of design exercises and projects. Fall.

FEG 340. Engineering Hydrology and Flow Controls (4)

Three hours of lecture and three hours of laboratory and discussion. Analysis of the waters of the earth, their occurrence, circulation, and distribution; physical properties and their interaction with their environment. Principles of hydrologic budgeting and routing; and basic hydraulics of open channel, conduit, groundwater and overland flow. Applications of probability as a basis for the design of solutions to groundwater, surface runoff, flooding and water supply problems. Spring.

Prerequisites: CIE 327, IOR 326, and APM 360.

FEG 350. Introduction to Remote Sensing for Engineers (2)

Two hours of lecture per week. The fundamentals of acquiring, analyzing, and utilizing remote sensing data in the performance of natural resource inventories, environmental quality surveys and site development analyses. Oriented for multidisciplinary participation. Spring.

Prerequisite: Junior standing.

FEG 352. Introduction to Remote Sensing (3)

Two hours of lecture and three hours of laboratory per week. Qualitative and quantitative introduction to the fundamentals of acquiring, analyzing, and utilizing remote sensing data in the performance of natural resource inventories, environmental quality surveys, site development studies, and land use analyses. Oriented for multidisciplinary participation.

Prerequisites: Junior standing, physics and calculus or consent of the instructor.

FEG 363. Photogrammetry I (3)

Two hours of lecture and discussion, three hours of laboratory. Basic photogrammetric and photo interpretation concepts as a means of acquiring reliable data for engineering and management planning. Potentials, limitations, instrumentation, and unique requirements are considered. Fall or Spring.

Prerequisite: ERE 371 or equivalent.

FEG 410. Structures (4)

Three hours of lecture, three hours of computation laboratory and discussion. Engineering principles in the analysis, planning design and construction of components and framed structures under various types of loadings. The proportioning of wood, steel and composite members and the design of statically determinate structural systems. Emphasis is placed on the relationship between theoretical stress analysis and codes and specifications for appropriate materials and structural design practices. Fall.

Prerequisites: ERE 362, Scientific Computing.

FEG 420. Harvest Systems Analysis (1)

Three hours of discussion, demonstration and/or field exercises. An introduction to mensuration, harvesting operations, methods analysis, mechanization, and interrelationships between the production and silvicultural aspects of harvesting, is presented. A context is developed for the application of other Forest Engineering courses. Fall.

Prerequisites: FOR 321, ERE 362.

FEG 430. Engineering Decision Analysis (3)

An introduction to the design process as a decision model, with emphasis on determining economic attractiveness of engineering projects, and evaluation of investment alternatives. Analysis of production and construction activities in private and public works activities. Fall.

Prerequisite: IOR 326.

FEG 437. Transportation Systems (3)

Two hours of lecture and three hours of laboratory. Interrelationships between natural features, transportation types, design, and management objectives to provide the most effective system within a given framework. Basic engineering principles in the planning, location, design, construction, and maintenance of suitable transportation systems to serve various aspects of forest resource management. Spring.

Prerequisites: ERE 371, CIE 437, FEG 340.

FEG 448. Advanced Topics in Hydraulics (3)

Three hours of lecture per week. Classroom instruction and exercises introduce advanced concepts in hydraulics. Topics include the energy and momentum principles, critical flow, uniform flow, flow profiles, and unsteady flow, as appropriate. Suitable as an engineering design elective in the forest engineering curriculum. Fall.

Prerequisite: FEG 340 or equivalent as determined by the instructor.

FEG 454. Power Systems (2)

Two hours of lecture per week. Application of alternative technologies to the matching of power needs and resource constraints. Topics include tractive power, wind power, cogeneration, alternative fuels, and photovoltaics. Spring.

Prerequisites: MEE 285, ERE 351, FEG 420.

FEG 464. Photogrammetry II (3)

Two hours of lecture and three hours of laboratory. General analytic photogrammetry including interior and exterior orientation systems, intersection, space resection, and orientation. Correction of photo coordinates for film deformation, lens distortions, atmospheric refraction, and earth curvature. Introduction to photogrammetric plotters. Planning for photogrammetric projects and designing optimum procedures for selected photogrammetric tasks. Fall.

Prerequisite: FEG 363.

FEG 489. Forest Engineering Planning and Design (3)

Two hours of lecture and three hours of laboratory. A curriculum capstone course designed to integrate other coursework with a systematic approach to real life engineering problems. Semester-long laboratory projects are selected to provide experience in dealing not only with technical and economic constraints, but also with environmental, social, legal, and political aspects of the planning process. Spring.

Prerequisite: Senior standing in forest engineering.

FEG 498. Research Problem in Forest Engineering (1-3)

Independent research in topics in Forest Engineering for the highly motivated undergraduate student. Selection of subject area determined by the student in conference with appropriate faculty member. Tutorial conferences, discussions and critiques scheduled as necessary. Final written report required for departmental record. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

**FOR—FORESTRY
(RESOURCES MANAGEMENT)****FOR 132. Orientation Seminar: Forestry (1)**

One hour of lecture/discussion per week. Jointly taught by ESF Student Services and the Faculty of Forestry. Student Services provides an introduction to ESF and to skills necessary for success. The Faculty of Forestry *briefly* describe forestry, what it is, what foresters do, the social contract with the public, the role of forestry and foresters as professionals, and the integration of biophysical, socio-economic, and ethical dimensions of forest resource management. Required of freshmen in the Resources Management and the Dual EFB/FOR programs; open to others as an elective. Fall.

FOR 202. Introduction to Sociology (3)

Three hours of lecture or discussion. General introductory principles and methods of sociology including group dynamics and development, different structural arrangement of social groups, community development and adjustment processes, relationships with the natural environment.

FOR 205. Introduction to Macroeconomics (3)

Three hours of lecture per week. The role of macroeconomic theory in public policy will be emphasized. Basic macroeconomic models of the banking system and of the interplay of consumer, business firms and government purchases of goods and services will be used in the analysis of public policy with respect to stability of consumer prices and the level of employment in the economy, the role of foreign trade in the performance of the national economy. Fall.

FOR 206. Introduction to Microeconomics (3)

Three hours of lecture per week. Consumer behavior, pricing and resource allocation, and the theory of the firm and industry will be emphasized. The role of microeconomic theory in public policy analysis. Spring.

FOR 291. Oral Presentation (1)

Course meets one hour weekly for presentations, discussion, and review. Course objective is improvement of presentation and articulation skills through preparation, delivery, and interactive discussion and evaluation of informational style presentations. Required for Resources Management and Dual EFB/FOR students; open to other ESF undergraduates on a space-available basis. Fall.

Prerequisite: One writing course.

FOR 296. Special Topics in Resource Management/Forestry (1-3)

Experimental, interdisciplinary or special coursework at the freshman or sophomore levels. Subject matter and course format vary from semester to semester or offering on the basis of needs and objectives of the course. Fall or Spring.

FOR 301. Field Dendrology and Ecology (1.5)

One half-day lecture and seven-and-one-half days field study presented as the first portion of the Summer Program in Field Forestry. Field identification and ecology of common trees and some shrub and herbaceous species of the Adirondack area. Natural and cultural history of the area as it affects the growth and development of forest vegetation. Summer.

FOR 302. Forest Surveying and Cartography (2.5)

Course consists of approximately 13 eight-hour class days, combining lectures and practical field applications. The course stresses development of functional ability in the areas of cartography, overland navigation, and land measurement. Summer prerequisite for FOR 303, 322, 332. Summer.

Prerequisite: FOR 301.

FOR 303. Introduction to Forest Resource Measurements ... (3)

Sixteen days of lecture and field exercises. Principles and methods used in the measurement of trees, forest stands, and forest products. Introduction to the principles and methods used in the measurement of wildlife habitat. Emphasis placed upon field procedures and performance. Summer.

Prerequisites: FOR 301 and FOR 302.

FOR 304. Resources Management Field Trips (1)

Approximately one hour of lecture and 6-7 hours of field trips per week for five weeks, presented as an integral part of the Summer Program in Field Forestry. An introduction to organizations involved with integrated resources management, with focus on forestry, and how they are structured to deal with current issues. Required of Resources Management and Dual EFB/FOR students and serves as part of a common experience to draw upon in advanced professional courses. Summer.

FOR 307. Environmental Economics (3)

Three hours of lecture and discussion per week. Economic theory and analysis in the control of external economies and diseconomies in the use of resources. Particular emphasis is placed upon the study and application of economic models to the problems of pollution of air, water, and land. Relationships and interactions of the public and private sectors in the creation and control of externalities. Fall.

FOR 310. Forest Resource Economics and Decision Models (4)

Three hours of lecture/discussion per week, three hours of laboratory. Course examines the applications of principles and models of economics and quantitative decisionmaking to planning and management of forest and related natural resources. Applications to timber, wildlife, water, and outdoor recreation are stressed. Market and nonmarket analyses are covered. Spring.

Prerequisite: Microeconomics, Silviculture, or permission of instructor.

FOR 312. Sociology of Natural Resources (3)

Three hours of lecture/discussion per week, selected field trips. Course develops the concepts and principles of sociology as applied to natural resource questions. Concepts of community, forest-dependent communities, shared identity, and social structures of resource-based groups. Views the forest as an integrated social and biological community. Spring.

Prerequisites: Introductory sociology, junior status, or permission of instructor.

FOR 321. Forest Ecology and Silviculture (3)

Two hours of lecture and one three-hour field laboratory first half of semester; three hours of lecture last half of semester. Survey of forest tree and stand ecology and silviculture concepts and implications for treatment of forest stands for various values. Some field evaluation of forest stands, site and history variables, and treatment alternatives. For students outside Resources Management curriculum; not open to students taking FOR 332 and 334. Fall.

Prerequisite: Botany or general biology.

FOR 322. Forest Resource Measurements and Analysis ... (2)

Two hours of lecture and three hours laboratory per week in first two-thirds of semester. Principles and methods used in the measurement of trees and forest stands, sampling design and analysis, inventory planning, and introduction to the concept of forest growth and yield analysis. Fall.

Prerequisite: FOR 303 or equivalent and APM 391.

FOR 323. Forest Biometrics (2)

Two hours lecture. Statistical techniques for analyzing forest resource problems including simple linear regression, multiple regression, weighted least squares regression, and analysis of variance. Spring.

Prerequisite: APM 391 or equivalent.

FOR 324. Introduction to GIS in Resources Management (1)

An introduction to the use of raster and vector geographic information systems in resources management. Topics include comparison of raster and vector GISs and their data structures, the importance of data quality in the application of geospatial analyses to resources management problems. Spring.

FOR 332. Forest Ecology (3)

Equivalent of three hours of lecture per week. Course stresses a whole plant understanding of tree physiology and autecology as well as applied synecology as related to: 1. the assessment of forest stand, composition, structure, condition, and stage of development, and 2. the creation of specific forest stand structures dictated by varying management objectives (recreation, water, wildlife, wood). Fall.

Prerequisites: Botany and general ecology.

Pre- or Corequisites: Soils.

FOR 334. Silviculture (4)

Three hours of lecture and 3 1/2 hours of laboratory or field trip per week. Study of the practice of silviculture for managing forest stands to serve various interests of landowners. Field trips and exercises provide opportunities to see examples of common silvicultural methods under different management scenarios, and to learn and practice techniques for analyzing forest stands and developing prescriptions for their treatment. Fall.

Pre- or Corequisite: Forest soils, forest influences, silvics, and forest mensuration, or equivalent.

FOR 335. Regional Forest Ecology and Silviculture (3)

Three hours per week of classroom study. Topics cover regional factors that influence ecosystem management methods commonly used in different forest types. Analysis of managed forest ecosystems of the United States with attention to ecological factors, species characteristics, socio-economic conditions and geographical differences in land use. Spring (odd years).

Prerequisite: FOR 332, FOR 334 or FOR 321.

FOR 340. Watershed Hydrology and Water Quality (3)

One to three hours of lecture in classroom and field. Basic principles of watershed hydrology, natural water quality, and interactions between land management practices and water quality, especially the substantive basis underlying Best Management Practices for control of agricultural and silvicultural nonpoint sources on rural lands.

Prerequisite: Soils; geology recommended.

FOR 345. Introductory Soils (3)

Two hours of lecture and three hours of laboratory. Introduction to the fundamentals of soil science as related to various land uses, especially forestry.

Prerequisites: Introductory courses in chemistry and physics.

FOR 360. Principles of Management (3)

Two hours of lecture and one hour of recitation. Basic theories, concepts, principles, and functions of modern management and administration. Planning, organizing, staffing, and human resources management, directing and supervising, communication, controlling, evaluating and budgeting responsibilities in public agencies and private industries, and social and ethical considerations, are among the principal topics emphasized. Spring.

FOR 364. Soil and Water Conservation Policy (3)

An integrated, historical survey of water and related land resource conservation in the United States. Interrelationships of governments and private organizations in their functions of policy-setting and planning, administration of programs, and evaluation of projects. Spring.

FOR 370. Forest Management (3)

Three hours of lecture/discussion per week with selected field trips. Course covers the process of organizing and regulating a forest, timber harvesting and environmental impacts, the legal environment of forest management and role of timber management in forest management. Spring.

Prerequisite: Silviculture and Forest Measurements, or permission of instructor.

Corequisite: Resource economics and decision models, or permission of instructor.

FOR 372. Fundamentals of Outdoor Recreation (3)

Introduction to the programs and practices of federal, state and local agencies and private organizations involved in planning, administration and management of outdoor recreation areas. Emphasis is on major recreational issues and conflicts faced by area managers, and how they integrate solutions into their plans. Spring and Fall.

Prerequisite: Junior standing.

FOR 373. Forest Operations (4)

Three hours of lecture and three hours of laboratory per week. FOR 373 provides a comprehensive examination of forest operations and its role in forest management. Timber harvesting is examined as a system integrating machines, equipment mixes, costs, and labor to implement silvicultural prescriptions. Examination of the managerial implications inherent in decisions concerning the planning, construction, and maintenance of forest roads. Examination of the causes of and the techniques for mitigating adverse environmental impacts of timber harvesting and forest road construction activities. Fall.

Prerequisite: FOR 321 or FOR 334.

FOR 378. New York Forestry (3)

Lecture, discussion, and field trip. Historical development of forests and forest uses in New York, analysis of current issues in New York forestry, and consideration of possible future developments for New

York forests. Provides information useful to geographers, foresters, planners, and others interested in the social environment of New York's natural resources. Fall.

FOR 404. Economics of Wood-Using Industries (3)

Three hours of lecture and discussion. Structure and organization of selected wood-using industries. Analysis of decisionmaking by the firm. Principles of production and marketing including demand and cost analysis and pricing. Special issues and current problems of the industries, and introduction to the newer mathematical and statistical tools for meeting them. Spring.

Prerequisite: Microeconomics.

FOR 405. World Forestry Resources: Problems and Prospects (3)

Three hours of lecture and discussion plus guided readings, pertaining to world forest resources and the problems and opportunities associated with their use and development. Major topics include: world forest resources; production and trade; principal wood-producing countries; forestry and the problems of underdevelopment; and special areas and topics of interest to world forestry. Spring.

Prerequisite: Senior status preferred.

FOR 433. Commodity Production Silviculture (3)

Three hours per week of lecture and discussion stressing the development of prescriptions and the application of silvicultural techniques, primarily for commodity production. Topics include even-aged stand development, intermediate stand treatments, growth and change in uneven-aged stands, natural reproduction methods, assessing tree and stand quality and value, and application of selection system. Students undertake projects as a means for developing deeper understanding of and a capacity for prescribing different silvicultural techniques. Spring.

Prerequisites: FOR 334 and FOR 470, or equivalent. Senior standing required.

FOR 443. Forest Hydrology (3)

Three hours of lecture, or equivalent. Course will examine the basic physical processes of water movement in the hydrologic environment, including snowmelt, infiltration, evapotranspiration, runoff, unsaturated zone processes, and groundwater-streamflow interactions. The focus will be on scientific hydrology, with critical examination of research techniques as applied to the study of small catchments. Linkages to biogeochemistry, remote sensing, and GIS will also be explored. Fall.

Prerequisite: FOR 340 or equivalent.

FOR 445. Hydrological Techniques (2)

One hour of lecture and three hours of lab. Course will provide a hands-on learning experience in current instrument and measuring techniques in hydrology, meteorology and hydrogeology, necessary for research in the environmental sciences. The objective will be to explore the principles that govern the use of sensors and the operation of data acquisition systems. Spring.

Prerequisite: FOR 443 or equivalent.

FOR 446. Forest Soil Classification, Survey, and Interpretation (3)

Three hours of lecture and discussion, one three-hour laboratory. Detailed examination of soil genesis and classification, and the survey and description of the soilscape. Interpretations are made for various land uses, especially forestry. Fall.

Prerequisites: FOR 331 or 345 or an introductory soils course.

FOR 449. Hydrology Computer Laboratory (2)

Three hours of lab, one hour of recitation. Development of proficiency in the use of APL and/or PC: SOLVE (and related software) and in the manipulation, analysis, and interpretation of hydrologic and meteorologic data, and practical experience with the natural spatial and temporal variation of hydrologic data.

Co- or Prerequisite: FOR 340, FOR 540, or FEG 340

FOR 450. Introduction of Environmental Impact Analysis (2)

Two lecture periods per week. The legal history, context, interpretation, and offspring of the National Environmental Policy Act (NEPA) of 1969; scientific considerations of environmental impact analysis; scope of environmental impact, and alternatives to the NEPA procedures. Fall.

Prerequisite: Senior standing.

FOR 455. Forest Genetics and Tree Improvement..... (3)

Two hours of lecture, three hours of lab or field study. General principles of genetics as applied to conservation and utilization of genetic diversity of forest tree species. Selection of elite trees, pollen testing, tissue culture and seed propagation, field-test design, and germplasm conservation and utilization are discussed. Spring.

Prerequisite: FOR 332 or EFB 307.

FOR 465. Natural Resources and Environmental Policy..... (3)

Three hours per week of lecture and discussion. Course examines the working principles creating the structure of natural resource and environmental policy. Specific laws and policies are analyzed as a product of complex history of policy processes spanning common law, legislation, administration, court decisions, local zoning, and economic relationships. Applies basic analytical skills to policy questions. Explores the relationship of the manager to policy processes. Required of seniors in Resources Management and of Environmental Studies students in the Policy and Management Study Area; open as an elective to other undergraduates. Spring.

Prerequisite: Senior status, one semester in both economics and U.S. government.

FOR 473. Planning and Development of Forest Recreation Areas (3)

Three hours of lectures or equivalent laboratory and assignments. Planning and designing forest recreation areas, structures, and facilities. Development of construction plans for camp and picnic sites, for waterfront areas and for trails. Emphasis is on the functional relationship between planning and design, management, and maintenance. Field trips required. Fall.

Prerequisite: FOR 372.

FOR 474. Commercial Recreation (3)

Three hours of lecture and discussion per week, plus one all-day field trip. Introduction to the role of the private sector in providing recreational facilities, programs, and services. Case studies of private recreation enterprises. Emphasis on the requirements for successful commercial recreation ventures. Spring (odd years).

Prerequisite: FOR 372 or equivalent.

FOR 475. Sociology and Psychology of Leisure Behavior (3)

Three hours of lecture and discussion. Introduction to theory and research findings dealing with the sociological and psychological aspects of leisure behavior; field work and lectures demonstrate applications, particularly with regard to leisure behavior. Spring.

Prerequisites: FOR 372, and an introductory course in sociology or psychology, or permission of the instructor.

FOR 476. Tourism Planning (3)

Three hours of lecture/discussion per week. Study of the basic concepts of nature-based tourism planning and its place in community and regional resource development. Course emphasizes the positive and negative economic, social, and environmental impacts of nature-based tourism. Overnight field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 477. Resource Policy and Management (3)

Three hours of lecture supplemented by one hour of discussion and/or lecture. Public and private forest policy formation; principles of modern management; overall management and operation of a productive forest property. Primarily for forest engineers. Not available to Resource Management undergraduates. Fall.

Prerequisites: Mensuration and silviculture, senior standing in Forest Engineering, or by permission of the instructor.

FOR 478. Wilderness and River Recreation Management (3)

Three hours of lecture and discussion per week. Introduction to the federal and state legislation and institutional framework that affects wilderness and river recreation planning and management. Emphasizes dispersed recreation planning, site management, visitor management, carrying capacity, and wilderness and river recreation management plans. One two-day field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 479. Outdoor Recreation Management..... (3)

Three hours of lecture per week. Descriptions of methods and techniques used in Outdoor Recreation Management. Discussion of practices of resource/visitor/services management. Spring.

Prerequisites: FOR 372, Fundamentals of Outdoor Recreation or equivalent, FOR 360, Principles of Management or equivalent.

FOR 480. Urban Forestry (3)

Two hours of lecture, and one hour of discussion or three hours of field study per week. Evaluation and management of urban greenspace resources, with emphasis on trees, in the context of other values and management processes in urban areas. Field practice in evaluating urban greenspace and tree resources. Shared resource course meeting with FOR 680 which has additional requirements. Spring.

Prerequisites: Senior status. FOR core courses or permission of the instructor for seniors in other programs.

FOR 490. Integrated Resource Management I (2)

Two hours of lecture/discussion per week with scheduled field trips and field projects. This course is the first in a two-course sequence which emphasizes the assimilation, integration, and interpretation of the biophysical and socioeconomic sciences. A view of the forest as a unified whole and the planning process are major emphases. Fall.

Prerequisite: Senior standing in Forestry or Dual EFB/FOR, or permission of instructor.

FOR 491. Integrated Resource Management II (2)

Two hours of lecture/discussion per week with scheduled field trips and field projects. This course is the second in a two-course sequence which emphasizes the assimilation, integration, and interpretation of the biophysical and socioeconomic sciences. A view of the forest as a unified whole and the planning process are major emphases. Development of an integrated resource management plan is a major project. Spring.

Prerequisite: FOR 490, or permission of instructor.

FOR 496. Special Topics In Resource Management/Forestry (1-3)

Experimental and developmental courses in new areas of resource management/forestry or areas not covered in regularly scheduled courses. Topics may include but are not limited to the biological, physical, and social dimensions and the many and varied resources of forest lands and forestry. Specific detailed course descriptions for each course taught under the 496 designation are available for student perusal. Fall, Spring, and Summer.

FOR 498. Independent Study in Resource Management/Forestry (1-6)

Independent research or study in resource management/forestry for selected undergraduate students. Selection of subject area, nature of the research or study, and number of credit hours determined by student in conference with appropriate faculty member; initiative in taking FOR 498 rests with the student. Final written report is required for record. Fall, Spring, and Summer.

Prerequisite: Cumulative G.P.A. of at least 2.50 and approval of the advisor and instructor.

FOR 499. Independent Study/Internship In Resource Management/Forestry (7-12)

Independent research or study in resource management/forestry for selected undergraduate students especially designed for internships spent off-campus working for a resource management or forestry oriented firm or organization while also pursuing an academically oriented project. The selection of the study topic will be determined

by the student in consultation with his/her advisor. Guidance will be provided by a faculty committee. Final written report is required for record. Limited to seniors in resource management/forestry. Fall, Spring, Summer.

Prerequisite: Must have a cumulative G.P.A. of at least 3.00.

FOR 520. Application of Ecology (3)

Two hours of lecture and discussion and one to three hours seminar, workshop, or field trip. Exploration of use and implications of ecological concepts for practices modifying terrestrial ecosystems for human benefit. Discussion of ecological writings in relation to applied problems; workshops, field trips, and student presentations exploring ecological implications of specific situations. Course designed for interdisciplinary participation. Spring (even years).

FOR 523. Tropical Ecology (3)

One hour of lecture coupled with a period of intensive field study over spring break on a tropical island in the Caribbean. Principles of tropical ecology, resource management, and island biogeography are presented. Field trips to a variety of tropical ecosystems including: rain forest, coral reefs, crater lakes and montane rain forest. Comparisons with north temperate ecosystems are made. Additional fees required to cover cost of travel and lodging during field portion of course. (Deposit required by mid-December). Requires the ability to swim. Spring.

Prerequisite: EFB 320 or equivalent.

FOR 534. Greenspace Silviculture..... (3)

Two hours lecture; three hours field laboratory or two hours discussion per week. Concepts, techniques, and field practice of evaluating and managing vegetation systems, including site resources, woody and herbaceous vegetation, and use impacts, primarily for on-site, greenspace values on recreation, wildlife and multiple-use lands; roadsides and utility rights-of-way; buffer and protection areas, etc. Fall.

Prerequisites: Graduate status and coursework in silviculture and soils. Qualified seniors by permission of the instructor.

FOR 535. Advanced Forest Soils (3)

Three hours of lecture-discussions concerning the current state-of-the-art in forest soils. Effect of intensive forest management on soil, soil-site-species relationships, forest fertilization tree nutrition. Application of forest soils information to silviculture. Spring.

Prerequisite: FOR 331, 332 or beginning courses in soils and silviculture.

FOR 536. Forest Planting (3)

Two hours lecture and three hours laboratory or field average per week, including up to two all-day field trips. Concepts and techniques of forest planting for land rehabilitation and as a silvicultural system; including species and genetic selection, seed and plant production and evaluation, planting methods and site preparation, and regional case studies. Spring.

Prerequisites: Graduate status and coursework in silviculture. Qualified seniors by permission of the instructor.

FOR 537. Urban Soil in Landscape Design (3)

A description of urban soil, following an introduction to basic soil properties, with explanation of its major problems and discussion of design applications to overcome those problems. Procedures for soil and analysis and site assessment are given. Practical design examples are covered. Three hours of lecture. For Landscape Architecture students only. Spring.

FOR 542. Watershed Management (2)

Two hours of lecture, or equivalent. The impact of the multiple use of forest and range lands on water yield, soil stability, and water quality. Regional and local problems and potential solutions. Fall.

Prerequisite: FOR 340, FOR 540, or equivalent, or with permission of instructor.

FOR 556. Spatial Modeling (3)

Two hours of lecture and three hours of laboratory per week. An introduction to spatial thinking and the use of raster geographic information systems for spatial query, problem analysis, modeling, and decision support in natural and environmental resources analysis, management, and planning. Spring.

FOR 557. Practical Vector GIS (3)

Two hours of lecture and three hours of laboratory per week. An introduction to the use of and planning for the use of vector geographic information systems for problem analysis, modeling, and decision support in resource and environmental management and planning. Fall.

FOR 558. Advanced Vector GIS (3)

One and one-half hours of lecture and discussion and four and one-half hours of laboratory. Course builds on FOR 557 and through learning-by-doing develops skills in using ARC/INFO and database management software for the analysis and/or modeling of natural and environmental resource management and analysis problems. Spring.

Prerequisite: FOR 557 or equivalent.

FOR 561. Land Use Economics (3)

Three hours of lecture/discussion per week. Study of the theory and method of land use economics and the application of economic analysis to open space and regional planning. Emphasis on understanding basic concepts, development of operational methods and data sources. Case studies, outside readings, and guest speakers are utilized. Spring.

Prerequisite: One course in microeconomics.

FOR 562. International Timber Trade (3)

Three hours of lecture. Basic principles of international trade. Structure and procedures of international timber trade. Major trade regions and their relationships. Economic context of timber trade. Emphasis is placed upon methods of analyses for understanding both opportunities and limitations of timber products exports and imports. Fall.

Prerequisites: Two semesters of undergraduate economics, and senior standing in forestry or wood products engineering.

FOR 588. The Law of Natural Resource Administration (3)

Three hours of lecture and discussion. An introduction to the law concerning the procedures, powers, and judicial review of public agencies responsible for the management of natural resources. Topics will include the extent of an agency's rule-making power and the rights of aggrieved parties to appeal from agency decisions. Spring.

Prerequisite: FOR 360 or equivalent course in public administration.

FOR 591. Oral Presentation Techniques (1)

Course meets one hour weekly for presentation and discussion. Course objective is improvement of presentation style and articulation skills through preparation, delivery, and interactive evaluation of information style seminars. Spring.

Prerequisite: Graduate standing and permission of the instructor.

FOR 592. Written and Oral Argumentation (2)

Course meets two hours weekly. Course objective is to improve articulation skills through effective argumentation. Students will participate in weekly discussions of the assigned readings, and each student will prepare, present, and support two position papers to a review panel consisting of students and faculty within the class. Spring.

Pre- or Corequisite: FOR 591.

FOR 620. Silviculture Concepts and Applications (3)

Three hours per week of lecture and discussion stressing the conceptual basis for developing prescriptions and applying silvicultural techniques, primarily for commodity production. Topics include even-aged stand development, intermediate stand treatments, growth and change in uneven-aged stands, natural reproduction methods, assessing tree and stand quality and value, and application of selection system. Students undertake independent research projects as a means for developing deeper understanding of silvicultural concepts, and to improve their capacity for prescribing different silvicultural techniques. Spring.

FOR 625. Productivity of Forest Stands (3)

In two hours of lecture and three hours of laboratory, whole tree, stand, and forest community productivity are studied from an ecophysiological viewpoint. Quantitative techniques and methods used to evaluate biological as well as economic forest production are learned and utilized. From the perspective established, new trends and developments in silvicultural practice are critically examined. Spring.

Prerequisite: Permission of the instructor.

FOR 630. Tropical Forest Ecology and Land Use (3)

Three hours of lecture and discussion per week. Tropical forest environments and associated vegetation are studied from an ecological perspective and development options evaluated: agriculture, natural forest and plantation management, agroforestry, pasturing livestock, and forest preservation.

Prerequisites: Coursework in ecology, soils, and silviculture recommended, but not required.

FOR 635. Forest Soils and Their Analyses (3)

One hour of lecture, one hour of recitation; four hours of field and laboratory study of forest soils, emphasizing plant-soil relationships. Stress on quantification of plant-soil diagnostic techniques and their interpretation. Spring (odd years).

Prerequisites: FOR 446; background in physical and biological recommended.

FOR 640. Isotope Hydrology (3)

This advanced-level course will examine the application of isotope tracing techniques for solving hydrological, hydrogeological, and related environmental problems. Course will be divided into five sections: I) basic principles of catchment hydrology and isotope geochemistry; II) processes affecting isotopic composition of source waters; III) case studies in isotope hydrology; IV) case studies in isotope geochemistry; and V) synthesis and modeling. Fall.

Prerequisite: FOR 540 or equivalent.

FOR 641. Watershed Hydrology and Water Quality (3)

Three hours of lecture in classroom and field. Basic principles of watershed hydrology, natural water quality, and interactions between rural lands' management practices and water quality, especially, the substantive basis underlying and Best Management Practices for application of agricultural and silvicultural nonpoint sources on rural lands. Spring.

Prerequisite: Permission of the instructor.

FOR 642. Snow Hydrology (3)

Three one-hour lectures and two three-day field trips. Physical characteristics of snow and the energy relations important in its accumulation and dissipation. Problems of measurement and prediction of runoff and melt. Potentials for management. Spring.

Prerequisite: SIL 540 or FEG 340.

FOR 643. Forest Hydrology (3)

Three hours of lecture, or equivalent. Course will examine the basic physical processes of water movement in the hydrologic environment, including snowmelt, infiltration, evapotranspiration, runoff, unsaturated zone processes and groundwater-streamflow interactions. The focus will be on scientific hydrology, with critical examination of research techniques as applied to the study of small catchments. Linkages to biogeochemistry, remote sensing, and GIS will also be explored. Fall.

Prerequisite: FOR 340 or equivalent.

FOR 645. Hydrological Techniques (2)

One hour of lecture and three hours of lab. Course will provide a hands-on learning experience in current instrument and measuring techniques in hydrology, meteorology and hydrogeology, necessary for research in the environmental sciences. The objective will be to explore the principles that govern the use of sensors and the operation of data acquisition systems. Spring.

Prerequisite: FOR 643 or equivalent.

FOR 649. Hydrology Computer Laboratory (2)

Three hours of lab and one hour of recitation. Development of proficiency in the use of APL and or PC:SOLVE (and related software) and in the manipulation, analysis, and interpretation of hydrologic and meteorologic data, and practical experience with the natural spatial and temporal variation of hydrologic data. Students design and complete a data processing project.

Co- or *Prerequisite:* FOR 340, FOR 443/643, or FEG 340, or equivalent.

FOR 650. Environmental Impact Analysis Practicum (3)

Two discussion-workshop sessions per week. Team project and case study examination of the art of the environmental impact statement process, and consultant team operations and ethics.

Prerequisite: FOR 450 or equivalent.

FOR 655. Advanced Forest Genetics and Tree Improvement (3)

Two hours of lecture and discussion, three hours of lab or field study. Study of advanced principles of genetics as applied to conservation, and utilization of genetic diversity of forest tree species and other organisms associated with forest ecosystems. Course includes applications of tissue culture propagation and genetic engineering to forest trees. An independent research problem will be undertaken by the student. Spring.

Prerequisite: FOR 332 or EFB 309, or with permission of instructor.

FOR 664. Soil and Water Conservation Policy (3)

One three-hour meeting per week. An integrated, historical survey of water and related land resource conservation in the United States. Interrelationships of governments and private organizations in their functions of policy-setting and planning, administration of programs, and evaluation of projects. Fall.

FOR 665. Natural Resources and Environmental Policy... (3)

Three hours per week of lecture and discussion. Course examines the working principles creating the structure of natural resource and environmental policy. Specific laws and policies are analyzed as a product of complex history of policy processes spanning common law, legislation, administration, court decisions, local zoning, and economic relationships. Applies basic analytical skills to policy questions. Explores the relationship of the manager to policy processes. Shares lecture with FOR 465, but has a separate discussion/seminar section and requires more in-depth readings and a policy analysis paper of a selected topic. Spring.

Prerequisite: Graduate status, one semester in both economics and U.S. government.

FOR 670. Resource Economics (3)

Three hours of lecture and discussion per week. Economic theory and analysis in resource management and use decisions. Study and application of economic models to land, water, forest, wildlife and recreational resources. Relationships and interactions of public and private sector in resource management. Fall.

Prerequisites: Two semester courses of undergraduate economics.

FOR 671. Economics of Nonmarket Goods (3)

Group discussion, lectures, guided readings, case studies, and student projects on the economic aspects of watershed management, fish and wildlife management, and outdoor recreation. Major topics include theories of valuation and application to nonmarket goods, cost analysis for nonmarket goods, and techniques for valuing nonmarket goods and services. Spring.

Prerequisites: FOR 670 or microeconomics or permission of the instructor.

FOR 674. Commercial Recreation (3)

Three hours of lecture and discussion per week, plus one all-day field trip. Provides an overview of the private sector recreational facilities, programs, and services. Reviews the requirements for successful commercial recreation ventures. Quantitative analysis related to business feasibility is emphasized. Spring (odd years).

Prerequisite: FOR 372 or equivalent.

FOR 675. Psychology of Leisure Behavior (3)

Three hours of lecture and discussion. Introduction to theory and research findings dealing with the sociological and psychological of leisure behavior: field work and lectures demonstrate applications, particularly in outdoor recreation. Fall.

FOR 676. Tourism Planning (3)

Three hours of lecture/discussion per week. Study of the basic concepts of nature-based tourism planning and its place in community and regional resource development. Course emphasizes the positive and negative economic, social, and environmental impacts of nature-based tourism. Overnight field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 678. Wilderness and River Recreation**Management (3)**

Three hours of lecture and discussion per week. Reviews the institutional framework that affects wilderness and river recreation planning and management. Emphasis is on understanding management appropriate for dispersed recreational areas in forest and river environments and how planners and managers can use related research information. One two-day field trip required. Fall.

Prerequisite: FOR 372 or equivalent

FOR 679. Outdoor Recreation Management (3)

Three hours of lectures per week. Methods and practices of outdoor recreation management. Spring.

Prerequisites: One course in recreation, one in management or permission of the instructor.

FOR 680. Urban Forestry (3)

Two hours of lecture, and one hour of discussion or three hours of field study per week. Evaluation and management of urban greenspace resources, with emphasis on trees, in the context of other values and management processes in urban areas. Field practice in evaluating urban greenspace and tree resources. Shared resource course meeting with FOR 480, with additional requirements for FOR 680, Spring.

Prerequisites: Permission of the instructor.

FOR 691. Research and Evaluation Techniques in Recreation (2)

Two hours of lecture and discussion per week. An introduction to the design of research and evaluation projects to assist recreation planning and management in the public and private sectors. Emphasis is on understanding the process of design, measurement, and analysis to achieve effective techniques and applications in recreation. Spring (even years).

Prerequisite: Graduate status and previous recreation courses.

FOR 735. Forest Soil Fertility (Applied Studies) (2-4)

Two hours of lecture and one hour of discussion. Up to six hours of laboratory depending on number of credit hours. Influence of soil fertility on development and growth of seedlings and trees, and techniques involved to determine this influence. Chemical and biological analysis to determine levels of soil fertility. Nutrient element deficiencies and their correction by soil amendments and fertilizers. Term projects by the student will be undertaken. Spring (even years).

Prerequisites: CHE 332 and 333, FBO 530, FOR 446 and FOR 635, or equivalent.

FOR 751. World Forestry (3)

Three hours of lecture and discussion. Worldwide forest classification and geographic distribution; comparative study of forest policies and management systems; tropical forestry and deforestation; agroforestry; international timber trade; forest resources and economic development; technology transfers; United States' role in less developed countries' forestry. Spring.

FOR 753. Advanced Natural Resource and Environmental Policy (3)

Three hours per week of lecture and discussion. Course takes a social history approach to examine the working principles forming the foundation for natural resource and environmental policies. These principles will be directed toward an appreciation of the institutional context for the domestic and global natural resource and environmental issues, and an understanding of the values, institutions, policies, and rules which govern societies and their relationship to their environment. Fall.

Prerequisite: Graduate status, highly desired is previous coursework in public policy, natural resource or environmental policy, environmental law, public administration, or property law. For Continuing Education students, experience in public policy, environmental regulation, or government is desirable.

FOR 754. Advanced Forest Administration (3)

Critical appraisal of existing public, semi-public and private forest agencies in the United States, and the comparative study of major administrative organizations and practices. Occasional inspection trips to forestry headquarters and field units and discussion of internal

administrative problems with forest officers. Fall or Spring.

Prerequisite: FOR 360 or equivalent.

FOR 796. Special Topics in Forest Resources Management

..... (1-3)

Lectures, seminars, and discussion. Advanced topics in resource management and policy. Check schedule of classes for details of subject matter. Fall and/or Spring.

FOR 797. Seminar (1)

Individual presentation and group discussion concerning current topics of concern to natural resources or their management. Fall and Spring.

FOR 798. Research Problems in Forestry (1-6)

Special investigation and analysis of forest resource management topics. A study plan and a final written report are required. Fall and Spring.

FOR 895. Graduate Internship (1-6)

Professional experience which applies, enriches, or complements formal coursework. Restricted to Graduate students in Forest Resource Management. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 898. Professional Experience (6-12)

Professional experience which applies, enriches, or complements formal coursework. Restricted to M.S. students in Option 2. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 899. Master's Thesis or Project (1-6)

Investigation leading to the completion of a research-oriented thesis or to an application-oriented project. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 999. Doctoral Thesis Research (1-12)

Investigation leading to the completion of the doctoral thesis. Graded on an "S/U" basis. Fall, Spring, and Summer.

FTC—FOREST TECHNOLOGY**FTC 200. Dendrology I (2)**

Twenty-five hours of lecture and 34 hours of field time. A study of the distinguishing characteristics, growth features, distribution, associates and importance of the major tree species of North America. Seasonal field identification and on-the-spot discussion of habitats, associates, and the place in succession of the predominant forest trees and shrubs as found in the Adirondack area of the Northeast, plus a limited number of introduced species. Fall.

FTC 202. Plane Surveying I & II (5)

Sixty-six hours of lecture and 132 hours of field and laboratory time. An introduction to the theory and practice of plane surveying. Emphasis is on individual skill development through small crew projects, handling typical surveying equipment in typical field situations. Lecture topics include the theory of measurements and errors, mathematics for plane surveying, introduction to field problems and introduction to map use and preparation, United States Public Land Survey System, and concepts of deed descriptions and record keeping procedures. A trip to the County Court House is scheduled for a tour of the Record Room. Field projects include traversing, using forester's and engineer's tools and methods, mapping using field and office methods, and proficiency projects in handling typical surveying instruments. Fall.

FTC 204. Forest Mensuration and Statistics I (3.5)

Sixty-nine hours of lecture and 46 hours of field and laboratory time. A classroom and field study of the basic principles and skills required for timber measurements. Volume tables, their use and construction, are studied. Cruise reports are required in which the student presents cruise results. Various methods of forest sampling are studied, including methods of calculating necessary sampling intensities and sampling errors. Fall.

FTC 205. Forest Mensuration and Statistics II (2)

Four hours of lecture and 60 hours of field and laboratory time. A field problem of practical nature utilizing methods for collecting, analyzing, and presenting data dealing with timber volumes. Spring.

Prerequisite: FTC 204.

FTC 206. Forest Ecology (3)

Forty-eight hours of lecture and 52 hours of field time. Study of weather and weather data collection; students monitoring a forest weather station. Study of climate and soil factors, how they affect trees and forests and the interactions both within the forest community and within the forest ecosystem. Introduction to cover type mapping. Final field problem and written and oral report on the detailed analysis of a forest transect. Fall.

FTC 207. Aerial Photogrammetry (2)

Twenty-five hours of lecture and 44 hours of laboratory. Development of the ability to interpret important ground features by viewing aerial photos singly and in pairs, using stereoscopic techniques and equipment. Scale problems and the making of reliable horizontal and vertical measurements. Radial line plot control for the transfer of detail to base maps. Forest type mapping and forest mensuration using photos. Fall.

FTC 208. Allied Technologies (2)

Twenty-nine hours of lecture and 36 hours of laboratory time. This is a multi-subject course. It provides the student with technical competence in the proper use, design, construction and/or maintenance of forest hand tools, maps and route surveys, trail development and first aid and CPR. Fall.

FTC 209. Forest Roads (2)

Twenty-two hours of lecture and 34 hours of laboratory time. This course provides the student with the technical competence necessary to administer, locate, and design the construction and maintenance of a typical forest gravel road. Spring.

Prerequisite: FTC 202.

FTC 210. Computer Applications (1)

Ten hours of lecture and 20 hours of laboratory time. An introduction to the use of computers, including computer systems, disk operating systems, word processing, development and use of spreadsheets, development and use of a database, and computer applications in forestry and surveying. Fall.

FTC 211. Silviculture I (2.5)

Forty-one hours of lecture and 54 hours of laboratory. Lectures cover orientation, terminology and present a framework of the various treatments used in many common stand conditions to bring the forest into a more productive state in accord with the objectives of management. Emphasis on thinning in computer simulation and field practice. Exercises in planting and pruning. Demonstrations in chemical silviculture. Spring.

Prerequisite: FTC 206 Forest Ecology.

FTC 213. Forest Entomology (1)

Eighteen hours of lecture and 16 hours of laboratory/field time. A study of insects that damage trees and their role in the total forest community. The course covers identification of local forest insects, study of the major pest groups of other forest regions, and control measures including integrated pest management and pesticides. Fall.

FTC 214. Personnel Management (1.5)

Fourteen hours of lecture; 16 hours of laboratory time. A study of company and agency organization functions, including selection of and placement of personnel, training of personnel and performance evaluations, planning for and administering crew responsibilities, human relations in the working situation, and special personnel problems of the forest are covered. Techniques of foremanship are applied in various field exercises in other courses, along with the study of safety hazards, accident prevention, accident classification, and accident reporting. Spring.

FTC 215. Timber Harvesting (2)

Eighteen hours of lecture and 36 hours of field time. This course acquaints the student with the basic harvesting methods and techniques, with emphasis on the Northeast, along with the knowledge of how and where harvesting fits in with other forest uses. Students gain technical competence in timber sale contract administration and basic timber appraising. Spring.

FTC 217. Forest Management (3.5)

Thirty-seven hours of lecture and 68 hours of lab and field work blocked with silviculture. Coverage of the common problems met in organizing a forest property to approach the goals of ownership. Study and practice in techniques of growth measurement and the gathering and use of forest records in general. Review actual examples and case studies of forest management and production activities. Summary application of pertinent information from many other courses in a work plan involving management decisions for an assigned forest property. Spring.

Prerequisite: FTC 206.

FTC 218. Forest Recreation (1.5)

Fourteen hours of lecture and 32 hours of field/laboratory time. This course acquaints the student with the forest recreational resource, its present and future needs. Principles of recreational development and management are discussed with special emphasis placed on the technical aspects. Spring.

FTC 219. Elements of Wildlife Ecology (1.5)

Twenty-four hours of lecture and four hours of field time. A study of the principles of wildlife ecology with fundamentals related to the actions of the preservationist, conservationist, and particularly those of the forest manager. Spring.

FTC 221. Soil/Water Measurements and Control (1.5)

Fourteen hours of lecture and 28 hours of laboratory and field time. A basic introduction to precipitation and streamflow measurements taken at weather stations, snow courses, stream gaging stations, and other sample points. Includes field and lab measurements for determining physical properties of soils related to land management. Discusses forest management practices commonly used to control erosion and water quality. Spring.

Prerequisite: FTC 206 Forest Ecology.

FTC 223. Graphics (1)

Sixteen hours of lecture. An introduction to lettering and drafting with emphasis on the skills needed by the forest or surveying technician. Individual skill development is achieved through several projects. The concept behind each project is explained in handout material and lecture, and each student is then expected to complete the project on his/her own time. Freehand and mechanical lettering plates are produced in addition to precision and map drawings. Fall.

FTC 226. Forest Pathology (1)

Twenty hours of lecture and 16 hours of laboratory/field time. A study of forest and shade tree diseases, disease identification, disease classification, economic and ecological impacts of diseases, and the role of diseases in the forest community. Fall.

FTC 227. Fire Management (2)

Twenty-seven hours of lecture and 16 hours of laboratory/field time. The basic principles of fire ecology, forest fire behavior, fire danger and fire danger rating, forest fire prevention and control, and prescribed burning are covered. Fire behavior and fire danger rating are calculated using computers. Handtool fire suppression techniques are practiced and demonstrated. Spring.

FTC 228. Structure and Growth of Trees (1.5)

Seventeen hours of lecture and 12 hours of laboratory. A study of the various tissues of forest trees and how their growth and development are affected by internal and external factors. Differences in stem structures of some of the more important commercial tree species of the U.S. are studied in the laboratory and these differences are related to the commercial uses of these species. Spring.

Prerequisite: An introductory course in general botany or biology.

FTC 229. Silviculture II (2)

Twenty-six hours of lecture and 28 hours of field and laboratory. Continuation of FTC 211 dealing mainly with the handling of the more complex hardwood and mixed stands common to the Northeast. Special coverages will be offered on current practices of regional importance beyond the Northeast where graduates are likely to be employed. Spring.

FTC 250. Surveying II (1)

Ten hours of lecture and 16 hours of laboratory time. This course expands upon the information taught in Surveying I. A study of traverse calculations, rectangular coordinates, and statistical analysis of surveying data. An introduction to the use of computers in the field of surveying with particular emphasis on entering data, surveying calculations, and development of computer-generated maps.

FTC 251. Advanced Surveying Measurements and Computations (4)

Forty-five hours of lecture and 45 hours of laboratory and field time. A study of advanced survey measurements and computational techniques including state plane coordinates, meridian determination, partition of land, trigonometric leveling and horizontal control. Students will make the necessary surveying measurements in the field and be expected to complete various surveying computations using a hand-held calculator and computer.

FTC 253. Survey Law (2)

Twenty-five hours of lecture and 15 hours of laboratory. A study of the methods of record room research, boundary line establishment by written and unwritten methods, case and statute law related to property surveying, registration of surveyors, liability of surveyors, and professionalism. A mock trial will be conducted based on survey data compiled from FTC 255, Retracement Surveys.

FTC 255. Boundary Surveying (3)

Twenty-four hours of lecture and 28 hours of laboratory and field time. A study of the procedures necessary to conduct a retracement survey including preliminary office procedures, field practices, and preparation of final survey documents. Students will complete several retracement surveys with the data from one survey being used in a mock trial which will be conducted in FTC 253, Land Survey Boundary Law.

FTC 257. Construction Surveys (1.5)

Fourteen hours of lecture and 28 hours of laboratory and field time. A study of the various methods and techniques used to perform construction surveys. Theory, mathematics, and layout of circular, spiral, and vertical curves will be covered. Layout of various construction projects including buildings, roads, pipelines, and bridges will be discussed. Earthwork, slope staking, and cross-section calculations will also be covered.

FTC 259. Advanced Topographic Surveying (1)

Five hours of lecture and 30 hours of field and laboratory time. A study of the techniques and methods used to conduct topographic surveys and develop topographic maps. Several projects are completed using a variety of survey methods and instruments. Maps are developed both by hand and by computer-aided drafting techniques.

FTC 298. Independent Study in Forest Technology (1-6)

Independent study in forest technology to apply, enhance, or supplement forest technology or related natural resource education. Objectives and scope of the project are negotiated in a learning contract between the student and instructor(s), with course admission based on permission of the instructor(s). Limited to those who have attended the complete regular SFT program, or those who have graduated from another forest technology program or a related natural resource program, or to students enrolled in any ESF program other than of the SFT. A maximum of 6 credit hours may be taken by any student in total. Semesters as arranged. Fall, Spring, or Summer.

LSA—LANDSCAPE ARCHITECTURE

(See also courses listed under EIN and CMN)

LSA 132. Orientation Seminar: Landscape Architecture (1)

One hour per week of lecture, discussion, and/or exercises. Occasional field trips. Orientation to campus resources available to ensure academic success. Introduction to the professional culture and some topics of interest to Landscape Architects. Fall.

LSA 282. Landscape Drafting (3)

One hour of lecture and five hours of studio per week. An introduction to the practice of freehand and instrument drafting. Graphic conventions used in landscape architecture as applied to details, plans, and projections. Fall or Spring.

LSA 320. Introduction to Landscape Architecture (3)

Three hours of lecture per week. The course presents an overview and introduction to the profession of landscape architecture. It presents a survey of the development of the profession in the United States and how the profession responds to societal needs in providing services to various public and private clients. Emphasis is placed on understanding the significance of environmental, socio/cultural, physical/visual, and aesthetic factors in developing intervention strategies and designs. Contemporary landscape architectural issues, practitioners, and work are presented. Fall.

LSA 326. Landscape Architectural Design Studio I (4)

Nine hours of studio and one hour of lecture per week. The first in a sequence of studios focusing on the concepts, skills, and methods of design. The course introduces students to the basic vocabulary, concepts, processes, and principles of design; the application and operation of these in the physical environment, including development of three-dimensional spatial concepts. The requirements for this course include readings, examinations, field trips, design exercises, and projects. (Student field trips and materials expenses \$250-\$350). Fall. Prerequisite: Third year BLA status or permission of instructor.

LSA 327. Landscape Architectural Design Studio II (4)

One hour of lecture and nine hours of studio per week. The second in a sequence of studios focusing on the concepts, skills, and methods of design. This course continues the development of design skills through study of the interrelationship between the requirements of a design established in a program the visual character of the site and the development of a designed result. The requirements for this course include readings, examinations, field trips, design exercises, and projects. (Student field trip and materials expenses \$200-\$300). Spring.

Prerequisites: LSA 326, with a minimum grade of C, and CMN 382.

LSA 330. Landscape and Site Assessment (3)

Two hours of lecture and three hours of studio/lab per week. This course will instruct those enrolled in the process of measuring various physical qualities of a site or landscape, and then how to apply knowledge of ecology, natural processes, and human behavior and culture to assess the viability of potential design uses and forms. The material addressed will include land measurement systems, physiography and landform, soils, hydrology, climate, and plant, animal, and human ecology. A variety of manual and computer techniques for data collection, analysis and synthesis of natural and cultural systems information will be explored. The course will concentrate on the comparison of synthesis techniques and their use in land use and design decision making. Occasional local field trips will be utilized. Spring.

Prerequisite: LSA 411 or permission of the instructor.

LSA 342. Landscape Architectural Construction Technology (4)

Three hours of lecture and three hours of studio/lab per week. Lectures, projects, and assigned readings. This course provides an introduction to important site construction basics, including landscape grading and landform manipulation. Topics addressed will include appropriate slopes for various site uses, surface and subsurface drainage, principles of cut/fill analysis, pedestrian and vehicular circulation design, horizontal and vertical road alignment, storm water management, and soil erosion control. Appropriate methods and technologies will be demonstrated through studio projects and exercises. Spring.

Prerequisite: College math (with Algebra and Trigonometry), LSA 326, or permission of instructor.

LSA 351. Seminar: Land Use Planning (1)

One hour of lecture/discussion per week. Introduction to the planning profession with emphasis on community land use planning. Prerequisite: Enrollment in the Land use Option of the Environmental Studies program.

LSA 410. Computer-Aided Design and Drafting (3)

One-half hour of lecture, two and one-half hours of laboratory, and a minimum of six hours additional laboratory is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for this course include completing self-tutorials, creating drawings, and the completion of two major projects.

Prerequisite: General knowledge of manual drafting.

LSA 411. Natural Processes in Planning and Design (3)

Two hours and forty minutes of lecture per week. An overview of basic principles and processes of physical and biological landscape systems with respect to their roles in landscape design and planning. Emphasizes landform, soil, slope, hydrology, climate, energy, and general ecological issues as common elements influencing landscape design and the land use decisionmaking process. Sources and uses of environmental data are discussed. Fall.

LSA 422. Landscape Architectural Design Studio III (4)

One hour of lecture and nine hours of studio per week. This course is a continuation of skill development, theory, and strategies as they relate to design issues and process. Emphasis is placed on in-depth investigation of concept and form expression in small scale site design. Focus is on the form implications of applying specific materials, plantings, and structural systems through design development and detailing. Occasional field trips to illustrate various design solution. (Student field trip and materials expenses \$200-\$300). Fall.

Prerequisites: LSA 327, with a minimum grade of C, LSA 330, and LSA 342.

LSA 423. Landscape Design Studio IV (4)

Twelve hours of studio. This course emphasizes skill development, theory, and strategy as they relate to large-scale site design situations. Continues prior courses' emphasis on design process and form manipulation. Occasional field trips to illustrate and inspect design form. Spring.

Prerequisite: LSA 422, with a minimum grade of C.

LSA 424. Preparation for Off-Campus (1)

One hour of lecture and discussion per week. The initial orientation and exploration of suitable landscape architecture or environmental studies topics for study during LSA 460. Students will tentatively select topics, form off-campus groups, and be assigned a faculty advisor. Fall.

Prerequisite: Senior BLA standing, or permission of instructor.

**LSA 425. Orientation for Off-Campus
Experiential Studio (2)**

Two hours of lecture and discussion per week. Preparation of a proposal for faculty approval to investigate a topic within a scope of landscape architecture or environmental studies. Investigation and documentation of an off-campus location appropriate to conduct the proposed study. Orientation to field study experiences and completion. Spring.

Prerequisite: LSA 424, or permission of the instructor.

LSA 431. Plant Materials (2)

Field trips and discussion. Ornamental woody plant identification. Observation and sketches of outstanding examples of planting design. Two weeks. Summer.

Prerequisite: Permission of the instructor.

LSA 433. Plant Materials II (3)

Three hours of lecture each week. This course concentrates on woody and herbaceous plant materials used in landscape architecture and their arrangement and composition in spatial design. Concepts covered include ecological relationships of plants; ornamental plant materials use and identification; plant culture, propagation, and maintenance; transplanting; planting plans and specifications; and planting design and composition. Fall.

Prerequisite: LSA 431 or permission of the instructor.

LSA 434. Design Materials (1)

Three hours of lecture for last one-third of a semester. An introduction to wood, concrete, masonry, asphalt, stone, and synthetic materials intended to provide students with an understanding of the basic visual, structural, and maintenance principles of each, in order to both use the materials in design and prepare written specifications. Fall.

LSA 442. Site Grading (2)

Two hours of lecture and three hours of studio during first two-thirds of semester. Lectures, projects, and assigned readings. The study of grading as the primary means of landform modification in landscape architectural design. Primary emphasis will be given to principles of grading, including contour manipulation, sections, profiles, and computations. Concepts of establishing acceptable slopes and positive surface drainage will be introduced. Enrollment limited to BLA or MLA students. Fall.

Prerequisite: LSA 330.

LSA 443. Site Drainage Systems (1)

Three hours of lecture for last one-third of semester. Lectures, projects, and assigned readings. Provides a basis for the design of drainage systems. Coverage includes concepts relevant to understanding precipitation, methods of run-off quantification, open channel flow, systematic pipe network analysis. Enrollment limited to BLA or MLA students. Fall.

Prerequisite: LSA 330.

LSA 444. Vehicular Circulation Design (1)

Three hours of lecture for first one-third of semester. Lectures, projects, and assigned readings. Must be taken concurrently with LSA 423. Introduces the circular geometry of horizontal curves and the parabolic geometry of vertical curves, curve coordination based on safety and aesthetic relationships, road grading. Enrollment limited to BLA or MLA students. Spring.

Prerequisites: Computer programming and surveying.

LSA 451. Comprehensive Land Planning (3)

Three hours of lecture per week. Introduction to the planning process including survey and analysis techniques, the comprehensive plan, political context, and land use controls. Selected functional planning areas such as land use, environmental, growth management, regional planning, and economic development planning. Legal and historical basis. Spring.

Prerequisite: LSA 411 or permission of the instructor.

LSA 453. Community Land Planning Workshop (4)

Land use and environmentally related planning issues explored through a case study including surveys, analyses, plan preparation, development of implementation strategies, and report preparation. Spring.

Prerequisites: LSA 411 and 451 or permission of the instructor.

LSA 454. Professional Practice Studio (3)

Six hours of studio, one hour of recitation per week. Studio problems, research, discussion and recitation sessions on the processes and methods of office practice. Emphasis on all aspects of site development. Spring.

Prerequisite: Fifth year status or permission of the instructor.

**LSA 455. Professional Practice in Landscape
Architecture (2)**

Two hours of lecture. This course examines the historic and contemporary modes of landscape architectural practice including practice types, ethics, operations, and client systems. Particular emphasis is given to the projected trends of professional practice and with impact on future roles for the landscape architect. Professional development is reviewed as it relates to internship, licensing, and continuing education. Occasional field trips will be utilized. Spring.

Prerequisite: Senior status in landscape architecture or permission of the instructor.

LSA 460. Off-Campus Experiential Studio (15)

Forty-five hours per week. The articulation of the study plan, as approved by the Faculty, through research, readings, field study with graphic and written documentation, and group discussion. Academic study

in an off-campus location in the area of significance to landscape architecture or environmental studies, as described and delineated in a proposal prepared by the student with approval by the Faculty. Fall, Spring, and Summer.

Prerequisites: LSA 425 and LSA 423, with a minimum grade of C, or a proposal, study plan and equivalent instruction approved by Off-Campus Program Director.

LSA 471. Landscape Design Studio VI (4)

Twelve hours of studio. Studio problems, research, drafting and field trips. Concentration on complex urban problems. Concern for social and psychological considerations of the individual and large groups of people, their interaction and resultant forms of the environment. Spring.

Prerequisite: Permission of the instructor.

LSA 472. Landscape Design Studio VI (4)

Twelve hours of studio. Investigation of a problem in landscape architecture as proposed by the student and conducted in conjunction with faculty advisor. Spring.

Prerequisite: Permission of the instructor.

LSA 473. Community Design and Planning Studio (4)

Nine hours of studio and one hour of lecture per week. Land use and environmentally-related planning issues at the town/village scale and at the urban fringe are explored through a case study including surveys, analyses, plan preparation, development of implementation strategies, and report preparation. Spring.

Prerequisite: Permission of the instructor.

LSA 480. Seminar in Urban Design (3)

There are three hours of seminar per week. This course is an exploration of literature and case studies that address the history, theories, principles and practice of 19th and 20th century North American and European urban design. The format includes readings, discussion and presentations, papers, and a three-day field trip. Fall.

Prerequisite: Permission of the instructor.

LSA 481. Cultural Landscape Preservation (3)

Two hours of presentation and one hour of discussion per week. The course provides an overview and introduction to cultural landscape preservation and the general preservation movement in the United States. Philosophy, history, and legislation of the preservation movement will be presented. The focus will be on preservation terminology and application, standards, guidelines, and procedures. Research, identification, evaluation of significance, and integrity and treatment of cultural resources will be explored. Limited enrollment. Spring.

Prerequisite: Permission of instructor.

LSA 495. Selected Readings in Landscape Architecture (1-3)

Exploration of selected readings in depth with individual independent study upon a plan submitted by the student and related to credit hours assigned. Upon approval of the instructor, the student may systematically investigate some subject area encountered in regularly scheduled courses or may initiate research on a variety of subject areas of determined relevance.

Prerequisite: Permission of the instructor.

LSA 496. Special Topics in Landscape Architecture (1-3)

One to three hours of class meetings. Special topics of current interest to undergraduate students in landscape architecture and related fields. A detailed course subject description will be presented as a topic area is identified and developed.

Prerequisite: Permission of the instructor.

LSA 498. Introductory Research Problem (1-3)

Guided study of a selection of problems relating to landscape architecture and environmental design. Emphasis on study procedure and methods employed. Enrollment at periodic intervals throughout the semester. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

LSA 553. Visual Landscape Analysis (3)

An introduction to landscape visual assessment, including landscape perception, introduction to methods of visual landscape inventory and evaluation, visibility determination, psychometric assessment, visual impact assessment, and visual resource management strategies. Field trips may be required.

LSA 556. Visual Landscape Simulation (3)

Two hours of lecture and discussion and three hours of workshop per week. An introduction to the theory and principles of creating visual landscape simulations. Students will develop skill in digital photography techniques and apply them to an assigned project. Fall or Spring.

LSA 596. Special Topics in Landscape Architecture (1-3)

Experimental or special coursework in landscape architecture for graduate and undergraduate students. Subject matter and method of presentation vary from semester to semester.

Prerequisite: Permission of the instructor.

LSA 600. Design Studio I (4)

Nine hours of studio and one hour of lecture/discussion per week. The first in a sequence of studios focusing on the concepts, skills, and methods of design. This course introduces students to the basic vocabulary of theoretical design principles, to the application and operation of these in the physical environment, and to the development of three-dimensional spatial concepts in community scale patterns. The requirements for the course include readings, examinations, field trips, design exercises, and projects. Fall.

Prerequisite: MLA status or permission of the instructor.

LSA 601. Design Studio II (4)

Five hours of studio and one hour of lecture per week. The second in a sequence of studios applying the concepts, skills, and methods of design in a critical analysis of various natural and human systems in community scale environments. Concentration is on the evaluation of options concerning a variety of land use activities, with special emphasis on landscape analysis and the functional and spatial quality of built environments. The requirements for this course include readings, examinations, field trips, design exercises, and projects. Spring.

Prerequisites: MLA status and LSA 600, CMN 552, or permission of the instructor.

LSA 610. Computer-Aided Design and Drafting (3)

One-half hour of lecture, and two and one-half hours of laboratory, and a minimum of six hours additional laboratory is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for the course include completing self-tutorials, creating drawings, and the completion of two major projects.

Prerequisite: General knowledge of manual drafting.

LSA 611. Natural Processes in Planning and Design (3)

Two hours and forty minutes of lecture and one hour of discussion per week. This course addresses basic principles and processes of physical landscape systems with respect to their roles in landscape design and planning. Sources and uses of environmental data are discussed and illustrated. An emphasis is placed on landform, soil, slope, hydrology, climate, and general ecological issues as common elements influencing landscape design and the land use decisionmaking process. Fall.

Prerequisite: MLA status or consent of the instructor.

LSA 615. Site Construction Grading, Drainage and Road Layout (3)

One hour of lecture and six hours of studio per week. This course provides an introduction to important site construction basics, including landscape grading and landform manipulation to achieve appropriate slopes for use and positive surface drainage, principles of cut/fill analysis and subsurface drainage, horizontal and vertical alignment for road design, storm water management, and soil erosion control. Appropriate analysis methods and technologies will be employed through studio projects and exercises. Spring.

Prerequisite: MLA status, concurrent enrollment in LSA 601 or consent of the instructor.

LSA 620. Design Studio III—Advanced Site Design (4)

One hour of lecture and nine hours of studio per week. This course is the third in a sequence of landscape architectural design studios. It focuses on advanced issues in site design and on the integration of project programming and design development into the design process. Concentrations include detailed designing for site layout, grading, storm water management, interior and exterior planting, site furnishing, and site lighting. Design exploration and project communication techniques are pursued such as CAD, reprographics, and computer-based visual simulation. Course requirements include readings, field trips, exercises, and design projects. Fall.

Prerequisites: MLA status, LSA 601, LSA 611, LSA 615, or consent of the instructor.

LSA 621. Design Studio IV—Community Design and Planning (4)

Nine hours of studio and one-hour of lecture/discussion per week. Design studio problems addressing principles and practice of community design, the structure and language of human settlements, community design process, natural systems and community design, and an introduction to the history, traditions and literature of the field. Spring.

Prerequisite: LSA 620 or consent of the instructor.

LSA 625. Orientation for Off-Campus Experiential Studio (2)

This course includes two hours of lecture/discussion per week. It is an exploration of cultural, logistical, and academic issues relevant to a research, internship, or self-directed study experience abroad. The format also includes research and readings. Open to MLA and MS candidates. Spring.

LSA 640. Research Methodology (3)

Three hours of lecture and discussion per week. This course focuses on the application of scholarly and scientific methodology to the activity of intellectual inquiry. The purpose is to enable students to identify researchable questions and introduce the methodology necessary to answer these questions in an unambiguous and objective manner. The course addresses issues of theory, research organization, experimental design, sampling theory, data manipulation, and communication with respect to proposals, projects, theses, and technical papers. Spring.

Prerequisite: Graduate standing or consent of the instructor.

LSA 650. Behavioral Factors of Community Design (3)

Three hours of lecture and discussion. An introduction to the contribution of the behavioral sciences to community design and planning is provided. Readings and discussions concern both theoretical and methodological aspects. Case studies are used to illustrate a variety of current behavioral science applications. Course assignments to familiarize the student with basic behavioral science methods including questionnaires, observations, and interviews. A final project provides an opportunity to synthesize course materials. Fall or Spring.

Prerequisite: MLA status or permission of the instructor.

LSA 652. Community Development and Planning Process (3)

Three hours of lecture per week. This course introduces planning and community development as connected, interdependent processes. Community dynamics, the participants in the planning and development processes, theories, principles and practices, and the role of design, will be explored. Lectures, seminars, guest speakers, research projects, readings, and discussion will be used to engage the course material. Fall.

LSA 654. Ecology in Landscape Design and Planning (3)

Three hours of lecture and discussion per week, with some Saturday field trips required. This course addresses methods of describing vegetative patterns in the landscape, emphasizing the processes that produce these patterns and the interactions that cause them to change. Familiarization with natural and cultural plant communities and the species that dominate their composition. The purpose is to identify the major biotic components that shape the ecological landscape, and relate them to pragmatic issues of land use, vegetation management, and landscape design. Fall.

Prerequisites: LSA 433, or LSA 533, or EFB 320, or EFB 578, or a dendrology course, or consent of the instructor.

LSA 655. Professional Practice (4)

Two hours of lecture and six hours of studio per week. This course provides an overview of contemporary professional practice in public and private sectors, including steps in project implementation, familiarization with project management, marketing techniques, professional standards/conduct/registration, liability and ethics. Students will complete a set of typical construction documents in this course. Spring.

Prerequisite: MLA status or consent of the instructor.

LSA 671. History of Landscape Architecture (3)

Three hours of lecture-seminar. Regular use of slides and other projected lecture material; assigned texts as a basis for lecture; supplemental readings, assigned and individually researched; class discussion from readings and lecture; and student presentations and term paper. Historical study and style analysis of Western man's efforts to design his environment and his changing attitudes and relationships to environment. Also, non-Western coverage where significant or influential on Western man. Study of historical personalities as well as periods that are of environmental concern up into the modern periods. Fall.

Prerequisite: MLA standing or permission of the instructor.

LSA 680. Seminar in Urban Design (3)

There are three hours of seminar per week. This course is an exploration of literature and case studies that address the history, theories, principles, and practice of 19th and 20th century North American and European urban design. The format includes readings, discussion, oral presentations, papers, and a three-day field trip. This course fulfills the seminar requirement for students in the Community Design and Planning area of study. Fall.

Prerequisite: Permission of the instructor.

LSA 681. Cultural Landscape Preservation (3)

Two hours of presentation and one hour of discussion per week. The course provides an overview and introduction to cultural landscape preservation and the general preservation movement in the United States. Philosophy, history, and legislation of the preservation movement will be presented. The focus will be on preservation terminology and application, standards, guidelines, and procedures. Research, identification, evaluation of significance and integrity, and treatment of cultural resources will be explored. A major research project and presentation are required. Spring.

Prerequisite: Permission of the instructor.

LSA 696. Special Topics in Landscape Architecture (1-3)

Experimental or special coursework in landscape architecture for graduate and undergraduate students. Subject matter and method of presentation vary from semester to semester.

Prerequisite: Permission of the instructor.

LSA 697. Topics and Issues of Landscape Architecture (1)

Two hours of lecture and discussion every other week. Topics for discussion are selected to acquaint the entering graduate student with a generalized view and current issues facing landscape architects. Students are required to audit LSA 320 concurrently. Fall.

Prerequisite: MLA students or permission of the instructor.

LSA 699. Landscape Architecture Internship (1-6)

Internships provide students with a supervised field experience to apply and extend their academic abilities in a professional working environment. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisite: Fast Track BLA/MLA status and written approval of an internship contract by major professor, curriculum director, and field supervisor.

LSA 700. Design Studio V—Integrative Studio (4)

One hour of lecture and nine hours of studio per week. This studio requires the integration of design/planning processes, research methods and information, and technical skills through focus on large-scale, community-based or multicommunity-based projects. Studio work will require individual and team work, as well as consideration of multidisciplinary contributions and interdisciplinary work. This studio is the final studio for all MLA students. Fall.

Prerequisites: LSA 600/601, LSA 620/621 or permission of the instructors.

LSA 760. Off-Campus Experiential Studio (12)

This course involves research, internship, or self-directed study abroad with faculty guidance. Activities include field analysis, research, documentation, or directed field work based on faculty-approved student proposals. Immersion in the host culture is a required aspect of this course. A final report is required. The course is open to MLA and MSLA candidates. Summer and Fall.

Prerequisites: LSA 625 and LSA 799 with a grade of B or better.

LSA 796. Special Topics in Landscape Architecture (1-3)

One to three hours of class meetings. Special topics of current interest to graduate students in landscape architecture and related fields. A detailed course subject description will be presented as a topic area is identified and developed.

Prerequisite: Permission of the instructor.

LSA 798. Research Problem

.....(Credit hours to be arranged)

Special study of assigned problems relating to landscape architecture or planning, with emphasis on critical thinking. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

LSA 799. Project Proposal Development (1-3)

One hour of lecture/workshop per week. During this course, a student will prepare a proposal for a thesis/project in the MLA program. Spring or Fall.

Prerequisite: LSA 640 or permission of the instructor.

LSA 800. Design studio IV-Capstone Studio (4)

This studio course includes nine hours of studio and one hour of lecture per week. It consists of one or more projects that integratively address issues pertinent to the graduate program's areas of study. The format includes research, design, presentations, lectures/seminar, and field trip(s). Students must demonstrate the ability to apply design and planning skills to community and place. Requires of MLA candidates; open to MS candidates. Spring.

Prerequisite: LSA 621 or permission of the instructor.

LSA 898. Professional Experience (1-12)

A supervised external professional work experience which satisfies Option 2 of the master's study integration requirement. Graded on an "S/U" basis. Fall, Spring, and Summer.

Prerequisites: Formation of committee, approval of proposed experience by committee, and the sponsor of the professional experience.

LSA 899. Master's Thesis Research

.....(Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Graded on an "S/U" basis. Fall, Spring, and Summer.

PSE—PAPER SCIENCE AND ENGINEERING**PSE 132. Orientation Seminar: Paper Science and Engineering (1)**

One session per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to PSE as a field of inquiry and career path. Fall.

PSE 300. Introduction to Papermaking (3)

Three hours of lecture. Historical and commercial consideration of the paper industry. Technology of papermaking with emphasis on stock furnish, stock preparation and paper machine operation. Introductory discussions of papermaking materials and formation and reactions of a fibrous web. Fall.

PSE 301. Pulp and Paper Processes (3)

Three hours of lecture. Technological consideration of pulping and bleaching of woody raw material. Includes consideration of wood procurement and preparation, pulping and bleaching processes, recovery of secondary fibers, pollution abatement and other ancillary operations. Spring.

Prerequisites: FCH 572, PSE 300 (or concurrent).

PSE 304. Mill Experience (2)

Twelve weeks full-time pulp or paper mill employment approved by the faculty between the junior and senior years. The student must submit a comprehensive report to fulfill this requirement. Summer.

PSE 361. Engineering Thermodynamics (3)

Principles of classical thermodynamics applied to engineering practice. First and second laws; heat effects; property functions and their correlation; physical and chemical equilibria; solutions and mixtures; power and refrigeration cycles. Thermodynamic analysis of processes and systems via case studies and computer simulation. Fall.

Prerequisites: Physics, calculus, PSE 370 and FCH 360 or equivalent.

PSE 370. Principles of Mass and Energy Balance (3)

Three hours of lecture. Conservation of mass and energy applied to steady-state and dynamic process units and systems. Problem analysis and solution; computational techniques. Thermodynamic data and their use; real vs. perfect gases; steam properties; psychrometry. Fall.

Prerequisites: Calculus, physics, and FCH 360 (or concurrent).

PSE 371. Fluid Mechanics (3)

Three hours of lecture and/or demonstrations. The study of momentum transfer. Steady and unsteady flow of liquids and gases in pipelines, ducts, open channels, and porous media. Movement of particles in fluid media. Newtonian and non-Newtonian flow and flow of suspensions. Filtration, sedimentation, centrifugation, agitation and mixing. Characteristics and selection of pumps, blowers, agitators and other equipment. Flow measurement and flow system design with economic considerations. Fall.

Prerequisites: College level physics and chemistry, calculus.

PSE 372. Heat Transfer (3)

Two hours of lecture and/or demonstration. The study of heat transfer including conduction, convection, radiation and their applications in industry. Heater and heat exchanger design and selection, and industrial evaporation. Spring.

Prerequisites: PSE 370 and 371 or equivalent.

PSE 456. Management in the Paper Industry (3)

Provides the student with interactive contact with active executives in the paper and allied industries. The student will develop and present studies of business cases in discussion forum to the class. An understanding of how general managers operate to manage an entire organization will be presented by visiting experts, class participation, group presentations, written papers, and examinations. Spring.

PSE 461. Pulping Technology (3)

One hour of lecture and six hours of laboratory. Discussion of pulping and bleaching processes: effect of chemical and physical variables on the wood components and pulp properties; chemistry involved. Experiments in pulping and bleaching, and pulp evaluation. Fall.

Prerequisites: PSE 301, FCH 360 and FCH 361 or equivalent.

Note: A student may not enroll in or receive credit for both PSE 461 and ERE 671.

PSE 465. Paper Properties (4)

Three hours of lecture, three hours of laboratory and discussion. Evaluation and study of the physical, optical, and chemical properties of paper and the interrelationships existing between paper manufacturing methods, papermaking additives, test results and the ultimate properties desired in the finished paper. Fall.

Prerequisites: PSE 300 and PSE 301.

Note: A student may not enroll in or receive credit for both PSE 465 and ERE 677.

PSE 466. Paper Coating and Converting (2)

Two hours of lecture. Evaluation and study of various coating materials and processes used by the paper industry. Introduction to polymers and their use in converting operations. Study of materials and equipment used in converting operations, fundamentals and parameters which control their use, effects on final properties of papers. Spring.

Prerequisite: PSE 465.

Note: A student may not enroll in or receive credit for both PSE 466 and ERE 678.

PSE 467. Papermaking Wetend Chemistry (3)

Provides the student with the fundamental principles of Colloid and Surface Chemistry as they relate to the interaction of papermaking materials and chemical additives in the wetend of a papermachine system. The topics of retention of fine solids and dewatering are addressed in detail. Application of the various topics presented during the course are made during a pilot papermachine trial. Spring.

Prerequisite: Senior standing in PSE program or consent of the instructor.

PSE 468. Papermaking Processes (3)

Two hours of lecture and three hours of laboratory. Study of the papermaking process, featuring operation of the pilot paper machine. Emphasis is on the fundamentals of stock preparation, paper machine operation, evaluation of the finished product and the collection and analysis of data to develop material and energy balance. Results of each paper machine run are evaluated in seminar-type discussions. Spring.

Prerequisites: PSE 461 and PSE 465.

PSE 473. Mass Transfer (3)

Three hours of lecture. The study of mass transfer, humidification, air conditioning, drying, gas absorption, distillation, leaching, washing, and extraction. Fall.

Prerequisites: PSE 370, 371, and 372 or equivalent.

PSE 477. Process Control (3)

Two hours lecture and discussion and one to three hours computer lab or field trip per week. Presents an introduction to the principles of process control. Linear analysis, Laplace transforms, and nonlinear simulation are presented and applied to feedback, feedforward, cascade and adaptive control. Examples of process simulation, accuracy and stability of control are drawn from paper industry processes. Fall.

Prerequisite: Differential equations or consent of the instructor. Senior standing desirable.

PSE 480. Process and Plant Design I: Analysis (3)

Engineering analysis of modern plant practice in the pulp and paper, chemical and related industries. Operating costs, profitability criteria, optimization techniques and evaluation of alternatives. Modeling and computer simulation of process units and systems; use of typical software. Design exercises and case studies. Spring.

PSE 481. Process and Plant Design II: Synthesis (3)

Design-project procedure; data sources and development. Application of simulation and computer-aided design to process synthesis and plant layout. Formulation and solution of original design problems. Fall.

Prerequisite: PSE 480 or permission of the instructor.

PSE 491. Paper Science and Engineering Project I (1)

Student makes a systematic survey of all available literature on the problem assigned him and incorporates it in a formal, typewritten report. An essential part of this report is a detailed outline of a research project which the student may undertake during the next semester (PSE 492). Fall.

Prerequisites: PSE 300 and PSE 301.

PSE 492. Paper Science and Engineering Project II (3)

The analysis of a problem, the synthesis of a solution and the basic design of the facilities needed to solve a problem. Laboratory research, field work, and consulting as needed in addition to the literature survey completed in PSE 491. Progress reports and a final report and seminar-style presentation. Spring.

Prerequisite: PSE 491.

PSE 496. Special Topics (1-3)

Lectures, conferences, and discussions. Specialized topics in chemistry, chemical engineering, and physics as well as topics pertaining to management as related to the pulp, paper, paperboard, and allied industries.

PSE 498. Research Problem (1-4)

The student is assigned a research problem in pulping, bleaching, refining, additives, quality control of paper or paper products, or chemical engineering. The student must make a systematic survey of available literature on the assigned problem. Emphasis is on application

of correct research technique rather than on the results of commercial importance. The information obtained from the literature survey, along with the data developed as a result of the investigation, is to be presented as a technical report. Fall, Spring, and Summer.

Prerequisites: PSE 461 and PSE 465.

WPE—WOOD PRODUCTS ENGINEERING**WPE 132. Orientation Seminar: Construction Management and Wood Products Engineering (1)**

One hour per week of lecture and discussion. Introduction to campus resources available to ensure academic success. Fall.

WPE 300. Properties of Wood for Designers (2)

Two hours of lecture. An introduction to the basic structure and properties of wood for the designer. Discussion of the effects of wood structure and properties on practical woodworking techniques. Fall.

WPE 322. Mechanical Processing (3)

Two hours of lecture and three hours of laboratory. Primary log reduction methods and industry practices. Lumber grading. Wood cutting principles. Machining practice in secondary wood-using industries. Experience in the operation of certain primary and secondary machining equipment. Fall.

WPE 326. Fluid Treatments (2)

Two hours of lecture. An introduction to wood-moisture relationships, wood permeability and pressure treatments, thermal conductivity, water-vapor movement, and drying and fire retardancy. The flow of fluids, heat and water vapor are treated as analogous phenomena and are related to the cellular structure of wood. Unsteady-state flow of gases, heat and water vapor are introduced. Spring.

WPE 327. Fluid Treatments Laboratory (1)

Three hours of laboratory. Laboratory studies in relative humidity measurement, wood-moisture relationships, the relationship between permeability and treatability, wood-preservative treatments, wood drying and flame testing. Spring.

Pre- or Corequisite: WPE 326.

WPE 330. Building Codes and Zoning Practices (3)

This course shall introduce the student to the New York State Building Code and local fire, zoning and administrative ordinances pertaining to the construction and maintenance of buildings. The student shall be introduced to building system classification, systems components including mechanical, electrical, fire, and structural elements; and the need for safety regulations governing construction and occupancy of buildings. Emphasis shall be placed on construction plans review and code enforcement administration. Fall or Spring.

WPE 331. Construction Safety (3)

Introduction to Occupational Safety and Health Practices in the construction industry. This course provides an overview of the U.S. Department of Labor, Occupational Safety and Health Regulations 1910 and 1926 Standards. Coursework includes a detailed study of Construction Safety and Hazardous Communications programs. Topics include personal protective equipment, tools, electrical power, ladders and scaffolding, floor and wall openings, cranes and power equipment, concrete work, erection and demolition. Fall.

WPE 332. Mechanical and Electrical Equipment (3)

This course shall introduce the basic concepts of mechanical systems design and construction for residential and commercial buildings. Systems design and equipment selection are performed for heating, cooling, plumbing, sanitation, electrical, lighting, and acoustics. Emphasis is placed on the use of the New York State Building Code, the New York State Energy Conservation Code, the National Electrical Code, and the American Society of Heating, Refrigeration and Air Conditioning Engineering Manual. Spring.

WPE 335. Cost Engineering (3)

Methods and procedures for analyzing and forecasting costs. Equivalence. Comparative cost evaluation of alternatives. Depreciation and Taxes. Profitability. Break-even and minimum cost analysis. Productivity. Capital, operating, and equipment costs. Linear programming applications. Fall.

WPE 342. Light Construction (3)

Three hours of lecture. Elements of structural design, light-frame construction, blueprint reading, and estimating. Fall or Spring.

WPE 343. Construction Estimating (3)

Introduction to construction estimating by the quantity takeoff method. Residential and commercial estimates shall be performed by the student using Walker and Means references. The student shall be introduced to the use of spreadsheet and estimating software for construction estimate preparation. Fall or Spring.

Prerequisite: WPE 342 or permission of the instructor.

WPE 350. Construction Methods and Equipment (3)

The study of production, methods and costs of heavy construction equipment. Analysis of heavy construction operations. Economics of equipment use. The fundamental objective will be the selection of methods and equipment that will result in the most effective and efficient performance. Fall.

Prerequisite: ERE 221 or equivalent.

WPE 386. Structure and Properties of Wood (2)

Two hours of lecture. Structure of wood in relation to defects, properties and uses. The variability of wood. Spring.

WPE 387. Wood Structure and Properties (3)

Three hours of lecture. Structure of wood and its relation to physical properties and uses. The normal variability of wood, abnormal growth, defects, deterioration of wood and their influence on properties and uses. Fall.

WPE 388. Wood and Fiber Identification Laboratory (2)

Six hours of laboratory. Wood and papermaking fiber identification using both gross and microscopic features. Fall.

Prerequisite: WPE 387 to be taken concurrently or previously.

WPE 389. Wood Identification Laboratory (1)

Three hours of laboratory. Identification of principal commercial timbers of United States on gross characteristics. Spring.

Prerequisite: WPE 387.

WPE 390. Fiber Identification Laboratory (1)

Three hours of laboratory. Identification of woody and nonwoody papermaking fibers. Spring.

Prerequisite: WPE 387.

WPE 399. Field Trip (1)

One week immediately following the spring semester supervised study and reporting of representative wood products industries and construction sites. Estimated individual expenses are about \$250 while on the trip.

WPE 400. Introduction to Forest Products (3)

Three hours of lecture. Characteristics of the products of the forest tree and manufacture of wood products. Spring.

WPE 401. Creative Approaches to Management (3)

Three hours of lecture and recitation with a workshop/seminar emphasis. Provides practical guidelines for dealing effectively with modern managerial problems that require new thinking. This course uses relevant, real-life examples, practical applications, and develops creative approaches. It is designed for individuals who intend to or are engaged in managing people and activities in achieving both organizational and personal goals. Spring.

WPE 404. Timber Design Project (3)

Lectures, discussion, and laboratory. Mechanical testing of wood, development of working stresses, design of a model structure, and construction and testing of the structure. Spring.

Prerequisites: Mechanics of materials and senior standing or permission of the instructor (ERE 362, CIE 325, or equivalent).

WPE 410. Computer-Aided Design and Drafting (3)

One-half hour lecture, two-and-one-half hours lab, and a minimum of six hours additional lab is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for the course include completing self-tutorials, creating drawings, and the completion of two major projects.

Prerequisite: General knowledge of manual drafting.

WPE 413. Computer-Aided Senior Project (3)

Open-ended real life design projects with microcomputer aids. Systems approach is emphasized. Project requirements, system selection, approximate design, value engineering, and final design are among design aspects considered. Analytical and model analysis. Spring.

Prerequisite: FEG 410 or equivalent.

WPE 414. Computer Applications in Engineering (3)

Microcomputer applications in a broad spectrum of selected topics in engineering sciences and practice. Hands-on experience is emphasized. Coursework is directed towards solving real life engineering problems. Software are provided and used. No computer programming or skills are required. Spring.

Prerequisite: FEG 410 or equivalent.

WPE 420. Adhesives, Sealants, and Coatings (3)

Two hours of lecture and three hours of laboratory. An introduction to adhesives, sealants, and coatings used in the wood products and building construction industries. All three types of materials, based upon polymers, will be evaluated in terms of their properties and respective technologies. Emphasis will be placed on knowing how to apply this knowledge to understand current practice and problem solving. Laboratory demonstrations to identify materials, methods of application, and methods of evaluating these materials. Fall.

Prerequisite: Junior standing.

WPE 422. Composite Materials (3)

Two hours of lecture, three hours of lab. Proper use of plywood, particleboard, oriented strandboard, waferboard, fiberboard, laminated veneer lumber, parallel strand lumber, laminated beams, wood polymer composites in building construction and/or furniture based upon physical and strength properties of these materials. Design considerations include: allowable design loads; applications such as beams, trusses, and sheathing; screw, nail, and bolt connections. Laboratory exercises will be patterned after ASTM standard tests to evaluate the physical and mechanical properties of these materials with written reports to be submitted by each student. Spring.

Prerequisites: WPE 387. Concurrent or prior registration in ERE 362 desirable.

WPE 444. Wood Products Marketing (3)

Three hours of lecture and discussion. Fundamentals of forest products industry markets, products, distribution channels, market segmentation, pricing, promotion, and sales. Fall.

Prerequisite: Microeconomics.

WPE 453. Construction Planning and Scheduling (3)

Methods and concepts for planning and scheduling of operations and resources on construction projects. Topics include Gantt charts, progress curves, critical path methods, and project networking techniques. Microcomputer applications. Fall.

WPE 454. Construction Project Management (3)

Integration and application of methods and techniques for managing construction projects. Organizations. Project administration. Contractor's Management Accounting. Microcomputer applications. Spring.

Prerequisites: Construction Planning and Scheduling and senior standing or permission of the instructor.

WPE 455. Construction Contracts and Specifications (3)

Introduction of the types of contracts used in the construction industry. Analysis of the contractor's, designer's, and owner's duties and obligations as determined by the construction contract documents. Study of concepts, language, formats, and procedures for project manual organization practice and the general conditions of the contract for construction. Spring.

WPE 497. Senior Seminar for Wood Products**Engineering Majors (3)**

Discussions and oral presentations on professional issues of current interest in the construction and wood products industries. Preparation for entrance into the job market. Guest speakers from, and visits to, industry sites of significance in the wood products and construction fields. Fall

WPE 498. Research or Design Problem (1-3)

Conferences, library, laboratory and/or field research on a specific problem in Wood Products Engineering. Typewritten report (original and one copy) required. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor and advisor.

State University of New York

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State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's most diverse system of public higher education.

When founded in 1948, the University consolidated 29 state-operated but unaffiliated institutions whose varied histories of service dated as far back as 1816. It has grown to a point where its impact is felt educationally, culturally and economically the length and breadth of the state.

As a comprehensive public university, State University of New York provides a meaningful educational experience to the broadest spectrum of individuals. Nearly 370,000 students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as Empire State College, for over 25 years a leader in non-traditional education, distance learning, and assessment of prior learning.

Of the total enrollment, approximately 39.4 percent of the students are 25 years of age or older, reflecting State University's services to specific constituencies, such as training courses for business and industry, continuing educational opportunities for the professional community, and personal enrichment for more mature persons.

The State University's students are predominantly New York State residents. Representing every one of the state's 62 counties, they make up more than 96 percent of the University's undergraduate student population. State Uni-

versity of New York students also come from every other state in the United States, from four U.S. territories or possessions, and from more than 160 foreign countries.

The State University enrolls one-third of all New York State high school graduates, and its total enrollment of just under 370,000 (full-time and part-time) is more than 37 percent of the state's entire higher education student population. Between 1976 and 1995, the University recorded a 160 percent increase in the enrollment of African, Asian, Hispanic and Native Americans, compared with a 63 percent average increase among colleges and universities across the state.

Because of its structure and comprehensive programs, the State University offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, baccalaureate degrees, graduate degrees and post-doctoral studies. The University offers access to almost every field of academic or professional study somewhere within the system—some 4,971 programs of study overall.

Curricula range from those in the more conventional career fields, such as business, engineering, medicine, teaching, performing arts, social work, finance and forestry, to those concerned with tomorrow's developing and societal needs in the areas of environmental science, urban studies, immunology, information systems, biotechnology, telecommunications, microbiology, and health services management.

As part of the University's commitment to bring to the students of New York the very best and brightest scholars, scientists, artists and professionals, the State University's distinguished faculty is recruited from the finest graduate schools and universities throughout the United States and many countries around the world, and includes nationally and internationally recognized figures in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors.

State University's research contributions are helping to solve some of today's most urgent problems. At the same time, contracts and grants received by University faculty directly benefit the economic development of the regions in which they are located. State University researchers pioneered nuclear magnetic resonance imaging, introduced time-lapse photography of forestry subjects, isolated the bacteria that causes Lyme disease, and developed the first implantable heart pacemaker. Other University researchers continue important studies in such wide-ranging areas as immunology, marine biology, sickle-cell anemia, and robotics, and made hundreds of other contributions, inventions and innovations for the benefit of society.

The University's program for the educationally and economically disadvantaged, consisting of Educational Opportunity Programs (EOP) and Educational Opportunity Centers (EOC), has become a model for delivering better learning opportunities to young people and adults traditionally bypassed by higher education. Over the past 30 years, almost 482,000 New York State residents have been served.

EOPs currently serve 12,500 students at 47 State University campuses, providing counseling and tutoring to improve scholastic performance, and support services in such areas as academic planning, housing and financial aid. At EOCs in 10 locations across the state, an additional 13,000 students are improving educational competencies, preparing for college entry or learning marketable skills and occupations.

The 30 locally-sponsored two-year community colleges operating under the program of the State University offer local citizens programs that are directly and immediately job-related as well as degree programs that serve as job-entry educational experiences or a transfer opportunity to a baccalaureate degree at a senior campus. In the forefront of efforts to meet the accelerating pace of technological developments and the requirements of continuing educational opportunity, they provide local industry with trained technicians and help companies and employees in retraining and skills upgrading.

As a public university, the State University of New York has a special responsibility to make its rich and varied resources accessible to all. By focusing its educational system on the needs of the state, the University becomes a valuable resource for meeting those needs for today and tomorrow.

The State University believes efficiencies in instructional delivery and administrative transactions can be achieved while preserving affordable, quality higher education for its students. In 1995, the Board of Trustees developed the document *Rethinking SUNY*, in response to a call from Legislature for a "multi-year, comprehensive system wide plan to increase cost efficiency." Underlying *Rethinking SUNY* is the theme of increasing efficiency by empowering campuses to manage directly more of their academic and financial affairs and by eliminating disincentives to the prudent use of campus and system resources.

State University's involvement in the health sciences and health care is extensive and responsive to the rapid changes in society and the growing needs identified by the state's public health community. Hundreds of thousands of New York's citizens are served each year by medical and health sciences faculty and students in University hospitals and clinics or affiliated hospitals.

The University's economic development services programs provide research, training and technical assistance to the state's business and industrial community through Business and Industry Centers, the New York State Small Business Development Center, the Strategic Partnership for Industrial Resurgence, Rural Services Institutes, the Trade Adjustment Assistance Center, Technical Assistance Centers, Small Business Institutes, Centers for Advanced Technology, and international development.

State University libraries, the major resource which supports the teaching and research activities of its students and faculty, are an important community resource, too. Of the more than 6.5 million items circulated by campus libraries in fiscal year 1994-95, over a quarter of a million were made available to the wider community through interlibrary loan. Approximately two million reference questions were answered. Annual attendance at the University's libraries is more than 20 million students, faculty and public citizens. More than 20 million volumes and government documents

are available, including nearly ten thousand CD-ROMs and other computer files. Most of the libraries provide Internet access and most library catalogs are accessible on the Internet.

The University passed a major milestone in the mid-1980s when it graduated its one-millionth alumnus, and currently numbers 1.9 million graduates on its rolls. The majority of the University's alumni reside and pursue careers in communities across New York State, contributing to the economic and social vitality of its people.

State University of New York is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the State University Board is defined by law.

The University's motto is: "To Learn-To Search-To Serve."

STATE UNIVERSITY OF NEW YORK**UNIVERSITY CENTERS**

State University of New York at Albany
 Binghamton University
 State University of New York at Buffalo
 State University of New York at Stony Brook

COLLEGES OF ARTS AND SCIENCE

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 (Health Sciences Center at SUNY at Stony Brook)*

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 (Fashion Institute of Technology at New York City)***

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State University of New York College of
 Environmental Science and Forestry at Syracuse
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 Cornell University
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 Cornell University
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(Locally-sponsored, two-year colleges under the program of
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 Erie Community College at Williamsville, Buffalo
 and Orchard Park
 Fashion Institute of Technology at New York City***
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 Johnstown
 Genesee Community College at Batavia
 Herkimer County Community College at Herkimer
 Hudson Valley Community College at Troy
 Jamestown Community College at Jamestown
 Jefferson Community College at Watertown
 Mohawk Valley Community College at Utica
 Monroe Community College at Rochester
 Nassau Community College at Garden City
 Niagara County Community College at Sanborn
 North Country Community College at Saranac Lake
 Onondaga Community College at Syracuse
 Orange County Community College at Middletown
 Rockland Community College at Suffern
 Schenectady County Community College at
 Schenectady
 Suffolk County Community College at Selden,
 Riverhead and Brentwood
 Sullivan County Community College at
 Loch Sheldrake
 Tompkins Cortland Community College at Dryden
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*The Health Sciences Centers at Buffalo and Stony
 Brook are operated under the administration of their
 respective University Centers.

**This is an upper-division institution authorized to
 offer baccalaureate and master's degree programs.

***While authorized to offer such baccalaureate and
 master's degree programs as may be approved pursuant
 to the provisions of the Master Plan, in addition to the
 associate degree, the Fashion Institute of Technology is
 financed and administered in the manner provided for
 community colleges.

****These operate as "contract colleges" on the cam-
 puses of independent universities.

College of Environmental Science and Forestry

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 CHRISTOPHER L. WESTBROOK

Chair, Landscape Architecture Faculty
 RICHARD S. HAWKS
Chair, Paper Science and Engineering Faculty
 LELAND R. SCHROEDER
*Director, Empire State Paper
 Research Institute* HANNU MAKKONEN
*Chair, Construction Management and Wood Products
 Engineering Faculty* GEORGE H. KYANKA
*Director, N. C. Brown Center for
 Ultrastructure Studies* ROBERT B. HANNA
*Director, Tropical Timber
 Information Center* ROBERT W. MEYER
Vice President for Administration CONNIE S. WEBB
Director of Business Affairs MARK P. FENNESSY
Director of Forest Properties RICHARD A. SCHWAB
*Director of Information Technology and
 Institutional Planning* MAUREEN O. FELLOWS
Director of Administrative Computing
 DAVID J. SODERBERG
Manager of the Academic Computing Center
 GWYNNE L. MAY
*Director of Personnel and
 Affirmative Action* MARCIA JAMES
Director of Physical Plant GARY E. COLELLA
Director of Public Safety PAUL K. McGUINNES
*Vice President for Student Affairs and Institutional
 Advancement* JAMES M. HEFFERNAN
Director of Admissions DENNIS O. STRATTON
Director of Alumni Affairs JUSTIN F. CULKOWSKI
Director of Career Planning THOMAS O. SLOCUM
Director of Development GARY A. WATERS
*Director of Financial Aid and
 Educational Opportunity Program* JOHN E. VIEW
Director of News and Publications JERI LYNN SMITH
College Registrar RAYMOND W. BLASKIEWICZ
Director of Student Activities JULIE L. RAWLS

COLLEGE FACULTY AND PROFESSIONAL STAFF**DISTINGUISHED TEACHING PROFESSOR**

GEORGE W. CURRY, *Distinguished Teaching Professor*, Landscape Architecture Faculty

MIKLÓS A. J. GRÁTZER, *Distinguished Teaching Professor*, Forestry Faculty

DUDLEY J. RAYNAL, *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty

NEIL H. RINGLER, *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty

DISTINGUISHED ADJUNCT PROFESSOR

HARRY L. FRISCH, *Distinguished Adjunct Professor*, Chemistry Faculty

DISTINGUISHED SERVICE PROFESSOR EMERITUS

WILFRED A. CÔTÉ, JR., *Distinguished Service Professor*, Construction Management and Wood Products Engineering Faculty

DISTINGUISHED TEACHING PROFESSOR EMERITUS

DANIEL L. DINDAL, *Distinguished Teaching Professor Emeritus*, Environmental and Forest Biology Faculty

EDWIN H. KETCHLEDGE, *Distinguished Teaching Professor Emeritus*, Environmental and Forest Biology Faculty

DISTINGUISHED PROFESSOR EMERITUS

CONRAD SCHUERCH, *Distinguished Professor Emeritus*, Chemistry Faculty

MICHAEL M. SZWARC, *Distinguished Professor Emeritus*, Polymer Research Institute

FACULTY AND PROFESSIONAL STAFF

This listing represents an official record of the State University of New York College of Environmental Science and Forestry faculty and professional staff for 1996. It is designed for use in 1996-97.

The date in parentheses after each name denotes the first year of service, two or more dates, the term of service.

LAWRENCE P. ABRAHAMSON (1977), *Senior Research Associate*, Forestry Faculty and Environmental and Forest Biology Faculty; B.S., Michigan Technological University, 1964; M.S., University of Wisconsin, 1967; Ph.D., 1969; Chancellor's Award for Excellence in Professional Service, 1996

KIM B. ADAMS (1993), *Instructional Support Associate*, Environmental and Forest Biology Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1991; M.S., 1993

JEFFREY A. ALEXANDER (1996), *Research Support Specialist*, Environmental Studies Faculty; B.S., SUNY College of Environmental Science and Forestry, 1996

DOUGLAS C. ALLEN (1968), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Maine, 1962; M.S., 1965; Ph.D., University of Michigan, 1968

WAYNE ALLEN (1979), *Instructor*, Forest Technology Program of the Forestry Faculty; B.S., Western Maryland College, 1974; A.A.S., State University of New York College of Environmental Science and Forestry, 1979

SUSAN E. ANAGNOST (1991), *Instructional Support Specialist*, Construction Management and Wood Products Engineering Faculty; B.A., Gettysburg College, 1977; M.S., State University of New York College of Environmental Science and Forestry, 1982; Ph.D., 1990

ROBERT ANDRUS (1994), *Instructional Support Associate*, Environmental Health and Safety; B.S., State University of New York at Brockport, 1989

RAYMOND J. APPLEBY (1982), *Instructional Support Technician*, Paper Science and Engineering Faculty; A.S., State University of New York Columbia-Greene, 1980

ROBERT W. ARSENEAU (1972), *Senior Programmer/Analyst*, Administrative Computing; A.A.S., Mohawk Valley Community College, 1967; B.S., Syracuse University, 1978

DONALD E. ARTZ (1987), *Sponsored Program Associate I*, Office of Research Programs; B.S., State University of New York College at Oswego, 1987

PETER G. ASHTON (1993), *Adjunct Professor*, Forestry Faculty; B.S., California State Polytechnic College, 1962; M.S., University of Arizona, 1967; Ph.D., Michigan State University, 1972

CAROLINE B. BAILEY (1978), *Senior Staff Assistant*, Landscape Architecture Faculty

GUY BALDASSARRE (1987), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Maine, 1975; M.S., University of Wisconsin, Stevens Point; 1978; Ph.D., Texas Tech University, 1982

MARCIA A. BARBER (1989), *Personnel Associate*, Personnel and Affirmative Action; B.A., State University of New York at Brockport, 1980; M.P.A., Syracuse University, 1993

GEORGE R. BATTLES (1987), *Instructional Support Specialist*, Analytical and Technical Services; A.A.S., State University of New York Agricultural and Technical College, Morrisville, 1966; B.E.T., Rochester Institute of Technology, 1973

MARLA A. BENNETT (1994), *Senior Staff Assistant*, Instruction and Graduate Studies. A.A.S., SUNY-Delhi, 1979; B.S., Empire State College, 1988; M.P.A., Syracuse University, 1990

SUSAN E. BENOINT (1995), *Staff Assistant*, Office of Research Programs; A.S., Champlain College, 1981; B.S., University of Vermont, 1986

- WILLIAM R. BENTLEY (1997), *Chair and Professor*, Forestry Faculty; B.S., University of California, 1960; M.F., University of Michigan, 1961; Ph.D., University of California, 1965
- DONALD H. BICKELHAUPT (1969), *Instructional Support Specialist*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1970; M.S., State University of New York College of Environmental Science and Forestry, 1980
- KEITH BILDSTEIN (1995), *Adjunct Professor*, Environmental and Forest Biology Faculty; B.S., Muhlenberg College, 1972; M.S., Ohio State University, 1976; Ph.D., 1978
- PETER E. BLACK (1965), *Professor*, Forestry Faculty; B.S., University of Michigan, 1956; M.F., 1958; Ph.D., Colorado State University, 1961
- RAYMOND W. BLASKIEWICZ (1982), *College Registrar*, Student Affairs and Educational Services; B.S., State University of New York College of Environmental Science and Forestry, 1979; M.S., Syracuse University, 1988
- TERRY L. BLUHM (1995), *Adjunct Professor*, Chemistry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1970; M.S., 1973; Ph.D., 1976
- CONSTANCE H. BOBBIE (1982), *Associate Librarian*, F. Franklin Moon Library; B.S., Bemidji State College, 1956; M.A., University of Minnesota, 1962
- BRIAN D. BOOTHROYD (1991), *Associate Facilities Program Coordinator*, Physical Plant; B.P.S., State University of New York at Buffalo, 1981
- WILLIAM R. BORGSTEDE (1971), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., Miner Institute, 1966; A.A.S., State University of New York College at Delhi, 1970; B.S., State University of New York College of Environmental Science and Forestry, 1975; M.S., Syracuse University, 1978
- GREGORY L. BOYER (1985), *Associate Professor*, Chemistry Faculty; A.S., Reedley College, 1973; A.B., University of California, 1975; Ph.D., University of Wisconsin, 1980
- STEPHEN B. BRANDT (1983), *Adjunct Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of Wisconsin, 1972; M.S., 1975; Ph.D., 1978
- MARLENE A. BRAUN (1996), *Instructional Support Technician*, Analytical and Technical Services; A.A.S., SUNY-Canton, 1975
- BRUCE W. BREITMEYER (1983), *Forest Property Manager I*, Forest Properties; B.S.F., University of Michigan, 1975; M.F., 1982
- MICHAEL R. BRIDGEN (1992), *Associate Professor*, Forest Technology Program of the Forestry Faculty; B.S., Pennsylvania State University, 1975; Ph.D., Michigan State University, 1979
- RUSSELL D. BRIGGS (1995), *Associate Professor*, Forestry Faculty; A.A.S., SUNY College of Environmental Science and Forestry (Ranger School), 1975; B.S., SUNY College of Environmental Science and Forestry, 1979; M.S., 1982; Ph.D., 1985
- ROBERT H. BROCK, JR. (1967), *Chair and Professor*, Environmental Resources and Forest Engineering Faculty; *Director*, Division of Engineering; B.S., State University College of Forestry at Syracuse University, 1958; M.S., 1959; Ph.D., Cornell University, 1971
- RAINER H. BROCKE (1969), *Professor*, Environmental and Forest Biology Faculty; *Co-Director*, Adirondack Wildlife Program; B.S., Michigan State University, 1955; M.S., 1957; Ph.D., 1970
- ALTON F. BROWN (1963), *Research Support Specialist*, Empire State Paper Research Institute; President's ESF Public Service Award, 1993
- MATTHEW F. BUFF (1996), *Programmer/Analyst*, Administrative Computing; B.S., SUNY College of Environmental Science and Forestry, 1996
- THOMAS E. BROWN (1977), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Niagara University, 1957; M.S., State University College of Forestry at Syracuse University, 1968
- PATRICIA BURAK (1983), *Adjunct Advisor to International Students*, Office of Student Affairs and Educational Services; B.A., State University of New York College at Oswego, 1973; M.A., State University of New York College at Albany, 1974
- ROBERT L. BURGESS (1981), *Professor*, Environmental and Forest Biology Faculty and *Director*, Division of Forest Resources; B.S., University of Wisconsin, Milwaukee, 1957; M.S., University of Wisconsin, Madison, 1959; Ph.D., 1961
- KENNETH F. BURNS (1970), *Instructional Support Specialist*, Forestry Faculty; A.A.S., Paul Smith's College, 1969
- WILLIAM M. BURRY (1997), *Senior Research Support Specialist*, Paper Science and Engineering Faculty; B.S., SUNY College of Environmental Science and Forestry, 1974
- ISRAEL CABASSO (1981), *Professor*, Chemistry Faculty; *Director*, Polymer Research Institute; B.S., Hebrew University, 1966; M.S., 1968; Ph.D., Weizmann Institute of Science, 1973
- PAUL M. CALUWE (1969), *Professor*, Chemistry Faculty; *Associate Member*, Polymer Research Institute; Ph.D., University of Leuven, Belgium, 1967
- HUGH O. CANHAM (1966), *Professor*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1960; M.S., 1962; Ph.D., 1971
- EMANUEL J. CARTER, JR. (1985), *Associate Professor*, Landscape Architecture Faculty; B.A., Cornell University, 1969; Master of Regional Planning, 1978
- CONSTANTINOS CASSIOS (1978), *Adjunct Professor*, Landscape Architecture Faculty; B.Sc., University of Thessaloniki, 1969; M.S., Graduate Industrial School of Peraeus, 1969; M.S., University of Wisconsin, 1972; Ph.D., 1976
- JOHN D. CASTELLO (1978), *Professor*, Environmental and Forest Biology Faculty; B.A., Montclair State College, 1973; M.S., Washington State University, 1976; Ph.D., University of Wisconsin, 1978
- H. PETER CASTRO (1990), *Adjunct Associate Professor*, Forestry Faculty; B.A., University of California, 1977; M.A., 1981; Ph.D., 1988
- DEBBIE J. CAVINESS (1996), *Staff Assistant*, Alumni Office; B.A., St. Bonaventure University, 1990
- PATRICIA CERRO-REEHIL (1987), *Project Staff Assistant*, New York Water Pollution Control Authority; A.A.S., Green Mountain College, 1981
- SIDDHARTH G. CHATTERJEE (1994), *Assistant Professor*, Paper Science and Engineering Faculty; B.Tech., Indian Institute of Technology, 1982; M.S., Rensselaer Polytechnic Institute, 1985; Ph.D., 1987

B. DIANE CHEPKO-SADE (1989), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.A., Duke University, 1971; M.A., University of Puerto Rico, 1977; Ph.D., Northwestern University, 1982; M.S., 1987

JESSICA COLASANTO (1991), *Instructional Support Associate*, Paper Science and Engineering, Faculty, B.A., McGill University, 1990

GARY E. COLELLA (1986), *Director*, Physical Plant; A.A.S., Auburn Community College, 1963

SHIRLEY CONNAL (1981), *Personnel Associate*, Personnel and Affirmative Action

JAMES E. COUFAL (1961), *Professor*, Forestry Faculty; Certificate, State University College of Forestry (Ranger School), 1957; B.S., State University College of Forestry at Syracuse University, 1960; M.S., 1962; Ed.S., State University of New York at Albany, 1976

JAMES O. CREVELLING (1970), *Forest Property Manager II*, Forest Properties; A.A.S., Paul Smith's College, 1965; B.S., University of Massachusetts, 1967

CLAY M. CROSBY (1964), *Research Scientist*, Empire State Paper Research Institute; B.S., State University College of Forestry at Syracuse University, 1964; M.S., 1970

JUSTIN F. CULKOWSKI (1978), *Director of Alumni Affairs*, Student Affairs and Educational Services; B.S., State University of New York College of Environmental Science and Forestry, 1973; M.B.A., Syracuse University, 1983; NYS/UUP Excellence Award, 1991

GEORGE W. CURRY (1966), *Distinguished Teaching Professor*, Landscape Architecture Faculty; B.A., Michigan State University, 1962; B.S., 1965; M.L.A., University of Illinois, 1969

DOUGLAS J. DALEY (1996), *Assistant Professor*, Environmental Resource and Forest Engineering Faculty; B.S., SUNY College of Environmental Science and Forestry, 1982; M.S., 1984

CRAIG J. DAVIS (1987), *Associate Professor*, Forestry Faculty; A.A.S., Williamsport Area Community College, 1978; B.S.F.E., University of Maine, 1982; M.S.F., Purdue University, 1984; Ph.D., 1987

SCHAELOON F. DAVIS (1994), *Senior Financial Aid Advisor*, Student Affairs and Educational Services; A.S., Elizabeth Seton College, 1979; B.S., Syracuse University, 1986

CHAD P. DAWSON (1986), *Professor*, Forestry Faculty; B.S., University of Michigan, 1970; M.P.S., Cornell University, 1979; Ph.D., State University of New York College of Environmental Science and Forestry, 1983; Chancellor's Award for Excellence in Teaching, 1995

JANINE M. DEBAISE (1996), *Lecturer*, Environmental Studies Faculty; B.A., St. Lawrence University, 1983; M.A., Syracuse University, 1985

SALVACION DE LAPAZ (1973), *Associate Librarian*, F. Franklin Moon Library; B.S.L.S., University of the Philippines, 1956; M.S.L.S., Simmons College, 1962

CHARLOTTE DEMERS (1990), *Instructional Support Associate*, Adirondack Ecological Center; A.A.S., Holyoke Community College, 1984; B.S., State University of New York College of Environmental Science and Forestry, 1986

M. ELEN DEMING (1993), *Assistant Professor*, Landscape Architecture Faculty; B.A., State University of New York At Albany, 1976; M.L.A., Harvard University Graduate School of Design, 1985

DANETTE J. DESIMONE (1990), *College Accountant*, Business Affairs; B.S., LeMoyne College, 1986; C.P.A., NYS Education Department, 1988; M.B.A., Syracuse University, 1993

THEODORE S. DIBBLE (1996), *Assistant Professor*, Chemistry Faculty; B.S., University of Michigan, 1987; Ph.D., 1992

JOHN L. DILLON (1997), *Adjunct Professor*, Chemistry Faculty; B.S., Utica College of Syracuse University, 1978; Ph.D., SUNY Binghamton, 1983

CHERYL S. DOBLE (1993), *Assistant Professor*, Landscape Architecture Faculty; B.F.A., Syracuse University, 1969; M.S., 1977; M.L.A., State University of New York College of Environmental Science and Forestry, 1986

THERESE M. DONOVAN (1996), *Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Eastern Illinois University, 1984 B.S., 1986; M.S., 1986; Ph.D., University of Missouri-Columbia, 1994

MARTA L. DOSA (1987), *Adjunct Professor*, Environmental Studies Faculty; B.A., University of Budapest Comparative Literature, 1943; M.A., 1944; M.S.L.S., Syracuse University Library Science, 1957; Ph.D., University of Michigan Library Science, 1971

ALLAN P. DREW (1980), *Professor*, Forestry Faculty; B.S., University of Illinois, 1965; M.S., University of Arizona, 1967; Ph.D., Oregon State University, 1974

DAVID A. DRISCOLL (1986), *Senior Research Associate*, Chemistry Faculty; and *Director*, Analytical and Technical Services; A.A.S., State University of New York Agricultural and Technical College at Farmingdale, 1964; B.S., M.S., Fairleigh Dickinson University, 1974; Ph.D., Fordham University, 1978

DEBRA A. DRISCOLL (1991), *Instructional Support Technician*, Research Programs; B.S., State University of New York College of Environmental Science and Forestry, 1980

MARK DRISCOLL (1986), *University Instructional Specialist*, Research Programs; A.A., State University of New York Agricultural and Technical College at Delhi, 1979; B.S., St. John's University, 1982; Ph.D., State University of New York College of Environmental Science and Forestry, 1992

MICHAEL J. DUGGIN (1979), *Professor*, Environmental Resources and Forest Engineering Faculty; B.Sc., Melbourne University, Australia, 1959; Ph.D., Monash University, Australia, 1965; F. Inst. P. (London), C. Phys. (London), F.O.S.A.

JAMES S. DUNCAN (1990), *Adjunct Professor*, Landscape Architecture Faculty; B.A., Dartmouth College, 1970; M.A., Syracuse University, 1974; Ph.D., 1977

CLAIRE B. DUNN (1996), *Assistant Director of Community Relations*, News and Publications; B.A., Glassboro State College, 1977

PATRICK R. DURKIN (1993), *Adjunct Associate Professor*, Environmental Studies Faculty; B.A., State University of New York College at Fredonia, 1986; M.S., Fordham University, 1972; Ph.D., State University of New York College of Environmental Science and Forestry, 1979

STEVEN EFFLER (1991), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., University of Notre Dame, 1968; M.S., Institute of Polymer Science, 1971; Ph.D., Syracuse University, 1975

ELIZABETH A. ELKINS (1973), *Librarian and Director of College Libraries*, F. Franklin Moon Library; B.A., Hartwick College, 1968; M.L.S., State University of New York at Geneseo, 1970; Chancellor's Award for Excellence in Librarianship, 1980

F. W. GORDON FEARON (1986), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; G.S., University of Leeds, 1961; Ph.D., University of Wales, 1965; P.M.D., Harvard Business School, 1975

JOHN P. FELLEMAN (1973), *Professor*, Environmental Studies Faculty; B.C.E., Cornell University, 1966; M.E.C., 1966; N.D.E.A. Fellow, University of North Carolina, 1967; D.P.A., New York University, 1973

MAUREEN O'NEILL FELLOWS (1986), *Director of Information Technology and Institutional Planning*; and *Adjunct Assistant Professor*, Forestry Faculty; A.B., Hamilton College, 1980; M.S., Cornell University, 1985; Ph.D., Syracuse University, 1995; Chancellor's Award for Excellence in Professional Service, 1992

MARK P. FENNESSY (1989), *Director*, Business Affairs; B.A., State University of New York at Buffalo, 1968; M.B.A., State University of New York at Buffalo, 1983

ROBERT T. FLEMING (1996), *Instructional Support Specialist*, Forest Technology Program of the Forestry Faculty; A.A.S., SUNY College of Environmental Science and Forestry (Ranger School), 1996

DONALD W. FLOYD (1993), *Associate Professor*, Forestry Faculty; B.A., Humboldt State University, 1974; M.S., University of Wisconsin, 1976; Ph.D., University of Arizona, 1986

RAYMOND C. FRANCIS (1987), *Research Associate*, Paper Science and Engineering Faculty; B.A.Sc., University of Toronto, 1982; Ph.D., 1987

CLAUDE C. FREEMAN (1959), *Associate Professor*, Landscape Architecture Faculty; B.S., State University College of Forestry at Syracuse University, 1959

ROBERT H. FREY (1977), *Dean of Instruction and Graduate Studies and Associate Professor*; B.A., Valparaiso University, 1965; M.Ed., Springfield College, 1966; Ed.D., Indiana University, 1973

HARRY L. FRISCH (1980), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; A.B., Williams College, 1947; Ph.D., Polytechnic Institute of Brooklyn, 1952

DOUGLAS H. FROST (1982), *Assistant Director*, Business Affairs; A.A., College of San Mateo, 1962; B.S., Wagner College, 1967

LINDA M. GALLOWAY (1990), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; B.S., Long Island University, 1980

JAMES P. GIBBS (1997), *Assistant Professor*, Environmental and Forest Biology Faculty; B.S., University of Maine, 1986; M.A., University of Missouri-Columbia, 1988; Ph.D., Yale University, 1995

RONALD J. GIEGERICH (1977), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., State University of New York Agricultural and Technical College at Cobleskill, 1975; B.S., State University of New York College of Environmental Science and Forestry, 1978

JOSÉ L. GINER (1995), *Assistant Professor*, Chemistry Faculty; B.A., Brandeis University, 1979; M.A., 1980; Ph.D., Stanford University, 1990

IVAN GITSOV (1996), *Associate Professor*, Chemistry Faculty; M.Sc., Sofia University 1979; Ph.D., Bulgarian Academy of Sciences, 1986

RICHARD GOLDSMITH (1993), *Adjunct Professor*, Environmental Studies Faculty; A.B., University of Rochester, 1962; LL.B., New York University, 1965

MICHAEL GOODEN (1982), *Forest Property Technician I*, Forest Properties; A.A.S., State University of New York Agricultural and Technical College at Morrisville, 1976; B.S., State University of New York College of Environmental Science and Forestry, 1978

W. DOUGLAS GOULD (1983), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., University of Manitoba, 1965; M.S., University of Alberta, 1970; Ph.D., 1976

DANIEL GRAIVER (1989), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; B.S., Hebrew University of Jerusalem, 1971; M.S., 1973; Ph.D., Case Western Reserve University, 1977

STEPHEN GRANZOW (1969), *Research Support Specialist*, Empire State Paper Research Institute

MIKLÓS A. J. GRÁTZER (1973), *Distinguished Teaching Professor*, Forestry Faculty; Forest Engineer, Sopron University; B.Sc., University of British Columbia, 1959; M.S. (R.C.), University of Montana, 1965; Ph.D., 1971; Dr.h.c., Sopron University, 1992

SIDNEY L. GREENBLATT (1990), *Adjunct Advisor to International Students*, Student Affairs and Educational Services; B.A. State University of New York at Binghamton, 1960; M.A., Columbia University, 1961; East Asian Certificate, Columbia University, 1963

DAVID H. GRIFFIN (1968), *Professor*, Environmental and Forest Biology Faculty; B.S., State University of New York College of Forestry, 1959; M.A., University of California, 1960; Ph.D., 1963

DANIEL A. GRIFFITH (1992), *Adjunct Professor*, Forestry Faculty; B.S., Indiana University of Pennsylvania, 1970; M.A., 1972; M.S., Pennsylvania State University, 1985; Ph.D., University of Toronto, 1978

KEVIN J. GUERIN (1988), *Instructional Support Specialist*, Analytical and Technical Services; A.A.S., Onondaga Community College, 1987

CHARLES A. S. HALL (1987), *Professor*, Environmental and Forest Biology Faculty; B.A., Colgate University, 1965; M.S., Pennsylvania State University, University Park, 1966; Ph.D., University of North Carolina Chapel Hill, 1970

JAMES P. HALLIGAN (1979), *Instructional Support Specialist*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1974; M.S., 1997

JUDITH C. HAMILTON (1979), *Assistant Director of Financial Aid*, Student Affairs and Educational Services; B.S., State University of New York College at Brockport, 1967; M.S., State University of New York at Albany, 1968

ROBERT B. HANNA (1977), *Professor*, Wood Products Engineering Faculty; *Director*, N.C. Brown Center for Ultrastructure Studies; B.S., University of Michigan, 1967; M.S., State University College of Forestry at Syracuse University, 1971; Ph.D., State University of New York College of Environmental Science and Forestry, 1973

JAMES M. HASSETT (1981), *Professor*, Environmental Resources and Forest Engineering Faculty; A.B., Cornell University, 1970; M.S., Syracuse University, 1979; Ph.D., 1988; Chancellor's Award for Excellence in Teaching, 1992

- JOHN P. HASSETT (1980), *Professor and Associate Chair*, Chemistry Faculty; B.S., University of Maryland, 1971; M.S., University of Wisconsin, 1973; Ph.D., 1978
- RICHARD S. HAWKS (1979), *Chair and Professor*, Landscape Architecture Faculty; B.L.A., State University of New York College of Environmental Science and Forestry, 1972; M.L.A., Harvard University, 1978
- JAMES M. HEFFERNAN (1985), *Vice President for Student Affairs and Institutional Advancement*; A.B., LaFayette College, 1965; M.A., Columbia University Teachers College, 1967; M.A., University of Michigan, 1970; Ph.D., 1971
- GORDON M. HEISLER (1973), *Adjunct Associate Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1961; M.F., Yale University, 1962; Ph.D., State University College of Forestry at Syracuse University, 1970
- LEE P. HERRINGTON (1965), *Professor*, Forestry Faculty; B.S., University of Maine, 1959; M.F., Yale School of Forestry, 1960; Ph.D., Yale University, 1964
- ROBIN E. HOFFMAN (1997), *Assistant Professor*, Landscape Architecture Faculty; B.L.A., SUNY College of Environmental Science and Forestry, 1982; M.L.A., University of Illinois, 1985
- WILLIAM HOLTZMAN (1987), *Associate Professor*, Paper Science and Engineering Faculty; B.S.Ch.E., Pennsylvania State University, 1953; M.S., Lawrence University (The Institute of Paper Chemistry), 1955; Ph.D., 1959
- RICHARD P. HOOPER (1995), *Adjunct Assistant Professor*, Forestry Faculty; A.B., Harvard University, 1979; M.S., Cornell University, 1984; Ph.D., 1986
- MARY O'BRIEN HOOVEN (1980), *Food Service Supervisor*, Forest Properties; B.A., State University of New York at Buffalo, 1972
- PAUL F. HOPKINS (1979), *Associate Professor*, Environmental resources and Forest Engineering Faculty; *Director*, Council for Geospatial Modeling and Analysis; B.S., University of Maine, 1977; M.S., State University of New York College of Environmental Science and Forestry, 1979; Ph.D., University of Wisconsin-Madison, 1993
- STEVEN B. HORSLEY (1977), *Adjunct Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1965; M.A., University of Massachusetts, 1968; Ph.D., 1970
- JOEL R. HOWARD (1974), *Assistant Professor*, Forestry Faculty; *Director*, Summer Program in Field Forestry; Certificate, New York State Ranger School, 1966; B.S., State University of New York College of Environmental Science and Forestry, 1973; M.S., 1978; Ph.D., North Carolina State University, 1986
- JOHN J. HOWARD (1978), *Adjunct Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of New Hampshire, 1966; M.P.H., Yale University, 1970, Dr. P.H., 1973
- ANDREW HUNT (1995), *Adjunct Assistant Professor*, Environmental Studies Faculty; B.Sc., Liverpool University (U.K.), 1981; Ph.D., 1988
- RAFAAT M. HUSSEIN (1987), *Associate Professor*, Construction Management and Wood Products Engineering Faculty; B.Sc., El-Azhar University, 1974; M.Eng., Concordia University, 1978; Ph.D., 1980; P.E., 1980
- MARCIA JAMES (1985), *Director*, Personnel and Affirmative Action; B.A., Grove City College, 1960; M.A., Cornell University, 1962; M.A., 1965; J.D., Syracuse University, 1978
- DAVID L. JOHNSON (1975), *Professor*, Chemistry Faculty; B.S., Antioch College, 1965; Ph.D., University of Rhode Island, 1973
- WILLIAM L. JOHNSON (1987), *Instructional Support Specialist*, Environmental Resources and Forest Engineering Faculty; B.S., University of Wisconsin, 1972; M.S., 1974
- PETER W. JONES (1997), *Instructional Support Assistant*, Environmental and Forest Biology Faculty; B.A., Concordia University, 1987; M.R.M., Simon Fraser University, 1994
- DIANNE M. JUCHIMEK (1967), *Associate Librarian*, F. Franklin Moon Library; B.S., University of Illinois, 1965; M.S.L.S., Syracuse University, 1967
- JAMES KARP (1991), *Adjunct Professor*, Environmental Studies Faculty; B.S., Pennsylvania State University, 1960; J.D., Villanova University, 1964
- SARA KEITH (1996), *Visiting Assistant Professor*, Environmental Studies Faculty; B.A., Catham College, 1987; M.A., Syracuse University, 1995
- WILLIAM L. KELLEHER, JR. (1988), *Instructional Support Specialist*, Wood Products Engineering Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1985
- D. STEVEN KELLER (1990), *Assistant Professor*, Paper Science and Engineering Faculty; B.S., Syracuse University, 1980; Ph.D., State University of New York College of Environmental Science and Forestry, 1996
- CAROL KENDALL (1995), *Adjunct Assistant Professor*, Forestry Faculty; B.S., University of California, 1973; M.S., 1976; Ph.D., University of Maryland, 1993
- JOSEPH F. KEULER (1988), *Associate Professor*, Construction Management and Wood Products Engineering Faculty; B.S., Pratt Institute, 1973; M.S., Rochester Institute of Technology, 1976; M.C.E., Manhattan College, 1978
- DAVID J. KIEBER (1990), *Associate Professor*, Chemistry Faculty; B.S., Rutgers University, 1980; M.S., University of Delaware, 1983; Ph.D., University of Miami, 1988
- DAVID J. KIEMLE (1986), *Instructional Support Specialist*, Analytical and Technical Services; B.S., State University of New York College at Oswego, 1983
- JUDITH J. KIMBERLIN (1981), *Assistant Director and Affirmative Action Officer*, Personnel and Affirmative Action; A.A.S., Pennsylvania State University, 1964; B.A., State University of New York College at Cortland, 1975
- ROBIN W. KIMMERER (1993), *Associate Professor*, Environmental and Forest Biology Faculty; *Director*, Cranberry Lake Biological Station; B.S., State University of New York College of Environmental Science and Forestry, 1975; M.S., University of Wisconsin, 1979; Ph.D., 1982
- ROBERT C. KOEPPER (1986), *Dean of Nonresident Programs*; Continuing Education; B.A., Concordia Teachers College, 1958; M.A., 1962; Ed.D., George Peabody College for Teachers, 1966
- RICHARD F. KOPP (1988), *Senior Research Support Specialist*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1984; M.S., Pennsylvania State University, 1986
- DONALD E. KOTEN (1961), *Professor*, Forestry Faculty; B.A., North Central College, 1951; B.S., Oregon State College, 1957; Ph.D., State University College of Forestry at Syracuse University, 1966
- STELLA D. KROFT (1960), *Staff Assistant*, Instructional Development, Evaluation and Services

- CHARLES N. KROLL (1996), *Assistant Professor, Forestry Faculty*; B.S., Tufts University, 1987; M.S.C.E., 1989; Ph.D., Cornell University, 1996
- DIANE M. KUEHN (1995), *Adjunct Assistant Professor, Forestry Faculty*; B.S., SUNY College of Environmental Science and Forestry, 1987; M.S., 1989
- FRANK E. KURCZEWSKI (1966), *Professor and Curator, Environmental and Forest Biology Faculty*; B.S., Allegheny College, 1958; M.S., Cornell University, 1962; Ph.D., 1964
- GEORGE H. KYANKA (1967), *Chair and Professor, Construction Management and Wood Products Engineering Faculty*; B.S., Syracuse University, 1962; M.S., 1966; Ph.D., 1976; Chancellor's Award for Excellence in Teaching, 1973
- CHRISTOS KYROU (1996), *Adjunct Assistant Professor, Environmental Studies Faculty*; B.S., Educational Institute of Agricultural Tehnology of Thessaloniki, Greece, 1987; M.E.E.S., Plymouth State College of the University System of New Hampshire, 1993
- YUAN-ZONG LAI (1981), *Senior Research Associate, Empire State Paper Research Institute*; B.S., National Taiwan University, 1963; M.S., University of Washington, 1966; M.S., 1967; Ph.D., 1968
- ROBERT T. LALONDE (1959), *Professor, Chemistry Faculty*; B.A., St. John's University, Minnesota, 1953; Ph.D., University of Colorado, 1957
- CHRISTINE A. LANGLOIS (1995), *Senior Staff Assistant, Physical Plant*; B.S., SUNY-Oneonta, 1984
- DARLEEN M. LAPELLE (1978), *Staff Assistant, Adirondack Ecological Program*
- PATRICK J. LAWLER (1990), *Associate Professor, Environmental Studies Faculty*; B.A., LeMoyne College, 1976; M.A., Syracuse University, 1981
- DONALD LEOPOLD (1985), *Professor, Environmental and Forest Biology Faculty*; B.S., University of Kentucky, 1978; M.S.F., 1981; Ph.D., Purdue University, 1984; President's ESF Public Service Award, 1997
- ALLEN R. LEWIS (1970), *Associate Professor, Landscape Architecture Faculty*; B.A., University of Oklahoma, 1959; M.C.P., University of California, Berkeley, 1961
- VALERIE A. LUZADIS (1994), *Assistant Professor, Forestry Faculty*; B.S., Cornell University, 1983; M.S., 1990
- M. BRUCE LYNE (1990), *Adjunct Professor, Paper Science and Engineering Faculty*; B.S., McGill University, 1970; Ph.D., 1976; M.B.A., 1984
- HANNU P. MAKKONEN (1993), *Senior Research Associate, Paper Science and Engineering Faculty; Director, Empire State Research Institute*; B.Sc., Helsinki University, 1962; M.Sc., 1963; Ph.D., University of Washington, 1974
- PAUL D. MANION (1967), *Professor, Environmental and Forest Biology Faculty*; B.S., University of Minnesota, 1962; M.S., 1965; Ph.D., 1967
- JACK MANNO (1986), *Senior Staff Associate, Great Lakes Research Consortium; Adjunct Assistant Professor, Environmental Studies Faculty*; B.A., State University of New York at Binghamton, 1975; M.S., State University of New York College of Environmental Science and Forestry, 1992; Chancellor's Award for Excellence in Professional Service, 1994
- MARY ANNE T. MARANO (1972), *Bursar, Business Affairs*; A.A., Onondaga Community College, 1967
- FRANK L. MARAVIGLIA (1964), *Professor, Landscape Architecture Faculty*; B.S., State University of New York College at Oswego, 1958; M.S., Hofstra University, 1963; NYS/UUP Excellence Award, 1991
- BRUCE MARCHAM (1985), *Assistant Facilities Program Coordinator, Physical Plant*; B.S., M.E., University of Massachusetts, Amherst, 1981
- GEORGE C. MARTIN (1979), *Associate Member, Polymer Research Institute*; B.S., Purdue University, 1970; Ph.D., University of Minnesota, 1976
- JOSEPH MARTON (1983), *Adjunct Professor, Paper Science and Engineering Faculty*; Ph.D., Paszmany Peter University, Budapest, Hungary, 1943
- RAYMOND D. MASTERS (1968), *Instructional Support Technician, Adirondack Ecological Center*; A.A.S., Paul Smith's College, 1967
- NANCY MATHEWS (1992), *Adjunct Assistant Professor, Environmental and Forest Biology Faculty*; B.S., Pennsylvania State University, 1980; M.S., State University of New York College of Environmental Science and Forestry, 1982; Ph.D., 1989
- GWYNNE L. MAY (1973), *Manager and Instructional Support Specialist, Academic Computing Center*
- CHARLES A. MAYNARD (1980), *Professor, Forestry Faculty*; B.S., Iowa State University, 1974; M.S., 1977; Ph.D., 1980
- RICHARD J. McCLIMANS (1977), *Senior Research Associate, Environmental Resources and Forest Engineering Faculty*; B.S.C.E., Merrimack College, 1961
- JEFFREY J. McDONNELL (1993), *Professor, Forestry Faculty*; B.Sc., University of Toronto, 1979; M.Sc., Trent University, 1985; Ph.D., University of Caterbury, 1989
- PAUL K. McGUINNES (1986), *Director, Campus Public Safety*; B.S., SUNY College at Buffalo, 1975; Certificate of Completion, Public Administration Mid-Career Development Program, Syracuse University, 1991
- BARBARA J. McGUINNESS (1994), *Research Scientist, Forestry Faculty*; B.S., SUNY College of Environmental Science and Forestry, 1991; M.S., Pennsylvania State, 1994
- PATRICK J. McHALE (1996), *Instructional Support Specialist, Environmental and Forest Biology Faculty*; A.A.S., Onondaga Community College, 1987; B.S., SUNY-Oswego, 1991; M.S., SUNY College of Environmental Science and Forestry, 1996
- DONALD G. McLEAN (1968), *Senior Programmer/Analyst, Academic Computing*; B.A., Syracuse University, 1975
- BRIDGET McMASTER (1990), *Instructional Support Specialist, Environmental and Forest Biology Faculty*; B.S., State University of New York College at Fredonia, 1977; M.S., 1980; M.S., Virginia Polytechnic Institute and State University, 1982
- ROBERT W. MEYER (1979), *Professor, Construction Management and Wood Products Engineering Faculty; Director, Tropical Timber Information Center*; B.S.F., University of Washington, 1962; M.F., 1964; Ph.D., State University College of Forestry at Syracuse University, 1967
- MYRON J. MITCHELL (1975), *Professor, Environmental and Forest Biology Faculty*; B.A., Lake Forest College, 1969; Ph.D., University of Calgary, 1974

- ANDREW MOLLOY (1993), *Senior Research Support Specialist*, Environmental and Forest Biology Faculty; B.S., SUNY College of Environmental Science and Forestry, 1989; M.S., 1995
- DOUGLAS A. MORRISON (1969), *Research Associate*, Forestry Faculty; B.A., University of Western Ontario, 1966; M.S., University of Oregon, 1967; Ph.D., 1969; M.S., Syracuse University, 1976; C.A.S., 1977
- DIETLAND MÜLLER-SCHWARZE (1973), *Professor*, Environmental and Forest Biology Faculty; Doctorate, Max Planck Institute, 1958-1960; Ph.D., University of Freiburg, 1963
- JAMES P. NAKAS (1979), *Professor*, Environmental and Forest Biology Faculty; B.S., LeMoyne College, 1968; M.S., Seton Hall University, 1970; Ph.D., Rutgers University, 1976
- TSUTOMU NAKATSUGAWA (1968), *Professor*, Environmental and Forest Biology Faculty; B. Agric., Tokyo University, 1957; M.S., Iowa State University, 1961; Ph.D., 1964
- BARBARA L. NELSON (1993), *Staff Associate*, Business Affairs; A.S., Jamestown Community College, 1988; B.S., State University of New York at Fredonia, 1990
- DONALD E. NETTLETON, JR. (1985), *Adjunct Professor*, Chemistry Faculty; B.S., Yale University, 1952; Ph.D., Rice University, 1956
- EDWARD F. NEUHAUSER (1990), *Adjunct Associate Professor*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1973; Ph.D., 1978
- WILLIAM J. NICHOLSON (1982), *Staff Associate*, Research Programs; B.S., Syracuse University, 1981; President's ESF Quality of Worklife Award, 1994
- ALFRED H. NISSAN (1979), *Adjunct Professor*, Paper Science and Engineering Faculty; B.Sc., Birmingham University, England, 1937; Ph.D., 1940; D.Sc., 1943
- ROGER L. NISSEN, JR. (1970), *Instructional Support Specialist*, Forestry Faculty; A.A.S., Paul Smith's College, 1970; President's ESF Quality of Worklife Award, 1993
- BRENDA J. NORDENSTAM (1993), *Assistant Professor*, Environmental Studies Faculty; B.S., University of California, 1979; B.A., 1982; M.S., California State University, 1985; Ph.D., University of California-Irvine, 1993
- ROY A. NORTON (1970), *Professor*, Environmental and Forest Biology Faculty; B.S., State University College of Forestry at Syracuse University, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1973; Ph.D., 1977
- CHRISTOPHER NOWAK (1988), *Adjunct Assistant Professor*, Forestry Faculty; A.A.S., State University of New York College of Environmental Science and Forestry, 1979; B.S., 1985; M.S., 1986; Ph.D., 1993
- DAVID J. NOWAK (1995), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., SUNY College of Environmental Science and Forestry, 1984; M.S., 1986; Ph.D., University of California, Berkeley, 1991
- FLORA NYLAND (1982), *Principal Research Support Specialist*, F. Franklin Moon Library; B.F.A., Syracuse University, 1959; M.A., Michigan State University, 1966; M.L.S., Syracuse University, 1986
- RALPH D. NYLAND (1967), *Professor*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1958; M.S., 1959; Ph.D., Michigan State University, 1966
- MARY O'HALLORAN (1983), *Senior Admissions Advisor*, Student Affairs and Educational Services; A.A., Harriman Junior College, 1974; B.A., State University of New York College at Geneseo, 1976
- SHIGETOSHI OMORI (1977), *Instructional Support Technician*, Paper Science and Engineering Faculty; B.S., Iwate University, 1967; M.S., Hokkaido University, 1969; Ph.D., 1973
- JAMES F. PALMER (1980), *Associate Professor*, Landscape Architecture Faculty; B.A., University of California, 1972; M.L.A., University of Massachusetts, 1976; Ph.D., 1979
- NANCY A. PARSONS (1981), *Administrative Manager*, Syracuse Pulp and Paper Foundation; B.A., St. Bonaventure University, 1969; M.S., Syracuse University, 1992
- BERNARD PATTEN (1993), *Adjunct Professor*, Environmental and Forest Biology Faculty; A.B., Cornell University, 1952; M.S., Rutgers University, 1954; M.A., University of Michigan, 1957; Ph.D., Rutgers University, 1959
- RICHARD PERKINS (1992), *Adjunct Professor*, Paper Science and Engineering Faculty; A.B., Dartmouth College, 1954; M.S., State University College of Forestry at Syracuse University, 1959; Ph.D., 1963
- SHAWN P. PHILIPPON (1995), *Lecturer*, Forestry Faculty; B.S., Clarkson University, 1991; M.S., SUNY-Potsdam, 1992
- GUY PIROLA (1979), *Instructional Support Specialist*, Chemistry Faculty; B.S., State University College of Forestry at Syracuse University, 1963
- LUCY C. POPKESS (1990), *Executive Director of the ESF College Foundation*, President's Office; B.S., State University of New York College of Environmental Science and Forestry, 1974
- WILLIAM F. PORTER (1978), *Professor*, Environmental and Forest Biology Faculty; *Director*, Adirondack Ecological Center; *Co-Director*, Adirondack Wildlife Program; B.S., University of Northern Iowa, 1973; M.S., University of Minnesota, 1976; Ph.D., 1979
- MATTHEW R. POTTEIGER (1984), *Associate Professor*, Landscape Architecture Faculty; B.S., Pennsylvania State University, 1978; M.L.A., University of California, Berkeley, 1982
- WILLIAM A. POWELL, JR. (1989), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., Salisbury State University, 1982; Ph.D., Utah State University, 1986
- ROBERT H. POWERS (1995), *Adjunct Professor*, Chemistry Faculty; B.A., SUNY College at Oswego, 1977; Ph.D., Michigan State University, 1987
- NEIL P.J. PRICE (1994), *Assistant Professor*, Chemistry Faculty; H.N.C., Gloucester College of Technology, 1977; B.Sc., University of Essex, 1986; Ph.D., University of London, 1990
- BANDARU V. RAMARAO (1988), *Associate Professor*, Paper Science and Engineering Faculty; B.S., University of Madras, 1980; M.S., Clarkson University, 1982; Ph.D., 1985
- JULIE L. RAWLS (1993), *Director of Student Activities*, Student Affairs and Educational Services; B.S., Central Michigan University, 1988; M.S., Syracuse University, 1992
- DUDLEY J. RAYNAL (1974), *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty; B.S., Clemson University, 1969; Ph.D., University of Illinois, 1974
- THOMAS B. REAGAN (1971), *Television Engineer*, Instructional Development, Evaluation and Services

- ROBERT G. REIMANN (1962), *Professor*, Landscape Architecture Faculty; B.S., State University College of Forestry at Syracuse University, 1954
- D. DAYTON REUTER (1987), *Associate Professor*, Landscape Architecture Faculty; B.S.L.A., University of Wisconsin-Madison, 1976; M.S.L.A., 1985
- NORMAN A. RICHARDS (1963), *Professor*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1957; M.S., Cornell University, 1959; Ph.D., State University College of Forestry at Syracuse University, 1968
- NEIL H. RINGLER (1975), *Chair and Distinguished Teaching Professor*, Environmental and Forest Biology Faculty; B.S., California State University at Long Beach, 1967; M.S., Oregon State University, 1970; Ph.D., University of Michigan, 1975
- SCOTT O. ROGERS (1989), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., University of Oregon, 1975; M.S., 1980; Ph.D., University of Washington, 1987
- LESLIE A. RUTKOWSKI (1994), *Assistant College Registrar*, Student Affairs and Educational Services; B.A., LeMoyne College, 1986
- RICHARD W. SAGE, JR. (1968), *Research Associate and Coordinator*, Adirondack Ecological Center; B.S., State University College of Forestry at Syracuse University, 1966; M.S., State University of New York College of Environmental Science and Forestry, 1983
- JAMES M. SAHM (1996), *Assistant Professor*, Forest Technology Program of the Forestry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1991; M.S., 1995
- RALPH A. SANDERS (1979), *Professor*, Environmental Studies Faculty; B.A., Dartmouth College, 1963; M.S., Pennsylvania State University, 1968; Ph.D., University of Minnesota, 1974
- SUSAN H. SANFORD (1985), *Associate Director of Admissions*, Student Affairs and Educational Services; A.A., Montgomery College, 1973; B.S., Cornell University, 1975; M.B.A., Chapman College, 1981
- ANATOLE SARKO (1967), *Chair and Professor*, Chemistry Faculty; *Acting Director and Associate Member*, Polymer Research Institute, Cellulose Research Institute; B.S., Upsala College, 1952; M.S., New York University, 1960; Ph.D., State University College of Forestry at Syracuse University, 1966
- D. ANDREW SAUNDERS (1985), *Education Coordinator and Research Associate*, Environmental and Forest Biology Faculty; B.S., University of Missouri, 1967; M.S., Utah State University, 1970
- JAMES M. SAVAGE (1991), *Associate Professor*, Forest Technology Program of the Forestry Faculty; A.A.S., Paul Smith's College, 1984; B.S., State University of New York College of Environmental Science and Forestry, 1986; M.S., 1990
- LELAND R. SCHROEDER (1986), *Chair and Professor*, Paper Science and Engineering Faculty; A.B., Ripon College, 1960; M.S., Lawrence University (The Institute of Paper Chemistry), 1962; Ph.D., 1965
- RICHARD A. SCHWAB (1974), *Director*, Forest Properties; B.S., State University College of Forestry at Syracuse University, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1986; President's ESF Public Service Award, 1995
- SUSAN L. SENECAH (1993), *Assistant Professor*, Environmental Studies Faculty; B.S., Bemidji State University, 1972; M.A., University of Minnesota, 1987; Ph.D., 1992
- JAMES B. SHANLEY (1997), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Rensselaer Polytechnic Institute, 1974; M.S., University of Virginia, 1983; Ph.D., University of Wyoming, 1989
- S. SCOTT SHANNON (1988), *Associate Professor*, Landscape Architecture Faculty; B.L.A., State University of New York College of Environmental Science and Forestry, 1982; M.L.A., 1988
- HORACE B. SHAW III (1984), *Associate for Continuing Education*, Continuing Education; A.B., Dartmouth College, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1982
- WILLIAM SHIELDS (1979), *Professor*, Environmental and Forest Biology Faculty; A.B., Rutgers University, 1974; M.S., Ohio State University, 1976; Ph.D., 1979
- DONALD SIEGEL (1991), *Adjunct Professor*, Environmental Studies Faculty; B.S., University of Rhode Island, 1969; M.S., Pennsylvania State University, 1971; Ph.D., University of Minnesota, 1981
- THOMAS O. SLOCUM (1977), *Director of Career and Counseling Services*, Student Affairs and Educational Services; B.S., State University of New York at Brockport, 1967; M.S., State University of New York at Albany, 1968; Chancellor's Award for Excellence in Professional Service, 1991
- RICHARD C. SMARDON (1979), *Chair and Professor*, Environmental Studies Faculty; *Director*, Institute for Environmental Policy and Planning; *Co-Director*, Great Lakes Research Consortium; B.S., University of Massachusetts, 1970; M.L.A., 1973; Ph.D., University of California, 1982; President's ESF Public Service Award, 1994
- LAWRENCE B. SMART (1996), *Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Cornell University, 1987; Ph.D., Michigan State University, 1992
- JERI LYNN SMITH (1977), *Director*, News and Publications; B.A., Syracuse University, 1975
- LEONARD A. SMITH (1964), *Associate Professor*, Construction Management and Wood Products Engineering Faculty; *Associate Member*, Polymer Research Institute; B.S., Ch.E., University of Dayton, 1962; M.S., Ch.E., Case Institute of Technology, 1964; Ph.D., State University of New York College of Environmental Science and Forestry, 1972
- MARTIN A. SMITH (1993), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., University of Tennessee, 1971; M.C.P., Georgia Institute of Technology, 1973; Ph.D., University of North Carolina, 1985
- WILLIAM B. SMITH (1986), *Associate Professor*, Construction Management and Wood Products Engineering Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1976; M.S., 1978; Ph.D., 1983
- MICHAEL SMITHEE (1990), *Adjunct Advisor to International Students*, Student Affairs and Educational Services; B.A., Florida State University, 1969; M.A., 1970; Ed.D., Syracuse University, 1990
- CYNTHIA L. SNYDER (1983), *Senior Programmer/Analyst*, Administrative Computing; A.O.S., Powelson Business Institute, 1982
- DAVID J. SODERBERG (1979), *Director*, Administrative Computing; B.A., State University of New York College at Oneonta, 1975; B.S., State University of New York College of Environmental Science and Forestry, 1979; M.S., Syracuse University, 1991
- DALE S. SOLOMON (1996), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1961; M.F., Yale School of Forestry, 1962; Ph.D., University of Maine, 1978

ROBERT C. SOMERS, JR. (1997), *Adjunct Associate Professor*, Forestry Faculty; B.S., University of Kentucky, 1974; M.P.A., 1980; Ph.D., SUNY College of Environmental Science and Forestry, 1986

CHARLES M. SPUCHES (1987), *Director of Instructional Development, Evaluation and Services*; A.A.S., Onondaga Community College, 1973; B.M.E., Syracuse University, 1975; M.M., 1977; Ed.D., 1987; NYS/UUP Excellence Award, 1991

STEPHEN V. STEHMAN (1989), *Associate Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1979; M.S., Oregon State University, 1981; Ph.D., Cornell University, 1990

S. ALEXANDER STERN (1979), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; B.S., Israel Institute of Technology, 1945; M.S., Ohio State University, 1948; Ph.D., 1952

DONALD J. STEWART (1987), *Professor*, Environmental and Forest Biology Faculty, B.S., University of Michigan, 1969; M.S., 1976; Ph.D., University of Wisconsin, 1980

WILLIAM M. STITELER (1989), *Adjunct Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1964; M.S., 1965; Ph.D., 1970

DEBORAH A. STORRINGS (1994), *Senior Programmer/Analyst*, Administrative Computing; B.S., Columbia College, 1987; M.S.E.D., SUNY-Oswego, 1995

SUSAN L. STOUT (1996), *Adjunct Assistant Professor*, Forestry Faculty; A.B., Radcliffe College, 1972; M.S., SUNY College of Environmental Science and Forestry, 1983; D.F., Yale School of Forestry and Environmental Studies, 1995

DENNIS O. STRATTON (1978), *Director of Admissions and Inter-Institutional Relations*, Student Affairs and Educational Services; B.S., State University of New York College at Cortland, 1965; M.S., 1966; Chancellor's Award for Excellence in Professional Service, 1995

KATHLEEN A. STRIBLEY (1981), *Associate Professor*, Landscape Architecture Faculty; B.A., University of Michigan, 1973; M.L.A., 1976

PAUL SZEMKOW (1978), *Instructional Support Specialist*, Environmental Resources and Forest Engineering Faculty; B.S., State University of New York Empire State College, 1976; M.S., State University of New York College of Environmental Science and Forestry, 1987

STEPHEN A. TEALE (1991), *Associate Professor*, Environmental and Forest Biology Faculty; B.A., College of St. Rose, 1980; M.S., University of Kansas, 1983; Ph.D., State University of New York College of Environmental Science and Forestry, 1990

JAMES L. THORPE (1965), *Research Associate*, Paper Science and Engineering Faculty; B.S., State University College of Forestry at Syracuse University, 1965; M.S., 1967

BENETTE W. TIFFAULT (1996), *Lecturer*, Environmental Studies Faculty; B.A., Queen's University, 1977; M.A., Syracuse University, 1980

WILLIAM P. TULLY (1966), *Provost and Vice President for Academic Affairs*; and *Professor*, Forest Engineering Faculty; B.S.C.E., Northeastern University, 1964; M.S., C.E., 1966; Ph.D., Syracuse University, 1978

J. SCOTT TURNER (1990), *Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of California at Santa Cruz, 1976; M.S., 1978; Ph.D., Colorado State University, 1982

H. BRIAN UNDERWOOD (1992), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., West Virginia University, 1982; M.S., State University of New York College of Environmental Science and Forestry, 1986; Ph.D., 1990

DAVID USHOLD (1991), *Research Scientist*, Landscape Architecture Faculty; B.L.A., SUNY College of Environmental Science and Forestry, 1991; M.L.A., 1994

LARRY W. VANDRUFF (1970), *Professor*, Environmental and Forest Biology Faculty; B.S., Mansfield State College, 1964; M.S., Cornell University, 1966; Ph.D., 1970

DAVID L. VANTRESS (1976), *Staff Associate*, Physical Plant; B.S., State University of New York College of Environmental Science and Forestry, 1976

JOHN E. VIEW (1979), *Director of Financial Aid and Educational Opportunity Program*, Student Affairs and Educational Services; B.A., St. Leo College, 1972; M.A., University of Notre Dame, 1974; M.B.A., Syracuse University, 1986; Chancellor's Award for Excellence in Professional Service, 1990

JOHN E. WAGNER (1994), *Assistant Professor*, Forestry Faculty; B.S., Washington State University, 1981; M.S., University of Idaho, 1984; Ph.D., Colorado State University, 1990

CHUN-JUANK. WANG (1959), *Professor*, Environmental and Forest Biology Faculty; B.S., Taiwan University, 1950; M.S., Vassar College, 1952; Ph.D., State University of Iowa, 1955; Chancellor's Award for Excellence in Teaching, 1990

PHILLIP M. WARGO (1997), *Adjunct Associate Professor*, Forestry Faculty; B.A., Gettysburg College, 1962; M.S., Iowa State University, 1964; Ph.D., 1966

JOHN R. WASIEL (1990), *Environmental Health and Safety Officer*; A.A.S., State University of New York College of Agriculture and Technology at Cobleskill, 1981; B.S., State University College at Oneonta, 1985

GARY A. WATERS (1997), *Director of Development*; A.A., Walters State Community College, 1979; B.A., Berry College, 1980; M.B.A., 1989; Ed.D., 1996

CONNIE S. WEBB (1996), *Vice President for Administration*; B.A., Syracuse University, 1971; M.S., 1974

FRANCIS X. WEBSTER (1987), *Associate Professor*, Chemistry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1979; Ph.D., 1986

SARAH P. WEBSTER (1990), *Associate Professor*, Environmental Studies Faculty; B.A., Duke University, 1959; M.A., Syracuse University, 1961

ROBERT G. WERNER (1966-69) (1970), *Professor*, Environmental and Forest Biology Faculty; *Co-Director*, Great Lakes Research Consortium; B.S., Purdue University, 1958; M.A., University of California, 1963; Ph.D., Indiana University, 1966

CHRISTOPHER L. WESTBROOK (1989), *Director and Associate Professor*, Forest Technology Program of the Forestry Faculty; State University of New York College of Environmental Science and Forestry (Ranger School), 1973; B.S., University of Montana, 1977; M.A., West Virginia University, 1988; Chancellor's Award for Excellence in Teaching, 1996

ROSS S. WHALEY (1984), *President*; B.S., University of Michigan, 1959; M.S., Colorado State University, 1961; Ph.D., University of Michigan, 1969

LAWRENCE W. WHELPTON (1969), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., State University of New York Agricultural and Technical College at Alfred, 1965; Chancellor's Award for Excellence in Professional Service, 1989

EDWIN H. WHITE (1980), *Dean of Research Programs and Professor*, Forestry Faculty; *Interim Director*, NY Center for Forest Research and Development; Certificate, State University College of Forestry (Ranger School), 1959; B.S., State University College of Forestry at Syracuse University, 1962; M.S., 1964; Ph.D., Auburn University, 1969

EVA D. WILLIAMS (1990), *Senior Admissions Advisor*, Student Affairs and Educational Services; B.A., State University of New York at Binghamton, 1982

JAMES L. WILLIAMSON (1980), *Associate Librarian*, F. Franklin Moon Library; B.A., State University of New York at Albany, 1971; M.L.S., 1973

WILLIAM T. WINTER (1988), *Professor*, Chemistry Faculty; *Associate Member*, Polymer Research Institute; B.S., State University College of Forestry at Syracuse University, 1966; Ph.D., State University of New York College of Environmental Science and Forestry, 1974

JOHN J. WOODIN (1979), *Facilities Program Coordinator*, SUNY Campus Environmental Improvement Program; B.S., State University of New York College of Environmental Science and Forestry, 1984

JAMES J. WORRALL (1986), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., University of Alaska/Fairbanks, 1976; M.S., University of California at Berkeley, 1978; Ph.D., 1982

RUTH D. YANAI (1994), *Assistant Professor*, Forestry Faculty; B.A., Yale University, 1981; M.Phil., 1987; Ph.D., 1990

JIN YOSHIMURA (1994), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Chiba University, 1978; Ph.D., SUNY College of Environmental Science and Forestry, 1989

YOUXIN YUAN (1991), *Research Scientist*, Chemistry Faculty; B.S., Shanghai Institute of Technology, 1982; M.S., SUNY College of Environmental Science and Forestry, 1987; Ph.D., Syracuse University, 1991

RICHARD G. ZEPP (1996), *Adjunct Professor*, Chemistry Faculty; B.S., Furman University, 1963; Ph.D., Florida State University, 1969

LIANJIUN ZHANG (1994), *Assistant Professor*, Forestry Faculty; B.S., Shandong Agricultural University, 1982; M.S., University of Idaho, 1987; Ph.D., 1990

WAYNE C. ZIPPERER (1990), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Kent State University, 1975; M.S., 1979; Ph.D., State University of New York College of Environmental Science and Forestry, 1987

JEANNETTE ZOCCOLILLO (1984), *Property Control Coordinator*, Forest Properties; A.A.S., Villa Maria College, 1967

EMERITUS

MAURICE M. ALEXANDER (1949-1983), *Professor Emeritus*; B.S., New York State College of Forestry, 1940; M.S., University of Connecticut; 1942; Ph.D., State University College of Forestry at Syracuse University, 1950

DAVID G. ANDERSON (1959-1991), *Vice President for Administration Emeritus*, A.A.S., State University College of Forestry (Ranger School), 1950; B.S., State University College of Forestry at Syracuse University, 1953; M.S., University of Utah, 1958; M.P.A., Syracuse University, 1974

GEORGE R. ARMSTRONG (1950-1981), *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.S., 1959, Ph.D., 1965

JAMES P. BAMBACHT (1967), *Professor Emeritus*; A.B., Kalamazoo College, 1954; M.S., The Institute of Paper Chemistry, 1956; Ph.D., State University of New York College of Environmental Science and Forestry, 1973

C. ELLISON BECK (1970-1985), *Technical Specialist Emeritus*

DONALD F. BEHREND (1960-1988), *Professor Emeritus*; B.S., University of Connecticut, 1958; M.S., 1960; Ph.D., State University College of Forestry at Syracuse University, 1966

LAWRENCE J. BELANGER (1947-1965), *Registrar Emeritus*; *Professor Emeritus*; B.S., Syracuse University, 1932; M.S., New York State College for Teachers, Albany, 1941

JOHN D. BENNETT (1960-1994), *Professor Emeritus*; B.A., Ohio Wesleyan University, 1954; Ph.D., Syracuse University, 1968; Chancellor's Award for Excellence in Teaching, 1973

JEROME BREZNER (1961-1995), *Professor Emeritus*; A.B., University of Rochester, 1952; A.M., University of Missouri, 1956; Ph.D., 1959

RHONDDA K. CASSETTA (1973-1981), *Associate for Institutional Research Emeritus*; A.B., Elmira College, 1933

DANIEL M. CASTAGNOZZI (1956-1977), *Professor Emeritus and Director Emeritus*; A.A.S., State University College of Forestry (Ranger School), 1950; B.S.F., University of Michigan, 1952; M.F., State University College of Forestry at Syracuse University, 1957

ROBERT E. CHAMBERS (1967-1995), *Professor Emeritus*; B.S., Pennsylvania State University, 1954; M.S., 1956; Ph.D., Ohio State University, 1972

ROLLA W. COCHRAN (1964-1990), *Associate Professor Emeritus*; B.A., Denison University, 1949; M.S., Ohio State University, 1951

WILFRED A. CÔTÉ, JR. (1950-1991), *Distinguished Service Professor Emeritus*; B.S., University of Maine, 1949; M.F., Duke University, 1950; Ph.D., State University College of Forestry at Syracuse University, 1958

PHILLIP J. CRAUL (1968-1994), *Professor Emeritus*; B.S.F., Pennsylvania State University, 1954; M.S., 1960; Ph.D., 1964

TIBERIUS CUNIA (1968-1993), *Professor Emeritus*; Forest Engineer, Ecole Nat. des Eaux et Forêts, Nancy-France, 1951; M.S., McGill University, Montreal, Canada, 1957

BENJAMIN V. DALL (1975-1994), *Professor Emeritus*; B.S., Yale University, 1955; M.F., 1956; J.D., University of Virginia, 1959; Ph.D., Pennsylvania State University, 1972

ROBERT W. DAVIDSON (1957-1991), *Professor Emeritus*; B.S., Montana State University, 1948; M.S., State University College of Forestry at Syracuse University, 1956; Ph.D., 1960

RUSSELL C. DECKERT (1952-1976), *Professor Emeritus*; B.S.F., University of Georgia, 1938; M.F., Duke University, 1943

CARLTON W. DENCE (1951-1991), *Professor Emeritus*; B.S., Syracuse University, 1947; M.S., State University College of Forestry at Syracuse University, 1949; Ph.D., 1959

- DANIEL L. DINDAL (1966-1993), *Distinguished Teaching Professor Emeritus*; B.S. Ed. and B.S. Agri., Ohio State University, 1958; M.A., 1961; Ph.D., 1967; Chancellor's Award for Excellence in Teaching, 1974
- GEORGE F. EARLE (1952-1983), *Professor Emeritus*; B.F.A., Syracuse University, 1937; M.F.A., Yale University, 1946
- JOHN H. ENGELKEN (1952-1982), *Forest Property Manager Emeritus*; B.S.F., Utah State University, 1950
- ARTHUR R. ESCHNER (1964-1991), *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1950; M.S., Iowa State College, 1952; Ph.D., State University College of Forestry at Syracuse University, 1965
- JEAN E. FISHER (1950-52) (1963-1981), *Senior Research Associate Emeritus*; B.S., University of Idaho, 1941
- ROBERT L. FRIEDMAN (1967-1985), *Director of Admissions Emeritus*; A.B., Syracuse University, 1952; M.A., 1954
- RUSSELL E. GETTY (1966-1973), *Professor Emeritus*; B.S., Iowa State College, 1936; M.S., 1951
- PAUL F. GRAVES (1947-1988), *Professor Emeritus*; B.S., New York State College of Forestry, 1939; M.S., 1941; Ph.D., Syracuse University, 1949
- DONALD F. GREEN (1965-1978), *Registrar Emeritus*; A.B., New York State College for Teachers, Albany, 1942; M.S., 1950
- DAVID L. HANSELMAN (1963), *Professor Emeritus*, Landscape Architecture Faculty; B.S., Cornell University, 1957; M.S., 1958; Ph.D., Ohio State University, 1963
- ROY C. HARTENSTEIN (1959-1965) (1967-1989), *Professor Emeritus*; B.S., State Teachers College at Buffalo, 1953; M.S., Syracuse University, 1957; Ph.D., State University College of Forestry at Syracuse University, 1959
- ROBERT D. HENNIGAN (1967-1994), *Professor Emeritus*; B.C.E., Manhattan College, 1949; M.A., Syracuse University, 1964
- ALLEN F. HORN, JR. (1957-1993), *Professor Emeritus*; B.S., Michigan State University, 1950; M.S., 1951; Ph.D., State University College of Forestry at Syracuse University, 1957; LL.B., Syracuse University, 1967
- EDWIN C. JAHN (1938-1972), *Dean Emeritus and Professor Emeritus*; B.S., New York State College of Forestry, 1925; M.S., 1926; Ph.D., McGill University, 1929
- ROBERT V. JELINEK (1972-1993), *Professor Emeritus*; B.S., Columbia University, 1945; M.S., 1947; Ph.D., 1953
- HAZEL S. JENNISON (1965-1984), *Research Associate Emeritus*; B.S., Western Kentucky State University, 1941; M.S., Syracuse University, 1966
- EDWIN H. KETCHLEDGE (1955-1985), *Distinguished Teaching Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.S., 1950; Ph.D., Stanford University, 1957
- THEODORE J. KOCHANEK (1971-1976), *Director of Physical Plant Emeritus*
- RONALD F. LAPLAINE (1948-1983), *Technical Specialist Emeritus*
- CHARLES C. LARSON (1950-1983), *Professor Emeritus*; A.S., North Dakota State School of Forestry, 1938; B.S., University of Minnesota, 1940; M.S., University of Vermont, 1943; Ph.D., State University College of Forestry at Syracuse University, 1952
- RICHARD V. LEA (1967-1985), *Professor Emeritus*; B.S., New York State College of Forestry, 1946; M.S., State University College of Forestry at Syracuse University, 1948; Ph.D., 1953
- CHARLES N. LEE (1959-1995), *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; B.C.E., Syracuse University, 1957; M.C.E., 1959
- BENGT LEOPOLD (1961-1985), *Professor Emeritus*; B.Sc., Royal Institute of Technology, Stockholm, 1947; Licentiat, 1949; Ph.D., 1952
- JOSIAH L. LOWE (1933-1975), *Professor Emeritus*; B.S., New York State College of Forestry, 1927; Ph.D., University of Michigan, 1938
- PHILIP LUNER (1957-1995), *Senior Research Associate Emeritus*; Associate Member, Polymer Research Institute; B.Sc., University of Montreal (Loyola College), 1947; Ph.D., McGill University, 1951
- RICHARD E. MARK (1970-1993), *Senior Research Associate Emeritus*; B.S., State University College of Forestry at Syracuse University, 1950; Master of Forestry, Yale University, 1960; Doctor of Forestry, 1965
- CHARLES E. MARTIN II (1962-1990), *Professor Emeritus*; B.S., Duke University, 1953; M.F., 1954
- HOWARD C. MILLER (1950-1982), *Professor Emeritus and Extension Specialist Emeritus*; B.S., New York State College of Forestry, 1941; Ph.D., Cornell University, 1951
- RICHARD W. MILLER (1966-1995), *Director of the Forest Technology Program of the Forestry Faculty Emeritus*; Certificate, State University College of Forestry (Ranger School), 1953; B.S., State University College of Forestry at Syracuse University, 1956; M.S., State University of New York College of Environmental Science and Forestry, 1984
- RAYMOND A. MOORE (1954-1985), *Associate Professor Emeritus*; B.S.F., West Virginia University, 1951; M.S., North Carolina State College, 1952
- JOHN L. MORRISON (1946-1971), *Professor Emeritus*; A.B., University of Nebraska, 1933; A.M., 1935; Ph.D., University of California, 1941
- ROBERT S. NORTH (1975-1993), *Registrar Emeritus*; A.B., Syracuse University, 1952
- DAVID G. PALMER (1966-1995), *Professor Emeritus*; B.S., General Motors Institute, 1962; M.S., Syracuse University, 1964; Ph.D., 1975
- NICK J. PARADISO, JR. (1988), *Vice President for Administration Emeritus*; B.A., Syracuse University, 1965
- HARRISON H. PAYNE (1964-1987), *Vice President for Student Affairs Emeritus and Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1950; M.Ed., St. Lawrence University, 1955; Ed.D., Cornell University, 1963
- RICHARD E. PENTONEY (1953-1979), *Vice President for Program Affairs Emeritus*; B.S., University of California, 1949; M.S., State University College of Forestry at Syracuse University, 1952; Ph.D., 1956
- JANIS PETRICEKS (1968-1991), *Professor Emeritus*; Diploma in Forestry, University of Freiburg, 1950; M. Agr., Interamerican Institute of Agricultural Sciences, 1956; Ph.D., State University College of Forestry at Syracuse University, 1968
- ROBERT B. RAYMISH (1956-1983), *Assistant Director of Physical Plant Emeritus*

- KERMIT E. REMELE (1962-1991), *Associate Professor Emeritus*; Diploma, New York State College of Forestry (Ranger School), 1943; B.S., State University College of Forestry at Syracuse University, 1949; M.F., University of Michigan, 1952
- SAMUEL ROTHENBERG (1946-1986), *Senior Research Associate Emeritus*; B.S., New York State College of Forestry, 1943; M.S., State University College of Forestry at Syracuse University, 1964
- MICHAIL SCHAEDLE (1965-1994), *Professor Emeritus*; B.S., University of British Columbia, 1957; M.S., 1959; Ph.D., University of California, 1964
- CONRADSCHUERCH (1949-1983), *Distinguished Professor Emeritus*; Associate Member, Polymer Research Institute; B.S., Massachusetts Institute of Technology, 1940; Ph.D., 1947
- BRADFORD G. SEARS (1941-1976), *Dean Emeritus*; *Professor Emeritus*; B.S., New York State College of Forestry, 1939; M.S., State University College of Forestry at Syracuse University, 1948
- ROBERT M. SILVERSTEIN (1969-1986), *Professor Emeritus*; B.S., University of Pennsylvania, 1937; M.S., New York University, 1941; Ph.D., 1949
- JOHN B. SIMEONE (1948-1983), *Professor Emeritus*; B.S., Rhode Island State College, 1942; M.F., Yale University, 1948; Ph.D., Cornell University, 1960
- CHRISTEN SKAAR (1946-1948) (1949-1976), *Professor Emeritus*; B.S., New York State College of Forestry, 1943; M.S., State University College of Forestry at Syracuse University, 1948; Ph.D., Yale University, 1957
- JOHANNES SMID (1956-57) (1960-1995), *Professor Emeritus*; Associate Member, Polymer Research Institute; B.Sc., Free University, Amsterdam, 1952; M.Sc., 1954; Ph.D., State University College of Forestry at Syracuse University, 1957
- KENNETH J. SMITH, JR. (1968-1995), *Professor Emeritus*; Associate Member, Polymer Research Institute; B.A., East Carolina University, 1957; M.A., Duke University, 1959; Ph.D., 1962
- LEROY C. STEGEMAN (1929-1965), *Professor Emeritus*; B.S., Michigan State College, 1928; M.S., University of Michigan, 1929
- WESLEY E. SUHR (1974-1988), *Associate Professor Emeritus*; B.S., University of Minnesota, 1958; M.S., University of Arizona, 1965
- VIVIAN R. SUTTON (1962-1976), *Associate Professor Emeritus*; B.A., Oberlin College, 1934; M.A., Bryn Mawr College, 1937; Ph.D., 1942
- MICHAEL M. SZWARC (1952-1979), *Distinguished Professor Emeritus*; Associate Member, Polymer Research Institute; Ch.E., Warsaw Polytechnic College, 1932; Ph.D., Hebrew University, 1945; Ph.D., Manchester University, 1947; D.Sc., 1949
- STUART W. TANENBAUM (1973-1993), *Collegewide Professor Emeritus*; Associate Member, Polymer Research Institute; B.S., City College of New York, 1944; Ph.D., Columbia University, 1951; NYS/UUP Excellence Award, 1990
- WILLIAM C. TIERSON (1949-1983), *Director of Wildlife Research Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.F., 1967
- TOR E. TIMELL (1951) (1962-1995), *Professor Emeritus*; Associate Member, Polymer Research Institute; Civiling., Royal Institute of Technology, Stockholm, 1946; Tekn. lic., 1948; Teck. Dr., 1950
- FREDRICK A. VALENTINE (1956-1995), *Professor Emeritus*; B.S., St. Cloud State Teachers College, 1949; M.S., University of Wisconsin, 1953; Ph.D., 1957; NYS/UUP Excellence Award, 1990
- ARTHUR T. VIERTTEL (1946-1975), *Associate Professor Emeritus*; B.S., New York State College of Forestry, 1942; Ph.D., State University College of Forestry at Syracuse University, 1954
- DANIEL C. WALTON (1963-1991), *Professor Emeritus*; B.Ch.E., University of Delaware, 1955; Ph.D., State University College of Forestry at Syracuse University, 1962
- WILLIAM L. WEBB (1937-1975), *Professor Emeritus*; *Dean Emeritus*; B.S., University of Minnesota, 1935; M.S., 1940; Ph.D., Syracuse University, 1950
- DONALD F. WEBSTER (1973-1995), *Librarian Emeritus*; B.A., Hofstra University, 1959; M.L.S. and Diploma in Library Education, Queens College; City University of New York, 1965; Ph.D., Syracuse University, 1983
- SIDNEY A. WHITT (1968-1976), *Professor Emeritus*; B.S., University of Alabama, 1933; M.S., Massachusetts Institute of Technology, 1937; D. Engr. Sc., New York University, 1962
- HUGH E. WILCOX (1954-1986), *Professor Emeritus*; B.S., University of California, 1938; M.S., New York State College of Forestry, 1940; Ph.D., University of California, 1950
- JOHN M. YAVORSKY (1948-56) (1967-1984), *Professor Emeritus and Dean of Continuing Education Emeritus*; B.S., New York State College of Forestry, 1942; M.S., 1947; Ph.D., State University College of Forestry at Syracuse University, 1955
- ROBERT A. ZABEL (1947-1985), *Professor Emeritus*; B.S., University of Minnesota, 1938; M.S., New York State College of Forestry, 1941; Ph.D., State University College of Forestry at Syracuse University, 1948

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ADDITIONAL INFORMATION

Additional information is available upon request from any of the addresses found on the inside front cover. This undergraduate/graduate catalog was published by the College of Environmental Science and Forestry, July 1996.

The calendar, courses, tuition, and fees described in this catalog are subject to change at any time by official action either of the State University of New York Board of Trustees or of the College of Environmental Science and Forestry.



ACCREDITATION

The State University of New York College of Environmental Science and Forestry is accredited by the Middle States Association of Colleges and Secondary Schools: the B.S. degree program in resources management with an option in forestry is accredited by the Society of American Foresters; the A.A.S. degree program in forest technology is recognized by the Society of American Foresters; the B.L.A. and M.L.A. degree programs in landscape architecture are accredited by the American Society of Landscape Architects; and the B.S. degree program in forest engineering is accredited by the Accreditation Board for Engineering and Technology.



AFFIRMATIVE ACTION

The State University of New York College of Environmental Science and Forestry takes affirmative action to provide opportunities to all people and to reflect in our campus community the cultural diversity of the population we serve. ESF is committed to recruiting and retaining women and underrepresented group members as students, faculty and staff. As an Equal Employment Opportunity employer and educational institution, the College does not discriminate on the basis of age, disability, marital status, national origin, race, color, religion, creed, gender, sexual orientation or veteran's status.

Coordinator for 503-504 Programs and the Americans With Disabilities Act is Connie S. Webb, Vice President for Administration, 209 Bray Hall.

Affirmative Action Officer Judith J. Kimberlin, Assistant Director of Personnel and Affirmative Action, 217 Bray Hall.




COLLEGEWIDE SMOKING POLICY

To help ensure the safety, quality and healthfulness of the teaching, learning and working conditions at the SUNY College of Environmental Science and Forestry, smoking within College-owned and controlled buildings and facilities will not be permitted except in explicitly designated areas. Smoking in College-owned vehicles is prohibited.

College of Environmental Science and Forestry
1 Forestry Drive
Syracuse, New York 13210 - 2778

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1998 - 99

Catalog

SUNY College of
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Correspondence Directory

All written correspondence directed to a staff or faculty member at ESF should be addressed to that person and mailed to 1 Forestry Drive, Syracuse, New York 13210-2778. ESF's homepage address is <http://www.esf.edu>

Please note the specific telephone number and zip code for the following offices and individuals:

Information: (315) 470-6500 *TDD:* (315) 470-6966

Academic Programs: (315) 470-6599, zip code 13210-2781, esfgrad@mailbox.syr.edu
Robert H. Frey, Dean, Instruction and Graduate Studies
Marla A. Bennett, Senior Staff Assistant

Admissions

Undergraduate: (315) 470-6600, (800) 7777ESF, zip code 13210-2779, esfinfo@mailbox.syr.edu
Susan H. Sanford, Director
Mary O'Halloran, Senior Admissions Advisor
Eva D. Williams, Senior Admissions Advisor

Graduate: (315) 470-6599, zip code 13210-2781, esfgrad@mailbox.syr.edu
Robert H. Frey, Dean, Instruction and Graduate Studies

Affirmative Action: (315) 470-6611, zip code 13210-2778
Marcia James, Director, Personnel and Affirmative Action, marjames@esf.edu
Judith J. Kimberlin, Affirmative Action Officer, jkimberl@esf.edu

Bursar: (315) 470-6652, zip code 13210-2780
Barbara L. Nelson, Bursar

Career and Counseling Services: (315) 470-6660, zip code 13210-2783
Thomas O. Slocum, Director, Career and Counseling Services, toslocum@esf.edu

Continuing Education and Public Service: (315) 470-6891, zip code 13210-2784
Robert C. Koepper, Dean, Nonresident Programs, rkoepper@mailbox.syr.edu
Horace B. Shaw III, Associate, Continuing Education, hbshaw@esf.edu

Educational Opportunity Program (EOP): (315) 470-6670, zip code 13210-2783
John E. View, Director, Financial Aid and Educational Opportunity Program, jview@suadmin.syr.edu

Faculty Chairs (see specific Faculty listing in catalog)

Financial Aid: (315) 470-6670, zip code 13210-2783
John E. View, Director, Financial Aid and Educational Opportunity Program, jview@suadmin.syr.edu
Judith C. Hamilton, Assistant Director, Financial Aid
Schaelon F. Davis, Senior Financial Aid Advisor

Public Safety: (315) 470-6669/6666
Paul K. McGuinness, Director, Campus Public Safety, pkmcguin@esf.edu

Registrar: (315) 470-6663, zip code 13210-2783
Raymond W. Blaskiewicz, College Registrar, rwblaski@esf.edu
Leslie A. Rutkowski, Assistant Registrar, larutkow@esf.edu

Research Programs: (315) 470-6606
Edwin H. White, Dean, Research, ehwhite@suadmin.syr.edu
William J. Nicholson, Coordinator of Sponsored Programs, wjnichol@esf.edu

Student Activities: (315) 470-6658, zip code 13210-2783
Julie L. Rawls, Director of Student Activities, jrawls@esf.edu

Veterans Affairs: (315) 470-6663, zip code 13210-2783
Raymond W. Blaskiewicz, College Registrar, rwblaski@esf.edu

On the Cover: Radial section of Douglas Fir viewed with scanning electron microscope at 550 magnification. Courtesy of the N.C. Brown Center for Ultrastructure Studies.

State University of New York

College of Environmental Science and Forestry

1998-99 General Catalog

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Academic Calendar

SYRACUSE CAMPUS

FALL 1998

New Student Orientation Program	Aug. 27-30	Thursday-Sunday
Academic Advising	Aug. 29	Saturday
Registration for New Students	Aug. 30	Sunday
Classes Begin	Aug. 31	Monday
Labor Day (No classes)	Sept. 7	Monday
Yom Kippur (No classes)	Sept. 30	Wednesday
Autumn Break	Oct. 16	Friday
Registration for Spring 1999	Nov. 16-Dec. 2	Monday-Wednesday
Thanksgiving Recess	Nov. 25-29	Wednesday-Sunday
Last Day of Classes	Dec. 11	Friday
Reading Days	Dec. 12-15	Saturday-Tuesday
	Dec. 19-20	Saturday-Sunday
Exam Period	Dec. 16-18	Wednesday-Friday
	Dec. 21-22	Monday-Tuesday

SPRING 1999

Orientation/Advising/ Registration for New Students	TBA	
Martin Luther King Day (No classes)	Jan. 18	Monday
Classes Begin	Jan. 19	Tuesday
Spring Recess	March 14-21	Sunday-Sunday
Easter Break	April 2	Friday
Registration for Fall 1999	April 12-20	Monday-Tuesday
Last Day of Classes	May 4	Tuesday
Reading Days	May 5-6	Wednesday-Thursday
	May 8-9	Saturday-Sunday
Exam Period	May 7	Friday
	May 10-13	Monday-Thursday
ESF Convocation	May 15	Saturday
Commencement	May 16	Sunday

WANAKENA CAMPUS

FALL 1998

Campus Opens	Aug. 16	Sunday
Orientation/Registration	Aug. 16-18	Sunday-Tuesday
Classes Begin	Aug. 19	Wednesday
Labor Day (No classes)	Sept. 7	Monday
Autumn Break	Oct. 19	Monday
Thanksgiving Recess	Nov. 25-29	Wednesday-Sunday
Semester Ends	Dec. 18	Friday

SPRING 1999

Surveying Classes Begin	Jan. 6	Wednesday
Forestry Classes Begin	Jan. 11	Monday
Martin Luther King Day (No classes)	Jan. 18	Monday
Spring Break	March 27-April 4	Saturday-Sunday
Camp Alleghany (Forestry Students Only)	Apr. 5-9	Monday-Friday
Surveying Students (Classes at Ranger School)	April 6-9	Tuesday-Friday
Graduation	May 22	Saturday

ESF: A Vibrant Place

The State University of New York College of Environmental Science and Forestry (ESF) offers students a world that can parallel their fields of study by spanning the globe or remaining as focused as a microscope. An enrollment of more than 1,800 students and the 12-acre main campus in Syracuse are dwarfed by ESF's international reputation and its 25,000 acres at campuses and field stations throughout the state.

The College provides students and faculty with all the advantages of the SUNY system and adjacent Syracuse University, as well as one of the most intimate atmospheres of any doctoral-granting institution. Students can enjoy their own quiet campus and green quad, while exchanging ideas about the natural world with faculty and classmates focused on the same critical issues. Students at ESF also mix with Syracuse University students in classrooms and in other outstanding facilities on both campuses. In a very real sense, ESF students have the best of both worlds — the intimacy and intellectual atmosphere of a small dynamic college with annual research awards totaling more than \$24 million, and the exciting atmosphere of a major private university.

As the 21st century looms and society becomes increasingly concerned about the environment, members of the ESF family also have timing in their favor. The future of the world may be determined by those who have broad foresight and a balance of judgment in applying scientific, technical, and sociological knowledge to guide environmental and human forces. Modern civilization with its compelling demands from industry and government needs people who think objectively and constructively, and act creatively and responsibly. From its start in 1911, the College has served the state, nation, and world in meeting the needs of its citizens through education, research, and public service. Faculty and students at ESF are

committed to resolving immediate environmental hazards, learning how to avoid future problems, and offering policy alternatives that will both protect the environment and meet the needs of a global society.

At the undergraduate level, ESF offers curricula in the areas of resource management, engineering, environmental design, and the physical and life sciences. The College prepares graduates to enter the professional world or further pursue their education in graduate school.

The College supports graduate degree programs in six major program areas: environmental and forest biology, environmental and forest chemistry, forest resources management, environmental and resource engineering, landscape architecture, and environmental science. Graduate students work purposefully toward a specific goal, while sharpening their ability to think critically and analytically, conduct research, and use basic research tools as well as specialized equipment.

Both the undergraduate and graduate programs, which attracted 104 international students from 31 different countries in the fall of 1997, reflect the efforts of the College's faculty and students to work together to maintain a tradition of academic and professional excellence.

This Catalog provides an introduction to the College, and its programs of undergraduate and graduate study, research, and public service. It only begins to suggest the breadth and diversity of the faculty, students, and programs that prepare ESF graduates for the environmental challenges of the 1990s and beyond.

What's In A Name?

Establishing a Tradition

As the State University of New York College of Environmental Science and Forestry has evolved over its 87-year history, so has its name.

The College was founded in 1911 through the efforts of Syracuse University Chancellor James R. Day and community leaders who were attuned to a growing national sentiment in favor of forest conservation, and sensed the need for a professional school of forestry.

The legislative act which created the New York State College of Forestry at Syracuse University referred to it as the state's "institution for educational work in forestry." The act also instructed faculty to "conduct such special research in statewide investigations in forestry as will throw light upon and help in the solution of forestry problems."

Chancellor Day's early support led to a long history of cooperation between the College and Syracuse University. This relationship remains among the nation's most outstanding examples of collaboration between public and private institutions of higher education. Since its opening, the College has purchased major portions of its supportive curriculum from Syracuse University, which has enabled ESF to more fully develop its undergraduate and graduate level programs.

Since its beginning under Dean Hugh P. Baker, the College has responded to the broad needs of environmental professionalism. As other forestry schools became more specialized, ESF broadened its scope to include such essentials of environmental science as design, engineering, life sciences, and resource management.

In 1948, the State University of New York was formed to coordinate public higher education throughout the state, and the College's name became the State University College of Forestry at Syracuse University. The College, which has always been state-supported and is governed by a Board of Trustees comprised of nine members appointed by the governor, five *ex officio* members, and a student-elected member, was also recognized as a specialized college within the state system.

The name evolved further in 1972 when it was rechartered as the State University of New York College of Environmental Science and Forestry to reflect more deeply the traditional grounding forestry has in the environment, and to illuminate the breadth of ESF's programs.

For more than 88 years, the full thrust of the College of Environmental Science and Forestry has been focused on the environment, on all of its six campuses, and in each of its mission areas: instruction, research, and public service.

The College is a doctoral granting institution with highly focused academic and professional programs that continues to be devoted to the advancement of environmental science and forestry, but places instruction at the top of its list of priorities.

Significant Events

1911 — Governor John A. Dix enacts legislation establishing the New York State College of Forestry at Syracuse University.

1948 — Legislative action incorporates all state-supported higher education into the State University of New York, and the College's name becomes the State University College of Forestry at Syracuse University.

1972 — By special legislative act, the College is rechartered as the State University of New York College of Environmental Science and Forestry.

The Mission: Instruction, Research, and Public Service

The mission of the State University of New York College of Environmental Science and Forestry is to be a world leader in instruction, research, and public service related to:

- Understanding the structure and function of the world's ecosystems;
- Developing, managing, and use of renewable natural resources;
- Improving outdoor environments ranging from wilderness to managed forests to urban landscapes; and
- Maintaining and enhancing biological diversity, environmental quality, and resource options.

Instruction

Undergraduate Education

Associate in Applied Science Degree

Since 1912, the College has been training forest technicians on its 2,800-acre Wanakena Campus in the Adirondack Mountains. It is the oldest ranger school in the United States, and offers a two-year forest technology curriculum that provides graduates with an associate in applied science degree.

The curriculum requires students to take their first year of general education at a two- or four-year college. The second year, which emphasizes practical field training in the relationships between forest technology and managerial needs, is taken at Wanakena.

Graduates of this degree program in practical forestry are prepared for the following positions: forest ranger; federal, state or private industry forest technician or forestry aide; district forest supervisor; timber inventory specialist; timber sales supervisor; forest surveyor or engineering aide; or forest protection technician.

Bachelor's Degree

At the baccalaureate level, the College offers study in eight areas: chemistry, environmental and forest biology, environmental studies, forest engineering, landscape architecture, paper science and engineering, forest resources management, and wood products engineering. In addition, the College offers a dual option that combines both environmental and forest biology and resources management. These programs are registered with the New York State Education Department.

These curricula generally lead to a bachelor of science degree. In the case of landscape architecture, which is a five-year program, a bachelor of landscape architecture degree is awarded. In the forest engineering program, a fifth year leading to a bachelor's degree in civil or mechanical engineering can be taken at Syracuse University or the State University of New York at Buffalo.

Graduate Education

The College awarded its first graduate degree in 1913. Today, ESF offers advanced degrees in six major program areas: environmental and forest biology, environmental and resource engineering, environmental science, environmental and forest chemistry, forest resources management, and landscape architecture. These programs are registered with the New York State Education Department.

Graduate study leads to the master of professional studies degree, master of science degree, master of landscape architecture degree, and doctor of philosophy degree. A postdoctoral study program, closely related to the College's research effort, is also available.

Degree Programs and Areas of Study

The College is authorized to award degrees in the following programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid programs.

Division of Engineering, page 65.

Environmental and Resource Engineering: M.S., Ph.D., with options in *environmental resources and forest engineering* and areas of study in environmental management, forest engineering, geo-spatial information systems, mapping sciences, photogrammetry and remote sensing, or water resources engineering; option in *paper science and engineering* and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, process and environmental systems engineering, or pulp and paper technology; and option in *construction management and wood products engineering* with areas of study in construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, or engineered wood products and structures: timber structure design. (HEGIS Code 0999)

Environmental and Resource Engineering: M.P.S., with areas of study in environmental management, wood science and technology, construction, and mapping sciences. (HEGIS Code 0999)

Undergraduate study in engineering is available through the Faculties of Environmental Resources and Forest Engineering, Paper Science and Engineering, and Construction and Wood Products Engineering.

Division of Forest Resources, page 72.

Dual Option in Environmental and Forest Biology/Forest Resources Management: B.S. (HEGIS Codes 0499 and 0115)

Faculty of Chemistry, page 75.

Chemistry: B.S., with options in biochemistry and organic chemistry of natural products, environmental chemistry, or natural and synthetic polymer chemistry. (HEGIS Code 1905)

Environmental and Forest Chemistry: M.S., Ph.D., with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry. (HEGIS Code 1905)

Faculty of Construction Management and Wood Products Engineering, page 81.

Wood Products Engineering: B.S., with options in construction management and engineering, or wood products with elective concentrations in marketing and sales, production and manufacturing, building construction and renovation, wood science, or timber production and utilization. (HEGIS Code 0999)

Faculty of Environmental and Forest Biology, page 87.

Environmental and Forest Biology: B.S., with elective concentrations in plant biotechnology, ecology, entomology, environmental interpretation, environmental microbiology, fish and wildlife biology and management, forest pathology and mycology, plant physiology, plant science, premedical science, science education, or zoology. (HEGIS Code 0499)

Environmental and Forest Biology: M.P.S., M.S., Ph.D., with areas of study in ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant science and biotechnology, or chemical ecology. (HEGIS Code 0499)

Faculty of Environmental Studies, page 95.

Environmental Studies: B.S., with options in information and technology, policy and management, land use planning, biological science applications, or environmental communications and information. (HEGIS Code 0420)

Environmental Science: M.S., Ph.D., with areas of study in environmental and community land planning, environmental modeling and risk analysis, environmental policy and democratic processes, or water and wetland resource studies. (HEGIS Code 0420)

Environmental Science: M.P.S., with areas of study in environmental policy and democratic processes, or environmental and community land planning. (HEGIS Code 0420)

Faculty of Environmental Resources and Forest Engineering, page 106.

Forest Engineering: B.S. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Faculty of Forestry, page 109.

Forest Technology Program: A.A.S., with elective concentrations in forest technology, or surveying technology. (HEGIS Code 5403)

Forest Resources Management: B.S., with options in forestry and a minor in management, recreation resources management, water resources management, or wood products. (HEGIS Code 0115)

Forest Resources Management: M.P.S., M.S., Ph.D., with areas of study in policy and economics, forest management, recreation and tourism, watershed management/forest hydrology, silviculture and tree improvement, forest soil science, or quantitative methods and geographic information systems. (HEGIS Code 0115)

Faculty of Landscape Architecture, page 124.

Landscape Architecture: B.L.A. (HEGIS Code 0204)

Landscape Architecture: M.L.A., M.S., with areas of study in ecological design and planning, community design and planning, cultural landscape conservation, and design history and theory. (HEGIS Code 0204)

Faculty of Paper Science and Engineering, page 133.

Paper Science and Engineering: B.S., with options in science, or engineering. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Research

The College's commitment to scientific inquiry stretches back to its second year of existence. In 1912, Dean Hugh P. Baker initiated the College's first research project by joining forces with the U.S. Forest Service in a study designed to determine the species and quantities of wood being used by firms in New York State.

Since that date, ESF's research programs have attracted a worldwide clientele of industrial, governmental, professional, and scientific groups. Through liaison with them, the research program maintains its vigor and relevancy to the world's most important environmental issues. Support from this clientele amounts to more than \$6 million per year.

Examples of recent studies are: the impact of acid precipitation on forest ecosystems, the restoration of the lynx in the Adirondacks, the development of a system for integrating wildlife with forest management, the natural production of migratory fish in lakes and streams, biomass energy from willows, the development of a forest resource management and planning support system, new wood pulping and bleaching processes leading to pollution-free water and air effluents, the development of polymeric materials for artificial human organs, and the evaluation of a radio-frequency drying methods for lumber.

Although most of the organized research at the College is based in the Faculties, there is a variety of centers and institutes which help focus and coordinate some special efforts.

Adirondack Ecological Center

The Adirondack Ecological Center (AEC) is located on the Huntington Wildlife Forest in the geographic center of the 6 million-acre Adirondack Park wilderness. The AEC provides a support base for ecological research in the region, including housing, laboratory, computer, and library facilities.

A resident staff maintains an extensive historical database and continually monitors environmental variables, such as weather and atmospheric chemistry, vegetation, and wildlife populations. Currently, more than 100 students and scientists are conducting research at the center. Their projects range from the effects of acid precipitation on tree growth to the restoration of moose and lynx populations in the Adirondack region. Major programs include restoration of extirpated wildlife species under the auspices of the Adirondack Wildlife Program and studies of biodiversity through the Roosevelt Wildlife Station. Most student research is conducted by graduate students, but undergraduates are encouraged to become involved as seasonal field assistants. Between 40 and 60 students are in residence at various times throughout the year.

The Huntington Wildlife Forest, a 15,000-acre property owned by the College, provides an exceptional resource for experimentation in ecology and natural resources management. The forest contains Rich Lake and the \$1 million Adirondack Interpretive Center, which is operated by the Adirondack Park Agency and open to the public throughout the year.

American Chestnut Research and Restoration Center

The mission of the American Chestnut Research and Restoration Center is to conduct basic and applied research leading to the development of a blight-resistant American chestnut tree and to reintroduce a population of these resistant trees back into forest ecosystems of New York and then the rest of the eastern United States. First introductions will focus on human-dominated ecosystems such as urban specimen-tree and greenspace plantings, followed by larger forest plantings for commodity production. The project has evolved from basic research to include field test plantings, public participation through identification of rare remnant surviving chestnut trees, collection and exchange of viable nuts, and planting of large germplasm conservation areas throughout New York State.

Ongoing activities include basic research on antimicrobial peptide design, plant genes designed to encode and express these peptides, plant tissue culture and gene transfer into American chestnut trees, collaboration with other researchers to include additional antimicrobial genes, applied research on improving production, greenhouse and field testing of putative resistant trees, collection of rare germplasm, and establishment of the germplasm in conservation archives throughout New York State.

Council for Geo-spatial Modeling and Analysis

Approximately 20 ESF faculty and staff currently teach and conduct research across a broad range of geo-spatial topics. There are 30 to 40 graduate students conducting research in this area. These activities are primarily directed through the Faculties of Environmental and Forest Biology, Forestry, Environmental Resources and Forest Engineering, Landscape Architecture, and Environmental Studies. There are also expanding interests for uses of geo-spatial modeling and analysis in the Faculties of Chemistry (chemical ecology and environmental chemistry), Construction Management and Wood Products Engineering, and Paper Science and Engineering.

Teaching and research interests emanate from topic areas as diverse as photogrammetric and geodetic engineering, landscape ecology, soil mapping, image analysis, forest and hydrologic models, environmental information systems, spatial data acquisition, remotesensing data, computer mapping, wetland evaluation and assessment, urban forestry, and rural development.

College teaching and research facilities have expanded rapidly in recent years. Existing facilities provide an excellent base for current operations and programs. Resources include a mapping science laboratory, land planning laboratory, IBM and Macintosh computer clusters, and Syracuse University computing facilities. These laboratories are equipped with a wide array of hardware systems including personal, mini- and mainframe computers; software including GIS, graphics, mapping and remote sensing, Autocad, and compiler programs; related support hardware including video, printer, plotter, scanner, digitizing, and modem equipment.

Council on Hydrologic Systems Science

The Council on Hydrologic Systems Science conducts research and provides outreach on knowledge essential to the wise ecosystems use and sustained yield of appropriate quality water. The special focus of the Council is bio-geohydrologic processes in natural forested systems in relation to the developed environment and water supply and water treatment systems. This organized unit also deals with water dependent products of sustainable value in an integrated water resource system. Through the Council, faculty provide conferences, publications, consultation, and advising to municipalities, State and federal agencies, corporations, regional watershed advisory groups, technical committees, and professional organizations. For example, Council faculty were instrumental in planning and presenting the American Water Resources Association (AWRA) national meeting held at the College. Faculty have also served on the AWRA Environmental Advisory Board, the Onondaga Lake Management Conference, New York State Technical Committee, and numerous local, State, and regional water resource committees.

Cellulose Research Institute

The Cellulose Research Institute's (CRI) function is to stimulate development and dissemination of new fundamental knowledge about cellulose and related

biopolymers leading to their increased utilization. The Institute was founded in 1957 in response to an initiative of the cellulose-utilizing chemical industries. Members of the Institute have played major roles in areas such as the physical chemistry of polymers, lignin and wood chemistry, hemicellulose composition, and determining the distribution in plant cell walls, the molecular and supramolecular structure of cellulose and related polymers. Several members have received the American Chemical Society's Anselme Payen Award for outstanding research in the cellulose chemistry.

With its recent move into state-of-the-art facilities in the new Edwin C. Jahn Laboratory, the Institute expects to enter the 21st century with renewed vigor. With the addition of 600 MHz solid state NMR, new laboratories for polymer molecular-weight characterization, thermal analysis and molecular modeling, we offer our collaborators an outstanding facility for long-range academic/ industrial research and development. Some areas of current interest include the preparation of cellulose nanocrystals for use in reinforced polymers, bioconversion of hemicellulose into commercially useful biogums, the development of novel environmentally benign cross-linking agents for cellulose. The application of structural chemistry and modeling to understanding fundamental changes in cellulose such as mercerization continues as a CRI focus. Another activity is the offering of a distance learning course in carbohydrate and polysaccharide chemistry (FCH 540) through the SUNY Learning Network.

Empire State Paper Research Institute

The Empire State Paper Research Institute (ESPRI) is a worldwide research organization in the pulp and paper field. It performs investigations in cooperation with the Empire State Paper Research Associates (ESPRA), which is comprised of 40 pulp and paper companies in 9 countries. The Institute was established in 1945 when the members of ESPRA recognized the need for new scientific and technical knowledge and methods. Since then ESPRI has been able to maintain an efficient balance between the practical and theoretical bases of the pulp and paper industry.

The institute is housed in the J. Henry Walters Hall and is staffed by scientists who are internationally recognized for their accomplishments. The institute provides a research base for long-range industry development, and its program has widened in scope to cover nearly every aspect of pulping and papermaking, including additive retention, oxygen pulping and bleaching, effluent control, sheet drying, printability, and energy efficiencies. Extensive research facilities include two pilot paper mills.

Great Lakes Research Consortium

The Great Lakes Research Consortium (GLRC) involves 12 educational institutions in a collaborative effort to understand and improve the Great Lakes ecosystem. Headquartered at ESF, the Consortium's other member institutions are the SUNY Colleges at Brockport, Buffalo, Cortland, Fredonia, Geneseo and Oswego; the SUNY Centers at Buffalo and Albany; and Clarkson, Cornell, and Syracuse Universities. Six universities in the province of Ontario, Canada, also participate in the Consortium.

The Consortium's goals are to facilitate research and scholarship involving Great Lakes issues, the education of students on topics related to the Great Lakes ecosystem, and the dissemination of information gathered through consortium-sponsored research. The GLRC sponsors scholarly workshops, a cooperative grants program, a seminar series, a database of New York Great Lakes scientific and scholarly work, and a newsletter.

Joachim Center for Forest Industry, Economy and Environment

The Joachim Center focuses on improving the understanding and resolution of environmental problems facing the pulp and paper industries. The ultimate objective is maintaining a high-quality natural environment and a profitable, vigorous, and competitive industry. The goals of the Center are achieved through four program areas.

1. Objective intellectual inquiry into key challenge the contribution to a strong economy made by harvesting, processing, and manufacturing timber, a renewable natural resource, into industrial and consumer products and the maintenance of a high-quality living environment.

2. Development and promotion of a research agenda that focuses on funding effective solutions to the most critical environmental issues facing the forest-based industries.

3. Advancement of a better understanding among industry of the environmental issues facing the forest products industry, government, environmental organizations, and the public, with the objective of finding mutually acceptable solutions beneficial to society.

4. Support for resident instruction, research, and public service at ESF to address the complex management and policy issues that have an impact on profits, employment, economic growth, and the natural environment.

N.C. Brown Center for Ultrastructure Studies

The N.C. Brown Center, located in Baker Laboratory, is a teaching, research, and service facility. It is equipped to provide students, faculty, and research staff with virtually every type of modern microscopy, including light microscopy, video microscopy, scanning electron microscopy, and transmission electron microscopy.

Among the major items of equipment in the Center are the following: a JEOL 2000EX 200-KV transmission electron microscope; an RCA EMU-4A transmission electron microscope; two ETEC Autoscan scanning electron microscopes with energy dispersive x-ray analyzer, wavelength x-ray analyzer, LeMont Scientific Image Analysis System, and microstages for mechanical testing of specimens within the scanning microscope chamber; high vacuum evaporators; microtomes; ultramicrotomes; and an array of specialized light microscopes, including a high resolution enhanced contrast video microscopy system.

The center's resources include specimen preparation rooms, photographic darkrooms, three electron microscope laboratories, and other supporting facilities. The primary mission of the center is teaching. Its course offerings include microscopy and photomicrography, scanning electron microscopy, transmission electron microscopy, and interpretation of ultrastructure. Research is a second major function, and the center provides support to students, research staff, and faculty who are conducting structural studies. Public service is extended to industry, regional medical facilities, and colleges, as well as to local high school groups and technology-oriented organizations.

New York Center for Forestry Research and Development

The mission of the New York Center for Forestry Research and Development (NYCFRD) is to conduct research relevant to the needs of New York's forest industry. The Center's focus is on applied research, and providing information to the forestry community in the state. To the extent possible, Center scientists conduct research to foster the economic well-being of the citizens of New York. An important component of the Center's work is in technology transfer - the process of translating research results to appropriate clientele.

A Client Advisory Board, working in cooperation with individual faculty members, industrial cooperators and other potential co-sponsors, aids project selection and program development, and evaluates and supports research and technology transfer efforts. The participatory approach enhances the missions of the Center, its sponsors, ESF, and other cooperators.

Recent efforts have assisted new technologies, products, and markets in added value for wood residues for New York industries.

The New York State Center for Hazardous Waste Management

The College is a partner in the New York State Center for Hazardous Waste Management, which is centered at SUNY Buffalo. The organization's long-term research and development goals include developing cost-effective technologies for neutralizing, recycling, or otherwise securely containing hazardous substances, and developing improved methods of safely storing and transporting toxic substances.

Faculty and staff at ESF represent an interdisciplinary group with expertise in areas that include biochemical toxicology, microbiology, environmental chemistry, sludge management, microbial ecology, and implementation considerations, including engineering and management components.

Polymer Research Institute

The College's Polymer Chemistry program, the second oldest such academic program in the United States, today accounts for almost half the funded research in chemistry at ESF and is the home of the world-renowned Polymer Research Institute.

Scientists at the ESF have made many original contributions to the field of pure and applied polymer chemistry, including the development of living polymers, the study of anionic polymerization and electron-transfer initiation, and work on the permeation of gases and films through polymeric films.

Faculty specializing in polymer chemistry have trained hundreds of graduates and postdoctoral researchers, many of whom now hold leading positions in universities and industrial and governmental laboratories.

Renewable Materials Institute

The mission of the Renewable Materials Institute is to develop and promote the use of renewable materials, their associated technologies and process engineering. Core studies are on wood and wood-based materials

conducted for a variety of sponsors on specific problems. Incorporated under the Institute are the Salix Consortium, Research on Energy and Materials Conservation (REMCO), and the Tropical Timber Information Center.

Salix Consortium: The New York based Salix Consortium project is a multi-partner endeavor developing a commercial renewable energy crop, willow, for power generation by the year 2000 under the DoE/USDA-sponsored Biomass Power for Rural Development Program.

Research on Energy and Material Conservation (REMCO): The College continues the Initiative for Research on Energy and Material Conservation in the Forest Industries (REMCO). REMCO is aimed at achieving improved processing in the forest industries leading to wiser use of energy and materials.

The goals of REMCO are drawn broader than traditional academic investigations because of the interrelationship to industrial processing. Its scope spans the forest-related industries which manufacture products mainly derived from wood, such as lumber, composition boards, plywood, and furniture. It includes producers and converters of biomass. REMCO receives base funding from the major co-sponsors Niagara Mohawk Power Corporation and the New York State Energy Research and Development Authority.

Tropical Timber Information Center: The Tropical Timber Information Center (TTIC) provides identification of wood samples and information about general characteristics and technical properties of the world's timber. These services are directed toward the needs of importers and users of tropical woods.

The center began operation in 1975 as part of the Faculty of Wood Products Engineering, and is one of only two such sources of information in the western hemisphere. The center carries out special studies under contract. The technical base for operation of the TTIC is the 35,000-specimen H.P. Brown Memorial Wood Collection of authenticated wood samples in the Faculty of Wood Products Engineering, and an extensive collection of reference materials in Moon Library. Both of these resources have been built up over the past 60 years by close cooperation with institutions throughout the world. Primary efforts at the Center include responding to requests for services from users of tropical woods, expanding the collection, and developing an advanced computer system on properties and uses of the world's timbers.

Randolph G. Pack Environmental Institute

The purpose of the Randolph G. Pack Environmental Institute is to enhance the ESF faculty's ability to create and disseminate knowledge about environmental concerns of high public interest. It focuses on how democratic public decisions affecting the natural environment are made, concentrating on topics such as public participation, environmental equity, and sustainable development. The Institute promotes these interests through research and public service activity in community, state, national, and international venues.

U.S. Department of Agriculture Forest Service Cooperative Research Unit

The Northeastern Forest Experiment Station of the U.S. Forest Service maintains a research center at the College. Since 1978, the Cooperative Research Unit has been conducting research on urban environmental forestry problems. The center's efforts provide increased opportunities for faculty and students to collaborate with Forest Service scientists in studies of urban and environmental problems.

U.S. Department of the Interior National Park Service Cooperative Park Studies Unit

ESF has worked closely with the National Park Service since the mid 1980s, conducting research and supervising student internships in many of our national parks, from Acadia to Rocky Mountain National Parks. In 1992, the National Park Service and ESF established a Cooperative Park Studies Unit (CPSU) on the Syracuse campus.

The CPSU strengthens and broadens the historical linkages between the National Park Service and the College. The National Park Service brings experience in the management of large, biologically rich ecosystems, and the College provides one of the nation's largest programs focusing on ecology and landscape design. Major thrusts include the application of wildlife population dynamics, computer modeling, and landscape ecology to the environmental challenges now facing the national parks. As part of their academic programs, many undergraduate and graduate students gain experience with the national parks, serving on scientific studies, working as seasonal interns, or conducting graduate thesis/dissertation research.

Graduate Education and Research Initiative

The Graduate Education and Research Initiative (GERI) is designed "to retain and attract premier faculty and graduate students, secure outside governmental and corporate support, and develop a university climate that spawns creativity."

To maximize the return on the state's contribution, SUNY's eight doctoral-granting campuses each have identified those centers of excellence or targets of opportunity in which they can make the most significant advances in research and graduate education and which hold the greatest potential for attracting additional resources to the State of New York. By focusing limited funds on carefully selected centers of excellence, the participating institutions maximize their contributions to the achievement of the initiative's broader goals, while remaining responsive to the needs of the specific areas they serve.

The College has advanced four programmatic themes: biotechnology in forestry, environmental systems science, polymer science and technology, and process engineering.

Biotechnology in Forestry

The biotechnology in forestry initiative is committed to the pursuit of excellence in graduate education and research in the general area of study, and to forging links with industries and governmental agencies concerned with forest biotechnology. The initiative is a multidisciplinary effort by the faculty of these four graduate programs: environmental and forest biology, environmental and forest chemistry, forest resources management, and environmental and resource engineering. A major objective is to develop practical research to help meet state and national needs in forestry and forest product utilization.

An M.S. in one of these four graduate programs or a related discipline, can be followed by a Ph.D. program. Graduate research assistantships are available for outstanding students in fields related to forest biotechnology.

Under the initiative, research and its applications are focused on plant molecular biology; plant and pest interactions including fungi, bacteria, viruses, mycoplasma-like organisms, and insects; biomass and xenobiotic conversions; and forest products and productivity.

Faculty areas of research include the following: molecular taxonomy; transformations of trees and fungi; multicopy gene variability; molecular ecology and chemical messengers; molecular biology of fungi; construction

of DNA vectors; fungal dsRNA and pheromones in biological control; *in vitro* selection for disease resistance; mechanisms of pathogenicity and disease resistance and their genetic control; tissue, shoot, protoplast, and single cell culture; bioconversion of lignocellulose and hemicelluloses; enzymatic photostabilization of paper pulp; microbial detoxification of hazardous wastes; trace metal metabolism by phytoplankton; microbial treatment of wastewater; and selection and breeding for wood quality, growth rate, and disease resistance.

Available facilities include: molecular biology research and teaching laboratories, a tissue culture clean room, controlled environment chambers, modern air-conditioned glasshouses, NMR and GC-mass spectrometers, HPLCs, fermentation systems, and radioisotope and ultrastructure laboratories. Access to the cell sorter and DNA and peptide synthesizers and sequencers at Syracuse University is also available.

Environmental Systems Science

Environmental systems science is the quantitative and integrative study of physical, chemical, biological, and social-economic processes and mechanisms applied to ecosystems. It is integrative because it draws from faculty and research activity in the Faculties of Chemistry, Environmental and Forest Biology, Environmental Studies, Forest Engineering, and Forestry.

The approach of the Faculty of Chemistry to environmental systems science emphasizes interactions between environmental processes and chemical elements and species in environmental systems. Current studies include behavior of trace organic contaminants in the Great Lakes, trace metal uptake by phytoplankton, characterization of natural organic compounds in water, identification and characterization of air and water particles, and development of improved sampling and analytic methods for air and water.

The Faculty of Environmental and Forest Biology stresses ecosystem analysis and modeling. The diverse faculty has particularly strong backgrounds within the northern hardwood forests, tropical forests, temperate and tropical rivers, lakes and wetland ecosystems. Specific research projects related to systems ecology include the following: nutrient flows in Adirondack ecosystems; changing tree species dynamics related to changing patterns of climate, precipitation chemistry and pathogens; long-term ecological research on disturbance and recovery in the Caribbean National Forest; phosphorus dynamics linking rivers and lakes in both upstate New York and Montana; and procedures for enhancing the recovery from disturbance of ecosystems in both the Adirondacks and in India.

The approach of the Faculty of Environmental Studies to environmental systems science stresses sustainable development as a basic concept, environmental information systems as a means for organizing environmental data, and environmental program analysis as a critical review of environmental policy programs. Current research revolves around international applications of integrated environmental planning, wetland systems assessment and evaluation, cross-cultural environmental perception, and environmental information system utilization and accuracy.

The approach of the Faculty of Forest Engineering to environmental systems science emphasizes hydrology and water resources, including wastewater engineering, solid and hazardous waste management, and geo-spatial modeling and analysis. Current research activity is focused on remote sensing, digital image measurements, air photo analysis, water quality analysis, modeling and treatment, and solid/hazardous waste systems analysis and treatment.

The Faculty of Forestry stresses resources information management, forest growth modeling and silviculture, forestry economics and policy analysis, and urban greenspace systems ecology. Current research includes studies of forest soil and site productivity, remote sensing and geographic information systems application to forest management, exurban, urban and wildland-urban interface management and silviculture, and the impact of acidic deposition on forest soils.

Polymer Science and Technology

The Polymer Research Institute, a SUNY system-wide polymer research center located in the Faculty of Chemistry, provides the site, resources, and program for scientific research in which graduate students conduct their experimental studies, and the chemistry faculty supervise the graduate education for M.S. and Ph.D. degrees.

Research areas in polymer science available through the institute and supported by GERI include the following: ion-conducting polymers (polymer electrolytes), functionalized polysiloxanes, X-ray contrast polymers, ring-opening polymerizations of cyclic siloxanes; theoretical studies on elastomers and polymer rubbery state, theory of stress-induced crystallization; new methods of polymer synthesis, stepwise polymerization, synthesis of temperature stable polymers; polymer blends, alloys, and solid phase multicomponent miscible systems; and polymer membranes for gas and liquid separations.

Also under study are the structure, morphology, and dynamics of polysaccharides by diffraction analysis and molecular modeling; use of solid-state NMR methods for studying both the static and dynamic

aspects of polymer structure, the interrelation of structure in solid and liquid phases, the production and characterization of microbial-origin biopolymers; and enzymatic corrosions of biomass to useful products.

Process Engineering

Serving as a bridge between science and technology, process engineering creates practical applications from scientific discoveries, providing the means for converting material resources into useful products. Design, control, and optimization of manufacturing units and systems are key elements of process engineering, while increased attention is given to energy efficiency and waste reduction, and extensive use of computer simulation both in research and practice.

At ESF, activity in process engineering is centered in the Division of Engineering, and is strengthened by long-standing ties with forest products industries through units such as the Empire State Paper Research Institute. However, process engineering relates closely to all of the Faculties and institutes of the College, and links and stimulates the applied aspects of the other three specialties in the GERI program. As this program progresses, ESF aims to become a major center of education and research in process engineering.

The Public Service Mission

No one is educated for life — education is a lifelong pursuit. Every year more people return to the classroom for professional upgrading, retraining, and personal enrichment.

In an age where information and technological advancement are replacing industrial goods as the major products, it is more urgent than ever that continuous education, technologic transfer, and retraining are made available to everyone.

Since its inception, ESF has held public service as a crucial mission. The College offers a wide variety of learning experiences and reaches out to people with specific learning needs through its Office of Continuing Education and Public Service.

Tree Pest Information Service

The College of Environmental Science and Forestry has provided services through the Tree Pest Information Service (TPIS) since 1950, making it one of the public service projects with the longest tenure at the College. Stated objectives of the TPIS are to use the College's special resources and capabilities to be an extension liaison between the College and the public, commercial concerns, the forest industry, government

agencies, schools and colleges, and the general public; to assist in basic research with professionals; collect materials for use by external agencies such as the New York State Department of Environmental Conservation, the US Forest Service, and governing bodies, and to produce and distribute technical and nontechnical information and publications. Services of this unit include consulting, identification, testing, collections, demonstration, advisory and reference services, and the writing of technical and nontechnical publications. Founders of the Tree Pest Information Service indicate that it would focus on the "identification and control of shade and plantation tree diseases and insects."

The Tree Pest Information Service processes over 1,200 office calls and visits each year plus an additional 700-1,000 inquiries made in person at ESF's New York State Fair exhibit. TPIS staff respond to requests for extension literature; plant and insect identification; remediation recommendations for animal, organic and inorganic plant and lawn damage; specimen testing; and planting recommendations. Tree Pest Information Service refers 25 to 50 requests per year to several ESF faculty.

Wood Utilization Service

The Wood Utilization Service is the oldest public service and demonstration effort of the College of Environmental Science and Forestry. These services were established to provide support to the New York State secondary forest product industry and the related industries of construction, architecture, and consumer products.

ESF faculty from the Engineering Division provide services to business and industry, municipalities, local, State, and federal government agencies, retail, consumer, and professional associations, and the public regarding wood utilization. Services take the form of consulting, advising, testing, demonstrations, and use of ESF's unique wood processing and wood testing laboratories. Division faculty respond to telephone and written requests, conduct laboratory testing, respond to requests for on-site evaluations and discussions, and make presentations at major industry and professional association meetings. A recent presentation was made at the American National Standards Institute general meeting in Chicago. Consultations were recently provided to a major Central New York furniture manufacturer, a national consumer products association, New York City Parks and Recreation, and two lumber companies. A presentation on national occupational safety standards was made to the Associated General Contractors of New York. The Tropical Timber Institute in responding to upwards of 50 requests a year seeks assistance from Wood Utilization faculty.

Serving New York Citizens

The educational needs of New York citizens reflect the trends of our changing times. As research and education lead to an increasingly technological society, our growing sophistication increases concerns about the safety of our environment and the responsible management of our natural resources. As urbanization continues, use and ownership of our agricultural and forested lands leaves traditional hands. As increased leisure time and travel boost our demand for recreational facilities, our land and water suffer under competing uses. As the state strives to balance economic development and natural resource utilization with environmental protection, the need grows for people educated in environmental science and forestry.

Continuing Education

The Office of Continuing Education extends the resources and knowledge found at the College to the people of New York. Credit courses, short courses, symposia and seminars on subjects related to the ESF curriculum are presented to a wide variety of audiences.

Working in cooperation with government agencies at all levels, professional groups, and representatives of business and industry, the Office of Continuing Education provides opportunities for continuing and professional education by designing courses at the theoretical and applied, basic and advanced levels.

The courses attract participants from both the public and private sectors representing local, regional, national, and international interests. Audiences include environmental consultants and engineers; forest owners, managers, and operators; scientists and researchers; wood and construction engineers; paper products manufacturers and researchers; conservation and recreation personnel; wildlife managers; landscape architects and local and regional planners; and concerned citizens.

The College's continuing education programs include credit or noncredit courses offered on campus or at off-campus sites. Designed to meet the needs of busy adults, programs vary in length from hour-long seminars to full-semester graduate level courses.

Community Education

Continuing education also provides personal enrichment for members of the local community. The unique expertise of the College faculty is extended to the community through public short courses, lecture series, and forums. Community members are invited to make recommendations for public service or continuing education activities to the Office of Continuing Education and Public Service.

Conference Services

The College provides conference services for meetings of professional associations, technical and academic societies, government, industry, environmental, and community organizations, and other groups whose interests correspond with the mission of the College. The Office of Continuing Education and Public Service has coordinated programs ranging from small seminars to week-long international meetings at locations ranging from urban campuses, conference centers and hotels to rustic retreats.

The College can provide meeting facilities for groups of up to 450. Through its ties with Syracuse University and area hotel convention sites, groups of 2,000 or more can be accommodated. Lodging and catering are available through nearby hotels and Syracuse University.

The College's regional campuses in the Adirondacks and Central New York are attractive sites for conferences. Inquiries about facilities, services, and costs are invited.

Nonmatriculated Students

Most of the credit courses offered at ESF are available to students not enrolled in a degree program. By registering through the Office of Continuing Education and Public Service, a student may develop additional expertise in a professional area, earn credit applicable toward a college degree, develop the prerequisites necessary to enter more advanced courses at ESF or elsewhere, or sample courses as an aid to determining a future major or career.

Other Public Services

The College, throughout its history, has continued to respond to its specific legislative mission in the area of public service. The principal formal public service activities include community education and information, technical advice and guidance to local, state, and federal agencies and organizations, and technical assistance to the forest and wood-using industries.

The complete list of ESF's public service contributions is lengthy, but two examples are the Tree Pest and Disease Service, which provides technical advice to private citizens and to governmental agencies, and the participation of faculty in Central New York's Poison Control Center. Altogether, the College's public service and continuing education programs reach thousands of New York residents each year.

Admission

Undergraduate Admissions

The College is well known for the high quality of its undergraduate instruction and unique teaching facilities, and admits well-qualified students at the freshman, sophomore, and junior levels. Several factors are considered before students are accepted for admissions at any level. These factors include their academic preparation, personal motivation, chosen major, and reasons for wanting to study at ESF.

Applying for Admission

Students seeking admission to undergraduate degree programs must file their application under one of three processes:

1. Freshman admission (regular or early decision);
2. Guaranteed transfer admission;
3. Transfer admission.

Each entrance category requires the applicant to have a specific academic background, and to have maintained satisfactory academic progress at their previous educational institution.

Application forms for admission to the College are available through all New York State high schools, the SUNY Application Processing Center, and other SUNY admissions offices. An application package may also be obtained directly from the ESF Office of Undergraduate Admissions.

Freshman Admission

The College enrolls a limited number of students directly from high school. This freshman enrollment option is available for students who meet the admissions standards for all baccalaureate programs. Applicants to the A.A.S. in Forest Technology must apply under the Guaranteed Transfer Admission process. Please refer to the section which explains this process, on page 17.

Successful freshman applicants should present outstanding academic credentials from high school. Four units each of college preparatory mathematics and science are required. Applicants are required to forward the official results of either the SAT I or ACT examination. SAT II tests are not required, but in some cases they may highlight the special talents of an applicant. Freshman applicants are also required to write an essay. The essay question is contained on the Supplemental Application which must accompany the response. In addition, freshman applicants are encouraged to participate in either our fall open house program or a College Information Session to improve their understanding of the College and its academic programs.

Please refer to the chart "Undergraduate Application Credentials" (on page 18) for further information regarding preparation of an application package.

Since ESF cannot offer admission to all freshman applicants, it reserves the right to offer guaranteed transfer admission to students who are not accepted to enroll directly after high school. These applicants are offered a guarantee of admission to ESF for either their sophomore or junior year of college under the condition they satisfactorily complete the lower division requirements for their program of study during their freshman year or freshman and sophomore years at another college. Please refer to the following section for more information on the guaranteed transfer admission program.

Application Filing Dates

	<u>Enrollment Option</u>	<u>Filing Deadlines</u>
High School Students:	Fall enrollment, early decision (freshman only)	November 15
	Fall enrollment, regular admission	January 1*
Transfer:	Fall enrollment	May 1*
	Spring enrollment	December 1*

Prospective students are strongly urged to submit their applications earlier than the recommended date to reduce the possibility they will be placed on an admissions waiting list.

*Applications received after these dates will be considered on a space available basis.

Early Decision Freshman Admission

Applicants for freshman admission who are certain that ESF is their first choice should apply under the **early decision option**. Early decision candidates must have a **completed** application on file by November 15. This must include the supplemental admissions form obtained from the Admissions Office, **official** results of either an SAT I or ACT examination **directly** from the testing agency, an essay, and the State University of New York application. Please refer to the chart "Undergraduate Application Credentials" on page 18 for further information regarding preparation of an application package.

All early decision candidates will be notified of the admission committee's decision by December 15. Those students accepted under early decision and who have a completed financial aid application on file will be notified of their preliminary financial aid package by January 20. Under this enrollment option, accepted candidates must agree to withdraw their applications from other colleges once they receive their financial aid package from ESF. Students not admitted through the early decision option will be considered under regular admission.

Guaranteed Transfer Admission

The College also recognizes that some students have made arrangements to spend some portion of their first two years of college at other institutions, and will transfer to ESF in either their sophomore or junior year. To facilitate this process and reduce difficulties associated with transferring, ESF has established a guaranteed transfer admission (GTA) option.

Under this option, students are guaranteed admission to ESF for either their sophomore or junior year. These students benefit from long-term academic advising to ensure they meet all academic requirements for transferring to the College. Students participating in the GTA option are expected to establish a relationship with a pre-ESF adviser. Guaranteed transfer applicants must submit the same credentials as outlined under "Freshman Admission" and in the "Undergraduate Admissions Credentials" chart. Successful applicants for this option must present a strong academic background including at least three years each of college preparatory mathematics and science. They must satisfactorily complete, with a minimum cumulative grade point average of 2.000 (A=4.000), all the lower division requirements of their program of study.

Transfer Admission

The largest number of students who enroll at the College transfer to ESF after spending one or two years at another college.

Unless they receive guaranteed admission under the standards of the GTA option, transfer students' admissibility is based primarily on the quality and distribution of previous College-level coursework in meeting the lower division requirements of their intended program of study, overall academic performance, and specific interest in ESF programs. For most programs a significant emphasis is placed on students' background in mathematics and science.

Students who apply to ESF are expected to have followed the prescribed set of prerequisite courses appropriate to their intended major at the College. Each Faculty of the College has defined the required courses necessary to be considered for admission to its programs. Please refer to the Academic Programs of this Catalog for further information. Students attending one of our Pre-ESF Cooperative Transfer Colleges will find information on course equivalencies for all of our programs of study on our home at <http://www.esf.edu>. Print copies of this information may be obtained from the Office of Undergraduate Admission. To be **considered** for admission to ESF, a transfer student must have a minimum cumulative grade point average of 2.000 (A=4.000) at the last institution where the student was enrolled full time. Please refer to the chart "Undergraduate Application Credentials" on page 18 for further information regarding preparation of an application package.

For transfer students, it is expected that courses taken at other colleges will be completed at institutions that are fully accredited by one of six regional accrediting agencies. These are the Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.

Forest Technology Admission

The New York State Ranger School does not enroll freshmen. Candidates may apply for acceptance into the forest technology program either under the guaranteed transfer admission option or as transfer students.

High school students who wish to enroll in this program should apply during their senior year to receive a guarantee of an entry date one year later. For example, high school students in the class of 1999

Undergraduate Application Credentials

Credential*	Early Decision Freshman	Regular Freshman	Guaranteed Transfer	Regular Transfer
High School Transcript**	R	R	R	O
List of Senior Year Courses**	R	R	R	O
SAT I or ACT**	R	R	R	O
SAT II**	O	O	O	O
ESF Supplemental Application	R	R	R	R
Essay Response	R	R	R	O
Early Decision Agreement	R	N/A	N/A	N/A
Letters of Recommendation	O	O	O	O
College Transcripts**	R	R	R	R
Advanced Placement Scores**	R	R	R	R
C.L.E.P.**	R	R	R	R

*R = Required as part of the student's application. Failure to submit any of these records by the stated deadline or due date will result in withdrawal of the application from consideration for admission.

*O = Optional material which an applicant may wish to submit to further demonstrate their potential for academic success or to amplify their reasons for seeking admission to the College.

*N/A = Not applicable to this group of applicants.

**Any college-level coursework completed during high school or college while in residence or through an examination (e.g., C.L.E.P., Advanced Placement) must be documented with official transcripts submitted directly from the institution or testing agency to the ESF Office of Undergraduate Admissions.

Any deliberate falsification or omission of application credentials will result in denial of admission or dismissal.

should apply during their senior year for admission to the Ranger School in 2000. For further information on the New York State Ranger School, please refer to the Faculty of Forestry section of this *Catalog*, or contact the ESF Office of Undergraduate Admissions.

Deferred Admissions

Students accepted to ESF who wish to defer their enrollment for one or two semesters beyond their original entry date must make this request in writing directly to the Office of Undergraduate Admissions. Students will receive written notification if their request has been approved. A \$100 nonrefundable advance deposit fee is required for deferred enrollment, and will be applied to future tuition charges.

Campus Visits

The College welcomes visitors to its campuses. High school students should contact the Office of Undergraduate Admissions to schedule participation in a College Information Session. Prospective transfer students who wish to visit the Syracuse campus, meet with a member of the admissions staff, take a campus tour, or possibly meet with a member of the faculty are asked to make an appointment through the Office of Undergraduate Admissions. Transfer applicants will find the interview more useful if they bring college transcripts with them. Admissions staff are available for appointments from Monday through Friday between 9 a.m. and 3 p.m., while tours led by ESF students are provided by the admissions office most weekdays at 10 a.m. and 2 p.m. Students interested in visiting the New York State Ranger School should make arrangements directly with that campus.

Cooperative Transfer Option

The College has developed pre-environmental science and forestry transfer options with other colleges both in and out of New York State. These programs offer high school students a wide selection of colleges from which they can obtain the necessary lower division courses, and appropriate advice on how to prepare for ESF. Information on ESF Cooperative Transfer Colleges may be found on our home at <http://www.esf.edu>.

These institutions represent a broad spectrum of higher education, including private, public, two- and four-year colleges in Alabama, Connecticut, Maryland, Massachusetts, New Jersey, Pennsylvania, and Rhode Island, as well as New York. Students who attend these colleges and follow a program prescribed by ESF will share a common academic background with other

students who transfer to the College.

The cooperative colleges are the following:

New York State Colleges

Adirondack Community College, Glens Falls
 Broome County Community College, Binghamton
 Canisius College, Buffalo
 Cayuga County Community College, Auburn
 Columbia-Greene Community College, Hudson
 Finger Lakes Community College, Canandaigua
 Corning Community College, Corning
 Dutchess County Community College, Poughkeepsie
 Erie County Community College, Buffalo
 Fulton-Montgomery Community College, Johnstown
 Genesee Community College, Batavia
 Herkimer County Community College, Herkimer
 Hudson Valley Community College, Troy
 Jamestown Community College, Jamestown
 Jefferson County Community College, Watertown
 Kingsborough Community College, Brooklyn
 Le Moyne College, Syracuse
 Mohawk Valley Community College, Utica
 Monroe County Community College, Rochester
 Nassau County Community College, Garden City
 North Country Community College, Saranac Lake
 Onondaga County Community College, Syracuse
 Orange County Community College, Middletown
 Paul Smith's College, Paul Smith's
 Rockland County Community College, Suffern
 Schenectady Community College, Schenectady
 St. John Fisher College, Rochester
 Siena College, Loudonville
 Suffolk County Community College, Selden
 Sullivan County Community College, Loch Sheldrake
 SUNY College of Technology at Alfred
 SUNY College of Technology at Canton
 SUNY College of Agriculture and Technology at
 Cobleskill
 SUNY College at Cortland
 SUNY College of Technology at Delhi
 SUNY College of Agriculture and Technology at
 Morrisville
 SUNY College at New Paltz
 Syracuse University
 Tompkins-Cortland Community College, Dryden
 Ulster County Community College, Stone Ridge
 Westchester County Community College, Valhalla

Out-of-State Colleges

Allegany County Community College, Cumberland, MD
 Berkshire Community College, Pittsfield, MA
 Bishop State Community College, Mobile, AL
 Holyoke Community College, Holyoke, MA
 Housatonic Community College, Bridgeport, CT
 Keystone College, LaPlume, PA

Middlesex County Community College, Edison, NJ
Montgomery County Community College,
Rockville, MD
Northampton Community College, Bethlehem, PA
Ocean County College, Toms River, NJ
Tuskegee University, Tuskegee, AL
Union College, Cranford, NJ

Transfer Credit

Credit hours appropriate to the ESF curriculum can be transferred to the College, but grades and grade points cannot be transferred. Courses to be transferred to meet graduation requirements for any curriculum must be acceptable in content, and credit will be awarded only for those completed with a grade of "C" or higher (a C- is not acceptable). Generally, coursework in Physical Education does not transfer.

All transfer credit will remain tentative until official, final transcripts are received and reviewed by Office of Undergraduate Admissions staff. **It is the student's responsibility to ensure that official, final transcripts are sent to and received by the College.**

College Credit By Examination

The College will consider for advanced standing credit the results of examinations from standardized testing agencies such as the College Entrance Examination Board's Advanced Placement Program (AP) or the College Level Examination Programs (CLEP).

For freshman applicants, any AP examination score of 3 or higher or any CLEP examination in the 50th percentile or higher will be considered for credit. For transfer students, ESF will generally accept the same credit as was granted by the transferring college for AP and CLEP results. Further information is available from the Office of Undergraduate Admissions.

Educational Opportunity Program

The State University of New York recognizes that providing access to an educational opportunity for all state residents means being sensitive to the educational needs of people with varying social, cultural, educational, and economic backgrounds.

The Educational Opportunity Program (EOP) is an academic and financial support program offered at ESF, and other SUNY campuses, to provide a college education for capable students who have not had the same opportunities as other students to realize their academic potential because of limited financial resources and inadequate academic preparation. The program is not designed for students who need only financial assistance.

The basic goal of the EOP program at the College is to provide qualified students with a college education and the opportunity for personal growth and professional development. Counseling, financial assistance, and tutoring are provided on an individual basis.

To qualify, students must be New York State residents and demonstrate the potential to successfully complete a course of study at the College.

High school seniors who want to apply for freshman enrollment and EOP status at the College must file a SUNY application form with their high school guidance counselor, and indicate they want to be considered for EOP. In addition, they must submit a copy of the Free Application for Federal Student Aid (FAFSA) directly to the Financial Aid Office at ESF.

In order for transfer students to participate in the program at the College, they must have been enrolled in an EOP, Higher Education Opportunity Program (HEOP) or Search for Education Elevation and Knowledge (SEEK) program at their prior college. Therefore, students who are applying to ESF as high school seniors through the guaranteed transfer admissions option, should also apply for EOP, HEOP or SEEK at their lower division college, and must enroll in such a program in order to continue in EOP at ESF.

All EOP applicants must file complete applications for undergraduate admission and financial aid as described in these two sections of this catalog. For further information, contact the Director of the Educational Opportunity Program at the College, who is listed on the inside cover of this *Catalog*.

International Students

The College enrolls international students on the undergraduate level if they satisfy the admission requirements outlined throughout this section of the *Catalog*.

In addition to the requirements that all prospective students must meet, international students must provide evidence of the following:

1. Proficiency in the English language through acceptable performance on either the Test of English as a Foreign Language (TOEFL) or the College Entrance Board Achievement Test in English (scores of 550 or higher on either test are required), or by completing at least two years of college at an institution where the courses were taught in English.

2. International students are required to submit a detailed course by course evaluation of all international (academic) credentials. This evaluation must be completed by an approved international credentials evaluation agency. (A list of approved agencies is available

through the Office of Undergraduate Admissions.)

3. Ability to meet all of the financial obligations which will be incurred while attending the College.

4. International students must also file the State University of New York Foreign Student Admission forms. A \$30 (US) fee is required for processing these forms.

If accepted for enrollment, health and accident insurance supplied by the State University of New York must be obtained before the student will be allowed to register at the College. Further details about this policy are available from Syracuse University International Services Office, 310 Walnut Place, (315) 443-2457, or from the ESF Office of Student Affairs and Educational Services.

International students who are currently enrolled at an American college may apply for admission to ESF. In addition to the entrance requirements for other international students, they must obtain permission to transfer to ESF from the U.S. Immigration and Naturalization Service district office having jurisdiction over the college in which they are currently enrolled.

Medical Examination

Each new student is required to submit a medical history and physical examination report on a form that will be sent to the student after the initial acceptance notice.

Graduate Admissions

Admission into a program of graduate study requires the review of an applicant's credentials by appropriate faculty members, and the recommendation of the appropriate Faculty Chair to the Dean of Instruction and Graduate Studies.

Minimum requirements are a bachelor's degree from a recognized institution, and in most cases an academic record showing at least a "B" average for the

junior and senior years of the baccalaureate program or for the master's program.

Also required are official Graduate Record Examination (GRE) scores, and for some degree programs advanced test scores, supporting letters of recommendation, and a statement of educational and professional goals. The GRE scores may be waived by a Faculty on an individual basis. This waiver can only be granted by the graduate coordinator and/or Faculty Chair.

A nonrefundable \$50 application fee is charged.

GRE Advanced Tests

Subject matter advanced tests are required by the following programs:

<i>Graduate Program</i>	<i>Advanced Test</i>
Chemistry	Chemistry
Chemistry (biochemistry area of study)	Chemistry or Biology
Environmental and forest biology	Biology

Procedure

The College provides an application form for graduate admissions. Requests for information and applications should be addressed to the Office of Instruction and Graduate Studies.

The GRE and Test of English as a Foreign Language (TOEFL) examinations are offered several times each year in major cities of the world. For information on the examinations, write to the Educational Testing Service, Princeton, New Jersey 08540. In submitting test scores to the College (**institutional number R2530**), request they be sent to the Office of Instruction and Graduate Studies.

International Students

The College enrolls international students on the undergraduate and graduate levels if they satisfy the admission requirements outlined throughout this section of the Catalog.

In addition to the requirements that all prospective students must meet, international students must provide evidence of the following:

1. Proficiency in the English language through acceptable performance on either the Test of English as a Foreign Language (TOEFL) or the College Entrance Board Achievement Test in English (scores of 550 or higher on either test are required), or by completing at least two years of college at an institution where the courses were taught in English;

2. Ability to meet all of the financial obligations which will be incurred while attending the College.

International students must also file the State University of New York Foreign Student Admission forms. No fee is required for processing these forms.

If accepted for enrollment, health and accident insurance supplied by the State University of New York must be obtained before the student will be allowed to register at the College. Further details about this policy are available from Syracuse University International Services Office, 310 Walnut Place, (315) 443-2457, or from the ESF Office of Student Affairs and Educational Services.

International students who are currently enrolled at an American college may apply for admission to ESF. In addition to the entrance requirements for other international students, they must obtain permission to transfer to ESF from the U.S. Immigration and Naturalization Service district office having jurisdiction over the college in which they are currently enrolled.

International students will be considered for assistantships and fellowships, but are not eligible for need-based student financial assistance.

Expenses

The ESF tuition and College fee structure is set by the State University of New York Board of Trustees, and generally covers the costs associated with instruction and the use of facilities and services at the College.

Tuition

The tuition schedule per semester, listed below, is subject to change:

	NYS Resident Students	Out-of-State Students
Undergraduate Matriculated		
Full-time	\$1,700	\$4,150
Part-time	\$137/credit hour	\$346/credit hour
Graduate Matriculated		
Full-time	\$2,550	\$4,208
Part-time	\$213/credit hour	\$351/credit hour
Continuing Education Non-Degree Students without a Baccalaureate Degree		
Course Nos. 0-599	\$137/credit hour	\$346/credit hour
Course Nos. 600-999	\$213/credit hour	\$351/credit hour
Students with a Baccalaureate Degree		
Course Nos. 0-499	\$137/credit hour	\$346/credit hour
Course Nos. 500-999	\$213/credit hour	\$351/credit hour
Maximum Total Tuition for 12 credit hours or more:		
Undergraduate	\$1,700	\$4,150
Graduate	\$2,550	\$4,208

Residency

For purposes of tuition, "residence" refers to the principal or permanent home to which the student returns. Students who want to change their permanent residence may apply for a change in residency after they enroll at the College. Application forms are available in the Director of Business Affairs Office.

of \$30. For more information about the fee, and guidelines for exemptions, obtain the *Application Guidebook* for the State University of New York through any SUNY admissions office or any New York State high school.

Students who apply for admission to a graduate program at ESF are charged a nonrefundable application fee of \$50.

Fees

Application

Students who apply for admission to an undergraduate program at any of the State University of New York units are charged a nonrefundable application fee

College

The College fee is \$12.50 per semester for full-time students, and 85 cents per credit hour for part-time students. For tuition purposes, students are considered full-time when they are enrolled in 12 credit hours or more.

Student Activities

Each full-time undergraduate student is charged \$60 per year to cover the cost of student activities at the College, while full-time non-matriculated students are charged \$30 per semester, and part-time matriculated students are charged \$1.50 per credit hour.

Full-time graduate students are charged an activity fee of \$28 in the fall only. Part-time matriculated graduate students are charged \$7 per semester. Full-time graduate students who enter ESF in the spring semester are charged a \$7.50 student activities fee.

Students also pay an annual fee to Syracuse University to cover university-sponsored activities and services that are available to ESF students, but not duplicated at the College. These fees are \$26.75 for full-time undergraduate students and \$15 for full-time graduate students, and are charged in the fall only.

Part-time matriculated undergraduate students are charged \$19.10 per year and part-time matriculated graduate students are charged \$10 per year at fall registration only.

Syracuse University does not charge an activities fee for non-matriculated undergraduate or graduate students.

Orientation Program

New undergraduate students will be charged a fee which covers the cost of a College Orientation Program. This is a voluntary activity and students who choose not to attend may request refund of the \$35 fee.

Student Support Services

All full-time students are charged \$112.50 per semester to partially offset the cost of academic and other support services provided by Syracuse University, while part-time students are charged \$9.50 per credit hour.

Final Year

Undergraduate students pay a commencement fee of \$25 is required at the beginning of the semester in which a student is expected to obtain a degree.

All undergraduates are also charged \$25 for a school yearbook in the fall semester, and a \$10 senior gift charge the semester they are expected to graduate.

Additional costs are incurred by graduate students for the binding, abstracting, and microfilming of theses and dissertations, and the commencement activity fee.

International Student Health Insurance

All international students attending the College must participate in the State University of New York International Health Insurance Program. The cost is estimated to be \$632 per calendar year. Coverage for dependents is available from the insurance carrier.

Terms of Payment

Undergraduate Deposit

All undergraduate students pay an advance payment deposit of up to \$100 after they are admitted to the College. Information on when the deposit is due, as well as refund guidelines for the deposit, are sent to students at the time they are offered admission. The deposit is credited to the students' first semester tuition. There is no advance payment deposit required for students accepted for graduate study.

Billing

Six weeks prior to the start of each semester, the College sends students who have registered for the upcoming semester a detailed invoice indicating the total amounts they are expected to be charged. This invoice includes only ESF charges. (See below for housing and board costs at Syracuse University). Payment is due before the first day of classes. New students will be billed upon arrival and payment will be due in 15 days. Detailed instructions are included with the invoice.

The College provides a monthly payment plan, the purpose of which is to allow students or parents to make tuition payments in installments.

Refunds

A student who is given permission to cancel registration is liable for payment of tuition in accordance with the following schedule:

Liability During Semester

1st week:	0%
2nd week:	30%
3rd week:	50%
4th week:	70%
5th week:	100%

Application for a refund must be made within one year after the end of the semester for which the tuition was paid to the College. The first day that classes are offered, as scheduled by the College, shall be considered the first day of the semester, and the first week of classes for purposes of refunds shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed.

There is no tuition or fee liability established for a student who withdraws to enter military service prior to the end of a semester for those courses for which the student does not receive academic credit.

A student who is dismissed for academic or disciplinary reasons prior to the end of a semester is liable for all tuition and fees due for that semester.

A student who cancels registration at a unit of the State University of New York, and within the same semester registers at another unit of the state system is entitled to full credit for tuition and fees paid for that semester.

In situations where a student must withdraw from the College under circumstances in which the denial of a refund would create serious hardship, the College President or the Vice President for Administration can waive the normal refund schedule. Such action can be taken if the student has completed no more than one-half of the semester and will not receive academic credit for the semester. A written request for relief from the provisions of the refund schedule, including the reasons for the student's withdrawal, must be submitted to the College President or the Vice President for Administration.

Other Costs

Room and Board Costs

The College does not operate student residence or dining halls, but facilities are available at Syracuse University.

In general, housing costs at Syracuse University range from \$1,900 to \$2,800 per semester, reflecting the diversity of single- and multiple-room accommodations for graduate, undergraduate, single, and married students.

A variety of meal plan options is also available to all students, whether or not they reside in university residence halls. The costs of these plans range from \$530 to \$1,900 per semester. Payment for housing and meal plans is made directly to Syracuse University.

For more information about housing and meal options refer to the Student Life section of this catalog, and/or contact the Office of Residence Services, 202 Steele Hall, Syracuse University, Syracuse, New York 13244, (315) 443-2721.

Program Expenses

The cost of books and supplies is approximately \$600 per year. Additional costs for personal expenses, clothing, and transportation vary greatly from student to student, but are estimated to range from \$900 to \$1,100 per year.

Several programs at ESF include additional costs. Students majoring in forest resources management attend a seven-week Summer Session in Field Forestry at the Wanakena Campus between the sophomore and junior years. Environmental and Forest Biology majors attend the summer field experience at the Cranberry Lake Biological Station at the end of their junior year.

The Summer Session in Field Forestry costs approximately \$2,100, while the five-week program at Cranberry Lake costs between \$1,100 and \$2,100, plus travel and personal expenses.

Field trips for landscape architecture students range between \$150 and \$300. In addition, students enrolled in landscape architecture are required to spend one semester off campus. This is a self-designed and student-budgeted program. Costs do not necessarily exceed those of a semester on campus, but additional costs are often incurred depending upon the location chosen. These additional costs are the responsibility of the student, and are not covered by financial aid.

Forest Technology Program

Please see page 123 for detailed expenses for the Forest Technology Program on the Wanakena campus.

Financial Aid

The College offers these seven basic forms of student financial assistance: scholarships or grants; part-time employment; long-term loans; minority student scholarships and fellowships; assistantships, tuition scholarships, and fellowships for graduate students; a deferred tuition payment plan; and sources of non-need loans to parents.

Federal and state financial aid programs are for United States citizens, permanent residents, or holders of I-151 cards. (International students will be considered for assistantships and fellowships, but are not eligible for need-based student financial assistance.) These programs are coordinated to supplement parental support, summer work, savings, and assistance from other sources. The sources of funds for financial assistance programs, the guidelines for determining the recipients, the procedures for applying, and the method of disbursement of funds vary from one program to another. This information is presented in detail in *ESF Financial Aid Guide*, which is a separate publication that is mailed to all applicants and is available through the Office of Financial Aid.

Financial aid is awarded primarily on the basis of financial need. Some scholarships and fellowships, however, are based on other criteria, such as academic achievement or minority status. Assistantships, tuition scholarships, and fellowships for graduate students are not awarded based upon financial need.

In order for students to receive aid, they must be making satisfactory academic progress toward a degree. Please refer to pages 27-28.

Financial aid advisors are aware of the many problems of financing higher education and meeting day-to-day living expenses for both undergraduate and graduate students, and are available to discuss individual problems. All students are encouraged to apply for financial aid.

How to Apply

Students interested in receiving financial assistance, with the exception of graduate assistantships, tuition scholarships, and fellowships, must complete an application process each year that requires the filing of at least two forms.

After January 1, students must complete the Free Application for Federal Student Aid (FAFSA), and submit it to the Federal Student Aid Processor or to the Office of Financial Aid.

Applications will be accepted after March 1, but available funds may already be committed to other students. Prospective students do not need to receive notification of acceptance to ESF before applying for financial aid, however, they must be accepted to the College before a financial aid decision is rendered.

All students and parents are encouraged to visit our FinancialAid home on the Internet (<http://www.esf.edu/financialaid/>). While visiting, please check out the following:

- a. electronically filing for financial assistance
- b. free scholarship search for students/parents
- c. latest links to other Financial Aid sites.

The necessary forms are available in the Office of Financial Aid, high school guidance offices, and many college financial aid offices.

Students are invited to discuss with the Financial Aid Office staff any problems they may have in financing their education. Applicants are also urged to contact the office for the latest information and requirements pertaining to financial assistance, because financial aid systems and forms frequently change.

Selection of Recipients

The primary consideration in determining which students will receive awards is comparative financial need. However, scholastic standing, citizenship, and potential contribution to the College community are also considered in making certain award decisions.

Verification of Information

All students who request financial assistance will be required to submit information about their family's and/or personal financial situation prior to aid disbursement. The College will request copies of parents' and/or students' federal tax forms, along with other statements which will be used to verify other sources of income, family size, number of dependents in college, and other pertinent information.

Failure to comply with a request to verify pertinent information will result in the cancellation of any aid offered, and the possibility of legal action being taken by the U.S. Department of Education.

Retention of State Awards

All students who are awarded financial assistance will be required to maintain satisfactory academic progress each semester in order to keep their awards. Academic progress standards for all awards provided by New York State are listed below.

Recipients of a New York State award must adhere to the following state requirements:

1. Academic Progress — Students must meet the stated minimums on the following charts to be eligible for an award the next semester.

2. Program Pursuit — Students must complete a minimum number of credit hours each semester based on a full-time course load of 12 credit hours.

a. Associate in Applied Science degree students are required to complete 75 percent of the full-time credit load. Therefore, they must receive at least nine credits per semester (.75 x 12 = 9).

b. Bachelor degree students must complete 100 percent of a full-time credit load each semester. Therefore, they must complete 12 credit hours each semester.

c. Graduate degree students must complete 100 percent of a full-time course load, or 12 credits, unless they have an assistantship. Graduate students with an assistantship should see the section on Credit Hour Load in the Graduate Academic Policies section of this Catalog for the definition of full-time status.

3. "C" Average — A student having completed their second academic year (or 24 payment points) must have a cumulative "C" (2.000) average to retain their New York State TAP Award.

Waivers for New York Awards

Students who fall below the credit or grade point average requirements, as outlined in the following standards, may apply for a waiver. Students are allowed only one waiver during undergraduate work, and only one waiver during graduate work. A waiver will be granted only after the student and College officials agree that such an issuance is in the best interest of the student. Requests for waivers are made through the Director of Financial Aid.

Waivers for the "C" average requirement may be granted only when failure to meet this requirement is due to:

1. the death of a relative of the student
2. the personal injury or illness of the student
3. other extenuating circumstances.

Requests for the "C" waiver are also requested through the Director of Financial Aid.

Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for State Student Aid

Calendar: Semester	Program: Associate Degree							
Before being certified for this payment	1	2	3	4	5	6	7	8
a student must have accrued at least this many credits	0	3	9	18	30	45	60	75
with at least this grade point average	.000	.500	.750	1.300	1.500	1.700	2.000	2.000

Noncredit remedial instruction can be counted toward a full-time academic load as set forth in 145-2.1 of the Commissioner's Regulations. The number of credits in this chart refers to work completed toward the degree.

Calendar: Semester

Program: All Baccalaureate Degrees

Before being certified for this payment	1	2	3	4	5	6	7	8	9	10
a student must have accrued at least this many credits	0	3	9	18	30	45	60	75	90	105
with at least this grade point average	.000	.500	.750	1.200	1.400	2.000	2.000	2.000	2.000	2.000

Noncredit remedial instruction can be counted toward a full-time academic load as set forth in 145-2.1 of the Commissioner's Regulations. The number of credits in this chart refers to work completed toward the degree.

Calendar: Semester

Program: All Graduate Level Programs

Before being certified for this payment	1	2	3	4	5	6	7	8
a student must have accrued at least this many credits	0	6	12	21	30	45	60	75
with at least this grade point average	.000	2.000	2.500	2.750	3.000	3.000	3.000	3.000

Retention of Federal Awards

Undergraduate and graduate students must meet specified criteria in order to be eligible for Title IV Federal Student Assistance, which includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Student Loans, Federal Stafford Loans, Federal College Work-Study Programs, and Federal Parent Loan for Undergraduate Students.

The criteria that students must meet to be eligible for Title IV student aid are the same criteria all ESF students must adhere to in terms of institutional academic policies, and specifically academic progress towards a degree.

The evaluation criteria are the following:

1. An appropriate grade point average to ensure satisfactory academic progress;
2. The successful accumulation of credits toward a degree;
3. Receipt of a degree within the prescribed time limit for that program. (Limits vary for individual programs: see following standards).

Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for Federal Aid

Students receiving federal student aid funds must make steady academic progress toward their degrees. While most students pursue their degrees on a full-time basis, others do not. In order to allow for maximum flexibility to complete a degree, federal regulations state that students' maximum time to be eligible for federal aid shall not exceed 150% of the published length of time it takes to complete that degree on a full-time basis.

The following chart lists the maximum number of credit hours a student may take and still receive federal student aid. These figures are based on 150% of the credit hours required to complete each of the degrees offered by the College—regardless of the time it takes to complete that degree.

Degree	Minimum Credit Hours Required to Complete Degree	Max. Credits Allowed for Federal Aid Eligibility
A.A.S.—Forest Technology	75	113
B.S.—Environmental Studies	121	182
B.S.—Environmental & Forest Biology	125	188
B.S.—Wood Products Engineering	126	189
B.S.—Forest Engineering	131	196
B.S.—Paper Science & Engineering	137	205
B.S.—Chemistry	133	199
B.S.—Resources Management (Forestry)	126	189
B.S.—Dual Option:		
Biology & Resources Management	144	216
B.L.A.—Landscape Architecture	160	240
M.P.S.—30-credit-hour program	30	45
M.S.—30-credit-hour program	30	45
M.L.A.—67-credit-hour program	67	99
Ph.D.—all programs	60	90

Appeal, Probation, Reinstatement

Students who fall below the minimum standards may appeal to the Dean of Instruction and Graduate Studies to retain their academic eligibility to receive Title IV Federal Student Assistance. (See Academic Dismissal, page 35).

Appeals will be evaluated for mitigating circumstances such as injury or illness, and the likelihood that the student will be able to return to the appropriate standard. If the Dean of Instruction and Graduate Studies places a student on "academic probation," the student remains eligible for Title IV aid as defined by the statement of "Good Academic Standing." (See page 42).

The Office of Financial Aid will notify students via certified mail if they are in danger of losing financial assistance because they have fallen below academic standards.

Scholarship, Fellowship, and Grant Programs

Federal Supplemental Educational Opportunity Grants

The College receives Federal Supplemental Educational Opportunity Grants (FSEOG) authorized under Title IV-A of the Higher Education Act of 1965. These funds enable the College to award grants to undergraduate students who have financial need. Grants range from \$100 to \$2,000 per year.

Educational Opportunity Program

Students accepted into the College's Educational Opportunity Program (EOP) may receive, in addition to other financial assistance, a special award to pay for education-related costs. Students must come from a socioeconomically and academically disadvantaged background to be eligible.

Prospective EOP students must apply for financial aid when submitting their admissions applications.

Federal Pell Grants

The Federal Pell Program was authorized in the Educational Amendments of 1972. Grants are available to eligible full-time and part-time undergraduate students, and can vary from \$400 to \$3,000.

Applications are available from high school guidance offices or any college office of financial aid. Interested students should submit the Institutional Student Information Report (ISIR) to the Office of Financial Aid as soon as it is received from the processor.

Tuition Assistance Program and Regents Programs

Tuition Assistance Program (TAP) awards are available to New York State residents who are enrolled in full-time degree programs. The awards are based on income, and range from \$100 to 90% of full tuition.

Regents Grants or Children of Deceased or Disabled Veterans Grants are awarded to children of parents who served during specific periods of war or national emergency, and who died as a result of such service or suffered a disability of at least 50 percent. The awards entitle state residents who qualify to \$450 per year.

Additional information and applications for these programs are available from the Office of Financial Aid, or from New York Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, New York 12255.

Vocational and Educational Services Grants

Financial assistance and program counseling are provided by New York State for students with disabling conditions. Information is available from any New York State Office of Vocational and Educational Services.

Veterans' Benefits

The Veterans' Readjustment Benefits Act of 1966, as amended, enables veterans and children of deceased or disabled veterans to obtain financial aid for their college education.

Application forms and additional information and counseling are available from the ESF Veterans' Affairs Counselor in the Office of the Registrar, local veterans' administrations offices, and the State Regional Office, 111 West Huron Street, Buffalo, New York 14202.

Minority and Underrepresented Student Scholarships and Fellowships

Undergraduate New York State residents who are Black/Non-Hispanic, Hispanic, Native American, or Alaskan Native are eligible for scholarships comprised of funds from both the College and SUNY. Eligible students should contact the Office of Financial Aid. Awards are based on need and funds are limited.

Graduate students who are Black/Non-Hispanic, Hispanic, Native American, or Alaskan Native and are also U.S. citizens or permanent residents are eligible for SUNY Underrepresented Graduate Fellowships. Eligible students should contact the Office of the Dean of Instruction and Graduate Studies.

Assistance for Native American Students

Native American students with financial need may be eligible for scholarship and grant assistance through programs sponsored by the Federal Bureau of Indian Affairs and the New York State Education Department. For more information, students should contact the Bureau of Indian Affairs, 1951 Constitution Avenue NW, Washington, D.C., or the Native American Education Unit, State Education Department, Education Building Annex, Albany, New York 12234.

Private Fellowships, Scholarships, and Grants

The College administers a number of financial aid programs established by private individuals, companies, organizations, and foundations. These scholarships and grant programs have varying eligibility requirements and are awarded to students according to their respective guidelines, which are described in more detail in *ESF Financial Aid Guide*.

The following is a list of the programs: Maunce Alexander Wetland Research Award, Alumni Educational Grants; Alumni Memorial Awards, Warren Bennett Memorial Award, John Berglund Memorial Scholarship, Simeon H. Bornt III Scholarship Award, Bristol-Myers Squibb Minority Scholarship, Nelson Courtlandt Brown Scholarship Fund, Henry H. Buckley Student Aid Award, John Clark Scholarship, Class of '31 Scholarship, Class of '36 Scholarship, Class of '39 Fund, William Cross Memorial Scholarship, Wilford A. Dence Memorial Fellowship, Gutches Family Scholarship, Robert Johnson Scholarship, Komar Scholarship, Mom's Hirsch Scholarship, McKean Fund, Meyer Environmental Chemistry

Scholarship Award, Meyer Wood-Plastic Scholarship Award, Portia Farrell Morgan Scholarship, Ranger School Alumni Scholarship, Ranger School Endowment Fund, Eugene C. Reichardt Scholarship Award, Ray Rizzo Scholarship, Phyllis Roskin Memorial Award, Saratoga Association Scholarship, Lt. Gary Scott Memorial Scholarship, Spaid Memorial Fund, Student Association Grants, Walter Tarbox Memorial Scholarship, and the John J. View Scholarship.

Syracuse Pulp and Paper Foundation Scholarships

Scholarships from the Syracuse Pulp and Paper Foundation, Inc. are awarded to undergraduate students in paper science and engineering who are United States citizens or permanent residents. SPPF scholarships and awards vary based on a student's cumulative grade point average. Entering freshman students will be reviewed for scholarships based on their high school academic record. Entering transfer students and ESF continuing students in PSE, who have a 2.75 cumulative gpa or higher, will be considered for scholarship assistance. Awards are renewed each semester subject to scholarship committee approval. Students entering the program should contact the Office of Financial Aid or the Syracuse Pulp and Paper Foundation for an application and further information.

State University Supplemental Tuition Assistance

The College annually awards small grants to a limited number of students with financial need as part of the State University Supplemental Tuition Assistance program.

Employment Opportunities

Federal College Work-Study Program

The College participates in the Federal College Work-Study Program, which provides part-time jobs during the academic year and full-time positions during the summer to students who need financial assistance to attend the College. Wages for these positions begin at above the minimum wage and increase as duties and responsibilities increase. The current wages are \$5.15 per hour during the academic year and \$6 per hour during the summer.

Job Locator Service

The College coordinates and maintains an active program of part-time and summer employment opportunities. Interested students should contact the Student Employment Coordinator in the Office of Financial Aid for additional information. The program is open to all ESF students seeking employment.

Loans

Federal Perkins Student Loans

Federal Perkins Student Loans, formerly known as National Direct Student Loans, are available to students with financial need who are enrolled at least half-time. Under the program, \$3,000 can be borrowed each year for four years, and a maximum of \$15,000 can be borrowed. A repayment plan, including 5 percent interest, begins nine months after the student leaves college. Deferment and cancellation benefits are available in certain situations. The average loan per student totaled \$1,760 in 1997-98.

Federal Stafford Student Loans

The Federal Stafford Student Loan program, formerly Guaranteed Student Loans, is administered by the College, through outside lenders and agencies for ESF students.

These loans are available from a bank or other lending agent to students who are registered at least half-time. Undergraduate students can borrow as follows: \$2,625 in the first year; \$3,500 in the second year; \$5,500 in the third, fourth, and fifth years up to a total of \$23,000. Graduate students can borrow \$8,500 a year up to a total of \$65,500.

Stafford Loans may be subsidized or unsubsidized or a combination. A subsidized loan is such that interest does not accrue while the borrower is in school. An unsubsidized loan is such that the borrower must make interest-only payment while in school, or allow interest payments to be added to the principal.

A repayment plan, with a variable percent interest, begins six months after the student leaves college. An additional 1 percent interest is charged at the time the loan is received. Applications are available at local banks. The average subsidized Stafford Student Loan was \$5,230 in 1997-98. The average unsubsidized Stafford Student Loan was \$4,240 in 1997-98.

Federal Parent Loan for Undergraduate Students

Parents of undergraduate students may borrow from local lending institutions up to the cost of attendance at ESF annually at an interest rate of 8.98 percent with a Federal Parent Loan for Undergraduate Students (PLUS). A repayment plan begins 60 days after receipt of the loan. Applications for PLUS loans are available at local lending institutions.

Emergency Loans

The College is able to provide some matriculated students interest-free, short-term loans. These 30-day loans are available through the support of the Alumni Association Short-term Loan Fund, the David B. Schorer Memorial Fund, and the Edward Vail Emergency Fund. For more information, contact the Office of Financial Aid.

Graduate Assistantships and Tuition Scholarships

Assistantships are awarded to students who have demonstrated scholarship and academic promise, and whose education and experience enable them to assist in laboratory instruction and research. The amounts of the assistantships range from \$8,000 per academic year to as high as \$18,000 for a calendar year. In addition, a tuition scholarship may be awarded. Students who hold an assistantship must be enrolled for full-time study as defined by graduate policies, and be making satisfactory progress toward completing their degree.

Beginning graduate students may apply for assistantships on their application for admission. Continuing graduate students should request a position description from their Faculty office.

Academic Policies

Undergraduate Policies

General Requirements

A student seeking a degree must be in matriculated status. All degree requirements must be completed through a combination of formally accepted transfer credits and/or courses taken at ESF and Syracuse University.

While a student is matriculated at ESF, all courses taken at ESF and Syracuse University to meet degree requirements must be graded on a scale of "A-F", and the grades will be computed in the grade point average. As an exception, at the discretion of the instructor, courses numbered 496 and 497 may be graded on a "Satisfactory/Unsatisfactory" basis. This must be announced on the first day of class and would apply to all students enrolled in that course section.

Credit Hour Load

To be classified as full-time, a student must register for at least 12 credit hours during a semester. A student may not register for more than 18 credits during a semester unless permission from the student's advisor is obtained.

Attendance

Students are expected to adhere to the attendance policy stated by each course instructor. Instructors may make attendance part of the course requirement.

Course Numbering System

Courses at ESF are numbered according to the following system:

- 100-499** Undergraduate courses for which no graduate credit may be given.
- 500-599** Graduate courses designed expressly for areas of specialization in postbaccalaureate programs. Qualified undergraduate students may enroll with permission of the instructor.
- 600-699** Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade point average of 3.000 or better may enroll in these courses with an approved petition.
- 700-999** Advanced graduate level courses for which no undergraduate students may register.

Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabi are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

Physical Education and ROTC

Physical Education and ROTC course credits may be used to satisfy elective requirements with the permission of the student's academic advisor.

Audits

Students may informally audit ESF courses with the permission of the course instructor. No record will be maintained of the informal audit nor will any grade be assigned. No fee is required for informal audits.

Students may formally audit courses with the permission of their academic advisor and the course instructor. They may not be used to satisfy any graduation requirements. Formally audited courses will appear on the students' transcripts and will be graded either "SAU" (satisfactory audit) or "UAU" (unsatisfactory audit). The grade will be assigned based on the criteria for audit established by the course instructor. Registration guidelines for audited courses are the same as for courses taken for credit.

Dropping or Adding Courses

Students may add courses with the approval of both their academic advisor and the course instructor and may drop courses with their advisor's approval and notification to the course instructor using a drop/add form until the last day for program adjustments as listed in the ESF calendar. Courses dropped during this time will not appear on the student's transcript. Courses that begin after the published add date may be added prior to the start of the course. Courses that last for less than one semester may be dropped no later than half way through the course. In either case, the student must submit a completed add/drop form.

For those students receiving financial support through the College, dropping courses that result in the student being less than full-time will have an impact on support received. Contact the Financial Aid Office for more detailed information.

Repeating Courses

Students may repeat any course previously taken either to earn a higher grade or because of a previous failure.

For all courses passed with a grade of "D" or better, credit hours carried and grade points earned will be included in the semester and cumulative grade point averages each time the course is completed. However, the credit hours for the course repeated may be counted only once toward meeting graduation requirements.

Courses in which a grade of "F" was assigned may be repeated. Upon successful completion of the repeated course, the grade earned will be included in the semester and cumulative grade point average, but the original grade of "F" and any subsequent grades of "F" in that course will revert to a grade of "R" on the transcript and will not be included in the grade point average.

Withdrawal from ESF

Students who withdraw on or before the "drop date" for a semester will have their records marked "Withdrawn on (date)." Courses will appear for that semester with the grade of "W."

Students who withdraw after the "drop date" for a semester, but on or before the last class day before the final examination period, will have either "WP" (withdraw passing) or "WF" (withdraw failing) listed after each uncompleted course. Students who do not withdraw on or before the last class day will have a grade of "A-F," "I," or "I/F" assigned by the instructor for each registered course.

Students who withdraw from ESF and in the future wish to return must apply for readmission. Prior to withdrawal from ESF, students must schedule an interview in the Office of Student Affairs and Educational Services.

Curriculum Requirements

The development and administration of course offerings, prerequisites, sequencing, and program requirements are primarily the responsibility of each program Faculty with the approval of the ESF Faculty.

Students must satisfy the requirements for graduation presented in the catalog in effect as of the date they first matriculate at ESF. Students may graduate under the requirements stated in any catalog issued subsequent to the one in effect the date they matriculate, but they may not use a prior catalog.

Students who change majors are required to submit a completed change of curriculum form approved by representatives of both programs and must complete all the requirements of their new major.

Evaluation

For each course completed, one of the following grades will be awarded:

<u>Grade</u>	<u>Definition</u>	<u>Grade Points</u>
A	Excellent	4.000
A-		3.700
B+		3.300
B	Good	3.000
B-		2.700
C+		2.300
C	Passing	2.000
C-		1.700
D	Minimum Passing	1.000
F	Failure	0.000
I/F	Unresolved Incomplete	0.000

In order to receive a bachelor's degree, a student must complete all courses taken as a matriculated student at ESF with a cumulative grade point average of at least 2.000.

Under conditions defined elsewhere, the following grades may be assigned, none of which yield grade points:

<u>Grade</u>	<u>Definition</u>
S	Satisfactory (equal to "C" or better)
U	Unsatisfactory (equal to below "C")
W	Withdraw
WP	Withdraw Passing
WF	Withdraw Failing
SAU	Audit (Satisfactory)
UAU	Audit (Unsatisfactory)
I	Incomplete
R	Failed course which was repeated

Grade Point Averages

Semester and cumulative averages are computed by dividing the total grade points earned by the total credit hours completed for all courses graded "A-F."

Incomplete Courses

A temporary grade of "I" may be assigned by an instructor only when the student is passing and has nearly completed the course, but because of circumstances beyond the student's control, the work is not completed. The incomplete grade must be resolved prior to the end of the semester following that in which the incomplete was received. At the request of the student and with a petition approved by the course instructor only, the incomplete may be extended one additional semester. If the incomplete is not resolved by the appropriate deadline, it will be changed to a grade of "I/F."

Academic Honors

President's Honors List

Students who carried 12 or more credits of coursework graded "A-F" and earned a minimum grade point average of 3.000 with no grades of "I" or "F" will be placed on the President's Honors List for that semester.

Graduation Honors

Students will be graduated with the appropriate honor if the following criteria have been met:

A minimum of 30 credits of ESF and Syracuse University courses have been completed as a matriculated, upper-division student.

A cumulative grade point average of: 3.000 - 3.333, *cum laude*; 3.334 - 3.829, *magna cum laude*; 3.830 - 4.000, *summa cum laude*.

Academic Dismissal

Students who earn less than a 2.000 cumulative grade point average shall have their records reviewed by the Dean of Instruction and Graduate Studies. Each student with less than this minimum cumulative grade point average shall be either placed on academic probation or dismissed from ESF. The action taken will be based upon an overview of the total academic record and the mathematical possibility for attaining a 2.000 cumulative average by the projected graduation date. The Dean of Instruction and Graduate Studies will inform each student in writing of actions taken.

Each student dismissed will be given the opportunity to appeal this action based on any extraordinary conditions which may have contributed to the unsatisfactory performance. This appeal must be made in writing and submitted to the Office of the Dean of

Instruction and Graduate Studies within the stated time limit. Each appeal will be reviewed by the Faculty Subcommittee on Academic Standards which will recommend to the Dean of Instruction and Graduate Studies either to sustain the dismissal or place the student on probation. The Dean of Instruction and Graduate Studies will take final action and so inform each student in writing. There is no appeal beyond this process.

Students who have been dismissed for academic performance may not reapply until at least one semester has elapsed. Students may not take any courses at ESF during this first semester following dismissal.

Students dismissed a second time for academic performance may not again be considered for readmission.

Graduation Requirements

Students are responsible for meeting the following requirements for graduation:

1. Matriculated status as an undergraduate student;
2. All program requirements must be satisfied;
3. A minimum cumulative grade point average of 2.000 (4.000=A) for all courses taken as a matriculated student at ESF;
4. At least 24 of the last 30 credits must be registered for through ESF;
5. Successful completion of a total of at least 120 appropriate college-level credits.

Exceptions to Curriculum and Academic Policy Requirements

Exceptions to academic policies stated in this document and curriculum requirements may be made by the Faculty Subcommittee on Academic Standards which may delegate this authority. Exceptions may not violate standards established by the State University of New York or the State Education Department.

Exceptions must be requested on a petition form which must have a recommendation from the student's advisor and Faculty Chair or designee. In those cases where an action is requested involving a specific course, the petition must also have a recommendation from the course instructor.

Graduation Rate

Of the freshman students who began their studies in the fall of 1993 at ESF, 72 percent received their degree, or continued in a five-year program, after ten semesters of study. For those who began in the fall of 1994, approximately 62 percent received their degrees or continued in a five-year program after eight semesters of study.

Of the transfer students who began their studies in the fall of 1994 at ESF, 79 percent received their degree, or continued in a five-year program, after eight semesters of study. For those who began in the fall of 1995, approximately 75 percent received their degree, or are continuing in a five-year program, after six semesters of study. Further information on student retention is available from the Office of Instruction and Graduate Studies.

Graduate Academic Policies

Statement of Objectives

The objectives of graduate degree programs at ESF are to educate graduate students to (1) think critically and independently, (2) comprehend the processes of science and effectively apply scientific and professional procedures, (3) attain proficiency in the current level of knowledge in their respective fields, (4) become competent in the requisite technical skills and tools, (5) practice high standards of performance as scientists, educators, and professionals, and (6) exercise ethical conduct in their relationships with colleagues, other professionals, and the public.

Admission

General Requirements

Admission to graduate studies is conditional upon review and acceptance of the applicant's credentials by appropriate Faculty members and upon the recommendation of the appropriate Faculty Chair to the Dean of Instruction and Graduate Studies. Employees of the College who carry faculty status in accordance with SUNY ESF faculty bylaws and are at or above the rank of assistant professor or equivalent, may not be in a matriculated status at the College. Required for admission are at minimum a bachelor's degree from a recognized institution, and generally an academic record showing at least a "B" average for junior and senior years of the baccalaureate program or for the master's program. Also required are Graduate Record Examination

scores and for some degree programs, advanced test scores; supporting letters of recommendation; and a statement of educational and professional goals. The Graduate Record Examination may be waived by a Faculty Chair, or Graduate Coordinator, on an individual basis.

While a student is matriculated at ESF, all coursework taken at ESF and Syracuse University to meet degree requirements must be graded on a scale of "A-F", and the grades will be computed in the grade point average. As an exception, at the discretion of the instructor, courses numbered 796 and 797 may be graded on a "Satisfactory/Unsatisfactory" basis. This must be announced on the first day of class and would apply to all students enrolled in that course section. Courses numbered 898, 899, and 999 are graded on a "Satisfactory/Unsatisfactory" basis.

International Students

The College accepts international students in graduate programs if they can satisfy regular admission requirements. In addition, those who do not have an undergraduate or graduate degree from a college or university at which English was the language of instruction, must demonstrate proficiency in the English language through achievement of a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).

Degrees

Three Master's Degrees are offered at ESF: The Master of Science, Master of Landscape Architecture, and Master of Professional Studies. Degree requirements are listed below.

Master of Science Degree

The Master of Science (MS) degree is an academic degree offered in the following programs: environmental and forest chemistry, environmental and forest biology, forest resources management, environmental and resource engineering, environmental science, and landscape architecture.

To complete this degree, in addition to completion of necessary coursework, students must prepare a thesis which investigates a problem that initiates, expands, or clarifies knowledge in the field. Students are required to define an appropriate problem for investigation; review relevant information; develop a study plan incorporating investigative techniques appropriate to the problem; implement the plan; and relate the results to theory or a body of knowledge in the field.

The minimum credit hour requirement is the successful completion of 30 graduate credits distributed between coursework and thesis. The applicable distributions will be determined by individual Faculties to suit program objectives, with the understanding that a minimum of 18 credits is awarded for graduate level coursework and a minimum of 6 credits is awarded for the thesis. The student's study plan must be approved by the major professor and Faculty Chair. The student must successfully defend the thesis for degree completion. The thesis is prepared and bound according to College standards, deposited in Moon Memorial Library, and submitted for microfilming to University Microfilms International (UMI).

Master of Professional Studies Degree

The Master of Professional Studies (MPS) degree is intended to be a terminal degree. The MPS is offered in the following degree programs: environmental and forest biology, forest resources management, environmental and resource engineering and environmental science.

This degree requires the successful completion of a minimum of 30 credits at the graduate level, of which at least 24 must be in coursework. The student's study plan must be approved by the major professor and Faculty Chair.

In addition, individual programs may require an integrative experience such as an internship, team project, and/or comprehensive examination. If an examination is required, it is developed and managed by the Faculty responsible for the program.

Master of Landscape Architecture Degree

The Master of Landscape Architecture is a first professional degree in landscape architecture. This degree requires successful completion of a minimum of 66 credit hours of which at least 48 must be graduate coursework. The student's study plan must be approved by the major professor and Faculty Chair.

Doctor of Philosophy Degree

General Requirements

The Doctor of Philosophy degree is an academic degree offered in the following degree programs: environmental and forest chemistry, environmental and forest biology, forest resources management, environmental and resource engineering, and environmental science. The Doctor of Philosophy (Ph.D.) degree requires a minimum of 60 graduate credits, of which 30 to 48 credits are for coursework and 12 to 30 credits are

awarded for dissertation. Individual Faculties will determine the applicable credit hour requirements within these ranges to reflect individual program requirements and emphases. The graduate credits earned for a master's degree that are applicable to a student's doctoral study plan are determined on an individual basis by the steering committee. The student must pass the doctoral candidacy examination covering selected fields of study at least one year prior to dissertation defense, and successfully defend the dissertation. The dissertation must be prepared according to College standards and will be deposited in Moon Memorial Library, and submitted for microfilming to University Microfilms International (UMI).

Tool Requirements

Doctoral students must demonstrate competence in at least one research tool as a requirement for graduation. Such tools include statistics, computer science, or the ability to translate technical articles in a language, other than English, commonly used in science. Tool requirements and standards for each doctorate program will be determined by the corresponding program Faculty.

Student Advising and Study Plan

Major Professor: Appointment and Responsibilities

The student's major professor is appointed by the Dean of Instruction and Graduate Studies, upon the recommendation of the Faculty Chair. A major professor should be appointed upon the student's matriculation into a graduate program. For the graduate student accepted into a graduate program but lacking a major professor, a temporary advisor will be appointed by the Faculty Chair. However, every effort should be made to expedite appointment of a major professor as soon as possible.

It is the duty of the major professor to fulfill a primary role as the student's mentor. Aided by other members of the steering committee, the major professor guides the student in the development and implementation of the study plan, including course selection, research planning, choice of the professional experience, facilitation of the examination schedule, and reviews of thesis or dissertation drafts, including a complete review of the thesis or dissertation before the final copy is presented for defense.

Steering Committee: Appointment and Duties

The steering committee for Master of Science and doctoral students is composed of the major professor and at least two faculty members or other qualified persons. The steering committee for Master of Professional Studies students is composed of the major professor and at least one other faculty member or other qualified persons. Other qualified persons include faculty at other institutions, or other recognized professionals.

The student's steering committee is appointed by the Dean of Instruction and Graduate Studies, upon the recommendation of the Faculty Chair. The steering committee should be appointed within the first semester. For all students, the steering committee must be established and must have met by the end of the third semester of graduate study.

The steering committee assists the student in the development of the study plan, including the development of the student's research or professional experience. The steering committee guides the development of the thesis or dissertation, including a review of the thesis or dissertation before the final copy is presented for defense.

Student's Study Plan

The student's study plan (Form 3B) includes an individualized sequence of courses and a plan for research or professional experience. The study plan, developed by the student with the advice and approval of the major professor and other members of the steering committee, must be submitted to the Faculty Chair for approval and then forwarded to the Dean of Instruction and Graduate Studies at least by the end of the third semester. The study plan can be changed during the course of each student's studies. Changes must be approved by the major professor, Faculty Chair, and the Dean of Instruction and Graduate Studies.

Examinations

Doctoral Preliminary Examination

The requirement for this examination is determined by individual Faculties. The purpose of this examination is to assess the entering student's basic knowledge in the chosen field of study. The results of this examination may be used to determine the student's suitability for the doctoral program and as a guide in selecting coursework and developing a program of study.

Doctoral Candidacy Examination

The objectives of this examination are to determine the student's breadth and depth of knowledge in the chosen field of study and to assess the student's understanding of the scientific process. The doctoral candidacy examination is taken when the majority of coursework is completed. This examination must be taken at least one year prior to the dissertation defense.

Upon the recommendation of the appropriate Faculty Chair, the Dean of Instruction and Graduate Studies appoints the doctoral candidacy examination committee consisting of the student's major professor, the student's steering committee, and an additional faculty member from an appropriate area. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from the Faculty of the student's degree program. The examination must have both written and oral components. The student must consult with staff in the Office of Instruction and Graduate Studies at least one month prior to establishing any dates or arrangements for the examination to ensure all necessary committee appointments are made.

The role of the examination committee chair is to manage the examination, ensure its integrity, and represent the interests of the faculty and student. Any member of the faculty may be an observer. The student examinee may invite a silent student observer to attend the oral examination.

Written Examination: There are two alternative forms for the written component, as follows:

Form 1: The chair of the examining committee receives written questions or problems addressing the objectives of this examination. The committee chair reviews the questions and may convene the committee to discuss the examination and ensure that questions are appropriate and fair.

The major professor administers the written examination. Usually, one-half day is allocated to questions submitted by each examiner. Upon completion by the student, the examination questions are reviewed and graded by the committee members who prepared them. Then, the entire examination is reviewed by the committee.

Form 2: The student prepares a written report on a topic or problem assigned by the examining committee. The topic or problem must meet the objectives of this examination and its content cannot be directly related to the student's thesis research. The student has approximately one month to develop a thorough understanding of the assigned topic and prepare a written report. The report is reviewed by committee members and committee chair.

Oral Examination: Following the written examination under Form 1, or completion of the report under Form 2, the committee meets with the student for an oral examination usually lasting two hours. However, the duration can be longer if required. The questions may address the report or other areas appropriate to the objectives of the examination, including subject matter in allied fields. At the conclusion of the examination period, the student examinee and observers are excused from the room and the examination committee determines whether the student has passed the examination. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the first doctoral candidacy examination. The student can request a second examination. A student is considered to have passed the second examination if there is no more than one negative vote. A student who has failed the second examination is terminated from the graduate program.

Thesis or Dissertation Defense Examination

At the conclusion of the study and research program, each Master of Science and doctoral candidate must successfully defend the thesis or dissertation. The objectives of the defense examination are (1) to probe the validity and significance of the data and information presented, (2) to assess the student as a critical thinker and data analyst, (3) to evaluate the student's scientific creativity, including the student's ability to relate research results to scientific theory within the chosen field, and (4) to present the results effectively in writing.

Upon the recommendation of the appropriate Faculty Chair, the Dean of Instruction and Graduate Studies appoints the defense examination committee. It consists of members of the steering committee, and at least one additional faculty member for the master's degree examination and two additional faculty members or other qualified persons for the doctoral degree examination. Additionally, the Dean of Instruction and Graduate Studies appoints a committee chair who is not from the student's degree program. The student must consult with staff in the Office of Instruction and Graduate Studies at least one month prior to establishing any dates or arrangements for the examination to ensure all necessary committee appointments are made.

This oral examination covers principally the material in the thesis or dissertation, as well as literature and information relating to it.

The role of the examination committee chair is to manage the defense, ensure its integrity and represent the interests of the faculty and student. Any member of the faculty may be an observer. The student examinee

may invite a silent student observer to attend the examination. The defense examination usually lasts two hours, although this time period may be extended as required. At the completion of the examination, the candidate and observers are excused from the room and the examination committee determines whether the candidate has successfully defended the thesis or dissertation. The committee chair has the option to vote. Unanimous agreement is required to pass the student. If less than unanimous agreement is reached, the student is considered to have failed the first defense examination. A student who fails the first defense may request a second defense. At the second defense, the student has passed the defense if there is no more than one negative vote. A student who has failed the second defense is terminated from the graduate program.

Evaluation

Grades

For each course completed, one of the following grades will be awarded:

<u>Grade</u>	<u>Definition</u>	<u>Grade Points</u>
A	Excellent	4.000
A-		3.700
B+		3.300
B	Satisfactory	3.000
B-		2.700
C+		2.300
C		2.000
C-	Minimum Passing	1.700
F	Failure	0.000
I/F, I/U	Unresolved Incomplete	0.000

Under conditions defined elsewhere, the following grades may be assigned, none of which yield grade points:

<u>Grade</u>	<u>Definition</u>
W	Withdraw
WP	Withdraw Passing
WF	Withdraw Failing
S	Satisfactory (equal to "B" or better)
U	Unsatisfactory (equal to below "B")
SAU	Audit (Satisfactory)
UAU	Audit (Unsatisfactory)
I	Incomplete

Grade Point Average

Semester and cumulative averages are based on graduate level courses only and are computed by dividing the grade points earned by the credit hours completed in all courses graded "A-F."

Incomplete Courses

A temporary grade of "I" may be assigned by an instructor only when the student is passing and has nearly completed the course, but because of circumstances beyond the student's control, the work is not completed. The incomplete grade must be resolved prior to the end of the semester following that in which the incomplete is received. At the request of the instructor, under extraordinary conditions, the incomplete may be extended for one additional semester. If the incomplete is not resolved by the appropriate deadline, it will be changed to a grade of "I/F" or "I/U."

Academic Performance, Credit Hour Load, Transfer Credit, and Time Limits

Academic Performance

Students who earn less than a 3.000 cumulative grade point average for graduate level course, or who receive two or more grades of Unsatisfactory ("U") for work on their thesis or dissertation shall have their records reviewed by the Dean of Instruction and Graduate Studies. Each student with less than this minimum cumulative grade point average, or with two or more grades of "U", shall be either placed on academic probation or dismissed from ESF. The action taken will be based upon a recommendation from the student's major professor and Faculty chair. The Dean of Instruction and Graduate Studies will inform each student in writing of actions taken.

Each student dismissed will be given the opportunity to appeal this action based on any extraordinary conditions which may have contributed to the unsatisfactory performance. This appeal must be made in writing and submitted to the Office of the Dean of Instruction and Graduate Studies within the stated time limit. Each appeal will be reviewed by the Faculty Subcommittee on Academic Standards which will recommend to the Dean of Instruction and Graduate Studies either to sustain the dismissal or place the student on probation. The Dean of Instruction and Graduate Studies will take final action and inform each student in writing. There is no appeal beyond this process.

Students who have been dismissed for academic performance may not reapply until at least one semester has elapsed. Students may not take any courses at ESF during this first semester following dismissal.

Students dismissed a second time for academic performance may not again be considered for readmission.

Credit Hour Load

To meet academic requirements, graduate students must be registered for at least one credit each semester, excluding summers, from the first semester of matriculation until all degree requirements have been completed. Failure to register for each semester will result in the student being withdrawn from graduate study and, if the student wishes to return in the future, a new application must be filed and reviewed prior to readmission. Students are required to register for at least one credit in the summer if they will complete all requirements during that time. There is no full-time credit hour load to meet academic requirements.

Graduate students who hold an assistantship and/or a tuition scholarship must be in a full time status each semester while holding such an award. Usually registration for nine credits equates to full time status for a student holding an assistantship.

Graduate students not holding an assistantship are considered full-time if they are registered for at least 12 credits each semester.

Master's students who have met all academic requirements except for their thesis defense or an examination and all doctoral candidates (i.e., those who have successfully completed their doctoral candidacy examination) will be considered full time if registered for at least one credit of thesis/dissertation research, professional experience, or independent study and have their major professor verify in writing they are working full time on the completion of degree requirements.

For the summer, graduate students will be considered full time if registered for at least one credit of thesis/dissertation research, professional experience, or independent study and have their major professor verify in writing they are working full time on the completion of degree requirements.

Dropping or Adding Courses

Students may add courses with the approval of both their academic advisor and the course instructor and may drop courses with their major professors's approval and notification to the course instructor using an appropriate drop/add form until the last day for program adjustments as listed in the ESF calendar. Courses dropped during this time will not appear on the student's

transcript. Courses that begin after the published add date may be added prior to the start of the course. Courses that last for less than one semester may be dropped no later than half way through the course. In either case, the student must submit a completed add/drop form.

For those students receiving financial support through the College, dropping courses that result in the student being less than full-time will have an impact on support received. Contact the Financial Aids Office for more detailed information.

Transfer Credit

Up to six credits of graduate coursework in which a minimum grade of B was earned from an accredited institution and not used to complete another degree may be accepted towards completion of a master's or doctoral degree as approved by the steering committee.

Time Limits

Graduate students must complete all requirements for the Master of Professional Studies and Master of Science degree within three years, and the Master of Landscape Architecture within four years, of the first date of matriculation or they may be withdrawn from graduate study. For the doctoral degree, students must complete all degree requirements within three years of passing the doctoral candidacy examination, or they will be required to retake the candidacy examination.

Area of Study

The general area of study for each master's or doctorate student is implied by the title of the program in which the degree is awarded. Areas of study may be established within degree programs by individual Faculties that further define the student's area of specialization. The student's area of study is listed on the student's transcript if identified on the study plan.

Additionally, each Faculty may offer minors identifying ancillary areas of study that may be appropriate for the degree program. A minor is equivalent to 12 or more graduate credits earned in the minor area. Courses in a minor area must be taken outside of the student's area of study. A minor is identified on the student's transcript. A minor professor must be appointed to the student's steering committee for each minor elected, in addition to the minimum complement of steering committee members. Each minor professor can replace an additional examiner.

Competency in Communication Skills and Graduate Seminars

Communication Skills

All students entering graduate programs at ESF are expected to be proficient in communication skills, including technical writing and library skills. Students are required to have completed at least one course in technical writing and one course in library usage, either as an undergraduate or as a graduate student. Credits for such courses taken during the graduate program are not counted towards degree requirements. Alternatively, graduate students can meet the requirement by demonstrating the equivalent in experience in writing and library skills, as determined by the steering committee.

Seminars

Participation in seminars, including the preparation and presentation of technical material, is vital to the student's graduate education. All graduate students at ESF are required to participate in graduate seminars, as follows:

Topic Seminar: Each graduate student is expected to participate in topic seminars, including presentations, as determined by the individual Faculty. This requirement can be fulfilled, with appropriate approval, by seminars offered at Syracuse University or the SUNY Health Science Center at Syracuse.

Capstone Seminar: Students completing the Master of Science degree or the Ph.D. degree, are required to present a "capstone seminar" on their thesis or dissertation research. Other masters' students may be required to present a capstone seminar on a topic chosen in consultation with the major professor and steering committee. The purpose of the capstone seminar is to provide an opportunity for the graduate student to present technical information to a critical body of professionals and peers. This seminar will be presented prior to the thesis or dissertation defense and should be attended by the student's steering committee. Each seminar is open to the College community and will be announced collegewide to encourage attendance by students and faculty.

Course Numbering System

Courses at ESF are numbered according to the following system:

- 100-499** Undergraduate courses for which no graduate credit may be given.
- 500-599** Graduate courses designed expressly for areas of specialization in postbaccalaureate programs. Qualified undergraduate students may enroll with permission of the instructor.
- 600-699** Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade point average of 3.000 or better may enroll in these courses with an approved petition.
- 700-999** Advanced graduate level courses for which no undergraduate students may register.

Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabi are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

Standards for Theses, Dissertations, and Professional Experience Reports

Collegewide standards for theses and dissertations are developed and specified by the Moon Library Faculty in consultation with the various Faculties and are available in the Office of the Dean of Instruction and Graduate Studies.

Statement of "Good Academic Standing"

The term "in good academic standing" means that a student is eligible or has been allowed to register for and undertake academic coursework at the College for the semester in question. In some instances the College may define a student as being "on academic probation." The mechanism of academic probation, including any accompanying constraints upon a student's activities, is intended merely as an educational device designed to encourage greater effort on the part of students who are having difficulty in meeting certain academic standards. Placement on academic probation may precede denial of the

right to register for academic coursework if certain conditions are not met, but a student on academic probation is considered to be in good academic standing. Any question concerning whether or not an individual student is in good academic standing will be determined by the Dean of Instruction and Graduate Study.

Religious Beliefs Law

Students unable, because of religious beliefs, to attend classes on certain days are guided by Section 224a of the New York State Education Law which is as follows:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that one is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which may have been missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of implementation of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of rights under this section.

Student Life

Housing

College students may seek housing with Syracuse University Residence Services, or one of the many off-campus options. The College of Environmental Science and Forestry does not operate its own residence facilities or food service.

Unless they commute from home, freshmen are expected to live in Syracuse University residence halls. ESF students are "clustered" in areas of the residence hall system.

Syracuse University housing is within walking distance of the ESF campus, but students may ride free shuttle-buses or city buses between campus and their residence. Students have a choice of living centers, which includes large residence halls, apartment houses, fraternity and sorority houses, or cooperative units. Freshmen and sophomores typically are assigned to traditional residence halls on the main campus, while upperclass students may opt for South Campus apartments. Student resident advisors live on each floor or in each unit of residences, and are available for counseling, advisement, and referral services. Contracts for room and board made with Syracuse University cover a full academic year — both fall and spring semesters — and are not normally renegotiable during that time period.

Syracuse University also has housing for married students and their families available in the South Campus area.

For more information about costs and availability, contact the Office of Housing, Meal Plans, and ID Card Services, 202 Steele Hall, Syracuse University, Syracuse, New York 13244, (315) 443-2721.

Child Care

Onondaga County offers a variety of options for child care. These include licensed day care centers, programs for school age children, nursery and preschool programs, and regulated family childcare homes. The Child Care Council of Onondaga County offers a free referral service. For more information, telephone (315) 446-1220.

In addition, two neighboring educational institutions have on-site child care facilities. Syracuse University Day Care Center, (315) 443-4482, can accommodate 60 children from 2 months to 5 years of age. The SUNY

Health Science Center Child Care Center, (315) 464-4438, can accommodate 66 children from 8 weeks to 5 years of age. Both centers welcome the children of ESF students on a space available basis.

Food Services

Syracuse University offers different meal plans to help meet the various needs and interests of individual students. Students living in residence halls without full kitchen facilities are required to subscribe to a meal plan, while students living in university apartments, co-ops, fraternities and sororities, or off-campus, may purchase a meal plan if they so desire.

The College does not provide food services. However, The Gallery, located in the basement of Marshall Hall, offers snacks and light meals weekdays during the academic year.

Health and Medical Facilities

Students may consult a physician for medical care or health advice at the Syracuse University Health Service, 111 Waverly Avenue, (315) 443-2666. Full-time students are entitled to unlimited visits to the outpatient clinic and 10 days of ordinary medical care and confinement in the infirmary per college year. Infirmary stays totaling more than 10 days will be charged at prevailing infirmary rates. There are separate charges for all X-rays, medications, and all laboratory tests.

Student accident or health insurance plans not only supplement the usual infirmary privileges, but can provide health protection during the summer months when students are not under the care of the Health Service. Married students with dependents who are not covered by Health Service privileges are strongly urged to purchase health insurance made available to students through SU Health Service (315) 443-2668.

All international students, as well as faculty and students planning to study abroad, are required to carry health and accident insurance supplied by the State University of New York. Further details about this policy are available from SU's International Student Office, 310 Walnut Place, (315) 443-2457, or from the ESF Business Office, 102 Bray Hall.

Services

College Career and Counseling Services

The Office of Career and Counseling Services is available to students who seek the advice of an experienced counselor, and should be contacted whenever personal questions or problems arise.

The Career and Counseling Services staff helps students adjust to life at ESF, successfully graduate from the College, and make the transition into the work force. Through various presentations, counseling sessions, group activities and workshops, students can develop their decision-making, studying, and time-management skills. Other programs explore the adjustments students must make when entering college or transferring between institutions.

The office also provides career counseling to meet the individual needs of students at various stages of their education and/or employment search through a variety of materials and presentations. The career services offered include skills development workshops, job lists, on-campus recruiting visits, company literature, career newsletters, and reference information. A bi-weekly job list is provided to new graduates and alumni by subscription.

The office also conducts an annual Placement Survey to monitor the success and progress of ESF graduates. The reports are available at the Office of Career and Counseling Services.

Syracuse University offices provide additional assistance for a broad range of concerns or difficulties include the Office of Student Assistance, the Counseling Center, the Goldberg Marriage and Family Therapy Center, the Hendricks Chapel staff and denominational chaplains, the Psychological Services Center, the Office of International Services, and the Campus Mediation Center. Students who want an analysis of their aptitudes, abilities, and interests may seek assistance at the university's Testing and Evaluation Service Center.

Academic Support

Academic support services for learning disabled students, as well as students requiring tutorial and remedial assistance, are available through the Syracuse University Center for Academic Achievement. Students with identified learning disabilities should contact the ESF Office of Student Affairs and Educational Services so that appropriate services can be provided.

Services for Students with Disabilities

Students who experience temporary disabilities or incapacitating injuries that require special transportation or classroom assistance should contact the Office of Student Affairs and Educational Services.

The office staff provides specialized support services and helps more permanently disabled students obtain maximum academic, social, and cultural benefits within the College community. The College is also prepared to respond to disabled students' needs for personal and career counseling, and job placement assistance. For further information contact the Office of Student Affairs and Educational Services, or the College's 504 Coordinator in the Office of Administration.

The Gebbie Speech and Hearing Clinics at Syracuse University provide free remedial assistance to all regularly enrolled students who may have hearing, speech, and/or voice disabilities. To reach Syracuse University Disabled Student Resources/Office for Student Assistance, 306 Steele Hall, telephone (315) 443-4357, or 443-5019 for a Telecommunication Device for the Deaf (TDD).

The College maintains liaison relationships with local and state rehabilitation agencies, including the Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Students should contact the proper agency for specific information about eligibility.

Public Safety

The Public Safety Department at ESF operates 24 hours per day, seven days per week. There is also a network of emergency telephones and intercoms throughout the campus.

Anything of a dangerous or suspicious nature should be reported to the Public Safety Department office in the basement of Bray Hall, (315) 470-6666. The department also handles questions about on-campus parking and off-hour entrance to campus buildings.

Extracurricular Activities

Students at the College can choose from extracurricular activities at both ESF and Syracuse University, as well as within the City of Syracuse, Onondaga County, and the surrounding area.

At ESF

The Undergraduate Student Association (USA) and the Graduate Student Association (GSA) are the official representative bodies on campus governing student organizations. Both undergraduate and graduate students elect representatives from each Faculty to the associations, which manage the affairs and respond to the concerns of their constituents.

The two organizations sponsor a variety of events funded by student activity fees. The events include the All-College Welcome Back Picnic held the first weekend of the fall semester; the Fall Barbecue, a day of informal team competition and outdoor fun held as part of Family and Friends Weekend; the December Soirée, a formal dinner dance; and the Spring Awards Banquet, where students, faculty, and staff are recognized for their contributions to the College community. The associations also host several graduate and all-campus "TGIFs" each semester.

The GSA produces the *Graduate Student Handbook* to assist new graduate colleagues in becoming acclimated to the College. The organization also sponsors an annual professional lecture series, and several social events enjoyed by students, staff, and faculty.

Several other campus organizations offer students opportunities to broaden their knowledge, gain experience and leadership skills, and meet other students with similar interests. These groups include the Bob Marshall Club, an organization of students concerned about the future of the Adirondack Mountains; the Forestry Club, sponsor of the intercollegiate Woodsmen's Team; Forest Engineers Club; Mollet Club, an organization of landscape architecture students; Papyrus Club; Student Construction Association; Student Environmental Action Coalition; and the Recycling Club.

Other groups include the: Habitat for Humanity, honor society *Alpha Xi Sigma*, which sponsors service activities and campuswide events, and *Kappa Phi Delta*, an ESF-affiliated social-professional fraternity located in Syracuse University's "Greek" neighborhood; Chi Alpha Christian Ministries; and the Baobab Society, representing the interests and concerns of under-represented student populations at the College.

There are also student chapters of The Wildlife Society, the Society of American Foresters, the American Fisheries Society, the American Society of Landscape Architects, the Association for Women in Science, and the American Water Resources Association.

The school's two major student publications are the *Knothole*, a weekly newspaper, and the *Empire Forester*, an annual yearbook which has won several awards.

For more information about extracurricular activities contact the Office of Activities and Organizations.

At Syracuse University

Students at the College enjoy the same privileges as Syracuse University students. They may participate in student government or join any of the scores of Syracuse University student groups, which include a wide variety of clubs, the International Student Association, religious and military organizations, and professional and honor societies.

College students may also perform with the Sour Citrus Society "pep" band, Hendricks Chapel Chorus, Black Celestial Chorale Ensemble, and other performance/arts organizations.

The Archbold and Flanagan gymnasiums are the center of athletics and physical education at Syracuse University, and are adjacent to the ESF campus. Additional indoor facilities are available at Manley Field House and the Carrier Dome, which is the site of Syracuse University's home football, basketball, and lacrosse games. The Women's Building offers instructional, social, and recreational facilities around the corner from the College quad. Facilities on South Campus include a lodge, 22 tennis courts, and a Nautilus exercise room in the Goldstein Student Center.

Although students at the College can take part in Syracuse University club and intramural sports, the university does not allow ESF students to participate on its Division I intercollegiate teams due to National Collegiate Athletic Association guidelines.

ROTC Opportunities

Many students attending the College are eligible to participate in the Army or Air Force ROTC Program at Syracuse University.

The Reserve Officer Training Corps programs consist of both two- and four-year programs. Students attending the College for two years can gain admission to either the Army or Air Force program through participation in summer training. Both four- and six-week camps and on-campus programs are available to suit the individual needs of students. The ROTC programs offer academic instruction, alternate and supplementary career opportunities, leadership experience, and financial aid.

For more information contact Air Force ROTC, 303 Archbold Gymnasium, (315) 443-2461, and/or Army ROTC, 308 Archbold Gymnasium, (315) 443-2462.

Alumni Association

The Alumni Office serves as the liaison between the College, the Alumni Association Board of Directors, and ESF's more than 15,000 alumni. The association supports educational programs through scholarships, publishes a quarterly newsletter, and represents concerns of ESF graduates.

Student Rules and Regulations

The complete guidelines for academic and social conduct for all students attending the College are found in the *ESF Code of Student Conduct* and the *Student Handbook*, which are distributed annually. The guidelines pertain to all students, and it is each student's responsibility to be familiar with the regulations and to abide by them.

All students receive copies of informational materials related to prevention of sexual harassment, campus security and crime statistics, and drug-free campus programs.

Syracuse

The College of Environmental Science and Forestry is adjacent to Syracuse University on one of several hills that overlook downtown Syracuse and nearby Onondaga Lake. The greater metropolitan area is home to about 750,000 people and offers a variety of cultural, educational, and recreational opportunities.

The city has several fine museums, including the Everson Museum of Art with its outstanding collection of works by local, national, and international artists. Syracuse Stage is known for its professional theater productions, while the Syracuse Symphony Orchestra is one of the nation's finest, and the downtown Civic Center features performing artists from around the world. The area features several colleges and universities. The State University of New York Health Science Center at Syracuse, Le Moyne College, and Onondaga Community College join ESF and Syracuse University in the city, while Cazenovia College is nestled in a nearby suburb. There are many other institutions of higher education within a short drive, including Colgate University, Cornell University, Hamilton College, Ithaca College, SUNY Cortland, SUNY Oswego, and Utica College.

There are nine major community parks in the city, and numerous county and state parks. The Beaver Lake Nature Center and Montezuma National Wildlife Refuge are within a short distance. The Adirondacks, Lake Ontario, the Finger Lakes, downhill and cross-country skiing facilities, and golf courses are also within easy driving distance, and make Central New York a haven for recreation and nature lovers.

Once home of the salt industry, the "Salt City" is now a metropolitan area of diversified industry and commerce. The area is a leader in the manufacture of air-conditioning equipment, automotive parts, china, pharmaceuticals, lighting equipment, and medical diagnostic equipment.

Syracuse is called the Crossroads of New York State, because it is situated at the intersection of two major highways: the 500-mile east-west New York State Thruway (Interstate 90) and the north-south Penn-Can Highway (Interstate 81). The highways cut the driving time to New York City, Boston, Philadelphia, Toronto, or Montreal, to approximately five hours, while Buffalo and Albany are less than three hours away.

The city is also served by the modern Hancock International Airport, Amtrak, and major bus lines, which makes it a convenient home for students and faculty alike.

The Campuses

The College operates a multiple campus system with regional campuses and field stations located in Syracuse, Tully, Wanakena, Warrensburg, Cranberry Lake, Newcomb, and Clayton. This system is composed of about 1 million square feet of facilities in 186 buildings on 25,000 acres of land.

The Syracuse Campus

The main campus in Syracuse lies on 12 acres adjacent to Syracuse University in an area that traditionally has been known as "The Hill." The principal instructional programs at the bachelor's, master's, and doctoral degree levels are on the Syracuse campus. In addition, the main campus houses a wide-variety of important research organizations.

A vast array of programs are housed in the five main academic buildings: Baker Laboratory, Jahn Laboratory, and Walters, Bray, Marshall, and Illick Halls. The main campus is also home to Moon Library.

Moon Library

The F. Franklin Moon Library and Learning Resources Center contains more than 106,000 cataloged items, 1,846 serials and abstracts, and receives 1,084 journals. The collection constitutes a specialized information source for the chemistry, engineering, forestry, environmental science, and landscape architecture programs of the College. The collection has 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 and engineering, photogrammetry, silviculture, soil science, water resources, world forestry, wildlife biology, wood products engineering, and zoology.

The Syracuse University libraries, including the Science and Technology Library immediately adjacent to the ESF campus, and the libraries at the SUNY Health Science Center at Syracuse are within walking distance of ESF. The Moon Library shares a library system with Syracuse University.

Other collections located throughout New York State and the United States are readily accessible through interlibrary loan. All Syracuse University collections may be searched by using the on-line public

access catalog located in Moon Library and through the web client on the World Wide Web. Moon is a member of the SUNY OCLC network for cataloging and interlibrary loans.

The library building opened in 1968, and can seat 400 people. The main reading areas are located on the upper level adjacent to the open stacks, and are divided by the catalog workstations and reference service area. The library contains a current periodical room, a bibliographic center containing indexes and abstracts, individual study carrels, CD workstations, and library faculty offices. The Hoverter Archives and special collections, a conference room, a computer laboratory, and additional offices are located on the lower level.

The archives contains historical items relevant to the College and forestry development in New York State. The special collections area of the archives includes rare and valuable books and folios, as well as the Fletcher Steele collection on landscape architecture and the Thomas Cook collection on papermaking.

Services provided by the library faculty and staff include a credit course in library research, orientation programs, class lectures, study guides, user aids, and reference desk services.

Academic Computing Services

The use of information technology is critical to the educational experience at the College. Four public clusters of microcomputers are maintained as combinations of open-shop/classroom facilities for general College-wide use. All clusters are open seven days a week during most of the academic year. Syracuse University's Computing and Media Services manages over fifteen public computer clusters where ESF students have access to Windows and Macintosh computers, SUN workstations, as well as UNIX systems.

The clusters in Baker Laboratory and Moon Library, consist of Windows platform microcomputers. Compatible plotters and laser printers are also found in these locations. From these clusters, students can search the holdings of the F. Franklin Moon Library, all Syracuse University collections, and have access to significant services through the ESF homepage and World Wide Web. All computers are networked to the ESF academic server with connections to Syracuse University's mainframe computers, the Internet and electronic mail. All matriculated ESF students are assigned electronic mail accounts. Academic Computing supports students

and faculty at ESF by maintaining the software available over the network and resident on particular machines. This includes a variety of word-processing, desktop publishing, CAD/Graphics, statistics, database manager/spreadsheets, programming language compilers and miscellaneous course-specific software. Student consultants and Academic Computing staff are available to assist students with computing needs.

Additional semi-public clusters of microcomputers are provided for specialized uses such as graphics and geographic information systems. The specific descriptions of these sites are located within the Faculty section of this *Catalog*. For information regarding the location, hours of operation, and particular hardware and software available at these semi-public clusters, please contact the appropriate Faculty secretary, faculty member, or your advisor.

Students owning computers and a modem have access to a dial-up service through Syracuse University. For those students choosing to live in the Syracuse University residence halls, some, but not all, of the dormitories are "wired" for direct connections from student rooms to the campus computer network. To date, Haven, Kimmel, Dell Plain, Booth, Day, Brewster, Boland, and Lawrinson halls are connected to the network. This means that if you have your own personal computer you can access electronic mail and other network services without having to use your telephone and a modem. Student rooms in other buildings must use a telephone modem for network connections.

Analytical and Technical Services

Analytical and Technical Services (A&TS) provides an array of centralized analytical services such as gas chromatography-mass spectrometry, nuclear magnetic resonance spectrometry, and inductively coupled plasma emission spectrometry. A&TS also provides other services including operating a chemical and laboratory apparatus stockroom, microcomputer repair, instrument and equipment repair, micromechanical repair and experimental apparatus fabrication, and scientific glassblowing.

Specialized Facilities

Specialized facilities on the Syracuse campus include electron microscopes, plant growth chambers, air-conditioned greenhouses, a bio-acoustical laboratory, radioisotope laboratory, computing center, and specialized instrumentation, including a 300 MHz nuclear magnetic resonance spectrometer with both liquids and solids capability, electron spin resonance spec-

trometer, gas chromatography, mass spectrometer, ultracentrifuge, and X-ray and infrared spectrophotometer.

The paper science and engineering laboratory features a semicommercial paper mill with accessory equipment. The Faculty of Construction and Wood Products Engineering has a complete strength-of-materials laboratory as well as a pilot-scale plywood laboratory and a machining laboratory.

Greenhouses and forest insectary are used to produce plant and insect material for classroom and laboratory instruction. Extensive collections are available for study, including wood samples from all over the world, botanical materials, insects, birds, mammals, and fishes.

Instructional Development, Evaluation and Services

The Office of Instructional Development, Evaluation and Services (IDEaS) demonstrates ESF's commitment to instructional excellence. The purpose of IDEaS is to enhance Collegewide awareness of and attention to issues of instructional developments through a variety of programs and services that support and enrich teaching and learning at ESF. Services include consultation with individual faculty members; collaboration with faculty on special course, program, or educational research and development projects; a *Seminars on Instruction* series; a newsletter, *Focus on Teaching and Learning at ESF*; an annual *Graduate Assistant Colloquium and Orientation to Teaching and Learning at ESF*; and an ongoing instructional and assessment process. IDEaS also supports the teaching, research, and public service programs of the College through consultation on the acquisition and use of educational technology; media equipment distribution and maintenance; teleconferencing; and video, audio, and photo production services.

Geographic Information Systems

The environment is inherently spatial, or geographic, and better consideration of spatial relationships and characteristics may revolutionize understanding and management of environmental processes and conditions. Modern technology, especially in computing and information management, is providing the tools necessary for this improved understanding. Specifically, geographic information systems provide the powerful tools needed for a coordinated, cross-disciplinary effort in geo-spatial modeling and analysis (GMA).

Geographic information systems are collections of capabilities for acquiring, storing, managing, manipulating, analyzing, displaying, and reporting data or information which has locational or spatial attributes. The College faculty recognizes the power and utility of GIS for generating fundamental knowledge about the world, and for many practical environmental applications. These environmental topics cover the breadth of programs at ESF, including natural resources management, environmental and biological science, local and regional planning, engineering, and design of facilities and sites.

In recognition of the importance of GMA to all programs of study and research at the College, the campuswide Council for Geo-spatial Modeling and Analysis (CGMA) was formed in 1991. This unique group consists of faculty and professional staff from the many academic units which are active in the various aspects and applications of GMA. The council emphasizes communications and cooperation in order to develop coherent programs of instruction, research, and public service for many aspects of the ESF community.

The coordination that CGMA can provide will assure continued, efficient, and effective development of the College's expertise and resources in GMA. The council formalizes a unique combination of expertise, interests, and disciplinary strengths, and will help ESF remain a recognized leader in environmental applications of GMA.

Geo-spatial modeling and analysis instruction and research at ESF builds upon existing strengths in mapping science and engineering, including surveying, photogrammetry, remote sensing, hydrology, environmental engineering, and waste management. It also builds on strengths in environmental applications, including environmental science, natural resources management, planning, and design.

Extensive research and advanced instruction facilities are located in the College's Mapping Science Laboratory and the Environmental Design, Planning, and Visual Simulation Laboratory. These facilities continue to expand through support by SUNY, applications research, standard and continuing education programs, and special funding. Additional resources exist at other facilities at ESF and Syracuse University, including an internationally recognized faculty in the areas of cartographic theory and geographic analysis.

Any program at ESF can include a component of GIS instruction and practice with proper coordination. In addition, much more concentrated study, application, and research using GIS is available through engineering, environmental studies, forestry, and landscape architecture.

Division of Engineering faculty and students are interested in spatial data acquisition, environmental database development, environmental modeling, site selection, and facility design. The study of GIS in engineering may be coordinated with programs in photogrammetry and mapping, environmental assessment and engineering, image processing, and water resources.

Environmental studies faculty and students are interested in policy issues associated with environmental information, and applications within metropolitan environments. The Faculty's graduate and undergraduate programs offer students special opportunities to pursue an interdisciplinary program that is tailored to their needs, and can include instruction in GIS and GMA applications and research.

Forestry faculty and students use GIS to focus on forest management and planning, and range from inventory analysis through harvest planning to general multiple use forest management. Since resources management is essentially spatial in nature, both the undergraduate program in resources management and the two graduate programs, forest resources management and forest management and operations, benefit from GIS and GMA technology.

Landscape architecture students and faculty are interested in the application of CAD, GIS, and video technologies for landscape analysis, planning, and design. These technologies are integrated into both undergraduate and graduate required coursework, and advanced bachelor's of landscape architecture and master's of landscape architecture students may pursue additional specialized learning in computer applications.

The Tully Campus

The Tully Campus, which is composed of the Heiberg Memorial Forest and the Genetic Field Station is about 25 miles south of Syracuse.

Heiberg Memorial Forest is located on the northern escarpment of the Allegheny Plateau. It includes 4,100 acres of diverse terrain and forest growth. The forest is utilized as an extensive teaching laboratory, as a site for intensive research, and for public service activities. Several all weather classroom buildings accommodate instruction and public service programs including an intensive field semester for environmental resources management students. The forest is actively managed for forest products including wood products, Christmas trees, maple syrup and wildlife. Several thousand casual users visit the property each year to take advantage of a variety of outdoor recreational opportunities.

The Wanakena Campus

The Wanakena Campus, located on the Oswegatchie River about 65 miles northeast of Watertown and 35 miles west of Tupper Lake, is the site of the James F. Dubuar Forest and the Faculty of Forestry's Forest Technology Program.

The campus and its 2,800-acre instructional and demonstration forest supports the College's Associate of Applied Science degree program for the training of forest technicians. It is the oldest forest technician program in the country.

The campus is situated on the western plateau of the "Lakes Region" of the Adirondacks, and hosts the Summer Session in Field Forestry, a seven-week session devoted to introductory instruction in field forestry principles and techniques. The session is required for all students entering environmental and resource management and the dual option in environmental and forest biology and resource management.

The Warrensburg Campus

The Warrensburg Campus is located in the southeastern Adirondack region and encompasses the Charles Lathrop Pack Demonstration Forest, an area of some 2,800 acres of heavily forested land noted for its white pine.

The forest has been under intensive management since 1927 for the combined purpose of instruction, research, and demonstration in forestry and allied fields.

The Cranberry Lake Campus

The Cranberry Lake Campus, approximately 1,000 acres of forested property in the northwestern area of the Adirondacks, is the site of ESF's Biological Station.

The College operates an eight-week summer field program in environmental biology at the campus, which is bounded by 150,000 acres of New York State forest preserve lands, by Cranberry Lake, and by isolated forest bogs and beaver meadows.

The extensive facilities are intensely utilized during the summer in a comprehensive curriculum of upper-division and graduate level courses.

Use of the campus before and after the summer session program varies to include individual research projects, cooperative studies with other agencies, and visits by large groups from both the College and outside institutions.

The Newcomb Campus

Located in the central Adirondack Mountains, Newcomb is the largest of the regional campuses and home to the Adirondack Ecological Center (AEC) where extensive studies of animal biology and ecology are conducted.

The AEC is located on the Huntington Wildlife Forest, a 15,000-acre property owned by the College. It provides an exceptional resource for experimentation in ecology and natural resources management. The forest contains Rich Lake and the Adirondack Interpretive Center, which is operated by the Adirondack Park Agency and open to the public throughout the year.

This campus is mountainous and contains a wide variety of vegetative types and wildlife. It is used year round for a general research and forest management program participated in by faculty, undergraduate and graduate students, and visiting scientists.

The Field Stations

In addition to its regional campus system, the College operates several field stations, which directly support the instruction, research, and public service programs of the institution.

The 44-acre Forest Experiment Station on LaFayette Road is located within the city about three miles from the main campus. It is used to support main campus academic and research programs. The station includes a tree nursery, four arboreta, two greenhouses, and a research laboratory.

The Genetic Field Station in Tully has 66 acres devoted to both short and long term outplantings developed during various genetic research projects at the College. An irrigation system and layout of level blocks makes it an excellent facility for developing hybrids, grafting, doing experiments, and for in heritability research.

Both the Experiment Station and the Genetic Field Station receive substantial public use for hiking, cross-country skiing, and for nature hikes.

The College also owns a magnificent island, featuring the Ellis International Laboratory, in the heart of the Thousand Islands/St. Lawrence River area off the village of Clayton.

Accessible only by boat, the laboratory is in an appropriate spot for the collegewide, cooperative, and international environmental monitoring and research activities conducted in the St. Lawrence Seaway area.

Special Opportunities

Coordinated Programs with Syracuse University

Science Teacher Certification

The College and the School of Education at Syracuse University offer selected undergraduate students an opportunity to prepare for New York State provisional teacher certification in biology, or chemistry, and general science. This opportunity is available through the following ESF programs: chemistry (leading to certification in chemistry in grades 7-12 and general science in

grades 7-9); and environmental and forest biology (leading to certification in biology in grades 7-12 and general science in grades 7-9).

Students who earned at least a 2.600 grade point average during their first semester at ESF and transfer students who maintained a 3.000 or greater cumulative grade point average at their previous college are eligible for the program. The following academic requirements must be met:

1. All requirements for the program as listed in this *Catalog* including at least 24 credits of science in the primary certification area, at least 15 credits in a second science area, and at least 6 credits in each of the two remaining science areas. The recognized science areas are: Biology, Chemistry, Earth Science, and Physics.
2. One year of college level foreign language study, or its equivalent established through appropriate high school study and/or testing.
3. An appropriate computer use course.
4. A formal experience (credit or noncredit) tutoring or mentoring children, adolescents, or adults.
5. The following Syracuse University professional education core courses:

EDU 207	Study of Teaching	3
SED 350	Participation in the Academy of Science Educators (Participation is required; registration is optional)	0-3
EDU 307	Principles of Teaching and Learning in Inclusive Classrooms	3
EDU 310	The American School	3

2-hour New York State Required Child Abuse Seminar

Candidacy Semester (Spring only) Prerequisites include: a minimum 2.6 cumulative average and average in both required education and science courses; completion of EDU 207, 307, and an appropriate number of science credits; successful review of the professional portfolio by the Academy.

EDU 409	Adapting Instruction for Diverse Students Needs	3
SCE 413	Methods and Curriculum in Teaching Science	3
EDU 508	Student Teaching/Secondary Candidacy	3
SED 350	Participation in the Academy	0-3

Standard Student Teaching Semester (Fall only) Prerequisites include: successful completion of the candidacy semester and approval by the Academy; 2.6 averages as described above; at least 18 credits in the primary science area.

Prerequisite is successful completion of the first professional semester.		
EDU 508	Student Teaching/Science	9
EDU 415	Teacher Development/Science	3
SED 350	Participation in the Academy	0-3

A more detailed description of requirements and philosophy of this program and other requirements for New State Teacher Certification may be obtained from the Office of Instruction and Graduate Studies at ESF.

Minor in Business Management

In collaboration with the Syracuse University School of Management, an undergraduate minor in business management is available for ESF students. The following polices and courses guide this 15 credit minor:

Required Courses

ACC	204	Financial Accounting Systems	3
EEE	370	Introduction to Entrepreneurship and Emerging Enterprises	3
<i>or</i>			
PSE	456	Management in the Paper Industry (Only for PSE majors)	3
FOR	360	Principles of Management	3

At least two courses chosen from among the following**Accounting**

ACC	252	Introduction to Managerial Accounting	3
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Entrepreneurship and Emerging Enterprises

EEE	370	Introduction to Entrepreneurship and Emerging Enterprises	3
EEE	375	Problems of Closely Held Businesses	3
EEE	442	Emerging Enterprise Law (LPP 255 or EST 225 is a prerequisite)	3
EEE	451	Finance for Emerging Enterprises (EEE 370 or permission of instructor)	3

Finance

FIN	301	Finance for Non-Business Students (ACC 204 is a prerequisite)	3
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Human Resources Management

HRM	355	Introduction to Human Resources Management	3
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Law and Public Policy

EST	225	Introduction to the Legal Process (EST 221 is a prerequisite)	3
<i>or</i>			
LPP	255	Introduction to the Legal System	3

Management Information Systems

SOM	123	Introduction to Information Systems for Managers	3
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Concurrent Graduate Degrees

The College and Syracuse University provide opportunities for graduate students to complete degrees concurrently at ESF and at Syracuse University in either the M.P.A. degree program in the Maxwell School of Citizenship and Public Affairs, the M.A. or M.S. degree programs in the S.I. Newhouse School of Public Communications, the M.S. degree program in the School of Education, or the M.B.A. degree program in the School of Management.

Students must complete at least one semester of graduate level coursework and earn a 3.500 grade point average or better at ESF before being considered for a concurrent degree program at Syracuse University. Students at the Syracuse University College of Law may apply for admission to a concurrent degree program at ESF during their first year of law school.

Graduate students at Syracuse University should also consider the certificate of graduate studies in environmental decisionmaking offered through the Faculty of Environment Studies described on page 105.

Preprofessional Advising

The College, through Syracuse University, offers preprofessional advising for students interested in careers in medicine, dentistry, veterinary science, and law.

Although some colleges of medicine and dentistry no longer require extensive background coursework in biology, most require a full-year course in general biology, general chemistry, organic chemistry, and physics. Calculus is also required in many cases. In addition to the general science background, colleges of veterinary medicine require coursework in bacteriology or microbiology, and at least one summer of practical experience in the management of poultry, pigs, cattle or horses.

Regardless of the specific prerequisites of a school of medicine, dentistry or veterinary medicine, coursework available at ESF has proven to be valuable to applicants to those professional programs.

All students applying to medical school are encouraged to form a pre-med advisory committee, which can provide letters of recommendation to the schools. The director of Syracuse University's Health Professions Advising Program can be reached at 329 Hall of Languages, (315) 443-2207.

For more information, see ESF's *Career Guide Handbook for Biologists*, or contact the Office of Career and Counseling Services.

Honors Program

The ESF Honors Program was established to nurture academic excellence among outstanding students. The Honors Program provides opportunity for students to design their honors program requirements to fit their own particular interests. The ESF Honors program emphasizes and encourages holistic and multidisciplinary awareness to the problems and opportunities of the environment.

ESF students enrolled in the Faculties of Chemistry, Landscape Architecture, Environmental Resources and Forest Engineering, Construction Management and Wood Products Engineering, Environmental and Forest Biology, and Forestry, who are at the beginning of their junior year; between the first and second semester of their junior year; or (in unusual circumstances) in the beginning of their senior year, are eligible to be invited to participate in the ESF Honors Program.

To be invited for admission, students must meet the minimum grade point requirement of at least a 3.500 cumulative grade point average at the end of 60 credits lower division preparation. This includes any courses taken while matriculated at ESF and any transfer courses accepted toward the ESF degree. Students who apply for admission must also submit a personal statement.

Students in the ESF Honors Program must complete degree requirements with a cumulative grade point average of at least 3.400 for all upper division courses and complete the following coursework:

- Thesis Exploration Seminar (HNR 309, 1 credit) – a Syracuse University course;
- Two courses that contribute directly to the honors thesis/project. These courses must be either:
 1. In the student's major or a related area at the 400-, 500-, or 600-level and must not be a requirement for all students in that major. Students admitted to the ESF Honors Program are automatically eligible to enroll in appropriate courses numbered 500 to 699.
 - or
 2. An enhanced version of a required upper division course;
- A total of at least four credits of Honors Thesis/Project (ESF 499, 1-5 credits) with a grade of B or

better. Students must supplement their work with an honors essay and presentation to an honors review committee.

The ESF Honors Program is directed by a Faculty Honors Committee and is managed by the Office of Instruction and Graduate Studies. All recruiting, review of applications, acceptance, registration, monitoring of degree requirements, and certification of program completion are completed at ESF.

Exchange Programs at Cornell University

The College 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, which is about 50 miles southwest of Syracuse.

Graduate students interested in this opportunity should contact the ESF Office of Instruction and Graduate Studies.

Academic Programs

Degree Programs and Areas of Study

The College is authorized to award degrees in the following programs. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid programs.

Division of Engineering, page 65.

Environmental and Resource Engineering: M.S., Ph.D., with options in forest engineering and areas of study in environmental management, forest engineering, geo-spatial information systems, mapping sciences, photogrammetry and remote sensing, or water resources engineering; option in *paper science and engineering* and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, process and environmental systems engineering, or pulp and paper technology; and option in *construction management and wood products engineering* with areas of study in construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, or engineered wood products and structures: timber structure design. (HEGIS Code 0999)

Environmental and Resource Engineering: M.P.S., with areas of study in environmental management, wood science and technology, construction, and mapping sciences.

(HEGIS Code 0999)

Undergraduate study in engineering is available through the Faculties of Environmental Resources and Forest Engineering; Paper Science and Engineering, and Construction and Wood Products Engineering.

Division of Forest Resources, page 72.

Dual Option in Environmental and Forest Biology/Forest Resources Management: B.S. (HEGIS Codes 0499 and 0115)

Faculty of Chemistry, page 75.

Chemistry: B.S., with options in biochemistry and organic chemistry of natural products, environmental chemistry, or natural and synthetic polymer chemistry. (HEGIS Code 1905)

Environmental and Forest Chemistry: M.S., Ph.D., with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry. (HEGIS Code 1905)

Faculty of Construction Management and Wood Products Engineering, page 81.

Wood Products Engineering: B.S., with options in construction management and engineering, or wood products with elective concentrations in marketing and sales, production and manufacturing, building construction and renovation, wood science, or timber production and utilization. (HEGIS Code 0999)

Faculty of Environmental and Forest Biology, page 87.

Environmental and Forest Biology: B.S., with elective concentrations in plant biotechnology, ecology, entomology, environmental interpretation, environmental microbiology, fish and wildlife biology and management, forest pathology and mycology, plant physiology, plant science, pre-medical science, science education, or zoology. (HEGIS Code 0499)

Environmental and Forest Biology: M.P.S., M.S., Ph.D., with areas of study in ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant science and biotechnology, or chemical ecology. (HEGIS Code 0499)

Faculty of Environmental Studies, page 95.

Environmental Studies: B.S., with options in information and technology, land use planning, biological science applications, policy and management, or environmental communications and information. (HEGIS Code 0420)

Environmental Science: M.S., Ph.D., with areas of study in environmental and community land planning, environmental policy and democratic processes, environmental modeling and risk analysis, or water and wetland resource studies. (HEGIS Code 0420)

Environmental Science: M.P.S., with areas of study in environmental and community land planning and environmental policy and democratic processes. (HEGIS Code 0420)

Faculty of Environmental Resources and Forest Engineering, page 106.

Forest Engineering: B.S. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Faculty of Forestry, page 109.

Forest Technology Program: A.A.S., with elective concentrations in forest technology, or surveying technology. (HEGIS Code 5403)

Forest Resources Management: B.S., with options in forestry and a minor in management, recreation resources management, water resources management, or wood products. (HEGIS Code 0115)

Forest Resources Management: M.P.S., M.S., Ph.D., with areas of study in policy and economics, forest management, recreation and tourism, watershed management/hydrology, silviculture and tree improvement, forest soil science, or quantitative methods and geographic information systems. (HEGIS Code 0115)

Faculty of Landscape Architecture, page 124.

Landscape Architecture: B.L.A.

(HEGIS Code 0204)

Landscape Architecture: M.L.A., M.S., with areas of study in ecological design and planning, community design and planning, cultural landscape conservation, and design history and theory. (HEGIS Code 0204)

Faculty of Paper Science and Engineering, page 133.

Paper Science and Engineering: B.S., with options in science, or engineering, and a minor in management. (HEGIS Code 0999)

Graduate Study is available through the Division of Environmental and Resource Engineering.

Freshman Residency

The College of Environmental Science and Forestry accepts a limited number of students into a Freshman Residency Program that prepares them to enter the upper division programs of the College. Students interested in this program should refer to page 16 for information on freshman admissions.

Students who meet the admissions criteria and are interested in pursuing a degree in the dual option of environmental and forest biology and resources management, chemistry, environmental and forest biology, environmental studies, forest engineering, forest resources management, landscape architecture, paper science and engineering, or wood products engineering should review the lower division tracks on the following pages.

Students accepted into any of these tracks complete the required program through a combination of courses taken at ESF, Syracuse University, or advanced standing granted through AP, CLEP or other appropriate programs.

Freshmen who enter through one of these tracks should note that because of opportunities to take some specialized courses at ESF not normally available at pre-ESF institutions, there may be some alteration of their upper division program compared to those who transfer to ESF directly into the junior year program.

Freshmen entering should review the following guidelines as they plan their programs:

Dual option in environmental and forest biology and resources management: Six credits of humanities electives are required. These include subjects such as philosophy, religion, literature, fine arts,

languages, music. These electives are recommended to be completed during the first two years. Upper division electives normally are concentrated in some area of environmental and forest biology and must include one course from each of Groups A and B as listed on page 88; a minimum of six credits each of animal and plant sciences, which may include courses from Group A and B not used as noted above; and one elective must be taken in each of five areas: forest protection, recreation, vegetation, watershed, wildlife; 4 others are required in an area defined by the student and advisor.

Environmental and forest biology: electives taken throughout the full four-year curriculum must include at least nine credits of social sciences/humanities. Electives must also include one course from each of Groups A and B as listed on page 88. Students must also take a minimum of six credits each of animal and plant sciences at the 300 level or above, which may include courses from Groups A and B not used as noted above. Finally, a minimum of nine additional credits in biology at the upper division (numbered 300 or higher) are required.

Students must also take the soils course or one of the following: geology, climatology, earth science, or meteorology.

Forest engineering, paper science and engineering, and wood products engineering: Electives taken throughout the full four-year curricula must include at least nine credit hours in social sciences or humanities, at least three of which should be upper division. Humanities coursework deals with branches of knowledge concerned with humans and their culture, while social sciences coursework concerns individual relationships in and to society. Traditional subjects in these areas are philosophy, religion, history, literature, fine arts, sociology, psychology, anthropology, economics, and modern languages beyond the introductory skills courses, while modern nontraditional subjects are exemplified by courses such as technology and human affairs, history of technology, and professional ethics and social responsibility.

Subjects such as accounting, industrial management, finance, personnel administration, ROTC studies, and skills courses, such as public speaking and technical report writing, do not fulfill the humanities and social science requirement.

Students who have advanced placement credits are encouraged to work closely with their advisor in order to best prepare for various upper division elective sequences in technology, science, design or management.

Resources management: Three credits of humanities/social science electives are required. These credits are recommended to be completed during the first two years. Upper division electives in the Forestry

Option include one course in each of five areas: forest protection, recreation, vegetation, watershed, wildlife. Additional elective credits may be used to develop a concentration in some specific area or to broaden overall educational experiences. Upper division electives in the Recreation Resources Management, Water Resources Management, and Wood Products Options must be concentrated in some specific area. Students are encouraged to add additional electives above the minimum required to better prepare themselves to be intelligent members of a modern diverse society.

Landscape architecture: The student must take a total of nine credits of social science. This normally includes EIN 371 American Landscape History, and either FOR205 Introduction to Macroeconomics or FOR 206 Introduction to Microeconomics. An additional three credit course in social science must be taken. The educational objective of the third social science course is to improve understanding of society, government, and cultures of the world, particularly as they relate to the landscape.

The student must take three credits of mathematics beyond trigonometry and algebra. If the student has no prior trigonometry instruction, or is unsuccessful on the trigonometry portion of Syracuse University's math placement test, then a math course with trigonometry is needed.

The student must take botany, zoology, and global environment, plus an additional 6-8 credits on natural science with labs or field trips. The educational objective is to understand the scientific laws and principles that control environmental processes.

The student must take landscape drafting and a studio art course in two-dimensional realistic representation for three credits. The educational objective of this course is to improve hand/eye coordination and enhance observation, graphic communication and visualization skills relevant to landscape architecture.

The student must take a two-semester course in art and/or architectural history for six credits that surveys from the ancient world to the present. The educational objective of these courses is to provide an understanding of the cultural foundations and historical antecedents that inform the best examples of landscape architecture. Normally, the student takes EIN 205/206 Art, Culture, and Landscape I and II.

The student must take a sequence of courses in communications, including writing, library research, and public speaking.

Dual Option-Environmental and Forest Biology/Resources Management**Freshman Year**

Fall

Spring

EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
APM 105	Survey of Calculus I	4	APM 255	Computing Applications	3
CLL 190	Writing and the Environment	3		Elective-Humanities/Social Sci	3
FOR 132	Forestry Orientation Seminar	1		Elective-Humanities	3
		<u>16</u>			<u>17</u>

Sophomore Year

EFB 320	General Ecology	4	PHY 212	General Physics II	3
FCH 221	Organic Chemistry I ¹	3	PHY 222	General Physics Lab II and/or	1
FCH 222	Organic Chemistry Lab I ¹	1	FCH 223	Organic Chemistry II	3
FOR 202	Intro to Sociology	3	FCH 224	Organic Chemistry Lab II or	1
PHY 211	General Physics I	3	APM 106	Survey of Calculus II	4
PHY 221	General Physics Lab I	1	CLL 290	Perspectives on the Environment	3
		<u>15</u>	EFB 220	Global Environment	3
			FOR 206	Intro to Microeconomics	3
			FOR 360	Principles of Management	3
					<u>16/20</u>

¹FCH 210 may be used to satisfy organic chemistry. However, students planning to take further chemistry should take FCH 221/222.

Chemistry

Fall

Freshman Year

Spring

EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
MAT 295	Calculus I	4	MAT 296	Calculus II	4
	Writing/English Elective ¹	3		Elective ²	3
FCH 132	Chemistry Orientation Seminar	1			<u>15</u>
		<u>16</u>			

Sophomore Year

FCH 221	Organic Chemistry I	3	FCH 223	Organic Chemistry II	3
FCH 222	Organic Chemistry Lab I	1	FCH 224	Organic Chemistry Lab II	1
PHY 211	General Physics I	3	PHY 212	General Physics II	3
PHY 221	General Physics Lab I	1	PHY 222	General Physics Lab II	1
	Electives-Humanities/Social Sci	3		Writing/English Elective ⁴	3
	Math Elective ³	4		Elective ⁵	3
	Elective	3			<u>14</u>
		<u>18</u>			

¹Must be a CLL course, CLL 190 recommended ²APM 255 recommended, or in its place demonstrated competency in computer use by substituting a portfolio and original work in document and data processing to the Faculty of Chemistry ³MAT 397 Calculus III recommended ⁴Must be a CLL course, CLL 290 recommended ⁵FOR 205 or FOR 206 is suggested

Environmental and Forest Biology

Fall

Freshman Year

Spring

EFB 226	General Botany	4		EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3		CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1		CHE 117	General Chemistry Lab II	1
APM 105	Survey of Calculus I	4		APM 255	Computing Applications	3
CLL 190	Writing and the Environment	3			Elective-Humanities/Social Sci	3
EFB 132	EFB Orientation Seminar	1				14
		16				

Sophomore Year

EFB 320	General Ecology	4		FOR 345	Introductory Soils ³	3
FCH 221	Organic Chemistry I ¹	3		PHY 212	General Physics II ⁴	3
FCH 222	Organic Chemistry Lab I ¹	1		PHY 222	General Physics Lab II ⁴ and/or	1
PHY 211	General Physics I ²	3		FCH 223	Organic Chemistry II	3
PHY 221	General Physics Lab I ²	1		FCH 224	Organic Chemistry Lab II and/or	1
	Electives	5		APM 106	Survey of Calculus II	4
		17		CLL 290	Perspectives on the Environment	3
				EFB 220	Global Environment	3
						17

¹FCH 210 may be used to satisfy organic chemistry. However, students planning to take further chemistry should take FCH 221/222.

²PHY 101/111 may be substituted with the advisor's approval.

³GOL 101 may be substituted with the advisor's approval.

⁴PHY 102/112 may be substituted with the advisor's approval.

Environmental Studies

Fall

Freshman Year

Spring

EFB 226	General Botany	4		EFB 285	Principles of Zoology	4
EST 221	Intro to American Government	3		EFB 220	Global Environment	3
APM 105	Survey of Calculus I	4		FOR 202	Introduction to Sociology ¹	3
CLL 190	Writing and the Environment	3		APM 255	Computing Applications	3
EST 132	ES Orientation Seminar	1		HST 102	American History Since 1865	3
		15				16

Sophomore Year

GOL 101	Introduction to Geology	4		CLL 290	Perspectives on the Environment	3
EIN 205	Art, Culture, & Landscape I ²	3		EIN 206	Art, Culture, and Landscape II	3
CHE 106	General Chemistry Lecture I ³	3		CHE 116	General Chemistry Lecture II ³	3
CHE 107	General Chemistry Lab I	1		CHE 117	General Chemistry Lab II	1
EST 225	Introduction to Legal Processes	3		FOR 206	Intro to Microeconomics	3
	Elective	3			Elective	3
		17				16

¹Or anthropology ²Or humanities ³Students are required to take two courses from chemistry and/or physics; chemistry is usually recommended. Alternatives include PHY 101/111, PHY 102/112, PHY 211/221, or PHY 212/222

Forest Engineering Track**Freshman Year****Fall****Spring**

EFB 226	General Botany	4	PHY 212	General Physics II	3
PHY 211	General Physics	3	PHY 222	General Physics Lab II	1
PHY 221	General Physics Lab I	1	FOR 206	Introduction to Microeconomics	3
MAT 295	Calculus I	4	MAT 296	Calculus II	4
CLL 190	Writing and the Environment	3	APM 153	Computing Methods	3
FEG 132	FEG Orientation Seminar	1		Elective--Humanities/Social Sci	3
		<u>16</u>			<u>17</u>

Sophomore Year

CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
ERE 221	Engineering Mechanics-Statics	3	ERE 362	Mechanics of Materials	3
ERE 225	Engineering Graphics	1	ERE 222	Engineering Mech-Dynamics	2
MAT 397	Calculus III	4	MAT 485	Differential Equations & Mat Alg3	3
FOR 205	Introduction to Macroeconomics	3	ELE 231	Elec Eng Fundamentals	3
		<u>15</u>	CLL 290	Perspectives on the Environ	3
					<u>18</u>

Resources Management**Freshman Year****Fall****Spring**

EFB 226	General Botany	4	EFB 285	Principles of Zoology	4
CHE 106	General Chemistry Lecture I	3	CHE 116	General Chemistry Lecture II	3
CHE 107	General Chemistry Lab I	1	CHE 117	General Chemistry Lab II	1
APM 105	Survey of Calculus I	4	APM 255	Computing Applications	3
CLL 190	Writing and the Environment	3	EFB 220	Global Environment	3
FOR 132	Forestry Orientation Seminar	1			<u>14</u>
		<u>16</u>			

Sophomore Year

EFB 320	General Ecology	4	APM 391	Intro to Probability and Statistics	3
FOR 202	Introduction to Sociology	3	FOR 206	Introduction to Microeconomics	3
PHY 211	General Physics I	3	FOR 360	Principles of Management	3
PHY 221	General Physics Lab I	1	CLL 290	Perspectives on the Environment	3
EST 221	Intro to American Government	3	SPC 225	Public Speaking	3
		<u>14</u>		Elective--Humanities/Social Sci	3
					<u>18</u>

Landscape Architecture Track

Freshman Year

Fall

Spring

APM 255	Computing Applications	3		EFB 285	Principles of Zoology	4
CLL 190	Writing and the Environment	3		FOR 206	Intro to Microeconomics	3
CLL 300	Library Research*	1		SPC 325	Presentational Speaking	3
EFB 226	General Botany	4		LSA 496	Studio Art	3
LSA 132	LSA Orientation Seminar	1			Elective-Social Science	3
LSA 320	Intro to Landscape Arch	3				16
		<u>15</u>				<u>15</u>

Sophomore Year

EIN 205	Art, Culture, & Landscape I	3		CLL 290	Perspectives on the Environment	3
EIN 371	American Landscape History*	3		EFB 220	Global Environment	3
	Mathematics or Statistics	3		EIN 206	Art, Culture, & Landscape II	3
	Elective-Natural Science	4		LSA 282	Landscape Drafting	3
	Elective	3			Elective	3
		<u>16</u>				<u>15</u>

*These courses are currently required in the upper-division BLA program. Their content will be met, but the student will still be held for the full 128 credits as an upper-division student (i.e., it gives the student more elective course options).

Paper Science and Engineering Track

Fall		Freshman Year		Spring	
EFB 226	General Botany	4	PHY 211	General Physics I	3
CHE 106	General Chemistry Lecture I	3	PHY 221	General Physics Lab I	1
CHE 107	General Chemistry Lab I	1	CHE 116	General Chemistry Lecture II	3
MAT 295	Calculus I	4	CHE 117	General Chemistry Lab II	1
CLL 190	Writing and the Environment	3	MAT 296	Calculus II	4
PSE 132	PSE Orientation Seminar	1	FOR 206	Intro to Microeconomics	3
	Elective--Humanities/Social Sci	3	APM 153	Computing Applications	3
		<u>19</u>	ERE 225	Engineering Graphics	1
					<u>19</u>

Sophomore Year

FOR 205	Intro to Macroeconomics	3	CLL 290	Perspectives on the Environment	3
FCH 221	Organic Chemistry I	3	FCH 223	Organic Chemistry II	3
FCH 222	Organic Chemistry Lab I	1	FCH 224	Organic Chemistry Lab II	1
MAT 397	Calculus III	4	EFB 220	Global Environment	3
FCH 380	Analytical Chemistry I	3	PHY 212	General Physics II	3
PSE 300	Introduction to Papermaking	3	PHY 222	General Physics Lab II	1
		<u>17</u>	APM 485	Differential Equations	3
					<u>17</u>

Wood Products Engineering Track

Fall		Freshman Year		Spring	
EFB 226	General Botany	4	PHY 212	General Physics II	3
PHY 211	General Physics I	3	PHY 222	General Physics Lab II	1
PHY 221	General Physics Lab I	1	MAT 296	Calculus II	4
MAT 295	Calculus I	4	FOR 206	Intro to Microeconomics	3
CLL 190	Writing and the Environment	3	APM 153	Computing Methods	3
WPE 132	WPE Orientation Seminar	1		Elective-Humanities/Social Sci	3
		<u>16</u>			<u>17</u>

Sophomore Year

CHE 106	General Chemistry Lecture I	3	EST 221	Intro to American Government	3
CHE 107	General Chemistry Lab I	1	ERE 362	Mechanics of Materials	3
ERE 221	Engineering Mechanics-Statics	3	EFB 220	Global Environment	3
EFB 320	General Ecology	4	CLL 290	Perspectives on the Environment	3
	Electives--Humanity/Surveying	3-6	FOR 360	Principles of Management	3
		<u>14-17</u>			<u>15</u>

Division of Engineering

ROBERT H. BROCK, Director
312 Bray Hall
(315)470-6633

Graduate Program in Environmental and Resource Engineering

The graduate program in Environmental and Resource Engineering (ERE) is concerned with the application of science and engineering to the conservation, restoration, holistic development, and improved utilization of the natural environment and its related resources. It represents synthesis of the professional specialties of three academic faculties which comprise the Division of Engineering. These are the Faculty of Environmental Resources and Forest Engineering (ERFE), the Faculty of Paper Science and Engineering (PSE), and the Faculty of Construction Management and Wood Products Engineering (CMWPE).

The master of science, master of professional studies, and doctor of philosophy degrees are awarded in ERE.

The College graduate admissions and academic policies are provided on pages 21 and 36-42. Graduate students in the Division of Engineering follow these policies.

The Graduate Record Examination is encouraged and expected, but may be waived in exceptional circumstances, on an individual basis.

Applicants for the M.S. are required to have a bachelor's degree in science or engineering. At least one year of study in each of the following subjects is expected: biological science, calculus, chemistry, computer science, and physics.

For the M.P.S., entering students must have a baccalaureate degree. At least six 3-credit undergraduate courses from at least three of the following fields are required as pre- or co-requisites for all students: chemistry, physics, geographic measurements, calculus, statistics, engineering mechanics, ecology, computer science, and economics.

Students select a study area at the time of application for admission into the program. Four study areas are available to M.P.S. students: environmental management, wood science and technology, construction, and mapping sciences.

A total of 30 credit hours is required for the M.P.S. Twelve to 21 credits of coursework must have an engineering focus, 3-6 credits are taken from resource management, 3-6 credits are taken from environmental studies, and 3-6 credits are from a professional experience/synthesis course emphasizing appropriate applications of technical knowledge.

Under general requirements for the Ph.D. degree (page 37), the environmental and resource engineering program requires a minimum total of 60 graduate credits, to include a minimum of 30 credits of course work, and allow a maximum of 30 credits for dissertation. As tool requirements, students must demonstrate competence in two of the three following areas: computer science, statistics or advanced mathematics, and a language other than English commonly used in science or engineering practice. The doctoral preliminary examination is required of all students who have not earned a master's degree requiring a thesis.

A study plan which formally identifies an individual student's program requirements is developed for each student as soon as possible, but at least during the first year of graduate study. This plan includes all required and elective courses as well as a tentative schedule for completion.

Options, areas of study, and study plans are all developed and implemented using, as necessary, the full resources of the Division of Engineering, the College of Environmental Science and Forestry, Syracuse University, and other SUNY institutions.

Options and Areas of Study

Options are alternative curricular requirements addressing different subjects within a degree program. Areas of study identify subject areas within options in which there is significant and continuing institutional strength.

Within the graduate program in environmental and resource engineering there are three options: forest engineering, paper science and engineering, and construction management and wood products engineering. Each option has several areas of study as follows.

Environmental Resources and Forest Engineering Option

Environmental Management

Participating Faculty: DALEY, DUGGIN, J.M. HASSETT, HOPKINS, KROLL, McCLIMANS, W. SMITH

- Environmental modeling
- Hazardous waste management
- Solid waste management
- Energy resources and systems
- Business policy and administration
- Project impact analysis
- Public policy and environmental regulation
- Water resource management

Environmental management is an area of study available to M.S. students residing in any of the three engineering faculties, regardless of their major area of interest. Required courses in business management, waste management, and environmental law provide breadth and perspective for the student aspiring to managerial responsibility in public or private employment. Other courses may be recommended to enhance technical and problemsolving skills.

Dedicated greenhouse laboratories are available for students working in solid waste management and hazardous waste site remediation. Typical research conducted in these laboratories includes composting, utilization of residuals such as ash and compost materials, bioremediation of contaminated waters and soils, and plant uptake of contaminants.

Forest Engineering

Participating Faculty: BROCK, DALEY, McCLIMANS

- Mechanization, automation, robotics
- Production management and efficiency
- Site modification
- Access design and construction

A modern update and broadening of the traditional areas of logging and harvesting. Emphasis is placed on engineering approaches to the design and analysis of operational systems for such activities as harvesting, construction, transportation, and land management. Graduate programs are based on a familiarity with operations research models, especially simulation techniques; mechanical and man-machine systems; biologic-geologic interactions; and various selections as needed from the array of engineering sciences.

Geo-spatial Information Systems

Participating Faculty: BROCK, DUGGIN, HOPKINS

- Spatial data acquisition
- Environmental database development
- Environmental modeling
- Site selection and facility design

This program emphasizes current approaches to using geo-spatial information systems (GIS) to better incorporate spatial data into a wide range of environmental and engineering applications. Both theoretical and applied graduate study focuses on mapping fundamentals, spatial data acquisition techniques, GIS concepts, theory of spatial analysis and modeling, and environmental applications. Additional educational opportunities include systems analysis, environmental sciences and management, automated cartography, computer science, database systems, and information management.

GIS core courses include spatial data acquisition, courses dealing with GIS concepts and theory, a GIS project, and statistics. These courses may be supplemented by many other courses and educational opportunities at ESF and Syracuse University. Graduate study may be integrated with the wide range of engineering, environmental, and resource management study areas at ESF. For example, GIS study can be expanded to hydrologic modeling, photogrammetry and remote sensing, forest management, environmental engineering, and development and location of facilities. Ample flexibility allows programs to be tailored to the interests and strengths of individual students.

Facilities are excellent and expanding, with computers at ESF and Syracuse University. Capabilities include numerous GIS based on a range of computing platforms and offering wide-ranging capabilities for both raster and vector processing. One of the most important GIS resources are the extensive forest properties owned and managed by ESF. These properties provide exceptional opportunities for environmental research and practice with impressive amounts of current and historical data. Related capabilities include advanced image processing systems and a wide range of photogrammetry, remote sensing, and surveying equipment and expertise. Impressive facilities for visual assessment and simulation, parallel and super computing, graphics, and cartography are also available.

Students with engineering, science, or geography backgrounds are particularly suited to this program of study. Numerous opportunities exist for research and financial support. Cooperative and contractual arrangements exist with many organizations, including local and state government agencies, federal agencies such as the U.S. Department of Agriculture, and private engineering and environmental planning firms. Employment opportunities are exceptional.

Mapping Sciences

Participating Faculty: BROCK, DUGGIN, HOPKINS

- Geographic Information Science
- Global Positioning Systems
- Photogrammetry and remote sensing
- Image processing

The mapping sciences area of study is available to M.P.S. students who intend to specialize in the development and practice of mapping technologies for environmental and engineering applications. Students interested in further graduate study or research should consider the M.S. opportunities in the geo-spatial information systems study area or the photogrammetry and remote sensing study area.

The mapping sciences area of study introduces graduate students to a broad spectrum of mapping topics while emphasizing principles and techniques. With this broad understanding of mapping fundamentals, students may then specialize further by taking more advanced courses or participating in specialized projects. Study programs are flexible and may be tailored to the interests and strengths of individuals. ESF's graduate programs related to mapping have a proven career placement record and job opportunities remain very strong.

The M.P.S. in ERE specifies a number of prerequisites. For the mapping sciences area of study, these prerequisites are further specified to include at least one year of study in calculus and physics and an undergraduate course in surveying. (Some or all of these prerequisites may be satisfied while attending ESF.) The graduate program then requires a core of four introductory courses in photogrammetry, remote sensing, geographic information systems, and global positioning systems. Additional courses in any or all of these mapping topics may then be selected to complete the M.P.S. degree requirements. With advisor approval, students may also take courses in statistics, computing, environmental sciences and management, and many other courses offered through ESF and Syracuse University.

Facilities are excellent and expanding, with a focus provided by the Mapping Sciences Laboratory operated by the Faculty of Environmental Resources and Forest Engineering. The Mapping Sciences Laboratory is staffed with two full-time professional support specialists and numerous student assistants. Additional custom facilities focus on specialized image processing and mathematical modeling. This range of facilities provide full-featured and current image processing systems; a number of current and popular geographic information systems; a full range of optical/mechanical and analytical/digital photogrammetry instruments; extensive equipment for image interpretation; comprehensive facilities for mathematically modeling interactions among the scene, the atmosphere,

and a selected sensor; global positioning system (GPS) receivers and base station; and extensive surveying capacity.

Photogrammetry and Remote Sensing

Participating Faculty: BROCK, DUGGIN, HOPKINS

- Analytical and digital photogrammetry
- Resources monitoring and assessment
- Digital image processing and classification
- Remote sensing systems analysis
- Global positioning systems

This program provides opportunities for both theoretical and applied graduate study in sensing systems and the location, measurement, analysis, and description of ground features and earth resources. Studies include in-depth coverage of photographic systems, photogrammetric measurement techniques and applications, and visual image analysis. Digital imaging systems are covered extensively, with an emphasis on earth-orbiting sensors. Advanced courses in photogrammetry and digital image analysis cover theory and techniques for enhancing and/or extracting selected features from an image. Additional courses cover the principles of remote sensing using visible, infrared, and microwave electromagnetic energy. Theoretical courses are complemented by practical exercises, courses organized to work on relevant projects, and independent study opportunities.

Unique opportunities are available to integrate photogrammetry, remote sensing and other aspects of mapping science in a coherent fashion. A core of courses in photogrammetry, remote sensing, global positioning systems, Geo-spatial Information Systems, and statistics may be supplemented by many other courses and educational opportunities at ESF and Syracuse University. This flexibility allows programs to be tailored to the interests and strengths of individual students. All students obtain fundamental coverage of geometric and radiometric theory, analysis, interpretation, and applications. Further specialization through many advanced graduate courses or continued general study is then possible. Study programs may also be extended into GIS, either emphasizing spatial data acquisition for GIS databases or focusing on using a GIS database to improve remote sensing analyses. Study programs may also lead into the optimization of image acquisition and analysis, using modeling methods, as well as correction of image data for atmospheric and sensor calibration effects. Specialized programs exist for digital image analysis.

Facilities are excellent and expanding, with a focus provided by the Mapping Science Laboratory operated by the Faculty of Forest Engineering. The Faculty also houses research facilities for advanced digital analysis of hyperspectral and multiband digital image data, for the mathematical modeling of the scene-atmosphere-sensor

system, and for the atmospheric correction of digital image data. Additional computers are available at Syracuse University. Capabilities include full-featured image processing; a full range of optical/mechanical and analytical/digital photogrammetry instruments; extensive equipment for image interpretation; sensor and atmospheric modeling systems; photographic acquisition and processing; many different GIS; Global Positioning System (GPS) receivers and base station; and extensive surveying capacity. Specialized studies are current, such as remote sensing, using polarized light.

Students with engineering, science, or geography backgrounds are particularly suited to this program of study. Program flexibility also allows specialization in any aspect of the above subjects from within other degree programs (e.g., forestry, landscape architecture, environmental and forest biology, etc.). Numerous opportunities exist for research and financial support. Cooperative and contractual arrangements exist with many agencies and firms, including the U.S. Department of Agriculture, the U.S. Air Force, U.S. Army, U.S. Navy, and NASA.

Water Resources Engineering

Participating Faculty: J.M. HASSETT, KROLL, McCLIMANS, TULLY

- Distributed process hydrologic models
- Stochastic hydrology
- Parameter estimation
- Real-time hydrologic models
- Use of remote sensing in hydrologic systems
- Hydrologic flow control systems
- Water quality implications for managing solid wastes and industrial residuals
- Water resources systems engineering

Studies deal with evaluating hydrologic systems for managing water resources. Emphasis is placed on the engineering and economic reasons for planning and for choosing between alternative solutions to water resource problems in recognition of environmental, legal, social and managerial constraints, including competing uses. Analytical techniques using statistics, numerical analysis and computer applications are normally included in individual programs. Hydrologic models are also developed as components of geographic information systems. Dedicated laboratories are available for students working in water resources engineering.

Paper Science and Engineering Options

Chemistry of Pulping and Bleaching

Participating Faculty: FRANCIS, LAI, MAKKONEN, SCHROEDER, SCOTT

- Reaction mechanisms and kinetics
- Applications of biotechnology
- Chemical modification in mechanical pulping
- Catalytic and activation effects

This area of study focuses on chemical relationships and reactions basic to the manufacture and bleaching of paper pulp, as well as some papermaking operations. Courses in theoretical and applied chemistry are indicated, as well as specialized courses addressed directly to pulping and bleaching. Research centers on these same topics, currently stressing new and improved processes to increase energy efficiency and reduce environmental impact. These include studies of organosolve pulping delignification and brightening with oxygen, hydrogen peroxide and ozone, enzyme treatment of effluent streams, mechanisms of carbohydrate reactions, and photosensitization of bleached pulps.

Colloid Chemistry and Fiber Flocculation

Participating Faculty: KELLER, MAKKONEN, RAMARAO

- Paper sheet formation mechanisms
- Wet-end chemistry and physics
- Effects of additives in fiber networks

This study area deals with colloidal phenomena in the papermaking process, in particular the interaction between fibers, fine particles, polymeric additives, and electrolytes in stock preparation and sheet formation. Student programs feature courses in chemical engineering, colloid, polymer and physical chemistry, adding appropriate work in mathematics, statistics, and papermaking processes. Research topics fall into two categories: a) fundamental colloidal behavior of particles and b) behavior of paper stock on the paper machine. In the latter, extensive use is made of pilot plant facilities in Walters Hall. Presently under investigation are adsorption-desorption behavior of polymers in papermaking, the chemistry and physics of reactive sizes on model surfaces and principles of sheet formation.

Fiber and Paper Mechanics

Participating Faculty: CHATTERJEE, CROSBY, HANNA, KELLER, KYANKA, THORPE, RAMARAO

- Fiber orientation and sheet properties
- Adsorption and transport of moisture in paper materials
- Mechano sorptive phenomena

Mechanical behavior of fibers, paper and board, and other fiber networks and composites depends upon variables of material, process and structure at all levels, especially structural anisotropy. Recommended courses focus on mechanical and chemical engineering, mechanics of materials, physics, mathematics and statistics, microscopy, and wood and fiber properties. Research topics are basic in nature, designed to describe and model quantitatively the properties and behavior of fibers and fibrous structures. Current projects include studies of transient moisture sorption by paper materials, the effect of moisture on mechanical properties, influence of sheet structure on properties, use of image processing to characterize deformational behavior of paper, and determination of elastic constants of paper. Several members of the engineering faculty of Syracuse University collaborate closely in this work.

Process and Environmental Systems Engineering

Participating Faculty: CHATTERJEE, J.M. HASSETT, RAMARAO, SCOTT, TULLY

- Behavior and control of units and systems
- Reduction of air and water pollution
- Modeling and simulation of papermaking
- Processing of fibrous wastes

Process engineering links research with development, design, operation, and optimization of manufacturing methods and equipment, seeking improvement through technological innovation consistent with environmental and resource stewardship. Principles of engineering science and mathematics are applied to analysis and dynamic modeling of units and systems, with increasing use of computers in both research and professional practice. Research here includes process dynamics and control, studies of new pulping and bleaching processes, characterization and treatment of waste streams, by-product recovery, and computer simulation of paper processing systems. The extensive laboratories and pilot plant in Walters Hall are strongly supported by computing facilities and expertise on campus, including the Center for Computer Applications and Software Engineering (CASE) of Syracuse University. Appropriate advanced courses in engineering, mathematics, and computer science are available to suit individual student interests and needs.

Pulp and Paper Technology

Participating Faculty: HANNA, LAI, LUNER, MAKKONEN, SCHROEDER, SCOTT

- Pulping conditions and fiber properties
- Statistical analysis of paper structure
- Recycling of papermaking fibers

Studies in this area deal closely with processes involved in the manufacture of pulp and paper. Courses concerned with this subject are central to a student's program, extended and enriched with selected courses in chemistry, polymers, chemical engineering, process control, applied mathematics, and computer applications. Current research projects include chemi-thermomechanical pulping, effects of wet pressing and press drying on sheet properties, pulping of tropical woods, and computer simulation and control of papermaking. Supporting this work is an experimental pulp and paper mill with two complete paper machines, a pressurized refiner and extensive auxiliary equipment.

Construction Management and Wood Products Engineering Option**Construction and Construction Management**

Participating Faculty: HUSSEIN, KYANKA, TISS

This area of study is for students who plan to specialize in construction management or structures and materials science. Studies depend upon the student's previous education, professional objectives, and interests. Current students possess degrees in architecture, mechanical engineering, construction management, and civil engineering.

The academic objective of the M.S. and M.P.S. areas of study related to construction is to allow students with technical degrees to look at specific construction topics of current interest. There is an overall objective of having the student look at the broad environmental implications of the construction process. The efficient and environmentally correct use of materials and state-of-the-art technology is integrated into each student's thesis or dissertation as appropriate.

In consultation with a major professor, a plan of study is developed. Students select from advanced courses in construction project management, estimating, cost engineering, building codes and zoning, computer graphics, sealants and coatings, structural design, mechanical properties of wood, and computer applications in engineering.

Wood Science and Technology

Participating Faculty: HANNA, HUSSEIN, KYANKA, MEYER, L. SMITH, W. SMITH

- Adhesives and Finishing
- Processing and Machining
- Mechanical and Physical Properties
- The effects of wood anatomy on the physical and mechanical properties of wood
- Forensic studies such as dendrochronology

Wood science and technology includes research on aspects of wood utilization leading to the M.S., M.P.S., and Ph.D. Wood science stresses studies of wood properties important to the use of wood, or to solve problems in wood utilization by practical applications of this knowledge.

Wood Anatomy and Ultrastructure

Participating Faculty: ANAGNOST, HANNA, MEYER

- Wood formation and cell wall organization
- Cytoskeleton of plant cells
- Properties related to anatomy and ultrastructure
- Electron, light and video microscopy

This area requires that the student develop an extensive background in all aspects of microscopy: light, scanning electron, transmission electron, video microscopy and image analysis, including microtechniques for effective preparation of specimens for the appropriate instrument. Wood anatomy studies are basic to wood identification, wood utilization, and physical/mechanical properties. These studies may include woods from other continents.

The field of ultrastructure is very broad with applications in many biological, chemical and materials sciences. Applied to wood, it emphasizes the sub-light microscopic structures (smaller than 0.2 micrometers) found in this natural material, either in the mature form or in its formative stages where various organelles of the living cell may be studied for their roles in producing the mature wood cell.

The behavior of wood in its many applications can be observed and explained via microscopy and related instrumentation such as EDXA (energy-dispersive x-ray analysis). State-of-the-art resources and facilities are concentrated in the Center for Ultrastructure Studies, which provides instruction and research support staff.

Tropical Timbers

Participating Faculty: MEYER

- Identification keys and systematics
- Wood properties and end use suitability
- Life zone analyses
- Expert systems

Studies in tropical timbers take many forms, depending on individual student interests. Often students from other countries bring specific problems and materials with them, so their thesis will find immediate application when they return home. The library holdings of the Tropical Timber Information Center (TTIC) and reference wood specimens of the H. P. Brown Memorial Wood Collection, both housed in the Faculty of Wood Products Engineering, are vital to this work.

Research topics may be formulated to answer questions dealing with anatomy, identification, properties or uses of various woods from around the world, using the TTIC or Brown Wood Collection reference materials. These studies may be quite narrow; such as anatomy and physical properties of woods from a particular region, or much broader; such as regional distribution of species and species groups based on life zone research throughout a country or larger geographic area.

Wood Treatments

Participating Faculty: L. SMITH, W. SMITH

- Wood-water relations and wood drying
- Preservative treatments
- Polymer treatments
- Wood coatings

Graduate study in the area of wood treatments allows the student to investigate the scientific basis for the improvement of wood and wood products with various treatments, which include drying, preservative treatments, and coatings. Preparation for research includes graduate course work in wood-water relationships and transport processes and additional study in areas such as wood anatomy and ultrastructure, mechanical properties, wood chemistry, wood microbiology, thermodynamics, and engineering economics.

Current research interests include use of innovative techniques to dry and preserve wood, effects of drying method on the subsequent treatability of wood, evaluation of energy usage in lumber drying technologies, improving wood properties with polymer treatments, and moisture migration studies.

**Engineered Wood Products and Structures:
Timber Structures Design**

Participating Faculty: HUSSEIN, KYANKA, L. SMITH

- Materials science
- Engineering mechanics and elasticity
- Computer-aided design
- Static and dynamic properties of wood

The behavior of wood and wood-based components under loads and the effects of duration of the loads are critical elements when developing engineering codes. Wooden components as small as dowels or as large as bridge beams are considered, using elements of materials

science, engineering mechanics and structural engineering. Basic property knowledge, employing theories of elasticity, viscoelasticity and fracture mechanics, is coupled with computer-aided design data to analyze the performance of wood and to solve application problems, such as those encountered in wood frame construction and timber utility structures. How such factors as chemical fire retardant treatments, adhesive performance and mechanical fastener design interact with use requirements is considered. National and international design codes and their development play an important role in specifying research areas of current interest and need. Fabrication and testing of actual components such as trusses, composite beams, and furniture connections is done in the Construction Management and Wood Products Engineering laboratory facilities.

Division of Forest Resources

William R. Bentley, Director
320 Bray Hall
(315) 470-6534

One of the most important issues challenging society in the twenty-first century is a society's need for appropriate management of the world's renewable natural resources and the preservation and enhancement of environmental quality. Contemporary society needs and demands of our natural resources both goods and services, ranging from paper and lumber to clean water to recreation, from resource integrity to maintenance of biodiversity, and these needs must be met without ecosystem degradation. Understanding how ecosystems function, and how to provide for the often conflicting demands of society, is the challenge addressed by the Division of Forest Resources. The Division, consisting of the Faculty of Forestry and the Faculty of Environmental and Forest Biology, is charged with providing intellectual leadership in these issues through diverse programs of undergraduate and graduate education.

The two Faculties comprising the Division have nearly seventy faculty members with a wide array of expertise including conservation biology, resource management and policy, wildlife ecology, fisheries sciences, silviculture, forest economics, tropical ecology, geographic information systems, plant ecology, forest management, and ecosystem sciences. Additional areas include biostatistics, molecular biology, genetics, plant biotechnology, operations research, forest entomology and forest pathology, hydrology and watershed management, outdoor recreation and tourism, soil science, environmental law, environmental ethics, and landscape ecology. This assemblage of faculty is, in fact, among the strongest of its kind in the world, providing excellent opportunities for education in resource management and biological sciences.

Educational offerings consist of programs in resources management and in environmental and forest biology, both of which lead to the B.S. degree. An Associate in Applied Science degree is offered in forest technology. Jointly the two Faculties offer a dual option whereby students meet the core requirements in both forestry and biology. Graduate programs leading to Master of Science, Master of Professional Studies, and Doctor of Philosophy degrees cover virtually every area of faculty expertise.

The undergraduate and graduate programs in the Division prepare graduates for professional careers that depend upon an understanding of natural systems. Environmental and forest biology graduates often enter careers where their knowledge of basic and applied ecology is paramount. Resource management graduates often undertake careers where the management and manipulation of natural systems is a major concern. The dual option offers the opportunity to obtain and apply expertise in both of these areas.

Students completing undergraduate or graduate programs in environmental and forest biology, forestry, or the dual option have gone on to a wide variety of positions. Examples include aquatic or terrestrial ecologist, university professor, biology teacher, botanist, entomologist, environmental analyst, environmental conservation officer, extension specialist, fisheries biologist, forester, game biologist, geneticist, forest pathologist, microbiologist, naturalist, nursery manager, park naturalist, research scientist, science teacher, timber buyer, watershed manager, wildlife biologist, and zoologist. Graduates of the forest technology program are employed as technicians in forestry, surveying, and environmental fields, and many advance to professional positions.

Several elective concentrations exist within programs so that the student may, through the judicious selection of courses, satisfy state and federal civil service requirements for one or more specific job titles. Graduates may find employment with private firms, in natural resources policy and administration, with nonprofit conservation groups, and in education and interpretation. The Division's programs also form the academic foundation for subsequent specialized study and training at the graduate level. Alternatively, graduate study permits the exploration of a new academic/professional area.

Information regarding the Faculties of Environmental and Forest Biology and Forestry is found on pages 87 and 109, respectively. Information on the Dual Option appears on pages 73-74.

DUAL UNDERGRADUATE OPTION IN ENVIRONMENTAL AND FOREST BIOLOGY/FOREST RESOURCES MANAGEMENT Lower Division Courses

*Students entering this program through the freshman admissions option should refer to pages 58 and 60.
Students entering through one of the transfer programs should follow the curriculum described below.*

Course Area	Credit Hours
Biology with Laboratory (Botany and Zoology preferred).....	8
General Chemistry with Laboratory.....	8
Organic Chemistry with Laboratory ¹	4
General Physics with Laboratory ¹	4
Calculus ¹	4
One additional course with laboratory in either chemistry or physics, or a course in calculus or linear algebra.....	4
General Ecology.....	4
Microeconomics.....	3
Introductory Sociology.....	3
English with a focus on writing.....	6
Computer Applications.....	3
Principles of Management.....	3
Humanities Elective.....	3
Humanities or Social Science Elective.....	3
Biology Elective.....	<u>3</u>
 Total minimum lower division credits.....	 63

Upper Division Courses

Junior Year	Credit Hours
<i>Fall Semester</i>	
ESF 332 Seminar for New Transfer Students.....	0
EFB 325 Cell Physiology.....	3
EFB 336 Dendrology.....	3
Electives ²	<u>9</u>
	15
<i>Spring Semester</i>	
APM 391 Introduction to Probability and Statistics.....	3
EFB 307 Principles of Genetics.....	3
EFB 308 Genetics Lab.....	1
FOR 312 Sociology of Natural Resources.....	3
EST 221 Introduction to American Government.....	3
Electives ²	<u>3</u>
	16
Summer Program in Field Forestry	
FOR 301 Field Dendrology and Ecology.....	1.5
FOR 302 Forest Surveying and Cartography.....	2.5
FOR 303 Introduction to Forest Resource Measurements.....	3.0
FOR 304 Resources Management Field Trips.....	<u>1.0</u>
	8.0

¹Students may be admitted with deficiencies in these subject areas. However, deficiencies must be removed as early as possible in the student's program. Students are strongly encouraged to pursue further course work in these and related areas in consultation with their advisors.

Senior Year			Credit Hours
Fall Semester	FOR 322	Forest Resource Measurements and Analysis	2
	FOR 332	Forest Ecology	3
	FOR 334	Silviculture	4
	FOR 345	Introductory Soils	3
		Electives ²	3
			15
Spring Semester	FOR 310	Forest Resource Economics & Decision Models	4
	FOR 323	Forest Biometrics	2
	FOR 324	Introduction to GIS in Resources Management.....	1
	FOR 370	Forest Management	3
		Electives ²	6
			16
Fifth Semester			Credit Hours
	FOR 291	Oral Presentation	1
	FOR 465	Natural Resources and Environmental Policy	3
	FOR 490	Integrated Resource Management I.....	2
		Electives ²	9
			15
Total minimum upper division credits			85

A minimum of 148 credit hours is required to complete the B.S. degree in the environmental and forest biology/resources management option.

²Electives must include a course from each of the following Resource Areas (specific courses to be chosen in consultation with student's advisor): A. Forest protection; B. Recreation; C. Vegetation; D. Watershed; E. Wildlife, except for Recreation, the Resource Area courses must be filled with EFB courses.

*Electives *must* include at least one course from each of groups A and B.

A

Elements of Entomology (EFB 352)
Principles of Forest Entomology (EFB 351)
Invertebrate Zoology (EFB 355)
Introductory Environmental Microbiology (EFB 303)

B

Dendrology (EFB 336)
Diversity of Plants (EFB 326)
Forest & Shade Tree Pathology (EFB 340)

Additionally, electives must include a minimum of six credits of animal science and six of plant science that may include courses from lists A and B not used above (by definition, plant science courses are EFB offerings with course numbers ending in -26 through -50. Animal science courses end in -51 through -95).

The Faculty of Chemistry

JOHN P. HASSETT, Chair
 118 Jahn Laboratory
 (315) 470-6855
<http://www-chem.esf.edu/>

The academic program in chemistry enables the student to develop not only an understanding of chemical phenomena, but also an appreciation for chemistry that can link it to the biological and applied sciences. Programs include courses in traditional areas of chemistry, with additional study in fields pertaining to environmental science and forestry. This broad spectrum of academic offerings is possible through close cooperation with Syracuse University, where a wealth of accessory courses at both the undergraduate and graduate levels are available. Emphasis on the investigative function of chemical science is manifest in the wide array of ongoing research projects within the Faculty.

Undergraduate Program

The Faculty of Chemistry offers three options leading to the bachelor of science degree: biochemistry and organic chemistry of natural products, environmental chemistry, and natural and synthetic polymer chemistry. Each option offers an advanced core of studies beyond the basic courses of the classical undergraduate chemistry curriculum. Additionally, students in all options, by selecting proper electives, may be certified on graduation as having completed an American Chemical Society approved curriculum. All options are excellent grounding for professional work at the B.S. level or for advanced graduate study.

Biochemistry and Organic Chemistry of Natural Products

Participating Faculty: BOYER (Plant and Algal Biochemistry), GINER (Organic and Natural Products Chemistry), LALONDE (Organic and Natural Products Chemistry), PRICE (Plant and Carbohydrate Biochemistry), F. WEBSTER (Organic Chemistry and Chemical Ecology), WINTER (Polymer Biochemistry)

Biochemistry and organic chemistry of natural products stresses a chemical approach to problems in the life and health sciences. After obtaining a strong foundation in analytical, physical and organic chemistry, these stud-

ies are supplemented by advanced courses in natural products chemistry, wood chemistry, natural biopolymers, spectroscopy, and biochemistry. Professional electives in botany, chemical ecology, genetics and molecular biology provide the background for interactions in the life and health sciences. Research areas include the elucidation of chemical signals by which organisms communicate with each other, the role of trace metals in the growth of microorganisms, and the origin and function of biologically active natural compounds.

Environmental Chemistry

Participating Faculty: BOYER (Environmental Biochemistry), DIBBLE (Environmental Chemistry), JOHN P. HASSETT (Environmental Chemistry), DAVID L. JOHNSON (Environmental Chemistry), KIEBER (Environmental Chemistry and Oceanography), LALONDE (Chemical Toxicology)

Environmental chemistry stresses applications of fundamental chemical principles to describe and predict behavior of chemicals in the environment. Courses in air and water chemistry are supplemented by advanced courses in analytical, physical, or organic chemistry. A wide variety of courses in areas such as biology, engineering, geology, and environmental policy are also available. Research areas include phase-partitioning of organic compounds in water, characterization of particles in air and water, atmospheric and smog chemistry, aqueous photochemistry, sampling methods for trace contaminants in air and water, biological alkylation of metals, analysis of organic particles in water, characterization of natural organic matter in soil and water, and behavior of major ions and nutrients in water, and global change.

Natural and Synthetic Polymer Chemistry

Participating Faculty: CABASSO (Polymer Chemistry and Membrane Science), CALUWE (Organic Chemistry, Synthetic Polymer Chemistry), GITSOV (Organic and Physical Polymer Chemistry), WINTER (Physical and Biopolymer Chemistry)

Undergraduates in the natural and synthetic polymer option take advanced courses in mechanisms of polymerization and polymer synthesis, in the physical properties and characterization of polymers, and in the laboratory techniques of polymer synthesis and characterization. In addition, courses in carbohydrate chemistry provide a

solid background for chemists planning careers in paper, textiles, membranes, and related areas. Biochemistry is an appropriate elective for students interested in the growth of biotechnologies while environmental chemistry complements this program for students interested in working on problems of chemical waste. The program offers an excellent background both for direct entry into industrial chemistry and graduate study in areas such as chemistry, biotechnology, or polymer science. More than 50 percent of all practicing chemists work on problems involving polymer chemistry.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to page 60.

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Credit Hours</i>
General Biology with Laboratory	8
General Chemistry with Laboratory	8
Organic Chemistry with Laboratory	8
Physics with Laboratory	8
English with a focus on writing	6
Humanities/Social Science	6
Electives	9
Mathematics ¹	<u>8</u>
Total minimum lower division credits	61

¹Mathematics through integral calculus. An additional mathematics course beyond integral calculus is required for the B.S. degree.

Upper Division Courses

Junior Year				Credit Hours
<i>First Semester</i>	CLL	405	Writing for Science Professionals.....	3
	FCH	132	Orientation Seminar: Chemistry ¹	1
	FCH	325	Organic Chemistry III.....	4
	FCH	380	Analytical Chemistry I.....	3
	FCH	360	Physical Chemistry I.....	3
			Professional Elective ²	<u>3</u>
				17
<i>Second Semester</i>	FCH	381	Analytical Chemistry II.....	3
	FCH	361	Physical Chemistry II.....	3
	CHE	357	Physical Chemistry Laboratory.....	2
	FCH	384	Spectrometric Identification of Organic Compounds.....	2
			Professional Elective ²	3
			Elective.....	<u>3</u>
				16

¹If not taken previously.

²A two-semester sequence of professional electives to be taken starting in the junior year should be chosen from the current list of courses, providing a wide range of study in biology, chemistry, ecology, forestry, environmental law, mathematics, geology, physics, biophysics, various engineering disciplines, and others. A copy of this list is available in the Faculty of Chemistry.

Biochemistry and Natural Products Chemistry Option

Senior Year				Credit Hours
<i>First Semester</i>	CLL	300	Library Research.....	1
	FCH	495	Introduction to Professional Chemistry.....	1
	FCH	530	Biochemistry I.....	3
	FCH	531	Biochemistry Laboratory.....	3
			Chemistry Elective ¹	2-3
			Elective.....	<u>3</u>
				13-14
<i>Second Semester</i>	FCH	498	Introduction to Research ²	5
	FCH	497	Undergraduate Seminar.....	1
	FCH	532	Biochemistry II.....	3
			Elective.....	3
			Professional Elective ³	<u>2-3</u>
				14-15
		Total minimum upper division courses.....		59-62

¹An elective Chemistry course as recommended by Faculty advisor.

²Petition by student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

³Topics in Natural Products Chemistry, FCH 524 (3 credit hours) is suggested.

A minimum of 121 credit hours is required to complete the B.S. degree in chemistry with the biochemistry and natural products option.

Environmental Chemistry Option

Senior Year				Credit Hours
<i>First Semester</i>	CLL	300	Library Research	1
	FCH	495	Introduction to Professional Chemistry	1
	FCH	510	Environmental Chemistry I	3
	FCH	515	Methods of Environmental Chemical Analysis.....	3
			Chemistry Elective ¹	2-3
		Elective	<u>3</u>	
				13-14
<i>Second Semester</i>	FCH	498	Introduction to Research ²	5
	FCH	511	Environmental Chemistry II	3
	FCH	497	Undergraduate Seminar	1
			Elective	3
			Professional elective ³	<u>2-3</u>
				14-15
Total minimum upper division credits				59-62

¹Inorganic Chemistry recommended.

²Petition by student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

³As recommended by Faculty advisor.

A minimum of 121 credit hours is required to complete the B.S. degree in chemistry with the environmental chemistry option.

Natural and Synthetic Polymer Chemistry Option

Senior Year				Credit Hours
<i>First Semester</i>	CLL	300	Library Research	1
	FCH	495	Introduction to Professional Chemistry	1
	FCH	551	Polymer Techniques	3
	FCH	552	Polymer Science: Properties and Technology	3
			Chemistry Elective ¹	2-3
		Elective	<u>3</u>	
				13-14
<i>Second Semester</i>	FCH	498	Introduction to Research ²	5
	FCH	550	Polymer Science: Synthesis and Mechanisms	3
	FCH	497	Undergraduate Seminar	1
			Elective	3
			Professional Elective ¹	<u>2-3</u>
				14-15
Total minimum upper division credits				59-62

¹As recommended by Faculty advisor.

²Petition by the student to the Faculty for replacement of this requirement will be considered to allow time for special interest.

A minimum of 121 credit hours is required to complete the B.S. degree in chemistry with the natural and synthetic polymer option.

Graduate Programs

Recent years have seen profound advances in the fundamental knowledge of chemical areas that have special significance for forestry and the environment. The following research areas have received active attention by both faculty and graduate students in the programs: polymer chemistry and physics; wood chemistry; environmental chemistry; biochemistry; chemistry of natural products, including ecological chemistry; and materials sciences.

Requirements for a master of science or doctor of philosophy degree in environmental and forest chemistry include a research thesis or dissertation, along with an appropriate program of courses at ESF and at Syracuse University. Master's and doctoral students must complete a minimum of 18 credit hours and 30 credit hours of graduate level course work, respectively. In addition, doctoral students must pass two preliminary examinations and a Doctoral Candidacy Examination.

Current research projects encompass polymer chemistry, membrane science, and carbohydrate chemistry; biochemistry and microbiology; organic chemistry of natural products and chemical ecology; environmental chemistry of the air, water, and soils.

Biochemistry

Graduate studies in biochemistry reflect the College's interests in microbial, insect, and plant biochemistry. After completing a one year sequence in general biochemistry, students select advanced courses from a range of offerings in chemistry, organismal biology and molecular biology. Advanced courses in biochemistry are available both at ESF and Syracuse University.

A wide variety of research topics are available ranging from plant physiology to biotechnology. Selective research topics include: microbial and algal production of biologically active natural products and their importance in cell biology (Boyer, LaLonde); chemical communication and recognition between organisms (Price, Webster); marine algal toxins (Boyer); trace metal/nitrogen physiology of symbiotic plants and algae (Boyer, Price); and the structure/function of natural biopolymers (Winter). Also, the use of microorganisms for the production of speciality chemicals including polysaccharide interconversions, and the application of bacterial and fungal enzymes and peptides in the bioremediation of environmental problems.

Environmental Chemistry

Research for graduate students in environmental chemistry is central to their program of studies and includes both experimental and theoretical considerations.

Frequently, the problems to be addressed are transdisciplinary in nature. Thus course work is carefully selected from areas of chemistry, biology, geology, engineering, mathematics and computer science in order to support the student's particular research needs in conjunction with fieldwork and laboratory experiments. Special topics in analytical-environmental chemistry or for methods development are often arranged.

The environmental chemistry faculty currently have active research interests in both aquatic and atmospheric systems. These include: the thermodynamics and kinetics of binding hydrophobic organic compounds by dissolved humic substances in water, the development of gas partitioning techniques for measuring the extent to this binding in both laboratory and field environments, and the characterization of poorly understood humic substances by techniques such as NMR (J.P. Hassett); the study of chlorinated hydrocarbons in the Niagara River-Lake Ontario-St. Lawrence River system, and their interaction with sediments, dissolved substances and organisms (J.P. Hassett); the exchange of chlorinated hydrocarbons and other trace organics between aqueous and atmospheric phases in the environment (Dibble, J.P. Hassett, Kieber); understanding the role of organic matter in a variety of atmospheric, aquatic and sedimentary processes (Kieber, Dibble, J.P. Hassett, Johnson); the development of probe systems to study free radical processes and photochemical transformations of dissolved organic matter in natural waters (Kieber); understanding the dynamics of the oceanic carbon and sulfur cycles and the importance of sunlight-driven photochemical transformations of organic matter in natural waters (Kieber); the application of computer assisted SEM/EDXA to individual particle analysis in atmospheric, aquatic and suspended sediment samples (Johnson); the dynamics of calcium carbonate precipitation in hard water lakes (Johnson, J.P. Hassett); the biomethylation of As, Sn, and Hg in soil/plant systems (Johnson); the study of spatial and temporal patterns in childhood lead poisoning (Johnson); the kinetics of elementary reactions that control the degradation of volatile organic compounds and the resulting yields of ozone, aerosols, and air toxics (Dibble); the identification of novel intermediates formed in the degradation of aromatic compounds in the atmosphere (Dibble); the application of laser spectroscopy and high-level quantum chemical calculations to atmospheric chemistry (Dibble).

Organic Chemistry of Natural Products

Graduate students in organic chemistry of natural products take a one year course sequence in mechanistic organic chemistry and another in synthetic organic chemistry. Additionally, one semester courses are required in advanced physical chemistry and the organic chemistry of natural products. Courses in biochemistry, inorganic

chemistry, statistics and specialized courses in chemistry or biology may be arranged and selected by the student in consultation with faculty.

Research in the field of organic chemistry of natural products takes three paths. These paths are: the isolation and characterization of new natural substances; the synthesis of new or improved syntheses of better known natural substances; and the study of the relation of molecular structure to biological response. Chemical research in each of these areas is coupled to biological testing. Research involving isolation and synthetic chemistry requires the student to develop expertise in separation techniques, such as the several methods of chromatography, and spectrometric identification of molecules. Successful investigation in structure/activity relationships requires the student to become familiar with statistical methods of analysis. Current topics of interest to the natural products faculty are the following: structure and function of natural metal chelators (Boyer); marine and freshwater algal toxins (Boyer); synthesis and structure/activity relationships of nonvolatile, aquatic genotoxins (LaLonde); discovery and synthesis of new natural products (Giner); and those employing sulfur chemistry (LaLonde); isolation and identification of insect and mammalian pheromones and other semiochemicals such as alleomones and kairomones (F. Webster); and synthesis of new natural products (semiochemicals) with particular emphasis on stereochemistry (F. Webster).

Polymer Chemistry

Graduate students in polymer chemistry select their courses from a range of offerings in chemistry, chemical engineering, mathematics, physics, and other appropriate areas. These courses will include either the one year sequence in physical or organic chemistry of polymers and such additional courses as the student and advisor consider necessary. Special topics in a spectrum of polymer fields are offered or can be arranged in consultation with the faculty.

Research is an essential component of any graduate degree program in polymer chemistry. Current topics of research interest within the polymer faculty include the following: preparation, modification, and technology of polymeric membranes (Cabasso); preparation, properties, and applications of radiopaque polymers (Cabasso); inorganic polymers (Cabasso); novel methods of cellulose and cellulosic modification (Caluwe); synthesis and characterization of polymers with novel architectures that incorporate dendritic, hyper-branched, star-like or cyclic fragments; amphiphilic copolymers; self-assembly and supramolecular chemistry (Gitsov); diffraction methods, NMR, and dynamic molecular modeling approaches to polymer structure determination and prediction (Winter); biomass conversion to industrial polysaccharides (Winter).

Research Laboratories

Graduate research laboratories in the new Edwin C. Jahn Laboratory—a modern, state-of-the-art, 70,000 sq. ft. research facility—are well equipped for polymer studies, chemical, and biochemical research. Available instrumentation includes ICP, IR, FTIR, GC/MS, UV/VIS, fluorimetric, LC/MS liquid and solid-state multinuclear NMR, and ORD CD spectrometers. Ultrastructure study facilities include X-ray diffraction equipment and electron microscopes. Chromatographic equipment includes instrumentation for analytical and preparative liquid and gas chromatography. The Jahn Laboratory is equipped for the use of radioisotopes in research including a separate radioisotopes lab. Liquid and solid scintillation counters, and a multichannel analyzer are available. Other facilities include excimer-pumped dye laser, DSC, torsion pendulum, membrane and vapor phase osmometry, solution and solid-state light-scattering photometers, and a computational environment including Silicon Graphics, work stations and network access Syracuse University and the Internet.

The Faculty of Construction Management and Wood Products Engineering

GEORGE H. KYANKA, Chair

403 Baker Laboratory

(315) 470-6880

<http://www.esf.edu/faculty/wpe/>

KYANKA, Chair (Construction, Applied Mechanics, Engineering Design), HANNA (Ultrastructure and Microscopy), HUSSEIN (Structural Engineering, Mechanics, CAD), MEYER (Wood Properties, Wood Utilization, Anatomy), L. SMITH, (Adhesives, Coatings, Wood-based Composites), W. SMITH (Wood Preservation and Seasoning), TISS (Construction Management and Planning)

with The Associated General Contractors of America and General Building Contractors); the Society of Wood Science and Technology; and the Forest Products Society.

Many students entering in either construction or wood science are transfer students. Graduates with A.S. degrees in liberal arts, math/science, and engineering/science as well as graduates with A.A.S. degrees in architectural, civil, construction, mechanical, and wood technologies are encouraged to apply. Students with or without degrees who meet the lower division requirements and have 62 credits transfer as juniors for a four semester program. Students who have completed pre-calculus, but have not completed chemistry and/or physics may apply for a five-semester program.

Undergraduate Program

The wood products engineering program prepares students for a wide variety of professional careers in the construction industry, or wood products manufacturing, marketing, and design. These interests are presented in two options: construction management and engineering, and wood products. Instruction is tailored to the interests of individual students through the use of electives taken at both ESF and Syracuse University.

Professional growth of students is stimulated by active membership in student chapters of professional construction and wood science organizations. Students are encouraged to join an organization that is of particular interest to them. The following student chapters are on campus: the Student Construction Association (affiliated

Construction Management and Engineering Option

The commercial construction industry represents an important segment of the nation's GNP. A consequence of this economic importance is that the industry is very competitive. With more construction firms bidding on jobs, it is the organization with the best prepared professionals using the latest technology which is the successful bidder. This competition applies not only to contractors, but to

Lower Division Courses¹

Students entering this program through the freshman admissions option should refer to pages 59 and 64.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
English with a focus on writing	6
Mathematics including Calculus I and II	6-9
Physics I with Laboratory	4
Chemistry I with Laboratory	4
Liberal arts and sciences	Maximum 30
Related courses in the discipline (including surveying for construction management, biology for wood products)	Maximum 40
 Total minimum lower division credits	 62

¹Those students who cannot meet all of the lower division requirements shown should contact the Admissions Office for specialized assistance.

others who are involved in construction operations; e.g., engineers, human resource managers, and material and equipment suppliers. People engaged in this industry must have state-of-the-art skills and knowledge to be successful.

The construction option prepares students for management and engineering careers in the construction industry. The basic objective of the construction option is twofold: first, to provide a fundamental understanding of engineering and environmental considerations, and second, to study the various methods used to take the design into the field and construct a quality structure in the most efficient and effective manner with minimal environmental impacts.

Particular attention is given to the study of engineering practices. Students learn the behavior of such construction materials as timber, steel, concrete, soil, and rock. Analysis and design of various structural functions are studied, including buildings, excavations, foundations, and bridges. Courses include construction safety, construction equipment, light construction, construction methods, building codes and zoning, specifications, planning and scheduling, estimating, construction management, structural analysis, soil mechanics, and computer applications.

Environmental concerns are incorporated within the option by addressing workplace safety, environmental impact evaluation, and codes concerning structural, fire, and hazardous material requirements. Emphasis on environmental and personal safety includes asbestos mitigation, noise pollution, air monitoring and sampling techniques, and the proper use of gases and explosives. Energy efficiency in buildings is studied based upon the N.Y.S. Energy Conservation Code.

Quality, economic use, and behavior of the materials are stressed throughout the curriculum. Legal and social aspects are integrated into the program in the later stages.

Graduates of the construction option are well prepared for careers in a very challenging and dynamic field. Positions held by alumni include:

- Construction Manager
- Project Manager
- Project Engineer
- Construction Engineer
- Field Engineer
- Planning/Scheduling Engineer
- Timber Engineering Design

Transfer students may complete this option in four or five semesters, as noted earlier.

Wood Products Option

The mission of the wood products option is to provide for the educational, research, and public service needs of the forest products industries. Most of these activities are directed towards the forest products industry of New York State, but the Faculty of Wood Products Engineering has a long tradition of national and international service.

The educational goal of the wood products option is to provide a broad education, encompassing study of the anatomical, physical, and mechanical properties of wood, while providing opportunity to focus on a specialty, such as manufacturing, marketing, or utilization of wood products. Students learn to apply basic and engineering sciences to the broad spectrum of products made from wood and its derivatives. Subject areas cover the physical and mechanical properties of wood and components utilizing wood, their industrial applications, designing, manufacturing and marketing of wood products, and the economic aspects of this renewable resource. A materials science approach is used, much like the specialized studies associated with metallurgy, plastics, and other engineering materials.

A core curriculum is supplemented by several elective concentration areas to provide students with an opportunity to design specialized personal courses of study. This is planned to produce graduates who understand why wood behaves as it does and who can contribute to the utilization or production of virtually any type of wood product. Graduates and current students have maintained interests in several traditional and emerging areas of specialization, including marketing, production, building construction and renovation, and wood science.

Each student is required to develop an educational plan designed to meet a career objective. The career objective may be broad in scope or sharply focused, depending in the student's background and expectations for the future. Elective concentration areas are listed here; recommended courses for each concentration are developed in consultation with faculty advisors.

- Marketing and Sales
- Production and Manufacturing
- Building Construction and Renovation
- Wood Science and Research
- Timber Production and Utilization

Students are required to select a minimum of fifteen credits in an elective concentration area, but are free to select additional credits in the same concentration area or other courses approved by their academic advisor.

Upper Division Courses
Construction Management & Engineering Option
 for Junior-level Transfers

Junior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students	0
	ERE 221	Engineering Mechanics-Statics	3
	WPE 342	Light Construction	3
	WPE 387	Wood Structure and Properties	3
		General Elective ¹	<u>6</u>
			15
<i>Spring Semester</i>	APM 391	Introduction to Probability and Statistics.....	3
	ERE 362	Mechanics of Materials	3
	ERE 364	Engineering Materials	3
	WPE 343	Construction Estimating	3
		General Elective ¹	<u>6</u>
			18
Senior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	CIE 337	Soil Mechanics and Foundations I.....	4
	FEG 410	Structures	4
	WPE 350	Construction Methods and Equipment	3
	WPE 453	Construction Planning and Scheduling	3
	WPE 497	Senior Seminar	<u>3</u>
			17
<i>Spring Semester</i>	WPE 454	Construction Project Management.....	3
	WPE 455	Construction Contracts and Specifications.....	3
		Construction Technical Elective ²	3
		General Elective ¹	3
		Wood Technical Elective ³	<u>3</u>
			15
		Total minimum upper division credits	65

¹General Electives: FOR 205 Introduction to Macroeconomics, FOR 206 Introduction to Microeconomics, FOR 360 Principles of Management, WPE 401 Creative Approaches to Management. Additional courses in liberal arts and sciences may be required.

²Construction Technical Electives: CIE 332 Structures II, CIE 338 Soil Mechanics and Foundations II, WPE 330 Building Codes and Zoning Practices, WPE 332 Mechanical and Electrical Equipment, WPE 404 Timber Design Project, or WPE 331 Construction Safety.

³Wood Technical Electives: WPE 326 Fluid Treatments, WPE 420 Adhesives, Sealants and Coatings, WPE 422 Composite Materials.

A minimum of 127 credit hours is required to complete the B.S. degree in wood products engineering with the construction management and engineering option.

Wood Products Option for Junior-level Transfers

Junior Year			Credit Hours
<i>Fall</i>	ESF 332	Seminar for New Transfer Students	0
<i>Semester</i>	EFB 335	Dendrology	2
	ERE 221	Engineering Mechanics-Statics	3
	WPE 322	Mechanical Processing	3
	WPE 387	Wood Structure and Properties	3
	WPE 388	Wood and Fiber Identification Laboratory	2
		Elective	<u>3</u>
			16
<i>Spring</i>	APM 391	Introduction to Probability and Statistics.....	3
<i>Semester</i>	ERE 362	Mechanics of Materials	3
	WPE 326	Fluid Treatments	2
	WPE 327	Fluid Treatments Laboratory	1
	WPE 342	Light Construction.....	3
		Elective Concentration Course*	<u>3</u>
			15
Senior Year			Credit Hours
<i>Fall</i>	WPE 404	Timber Design Project.....	3
<i>Semester</i>	WPE 420	Adhesives, Sealants, and Coatings	3
	WPE 497	Senior Seminar	3
		Elective Concentration Courses*	6
		Elective Course	<u>3</u>
			18
<i>Spring</i>	FOR 404	Economics of Wood-Using Industries	3
<i>Semester</i>	WPE 422	Composite Materials	3
		Elective Concentration Courses*	6
		Elective Course	<u>3</u>
			15
		Total minimum upper division credits	64

A minimum of 126 credit hours is required to complete the B.S. degree in wood products engineering with the wood products option.

*At least 15 credit hours of elective concentration courses must be selected from an advisor-approved sequence of technical courses. Examples of acceptable courses are:

Marketing/Production Management

ACC 204 Financial Accounting Systems, FIN 355 Money and Banking, FIN 356 Corporation Finance, MAR 355 Marketing and Society, LPP 255 Introduction to the Legal System, O&M 346 Organizational Behavior, WPE 343 Construction Estimating, OPM 365 Management of Operations.

Wood Science

PHY 212 General Physics II, CHE 116 General Chemistry II, FCH 221 Organic Chemistry I, APM 485 Differential Equations, EFB 541 Wood Microbiology.

Essential knowledge for all Wood Products Option graduates:

- Identification, properties, and uses of wood
- Classification of tree species; relations between species and genera of important North American timber species including growth ranges
- Wood-Moisture relationships
- Wood protection
- Production of solid wood and composite products
- Wood mechanics—design of wood structural elements
- Use of wood in construction and other engineered applications such as furniture

Certain other courses are offered to provide the well-rounded educational experience typical of a graduate from a leading wood science and technology curriculum that is offered at one of the foremost colleges dealing with renewable natural resources. These additional courses include environmental attitudes and natural resource professionalism from the perspective of forest resources management.

A total of 126 credit hours is required for graduation. Recommended electives for each concentration area are available from faculty advisors.

Marketing. Many WPE graduates choose to enter the wholesale or retail sales fields, dealing with forest products and/or other building materials. Others work for suppliers to the forest products industry, such as paints, coatings or adhesives, or for machine manufacturers. Concentration courses to provide skills listed below include business courses from the Syracuse University School of Management.

Essential knowledge for Marketing Concentration graduates:

- The importance of forest products in the international marketplace
- Economic importance of forest products
- The role of marketing in the distribution of goods
- Characteristics of the forest products marketplace

Production. Students selecting the Production concentration prepare themselves for careers in a wide variety of manufacturing operations, ranging from primary plywood or particleboard mills to secondary production operations such as the manufacture of millwork or furniture. Recommended concentration courses include those related to management or personnel, management of manufacturing operations, statistical quality control, etc.

Essential knowledge for Production Concentration graduates includes:

- Production scheduling
- Wood manufacturing operations
- Operations management

Building Construction and Renovation. Today in the United States vast numbers of structures are needed to satisfy the continuing demand for space to meet business, commercial, and residential needs. Construction and renovation of new and old wood-based structures is an important element of efforts to meet this demand for space. A growing field is renovation of old structures to meet altered uses, such as offices, stores, or restaurants placed in old factories, or the renovation of old residences. Historic Preservation of old structures requires consideration of not only the original architecture and use of the structures but also modern concepts for building integrity and safety.

Essential knowledge for Building Construction and Renovation Concentration graduates:

- Traditional light frame and heavy timber engineering and design
- Historical and modern architecture and preservation
- Building codes and zoning practices
- Essentials of structural lumber grading
- Planning and managing the construction process
- Small business management and entrepreneurship

Wood Science. Students generally direct their interests towards courses dealing with the biological aspects of wood (anatomy, tree growth-wood quality relations, effects of decay, etc.) or towards the physical characteristics of the material (physical properties, mechanical and engineering properties, the physics of preservation or seasoning, etc.).

Some wood science students are preparing themselves for graduate school, and eventually enter a career in research, such as in a private or government research laboratory, or for a trade association or service organization. Others find rewarding and challenging careers in industrial settings. Persons interested in teaching and research in wood science and technology at colleges and universities require a strong scientific background.

Essential knowledge for Wood Science Concentration graduates:

- Relations between tree growth and wood properties
- Wood-water relationships, the effects of moisture on the properties of wood. Decay processes.
- Evaluation and analysis of the physical and mechanical properties of wood

Graduate Program

Through the program in environmental and resource engineering, the Faculty of Construction Management and Wood Products Engineering participates in graduate education leading to the master of science, master of professional studies, and doctor of philosophy degrees.

Areas of graduate research include: construction, wood science and technology, wood anatomy and ultrastructure, tropical timbers, wood treatments, engineered products, and timber structures. These areas of research are described in the section on Division of Engineering (pages 65-71). Students with backgrounds in construction, engineering, or the sciences can pursue graduate study in this field. The Construction and Wood Science and Technology areas of study are currently available at the M.S. and M.P.S. levels.

† Laboratory facilities within Wood Products Engineering include a computer facility with estimating, scheduling, project management, wood engineering design, word processing, spreadsheet as well as other specialized software.

Other laboratory facilities include a mechanical testing laboratory with a wide range of testing machines, electronic data acquisition facilities, shaker table and frequency analyzers, and complete wood processing facilities including a sawmill, plywood mill, dry kiln, and wood preservation equipment. One of the largest wood collections in the world (the H. P. Brown Memorial Wood Collection) is used to support the graduate research program of the Tropical Timber Information Center.

A complete microscopy laboratory is provided by the N. C. Brown Center for Ultrastructure Studies. This equipment includes transmission electron microscopes, scanning electron microscopes with energy dispersive x-ray analysis and particulate analysis accessories, and a wide variety of light microscopes equipped with image enhancement and various video image analysis capabilities. Graduate students using this equipment have superlative tools to relate macroscopic behavior of wood to its anatomical characteristics.

Many of the studies described are included in the activities of the Renewable Materials Institute. The work of this institute covers the broad area of sustainable development of the wood resource.

The Faculty of Environmental and Forest Biology

NEIL H. RINGLER, Chair
 242 Illick Hall
 (315) 470-6743
<http://www.esf.edu/faculty/efb/>

Programs in environmental and forest biology provide students with a firm foundation in basic biology, ecosystem dynamics, and environmental science. They encompass a variety of interconnected disciplines concerned with living systems, and treat not only the form, function, and evolution of organisms, but their life requirements, tolerances, and interactions that are central to the stewardship of renewable natural resources and the maintenance of environmental quality.

The critical importance that modern society places upon the utilization of natural resources and the quality of our environment adds new and increasingly diverse dimensions to the services a well-trained biologist can render. The faculty is committed to meet a dynamically changing array of opportunity through coursework enriched by an active program of research. By adding selected electives at the Junior/Senior levels to a required core, undergraduates may focus their program toward an elective concentration (see pages 89-91) or toward future graduate study. Graduate students may develop a course of study under the guidance of a major professor and graduate committee within any of several areas of study (see pages 92-94).

The academic programs stimulate interest in the recognition and understanding of plants, animals, and protists, and deal with dynamic changes in biological systems in the context of the broad fields of ecology, conservation biology, physiology, genetics, and evolution.

Several awards are available to students in environmental and forest biology. These include the Alexander Wetlands Award, the Dence Memorial Fellowship, the Distinguished Biology Scholar Award, the Onondaga Anglers' Scholarship, the King Memorial Award, the Phyllis Roskins Memorial Award, the Wildfowlers' Award, the Stegeman Award, and the Outstanding Young Botanist Award.

Facilities for biological study are discussed later (see Graduate Program pages 91-92).

Undergraduate Program

The curriculum for the bachelor of science degree is built around a core of required courses which provide the student with a general education, a basic background in the principles of the biological and the physical sciences,

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
General Botany and Zoology OR General Biology with Laboratory	8
General Chemistry with Laboratory, 2 semesters	8
Organic Chemistry with Laboratory, 1 semester ¹	4
Physics with Laboratory, 1 semester ¹	4
Calculus, 1 semester ¹	3 - 4
One additional course with laboratory in Chemistry or Physics, or a course in Calculus or Linear Algebra, 1 semester	3 - 4
English with a focus on writing	6
Social Sciences, Humanities ²	9
Electives (recommended in Biology, if available)	<u>13 - 15</u>
 Total minimum lower division credits	 60

¹Students are strongly encouraged to pursue further course work in these and related areas in consultation with their advisors.

²A course in technical writing and/or speech is highly recommended as part of the social science/humanities group.

and an orientation to natural resources. Its design develops breadth in biology as well as depth in a special biological field. Although individual course selections may vary, all students major in environmental and forest biology, and each develops a special plan of study with an assigned advisor who is an expert in the student's study area.

A dual-option program is available that meets the undergraduate requirements of environmental and forest biology and of resources management (see pages 73-74).

In addition to the core courses and Summer Field Experience specified below, at least 21 hours in biology at

the 300 level or above must be completed. Of these, at least 15 must be from courses at ESF. **Six of the 21 credit hours must involve course work in plant science [courses numbered from ()26 to ()50] and six in animal science [courses numbered from ()51 to ()95; see pages 142-145].** The balance of the required hours is chosen in consultation with the advisor.

Summer Field Experience

Between the junior and senior years, each student completes a minimum of five semester credit hours (or

Upper Division Courses

Junior Year				Credit Hours
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0	
	EFB 320	General Ecology	4	
	EFB 325	Cell Physiology	3	
		Electives ¹	8	
				15
<i>Second Semester</i>	APM 391	Introduction to Probability and Statistics.....	3	
	EFB 307	Principles of Genetics	3	
	EFB 308	Genetics Laboratory	1	
	FOR 345	Soils ²	3	
		Electives ¹	5	
				15
Summer Field Experience —Must be met as described on page xx				5

Senior Year				Credit Hours
<i>First Semester</i>		Electives ¹	15	
<i>Second Semester</i>		Electives ¹	15	

¹Electives *must* include at least one course from each of groups A and B.

A

- Elements of Forest Entomology (EFB 351)
- Principles of Entomology (EFB 352)
- Invertebrate Zoology (EFB 355)
- Introductory Environmental Microbiology (EFB 303)

B

- Dendrology (EFB 336)
- Diversity of Plants (EFB 326)
- Forest & Shade Tree Pathology (EFB 340)

Additionally, students must take a minimum of six credits of animal science and six of plant science that may include courses from lists A and B not used above.

²GOL 101 may be substituted with advisor's approval.

Total minimum upper division credits 65

equivalent) during residence in an approved academic program in field biology. This requirement is usually met by the appropriate selection of courses at Cranberry Lake Biological Station (CLBS) in the Adirondack Mountains, where courses are offered during each of two sessions. Earning five credits at one session satisfies the requirement; any additional courses taken in the other session count as elective credits.

Other residential biological field stations may be attended to earn the minimum five semester hours credit (or equivalent). These include School for Field Studies courses, which are offered around the world, and many programs in the United States. Petitions requesting this alternative must include course descriptions and the program contemplated and be submitted to the Field Programs Coordinator at least two months prior to the end of the spring semester preceding the summer program. A file of alternative stations and course descriptions is maintained by the Field Programs Coordinator. However, it is the student's responsibility to obtain up-to-date information on alternative programs and to work with their advisor to complete the petition on time.

Cranberry Lake Biological Station

Cranberry Lake, the third largest body of water in the Adirondacks, and its environs are ideally suited for an advanced biology summer program. The surrounding topography is rolling hill and lake country dotted with numerous small ponds, closed bogs, and stream drainages. Because 80 percent of the shoreline is in State ownership, the lake remains pristine, unspoiled by recreational developments and pollution problems. Much of the original forest cover in the region was harvested a century ago; today a rich variety of community types occupies those sites as the vegetation reverts to natural conditions. The remaining virgin forests also provide students with many examples of stable ecosystems, each type reflecting the particular environmental conditions controlling forest development. A wealth of wildlife parallels the variety of cover types. The area provides easy access to a wide range of additional ecosystems ranging from bog to alpine vegetation.

Facilities include four classroom-laboratories; a dozen power boats; dining facilities for 120; faculty quarters and cabins; an administration building; 12 cabins housing 6-8 students each; a recreation hall; and several smaller, supporting buildings.

The program extends through June and July, divided into two sessions. Courses are designed to emphasize and effectively utilize the unique nature of this Adirondack setting, and all involve daily field trips into the surrounding forest and aquatic ecosystems.

Information about the summer program, including courses and fees, may be obtained from the Director, Cranberry Lake Biological Station, State University of New York College of Environmental Science and Forestry, Syracuse, New York 13210.

Elective Concentrations

The curriculum meets general requirements for graduate study and for a wide range of federal, state, municipal, and private positions in biological sciences. Those training for biological positions in federal and state service should review civil service publications and become familiar with specific course requirements early enough to make timely elective choices. Students are urged to use some elective time to enhance their communications skills. Courses in technical writing, applied communications or a foreign language (as approved by their faculty advisor) are especially useful.

Listed below are 12 elective concentrations that focus on specialized fields of biology. Further information on these can be found in the *Career Guide Handbook for Biologists* available from the Curriculum Director.

Plant Biotechnology. Biological techniques and processes used for the well-being of humanity have arisen from our understanding of genetics, cell biology and molecular biology. They permit the manipulation of DNA, RNA and protein involved in reproduction and specific biological processes. We now have the ability to design a large array of biological agents and organisms to benefit humans as well as the environment. This program provides a basis for students wishing to pursue careers in plant, fungal, or animal biotechnology.

Ecology. Ecology involves basic knowledge of the relations of organisms to their environment and how these affect their distribution and abundance. Among organismal ecology, population-evolutionary ecology, community ecology, and systems ecology, undergraduate students choose courses from at least two of these four areas. In addition, students in the ecology concentration take one semester of Seminar in Ecology (EFB 497). The practical and theoretical application of ecology is emphasized through courses at both ESF and Syracuse University as well as at the Cranberry Lake Biological Station. Students in environmental and forest biology are encouraged to select courses compatible with their interests and educational goals. Students in this concentration will have an excellent background to pursue graduate work in ecology and to develop ecological expertise. Preparation in ecology will serve students who pursue further training or employment in those areas of research, teaching, or management which apply ecological principles.

Entomology. Insects are vital components of nearly every ecological community. The program in entomology prepares students for professional careers in both basic and applied aspects of insect science. Basic studies include insect behavior, genetics, physiology, and system-

atics as well as ecological interactions of insects with plants, other insects, predators, diseases, and vertebrates. The program also addresses the enormous impacts of insects and responsible means of pest management. Program strengths are forest entomology, chemical ecology, aquatic entomology, medical entomology, pest management, and environmental toxicology.

Environmental Interpretation. Environmental interpretation is an educational field that seeks to reveal meanings and relationships in nature. Interpretive careers exist in a broad array of institutions beyond the nature center, e.g., science museums, federal and state resource agencies, zoos, botanical gardens, aquaria, and ecotourism and travel agencies such as those sponsoring birding and whale watching opportunities. The methods of environmental interpretation are useful in most fields of sciences. Its principles and strategies facilitate conservation biology and environmental education, and they have the capacity to energize science education. An awareness of the processes of environmental interpretation is a key to expanding communication skills and confidence. Concepts and skills are learned for preparing the products all professionals are called upon to contribute to public audiences. Undergraduate students who wish to specialize in environmental interpretation are invited to apply for internships which provide modest stipends and an opportunity to test the waters of this exciting field. The specialized facilities on and near ESF campuses offer excellent resources for interpretive interns. A cooperative arrangement with the Adirondack Park Agency provides student interns the opportunity to practice interpretation at the Newcomb Visitor Interpretive Center located at Huntington Wildlife Forest.

Environmental Microbiology. Microbiology is a dynamic and exciting science that deals with bacteria, molds, algae, yeasts, protozoa, rickettsiae, and viruses: their roles in industry, disease, the environment, and everyday life. Careers in microbiology are available throughout the public and private sectors, and are related to many different professions and industries.

Fish and Wildlife Biology and Management. A basic and applied program in fish and wildlife biology, including management and behavior, is provided for students whose objectives are to develop professional skills in the biology and management of these natural resources. This program offers a broad education in the biological sciences with a strong foundation in ecology. Course selections are readily tailored to meet certification requirements for The Wildlife Society and the American Fisheries Society. Specialized and advanced courses are offered in fishery biology, wetland ecology, wildlife ecology and management, limnology, habitat analysis, conservation biology, and wildlife techniques.

Forest Pathology and Mycology. Tree diseases affect the structure and dynamics of forests. Fungi function as pathogens, mutualistic symbionts, and as the primary decomposers in the forest. Diseases and fungi can affect forest productivity, use of wood products, and environmental amenities. Program strength involves application of molecular biology, mycology, and virology to understanding the ecology, physiology, and genetic aspects of tree disease and the ecology and systematics of fungi. Students generally prepare themselves for additional studies at the graduate level as a prerequisite for future employment opportunities in federal, state, and private agencies.

Plant Physiology. Plants must make best use of their immediate environment, since they cannot move to a better location or to escape stresses, pathogens, herbivores, or competing plants. Plant physiologists study the genetic and biochemical mechanisms that have evolved in plants, allowing them to thrive in their surroundings and to defend themselves from pathogens. A primary application of plant physiology is to ensure sufficient production of food, fiber, and renewable energy for the growing world population. This field is driven by research, both basic and applied, so the program provides extensive laboratory experience and a solid foundation for further training at the graduate level before entering the job market. A wide range of career opportunities exists in academic teaching, research, and extension; in government research and testing, and in industrial research at seed companies, paper and timber companies, agrochemical companies, and pharmaceutical companies.

Plant Science. Students may prepare for a wide variety of opportunities in the botanical professions. Essential to understanding plants are their biochemical and physiological processes; their interactions with the environment and with one another; with animals and other organisms; their genetic makeup, evolution and classification. Requirements may be satisfied for technical positions in areas such as botany, plant ecology, tree genetics, plant physiology, horticulture, tree maintenance, or plant quarantine.

Pre-Medical Science. Completion of all core and elective requirements in environmental and forest biology will prepare students for application to medical and veterinary schools of their choice. Pre-medical programs are not formally structured curricula, but most often consist of the opportunity to take necessary course work in biology, chemistry, mathematics and physics that will prepare students for required admission testing procedures. Environmental and forest biology offers an abundant array of courses and opportunities for students preparing for careers in medicine or veterinary science.

Science Education. Through special arrangements with Syracuse University, students in environmental and forest biology can couple a strong program in basic biological sciences with necessary education courses required to qualify for certification as science teachers in grades 7-12 under New York State regulations. Advisors will guide students interested in this program to the appropriate course work and the mechanisms required to successfully complete a program in science education.

Zoology. A broad program is provided for the student whose objectives are to go on for graduate study or to further training in physiology, molecular biology, soil invertebrate ecology, animal behavior, or animal ecology. Some opportunities with federal and state agencies are available at the baccalaureate level.

Internship Program

A variety of internships are available, either in the summer or one semester of the academic year. These are arranged in cooperation with the student's advisor and may carry course credits in EFB 420 Field Experience Internship. Agencies actively involved with the internship program include the U.S. Fish and Wildlife Service, New York State Department of Environmental Conservation, Upstate Freshwater Institute, The Nature Conservancy, the National Park Service, and the US Geological Survey.

Graduate Program

The graduate program in environmental and forest biology is organized in areas of study designed to provide a strong background within specific interest areas. Faculty with nationally and internationally recognized experience define the scope of subject matter within a study area, recommend acceptance of students, and guide them through a course of study appropriate to student goals and aspirations. Most develop a degree of depth and specialization in at least one large taxonomic group, such as plants, fungi, vertebrates, or insects.

Ph.D.—The Doctor of Philosophy degree may be pursued directly from the Bachelors' level, or following a Master's degree program. Doctoral study culminates in a dissertation (or its equivalent as refereed publications) based on original research. In many cases the work leads to a series of future studies and publications throughout the student's career. Research activity is often funded through extramural grants to the major professor which can support the student. Abundant opportunities exist to gain teaching experience during the doctoral program. Students are required to participate in EFB 797 Seminar College Teaching, and a practical teaching experience at some stage of their doctoral studies. The experience may be satisfied in a variety of ways, including serving as

a teaching assistant or working under the mentorship of a professor in the biology program. A written and oral examination is required to proceed to doctoral candidacy, at least one year prior to the capstone seminar and defense of the dissertation. Of the 60 credits required, 30-48 are awarded for coursework (including special research topics and at least five seminars) and 12-30 credits for the dissertation.

M.S.—The Master of Science degree entails a research-based thesis (6-12 credits) in addition to 18-24 credits of graduate coursework (including special research topics and at least three seminars) for a total of at least 30 graduate credits. The student presents a thesis proposal to the major professor and committee, who will guide completion of the research and writing of the thesis. A capstone seminar and defense of thesis are required.

M.P.S.—The Master of Professional Studies is offered under two options, each requiring a total of 42 graduate credits. This program is designed to accommodate a great breadth of student goals and needs, including students desiring additional education following some experience in their field, and science teachers seeking the master's degree for permanent certification. As in all degree programs in EFB, the student will be guided through the M.P.S. by a committee of professors.

Coursework Option: At least 30 of the 42 credits required must be taken in residence at ESF. Coursework in this option includes seminars (EFB 797), and a maximum of 3 credits earned in EFB 798, 898, 899, or 999. Neither a comprehensive examination nor a capstone seminar is required.

Professional Experience Option: In addition to an internship earning 6-12 credits (EFB 898), this option requires at least 30 credits of graduate coursework, of which 24 must be taken in residence at ESF. Coursework for this option includes seminars (EFB 797) and a maximum of 3 credits earned in EFB 798, 899, or 999. A written report of the internship is required as well as an oral comprehensive exam and capstone seminar.

The center of activity is Illick Hall, with laboratories, classrooms, controlled spaces, and equipment in a modern building in which 8,000 square meters of working space is available for graduate study and research. Laboratories, many of them temperature and temperature-humidity controlled, and one sound-controlled, are provided for study and research in plant development, physiology, tissue culture, molecular biology, biochemistry and toxicology, ecology, and animal behavior. An herbarium, mycological collections, insect and other invertebrate collections, an artificial stream, and the Roosevelt Wildlife Collection of vertebrates are maintained as resources for the academic program. Eight rooftop glass-house units, three of them air-conditioned and one incor-

porated into a five-room indoor-outdoor insectary, are important to the full array of interests in plant science and plant-animal interactions.

Also available to students and faculty is a variety of sophisticated instrumentation; convenient access to a computer center; radioisotope counting equipment, including liquid scintillation spectrometry; diverse analytical equipment and measuring devices, including automated DNA sequencer; gas-liquid chromatography; and a comprehensive analytical expertise. The N.C. Brown Center for Ultrastructure offers course work and research in scanning and transmission electron microscopy.

Supportive to the program are the academic resources, including courses, of Syracuse University, SUNY's Health Science Center and the several campus facilities described elsewhere in this catalog. Our students also participate in courses and utilize faculty and facilities at Cornell University and several SUNY campuses in cooperative exchanges.

Excellent field sites and facilities are available for research in all aspects of the program. In addition to the College's several campuses and field stations that offer a broad diversity of forest types, sites, and conditions, there are New York State Department of Environmental Conservation lands, the Montezuma National Wildlife Refuge, the Adirondack Mountains, and the transition zones near Lake Ontario, Oneida Lake, and Cicero Swamp. These areas offer a variety of habitat diversity from highlands to aquatic-terrestrial zones. The ponds, streams, and lakes in Central New York and the St. Lawrence River are regularly used by graduate students in aquatic ecology, fishery biology, and ecosystem science. Faculty and students have access to a broad array of boats, motors, nets, and sophisticated field sampling instrumentation.

Further academic advantages stem from the urban setting of the Syracuse campus. Nearby Onondaga Lake is a prominent feature that serves as a focus for many research and teaching activities. The Greater Syracuse area provides a convenient laboratory for studies basic to urban ecology: urban wildlife, the growth and protection of woody vegetation, greenspace maintenance, the utilization of waste beds for plant growth, the detoxification of pollutants, and the restoration of terrain stripped of vegetation. Disposal of industrial and human wastes requires deeper understanding of the role of plants, animals and microorganisms in the biodegradation of organic matter. The conversion of organic materials into useful fuel, into additives for plant growth, or into protein feeds for domestic animals are stimulating topics.

Areas of Study

Seven areas of study are available: ecology, entomology, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, and plant science and biotechnology. One area, chemical

ecology, is shared with the Faculty of Chemistry. Additional information on each of these areas of study is available by telephone or written request to any of the professors listed.

Ecology

ALLEN (Forest Insects), BALDASSARRE (Wetlands), BROCKE (Predator Restoration), BURGESS (Forest Ecology), CHAMBERS (Wildlife), DONOVAN (Migratory Birds, Conservation Biology), GIBBS (Vertebrate Conservation Biology, Genetic Considerations, Reptiles and Amphibians), HALL (Systems Ecology), KIMMERER (Bryocology, Restoration Ecology), KURCZEWSKI (Insect Behavior), LEOPOLD (Dendrology, Community Ecology), MITCHELL (Biogeochemistry, Invertebrates, Energetics), MÜLLER-SCHWARZE (Vertebrate Behavior), NAKAS (Microbiology), NORTON (Invertebrates), PORTER (Vertebrate Ecology), RAYNAL (Physiological Ecology, Demography), RINGLER (Aquatic Ecology, Fish Behavior), SHIELDS (Vertebrate Behavior), STEWART (Aquatic Ecology), TURNER (Physiological Ecology), VANDRUFF (Wildlife), WANG (Mycology), WERNER (Limnology)

This integrative study area allows students to investigate the relationships of organisms to their environment and those factors which affect their distribution and abundance. Both the practical and theoretical applications of ecology are emphasized through courses and research. There are four major areas in ecology: organismal ecology, population-evolutionary ecology, community ecology, and systems ecology. In consultation with the student's steering committee, courses are chosen from these areas, as well as other disciplines. Specific research may encompass any of the four major areas of ecology and entail the study of the distribution and abundance of organisms, community structure including trophic relationships, diversity, succession, and ecosystem properties, such as patterns of energy transfer and biogeochemical cycling.

Entomology

ABRAHAMSON (Forest Insects, Pest Management), ALLEN (Forest Insects, Population Ecology), CASTELLO (Virology, Insect Vectors), HOWARD (Medical Entomology), KURCZEWSKI (Morphology, Taxonomy, Behavior), MITCHELL (Population Ecology), NAKATSUGAWA (Toxicology), NORTON (Soil Arthropods, Systematics, Insect Larval Taxonomy), RINGLER (Aquatic Entomology), TEALE (Insect Pheromones), TURNER (Physiology)

Graduate study opportunities prepare students in the basic aspects of insect life and the role of insects in relation to man and his environment. The wide range of

effects stemming from insect activity, from the beneficial to the deleterious, allows for a variety of research subjects in which insects play a major role. Thesis topics may concern insects that affect forests, shade trees and wood products, those relating to the health and well-being of humans, and those playing key roles as parasites and predators of pest species. Current research areas include population dynamics of forest defoliators, pheromone communications among beetles and moths, evolution of chemical communication, effects of larvicides and fish predators on stream benthic insects, natural control of insects in forest systems, and biochemistry of insect detoxification mechanisms.

Environmental Physiology

CASTELLO (Plant Virology), GRIFFIN (Fungus Physiology), MITCHELL (Environmental Energetics), NAKAS (Microbial Physiology), NAKATSUGAWA (Insect and Vertebrate Toxicology), SMART (Plant Physiology), TURNER (Animal Physiology)

Environmental physiology provides students with advanced training in the nature and control of biological processes. Current interests include mechanisms of action of plant growth hormones; biochemical regulation of seed germination; plant and microbial enzymology; virology; toxicity and disposition of insecticides and environmental toxicants in vertebrates; production and action of plant phytoalexins and antibiotics; plant defenses against phytophagous invertebrates; thermal exchange in bird eggs; mycorrhizae; ion transport; mineral nutrition; cambial physiology and photosynthesis.

Fish and Wildlife Biology and Management

BALDASSARRE (Waterfowl), BROCKE (Wilderness Wildlife Conservation), CHAMBERS (Vertebrates), DONOVAN (Migratory Birds, Conservation Biology), GIBBS (Vertebrate Conservation Biology, Genetic Considerations, Reptiles and Amphibians), MÜLLER-SCHWARZE (Vertebrate Behavior), PORTER (Vertebrate Ecology), RINGLER (Fisheries, Aquatic Ecology), SHIELDS (Vertebrate Behavior), STEWART (Fisheries, Aquatic Ecology), TURNER (Vertebrate Physiology), UNDERWOOD (Wildlife Population Dynamics), VANDRUFF (Vertebrates, Ornithology), VERNER (Limnology, Fisheries)

Study in this area provides students with advanced preparation in biological concepts of fish and wildlife populations as they relate to proper management. Increasing concern for these wild animal resources has been matched by strong student interest in educational programs which prepare them for careers in the fish and wildlife professions. Graduate education is rapidly becoming

a universal prerequisite to employment as a professional fisheries or wildlife biologist. A major strength is the diversity of cooperators including the National Biological Service, U.S. Fish and Wildlife Service, U.S. Environmental Protection Agency, U.S. Geological Survey, and the NYS Department of Environmental Conservation.

Areas of research include population habitat relationships, predator ecology, fish behavior, wildlife in Adirondack ecosystems, urban wildlife relationships, endangered species studies, feeding ecology of fishes, stream ecology, Great Lakes fisheries, ecology of larval fishes and homing behavior of fishes.

Forest Pathology and Mycology

ABRAHAMSON (Forest Pathology, Entomology), CASTELLO (Forest Pathology), GRIFFIN (Fungus Physiology), MANION (Forest Pathology), NAKAS (Microbiology), POWELL (Plant Pathology and Molecular Biology), ROGERS (Plant and Molecular Biology), SMART (Plant Physiology, Molecular Biology), WANG (Mycology), WORRALL (Forest Pathology)

Forest pathology and mycology trains students to understand tree diseases and fungi from the perspective of basic biology and ecology as well as that of societal needs. This requires global understanding of the positive and negative ecological roles of diseases in the forest environment. It requires a broad knowledge of fungi, viruses, bacteria, and abiotic environmental factors affecting forest systems. It also requires sophisticated application of molecular biology, physiology, and genetics to host pathogen systems. Areas of interest include environmental, fungal, and viral tree diseases; mycorrhizae; wood decay; monitoring and impact assessment of disease in forest and urban tree systems; epidemiology of tree diseases and the genetics of resistance to tree diseases and pathogen variability; molecular biology and physiology of fungus infection and invasion; and taxonomy and ecology of fungi.

Plant Science and Biotechnology

BURGESS (Ecology), CASTELLO (Virology), GRIFFIN (Mycology, Fungus Physiology), HALL (Systems Ecology), KIMMERER (Bryocology, Restoration Ecology), LEOPOLD (Dendrology, Community Ecology), MANION (Pathology), NAKAS (Microbiology), POWELL (Plant Pathology and Molecular Biology), RAYNAL (Ecology, Taxonomy), ROGERS (Plant and Molecular Biology), SMART (Plant Physiology, Molecular Biology), WANG (Mycology), WORRALL (Pathology)

Plants, as the base for ecological food chains, serve as the structural and functional foundation of natural and

managed systems. Plant science and biotechnology provides opportunity in a broad range of specialties fundamental to the understanding of plants and their interaction with other organisms and for specializing in plant biotechnology. Emphasis is on forests and related plant systems. Current research interests include: dynamics of plant communities as affected by man and the environment; mechanisms of plant succession; epidemiology of forest and urban tree diseases; decay, discoloration and biomodification of wood; taxonomy, physiology, growth and ultrastructure of fungi; heritability of wood properties and disease resistance of trees; biochemistry and physiology of plant growth regulators; photosynthesis; mineral nutrition; mycorrhizae; morphogenesis in shoot and root systems; genetic engineering; transformation; molecular evolution; phylogenetics; taxonomy; plant-pathogen interactions, tissue culture, and study of ancient DNA.

Chemical Ecology

BOYER (Environmental Biochemistry), GINER (Natural Insecticides), MÜLLER-SCHWARZE (Vertebrate Pheromones), NAKATSUGAWA (Xenobiotic Plant-Animal Interactions), PRICE (Symbiotic Signal Recognition), TEALE (Insect Pheromones), F. WEBSTER (Pheromone Chemistry)

The area of study in chemical ecology is offered by collaboration between the Faculty of Environmental and Forest Biology and the Faculty of Chemistry. Interested students should apply to the Faculty of major interest, which will have prime responsibility for setting requirements. Faculty from both areas can aid in the development of a plan of study enabling a student to acquire sophisticated skills in either chemistry or biology and an ample understanding of the other to grapple with problems requiring an understanding of both.

As a relatively new interdisciplinary endeavor, workers in this field attempt to understand organismal interactions, both intra- and interspecific, mediated by chemical substances such as hormones, pheromones, kairomones and phytoalexins. These occur at all taxonomic levels: between uni- and multicellular organisms, microbes and plants, plants and plants, plants and animals, microbes and animals, and animals and animals. Study of such interactions has accelerated in recent years through joint efforts of biologists and chemists in basic and applied research in the laboratory and field.

The Faculty of Environmental Studies

RICHARD C. SMARDON, Chair

106 Marshall Hall

(315) 470-6636

<http://www.esf.edu/faculty/es/homepage/>

SMARDON, Chair (Landscape and Environmental Planning, Visual Resource Analysis, Environmental Assessment/Administration, Wetland Assessment)

Faculty: FELLEMAN (Environmental Decisionmaking, Environmental Information Policy), KEITH (Environmental Policy and Politics), LAWLER (Literature of Nature), NORDENSTAM (Environmental Risk Perception and Assessment, Environmental Policy and Policy Analysis), SENECAH (Environmental Interest Groups, Environmental Communication Processes), S. WEBSTER (Computer Citizenship and Programming)

Participating Faculty: BALDASSARRE (Wetland Policy), BENTLEY (Natural Resource Policy), BLACK (Water and Related Land Resources), CANHAM (Resource Economics), CARTER (Community Planning and Design), DOBLE (Community Planning and Design), FLOYD (Environmental and Natural Resources Policy), GRÁTZER (Wildland and Recreation Management), HALL (Systems Ecology), J. M. HASSETT (Environmental Modeling, Waste Management, Public Policy and Environmental Regulation, Energy Resources and Systems), HAWKS (Community Planning and GIS), HERRINGTON (Forest Management-Computers, Micrometeorology), JOHNSON (Environmental Chemistry), KROLL (Environmental Modelling), LEOPOLD (Aquatic Ecology), LEWIS (Community Land Planning; Planning Process; Computer-Aided Community Land Planning and Mapping; Geographic Information System Applications in Land Planning and Land Use Controls), LUZADIS (Natural Resource Policy), McDONNELL (Watershed Hydrology), MITCHELL (Biogeochemistry, Nutrient Cycling), NAKATSUGAWA (Toxicology, Health Impacts of Chemicals), J. PALMER (Landscape Perception, Design Evaluation, Social Impact Assessment, Environment and Behavior Research Methods), SHANNON (Urban Analysis and Design)

Adjunct Faculty: DOSA (Environmental Information), DURKIN (Environmental Risk Assessment), EFFLER (Water Quality Modeling), GOLDSMITH (Environmental Law), HUNT (Environmental Health Effects), KARP (Environmental Land Use Law), KÜSLER (Water and Wetland Policy), MANNO (Sustainable Development), NOWAK (Urban Ecosystems), SIEGEL (Groundwater Modeling), M. SMITH (Environmental Decisionmaking)

The Faculty of Environmental Studies hosts two degree programs, the bachelor of science in environmen-

tal studies (ES) and the graduate program in environmental science (GPES), which awards the M.P.S., M.S. and Ph.D. degrees.

The GPES and the ES programs address environmental issues of high public concern and rely upon the scientific and professional expertise of the College faculty. These programs provide for the study of environmental systems and the interrelationships of human and natural systems. Both are guided by a concern for finding and promoting wise public policies for natural resource and environmental stewardship. Each program provides a set of core or foundation courses dealing with understanding and analyzing complex environmental systems in their human context, and a range of student choice in choosing interdisciplinary subjects for concentration. Faculty offering instruction and advisement for these programs are drawn from the academic units of the College, and work with students to shape their programs of study to blend student interests with program goals.

Bachelor of Science in Environmental Studies

The bachelor of science in environmental studies (ES) program is concerned with the interrelationships among the natural environment, natural resources, and human society, including society's institutions. The goal of the program is to educate students to be sensitive, articulate, and knowledgeable about complex environmental issues facing contemporary society. To achieve this, the ES program promotes (a) sound preparation in technical and scientific subjects and skills, (b) grounding in an environmental option, and (c) a synthetic or holistic viewpoint and understanding of environmental concerns.

The B.S. degree requires the successful completion of 121 credit hours of course work. The program provides for a pyramidal sequence of study. At the lower division, students acquire a basic knowledge in the natural and social sciences, receive exposure to the humanities, and learn useful communications and analytic skills. Students then enter the ES program as juniors with 60 lower division credits. At the upper division, students receive a balanced understanding of natural and social processes as they relate to the environment, an additional set of useful skills and methods, and a progressive integration of this knowledge through an environmental option, leading to a synthesis of environmental studies education in the senior year.

The scope and complexity of course work within the ES program demands both discipline and commitment from students seeking this degree. A clear sense of purpose and objectives are necessary to pursue the curriculum beneficially. To meet each student's objectives fully, a close working relationship between faculty and the student is also necessary. A general orientation for upper division study is provided in the program's four study areas, one of which is chosen by the student during the admissions process, before undertaking upper division study. These study areas are: (a) information and technology, (b) policy and management, (c) land use planning, (d) biological science applications, and (e) environmental communication and information. Within these general areas of study, students are provided flexibility to further pursue their environmental interests.

Students receiving the B.S. degree have pursued graduate study and careers in the fields of planning, landscape architecture, natural resource management, and other environmentally related areas such as business, education, and law.

Prerequisites for Entry into the Environmental Studies Program

The wide range of opportunities available to students who enter the ES program, requires that they prepare themselves with a broad range of lower division course work. The accompanying table of lower division requirements summarizes preparation for entering the ES program. The various requirements provide a sound basis for successful engagement of the environmental studies curriculum at the upper division, for any of the four program options.

Prospective ES students are strongly advised to review ES program literature describing the four options, so that their selection of options is made on an informed basis. The role of options within each student's program is summarized in the accompanying table of upper division requirements, and each option provides a distinctive orientation to environmental study, as follows:

Lower Division Courses¹

Students entering through one of the transfer programs should follow the curriculum described below.

<i>Course Area</i>	<i>Minimum Credit Hours</i>
A. Natural Sciences ²	17
Course work must include: General Biology (6-8) (or General Botany and General Zoology), General Geology/Earth Science (3-4), General Chemistry or General Physics ³ (6-8).	
B. Social Sciences	18
Course work must include: Economics (3), Government/Political Science (3), Sociology/Cultural Anthropology (3), History (United States) (3), additional course work, including Psychology, Human Geography, or courses in above subjects (6).	
C. Humanities.....	6
Courses in Literature, Philosophy, Foreign Language, Art, Music, Drama and related subjects.	
D. English with a focus on writing ⁴	6
E. Mathematics and Computer Applications.....	6
Course work must include Calculus (3) and Computer Applications (3).	
F. Additional Course work ⁵	7
Total minimum lower division credits	
60	

¹Prior to enrollment into the program, the student must have completed at least 54 of the 60 required lower division credit hours.

²At least two courses with labs are required.

³Two courses in general chemistry or general physics, or one course in each will satisfy this requirement.

⁴Courses aimed primarily at improving writing skills are intended; these generally do not include literature courses.

⁵Depending on student interests, an additional course in American government or in either general chemistry or general physics, whichever has not been taken to meet the natural sciences requirements, is recommended.

Information and technology is designed for students interested in learning about sources of environmental information, and about measurement and technologies applied to the solution of environmental problems. Work in this option is supported primarily by the Faculty of Environmental Resources and Forest Engineering.

Land use planning is concerned with the orderly, efficient, equitable, and aesthetic development of land with special concern for the state of the natural environ-

ment and the development, interpretation, and administration of land use plans and regulations. This option is supported mainly by the Faculty of Landscape Architecture.

Biological science applications is designed for students interested in careers at the interface of biology and socioeconomic issues. It will provide solid background in the biological sciences pertinent to our natural resources and ecosystems on one hand, and a grounding in the social sciences on the other. This option is supported

Upper Division Courses Information and Technology Option

Junior Year		<i>Credit Hours</i>
<i>Fall</i>	ESF 332	Seminar for New Transfer Students 0
<i>Semester</i>	EFB 303	Introductory Environmental Microbiology* 4
	EFB 320	General Ecology 4
	CLL 300	Library Research 1
	CLL 410	Writing for Professionals 3
	FOR 345	Introductory Soils 3
	EST 390	Social Processes and Environment (or)
	EST 361	American History of the Environmental Movement..... 3
		18
<i>Spring</i>	EST 321	Government and the Environment..... 3
<i>Semester</i>	EST 366	Attitudes, Values, and the Environment 3
	FOR 340	Watershed Hydrology and Water Quality 3
	APM 391	Introduction to Probability and Statistics..... 3
	ERE 310	Environmental Measurements and Spatial Information 3
		15
Senior Year		<i>Credit Hours</i>
<i>Fall</i>	ERE 435	Environmental Technologies: Water and Wastewater Treatment..... 3
<i>Semester</i>	ERE 450	Introduction to Geographic Information Systems 3
	EST 496	Predictive Modeling 3
		Skills and Methods Course* 3
		Option Method Course* 3
		15
<i>Spring</i>		Additional Option Courses* 6
<i>Semester</i>		Free Electives 6
		Senior Synthesis* 3
		15
		Total minimum upper division credits 63

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Policy and Management Option

Junior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students	0
	EFB 320	General Ecology	4
	CLL 300	Library Research	1
	CLL 410	Writing for Professionals	3
	FOR 296	Soils and Physical Geography	3
	FOR 307	Environmental Economics	3
	EST 390	Social Processes and Environment (or)	
	EST 361	History of the American Environmental Movement.....	<u>3</u>
			17
<i>Spring Semester</i>	EST 321	Government and Environment	3
	EST 366	Attitudes, Values, and Environment.....	3
	FOR 360	Principles of Management	3
	APM 391	Introduction to Probability and Statistics.....	3
		Additional Option Course*	<u>3</u>
			15
Senior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	FOR 340	Watershed Hydrology and Water Quality	3
		Policy Course ¹	3
		Skills and Methods Course*	3
		Foundation Science Course*	3
		Additional Option Course*	<u>3</u>
			15
<i>Spring Semester</i>		Law Course*	3
		Senior Synthesis*	3
		Option Method Course*	3
		Additional Option Course*	3
		Free Elective	<u>2</u>
			14
Total minimum upper division credits			61

¹Options include: FOR 364 Soil and Water Conservation Policy; GEO 203 Environmental Pollutants and Policy; GEO 356 Environmental Ideas and Policy; PAF 451 Environmental Policy; PSC 318 Technology Policy and Environment

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Land Use Planning Option

Junior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	ESF 332 EFB 321 CLL 300 CLL 410 FOR 296 LSA 411 LSA 496 EST 390 EST 361	Seminar for New Transfer Students 0 Fundamentals of Ecology for Designers and Planners 3 Library Research 1 Writing for Professionals 3 Soils and Physical Geography 3 Natural Processes in Planning and Design 3 Planning Seminar 1 Social Processes and Environment (or) History of the American Environmental Movement..... <u>3</u>	17
<i>Spring Semester</i>	EST 321 EST 366 ERE 310 LSA 451	Government and the Environment..... 3 Attitudes, Values, and the Environment 3 Environmental Measurements and Spatial Information 3 Comprehensive Land Planning 3 Additional Option Course <u>3</u>	15
Senior Year			<i>Credit Hours</i>
<i>Fall Semester</i>	FOR 340 LSA 496 EST 496 LPP 456	Watershed Hydrology and Water Quality 3 Community Development Process 3 Predictive Modeling 3 Land Development Law 3 Free Elective..... <u>3</u>	15
<i>Spring Semester</i>	APM 391 LSA 453 GOL 242	Introduction to Probability and Statistics..... 3 Community Land Planning Workshop 4 Environmental Geology* 3 Additional Option Course* 3 Free Elective..... <u>3</u>	16
Total minimum upper division credits			63

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Biological Science Applications Option

Junior Year			<i>Credit Hours</i>
<i>Fall</i>	ESF 332	Seminar for New Transfer Students	0
<i>Semester</i>	EFB 320	General Ecology	4
	CLL 300	Library Research	1
	CLL 410	Writing for Professionals	3
	EST 390	Social Processes and Environment (or)	
	EST 361	History of the American Environmental Movement.....	3
		Foundation Science Course * (or)	
		Biological Science Course*	3
		Biological Resource Course*	<u>3</u>
			17
<i>Spring</i>	EST 321	Government and the Environment.....	3
<i>Semester</i>	EST 366	Attitudes, Values, and the Environment	3
	FOR 340	Watershed Hydrology and Water Quality	3
	FOR 345	Introductory Soils	3
	APM 391	Introduction to Probability and Statistics.....	3
			15
Senior Year			<i>Credit Hours</i>
<i>Fall</i>	FOR 450	Introduction of Environmental Impact Analysis*	2
<i>Semester</i>		Biological Resources Course	3
		Biology in Depth	3
		Course from Another Option.....	3
		Elective	<u>4</u>
			14
<i>Spring</i>		Biology in Depth	3
<i>Semester</i>		Course from Another Option.....	3
		Special Method	3
		Senior Synthesis	3
		Elective	<u>3</u>
			15
		Total minimum upper division credits	62

*A range of courses meet this requirement. Alternative selections are given in the program *Handbook*, available in 106 Marshall Hall and through academic advising.

Environmental Communication and Information Option

Junior Year		<i>Credit Hours</i>
<i>Fall</i>	ESF 332	Seminar for New Transfer Students 0
<i>Semester</i>	EFB 320	General Ecology 4
	CLL 300	Library Research 1
	CLL 410	Writing for Professionals 3
	EST 361	History of the American Environmental Movement..... 3
	CMN 340	Electronic Information 3
		Free Elective <u>3</u>
		17
<i>Spring</i>	EST 321	Introduction to American Government..... 3
<i>Semester</i>	EST 390	Social Processes & the Environment..... 3
	APM 391	Introduction to Probability and Statistics..... 3
	GOL 242	Environmental Geology/Alternative 3
	CMN 393	Environmental Discourse 3
		15
Senior Year		<i>Credit Hours</i>
<i>Fall</i>	FOR 340	Watershed Hydrology and Water Quality 3
<i>Semester</i>	FOR 345	Introductory Soils 3
	FOR 450	Introduction to Environmental Impact Analysis..... 2
	SPC 338	Speech Communication in Organizations..... 3
	CMN 440	Environmental Visualization..... <u>3</u>
		14
<i>Spring</i>	CMN 493	Environmental Communication Workshop 3
<i>Semester</i>		Senior Synthesis 3
		Option Elective 3
		Option Elective 3
		Elective <u>3</u>
		15
Total minimum upper division credits		61

mostly by the Faculty of Environmental and Forest Biology, but in contrast to the traditional biology program, emphasizes the societal overview of biology-based issues.

Policy and management is concerned with the basic principles, values, and techniques of natural resources and environmental management, including an understanding of the public policies and programs that underscore these concerns. The need to integrate diverse social, institutional, political, legal, and biophysical considerations inherent in attaining environmental objectives is emphasized. This option is supported mainly by the Faculty of Forestry.

Environmental communication and information is concerned with the theory and practice of group and organizational communication, including small group dynamics, decisionmaking, public communication, and conflict resolution; risk perception and communication; uses of language to inform and persuade, including gender issues, cultural sensitivity, mass media, lobbying, and technical information in public discourse; and electronic information, including the acquisition and validation of such information, legal and ethical issues, and the creation of community among its users.

Students seeking admission into the ES program should note particularly that identification of choice of option is required as a condition of final acceptance into the program. This allows students to begin option course work in the first semester of the junior year.

Upper Division Courses

A minimum of 121 credit hours is required to complete the environmental studies curriculum. Normally up to 60 credit hours taken prior to matriculation at the College of Environmental Science and Forestry will be accepted as advanced standing credits. A minimum of 51 upper division credit hours must be completed to be considered for graduation.

Graduate Program in Environmental Science

The Graduate Program in Environmental Science (GPES) offers M.S., M.P.S., and Ph.D. degrees. GPES was created in the early 1970s as a unique response to the emerging institutional and analytical challenges of developing environmental problems. The program, which draws upon faculty from across the College, emphasizes a multidisciplinary social and natural science approach to environmental understanding and stewardship. It maintains a strong academic orientation, facilitating student and faculty engagement of fundamental environmental

challenges such as federalism, participatory democracy, the uses and limits of scientific prediction, risk, and sustainability.

The mission of GPES is to provide interdisciplinary education, research, and public service to foster effective environmental stewardship and to prepare students to comprehensively address environmental concerns and problems. The program provides for the following:

1. *Multidisciplinary approach*: recognition of the necessity to approach environmental problems with input from several disciplines and professions;
2. *Holistic perspective*: awareness of and deference to the interdependence of elements within broadly defined ecosystems, including physical, biological, social, and economic systems;
3. *Topical grounding*: competency to understand and apply the principles of a particular subject of environmental inquiry in sufficient depth to interact with other disciplines and professional fields;
4. *Realistic experience*: through internships, focused projects, theses and seminars which provide for direct interaction of legal, economic, political, and social systems which underlie decisionmaking.

GPES' internal structure incorporates a common core which provides a broad policy-oriented foundation for the focused areas of study. Students applying to GPES must select which area of study they intend to pursue.

Requirements

The academic requirements of the graduate program in environmental science are designed to provide graduates with a sound preparation to meet the rapidly evolving challenges of the field as leading scholars and professionals. Programmatic requirements constitute a framework which includes: (1) a comprehensive core foundation emphasizing theory, issues, and methods; (2) extended knowledge within an area of study; and (3) a synthesis experience.

Entering students should be adequately prepared to engage graduate level work in the program. The following undergraduate courses are required pre- or co-requisites for all Master's-level students: statistics, ecology, and microeconomics or environmental economics. Courses in political science are strongly recommended.

In addition, students should have an academic background and/or work experience related to the selected area of study. Wherever possible, deficiencies should be made up prior to matriculation.

Master of Science

The master's degree is designed as a two-year experience.

1. Core

Required course work: A total of 15 credit hours with the following distribution: 9 credit hours of applied social sciences in the following categories: (i) institutions, organizations, and the environment; (ii) environmental information and communications; and (iii) public participation and decision making. In addition, a total of 6 credit hours is required in research methods.

2. Area of Study

A minimum of 15 credit hours (excluding ENS 899) in the area of study, as determined by the major professor and area of study faculty.

3. Synthesis

Students complete a thesis involving a minimum of six credit hours of research resulting in a document that clearly demonstrates graduate-level accomplishments of the student, followed by a defense examination. Minimum total credits for the degree is 36.

Master of Professional Studies

The Master of Professional Studies (MPS) degree is a 39 credit hour experience aimed at professional applications of environmental knowledge.

1. Core

Required course work: A total of 21 credit hours with the following distribution: 9 credit hours of applied social sciences in the following categories: (i) environmental policy and regulation, and (ii) democratic processes. In addition, a total of 6 credit hours is required in environmental science, and 6 in methods courses emphasizing applications of technical knowledge.

2. Area of Study

A minimum of 12 credit hours of course work in the chosen area of study, as determined by the major professor and study area faculty. Students select a study area at the time of application for admission into the program. Two study areas are available to MPS students: (i) Environmental Policy and Democratic Processes, and (ii) Environmental and Community Land Planning.

3. Synthesis

A minimum of 6 credit hours is required. Students select either an internship or directed electives to complete this requirement. No terminal comprehensive examination is required.

Applicants with a minimum of three (3) years of post-baccalaureate, full-time professional experience directly related to the intended area of study may apply for 6 credit hours of advanced standing in the program, reducing their degree requirements to 33 credit hours. Partial credit for experience cannot be awarded. When awarded for prior work experience, the 6 credit hours are applied toward the synthesis requirement.

Doctor of Philosophy

The Ph.D. program provides a unique opportunity to develop environmental policy related research within a strong College community of environmental analysts, and to draw upon the expertise of scholars at Syracuse University. All applicants are expected to have completed a master's research thesis. A copy of the thesis abstract should accompany the application. In addition, entering students are required to complete the equivalent of the GPES master's core either from prior graduate study or course work taken within the first year of residency.

Areas of Study

Environmental and Community Land Planning

Participating Faculty: CARTER, DOBLE, GRÄTZER, HAWKS, LEWIS, SHANNON

Environmental and community planning is concerned with orderly, efficient, equitable, and aesthetic development of land with special concern for (i) the state of the natural environment, (ii) the physical character of communities, and (iii) decisionmaking at state, county, and local levels of government. Planning balances competing demands on land and environment brought about by expanding urban and rural development, and enhancing viable natural and cultural resources is an important planning perspective. Another perspective involves the guiding of private and public development processes within a pluralistic political environment in order to promote sustainable communities while at the same time respecting fiscal, environmental, and legal constraints.

The program is designed for students with social science, natural science, engineering, or design backgrounds who are interested in an interdisciplinary and

integrative program. Some students have majors in interdisciplinary programs in urban studies or environmental studies. Students develop an understanding and knowledge of development processes, natural systems, and governmental planning and regulation. They develop a capacity to analyze environmental and community land planning problems and to form imaginative solutions. Skills obtained include preparation of land and environmental data bases, plans, policies, and implementation programs.

Environmental Modeling and Risk Analysis

Participating Faculty: HALL, J. M. HASSETT, HERRINGTON, JOHNSON, KROLL, LUZADIS, MITCHELL, NAKATSUGAWA, NORDENSTAM

The environmental modeling and risk analysis study area focuses on problems in environmental and natural resource policy in which technical issues are of central importance. The program is designed for graduate students with a science or engineering background. Current research includes: spatial model construction, ecosystems modeling, development of model assessment and selection criteria, environmental risk assessment, use of technical information by regulatory agencies, land use forecasting for public policy decisionmaking, and water resources assessment and planning. The environmental modeling and risk assessment area of study provides a unique opportunity to study interdisciplinary problems. Specific course work in environmental modeling and risk assessment is supplemented by traditional disciplinary course work in engineering or the natural sciences and policy analysis.

Environmental Policy and Democratic Processes

Participating Faculty: BENTLEY, FELLEMAN, FLOYD, KEITH, LAWLER, LUZADIS, NORDENSTAM, PALMER, SENECAH, SMARDON

The environmental policy and democratic processes study area addresses problems of environmental decisionmaking at a time of rapid institutional and social change. How our society can best meet the growing challenges of environmental stewardship through mandated and voluntary public participation in decisionmaking is the central question. This concern is increasingly important to many segments of modern society, and we intend that students acquiring knowledge in this study area will be prepared to contribute positively to these processes in career pursuits.

The focus of this study area is on developing new understanding of public participation in environmental decisionmaking, against the backdrop of environmental policy making and program implementation. Particular attention is given to (a) the variety of organizations involved in participation, which generally are the institutions and agencies of government, citizen-based non-governmental organizations, and the business or industrial sector, (b) the availability and utility of environmental information for these groups, and (c) the participation and integration of all informed stakeholders into environmental decisionmaking. This tripartite scheme of organizations, information, and participation frames student programs of study, and suggests important directions for student and faculty research efforts.

The study area advances understanding of these questions of participatory democracy for environmental decision making through research and instruction, and is particularly suited to inquisitive students with degrees in environmental studies, political science, geography, engineering and other fields that provide interdisciplinary backgrounds in natural and social science.

Water and Wetland Resource Studies

Participating Faculty: BALDASSARRE, BLACK, BOYER, J. M. HASSETT, LEOPOLD, McDONNELL, SMARDON

The water and wetland resources area of study develops an understanding of technical, social and institutional aspects of water resources management, mitigation, and restoration. Individual students may emphasize scientific or social subject areas but all study in both areas. Scientific aspects include the basic physical, chemical, and biological interactions occurring in water resources systems. The social aspects are concerned with planning, regulation, law and institutions, and management of water and wetland resources. Water serves as a focus for graduate study in water and related land resources management, and water pollution and water quality control.

Recommended coursework includes: (1) physical sciences: civil engineering, geology, geomorphology, hydrology, meteorology, environmental engineering, soils, water chemistry, hydrogeology, hydrogeochemistry, and geographic information systems; (2) biological sciences: ecology, entomology, fishery biology, forestry, microbiology, water quality, and limnology; and (3) social sciences: administration, economics, government, history, law, ethics, philosophy, and policy.

Certificate of Graduate Study in Environmental Decisionmaking

The Certificate of Graduate Study in Environmental Decisionmaking provides graduate-level exposure to specialized environmental study that relates to students' primary professional interests. The distinctive environmental orientation of this Certificate will help students to better understand some of the complexities of environmental decisionmaking from their unique professional perspectives. The Certificate requires the completion of 15 credit hours of study from a menu of courses. Course

selections are designed to provide students with knowledge of environmental public policy, program implementation, and decisionmaking processes.

The Certificate of Graduate Study in Environmental Decisionmaking is designed for graduate students enrolled in law, management, public administration, and information studies programs at Syracuse University. Applications from other sources cannot be accepted. Information and application forms are available from the Certificate Program Director, 107 Marshall Hall.

The Faculty of Environmental Resources and Forest Engineering

ROBERT H. BROCK, Chair
312 Bray Hall
(315) 470-6633
<http://www.esf.edu/faculty/feg/>

BROCK (Photogrammetric and Geodetic Engineering, Global Positioning System, Geo-spatial Information Systems), DALEY (Solid and Hazardous Waste Management, Environmental Engineering, Environmental Restoration), DUGGIN (Image Analysis, Remote Sensing, Atmospheric Modeling, Physics), HASSETT (Environmental Engineering, Water Resources), HOPKINS (Surveying, Geo-spatial Information Systems, Remote Sensing), KROLL (Stochastic and Deterministic Hydrology, Environmental and Water Resource Systems Engineering), McCLIMANS (Soils; Hydrology, Site Engineering, Municipal and Agricultural Waste Management), TULLY (Structures, Engineering Hydrology, Water Resources)

The Faculty of Environmental Resources and Forest Engineering offers a program in forest engineering which is fully accredited. The program originated at ESF in 1971. With over 700 graduates now in engineering practice, this unique program offers a breadth of engineering science and design coursework unparalleled in the United States. Required coursework in the humanities and social sciences ensures a well-balanced educational experience for graduates entering professional practice in engineering or those moving directly on to graduate school.

Undergraduate Program

The primary objective of the forest engineering program is to prepare qualified engineering graduates to operate with professional competence. A broad base of study in the fundamentals of engineering enables graduates to enter professional practices which focus on civil works as well as use and protection of soil, water, air, and other renewable and non-renewable resources to ensure sustainable development.

Emphasis in this unique program is placed on applications in resource inventory and evaluation; site analysis and development; environmental monitoring and impact assessment; environmental systems design, evaluation and management; structures and transportation systems; pollution abatement and residuals management; and environmental site remediation.

The special importance of continual measurement and evaluation of the broad scale parameters which affect the resource base, provides unique opportunities for study to students aiming toward professional careers involving the conceptualization, design, and maintenance of geographically-referenced resource information systems.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
General Biology	3
General Chemistry with Laboratory	8
Engineering Physics with Laboratory	8
Calculus through Differential Equations	15
English	6
Economics (Macro and Microeconomics)	6
Engineering Drawing (Graphics)	1
Computer Programming	3
Engineering Mechanics (Statics and Dynamics)	5
Electrical Science	3
Humanities or Social Science Electives	5
Total lower division credits	63

Graduates of the program enjoy many benefits derived from their capstone-curriculum course in engineering planning and design. This project-oriented course serves to help the student integrate four years of education to solve complex design problems commonly encountered in professional practice.

Students with an interest in graduate study can plan their undergraduate studies along an individualized track which will prepare them for entry into a master of science program in environmental and resource engineering at ESF. In this way, students who qualify will be admitted to a quality graduate program with minimal inconvenience or interruption in their studies.

In addition, qualified graduates in search of additional education find ready acceptance to engineering graduate schools throughout the country.

To enter the curriculum at the sophomore or junior level, a transferring student must have acceptable college credit in the designated coursework areas or suitable coursework substitutions for courses listed for the sophomore, junior, or senior years.

The Forest Engineering program is accredited by the Engineering Accreditation Commission/Accreditation Board for Engineering and Technology (EAC/ABET).

Upper Division Courses

Junior Year			<i>Credit Hours</i>
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	ERE 362*	Mechanics of Materials	3
	ERE 371	Surveying for Engineers	3
	FOR 321	Forest Ecology and Silviculture	3
	CIE 327	Principles of Fluid Mechanics	4
	EFB 335	Dendrology	2
	FEG 300	Engineering Design	1
		16	
<i>Second Semester</i>	FEG 340	Engineering Hydrology and Flow Controls.....	4
	FEG 350	Introduction to Remote Sensing for Engineers	2
	FEG 363	Photogrammetry I	3
	ERE 385	Mechanical Design	3
	APM 395	Probability and Statistics for Engineers.....	3
	ERE 351	Basic Engineering Thermodynamics	2
		17	
Senior Year			
<i>First Semester</i>	FEG 410	Structures	4
	FEG 420	Harvest Systems Analysis	1
	FEG 430	Engineering Decision Analysis	3
	CIE 337	Soil Mechanics and Foundations I.....	4
	FOR 477	Resource Policy and Management.....	3
		Elective	3
		18	
<i>Second Semester</i>	FEG 454	Power Systems	2
	FEG 437	Transportation Systems.....	3
	ERE 440	Water Pollution Engineering	3
	FEG 489	Forest Engineering Planning and Design	3
		Elective in Engineering Design Sequence.....	3
		Elective	3
		17	
	Total minimum upper division credits.....	68	

A minimum of 130 credit hours is required to complete the B.S. degree in forest engineering.

*Transfer students take ERE 362.

Requirements

For all students matriculated in the program, the following guidelines apply to elective requirements:

Humanities or social sciences: Electives taken throughout the full four-year curricula must include at least nine credit hours in social sciences or humanities, at least three of which are recommended to be upper division. Humanities course work deals with branches of knowledge concerned with humans and their culture, while social sciences course work concerns individual relationships in and to society. Traditional subjects in these areas are philosophy, religion, history, literature, fine arts, sociology, psychology, anthropology, economics, and modern languages beyond the introductory skills courses, while modern nontraditional subjects are exemplified by courses such as technology and human affairs, history of technology, and professional ethics and social responsibility. Subjects such as accounting, industrial management, finance, personnel administration, ROTC studies, and skills courses, such as public speaking and technical report writing, do not fulfill the humanities and social science content.

Students having advanced placement credits are encouraged to work closely with their advisor in order to best prepare for various upper division elective sequences in technology, science, design or management.

Engineering design: At least three credit hours are required in upper division engineering course work as part of an advisor approved sequence which complements other engineering course work and provides the equivalent of at least one credit hour of depth in the design and synthesis component of the program, such as:

- Structures II
- Soil Mechanics II
- Air Pollution Engineering
- Photogrammetry II
- Synthesis of Mechanical Systems
- Advanced Topics in Hydraulics
- Hazardous Waste Management
- Solid Waste Management

Graduate Program

Through the program in environmental and resource engineering, the faculty participates in graduate education leading to the master of science, master of professional studies, and doctor of philosophy degrees.

Graduate studies and research are primarily concerned with environmental and resource related programs. Individual programs of graduate study may be designed by students with bachelor of science degrees in engineering or in forestry, natural sciences, physics, or mathematics.

See page 65 for more information on graduate study in environmental and resource engineering.

Support for graduate study and research in these areas is both internal and external. The internal support includes modern laboratory and instrumentation facilities in the engineering faculties at both ESF and in the College of Engineering and Computer Science at Syracuse University. Exceptional support exists for programs in environmental engineering measurements in the form of remote sensing and photogrammetric laboratories and the extensive properties owned by the College at which research may be conducted. Dedicated laboratories are also available for students working in water resources engineering, solid waste management, and hazardous waste site remediation.

The Faculty of Forestry

WILLIAM R. BENTLEY, Chair
 320 Bray Hall
 (315) 470-6536
 FAX (315) 470-6535
<http://www.esf.edu/faculty/for/>

Syracuse Campus

ABRAHAMSON (Entomology, Pathology, Pesticides), BENTLEY (Policy and Management), BLACK (Water and Related Land Resources), BRIGGS (Forest Soils), CANHAM (Forestry Economics, Natural Resource Economics), DAVIS (Forest Management, Timber Harvesting), DAWSON (Recreation Management, Commercial Recreation and Tourism), DREW (Tree Physiology, Forest Autecology), FLOYD (Policy), Germain (Sustainable Forestry and Management), GRÁTZER (Recreation, Resource Management), HERRINGTON (Geographic Information Systems, Meteorology), LUZADIS (Forest Policy and Economics), MAYNARD (Tree Improvement), McDONNELL (Hydrology), MORRISON (Psychology, Sociology), NOWAK (Silviculture), NYLAND (Silviculture, Forestry Practice), PHILIPPON (Mathematics), STEHMAN (Statistics), WHITE (Forest Soils, Silviculture), WAGNER (Forest Resource Economics), YANAI (Forest Soils), ZHANG (Forest Biometrics, Quantitative Silviculture)

Ranger School, Wanakena Campus

ALLEN (Timber Harvesting, Fire Control, Roads), BRIDGEN (Silviculture), SAHM (Ecology, Forest Management, Water Pathology), SAVAGE (Mensuration, Silviculture), WESTBROOK (Surveying, Personnel Management)

Adjunct Faculty: ASHTON (Forest Policy), CASTRO (Social Forestry, International Forestry), FELLOWS (Management/Administration), GRIFFITH (Spatial Statistics), HEISLER (Meteorology), HOOPER (Water Quality Modeling, Catchment Hydrology), HORSLEY (Silvics), KENDALL (Isotope Geochemistry, Catchment Hydrology), KUEHN (Recreation and Tourism), NEUHAUSER (Environmental Science and Renewable Resources), ROBISON (Entomology, Silviculture), SHANLEY (Hydrology), SOMERS (Soil Science), WARGO (Forest Pathology), ZIPPERER (Urban Forestry)

The Faculty of Forestry integrates the analytical, physical, biological, and social sciences to promote the ethical use and sustainable management of forest ecosystems and resources through excellence in teaching, research, and public service. High-quality learning opportu-

nities are offered at the Associate, Bachelors, Masters, and Doctor of Philosophy level. In all these students are encouraged to think critically, synthesize knowledge, communicate effectively, and use technology responsibly. The Faculty of Forestry serves a state and worldwide clientele by educating students to function effectively in their own and other cultures, conducting basic and applied research, and transferring new technology and knowledge through demonstration and public service. Our mission may be summarized as this: "We create and transmit knowledge about forests and the ways in which people use them."

The Faculty of Forestry is first and foremost a community of scholars meeting the learning, research, and public service needs of our clientele. It is the acknowledged leader in creating and transmitting knowledge about managing the resources of the Northern Hardwood forest. The Faculty maintains its strengths in the traditional disciplines of forestry while building additional strengths in disciplines that focus on the interactions between forests and society. Forest resource managers and policy makers are provided the knowledge to create options that successfully resolve environmental challenges. The Faculty provides a welcome and supportive environment for all people and reflects the cultural diversity of the people we serve.

Undergraduate Program in Forest Resources Management

The undergraduate program of the Faculty of Forestry prepares students for a variety of professional careers. At present there are five options leading to the bachelor of science: forestry, dual (environmental and forest biology/resources management), recreation resources management, water resources management, and wood products. The overall educational objectives of all these options are as follows:

1. Integrate biophysical and social processes into a framework for forest resources management.
2. Develop the basic knowledge of disciplines that contribute to intelligent forest resources management.
3. Develop data-gathering skills and the knowledge of measurement and analysis necessary to develop adequate information for management.
4. Integrate computing and communication skills across courses and laboratory exercises.

5. Integrate problemsolving processes and techniques, decisionmaking, creative thinking, and ecosystem management concepts across courses and laboratory exercises.

6. Develop professionals who understand and incorporate ethics, professionalism, and citizenship as responsible resource managers and citizens.

The above objectives are met through experiences and subject matter that are a part of the forest resources management program. Specific coverage of these experiences and subject matter, and the addition of further experiences and subject matter, are specified within each option. Field experience entails identifying and measuring forest ecosystem components, and appreciation of the interrelationships of the different components and values of forest ecosystems. Forest resource management integrative experience includes interpersonal communications, and the application of both biophysical and socioeconomic disciplines.

Subject matter during the first two years (lower division) are similar to many other professional fields. Students take courses in biophysical sciences (biology, chemistry, ecology, physics), social sciences (economics, political science, sociology), mathematics (calculus, computing techniques, statistics), communications, and humanities electives. Resident students meet these requirements with courses at ESF and Syracuse University. Transfer students must complete courses prior to being admitted after the sophomore year.

All students complete a seven-week, 8-credit hour Summer Session in Field Forestry held at the Wanakena campus in the western Adirondacks. Here the emphasis is on field skills in ecology, surveying, elementary forest measurements, and an introduction to the field of forestry. Upper division courses are specific to the particular program option. The forestry, dual, recreation resources management, and wood products option are all Society of American Foresters (SAF) accredited and have similar core courses, but different specific option courses. The water resources option is somewhat different and not SAF accredited. However, all options cover the application of biophysical and social sciences to manipulation of the forest, management alternatives and planning, and use of analytical tools including statistics, geographic information systems, and computing. Each option is more fully described in this section of the *Catalog*.

In addition, the faculty of forestry offers a forest technology program leading to the associate's degree. For details, see page 118. It is possible to transfer from the associate degree program to the bachelor's degree options as explained below. The dual option is described under the Division of Forest Resources on pages 72-74.

Forestry Option

This is the basic Society of American Foresters accredited professional degree, as stated above. Graduates are employed as professional foresters and related land management specialists with public agencies, private firms, nongovernmental organizations (lobby groups, environmental associations, industry associations, etc.), planning agencies, extension and educational groups, and as consultants.

The upper division program of courses is set forth below. Of particular note are the five required Resource Area courses. These consist of one course each in (A) protection, (B) outdoor recreation, (C) vegetation, (D) water, and (E) wildlife. Many courses can often be used to fill these Resource Area requirements and the student is encouraged to find specific courses that are of the most interest. A recommended list of such courses is given in the section following description of all options.

Total required hours for graduation are 126. Note that this relatively small number of minimum hours allows most students to take at least two additional elective courses in subjects of their choice, and not be overloaded. This flexibility is purposely built into the option to permit students to pursue one of the many detailed areas of forestry.

Recreation Resources Management Option

This option provides students the opportunity to combine forest resources management with recreation management. This option, like the forestry and dual options, is accredited by the Society of American Foresters. In addition, outdoor recreation courses provide professional insight into planning and managing natural resources for recreational users, tourists, and visitors. Consideration of the demand for public and private lands for recreational activities is placed in the curriculum after the student has a good understanding of the basic natural resource management situation.

Graduates find employment in recreation-related fields with both public agencies and private firms. They may work in interpretation, land management, policy analysis, or other areas. Course work in this option is the same as the forestry option through the fall semester of the junior year. The remaining three semesters include seven courses (21 credit hours) in specific recreation-related courses, in addition to the 10 courses (25 credit hours) that are the same as in the forestry option. Total hours required for graduation are 130.

Water Resources Management Option

This option prepares students for careers in water resources management. Graduates find careers in the protection, rehabilitation, maintenance, and enhancement of lands for water production and conservation. Public agencies, planning groups, and private consulting firms are principal employers. This option, while preserving some of the flavor and essence of forest resources, concentrates more on water. Both engineering and social concerns surrounding this resource are studied. Water is viewed as being a resource intimately connected with the land and with the associated biological communities on that land and the socioeconomic context for the land.

Total hours required for graduation are 129. This includes 30 elective hours which should be concentrated in at least two areas such as hydrology, ecosystems, or management. The upper division program of courses, set forth below, includes some of the suggested elective courses in these areas.

Wood Products Option

This option provides opportunities to combine study of forest land management with study of the wood-using industries. It prepares students to work in the interface between the forest and wood processing industry such as

in wood procurement, utilization and marketing forester, or professional within a wood products firm. The option is administered in cooperation with the Faculty of Construction Management and Wood Products Engineering and is an accredited forestry curriculum by the Society of American Foresters.

Coursework in this option is very similar to the Forestry option except that electives are channeled into the wood products area. A Resource Area course is required in 2 of the following areas: (B) Recreation, (D) Water, (E) Wildlife. Total hours required for graduation are 130.

Management Minor

Students enrolled in the Forest Resources Management Program may, upon petition, be accepted into the Collegewide Business Management Minor. This is a specific set of courses completed at the Syracuse University School of Management, taken in conjunction with the Forest Resources Management program. The option further enhances the student's knowledge of and ability to function in private business. More information on Collegewide minors can be found on page 54.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
Biology (Botany and Zoology preferred)	8
General Ecology	4
General Chemistry with Laboratory	8
Physics I with Laboratory	4
Calculus I	4
Computing Techniques	3
Introduction to Probability and Statistics	3
English with a focus on writing ¹	6
Principles of Management	3
Sociology	3
Microeconomics	3
American Government	3
Public Speaking	3
Humanities or Social Science Elective*	3
Electives*	4
Geology*	3
Integral Calculus*	3
Total minimum lower division credits	62

¹For those students interested in the water resources management option, geology and integral calculus replace one humanity elective and one free elective.

Upper Division Courses-Forestry Option

Summer Program in Field Forestry

Credit Hours

	FOR 301	Field Dendrology and Ecology	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>

8.0

Junior Year

<i>Fall</i>		ESF 332 Seminar for New Transfer Students	0
<i>Semester</i>		FOR 332 Forest Ecology	3
		FOR 334 Silviculture	4
		FOR 322 Forest Resource Measurements and Analysis.....	2
		FOR 345 Introductory Soils	3
		EFB 336 Dendrology	<u>3</u>

15

<i>Spring</i>		FOR 312 Sociology of Natural Resources	3
<i>Semester</i>		FOR 310 Forest Resource Economics and Decision Models.....	4
		FOR 370 Forest Management	3
		FOR 323 Forest Biometrics	2
		FOR 324 Introduction to GIS in Resources Management	1
		Resource Area (A,B,C,D,E) ¹	<u>3</u>

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Senior Year

<i>Fall</i>		FOR 465 Natural Resources and Environmental Policy.....	3
<i>Semester</i>		FOR 490 Integrated Resource Management I	2
		Resource Area (A,B,C,D,E) ¹	6
		Elective ²	<u>4</u>

15

<i>Spring</i>		FOR 491 Integrated Resource Management II	2
<i>Semester</i>		Resource Area(A,B,C,D,E) ¹	6
		Electives ²	<u>9</u>

17

Total minimum upper division credits 64

A total of 126 credit hours is required to complete the B.S. degree in resources management-forestry option.

¹Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor): A. Forest protection; B. Recreation; C. Vegetation; D. Watershed; E. Wildlife. Dual option students will usually take EFB courses to satisfy resource area requirements.

²A minimum of 126 credit hours is required to complete the B.S. degree in resources management with an option in forestry. However, students may add electives to the program to enrich the educational experience or to develop specific concentrations.

Upper Division Courses- Recreation Resources Management Option

			<i>Credit Hours</i>
Summer Program in Field Forestry			
	FOR 301	Field Dendrology and Ecology	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>
			8.0
Junior Year			
<i>Fall</i>	FOR 332	Forest Ecology	3
<i>Semester</i>	FOR 334	Silviculture	4
	FOR 322	Forest Resource Measurements and Analysis	2
	FOR 345	Introductory Soils.	3
	EFB 336	Dendrology	<u>3</u>
			15
<i>Spring</i>	FOR 312	Sociology of Natural Resources	3
<i>Semester</i>	FOR 310	Forest Resource Economics and Decision Models	4
	FOR 370	Forest Management	3
	FOR 323	Forest Biometrics	2
	FOR 324	Introduction to GIS in Resources Management	1
	FOR 372	Fundamentals of Outdoor Recreation	<u>3</u>
			16
Senior Year			
<i>Fall</i>	FOR 465	Natural Resources and Environmental Policy	3
<i>Semester</i>	FOR 490	Integrated Resource Management I	2
	FOR 473	Planning and Development of Forest Recreation Areas	3
	FOR 478	Wilderness and River Recreation Management	3
		Directed Elective*	<u>3</u>
			14
<i>Spring</i>	FOR 479	Outdoor Recreation Management	3
<i>Semester</i>	FOR 475	Sociology and Psychology of Leisure Behavior	3
		Resource Area Course A ¹	3
		Resource Area Course C, D, or E ¹	3
		Directed Elective ²	<u>3</u>
			15
		Total minimum upper division credits	68

¹Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor): A. Forest protection; B. Recreation; C. Vegetation; D. Watershed; E. Wildlife. Dual option students will usually take EFB courses to satisfy resource area requirements.

²Directed electives include FOR 474 Commercial Recreation, FOR 476 Tourism Planning, or other recreation-related courses such as Environmental Interpretation. Specific courses will be chosen in consultation with student's advisor.

Upper Division Courses- Water Resources Management Option

Summer Program in Field Forestry

Credit Hours

	FOR 301	Field Dendrology and Ecology	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements.....	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>

8.0

Junior Year

Credit Hours

<i>Fall Semester</i>	ESF 332	Seminar for New Transfer Students	0
	FOR 307	Environmental Economics.....	3
	FOR 321	Forest Ecology and Silviculture.....	3
	FOR 340	Watershed Hydrology and Water Quality.....	3
	FOR 341	Hydrologic Computer Laboratory.....	1
	FOR 345	Introductory Soils	3
		Elective ¹	<u>3</u>

16

<i>Spring Semester</i>	FOR 312	Sociology of Natural Resources	3
	FOR 338	Meteorology	3
	FOR 364	Soil and Water Conservation Policy	3
		Humanities or Social Science	3
		Elective ¹	<u>3</u>

15

Senior Year

Credit Hours

<i>Fall Semester</i>	FOR 465	Environmental and Resource Policy	3
	FOR 490	Integrated Resource Management I.....	2
		Elective ¹	<u>9</u>

14

<i>Spring Semester</i>		Electives ¹	<u>15</u>
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15

Total minimum upper division credits 66

A minimum of 129 credit hours is required to complete the B.S. degree in resources management-water resources management option.

¹Elective concentrations are recommended as the means of focusing studies on a general topic area, such as hydrology (including soil physics, water and wastewater treatment, water pollution control, wetland ecology, forest hydrology, hydrological techniques, and watershed management); ecosystems (including soils ecology, wetlands, biochemistry, ecology, entomology); or management (including government, political science, environmental regulation, policy, resource economics, and administration) as well as assuring some breath by requiring the student to identify two such concentrations. A primary elective concentration may range from 18 to 21 credit hours while a secondary one may range from 6 to 9 credit hours. Free electives may range from 3 to 7 credit hours.

Upper Division Courses— Wood Products Option

Summer Program in Field Forestry			Credit Hours
	FOR 301	Field Dendrology and Ecology	1.5
	FOR 302	Forest Surveying and Cartography	2.5
	FOR 303	Introduction to Forest Resource Measurements	3.0
	FOR 304	Resources Management Field Trips	<u>1.0</u>
			8.0
Junior Year			
<i>Fall</i>	ESF 332	Seminar for New Transfer Students	0
<i>Semester</i>	FOR 332	Forest Ecology	3
	FOR 334	Silviculture	4
	FOR 322	Forest Resource Measurements and Analysis.....	2
	FOR 345	Introductory Soils	3
	EFB 336	Dendrology	<u>3</u>
			15
<i>Spring</i>	FOR 312	Sociology of Natural Resources	3
<i>Semester</i>	FOR 310	Resource Economics and Decision Models.....	4
	FOR 370	Forest Management	3
	FOR 323	Forest Biometrics	2
	FOR 324	Introduction to GIS in Resources Management	1
	WPE 386	Structure and Properties of Wood.....	2
	WPE 389	Wood Identification Laboratory	<u>1</u>
			16
<i>Fall</i>	FOR 465	Natural Resources and Environmental Policy.....	3
<i>Semester</i>	FOR 490	Integrated Resource Management I.....	2
	FOR 373	Forest Operations	4
	WPE 322	Mechanical Processing	3
		WPE Option Course ¹	<u>3</u>
			15
<i>Spring</i>	FOR 404	Economics of Wood-Using Industries	3
<i>Semester</i>		Entomology or Pathology Course.....	3
		WPE Option Course ¹	3
		Resource Area Courses (B,D,E) ²	<u>6</u>
			15
Total minimum upper division credits			69

A minimum of 130 credit hours is required to complete the B.S. degree in resources management-wood products option.

¹WPE option courses must include two of the following : WPE 326, WPE 400, WPE 420, or WPE 422 (the preferred courses are WPE 326 and WPE 400).

²Resource area courses must include one from each of the following areas (specific courses to be chosen in consultation with student's advisor):
B. Recreation; D. Watershed; E. Wildlife.

Graduate Education

The Faculty of Forestry offers three graduate degrees in forest resources management; the master of science (M.S.), the master of professional studies (M.P.S.), and doctor of philosophy (Ph.D.). The Faculty of Forestry will also award up to eight credit hours for suitable Peace Corps service. Further details are available from the Graduate Studies/Research Coordinator.

Joint study with other SUNY-ESF Faculties and with Syracuse University is also possible. In a number of areas, particularly environmental and forest biology, programs of study can be established which formally include members of other Faculties of the College. Programs which provide the student with two masters' degrees, one from SUNY ESF and another from Syracuse University, are available with the following SU schools:

- School of Management
- Maxwell School of Citizenship and Public Affairs
- Newhouse School of Public Communications
- School of Education

The concurrent degree programs usually add an additional year of study to a normal master's program of study. To be eligible, a student must have been matriculated full-time at the College for at least one semester, must have a grade point average of at least 3.500, and must be formally accepted into the concurrent degree program.

Forest Resources Management (M.S., M.P.S., Ph.D.)

Graduate study programs in forest resources management are created to suit the needs of each individual student and are designed to prepare students for careers in resource administration, management, scientific research, professional education, and a variety of other specialized positions related to forest resources management. Students with non-forestry bachelor's or master's degrees and a strong interest in forest resources management are also encouraged to apply.

Doctoral study is normally built upon a M.S. degree, but in some instances it can be undertaken directly after a baccalaureate degree or M.P.S. degree.

In addition to the general graduate requirements set by the College, discussed on pages 35-40, the Faculty of Forestry has requirements for each graduate degree, as discussed below.

General Requirements

- The Faculty of Forestry requires Graduate Record

Examination (GRE) scores for admission to all graduate programs.

- For each graduate degree, each graduate student must register for and successfully complete two (2) topic seminars, one of which must be FOR 797. The first topic seminar may be a graduate-level seminar course offered by any Faculty/Department at ESF or Syracuse University; alternatively, FOR 591 or FOR 592 may be taken as the first seminar. FOR 797 must be the second topic seminar taken and may be considered a capstone seminar if it is taken during the last semester of enrollment and is advertised as a capstone seminar.

M.S. Requirements

- The minimum credit hour requirement is the successful completion of 30 credits distributed between coursework and thesis. Twenty-four graduate credit hours of coursework are required, with at least 18 of these credit hours taken in residence at ESF, and 6 credits for the preparation and successful defense of the thesis. One-half of the 24 graduate course credit hours must be from courses at the 600-level or above.
- Styles to be used in theses will be determined and documented by the student's steering committee.

M.P.S. Requirements

Successful completion of 30 credits of graduate-level coursework is required, including at least 24 credit hours taken in residence at ESF. Within these credits will be a core of required courses. At least one-half of the 30 graduate course credit hours must be from courses at the 600-level or above.

Areas of Study

Seven areas of study in the forest resources management program are described below, highlighting examples of current faculty and student interest and activity. These examples do not indicate the full range of faculty interest. Further, they are meant only as highlights; many students have programs encompassing two or more areas of study. Studies in any of the areas may focus on issues/problems that may be local or global in scale.

Policy and Economics

Participating Faculty: BENTLEY, BLACK, CANHAM, FLOYD, LUZADIS, WAGNER

- Timber and wood-using industry economics
- Regional economic impacts

- Economics of nonmarket goods
- Policy issues and analysis
- Program implementation
- Values and ethics
- International forestry

Graduate study in forestry economics prepares students for employment as forest economists or resource analysts with federal and state agencies and with private industry. The goals of study in this area are depth of understanding and familiarity with economic tools contributing to making competent decisions in resource economics, management, and policy.

Graduate study in the area of policy is designed to prepare students for positions at the planning, budgeting, programming, and operating levels of public agencies and businesses. The expanded regulatory role of federal and state government over resource use and land management has brought substantially increased need for thorough understanding of policy matters, legal requirements, and governmental and political interactions with resource owners and users.

Forest Management

Participating Faculty: BENTLEY, DAVIS, DREW, GRÁTZER, HERRINGTON, NYLAND, WAGNER, ZHANG

- Resource planning and scheduling
- Forest operations
- Timber and multi-resource management
- Values and ethics
- International forestry

Graduate study in forest management requires a broad knowledge of the natural and societal environments as the basis for understanding how these environments affect (or are affected by) the development, maintenance, and use of forests and associated wild lands. Forest management focuses on the planning and implementation processes necessary to achieve integrated values from forests and associated natural resources. The educational objective is to develop expertise sufficient for capable, professional resource management in a variety of natural and societal environments.

Recreation and Tourism

Participating Faculty: DAWSON, GRÁTZER

- Recreation resource planning
- Wilderness and river recreation
- Commercial recreation and tourism

Graduate study in this area equips students with a broad understanding of the nature and purpose of outdoor

recreation and how it relates to natural resources. The program emphasizes the role of and interrelationships between the public and private sectors in providing recreation and tourism facilities, services, and programs. Individual programs combine study in resources management with relevant studies in the social and political sciences and the development of analytic capabilities needed to implement recreation management plans and programs.

Watershed Management/Forest Hydrology

Participating Faculty: BLACK, HERRINGTON, McDONNELL

- Forest Hydrology
- Soil and water conservation
- Meteorology/micrometeorology
- Water resources policy
- Hydrologic processes and modeling
- Isotope hydrology
- Snow hydrology
- Watershed GIS

Graduate study in watershed management/forest hydrology, is related to streamflow generation processes, including energy exchange between forest and atmosphere; moderation of urban environments by vegetation; soil and slope stability; and runoff processes and modeling. Graduate study in the watershed area is highly interdisciplinary with strong links at the College with programs in geochemistry, biogeochemistry, hydroecology, and numerical modeling.

Silviculture and Tree Improvement

Participating Faculty: ABRAHAMSON, DREW, MAYNARD, NOWAK, NYLAND, WHITE, ZHANG

- Forest Ecology
- Tree physiology
- Natural forest silviculture
- Plantation silviculture
- Biomass production
- Short rotation/intensive culture
- Greenspace and urban forestry
- International forestry
- Clonal propagation/tissue culture
- Genetic selection and testing
- Genetic engineering

Graduate study in silviculture stresses the nature of cultural treatments, the theories underlying them, and the biological, physical, and social constraints to their implementation. Silviculturists study stand treatments for their value in providing an array of values and maintaining or enhancing productivity for the future. Students in silviculture progress, through formal course work and research, toward an understanding of how to use cultural treatments to create a balance of desired forest and ecological conditions that sustain the wood, wildlife, recreational opportunities, essential habitats, and amenity values important to society. One major area of emphasis relates to treatment of tree stands for their continued production of wood products and the maintenance of other tangible values. Another centers on stand treatment for the harmonious integration of several values of concern. A third focuses on evaluation and manipulation of vegetation systems, for their on-site values, such as in recreation areas, ecological reserves, highway and utility rights-of-way, and urban greenspace.

Graduate study in tree improvement involves developing populations of trees that are well adapted, rapid growing, and free of disease. Although primarily used for enhancing the commodity uses of the forest, the same techniques can also be used to enhance their aesthetic and recreational values. Because of close collaborations with the plant sciences and biotechnology group in the Faculty of Environmental and Forest Biology, students in tree improvement have access to expertise and equipment ranging from traditional field-trial establishment and evaluation, through plant tissue culture, up to and including DNA fingerprinting and genetic engineering. Depending on the interests and background of the student, coursework typically includes a mix of plant biochemistry and physiology, statistics, genetics, molecular biology, plant tissue culture, and electron microscopy.

Forest Soil Science

Participating Faculty: BRIGGS, WHITE, YANAI

- Site classification and productivity
- Soil physical, chemical, and biological properties
- Nutrient cycling
- Anthropogenic effects
- Simulation modeling

Graduate study in forest soil science may be directed toward soil science as it relates to goods and services produced, or to the impact of management practices on environmental quality. Study may include evaluation of ecosystems to quantify nutrient element balances and cycling, amelioration of soils for maintaining increasing ecosystem productivity, and the impact of various land-use practices on soil properties.

Quantitative Methods and Geographic Information Systems

Participating Faculty: CANHAM, DAVIS, HERRINGTON, STEHMAN, WAGNER, ZHANG

- Statistics
- Forest biometrics
- Forest inventory/mensuration
- Computer applications/modeling
- Operations research/systems analysis
- Spatial modeling

Graduate study of quantitative methods is designed to develop skills in the application of mathematical, statistical, and computer-based problem analysis and solution. Study in this area is designed primarily for two types of students: those with undergraduate degrees in areas such as the biological sciences, forestry, wildlife, or agriculture, who wish to strengthen their quantitative skills, and those with degrees in mathematics, statistics, or computer science, who wish to focus on resources management.

Ranger School—Forest Technology Program

CHRISTOPHER L. WESTBROOK, Director
Wanakena Campus
(315) 848-2566
FAX (315) 848-3249

In 1912, some 1,800 acres of land in the Adirondack Mountains were donated to the College as a site for the development of a Ranger School. Since that time, the forest technology program has trained over 3,000 graduates, most of whom are now working in a variety of forest activities, and it has earned the Ranger School a national reputation for excellence. The program is administered by and is an integral part of the Faculty of Forestry. This unique model of a single professional Faculty offering all levels of study from technical through postdoctoral emphasizes the teamwork approach to forest resource science and management espoused by the faculty.

The two-year curriculum educates students in forest and surveying technologies. The degree of associate in applied science (A.A.S.) in forest technology is awarded. Within the curriculum there are two areas of study: traditional forest technology and surveying. Fall semester course work is the same for forest technology and surveying students. In the spring semester, however, students interested in surveying take 11.5 credit hours of surveying course work in place of forestry-oriented courses.

Since the Ranger School is situated within a forest environment, some applicants may mistakenly believe that the experience is one of forest lore and wilderness

survival. It is, therefore, strongly emphasized that the curricula demand high-quality academic achievement. Program completion requires concentrated and consistent study. Classes are scheduled from 8 a.m. to 5 p.m., Monday through Friday, with classroom and laboratory or field time equally divided. The intensity of the program normally requires a minimum of 70 hours a week of evening and weekend study, daily classes, and laboratory/field exercises. Several short trips are made during the year in connection with courses in dendrology, silviculture, forest management, forest recreation, wildlife ecology and surveying.

Forest Technology Concentration

The objectives of this concentration are to provide students with a knowledge of the field practice of forestry as related to forestry managerial needs; the ability to work and communicate effectively with professional and para-professional personnel; and an understanding of the sciences and practices of forestry with some emphasis on ecological applications.

The concentration is designed to allow graduates immediate job entry at the technical level. They are generally classified as forest technicians or forestry aides in initial employment positions. Forestry agencies and wood-using industries employ forest technicians as an important part of their forest management teams, usually as the "people on the ground" who plan and execute the field practice of forestry, normally under the supervision of a professional forester.

Students interested in a baccalaureate degree in forestry and resource management should investigate the Faculty of Forestry's bachelor's degree curriculum described on pages 109-115. It should be understood that transfer into the Faculty of Forestry's professional forestry curriculum is possible upon completion of the A.A.S. degree at Wanakena. Transfer into other baccalaureate programs at ESF may be possible, but students should consult as soon as possible with the Undergraduate Admissions Office.

Students who feel transfer to a baccalaureate program is a possibility after graduation from the forest technology program should pay close attention to the footnotes under "Freshman Year" on page 121.

The freshman year forest technology curriculum consists of general studies courses which may be taken at any accredited four-year college, community college, agricultural college, or college of technology.

The second year of the curriculum is offered at the Faculty of Forestry's forest technology program on the Wanakena Campus. Presented in a varied forest environment, the curriculum's emphasis is on fundamental forestry knowledge and applied field training as well as the relationships between forest technology and managerial needs. About 50 percent of the studies are devoted to field

exercises, most of which are held on Wanakena's forest. This excellent forest backdrop for the technology program provides a diverse laboratory for instructional purposes.

Surveying Technology Concentration

Many graduates of the Ranger School have found the land surveying profession to be an exciting, challenging, and rewarding career choice. As land values increase, technology advances, and laws and regulations become more complex, the education of land surveyors has become increasingly important. This concentration was developed to address the current educational needs of the student interested in pursuing a career in surveying, as well as the needs of surveying employers. Students who choose this concentration will be exposed to the fundamentals of forest technology which are important to the land surveyor and will receive a more in depth education in the area of surveying technology.

This concentration has been designed to provide the student with knowledge and skills in surveying measurements and computations; the ability to work and communicate effectively with professional land surveyors, survey technicians, lawyers, and the general public; an understanding of the principles and practices of surveying with particular emphasis on boundary surveying; and an understanding of land resource concepts important to the surveyor. Students graduate with an A.A.S. degree in Forest Technology.

Generally, graduates are employed by privately owned, small to midsize surveying firms specializing in boundary, construction, and topographic surveying. Graduates are employed as entry-level technicians performing a variety of tasks including operating various surveying instruments, note keeping, drafting, and computer operation. Employment is also available with local, state, and federal agencies such as the Department of Transportation, Department of Environmental Conservation, U.S. Forest Service, and Bureau of Land Management.

At least one year of educational credit is given toward land surveying licensure in New York. Additional educational credit may be granted based on the student's previous educational experience. Additional field and office experience under the direct supervision of a Licensed Land Surveyor is needed prior to application to obtain a license.

Transfer into other baccalaureate programs at a variety of institutions is possible; however, students are encouraged to consult with the appropriate admissions office to discuss transfer options.

During the freshman year, students, who plan on enrolling are encouraged to take general physics, small business management, or additional mathematics as electives. (See footnotes under "Freshman Year" on page 121.)

Given the nature of the curriculum, the availability of

high-tech equipment, and the necessity of individualized instruction, entry into this area of study is limited to 12 students.

Combining Forest Technology and Forest Resources Management Program

There are several advantages of combining a Ranger School forest technology associate's degree with a four year B.S. degree in professional forestry. Ranger School graduates who go on to pursue the bachelor's degree have a solid field education as well as a managerial orientation and the deeper ecological and social understanding provided by the professional curriculum.

Students wishing to transfer from the forest technology concentration to the forest resources management program at the Syracuse campus will be admitted as juniors. They will be given credit for the summer session in field forestry, dendrology, and a forest protection course. They will still have to complete some physical sciences, social sciences, and humanities while in residence at Syracuse, depending on prior preparation. A total of 35 transfer credit hours from the sophomore year of the forest technology program will be counted towards the B.S. degree. All other requirements as set forth in the forest resources management program option must be met.

Students contemplating subsequent transfer should concentrate their freshman year electives in the social sciences and humanities, in line with the lower division requirements of the forestry option described on page 59. Students should also complete the first semester in chemistry, one semester in physics, and a course in calculus prior to transferring. It is possible to be admitted without these courses, but subsequent progress in the program becomes more difficult.

Life at Wanakena

The Ranger School of the College of Environmental Science and Forestry is located on the banks of the Oswegatchie River near the hamlet of Wanakena, approximately 65 miles northeast of Watertown, and 35 miles west of Tupper Lake. The program's buildings and its surrounding forest border on the river, which flows directly into Cranberry Lake. This managed forest, containing both hardwood and coniferous species, covers an area some 3 miles long with widths varying up to 2 miles. On two sides, the forest is bounded by state forest preserve lands. The forest is also adjacent to several square miles of virgin timber within the Adirondack Forest Preserve.

The main building consists of a central service unit with dormitory wings on either side. The central unit contains classrooms, laboratories, a student lounge, faculty offices, the library, a kitchen, dining room, 22 double-

occupancy and 10 single-occupancy dorm rooms, and three triple-occupancy suites for women.

Faculty houses are nearby on the campus. Other buildings include a maintenance shop, garages, a sugar house, and storage buildings.

The close proximity of faculty offices and student quarters and the intensive field work pattern enables students to consult easily and frequently with the faculty. The program considers this traditional close student-faculty association to be of major benefit in its educational program.

A small library of approximately 1,500 volumes consists of highly specialized materials required for the teaching and study programs of the curriculum.

Students taking the second year of the curriculum at the Ranger School are required to live in the campus's dormitories. An exception may be made for married students who bring their families and rent their own private accommodations in the vicinity. Such accommodations are not plentiful. Each married student should make rental arrangements well in advance of the registration date.

The Ranger School does not maintain an infirmary, nor does it employ a physician or nurse. There are two physicians and a dentist as well as an excellent community hospital in nearby Star Lake, New York. In emergency situations, the program transports sick or injured students to the local physician of their choice or to the hospital. Health and accident policies for students are available through Syracuse University, and it is strongly suggested that the student consider such coverage before reporting to the campus. Application forms are available through ESF's Office of Student Affairs and Educational Services.

Because of the comparatively isolated location of the Ranger School, a stock of books and supplies used in connection with the second year of the program is maintained on campus for sale to students.

During the first year of the program, students will be guided by the rules and regulations that govern attendance at their local campus. During the second year of the program, students will be guided by the general rules and regulations for College of Environmental Science and Forestry students and an additional set of Ranger School "house rules."

Admission Requirements

Admission into the forest technology curriculum requires the following high school units: English (4 units); social science (3 units); science (2 units, including biology); mathematics (3 units, college preparatory); and electives. Mechanical drawing, technical report writing, and computer science are suggested electives.

In addition to the academic requirements, the following must also be met by all applicants:

1. The applicant must be strongly motivated toward a career in field forestry or surveying.

**FOREST TECHNOLOGY CURRICULUM
(Associate in Applied Science Degree)**

Freshman Year: All Students

Credit Hours

(Completed at a college of the student's choice)

General Biology ¹	8
English with a focus on writing (a technical report writing course is highly recommended)	6
Trigonometry	3
Economics	3
Electives ²	<u>10</u>
 Total Maximum Transfer Credit	 30

¹Courses selected may be in general biology, but at least one course in introductory botany is preferred.

²For those students who feel transfer to a baccalaureate program is a possibility, general chemistry and physics should be taken as electives. Otherwise, courses in sociology, psychology, political science, geology, soils, accounting, business, computer science, etc. are desirable electives. Students interested in the surveying area of study should use their electives to take courses in physics, analytic geometry, or introductory calculus.

**CURRICULUM FOR COMBINED FOREST TECHNOLOGY AND
FOREST RESOURCES MANAGEMENT PROGRAMS**

Freshman Year: All Students

Credit Hours

(Completed at a college of the student's choice)

Biology (Botany and Zoology preferred), with Laboratory	8
English with a focus on writing (a technical report writing course is highly recommended)	6
Calculus I	3
Microeconomics	3
General Chemistry, with Laboratory	4
Physics I with Laboratory	4
Political Science (U.S. Institutions), or Introductory Sociology.....	<u>3</u>

Minimum total credits, freshman year 31

Senior Year
(Ranger School)

Credit Hours

<i>First Semester:</i>	FTC 200	Dendrology I.....	2
	FTC 202	Plane Surveying I & II.....	5
<i>All Students</i>	FTC 204	Forest Mensuration and Statistics I.....	3.5
	FTC 206	Forest Ecology.....	3
	FTC 207	Aerial Photogrammetry.....	2
	FTC 208	Allied Technologies.....	2
	FTC 210	Computer Applications.....	1
	FTC 213	Forest Entomology (Those in forest technology only) OR	
	FTC 250	Surveying II (Those in surveying area only).....	1
	FTC 223	Graphics.....	1

20.5

<i>Second Semester:</i>	FTC 205	Forest Mensuration and Statistics II.....	2
	FTC 209	Forest Roads.....	2
<i>Forest Technology Students</i>	FTC 211	Silviculture I.....	2.5
	FTC 214	Personnel Management.....	1.5
	FTC 215	Timber Harvesting.....	2
	FTC 217	Forest Management.....	3.5
	FTC 218	Forest Recreation.....	1.5
	FTC 219	Elements of Wildlife Ecology.....	1.5
	FTC 221	Soil/Water Measurements and Control.....	1.5
	FTC 226	Forest Pathology.....	1
	FTC 227	Fire Management.....	2
	FTC 228	Structure and Growth of Trees.....	1.5
	FTC 229	Silviculture II.....	2

24.5

<i>Second Semester:</i>	FTC 205	Forest Mensuration and Statistics II.....	2
	FTC 209	Forest Roads.....	2
<i>Surveying Students</i>	FTC 211	Silviculture I.....	2.5
	FTC 214	Personnel Management.....	1.5
	FTC 215	Timber Harvesting.....	2
	FTC 221	Soil/Water Measurements and Control.....	1.5
	FTC 228	Structure and Growth of Trees.....	1.5
	FTC 251	Advanced Surveying Measurements & Computations.....	4
	FTC 253	Survey Law.....	2
	FTC 255	Boundary Surveying.....	3
	FTC 257	Construction Surveys.....	1.5
	FTC 259	Advanced Topographic Surveying.....	1

24.5

A minimum of 75 credit hours is required to complete the A.A.S. degree in forest technology.

- The applicant must be willing and able to meet the physical requirements of the program which include walking 2 to 6 miles through forest areas, often carrying 15 to 20 pounds of equipment, and using a wide array of hand tools and power equipment.
- The applicant's parents (if the applicant is under 18 years of age) must be fully aware of the field nature of the study program, its rigorous study-work regime and supporting academic facilities.
- A full medical examination report must be submitted.

Questions concerning any of these requirements should be referred to the Director of Admissions.

Admission Procedures

The decision to admit any student to the forest technology program rests solely with the College of Environmental Science and Forestry. Most openings in the program are filled by students who received conditional acceptances while still seniors in high school, contingent on successful completion of the first year of college. Remaining openings are filled by transfer students who have already attended college. Therefore, it is suggested the potential student, while still a high school senior, follow these procedures:

- Submit a regular SUNY freshman application for the College of Environmental Science and Forestry, using a Curriculum Code 620 (Forest Technology). These applicants should indicate entry date to be one year in advance of the current year.
- Submit a regular application to that school selected for the first year of study, using Curriculum Code 620. It is important that students gain entry on their own for the first year of studies. ESF will request information at a later date concerning what institution the student will be attending.

A limited number of outstanding students are admitted directly from high school. For further information, contact the Director of Admissions.

Transfer Students

Students with previous college experience, or students who are currently enrolled at another college, may apply for transfer. However, courses transferred for credit can be applied only to the freshman year course of studies, and they must be comparable in subject matter, content, and level. All second year courses must be taken at the Ranger School, and, therefore, a student cannot transfer any previously earned credit toward the second year. Transfer applicants must submit a recent official copy of their college transcript and a list of courses they anticipate completing prior to enrollment.

Expenses

Cost of the first year will vary with the specific institution attended.

Estimated costs of the second year program at the Ranger School are as follows:

N.Y. Resident		
Tuition	Board, Room	Books, Supplies
\$3,200	\$5,700	Approx. \$1,250

Nonresident		
Tuition	Board, Room	Books, Supplies
\$8,300	\$5,700	Approx. \$1,250

Students in the surveying technology concentration will need an additional approximately \$250 for supplies. An expense of approximately \$200 for laundry and clothing should be anticipated. There is also a \$20 graduation fee, a student support services fee of \$225, a \$13 student activity fee, and a student transportation fee of \$50. There are a limited number of single dorm rooms available for an additional \$200. There is also a \$25 resident deposit and a \$25 equipment deposit. The latter two fees are fully or partially refundable, depending on breakage charged to a student during the year.

Financial Aid

Financial aid is available upon acceptance to the College of Environmental Science and Forestry. There are three basic loans, scholarships or grants, and part-time employment.

More detailed information on these financial aid opportunities can be found on pages 25-31 of this *Catalog* and the publication *Financial Assistance at ESF*.

The student must file an application with the Office of Financial Aid at the Syracuse Campus and submit a Family Financial Statement to ACT, Iowa City, Iowa 52243.

Placement

The Ranger School assists in placement of graduates. The excellent reputation which the graduates of the Ranger School at Wanakena have developed in all types of forestry and surveying jobs greatly assists today's graduates to find employment. Employment is common with local, state and federal forestry and land resource agencies, private forestry enterprises, and surveying firms. Positions most frequently filled by recent graduates include: state forest ranger, state forest technician, forest aide, industrial forest district supervisor, timber inventory specialist, timber sales supervisor, forest surveyor, forest engineering aide, forest protection technician, forest research technician, forest equipment salesman, tree service technician, and urban park ranger.

The Faculty of Landscape Architecture

RICHARD S. HAWKS, Chair

331 Marshall Hall

(315) 470-6544

<http://www.esf.edu/faculty/la/>

CARTER (Urban Design, City and Regional Planning, Development Process, Planning and Design Theory), CURRY (Site Planning, Urban Analysis and Design, Historic Preservation), DEMING (Site Planning, Graphics, Urban History & Theory), DOBLE (Community Planning & Design, Citizen Participation, Site Planning & Design, Graphics, Education), FREEMAN (Site Design, Plant Materials, Graphics), HAWKS (Community Planning and Design, Natural Factors in Design, University Campus Design and Planning), HOFFMAN (Design with Emphasis on Grading and Drainage, Visual Resources), LEWIS (Community Land Planning; Planning Process, Computer-Aided Community Land Planning, Computer-Aided Mapping, Geographic Information System Applications in Land Planning and Land Use Controls), MARAVIGLIA (Technical Graphics, Creative Problem Solving, Education, Communication, Video, Management), J. PALMER (Landscape Perception, Design Evaluation, Social Impact Assessment, Environment and Behavior Research Methods), POTTEIGER (Cultural Landscape History, History of Landscape Architecture, Design Theory and Methodology), REIMANN (Environmental Design, Passive Energy Conservation, Site Planning and Design), REUTER (Ecology in Landscape Planning, Design and Management of Wetlands; Computer Applications in Environmental Planning and Design Simulation), SHANNON (Site Planning and Design; Urban Analysis and Design; Historic Landscape Preservation Planning; Computer Applications), STRIBLEY (Design and Behavior; Public Participation; Urban Design, Parks and Recreation; Site Planning and Design)

Landscape Architecture

The alteration of the physical environment has been a product of human activity since the earliest times of human settlement. While environments of enduring beauty and vitality occasionally resulted, the history of environmental manipulation more often demonstrated degradation and abuse of the landscape. As the knowledge of natural and human processes has expanded, environmental change has been transformed over the centuries from the casual efforts of many to that requiring skilled individual effort and often demanding multidisciplinary attention.

Since 1911 the landscape architecture program at ESF has been educating practitioners and teachers, designers and planners, advocates and policy makers, who have contributed their careers to a viable, sustainable integration of natural and cultural communities.

The program is the second largest in the United States, with 15 full-time faculty supported by several adjunct professors and visiting instructors. Faculty interests range from materials and construction to regional planning, from ecological planning to urban design, from theoretical landscapes to historic preservation.

The Faculty of Landscape Architecture offers two programs designed to educate students to contribute in varied ways to the wise use of land and landscape. Each degree program provides a basis for students to establish career directions in the profession of landscape architecture. The Bachelor and Master of Landscape Architecture and Master of Science degrees are offered.

Support Facilities

The facilities for landscape architecture include individual studio space for each student, office space for funded projects and advanced standing students, a photographic darkroom, and an assortment of photographic, video, and environmental measurement instrumentation. Computer facilities focus on CAD, GIS, desktop publishing, video image processing, and graphic design and visual simulation systems. The Faculty of Landscape Architecture has an extensive collection of archival material dating from 1913 to the present.

College facilities include a campus library, a fully equipped video recording and processing studio, various environmental measurement laboratories, and a mapping science laboratory with remote sensing, photogrammetry, GIS and digital image processing capabilities. The ESF computer labs contain networked PCs, Macintoshes, workstations and mainframe terminals. All campus computing facilities are linked with Syracuse University for campuswide support of computing activities.

Bachelor of Landscape Architecture

The B.L.A. program is designed for those students desiring to enter the profession of landscape architecture either directly after completing the degree or after completing graduate school. This is a professional degree with an emphasis on the skills and knowledge required to qualify as a landscape architect. The degree is accredited by the American Society of Landscape Architects (ASLA). The B.L.A. degree is granted at the end of five years of study and requires the successful completion of 160 credit hours. A limited number of students are accepted into the freshman program at ESF. However, most students

complete their 62 credit hours of lower division studies at another institution and transfer to the B.L.A. as juniors.

The B.L.A. program consists of a core of courses involving the basic principles and skills of landscape architecture design, land manipulation and engineering, applied ecology, and communications. Additionally, students are required to participate in an independent study semester, off-campus program, either during the summer between the fourth and fifth years, or the fall semester of the fifth year. The off-campus program requires students to cover tuition, books and materials, room and board, and travel costs to the location of study. The major objective of the B.L.A. program is the development of basic proficiency in design, engineering, and communication skills necessary for formal admission into the profession of landscape architecture.

When the prerequisite period of work experience has been completed, a person holding a B.L.A. degree may obtain a license to practice landscape architecture. At present, the State of New York requires those holding a five-year B.L.A. degree to complete a three-year period of internship in the field prior to applying for the licensing examination. Other states have varying requirements for obtaining a license.

As in any area of professional study, students seeking the B.L.A. degree are expected to demonstrate a high level of commitment and scholarship in their studies. This professional commitment is demonstrated by a desire to serve society in an objective, rational, and ethical manner.

Students receiving a B.L.A. degree have entered the profession as employees in public agencies or in private offices offering landscape architectural services. Also, B.L.A. graduates have entered graduate schools in landscape architecture, planning, urban design, regional design, and specific specialties including historic preservation, environmental policy, management, and research.

Prerequisites for Entry into the B.L.A. Degree Program

The breadth of concern of the B.L.A. program makes it imperative that entering students prepare themselves with a broad range of lower division course work. The environmental efforts with which the students will be involved require a strong background in both the natural and social sciences, as well as the humanities. In addition, prior skill development in graphics, mathematics, and computer science is required.

The required prerequisite course work described on 126 must be met to prepare the entering student to engage the B.L.A. curriculum.

All applicants are *highly encouraged* to submit a portfolio of their creative work for review. The faculty embrace a broad conception of the term "creative work" ranging from pencil sketching to poetry, however, for the purpose of indicating an aptitude for landscape architec-

ture, portfolio work should focus primarily on visually-expressive media. Submittals will be used to assess drawing and other graphic communication skills, as well as spatial awareness and the ability to visualize and convey design ideas.

Portfolio items should be submitted in a format no larger than 11" x 17", generally consisting of good-quality photographic or xerographic reproductions. Color slides or prints of large or 3-dimensional work are also acceptable. Do not send original work or rolled materials. Portfolios will not be returned unless accompanied by a self-addressed, pre-posted return envelope.

Program Expenses

In addition to the normal college expenses, students must plan for some special expenses. These include studio equipment and material, field trips, plant camp, and the off-campus semester.

Studio equipment and materials. In a design curriculum, students normally spend more for expendable supplies than they would on books for a lecture course. The cost of equipment and materials for studio courses is typically between \$250 and \$300 each semester. Upon submission for grading, studio projects become the property of the Faculty of Landscape Architecture. While projects are normally returned, they may be retained temporarily for display or permanently kept as part of the archives.

Field trips. Landscape architecture students may be required to participate in a field trip as part of their studio courses. These trips are used to acquaint students with the exemplary works of landscape architecture found in Boston, Montreal, New York, Ottawa, Philadelphia, Toronto, Washington, D.C., or other cities in the northeast. The typical cost of transportation, meals and lodging for field trips taken during the 1997-98 academic year ranged between \$200 and \$250.

Plant camp. During the summer between their third and fourth years, students attend a two-week plant camp (LSA 431 Plant Materials) at Planting Fields Arboretum on Long Island. This class is necessary to provide students with an extended pallet of plant materials to specify in their design projects. It is held immediately after final examinations. Typical cost for 1998 was between \$480 and \$530.

Off-campus semester. This is a self-designed and student-budgeted program. If a student plans well, there is no need for this semester to cost any more than one spent in Syracuse. Typical expenses during the 1997-98 academic year, including tuition, were between \$6,000 and \$8,000. However, a few students had expenses as high as \$10,000 because of the study location they chose and the extra curricular opportunities they enjoyed while abroad. These additional costs are the responsibility of the student and are not covered by financial aid.

LOWER DIVISION REQUIREMENTS FOR LANDSCAPE ARCHITECTURE

Students entering this program through the freshman admissions option should refer to pages 57-61.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area

- A. **English. With a focus on writing and oral communications.** A minimum of 6 credit hours in writing — the basic elements of the writing process, library research, principles of rhetoric and communication applied to writing — and 3 credit hours in speech — selecting, organizing and developing ideas to inform, interest and motivate an audience.
9 Credits
- B. **Graphics.** A minimum of one course in instrument or computer (e.g., AutoCAD) drafting covering 2-dimensional plans, elevations and sections, and 3-dimensional perspective, isometric, oblique, and orthographic projections. A minimum of 3 credit hours in free-hand drawing to develop observation and understanding of form. Demonstration of the drafting or drawing requirements may be waived by the Curriculum Director after review of a portfolio. The portfolio must demonstrate high-quality fulfillment of the above competencies.
4-6 Credits
- C. **Natural Sciences.** Required are three courses, including one year of college biology with labs (an introduction to botany is recommended). The additional course may be from any of the natural or physical sciences (e.g. geology, chemistry, physical geography, physics). The educational objective is to understand the scientific laws and principles that control natural environmental processes. Taking an ecology course is not recommended, since a required course in ecology for landscape architects is a required part of the upper division program.
9-12 Credits
- D. **Mathematics.** One college-level mathematics course is required. The student is responsible for obtaining basic competency in Trigonometry. If this competency is obtained while in high school, the student is responsible for the satisfactory completion of a higher-level college mathematics course (e.g., pre-calculus, calculus, or statistics).
3 Credits
- E. **Social Science.** Required courses may be taken in cultural or social anthropology, cultural geography, economics, political science, social history, sociology, or social psychology. Courses should increase understanding of society, government, and cultures of the world, particularly as they relate to past and present human activity in the environment.
9 Credits
- F. **Humanities.** An art and/or architectural history course that surveys from ancient world to the present is required. Courses in art, design, literature, foreign language, music, and philosophy are all generally acceptable.
9 Credits
- G. **Electives.** 14-19 Credits
- Total minimum lower division credits 62
- H. **Additional Competencies.** The student is responsible for obtaining basic competency in several areas that are required to complete upper division courses.
1. General familiarity with the use of basic drafting instruments.
 2. General familiarity with computers and applications using word processing, spreadsheets, database queries, graphics, and internet communications.

Upper Division Courses

Third Year			<i>Credit Hours</i>
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	LSA 320	Introduction to Landscape Architecture	3
	LSA 326	Landscape Architectural Design Studio I.....	4
	LSA 411	Natural Processes in Planning and Design	3
	CMN 382	Graphic Communication.....	3
	EFB 321	Fundamentals of Ecology for Designers and Planners.....	<u>3</u>
			16
<i>Second Semester</i>	LSA 327	Landscape Architectural Design Studio II.....	4
	LSA 330	Landscape & Site Assessment	3
	LSA 342	Landscape Architecture Construction Technology	4
	EIN 390	Social/Cultural Influences and Environmental Form	3
	EIN 471	History of Landscape Architecture.....	<u>3</u>
			17
Summer	LSA 431	Plant Materials I: Plant Identification.....	2
Fourth Year			<i>Credit Hours</i>
<i>First Semester</i>	LSA 422	Landscape Architectural Design Studio III.....	4
	LSA 433	Plant Materials II: Planting Design and Practice.....	3
	LSA 424	Preparation for Off-Campus Experiential Studio.....	1
	CLL 410	Writing for Environmental Professionals	3
	WPE 342	Light Construction.....	3
		Elective	<u>3</u>
			17
<i>Second Semester</i>	LSA 423	Landscape Architectural Design Studio IV.....	4
	LSA 425	Orientation for Off-Campus Experiential Studio.....	2
	LSA 451	Comprehensive Land Planning	3
		Electives	<u>6</u>
			15
Fifth Year			<i>Credit Hours</i>
<i>First Semester</i>	LSA 460	Off-Campus Experiential Design Studio	15
<i>Second Semester</i>	LSA 471	Landscape Design Studio VI—Urban Design	4
	or		
	LSA 472	Landscape Design Studio VI—Site Design	4
	or		
	LSA 473	Community Design and Planning Studio.....	4
	LSA 445	Construction Documentation Studio	3
	LSA 455	Professional Practice in Landscape Architecture.....	3
		Electives	<u>6</u>
			16

A minimum of 160 credit hours is required to complete the B.L.A. degree.

B.L.A./M.S. Fast Track

This option is available to outstanding fourth-year bachelor of landscape architecture students and provides the opportunity to receive both the bachelor of landscape architecture and master of science degrees during a four-year period at the College. Students who apply must have a minimum 3.000 G.P.A. and are accepted into the program during the fall semester of the fourth-year of the bachelor of landscape architecture program. During spring semester the transition begins between the bachelor of landscape architecture and master of science curriculum requirements. Both degrees are awarded at the completion of 190 credit hours (62 lower division credit hours transferred to the College upon entering the bachelor of landscape architecture third-year and 128 credit hours earned at the College).

Graduate Studies in Landscape Architecture

Graduate studies in landscape architecture attract a broad range of people. Those with undergraduate degrees in landscape architecture may seek specialized training or plan to pursue an academic career. Others with degrees in related fields such as architecture, city and regional planning, and environmental design enter the program to broaden or redirect their design and planning skills. Some students with degrees in fields less closely related to landscape architecture (such as humanities, or arts and sciences) seek new career options or to focus prior interests through a licensed design and planning profession.

Three curriculum tracks address the needs of the students with these differing educational backgrounds. The Master of Science in Landscape Architecture (M.S.), is a two-year academic degree program for applicants with a first professional degree in landscape architecture. A three-year program for applicants who have no design or planning background leads to the fully-accredited professional degree of Master of Landscape Architecture (M.L.A.). Applicants with a related design or planning degree may enter the three-year program with advanced standing. Finally a fast-track option enables qualified candidates within the College's BLA Program to proceed directly into the M.S. program and work on both degrees. Refer to the previous section for information on the fast-track option.

The Master of Science program serves the advanced professional or the aspiring academic. It is highly flexible and can be customized to reflect the breadth and depth of a student's interests. The M.L.A. program, for the student seeking a first-professional degree in landscape architecture, is a more tightly structured curriculum because it leads to the prerequisite work experience that qualifies the graduate for the Landscape Architecture Registration Examination (L.A.R.E.).

Students seeking a multidisciplinary education may choose to pursue a concurrent degree at Syracuse University. In this option a student fulfills the requirements of each program and receives separate degrees. The option may or may not require additional semesters of study, depending on the concurrent degrees. Currently concurrent degrees are available in the M.P.A. degree program in the Maxwell School of Citizenship and Public Affairs, the M.A. or M.S. degree programs in the S.I. Newhouse School of Public communications, the M.S. degree program in the School of Education, or the M.B.A. degree program in the School of Management.

Both graduate degree programs provide a well-balanced curriculum in landscape architectural design and planning, coupled with opportunities to pursue individualized advanced study in a broad range of topics. The diversity of faculty interests and expertise offer both M.S. and M.L.A. students opportunities for in-depth exploration in four areas of study:

1. Ecological Design and Planning
2. Community Design and Planning
3. Cultural Landscape Conservation
4. Design History and Theory

ECOLOGICAL DESIGN AND PLANNING

This area of study emphasizes ecology's integral relationship; both as a contributor to and a result of the design process. Course work from ESF's programs in environmental science, forestry resources management, and environmental and forest biology supplement the core landscape architecture courses. Together the required and recommended courses for this area of study provide a natural science foundation for designing with and for nature.

Human activities in the biosphere are directed by attitudes and technologies that can disrupt ecological patterns and the natural processes that form stable, healthy environments. Landscape architects who are knowledgeable about, and can address issues of human impacts, environmental restoration, conservation biology in working landscapes, sustainable land development, and resource utilization are in growing demand. There are many career opportunities in public and private, domestic and international practice that encompass impact mitigation, ecotourism, restoration ecology, landscape management and sustainable development planning. This area of study prepares students for these career tracks.

COMMUNITY DESIGN AND PLANNING

The purpose of this area of study is to address the design of human settlements including: 1) comprehensive communities such as cities, towns, villages, hamlets and their hinterlands, and 2) specialized communities such as institutional and corporate campuses, co-housing projects and new towns. The recommended core of studios, seminars and lecture courses provide introductory and advanced exploration into the theories, principles and practice of design, planning, preservation and the search for new paradigms. The core courses are supported by a wide range of electives in faculties at the College of Environmental Science and Forestry and at Syracuse University.

This area of study is especially appropriate in an era which calls for: (1) the redefinition of the American city; (2) the retrofitting of the post WW II suburb; (3) the conservation of the rural landscape and; (4) new design paradigms that create a symbiosis of community and place. The core and related courses explore how to plan and design the socially interactive, environmentally sound, sensuously formal community that engenders a strong sense of place and a strong sense of citizenship. There are abundant career opportunities in urban design, city and regional planning, institutional and corporate facilities planning, and in rural preservation and development. This focus is for MLA students interested in design, planning, and policy making at community scale via public, private, or academic practice.

CULTURAL LANDSCAPE CONSERVATION

This area of study addresses the preservation planning and management of cultural landscapes. As defined by the National Park Service a "cultural landscape" [is] a geographic area, including both cultural and natural resources and the wildlife or domestic animals therein, associated with a historic event, activities, or person or exhibiting other cultural or aesthetic values. There are four general types of cultural landscape, not mutually exclusive: historic sites, historic designed landscapes, historic vernacular landscapes, and ethnographic landscapes. The required courses and the recommended electives provide introductory and advanced explorations into the history, theories, principles and practice of cultural landscape preservation, sense of place, phenomenology and cross-cultural landscape studies. The core courses are supported by a wide range of electives from the College and Syracuse University.

The study of cultural landscapes is important in this era of increasing domestic and international attention. Areas of concern associated with cultural landscapes

include: (1) preserving natural and cultural resources; (2) exploring the relationship between stewardship and the collective sense of place; (3) using cultural landscapes as the bases for contemporary development and (4) understanding the variety of human experience through patterns and forms in the landscape and community. There are domestic and international career opportunities in public and private practice addressing such issues as preservation planning, tourism, land use planning, urban design and cultural symbolism.

DESIGN HISTORY AND THEORY

Landscape architects function as vital partners in the ongoing process of designing the places where history unfolds. Their work does not stop at advising or planning; landscape design decisions evolve into built form. Designers are not only responsible for understanding the complexities of context, but also for evaluating and testing the assumptions upon which their design decisions are made. Intellectual rigor is essential in order to protect and enrich our design heritage and our cultural potential.

The purpose of this area of study is to offer in-depth study of landscape design and analysis issues to students who wish to pursue careers in landscape design practice, design research, design evaluation, and/or design education. The knowledge encompassed by this focus goes well beyond a basic understanding of design practice; rather, it is intended to nurture articulate, insightful and broad-minded leaders, teachers and spokespersons in the field of landscape architecture.

The core sequence of courses is designed to introduce students from many different backgrounds to a broad range of common theoretical and practical issues in landscape architecture. The topical readings/projects in a variety of more advanced studios and seminars prepare students for meaningful investigations in the integrative/advanced studio and their final independent design project. The terminal design project will involve research, criticism or speculative design, which tests theoretical assumptions behind material design strategies.

Final Integrative Experience

The M.S. student must complete a thesis (6 credits; minimum). The thesis may be a combination of research in which new, original knowledge is generated or it may be a study that focuses on the application of existing knowledge to a new situation. The M.L.A. student must participate in the capstone studio during the final semester of the program. Both M.S. and M.L.A. students must disseminate the results of their integrative studies through capstone seminars.

In concert with specific program requirements, each student should be aware the College requires all master's

The following schedule of courses illustrates a typical M.L.A. program. The M.S. program, which does not address foundation courses in landscape architecture, is very flexible and based on the student's area of study and consultation between the student and the student's major professor. Therefore, the M.S. program is not illustrated in this catalog.

First Year		<i>Credit Hours</i>
CMN 552	Graphic Communication	3
LSA 320	Introduction to Landscape Architecture	Audit
LSA 600	Design Studio I	4
LSA 601	Design Studio II	4
LSA 611	Natural Processes in Planning and Design.....	3
LSA 615	Site Construction, Grading, Drainage, and Road Layout	3
LSA 633	Planting Design and Practice.....	3
LSA 650	Behavioral Factors of Community Design.....	3
LSA 671	History of Landscape Architecture.....	3
LSA 697	Topics and Issues of Landscape Architecture (Graduate Seminar)	<u>1</u>
		27
Second Year		<i>Credit Hours</i>
LSA 620	Design Studio III—Advanced Site Design.....	4
LSA 621	Design Studio IV—Community Design and Planning	4
LSA 640	Research Methodology	3
LSA 645	Construction Documentation Studio	3
LSA 652	Community Development and Planning Process.....	3
	Directed Electives (Based on Area of Study).....	<u>6</u>
		23
Third Year		<i>Credit Hours</i>
LSA 800	Capstone Studio.....	4
	Integrative Experiences, Program Alternatives	
	Directed Electives (Based on Area of Study).....	<u>12</u>
		16
		Total 66

degree students to complete a minimum of 30 credit hours at the graduate level. The M.L.A. and M.S. programs require a minimum of 42 graduate credits.

Prerequisites and Admission Requirements

Students seeking admission to the M.L.A. program may apply to enter based on education and experience. Admission requires:

1. An undergraduate degree
2. Graduate Record Examination scores
3. A minimum 3.000 (4.000=A) cumulative grade point average is generally required for admission. However, other circumstances may be considered (e.g., work experience) for those below this standard.
4. Three letters of recommendation.
5. A completed course is recommended in each of the following six areas:
 - a. botany, biology, or ecology;
 - b. geology, geomorphology, or earth science;
 - c. anthropology, psychology, or sociology;
 - d. computer applications;
 - e. drawing, drafting; and
 - f. art or architecture history.

Students seeking admission to the M.S. program or admission to the M.L.A. program with advanced standing must additionally have:

1. An accredited or recognized design or planning degree with a minimum 3.000 (4.000=A) cumulative grade point average. However, other circumstances may be considered (e.g., work experience) for those below this standard.
2. A design portfolio

Applicants may be assessed as deficient in one or more areas deemed important to their admission to graduate study in the program. Courses taken to make up deficiencies (e.g., English for international students) may not count towards the credit hours required for the graduate degree.

Applications should be made prior to March 15 for fall admission. Visits to the College are encouraged and highly recommended.

Graduate Assistantships

Students with associated professional degrees may be considered for a graduate assistantship (stipend and tuition scholarship) upon admission, depending upon qualifications and portfolio. Other students may apply for landscape architecture graduate assistantships after the first year of the first professional degree track. Assistant-

ships may also be available with community service or research projects, and are awarded by individual faculty to students with the necessary qualifications.

A limited number of teaching assistantships are awarded each year to highly qualified candidates seeking an academic career. Individuals with prior landscape architectural work experience who intend to pursue a career in teaching at the university level are encouraged to discuss their options with the graduate program coordinator in the Faculty of Landscape Architecture.

Research and Community Service

Research and community service are important aspects of the graduate experience in landscape architecture. Students may participate in the funded studies directed by individual faculty, or in unique studies of their own design. Furthermore, many community service projects are performed in the context of a design studio, thereby bringing real world problems into the studio as a learning experience. In this way, the on-going efforts of students and faculty help to further develop the body of knowledge of the field, while providing a challenging academic environment for the students.

The Faculty of Landscape Architecture believes that computer and video technologies are very important to the future of the profession. They are committed to exploring the application of digital technologies to the practice of landscape architecture, and encourage the use of these technologies by the students. Advanced students may choose to specialize in the application and integration of computer technologies as part of their final integrative experience.

Some of the vehicles currently available for research and community service include: (1) the SUNY Campus Environmental Improvement Program, an award winning program through which students and faculty at ESF offer planning and design assistance to the SUNY Construction Fund and to other campuses in the 64-campus system; (2) Your Town—Designing Its Future, another award winning program that provides rural planning/design workshops and technical assistance to rural communities from West Virginia to Maine; and (3) the SUNY/CUNY Community Design Assistance program, a new collaborative effort among the landscape architecture programs at ESF, City College (in New York City), and the New York State Conference of Mayors and Municipal Officials to provide community assistance through the academic explorations carried out by our design studio and faculty, and students doing independent research.

College and Regional Context

Students in the graduate program in landscape architecture have an excellent opportunity to draw upon the extensive college expertise in ecology, natural sciences, resources management, engineering, forestry, and many other environmental disciplines. Add to this the resources available through Syracuse University, like architecture, geography, and the Maxwell School of Public Affairs, and the breadth of academic choices offered to a student at ESF becomes very significant.

The City of Syracuse has the largest concentration of professional landscape architectural offices in the Central New York State region. This centralized location also provides easy access to major metropolitan centers like, Toronto, Montreal, New York, Boston, and Buffalo, and to unique rural and natural landscapes, such as Lake Ontario, the Finger Lakes, the Catskills, and the Adirondacks. Basic geography, therefore, provides the student with a wide diversity of natural and cultural contexts in which to pursue academic and career goals.

REGIONAL, NATIONAL AND GLOBAL OPPORTUNITIES

Major areas of recent research activity include cultural landscape preservation, visual analysis, rural town planning, ecotourism and wetland impact mitigation. Recent public service activities include urban design, campus design, park design and environmental management. Research and public service activities have been funded or sponsored by the National Park Service, the National Endowment for the Arts, the Nature Conservancy, the United States Forest Service, the New York State Council on the Arts, the State University of New York Construction Fund, private corporations and such communities as the cities of New York, Philadelphia, Syracuse, and Utica. Students participate in these projects through funded assistantships, course work, and independent studies.

Graduate students may take advantage of extensive opportunities to conduct research or do internships abroad. The Faculty of Landscape Architecture requires all B.L.A. candidates to spend a semester off campus and most of the faculty annually travels abroad to visit and work with those students. As a result, the faculty can also offer MLA students a rich network of contacts and sponsors for graduate exploration in Europe, Latin America, the Far East and elsewhere. These opportunities support the expanding role of landscape architecture in addressing such globally important issues as metropolitan development, environmental conservation and symbiosis between community and place. Recent graduate research projects abroad have taken place in Italy (urban design), Mexico (ecotourism), Czechoslovakia (urban plazas), Wales (cultural landscape preservation), Northern Ireland (cultural landscapes), Indonesia (sense of place), Canada (rehabilitation of urban parks), and Spain (historic Moorish landscapes).

At ESF, graduate studies in landscape architecture are strongly supported with computer aided visualization (CAV) technologies, including: (1) computer-aided design (CAD) and graphics, (2) geographic information systems (GIS), (3) image processing, (4) desktop publishing (DTP), (5) multi-media and video/digital presentation technology, and (6) other analytical support systems. Educational opportunities are enhanced further with the inclusion of expertise from allied faculty at Environmental Science and Forestry and Syracuse University.

The Faculty of Paper Science and Engineering

LELAND R. SCHROEDER, Chair
 208 Walters Hall
 (315) 470-6502
<http://www.esf.edu/faculty/pse/paper.htm>

LELAND R. SCHROEDER, Chair (Organic Chemistry, Pulping, Bleaching), CHATTERJEE (Transport Phenomena, Design, Simulation, Pollution Abatement), CROSBY (Paper Properties and Microscopy), FRANCIS (Chemical Engineering and Pulping), KELLER (Surface and Colloid Chemistry of Paper and Papermaking Systems, Paper Properties), LAI (Organic Chemistry, Pulping, Bleaching), MAKKONEN (Papermaking, Papermachine Operation, Instrumentation), RAMARAO (Chemical Engineering, Instrumentation, Flow Phenomena, Process Control), SCOTT (Papermaking, Paper Machine Operations, Thermodynamics), THORPE (Fiber Physics, Paper Physics and Mechanics)

Paper science and engineering provides a broad base of study to prepare men and women for professional positions in the pulp and paper industry. This industry is the fifth largest in the nation and is very strong internationally. The College pioneered instruction for the pulp and paper and allied industries in 1920 with the formation of a paper science and engineering department which has maintained a singularly high position in this area of

professional education. This program has a long-standing reputation for preparing graduates for rewarding positions as research chemists, process engineers, technical service representatives, managers, and many others. Graduates have advanced to positions of leadership in research, management, technical operations, and sales in the pulp and paper industry as well as allied industries of heavy equipment manufacture, process chemicals, and other supply industries.

The program provides education in the physical sciences and chemical engineering, with specific emphasis on those aspects of these disciplines which relate to the manufacture of pulp and paper. This includes the chemistry and anatomy of wood, the conversion of wood to pulp and paper, and the chemistry and physics of paper and paperformation. All options include the basics of chemical engineering with a foundation of unit operations and specialized courses, for example, in air and water pollution abatement for the pulp and paper industry. The engineering option extends this foundation to present a chemical engineering education tailored specifically to the pulp and paper industry.

Lower Division Courses

Students entering this program through the freshman admissions option should refer to pages 59 and 64.

Students entering through one of the transfer programs should follow the curriculum described below.

Course Area	Credit Hours
Botany or Biology with Laboratory.....	4
General Chemistry with Laboratory.....	8
Organic Chemistry with Laboratory.....	8
Quantitative Analysis.....	3
Physics with Laboratory (calculus-based preferred).....	8
Mathematics—Calculus I, II, III and Differential Equations.....	15
Computer Science.....	3
Economics*.....	3-6
English with a focus on writing.....	6
Engineering Drawing.....	1
Humanities or Social Science Electives*.....	6-9
Total minimum lower division credits..... 68	

*A minimum of 3 credits is required in economics. Six credits are preferred. A total of 12 credits is required in economics plus other humanities or social science.

Paper science and engineering is located in Walters Hall, the facilities of which are devoted to education and research in the field of pulp and paper. In addition to a large number of special purpose laboratories and highly sophisticated scientific equipment, there is a pilot plant equipped with machinery and instrumentation for studies of pulping, pulp purification, recycling, refining, paper additives and papermaking. Equipment includes two complete paper machines, one 48-inch and one 12-inch, two pressurized refiners for mechanical pulping, and auxiliary equipment. An environmental engineering laboratory is designed to research various methods of paper recycling and waste treatment. A new state-of-the-art laboratory for testing paper and other materials is in service. The environmental controls for this laboratory provide a wide range of humidities with exceptional accuracy. This equipment as well as the extensive chemical engineering laboratory is employed for both education and research. Computer hardware and software is continually updated for teaching and research in process control and simulation.

Undergraduate Program

The curriculum may be entered at the freshman level by high school graduates with appropriate backgrounds, or at the junior level by students having an associate degree in engineering science, chemical technology, or science and mathematics. The engineering science associate degree is well suited to the engineering option. Some latitude is available if the student's background includes most of the courses shown under "Lower Division Courses." The opportunity is also available to enter with fewer background courses if the student plans to stay longer at the College.

The Science Option

The science option consists mainly of chemistry and chemical engineering courses and specialized courses relating to the manufacture and use of pulp and paper products. The technical elective concentration allows the student to select a subject area of interest in which to specialize. This option prepares the student for careers in the technical, management, or technical representative areas with opportunities to extend interests in other directions.

The Engineering Option

The engineering option has been designed to provide greater depth in chemical engineering education for the student preparing for an engineering career in the pulp and paper industry. The courses are designed to present the principles of engineering with the disciplines and examples selected especially for the pulp and paper industry. Courses have been added in the areas of basic

principles in electricity, statics and dynamics, and mechanics, as well as thermodynamics and design. The graduate is prepared to move into assignments in the engineering field and advance quickly to positions of responsibility in the analysis and design of processes and equipment. The engineering option is especially flexible in terms of extending the course of study to fit individual backgrounds.

The student who enters the junior year with all lower division requirements in place, will need to make the choice between the engineering and science options prior to entering the fall semester of the senior year. Either option will serve as excellent preparation for graduate study.

The Business Management Minor

The management minor was developed primarily for the science option by concentrating the electives in management-specific courses. The student combines a strong technical background with a firm base in management. The student should have completed a course in microeconomics and an accounting course prior to entering the junior year. The business management minor can be taken in conjunction with either the science or engineering options. The example curriculum shows the business management minor incorporated into the Science Option. If a student is planning to take the minor as a transfer student, a course in accounting should be completed prior to entering the junior year. See page 54 for course options.

Internships and Co-Ops

Paper Science and Engineering students enjoy the advantage of hands-on learning in the pulp, paper, and allied industries through paid internships and co-ops. All PSE students are required to complete a two-credit, 12-week summer intern program in the industry (PSE 304). Internships provide students with valuable experience, financial benefits, and two credits toward graduation. Students must submit a mill report for completion of the internship.

Students who complete a co-op in addition to the 12-week internship find the experience highly valuable because they are often able to see engineering projects through to their completion. Generally, students who have had the co-op experience are highly sought for permanent employment.

The co-op position is approximately 7 months in duration, either beginning in May and ending in December, or beginning in January and ending in August. Usually it takes students who complete a co-op one extra semester

Upper Division Courses

Science Option

Junior Year			Credit Hours
<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	FCH 360	Physical Chemistry I	3
	ERE 496	Introduction to Pulping and Bleaching Chemistry	3
	PSE 300	Introduction to Papermaking	3
	PSE 370	Principles of Mass and Energy Balance	3
	PSE 371	Fluid Mechanics	3
	CLL 405	Writing for Science Professionals	2
	CLL 300	Library Research	1
			18
<i>Second Semester</i>	FCH 361	Physical Chemistry II	3
	WPE 386	Structure and Properties of Wood	2
	WPE 390	Fiber Identification Laboratory	1
	PSE 301	Pulp and Paper Processes	3
	PSE 372	Heat Transfer	3
		Electives*	6
			18
Summer Mill Experience:			
Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304			2
Senior Year			Credit Hours
<i>First Semester</i>	PSE 461	Pulping Technology	3
	PSE 465	Paper Properties	4
	PSE 473	Mass Transfer	3
	PSE 477	Process Control	3
	PSE 491	Paper Science and Engineering Project I	1
		Elective*	3
			17
<i>Second Semester</i>	PSE 467	Papermaking Wet End Chemistry	3
	PSE 466	Paper Coating and Converting	2
	PSE 468	Papermaking Processes	3
	ERE 440	Water Pollution Engineering	3
	Electives*	3	
			14
Total minimum upper division credits			69

At least 9 credit hours of electives must be selected from an advisor-approved sequence of technical courses. Examples of acceptable elective concentration areas are shown below.

- | | |
|------------------------------|---------------------------------|
| Colloid and Surface | Chemistry Instrumental Analysis |
| Polymer Chemistry | Pollution Abatement |
| Applied Mathematics | Computer Modeling |
| Management | Mechanics |
| Engineering Design | Materials Science |
| Independent Research Project | |

A minimum of 137 credit hours is required to complete the B.S. degree in the PSE science option.

Engineering Option

Junior Year			Credit Hours
<i>First Semester</i>	ESF 332 FCH 360 ERE 496 PSE 300 PSE 370 PSE 371 CLL 405 CLL 300	Seminar for New Transfer Students 0 Physical Chemistry I 3 Introduction to Pulping and Bleaching Chemistry 3 Introduction to Papermaking 3 Principles of Mass and Energy Balance 3 Fluid Mechanics 3 Writing for Science Professionals 2 Library Research 1	0 3 3 3 3 3 2 1 <u>18</u>
<i>Second Semester</i>	FCH 361 WPE 386 WPE 390 PSE 301 PSE 372 APM 395	Physical Chemistry II 3 Structure and Properties of Wood 2 Fiber Identification Laboratory 1 Pulp and Paper Processes 3 Heat Transfer 3 Probability and Statistics for Engineers 3	3 2 1 3 3 3 <u>15</u>
Summer Mill Experience:			
		Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304	2
Senior Year			
<i>First Semester</i>	PSE 361 PSE 465 PSE 473 ERE 223 ELE 221	Engineering Thermodynamics 3 Paper Properties 4 Mass Transfer 3 Statics and Dynamics 4 Electrical Science I 3	3 4 3 4 3 <u>17</u>
<i>Second Semester</i>	PSE 467 PSE 466 PSE 468 PSE 480 ERE 362 ERE 440 ELE 394	Papermaking Wetend Chemistry 3 Paper Coating and Converting 2 Papermaking Processes 3 Process and Plant Design I: Analysis 3 Mechanics of Materials 3 Water Pollution Engineering 3 Electrical Laboratory for Non-Electrical Engineering Students 1	3 2 3 3 3 3 1 <u>18</u>
Fifth Year			Credit Hours
<i>First Semester</i>	PSE 461 PSE 477 PSE 481	Pulping Technology 3 Process Control 3 Process and Plant Design II: Synthesis 3 Elective-Humanities/Social Sciences 6	3 3 3 6 <u>15</u>
Total minimum upper division credits			82

A minimum of 150 credit hours is required to complete the B.S. degree in the PSE engineering option.

Business Management Minor

Junior Year *Credit Hours*

<i>First Semester</i>	ESF 332	Seminar for New Transfer Students	0
	FCH 360	Physical Chemistry I	3
	ERE 496	Introduction to Pulping and Bleaching Chemistry	3
	PSE 300	Introduction to Papermaking	3
	PSE 370	Principles of Mass and Energy Balance	3
	PSE 371	Fluid Mechanics	3
	CLL 405	Writing for Science Professionals	2
	CLL 300	Library Research	1
			18

<i>Second Semester</i>	FCH 361	Physical Chemistry II	3
	WPE 386	Structure and Properties of Wood	2
	WPE 390	Fiber Identification Laboratory	1
	PSE 301	Pulp and Paper Processes	3
	PSE 372	Heat Transfer	3
	FOR 360	Principles of Management	3
		Management Course*	3
			18

Summer Mill Experience:

Twelve weeks of full-time pulp and/or paper mill employment approved by the Faculty, PSE 304 2

Senior Year *Credit Hours*

<i>First Semester</i>	PSE 461	Pulping Technology	3
	PSE 465	Paper Properties	4
	PSE 473	Mass Transfer	3
	PSE 477	Process Control	3
	PSE 491	Paper Science and Engineering Project I	1
		Management Course*	3
			17

<i>Second Semester</i>	PSE 467	Papermaking Wetend Chemistry	3
	PSE 456	Management in the Paper Industry	3
	PSE 466	Paper Coating and Converting	2
	PSE 468	Papermaking Processes	3
	ERE 440	Water Pollution Engineering	3
		Management Course*	3
			17

Total minimum upper division credits 69

*See page 54 for course options. The business management minor requires at least 15 credits including FOR 360 and PSE 456.

A minimum of 140 credit hours is required to complete the B.S. degree in PSE with a management minor.

to graduate. Co-op students are enrolled for one credit and are required to submit a co-op project report in addition to the mill report required for the two-credit summer internship course.

The employment interview schedule begins in mid-October following the Syracuse Pulp and Paper Foundation's annual meeting. Some companies schedule interviews for co-ops and summer internships at the same time that they hold interviews for permanent positions. Other companies choose to hold interviews for co-ops and interns in the spring semester.

Graduate Program

The faculty participates in graduate education leading to the master of science and doctor of philosophy degrees through the program in environmental and resource engineering. See pages 65-71 for more information on this program.

Graduate studies reflect the strong trend toward diversification in the industry and offer opportunities for study in a variety of subjects related to the manufacture of pulp and paper. Individual study programs are designed to meet specific personal needs.

An important component of the graduate program is thesis research under direction of a major professor. Much of this research is carried out under the auspices of one of the outstanding research facilities of the world, the Empire State Paper Research Institute (ESPRI), an integral part of

the Faculty. Its research activities aim to generate new information regarding the fundamentals, the science, the engineering and the technology of the papermaking process, utilizing advanced techniques such as computer simulation, electron microscopy, specialized spectrophotometry, nuclear magnetic and electron spin resonance and nuclear tracer methods. Recent work has been directed to fundamental investigations of pulping, bleaching, additives, paper recycling, effluent disposal, the papermaking process, the properties of paper, reactions of wood components during mechanical and chemical treatments, the structure of wood and wood fibers, evaporation, fluid dynamics, heat transfer, and chemical recovery. Pilot scale equipment in Walters Hall is often used as an integral part of these research programs.

Many research projects are carried out in cooperation with other College faculties. Examples of such projects include a wide-ranging study of toxicity of paper industry effluents in cooperation with the Faculty of Environmental and Forest Biology, and a cooperative project on the theoretical and experimental analysis of the mechanical properties of fiber and paper with the Department of Mechanical and Aerospace Engineering at Syracuse University. Cooperative studies enable access to the latest equipment in the computer field, including "super" computers.

The faculty enjoys excellent external support in the form of graduate assistantships, fellowships, and grants from ESPRI, and other industry sources, as well as a number of government granting agencies.

Course Offerings

COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY COURSE DESCRIPTIONS

The courses offered by the College are grouped by general subject areas, and the number of credit hours appears after the course title. A credit hour means one recitation (or lecture) hour per week. Three laboratory hours are equivalent to one lecture hour.

The semester(s) after each course indicates when it is normally offered. The College reserves the right to alter the scheduled offering of a course when its enrollment is too small, or when there is no qualified faculty member available to teach it.

Courses listed in this catalog are subject to change through normal academic channels. New courses, course deletions, and changes in courses are initiated by the cognizant Faculties and the College faculty.

Course Numbering System

Code Levels:

100-499 Undergraduate courses for which no graduate credit may be given.

500-599 Graduate courses designed expressly for areas of specialization in post-baccalaureate programs. Qualified undergraduate students may enroll by permission of the instructor.

600-699 Graduate courses designed expressly for advanced levels of specialization. Undergraduate students with a cumulative grade point average of 3.000 or better may enroll in these courses with an approved petition.

700-999 Advanced graduate level courses for which no undergraduate students may register. Shared resources courses, designated as 400/500 or 400/600, are designed when the topic coverage of both courses is the same. Separate course syllabuses are developed expressly differentiating the requirements and evaluative criteria between the undergraduate course and the graduate course. No type of crosslisting may be offered unless approved by the ESF Faculty.

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APM—APPLIED MATHEMATICS

APM 105. Survey of Calculus and its Applications I (4)

Three hours of lecture and one hour of recitation per week. Introduction to calculus for students in the life and management sciences. Elements of analytic geometry. An emphasis on the concepts of limits, continuity, and differentiation for algebraic, trigonometric, exponential, and logarithmic functions and their application to life and management sciences. Fall.

Prerequisite: Precalculus or 3.5 years of high school mathematics.

APM 106. Survey of Calculus and its Applications II (4)

Three hours of lecture and one hour of discussion per week. A continuation of calculus for students in the life and management sciences. Elements of analytic geometry. An introduction to integration and application of the definite integral. An emphasis on the concepts of integration for algebraic, trigonometric, exponential, and logarithmic functions and their application to life and management sciences. Spring.

Prerequisite: APM 105 or permission of instructor.

APM 153. Computing Methods for Engineers and Physical Scientists (3)

Introduction to programming structures: flowcharts, language statements, and subprograms. Introduction to data structures: arrays, scalars, and others. Introduction to data codes: numbers and characters, "natural" and binary. Introduction to algorithms at the procedural level. Spring.

APM 255. Computing Applications (3)

Introduction to computing resources: timeshared and personal computers. Introduction to basic computing concepts. Introduction to computing and computer networks. Introduction to applications computing: word processing, spreadsheets, and communications (electronic mail and other Internet services).

APM 360. Introduction to Computer Programming (3)

The basic course in computer programming offered by the College, giving the student the skill and understanding to write computer programs to solve problems. The course will cover instruction in a commonly-used programming language such as Pascal or FORTRAN; will cover basic hardware and software concepts; and will make use of electronic mail and computer networks; will introduce applications software, such as spreadsheets, statistical software, or other appropriate types. No prior experience with computers or programming is required. Fall.

APM 391. Introduction to Probability and Statistics (3)

Elementary probability including permutations, combinations, and other counting formulae, and basic statistical inference, including point estimation, confidence intervals, and hypothesis testing for one or two population means or proportions. Fall or Spring.

APM 395. Probability and Statistics for Engineers (3)

Elementary probability including permutations, combinations, and other counting formulae, and basic statistical inference, including point estimation, confidence intervals, and hypothesis testing for one or two population means or proportions. Spring.

Prerequisite: Calculus through integral calculus

APM 485. Differential Equations for Engineers**and Scientists (3)**

First and second order ordinary differential equations, matrix algebra, eigen values and eigen vectors, linear systems of ordinary differential equations, numerical solution techniques, and an introduction to partial differential equations. Spring.

Prerequisite: MAT 295, MAT 296, MAT 397, or equivalent.

APM 500. Introduction to Computer Programming for**Graduate Students (3)**

A basic course in computer usage. Provides the skill needed to utilize digital computer languages for problem solving. Includes a study of Fortran with a discussion of APL and Assembly Language. Other topics include representation of information, management of files, error control, operational systems and job control. Fall and Spring.

APM 510. Statistical Analysis (3)

Two hours of lecture and three hours of laboratory. A treatment of statistical inference, including paired design, group design, linear regression and correlation, one way analysis of variance and some applications of chi-square. Calculation of statistics, test of hypotheses and proper interpretation of calculated statistics. Fall.

APM 620. Analysis of Variance (3)

Three hours of lecture and recitation and three hours of laboratory. Multiway classifications in the analysis of variance, with emphasis on the development of models, including randomized blocks, Latin squares, split plots, and factorial designs with fixed effects, random effects, and mixed effects; multiple and partial regression and correlation (including curvilinear), using matrix methods; analysis of covariance. Fall.

Prerequisites: Graduate standing and an introductory course in statistics covering material through the one-way analysis of variance.

APM 625. Introduction to Sampling Techniques (3)

Two hours of lecture and three hours of laboratory. Introduction to the scientific basis of sampling: selecting an appropriate sampling unit; choosing an efficient design; calculating sampling error; determining a sample size to meet stated objectives. Fall.

Prerequisite: APM 391 or equivalent.

APM 630. Regression Analysis (3)

Three hours of lecture. Review of basic statistical concepts and matrix algebra. Classical simple and multiple linear regression models, indicator or dummy variables in regression, residual analysis, transformation and weighted least squares, influence diagnostics, multicollinearity, nonlinear regression models. Statistical computing using SAS and applications in forestry, biology, engineering, and social sciences.

Prerequisite: APM 391 or equivalent.

APM 635. Multivariate Statistical Methods (3)

Three hours of lecture. Review of basic statistical concepts and matrix algebra. Multivariate normal distribution, Hotelling's T^2 , multivariate analysis of variances, principal component analysis, correspondence analysis, factor analysis, canonical correlation analysis, discrimination and classification, cluster analysis. Statistical computing using SAS and interpretation of results. Fall.

Prerequisite: APM 391 or equivalent.

APM 640. Mathematical Modeling of Environmental**Systems (3)**

Three hours lecture/discussion. This course provides students with skills to develop and apply mathematical models of environmental fate processes, perform analyses of sensitivity and uncertainty to facilitate model selection, parameter estimation, and experimental design, and assess the role of mathematical modeling in relation to other aspects of environmental systems analysis and management. Fall.

Prerequisites: Calculus through integral calculus, introductory probability and statistics, introductory differential equations, and knowledge of a programming language.

APM 650. Operations Research (3)

Two one and one-half hours of lectures. Deterministic and Stochastic Operations Research models applicable to managerial problems. Linear programming, transportation and allocation models, goal programming, dynamic programming, network analysis, and simulation techniques. Spring.

Prerequisites: APM 391 and MAT 227 or equivalent, or permission of the instructor.

APM 696. Special Topics in Quantitative Methods (1-3)

Experimental and developmental courses in areas of quantitative methods not covered in regularly scheduled courses. A course syllabus will be available to students and faculty advisors prior to registration. Fall or Spring.

CLL—COMPOSITION, LIBRARY AND LITERATURE**CLL 190. Writing and the Environment (3)**

Introduction to writing and reading on the college level. The course will require frequent informal writing assignments, an oral presentation, and at least two formal writing assignments. Students will acquire the skills to achieve college-level literacy. Fall.

CLL 290. Perspectives on the Environment (3)

Examination of the views of nature and the environment as seen by selected writers, poets, and essayists. The course will require frequent informal writing assignments, an oral presentation, and at least three formal writing assignments—one of which will require research and documentation. Students will learn the literacy expectations of their disciplines. Intended for students who have had an introductory writing course. Spring.

CLL 296. Special Topics in Composition, Library and Literature (1-3)

Experimental, interdisciplinary, or special course work at the freshman or sophomore levels. Subject matter and course format vary from semester to semester or offering on the basis of needs and objectives of the course. Fall or Spring.

CLL 300. Library Research (1)

Two hours of lecture or discussion, one hour lab per week in the library, during the first five weeks of the semester. Introduction for students at all levels to basic library materials and the research process leading to preparation of a bibliography. Fall and Spring.

CLL 390. Introduction to Literature of Nature (3)

Examination of the views of nature and the environment as seen by selected writers, poets and essayists of the nineteenth and twentieth centuries up to Rachel Carson. The readings discussions and written assignments will explore the aesthetics, the socio-political climate and the prevailing attitudes toward the environment that formed the backdrop for readings. Intended for students who have had the freshman sequence of writing courses. Spring.

CLL 405. Writing for Science Professionals (1-3)

Three hours of lecture, discussion, workshops. Principles and practice of writing skills required of science professionals. Develop proficiency in determining the purpose of a document; analyzing the audience; selecting, developing, and organizing the information in an appropriate design; and writing clearly, precisely, and effectively. Writing assignments done weekly; rewriting is routinely required. Fall and Spring.

CLL 410. Writing for Environmental Professionals (3)

Three hours of lecture and discussion. Principles and practice of writing skills required of environmental professionals. Develop proficiency in determining the purpose of a document; analyzing the audience; selecting, developing and organizing the information in an appropriate design; and writing clearly, precisely and effectively. Writing assignments are made weekly; rewriting is routinely required. Fall and Spring.

Prerequisite: Satisfactory completion of a college-level course in basic writing skills.

CLL 490. Literature of Nature (3)
Examination of the views of nature and the environment as seen by contemporary nature writers and environmentalists. The readings, discussions and written assignments will explore the aesthetics, the socio-political climate and the prevailing attitudes toward the environment that form the backdrop for readings. Spring.
Prerequisite: CLL 390 or permission of instructor.

CLL 496. Special Topics in Composition, Literature, and Library Studies (1-3)
Special topics of current interest to undergraduate students in composition, literature, and library. A detailed course description will be presented as the topics area is identified and developed. Fall and Spring.

CLL 498. Independent Study (1-3)
Guided individual study of a topic in composition, literature, and library. Enrollment is possible at various times during the semester. Fall and Spring.

CMN—COMMUNICATIONS (Environmental Studies)

CMN 340. Electronic Information (3)
Three hours of discussion and group work per week. Required for juniors in the Environmental Communications and Information Option of the Environmental Studies program. Open to other upper-division students as an elective. An introduction to effective strategies for searching for and evaluating information stored on the Internet; to the federal, state, and international laws applying to the Internet and its users; and to principles of community formation and maintenance as they apply to Internet communities. Fall.
Prerequisite: Junior standing.

CMN 380. Technical Drawing I (1)
One three-hour drafting room period. Elements of perspective, isometric, oblique, and orthographic projection. Practice in free-hand and instrument drawing. Fall.

CMN 393. Environmental Discourse (3)
Three hours of lecture, discussion, workshops, group projects, and presentations. Required for juniors in the Environmental Studies Communication and Information Option of the Environmental Studies program. Open to other upper-division students as an elective. Other students with permission of instructor. The course includes theory and practice of language use, rhetorical analysis and strategies, gender issues, information and advocacy campaigns, and oral presentation skills. Emphasis on symbolic and metaphorical representations of environmental issues from popular culture to environmental impact statements. We will critique discourse in the context of environmental history, institutions, culture, society, gender, race, class, and science. Spring.

CMN 440. Environmental Visualization (3)
Three hours of lecture and discussion per week. The course includes an overview of graphic perception and cognition, a theoretical framework for classifying graphics, and introductions to the use and misuse of visualizations in the effective communication of environmental processes and project proposals to multiple publics. Students will compile a critical workbook of examples, and develop a series of preliminary visualizations. Fall.
Prerequisites: senior status; and Environmental Studies Communication and Information Option, or permission of instructor.

CMN 493. Environmental Communication Workshop (3)
Three hours of cooperative learning activities, lecture, and discussion per week. Required for seniors in the Environmental Communication and Information Option of the Environmental Studies program; open to other seniors as an elective. A workshop format on a specified environmental program or issue introduces of the theories and skills of alternative dispute resolution approaches, public participation structures and dynamics, public policy decisionmaking and implementation, risk communication, leadership styles, and small group dynamics. Spring.
Prerequisite: Senior status or permission of instructor.

CMN 521. Communication for Design and Planning Professions (3)
One 3-hour lecture and discussion per week, and two individual conferences with instructor during semester. The course is taught as a simulation during which students will develop cognitive understanding of the communications processes at play in the professional world of landscape architects and land-use planners and build communication skills. Fall or Spring.

Prerequisite: Students must have completed lower-division oral and written communication requirements and an upper-division writing course.

CMN 531. Environmental Communications (3)
Three hours of lecture/discussion. An introductory course for seniors and graduate students which presents techniques and processes in education and communications applicable in environmental science, management, planning, and design. Topics include basic teaching, learning and communications theory and strategy, working with the press, electronic media, gaming and simulation, public address techniques, slide/tape production and use, film production and use. Spring.

EFB—ENVIRONMENTAL AND FOREST BIOLOGY

The Faculty of Environmental and Forest Biology offers a diverse array of courses at both undergraduate and graduate levels. Based on student interest, curricula can be designed to accommodate a degree of specialization in one or more sub-disciplines of biology. In the following list, courses numbered from ()00 - ()25 (at each level) are General Biology offerings; those from ()26 - ()50 are Plant-Sciences, and those from ()51 - ()95 are Animal Science courses.

NOTE: All EFB courses of 300 level and above require a minimum prerequisite of one year of college biology or equivalent. A course at an appropriate level may be taken with permission of the instructor.

EFB 132. Orientation Seminar: Environmental and Forest Biology (1)

One hour per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to EFB as a field of inquiry. Fall.

EFB 220. Global Environment (3)
A survey of current global environmental change, including global warming, acidic deposition, the ozone hole, El Niño, loss of biodiversity, and energy and population problems. Socio-economic and political ramifications of global change. Three lectures per week. Spring.

EFB 226. General Botany (4)
Three hours of lecture and three-hour laboratory. An introduction to plant biology with special emphasis on the structure and function of the green plant. Fall.

EFB 285. Principles of Zoology (4)
An introduction to the study of vertebrate and invertebrate animals, including reproduction, development, heredity, physiology, form and function, diversity, evolution, and behavior. An integrated laboratory and lecture course that introduces processes of scientific inquiry and provides a basis for understanding the natural world. The course provides the fundamental background for advanced or specialized courses, e.g., in animal physiology, anatomy, taxonomy, ecology, behavior, and fisheries/wildlife sciences. Spring.

EFB 300. Biotechnology and the Custom Designing of Life (3)

The new and expanding technology of genetic engineering is affecting the world around us in new, exciting, and sometimes unexpected ways. Therefore, students from all fields of biology need a fundamental knowledge of the subject to make intelligent

decisions about the coming changes. Lectures in this course will cover general principles, important historical background, and current uses of biotechnology. This course will include student discussions and debates on the social and environmental impacts of introducing modified and novel genomes into our world as well as the gathering and uses of personal genetic information. Fall.

EFB 303. Introductory Environmental Microbiology..... (4)

Three hours of lecture and three hours of laboratory. An introduction to the biology of microorganisms and viruses and a study of their interactions with other microbes and macroorganisms. Fall.

EFB 307. Principles of Genetics..... (3)

Three hours of lecture and discussion. A general course covering concepts of genetics and evolution basic to upper division biology and biochemistry courses. Includes the inheritance and analysis of Mendelian and quantitative traits, the chemical nature of the gene and its action, genetic engineering, the genetic structure of populations and their evolution. Numerical methods for the characterizing and analyzing genetic data are introduced. Spring.

Prerequisite: A one-year college introductory biology course.

EFB 308. Principles of Genetics Laboratory..... (1)

Three hours of auto-tutorial laboratory. Experiments with plant and animals and computer simulation exercises demonstrate the basic principles of inheritance of Mendelian traits and changes in populations caused by major forces in evolution or by breeding procedures. Numerical methods for characterizing quantitative traits and for testing hypotheses are introduced. Spring.

Corequisite: EFB 307 or equivalent.

EFB 309. Introduction to Quantitative and Population Genetics..... (1)

Lectures and auto-tutorial laboratories on basic concepts of quantitative inheritance, the structure of populations, and evolution. Laboratory experiments and computer simulations are used to demonstrate these concepts. Numerical methods for characterizing and analyzing genetic data are introduced. Not open to students taking EFB 307 and 308. Spring.

Prerequisite: Permission of the instructor.

EFB 320. General Ecology..... (4)

Three hours of lecture and one three-hour field trip/laboratory. An introduction to plant and animal ecology, including concepts and techniques in population ecology, community dynamics, physiological and behavioral ecology, biogeography, ecosystem ecology, nutrient cycling and energy flow. Ecological management applications, human ecological impacts and problems are considered. Fall.

EFB 321. Fundamentals of Ecology for Designers and Planners..... (3)

Two hours of lecture and three hours of field trip/laboratory per week. An introduction to ecology with an emphasis on vegetation and applications of ecology to landscape architecture. Concepts include ecosystem organization, population ecology, community structure and dynamics. Fall.

Prerequisite: One year of Biology.

EFB 325. Cell Physiology..... (3)

Three hours of lecture. Introduction to the dynamics of living systems with emphasis on the universality of the biological world. Fall.

Prerequisite: One semester of organic chemistry.

EFB 326. Diversity of Plants..... (3)

Two hours of lecture and one three-hour laboratory. An evolutionary survey of plants from unicellular prokaryotes to multicellular eukaryotes. Coverage includes the algae, fungi, bryophytes, lower vascular plants, ferns, gymnosperms and angiosperms. Spring.

EFB 335. Dendrology..... (2)

One hour of lecture and one three-hour laboratory/field trip. Field study, identification, and major characteristics of important

forest trees of North America. Open only to students in the Forest Engineering curriculum. Fall.

EFB 336. Dendrology..... (3)

Two hours of lecture and one three-hour laboratory/field trip. Field study, identification, natural history, and elementary silvics of important forest trees of North America. Fall.

EFB 340. Forest and Shade Tree Pathology..... (3)

Two hours of lecture and three hours of autotutorial laboratory. Major diseases of forest, shade, and ornamental trees and deterioration of forest products, with emphasis on disease identification, principles of disease development, effects of disease on the host, and practical control measures. Spring.

EFB 341. Regulators, Terminators, and Resource Recovery Agents of the Forest..... (3)

A self-paced correspondence course based on readings from Tree Disease Concepts and a study guide that directs the student to provide written or diagram responses to questions. The exercises are oriented toward developing an understanding of the biological foundation and ecological importance of diseases as regulators, terminators, and resource recovery agents in the forests. This course is supplemented with overview videos. Students will be guided in making their own observations and diagnoses in the field.

EFB 351. Principles of Forest Entomology..... (3)

Two hours of lecture, three hours of laboratory. Elements of insect classification, morphology and physiology; introduction to the role of insects in forested ecosystems; insect surveys, hazard rating, impact, control and other aspects of applied forest pest management. Designed for students in Resources Management. Spring.

EFB 352. Elements of Entomology..... (3)

Two hours of lecture, three hours of laboratory/field work. General classification of insects, morphology, physiology, ecology, behavior, and basic principles of population control. Emphasis through illustration is on the role of insects in the forest environment. Fall.

EFB 355. Invertebrate Zoology..... (4)

Three hours of lecture, three hours of laboratory. Structure, function, classification, and evolution of invertebrates. Emphasis on functional biology and ecological interactions. Spring

EFB 381. Vertebrate Museum Techniques..... (2)

Theory and practice of vertebrate museum methods, with emphasis on the preparation and curation of vertebrate specimens, Spring.

Prerequisites: At least senior standing and permission of instructor. Limited to ten students.

EFB 382. Wildlife Conservation..... (3)

Two hours of lecture, one hour of recitation. Introduction to the biological principles of conservation including the relationship of natural resources to modern society. The wildlife resource and its conservation will be emphasized. It is not designed for students concentrating in the area of Forest Wildlife Management. Fall.

EFB 385. Comparative Vertebrate Anatomy..... (4)

Three hours of lecture and three hours of laboratory per week. Analysis of vertebrate structure, with emphasis on comparative study of organ systems. Includes evolution of form and function, major adaptive patterns, and phylogenetic relationships in vertebrates. Spring.

EFB 405. History of the Natural Sciences/Contemporary Issues..... (2)

Two hours of lecture. A review of the history of western science from pre-Ionian to Darwin, with evaluation of the impact of cultures and theology on the progress of scientific thought. Contemporary issues concerning bioethics and biotechnology will be examined for their influence on the scientific community and social structure. Spring.

EFB 412. Introduction to Chemical Ecology..... (3)

Three hours of lecture with discussion. Centers on chemical

signals among organisms from microbes to man as they affect ecology, physiology and behavior and as they can be utilized for agriculture, pest management, and animal husbandry. Spring.

Prerequisite: Organic chemistry (one year).

Note: Also listed as FCH 440.

EFB 415. Ecological Biogeochemistry (3)

Three hours of lecture and discussion. Investigation of the principles of biogeochemistry in ecosystems. The transformations and fluxes of elements in terrestrial and aquatic ecosystems including global cycles are emphasized. Fall.

Prerequisite: Courses in general ecology and introductory chemistry.

EFB 416. Introduction to Environmental Interpretation.. (3)

Introductions to popular activities and products of nature interpretation such as nature trails and traditional nature walks to explore and illustrate the philosophy, principles, and concepts of environmental interpretation. Fall.

Prerequisite: EFB 320 or equivalent.

EFB 417. Perspectives of Interpretive Design (3)

Applications of environmental interpretation theory and methods to nature center programming, science education, and various fields of resource management emphasizing procedures for creating and implementing products such as slide-presentations, publication, exhibits, and nature walks. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 418. Interpretation of Field Biology (5)

This five-week residential course offers introductions to Adirondack flora and fauna in a regional context as subjects for various interpretive programs and products such as nature walks and trailside presentations, and slide-presentations. The application of professional interpretive techniques and the inclusion of natural history in science education are highlights. Summer.

Prerequisite: EFB 320 or consent of instructor.

EFB 420. Field Experience Internship (5)

Full-time for at least five weeks, or equivalent, of employment with an agency or professional involved in field activity. A resident faculty member is required to serve as course evaluator. Approval of curriculum director is necessary. See advisor for detailed procedural information. Summer.

EFB 421. Ecology of Freshwaters (2.5)

Half-time for four weeks. Cranberry Lake Biological Station. Experimental and observational studies of environmental and biotic interactions influencing productivity of freshwaters. Basic concepts at the organismic, population, and community level. Summer, Cranberry Lake Biological Station.

EFB 426. Plant Propagation (1)

One combined lecture-demonstration laboratory plus supervised greenhouse assignments. Instruction in principles and practices of plant propagation and in related greenhouse operations. Fall and Spring.

Prerequisite: Senior status in Environmental and Forest Biology curriculum.

Note: Cannot be used to satisfy the 6-hour biology curriculum requirement in the plant sciences.

EFB 435. Adirondack Flora (2.5)

Field study of summer flora of the Adirondacks including field identification and ecology of key species. Summer, Cranberry Lake Biological Station.

EFB 436. Dendrology II (1)

One three-hour field trip/laboratory. A continuation of Dendrology I emphasizing trees and shrubs ecologically important in the Central New York region and economically important in North America. Fall.

EFB 440. Mycology (3)

Two hours of lecture, three hours of laboratory. Fundamentals

of the morphology, taxonomy, life histories, ecology and symbiotic relationships of fungi. Fall.

EFB 441. Field Plant Pathology (2.5)

Field study of plant diseases and decline with special emphasis on the field identification of different pathogens, including viruses, bacteria, fungi, insects, and pathogenic plants. Summer, Cranberry Lake Biological Station.

EFB 442. Field Mycology (2.5)

An introduction to the collection and identification of Adirondack fungi. Field techniques and laboratory identification of the major fungi found in selected ecosystems. Summer, Cranberry Lake Biological Station.

EFB 443. Plant Virology (3)

Two hours of lecture and three hours of laboratory. History of plant virology, identification and characterization of plant viruses, including transmission mechanisms, vector relationships, purification, and serology. Laboratory will present techniques for the identification and characterization of plant viruses. Spring (even years).

Prerequisite: EFB 303, equivalent, or consent of the instructor.

EFB 445. Plant Ecology (3)

Two hours of lecture and discussion and one laboratory session. A first course in plant community ecology dealing with the dynamics of community development and change and the process of community analysis and description. Spring.

Prerequisite: EFB 320.

EFB 446. Ecology of Mosses (3)

Two hours of lecture and one three-hour laboratory or field trip. A study of taxonomic diversity, ecological adaptations, and the roles of bryophytes in ecosystems.

EFB 448. Physiological Ecology of Plants (3)

Three hours of lecture. Examination of the interactions between plants and their environment. Emphasis on the physiology of plants as modified by fluctuating external conditions and the mechanisms of plant adaptation. Students completing EFB 448 should not enroll in EFB 530. Fall.

Prerequisites: An introductory course in physics, EFB 320 and EFB 326.

EFB 451. Pest Management Theory and Practice (2)

Two hours of lecture for nine weeks; then one lecture hour and one three-hour laboratory for four weeks. A review of history and governmental policy for four weeks. A review of history and governmental policy of pest management, as well as basic instruction in theory and practicum. Fall.

Prerequisite: EFB 352 or equivalent

EFB 452. Principles of Chemical Control (3)

Two hours of lecture; one three-hour laboratory. A study of the chemistry, toxicology, handling and application of chemicals used to manage pest populations. A primer for the State Pesticide Application examinations. Spring.

Prerequisite: EFB 451.

EFB 453. Forest and Aquatic Insects (2.5)

The forest and aquatic insects of Cranberry Lake Region and their role in these environments and habitats. Insect collection required. Summer, Cranberry Lake Biological Station.

EFB 454. Wood Deterioration by Insects (3)

Three hours of lecture, discussion, and demonstration. Biology, identification, ecology of insect and wood interrelations; prevention of injury and control of insects injurious to forest products and wood in use. Spring.

Prerequisite: EFB 352 or equivalent.

EFB 461. Animal Physiology: Organismal (3)

Three hours of lecture, discussion, and/or exercises. An

introduction to fundamentals of animal physiology at the organismal level; functioning of the basic organ systems; coordination and control of organ systems; alternative "solutions" to common physiological "problems." Fall.

Prerequisite: One year of general biology and either EFB 325, one semester of biochemistry, or their equivalents.

EFB 462. Animal Physiology: Environmental and Ecological (3)

Three hours of lecture, discussion, and/or exercises. An introduction to the physiology of adaptation to the physical and biotic environments, including animal energetics, biology of body size, and physiological constraints on animal life history. Spring.

Prerequisite: EFB 461 or equivalent, or permission of instructor.

EFB 476. Vertebrate Ecology (2.5)

Utilization of unique Adirondack forms and communities to study population dynamics, behavior, systematics, and the ecological role of vertebrates; standard field and laboratory techniques. Summer, Cranberry Lake Biological Station.

EFB 478. Microcommunity Ecology (2.5)

Field study of terrestrial invertebrate microcommunities; descriptive and comparative assay of microhabitats incorporating experimental and field techniques. Summer, Cranberry Lake Biological Station.

EFB 479. Field Ornithology (2.5)

Field study of the ecology, distribution, and behavior of birds in the Adirondack region. Techniques used in conducting field studies in avian biology will be emphasized (including mist netting, banding, field identification, and avian censusing). Summer, Cranberry Lake Biological Station.

EFB 480. Principles of Animal Behavior (4)

Three hours of lecture, one hour of recitation per week. A study of the basic principles of animal behavior, stressing exogenous and endogenous mechanisms of control, with emphasis on the evolution of behavior. Spring.

EFB 481. Behavioral Ecology (2.5)

Study of the behavioral adaptations of animals to their environment. Emphasis will be placed on field observation and experimentation. Habitat selection, foraging, mating, and social behavior will be considered. Summer, Cranberry Lake Biological Station.

Prerequisite: EFB 480 or equivalent behavior course.

EFB 483. Biology of Birds and Mammals (4)

Three hours of lecture and three hours of laboratory. A course surveying the taxonomy, anatomical-behavioral-physiological adaptations and natural history of birds and mammals. Techniques for the field study of a vertebrate species will be discussed. Fall.

EFB 485. Herpetology (3)

Two hours of lecture and three hours of laboratory. An introduction to the structure, function, ecology, behavior, development, and distribution of amphibians and reptiles as they relate to the systematics of the various groups. Spring.

EFB 486. Ichthyology (3)

Two hours of lecture, three hours of laboratory. An introduction to the anatomy, physiology, ecology, behavior, and taxonomy of fishes. Spring.

EFB 487. Fishery Biology (4)

Three hours of lecture and three hours of laboratory. Introduction to models of growth, mortality, production, and exploitation; aspects of fish ecology and behavior related to the dynamics and management of fish populations and communities. Fall.

Prerequisite: EFB 486 or equivalent.

EFB 488. Ecology of Adirondack Fishes (2.5)

Study of the ecology of fishes, with detailed individual investigation of the ecology of Adirondack fishes. Summer, Cranberry Lake Biological Station.

EFB 490. Wildlife Ecology and Management (3)

Three hours of lecture. A study of the ecological principles governing wild animal populations and their habitats and the relationship of these principles to management programs and decisions. Spring.

Prerequisites: EFB 320 or equivalent.

EFB 491. Wildlife Ecology and Management Practicum (2)

One hour discussion, three hours laboratory. Practical contact and experience with wildlife management techniques and programs; relates practices to principles of management. Designed for biology students wishing to pursue careers as wildlife biologists. Spring.

Corequisite: EFB 490

Pre- or corequisite: CLL300.

EFB 493. Wildlife Habitats and Populations (4)

Three hours of lecture/discussion and one three-hour laboratory per week, one Saturday field trip required. Application of ecological concepts including succession and population biology to wildlife management planning and program assessment. Students are exposed to U.S. Fish and Wildlife Service habitat evaluation procedures and fundamentals of population modeling. Fall.

Prerequisite: EFB 490/491.

EFB 496. Topics in Environmental and Forest Biology (1-3)

Experimental, interdisciplinary, or special coursework in biology for undergraduate students. Subject matter and method of presentation varies from semester to semester. May be repeated for additional credit. Fall or Spring.

EFB 497. Seminar (1)

One hour of presentations and discussion. A topic in Environmental and Forest Biology will be emphasized and its importance to contemporary issues will be addressed. Fall or Spring.

Prerequisite: 90 credit hours.

EFB 498. Research Problems in Environmental and Forest Biology (1-3)

Independent research in topics in Forest Biology for the superior undergraduate student. Selection of subject area determined by the student in conference with appropriate faculty member. Tutorial conferences, discussions and critiques scheduled as necessary. Final written report required for departmental record. Fall, Spring, and/or Summer.

EFB 500. Forest Biology Field Trip (1-3)

A five- to ten-day trip to (1) agencies engaged in biological research, management, and administration, or (2) regions or areas of unusual biological interest. A final report is required. Additional fees required to cover cost of travel and lodging during field portion of course. Fall or Spring.

EFB 501. Introduction to Genetic Engineering (3)

Three hours of lectures. The concepts and processes of recombinant DNA technology for the manipulation of genomes of plants, animals, fungi, and bacteria to produce new organisms of practical value. Spring.

EFB 505. Microbial Ecology (3)

Two hours of lecture and three hours of laboratory. Applied and environmental aspects of microbiology with emphasis on biochemical interactions. Examining microbial processes and interrelationships in aquatic and terrestrial ecosystems. Spring.

Prerequisite: EFB 303 or equivalent.

EFB 509. Concepts in Evolutionary and Systematic Biology (3)

Three hours of lecture. Exploration of the core concepts of evolutionary and systematic biology to better understand organic diversity. Includes study of evolution's causal factors (mutation, migration, genetic drift, and natural selection) and results (microevolution, differentiation, speciation, and macroevolution), as well as the principles that allow classification of living organisms and reconstruction of evolutionary histories. Examples are drawn from plants, animals, and microorganisms. Spring.

Prerequisite: EFB 307 or equivalent course in general genetics.

EFB 510. Health and Our Chemical Environment (3)

Three hours of lecture and discussion. Analysis of our chemical environment and discussion of health hazards of anthropogenic and natural chemicals in environment associated with typical life styles of our society. Emphasis is on basic toxicological principles, scientific basis of regulations and risk assessment for balanced judgment of issues on health hazards of environmental chemicals. Spring.

EFB 515. Population Ecology (3)

Two hours of lecture and three hours of laboratory. Description, analysis, evolution, interactions and stability of natural and experimental populations. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 516. Ecosystems (3)

Ecosystems emphasizes the integration of biological, chemical and physical aspects of the environment applied in an integrative fashion to units of landscape and water. Major topics covered include a survey of ecosystem types, energy flow, nutrient cycles and the relation of ecosystem processes to plant and animal populations. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 518. Systems Ecology (4)

Three hours of lecture and three hours of laboratory/field experience. Survey of history, literature, and techniques of systems ecology, including, especially, the teaching of intellectual, basic mathematical, and computer skills that allow the student to take an environmental problem of his or her choosing and simulate it on a computer. Fall.

Prerequisite: One course in ecology. It is also recommended that the student have at least some previous or concurrent experience with computers. Weekend field trip required.

EFB 519. Geographic Modeling (3)

Students learn how to interface the traditional tools of ecological modeling with the new tools of Geographic Information Systems. Geographical modeling involves the simulation of natural earth systems with special consideration given to spatial position, adjacency, clustering, or distribution of system variables. Students will work on a project of their own choosing, learning to write FORTRAN code to model and display system dynamics in both space and time. Spring.

Prerequisites: EFB 518 and a course in GIS.

EFB 520. Pest Management Systems in Forestry (3)

An in-depth analysis of management systems developed for forest pest problems. This course examines the concepts and processes of integrated pest management systems in forestry. It analyzes the major forest insect and disease systems developed in recent years. Vegetation management and pesticide use in forestry are also covered. A forest management plan is prepared and defended according to preestablished guidelines. The course is required for the Master of Forestry degree and is part of a sequence of Forest Entomology, Pest Management, and Forest Pathology courses offered. Spring.

Prerequisite: EFB 351/352 or basic entomology; or forest pathology.

EFB 521. Principles of Interpretive Programming (3)

This course offers principles, methods, and marketing for comprehensive interpretive programming. Creative approaches to methods for establishing effective programming featuring natural history themes are emphasized. Spring, alternate years.

Prerequisite: EFB 416, EFB 616, or EFB 417, EFB 617.

EFB 522. Ecology, Resources and Development (2)

Examines the emerging field of ecological economics by reviewing traditional economic approaches, especially as applied to evaluating nonmarket processes—such as many of the services of nature. Introduces alternative approaches focusing on energy and resources, rather than money, as a basis for wealth and evaluation. Spring.

Prerequisites: A course in ecology and a course in economics.

EFB 523. Tropical Ecology (3)

One hour of lecture coupled with a period of intensive field study

over spring break on a tropical island in the Caribbean. Principles of tropical ecology, resource management, and island biogeography are presented. Field trips to a variety of tropical ecosystems including: rain forest, coral reefs, crater lakes and montane rain forest. Comparisons with north temperate ecosystems are made. Additional fees required to cover cost of travel and lodging during field portion of course. (Deposit required by mid-December). Requires the ability to swim. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 524. Limnology (3)

Three hours of lecture. An introduction to the physics, chemistry, and biology of inland waters, with particular emphasis on lakes. The course focuses on lakes as integrated ecosystems, and analyzes perturbations in this environment on the structure and function of the biological communities contained therein. Fall.

Prerequisites: Introductory courses in physics and chemistry, and EFB 320.

EFB 525. Limnology Laboratory (1)

One laboratory or field trip. An introduction to limnological techniques and the procedures for empirically analyzing ecological relations in aquatic ecosystems. Field trips to local aquatic habitats. Fall.

Pre- or Corequisite: EFB 524.

EFB 526. Introduction to Plant Tissue Culture (3)

One hour of lecture and six hours of laboratory designed to introduce students to the scientific and commercial uses of plant tissue culture. Spring.

Prerequisite: A semester of General Botany or equivalent.

EFB 529. Ecology of the Soil/Plant System (3)

Three hours of lecture and discussion. The course develops the foundations of and understanding in soil/plant relationships with emphasis on soil nutrients and trace elements. Role of the nutritional factor in population abundance and distribution, competition, allelopathy, species endemism, community development (succession), and anthropogenic factors are covered. Spring.

Prerequisite: EFB 320, or EFB 445, or equivalent.

EFB 530. Plant Physiology (3)

Three hours of lecture. Internal processes and conditions in higher plants with emphasis on physiological and biochemical concepts. For students majoring in the biological sciences. Spring.

Prerequisites: EFB 325, EFB 326.

Note: EFB 531 also required for Plant Sciences Concentration students.

EFB 531. Plant Physiology Laboratory (2)

Two laboratory sessions. Introduction to methods and procedures of physiological research. Spring.

Prerequisite: Corequisite EFB 530, or permission of the instructor.

EFB 532. Plant Anatomy (3)

Two hours of lecture and three hours of laboratory. An introductory course in plant anatomy designed to familiarize the student with the organization and development of the primary and secondary plant body of higher plants. Spring.

Prerequisite: EFB 326.

EFB 535. Systematic Botany (3)

Two hours of lecture and three hours of laboratory. Identification, nomenclature, and classification of flowering plants with special emphasis on local flora and on developing the ability to classify the plants of any region. Fall.

Prerequisites: EFB 326.

EFB 540. Forest Health Monitoring (3)

Three hours of lecture/discussion on theoretical and applied aspects of forest health monitoring including concepts, data acquisition, analysis, quality assurance, interpretation, and reporting. Spring.

Pre- or Corequisites: Courses in forest resources management, ecology, pathology, and entomology.

EFB 541. Wood Microbiology (3)

Two hours of lecture and three hours of laboratory/field trip. Survey of lignicolous microorganisms, their roles in the degradation of wood, and principles of their control. Detailed consideration of all types of decay of wood and its products from chemical, ultrastructural, biotechnological and ecological perspectives. Fall.

EFB 542. Freshwater Wetland Ecosystems (3)

Three hours of lecture. An examination of the structure and function of various freshwater wetlands. Ecologic principles that broadly apply to all wetland ecosystems are examined and contrasted with terrestrial systems. The effect of management activities on, and the management potential of, wetlands are also examined. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 545. Forest Decline Concepts (3)

Three hours of lecture/discussion per week. Environmental stress factors will be integrated into forest decline concept models using specific examples from forest pathology, forest entomology, ecology, resource management and current environmental topics. Fall.

EFB 551. Forest and Shade Tree Entomology (2)

Two hours of lecture. Important forest and shade tree insects, detection, evaluation, prevention, and control of their damage; their relation to silviculture and management of forests and shade trees. Fall.

Prerequisite: EFB 352 or equivalent.

EFB 552. Forest and Shade Tree Entomology Laboratory**(1)**

Three hours of laboratory/field trip. Identification of important forest and shade tree insects and their damage. Fall.

Pre- or Corequisite: EFB 551.

EFB 554. Aquatic Entomology (3)

An introduction to the identification, life histories, and ecology of aquatic insects, with emphasis on genera found in the northeastern U.S. Includes a consideration of the functional role of insects in aquatic systems, and current avenues of research. Intended for seniors and graduate students pursuing interests in entomology, fisheries and wildlife, forestry, limnology and general ecology. Fall.

Prerequisite: One course in entomology or permission of the instructor.

EFB 555. Chemical Ecology of Vertebrates (3)

A survey of chemical interactions within and among species of fish, amphibia, reptiles, birds and mammals, including humans. Signal production, sensory processes, plant-animal interactions, practical applications of chemical ecology, and effects of global and local change on chemical ecology processes. Spring.

Prerequisites: One semester of Organic Chemistry and at least two of the following: General ecology, animal behavior, introduction to chemical ecology, and a course in vertebrate biology.

EFB 561. Medical Entomology (3)

Three hours of lecture and recitation. Study of arthropods affecting man, domestic animals, and wildlife with emphasis on their biology, control, and relationships to vertebrate disease. Spring (even years).

Prerequisite: EFB 352 or equivalent.

EFB 563. Animal Physiology Laboratory (1)

Three hours of laboratory. Students will be introduced to the experimental foundations of organismal and ecological physiology of animals. Emphasis is on loosely guided student-designed experiments, carried out from conception to result. Spring.

Prerequisite: EFB 461 or EFB 661, or equivalent, and permission of instructor. Co-enrollment in EFB 462 or EFB 662 recommended.

EFB 565. Insect Morphology (3)

Two hours of lecture and three hours of laboratory. A comparative study of the external morphology of insects emphasizing evolutionary trends, especially modifications of homologous struc-

tures. Topics of special importance include intersegmental relationships, feeding, sensory mechanisms, locomotion, and reproduction. Spring.

Prerequisite: EFB 352.

EFB 570. Insect Physiology (3)

Two hours of lecture and three hours of laboratory. Study of the life processes in insects; introduction to modern physiological instrumentation and laboratory methods. Spring.

Prerequisite: EFB 325.

EFB 578. Terrestrial Community Ecology (3)

Three hours of lecture. Relation of terrestrial vertebrates and invertebrates to their physical, chemical, and biological environment. Emphasis on community principles, structural quantification, and evolutionary processes of terrestrial animals. Fall.

Prerequisite: EFB 320 or equivalent.

EFB 580. Wetland Wildlife Ecology and Management (3)

An assessment of important wildlife resources and associated management within coastal and freshwater wetlands in North America. The course also covers state and federal wetland classification schemes, regulations, policy, and specific topics in wetland wildlife management. Fall.

Prerequisite: EFB 320 or equivalent.

EFB 585. Forest Wildlife Ecology and Management (3)

Provides a theoretical as well as practical background in the integrated management of timber and wildlife with emphasis on the wildlife outputs or benefits. Includes a one-week field trip to view ongoing forest management scenarios. Fall.

Prerequisites: EFB 490, or equivalent, and permission of the instructor.

EFB 590. Wilderness Wildlife Conservation (3)

Two hours of lecture and one hour of discussion and a week-long field trip during spring break. The course introduces students to the philosophy, concepts, and practice of wilderness wildlife conservation, covering biology of selected species, ecosystems, special techniques, and human dimensions.

Prerequisites: EFB 320 and EFB 490, or equivalents.

EFB 601. Molecular Biology Techniques (3)

One hour of lecture and six hours of laboratory. Techniques used in molecular biology research are presented, including the extraction, measurement, analysis, and manipulation of nuclear and organellar DNAs of plants and fungi. Some methods on RNA and proteins will be covered. Fall.

Prerequisites: FCH 530, 531, and 532.

EFB 602. Genetic Engineering of Eucaryotes (3)

Three hours of lecture. Genetic engineering of eucaryotic organisms with emphasis on plant and fungal systems. Principles and current research will be covered. Spring.

Prerequisites: EFB 307, FCH 530, and FCH 532, or equivalents.

EFB 607. Breeding Plants for Resistance to Disease and Pests**..... (2)**

Two hours of lecture and discussion. Principles, methods, and strategies in breeding for resistance to diseases and pests. The effectiveness, durability, and limitations of resistance breeding in pest management and control are considered. Fall.

Prerequisites: Introductory courses in genetics or forest tree improvement and in forest pathology or entomology, or permission of the instructor.

EFB 610. Ecological Biogeochemistry (3)

Three hours of lecture and discussion. Investigation of the principles of biogeochemistry in ecosystems. The transformations and fluxes of elements in terrestrial and aquatic ecosystems including global cycles are emphasized. Fall.

Prerequisites: Courses in general ecology and introductory chemistry.

EFB 611. Environmental Toxicology (3)

Three hours of lecture, seminar, and discussion. Review of major facets of environmental toxicology including toxic action and fate of environmental pollutants, pollution control, ecotoxicological impact, and in-depth studies of selected topics. A major term paper dealing with a contemporary issue is required, to be shared and discussed with the class.

Prerequisite: EFB 510 or permission of instructor.

EFB 612. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion. Centers on chemical signals among organisms from microbes to man as they affect ecology, physiology, and behavior and as they can be utilized for agriculture, pest management, and animal husbandry. This course is a companion to EFB 412/FCH 440. Spring.

EFB 616. Introduction to Environmental Interpretation.. (3)

Introductions to popular activities, special projects, and products of nature interpretation such as nature trails and traditional nature walks to explore and illustrate the philosophy, principles, and concepts of environmental interpretation. Requires analysis of several interpretive processes and completion of a paper. Fall.

Prerequisite: EFB 320 or equivalent.

EFB 617. Perspectives of Interpretive Design (3)

Applications of environmental interpretation theory and methods to nature center programming, science education, and various fields of resource management emphasizing procedures for creating and implementing products such as slide-presentations, publications, exhibits, and nature walks. Includes analysis and articulation of some interpretive processes. Spring.

Prerequisite: EFB 320 or equivalent.

EFB 618. Interpretation of Field Biology..... (5)

This five-week residential course offers introductions to Adirondack flora and fauna in a regional context as subjects for various interpretive programs and products such as nature walks and trailside presentations, and slide-presentations. The course provides opportunities to select and test the application of professional interpretive techniques to activities promoting natural history and science education. Summer.

Prerequisite: EFB 320 or consent of the instructor.

EFB 622. Applications of Interpretation to Science Education (3)

This course offers practical research strategies for science educators working with their students in local environments. The course builds on forest ecology and wildlife themes as vehicles to teach the process of science. Included within the field-oriented introductions to Adirondack birds, mammals and flora, are ideas to enhance most science curricula. Applications of nature interpretation are used to energize traditional strategies, by using nature trails, walks, and trail leaflets, brochures, presentations, and exhibits. Participants must implement, test, and document semester-length projects with their students. Summer.

EFB 625. Membranes and Biological Transport (3)

Two hours of lecture and one hour of discussion. Composition, structure, and physical properties of membranes. Membrane functions including transport, bioelectricity, and cell compartmentalization. Specific transport processes in biological systems. Fall (even years).

Prerequisites: One semester of biochemistry and an advanced physiology course.

EFB 630. Fungus Physiology..... (3)

Two hours of lecture and one hour of discussion. Principles of growth, reproduction, and differentiation of the fungi emphasizing the role of the environment in controlling fungal processes. Spring (even years).

Prerequisite: Two semesters of physiology or biochemistry.

EFB 632. Plant Growth Regulation..... (3)

Three hours of lecture/discussion on topics concerned with the biochemistry and physiology of plant hormones and synthetic growth regulators. Fall

Prerequisite: A course in plant physiology or biochemistry.

EFB 633. Chemical Defenses of Plants..... (3)

Three hours of lecture/discussion about the ways in which plants defend themselves chemically against microorganisms, insects, herbivores, and other plants. Fall.

Prerequisite: A course in physiology or biochemistry.

EFB 635. Topics in Plant Nutrition (2)

Two hours of lecture, discussion, and seminars. Advanced course dealing with selected topics of mineral and organic nutrition of plants. Fall.

Prerequisite: Completion of one or more physiologically-oriented plant science courses.

EFB 640. Mycology (3)

Two hours of lecture, three hours of laboratory. Fundamentals of the morphology, taxonomy, life histories, ecology, and symbiotic relationships of fungi. Fall.

EFB 641. Phytopathology (3)

Two hours of lecture and discussion and three hours of autotutorial laboratory. Principles and concepts of plant pathology. Major diseases of ornamental plants, vegetable crops, fruit crops, field crops, and trees. This is an introductory plant pathology course for graduate students in all departments. Spring.

EFB 642. Epidemiology and Management of Tree Disease (3)

Three hours of lecture and discussion, with occasional laboratory or field trip. Brief history of phytopathology, study of epidemiological principles and their application in tree disease management. Survey of disease management strategies in various regions of the U.S. Spring (odd years).

Prerequisite: EFB 340.

EFB 643. Plant Virology (3)

Two hours of lecture and three hours of laboratory. History of plant virology, identification, and characterization of plant viruses, including transmission mechanisms, vector relationships, purification, and serology. Laboratory will present techniques for the identification and characterization of plant viruses. Spring (even years).

Prerequisite: EFB 303, equivalent, or consent of the instructor.

EFB 645. Plant Ecology..... (3)

Two hours of lecture/discussion and one laboratory/discussion section per week. A first course in plant community ecology for beginning graduate students focusing on dynamics of community development and change and the processes of community analysis and description. Spring.

Prerequisite: A course in general ecology.

EFB 646. Ecology of Mosses (3)

Two hours of lecture and one three-hour laboratory or field trip. A study of taxonomic diversity, ecological adaptations, and the roles of bryophytes in ecosystems.

EFB 650. Recombinant DNA Technology for Plants and Fungi (3)

Three hours of lecture and discussions. An advanced course in molecular biology with emphasis on plant and fungal systems. This course is for students interested in careers in biotechnology as well as for students in other areas who are interested in understanding the genetically altered organisms targeted for release into the environment. Fall.

Prerequisite: EFB 325 or equivalent.

EFB 651. General Insect Taxonomy (3)

Two hours of lecture and three hours of laboratory. Identification and classification of the important orders and families of insects; acquaintance with pertinent taxonomic literature and use of keys; and understanding of evolutionary principles and concepts and a knowledge of systematic theory and practice. Insect collection required. (Odd years.)

Prerequisite: EFB 565.

EFB 661. Animal Physiology: Organismal (3)

Three hours of lecture, discussion, exercises, and an independent project. An introduction to the fundamentals of animal physiology at the organismal level; functioning of the basic organ systems; coordination and control of organ systems; alternative "solutions" to common physiological "problems." Fall.

Prerequisites: Permission of instruction and one year of general biology and either EFB 325, or one semester of biochemistry, or their equivalents.

EFB 662. Animal Physiology: Environmental and Ecological (3)

Three hours of lecture, discussion, and exercises and an independent project. An introduction to the physiology of adaptation to the physical and biotic environments, including animal energetics, biology of body size, and physiological constraints on animal life history. Spring.

Prerequisite: EFB 661 or equivalent, or permission of instructor.

EFB 664. Functional Design on Organisms..... (3)

Three hours of lecture. The relationship of structure to function in organisms, how natural selection operates to optimize organismal function, and the physical and mechanical design principles that constrain it. Fall, odd years.

Prerequisites: EFB 461 or EFB 661, and EFB 462 or EFB 662, or equivalents.

EFB 678. Practicum in Terrestrial Community Ecology (3)

One hour of lecture, one hour TBS, and three hours of laboratory. Intensive practical application of ecological principles to the study of terrestrial animal communities. Includes experimental and field collection of data, quantifications, synthesis, and final reporting. Fall.

Pre- or Corequisite: EFB 578 or equivalent.

EFB 680. Behavioral and Physiological Ecology (3)

Two hours of lecture and one hour of discussion. An examination of the concepts of animal adaptations to ecological change from a behavioral point of view. Particular emphasis will be placed on the role the environment plays in shaping the behavior of a given species. Behavioral and physiological responses to environmental conditions will be treated as a continuum. Spring (odd years).

Prerequisites: One course in ecology, behavior, and physiology.

EFB 682. Invertebrate Symbiosis..... (3)

Two hours of lecture and one three-hour laboratory. An introduction to the ecology and evolution of interspecific relationships of invertebrates. Spring (even years).

Prerequisites: EFB 320, EFB 355.

EFB 689. Animal Physiological Ecology..... (3)

Three hours of lecture per week. A detailed and critical examination of principles and current dogmas in physiological ecology. Topics to be covered: The physical environment and physiological adaptation; the biology of body size; physiologically optimizing use of energy and materials. Spring (even years).

Prerequisite: EFB 489 (or equivalent) or permission of the instructor.

EFB 692. Ecology and Management of Waterfowl (3)

Three hours of lecture. A detailed examination of waterfowl ecology and management. The course is structured around the annual cycle, focusing on strategies of survival and reproduction; management aspects are treated throughout the course. Fall.

Prerequisite: EFB 483 or equivalent.

EFB 693. Wildlife Habitats and Populations (4)

Three hours of lecture/discussion and one three-hour laboratory per week, one Saturday field trip required. Application of ecological concepts including succession and population biology to wildlife management planning and program assessment. Students are exposed to U.S. Fish and Wildlife Service habitat evaluation procedures and fundamentals of population modeling. Fall.

Prerequisite: EFB 490/491, or graduate student standing.

EFB 695. Urban Wildlife (2)

Three hours of lecture and discussion with field trips. A study of the occurrence, adaptations, and values of wildlife in urbanized areas, with emphasis on current research and agency programs. Spring (even years).

EFB 702. Topics in Biotechnology (1-3)

Hours to be arranged. Group study covering current topics in biotechnology. Fall or Spring.

Prerequisite: Permission of the instructor.

EFB 720. Topics in Soil Invertebrate Ecology..... (3)

Two one-hour lecture and discussion periods and a three-hour laboratory. Study of literature relating to soil invertebrate microcommunities; taxonomy, culturing, and collection methods of soil fauna; student will conduct an individual research problem. Spring (odd years).

EFB 724. Seminar in Aquatic Ecology (1)

Two hours of lecture and discussion. A seminar to explore in some depth areas of current research in aquatic ecology. Fall (even years).

Prerequisite: Six credits in aquatic ecology.

EFB 733. Techniques in Plant Physiology..... (2-4)

Comprehensive study of techniques essential for research in plant physiology. Students may choose the instructors they wish to work with, and should consult the instructors for further details. May be repeated for credit in different specialties.

Prerequisites: EFB 531 or equivalent, biochemistry with laboratory.

EFB 740. Mycorrhizae (3)

Two hours of lecture and three hours of laboratory/discussion. A basic background course covering structural, functional, and ecological aspects of mycorrhizae; their methods of field and laboratory study; and applications in forestry practice. Fall (odd years).

EFB 741. Topics in Phytopathology (3)

Two two-hour lectures and discussions. Discussions of specific subject in phytopathology and wood microbiology. Topic selection is based on availability of expertise and will be announced in advance. This course may be repeated for credit in different specialties. Fall or Spring.

EFB 745. Topics in Plant Ecology (2)

Two hours of seminar and discussion. An advanced course dealing with current research in plant community dynamics. May be repeated for additional credit. Fall.

Prerequisite: EFB 445 or EFB 645.

EFB 796. Topics in Environmental and Forest Biology (1-3)

Special instruction, conference, advanced study, and research in selected subject areas. Typewritten report required. Check Schedule of Courses for details.

EFB 797. Seminar in Environmental and Forest Biology (1)

Seminar discussions of subjects of interest and importance in environmental and forest biology. Seminar offerings are available in most interdisciplinary areas. Check Schedule of Courses for details. Fall and Spring.

EFB 798. Research Problems in Environmental and Forest Biology (Credit hours to be arranged)

Individual advanced study of selected special problems in environmental and forest biology. Offered by arrangement with individual faculty. Typewritten report required. Fall and Spring.

EFB 830. Physiology of Growth and Development (2)

Lecture. A study of the growth and development of plants and the physiological and biochemical processes that influence the development of form and structure in higher plants. Fall (even years).

Prerequisites: EFB 530, EFB 532, and organic chemistry.

EFB 840. Advanced Mycology, Homobasidiomycetes (3)

Review of selected literature as well as laboratory training in identification and research techniques. Fall.

Prerequisite: EFB 640.

EFB 841. Advanced Mycology, Heterobasidiomycetes (3)

Review of selected literature as well as laboratory training in identification and research techniques. Spring (even years).

Prerequisite: EFB 640.

EFB 842. Advanced Mycology, Ascomycetes (3)

Review of selected literature as well as laboratory training in identification and research techniques. Spring (odd years).

Prerequisite: EFB 640.

EFB 843. Advanced Mycology, Deuteromycetes (3)

Review of selected literature as well as laboratory training in identification and research techniques. Fall (even years).

Prerequisite: EFB 640.

EFB 851. Advanced Insect Taxonomy (3)

Two hours of lecture and three hours of laboratory. Methods, procedures, and concepts of systematics. Examples and material will be drawn from among important groups of forest insects. Fall.

Prerequisite: EFB 651.

EFB 898. Professional Experience (1-12)

Professional experience which applies, enriches, and/or complements formal coursework. Graded on an "S/U" basis. Fall, Spring, and Summer.

EFB 899. Master's Thesis or Project Research (1-12)

Investigation leading to the completion of a research-oriented thesis or to an application-oriented project. Graded on an "S/U" basis. Fall, Spring, and Summer.

EFB 980. Topics in Animal Behavior (2)

Two hours of lecture and discussion. A seminar-type course designed to explore in depth selected and controversial subject areas in animal behavior. Fall or Spring.

EFB 999. Doctoral Thesis Research (1-12)

Investigation leading to the completion of the doctoral thesis. Graded on an "S/U" basis. Fall, Spring, and Summer.

**EIN—ENVIRONMENTAL INFLUENCES
(LANDSCAPE ARCHITECTURE)**

(See also courses listed under LSA)

EIN 205. Art, Culture, and Landscape I (3)

The course will examine the evolution of cultural expression in the arts and allied design professions from prehistory to the Renaissance. Three hours of lecture per week. Lectures will emphasize the interrelationships between the arts and their relation to cultural contexts. Fall.

EIN 206. Art, Culture, and Landscape II (3)

The course will examine the evolution of cultural expression in the arts and allied design professions from the Renaissance to the Modern period. Three hours of lecture per week. Lectures will emphasize the interrelationships between the arts and their relation to cultural contexts. Spring.

EIN 371. American Landscape History (3)

Three hours of lecture and discussion per week. The history of human-environmental interaction in America since colonial times. Reviews the prevalent ideas and attitudes during various periods, and the development of the environmental professions. Uses a humanistic and ecological approach to understand the landscape in relation to changes in population, technology, economics, social organizations, and attitudes. Fall or Spring.

**EIN 390. Social/Cultural Influences and
Environmental Form (3)**

Three hours of lecture. This course provides an introduction to an interdisciplinary social science analysis of human settlements. The course introduces the basic concepts, vocabulary, theories, and units of analysis for an interdisciplinary social perspective of the environmental form of human settlements. As such, it focuses upon developing an understanding of the context for the planning and design of human settlements. Course requirements include readings, examinations, and reports. Field trips may be scheduled. Spring.

EIN 471. History of Landscape Architecture (3)

Three hours of lecture. Informal lectures and class participation, reports, assigned text and assigned reserve shelf reading, optional text and handout notes, quizzes and exams. Slides. Historical study and style analysis of Western man's efforts to design his environment and his changing attitudes and relationships to environment. Also, non-Western coverage where significant or influential on Western Man. Study of historical personalities as well as periods that are of environmental concern up into the modern period. Fall.

EIN 510. Creative Problem Solving Seminar (3)

Three hours of lecture and discussion. A course designed to extend the student's understanding and application of creative problem solving processes. One requirement will be to select and carry out an application of the techniques to a particular problem, with consultation and guidance from the instructor. Critique and survey of the literature on creativity, in-depth analysis of the synectics process, and various procedures which have been developed for nurturing creative behavior comprise the essence of the program. Spring.

EIN 560. Negotiating Environmental Disputes (3)

Two hours of lecture and two hours of recitation/workshop per week. An introductory course to help students acquire and refine skills in listening, problem solving, assertion, and conflict management. These interpersonal skills are useful in many situations; however, the emphasis will be upon using them to resolve environmental conflicts. Approaches to learning will include theory presentation, skill demonstration, skill practice and critique. Fall or Spring.

ENS—ENVIRONMENTAL SCIENCE**ENS 601. Water Resources Management (3)**

Three hours of lecture and discussion. This course provides an introduction to interdisciplinary water management. It draws upon subject matters from many areas, including water policy, planning, economics, hydrology, law, engineering, and water quality. Fall.

ENS 602. Environmental Decisionmaking (3)

A critical historical survey of the development of twentieth century American public environmental decisionmaking. Includes underlying theory; institutional determinants; and emerging approaches. Fall.

Prerequisite: GPES student or permission of instructor.

ENS 606. Environmental Risk Perception (3)

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.

Prerequisites: Coursework in psychology, sociology, and environmental policy are recommended.

ENS 608. Environmental Conflict and Citizen Groups (3)

Three hours of lecture and discussion. Examination of interactions between citizen groups, governmental institutions, and business around local, state, and national environmental conflicts. Dynamics of conflict processes, citizen mobilization, strategies and tactics, and alternative dispute resolution options. Implications for public participation programs. Emphasis on case studies.

ENS 611. Environmental Institutions (3)

Three hours of lecture and discussion per week. Examination of the interrelationships of policymaking and environmental program implementation in government, the role of the legal process in environmental management, and techniques for program evaluation. Fall.

ENS 625. Freshwater Wetlands Assessment and Mitigation (3)

Three hours of lecture, discussion and exercises per week. This course develops principles and methods for functional wetland data collection, delineation, assessment and mitigation/restoration through systematic survey of relevant approaches, methods, literature and field exercises. Fall.

ENS 631. Uncertainty and Environmental Assessment (3)

Three hours of lecture/discussion. An analysis of methods for recognizing, quantifying, and assessing uncertainty in policy-driven environmental assessment. Topics include conceptualization and definition of risk and uncertainty, use of probability theory for treatment of uncertainty in environmental assessment, communication of information about uncertain empirical quantities, human judgement in the presence of uncertainty, propagation of uncertainty through mathematical models, and assessment of the implications of uncertainty in quantitative models. Spring.

Prerequisite: Satisfactory completion of APM 395 or an equivalent calculus-based introduction to probability and statistics.

ENS 635. Public Participation and Decisionmaking: Theory and Application (3)

Three hours of discussion, presentation and exercises per week. 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 decisionmaking. Spring.

ENS 687. Environmental Law and Policy (3)

Three hours of lecture and discussion per week. Study of the legal system and selected federal statutes dealing with environmental protection including the National Environmental Policy Act, Clean Air Act, Clean Water Act and Waste Management Laws. Spring.

ENS 696. Special Topics in Environmental Science and Policy (1-3)

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.

ENS 703. Environmental Information Policy (3)

Critical examination of Federal and State policy controlling the generation, storage, and dissemination of public environmental information. Emphasis placed on current issues related to new electronic formats. Spring.

ENS 796. Advanced Topics in Environmental Science and Policy (1-3)

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

ENS 797. Environmental Science Seminar (1-3)

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

ENS 798. Problems in Environmental Science and Policy (Credit hours to be arranged)

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

ENS 898. Professional Experience (1-12)

Professional experience which applies, enriches, and/or complements formal coursework. Graded on an "S/U" basis. Fall, Spring, and Summer.

ENS 899. Master's Thesis Research (Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

ENS 999. Doctoral Thesis Research (Credit hours to be arranged)

Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

**ERE—ENGINEERING
(ENVIRONMENTAL AND RESOURCE ENGINEERING)****ERE 221. Engineering Mechanics—Statics (3)**

Three hours of lecture. Forces and vectors, moments, equivalent force systems, free bodies, structures, section properties. Fall.

Prerequisites: Integral calculus, general physics.

ERE 222. Engineering Mechanics—Dynamics (2)

Two hours of lecture. Kinematics and kinetics of particles and rigid bodies; rectangular, normal and tangential, radial and transverse components; translation and rotation; force and acceleration; impulse; momentum; work and energy; impact. Spring.

Prerequisites: Statics and Calculus II.

ERE 223. Statics and Dynamics (4)

This course provides fundamental principles, methods, and applications of engineering mechanics. Development and discussion of analytic models for rigid-body mechanics are used to apply theories. Rigid bodies of a practical nature and at rest or in motion are covered.

Prerequisites: Algebra, derivative and integral calculus.

ERE 225. Engineering Graphics (1)

Introductory course in graphics as a communication language and analytic/design tool for engineers. One three-hour session each week over the semester utilizing lecture, discussion and hands-on practice to achieve the goals of basic understanding and skill with graphics for the purposes stated. Spring.

Prerequisites: Trigonometry and computer literacy.

ERE 310. Environmental Measurements and Spatial Information (3)

Two hours of lecture and three hours of laboratory per week. Fundamental concepts for properly collecting data and information about environmental variables. Collecting spatial information is emphasized through consideration of maps, aerial photographs and other imagery, and field surveying procedures. Spring.

ERE 351. Basic Engineering Thermodynamics (2)

Principles of energy conservation and conversion: first and second laws. Relation to PVT behavior, property functions, equilibria, and heat and mass transfer. Introduction to engineering problem analysis and computer methods. Spring.

Prerequisites: Physics, general chemistry, and calculus. Not open for credit to students who have completed successfully FCH 360 or equivalent.

ERE 352. Applied Engineering Thermodynamics (2)

Classical principles applied to devices and systems. Emphasis on efficient design of manufacturing equipment and processes. Power and refrigeration cycles; energy conservation; materials recovery. Environmental case studies and design project. Computer-aided data correlation and system simulation. Spring.

Prerequisites: ERE 351, FCH 360, or equivalent.

ERE 362. Mechanics of Materials (3)

Three hours of lecture. Theories of stress, deformation, and stability of common structural materials subjected to various force systems. Fall.

Prerequisites: Integral calculus and statics.

ERE 364. Engineering Materials (3)

Three hours of lecture. An introduction to the study of materials science emphasizing the structure and properties of materials used in the construction industry in general. Lab demonstrations include

fabrication, testing and evaluation of actual systems. Spring.

Prerequisites: Junior standing, physics, chemistry, and engineering mechanics.

ERE 371. Surveying for Engineers (3)

Two hours of lecture and recitation and three hours of laboratory. The principles of plane surveying for engineers. Subject matter areas include introduction to the theory of measurement and errors, reference surfaces, linear and angular measurements in both the horizontal and vertical planes, traversing and computations, horizontal and vertical control and associated computations, areal and volumetric computation, construction surveying including circular and parabolic curves, coordinate systems, property and public land surveys, the analysis and treatment of systematic and random errors. Laboratory field work and computations culminate in a topographic map. Elementary computer processing is introduced. Fall.

Prerequisite: Calculus.

ERE 375. Elementary Corrosion (1)

One hour of lecture. Basic electrochemistry, film formation and passivation, galvanic corrosion and pitting, cathodic and anodic protection, protective coatings and inhibitors. Application of the above in the home, car, field, at sea, and in industrial plants. Spring.

ERE 385. Mechanical Design (3)

The principles of operation and design of mechanical systems common in engineering. Solution of equipment design using such components as springs, gears, motors, and transmissions. Strength, reliability, and economy are considered. Design projects are oriented to current concerns in construction, environment, and manufacturing. Spring.

Prerequisite: ERE 211

Corequisites: ERE 222, ERE 362

ERE 420. Computer Applications in Science and Engineering (3)

Principles and methods of mathematical modeling for analog and digital computer solution. Applications to data reduction and correlation, statistical analysis, process and equipment simulation, optimization and control, and computer-assisted instruction. Typical examples, class problems and student projects. Current status and future projection of computational equipment, software and operating techniques. Fall.

Prerequisites: Calculus and computer programming, or permission of the instructor.

ERE 435. Environmental Technologies: Water and Wastewater Treatment (3)

History, scientific basis, and limitations of selected technologies for water use and reuse. Three hours of lecture per week with extensive reading assignments. Intended for seniors in the Bachelor of Science in Environmental Studies program; open to others after consultation with the instructor. Fall.

ERE 437. Decision Modeling for Environmental Management (3)

Three hours lecture/discussion and computer laboratory. Concepts and tools used in environmental management decision modeling. Coverage includes engineering economic analysis, deterministic risk analysis, sensitivity analysis, and probabilistic risk analysis. Graphical presentation of information about cost, risk, and uncertainty. Capabilities and limitations of decision models, role of subjective human values in environmental management decisionmaking. Fall.

Prerequisite: APM 391 or APM 395.

ERE 440. Water Pollution Engineering (3)

Two hours of lecture and three hours of laboratory. Introduction to the physical, chemical, and biological parameters of waste water treatment processes and to the principles of the unit operations involved. Study of the design parameters and design procedures of waste water treatment systems. Spring.

Prerequisites: Physics and CHE 356 or equivalent.

ERE 441. Air Pollution Engineering (3)

Three hours of lecture and discussions. Study of the chemical, physical and meteorological principles of air pollution and its control. Local and global effects of air pollution. The atmospheric survey. Examination of the operating principles and design parameters of the various air pollution control systems. Air quality and emission standards. Fall.

Prerequisites: Physics and CHE 356 or equivalent.

ERE 450. Introduction to Geographic Information Systems (3)

Two hours of lecture and three hours of laboratory per week. Definition, development, and general concepts of Geographic Information Systems (GISs). Topics will include data acquisition and specification, data processing, data manipulation, and analysis, information output, and selecting and implementing GISs. Fall.

ERE 496. Special Topics (1-3)

Lectures, readings, problems, and discussions. Topics as announced in the areas of environmental or resource engineering. Fall and/or Spring.

ERE 505. Solid Waste Management (3)

A multidisciplinary course. Course begins with foundation materials and progresses through a series of field trips and guest lectures aimed at preparing students to develop and communicate details of feasible alternative designs for waste management facilities/programs for specific case studies. Enrollment limited. Fall.

Prerequisite: Permission of the instructor.

ERE 510. Energy: Alternate Systems (3)

Three hours of lecture. An introduction to alternate energy resources and conversion processes. Focus is on relatively small-capacity, decentralized systems and means for judging appropriateness, costs, and impacts of application under varying conditions and needs. Instruction modules on passive and active solar heating, wind energy system, biomass resources and conversion, including ethanol production, methane recovery and wood gasification, and internal combustion cogeneration. Fall or Spring.

ERE 550. Introduction to Geographic Information Systems (3)

Two hours of lecture and three hours of laboratory per week. Definition, development, and general concepts of Geographic Information Systems (GISs). Topics will include data acquisition and position specification, data processing, data manipulation, and analysis, information output, and selecting and implementing GISs. Readings with written assessment will be assigned from the current literature. Participation in a group project is required. Fall.

ERE 552. Fundamentals of Remote Sensing (3)

Two hours of lecture and three hours of laboratory per week. Principles and techniques of environmental remote sensing including potentials, limitations, instrumentation, and unique requirements. Procedures and principles of acquiring, analyzing, and using a wide range of imagery types for environmental applications and design. Both qualitative and quantitative interpretation procedures are presented. Oriented for multidisciplinary participation. Fall or Spring.

Prerequisites: College physics and calculus or consent of the instructor.

ERE 563. Photogrammetry I (3)

Two hours of lecture and discussion, three hours of laboratory and discussion. Basic photogrammetric and photo interpretation concepts as a means of acquiring reliable data for engineering and management planning. Potentials, limitations, instrumentation and unique requirements are considered.

Prerequisite: ERE 371 or equivalent.

ERE 566. Global Positioning Systems I..... (1)

Introduction to the Global Positioning System (GPS). Practical use of GPS receivers capable of positioning points to 1 to 5 meters. Planning of GPS surveys, collection of GPS observations and use of GPS software on personal computers to determine positions of targets of interest. Demonstration of porting collected GPS data to a geographic information system. Fall.

Prerequisites: ERE 371 or equivalent and computer literacy.

ERE 585. Microscopy and Photomicrography..... (3)

Two hours of lecture, one hour of demonstration, 3-5 hours of laboratory. Principles of light microscopy and photomicrography with extensive laboratory practice. Fall.

Prerequisite: Permission of the instructor.

ERE 596. Special Topics (1-3)

Lectures, conferences, discussions, and laboratory. Topics in environmental and resource engineering not covered in established courses. Designed for the beginning graduate student or selected upper division undergraduate. Fall and/or Spring.

ERE 610. Computer-Aided Design and Drafting (3)

One-half hour lecture, and two-and-one-half hours lab, and a minimum of six hours additional lab is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for the course include completing self-tutorials, creating drawings, and the completion of two major projects.

Prerequisite: General knowledge of manual drafting.

ERE 642. Water Quality Modeling (3)

Two hours of lecture and three hours of laboratory per week. An analysis of the biological, chemical, and physical factors of receiving waters governing the action of wastes and their reactions in receiving waters. Introduction to modeling techniques applicable to water quality management issues. Fall.

Prerequisite: ERE 440 or equivalent as evaluated by the instructor.

ERE 643. Water Pollution Engineering (3)

Two hours of lecture and three hours of laboratory. Introduction to the physical, chemical, and biological parameters of waste water treatment processes and to the principles of the unit operations involved. Study of the design parameters and design procedures of waste water treatment systems. Spring.

Prerequisites: Physics and CHE 356 or permission of the instructor.

Note: A student may not enroll in or receive credit for both ERE 440 and ERE 643.

ERE 655. Infrared Remote Sensing Measurements (3)

Two hours of lecture comprising an in-depth coverage of the reflective and emissive properties of terrestrial materials in the near-, middle- and thermal-infrared regions of the electromagnetic spectrum. The relationship between factors related to natural resources and the upwelling radiance field will be discussed. Techniques for recording images of the earth in the near- to thermal-infrared region will be considered. This will include a discussion of sensing systems, the atmosphere and relevant optical principles. Focal plane array sensors will be discussed. Every third Fall.

Prerequisites: FEG 350 or FEG 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 656. Optical Remote Sensing Measurements..... (3)

Two hours of lecture comprising an in-depth coverage of the optical properties of terrestrial properties. The relationship between the radiance reflected from the earth's surface and factors related to natural resources will be considered. Techniques for recording images of the earth in reflected radiation in the 0.41-1.1 μ m region will be discussed. This will include an extensive review of the design principles of imaging sensors. Both digital and analog remote sensing devices will be covered. Optical and electronic design criteria will be covered, together with a discussion of data characteristics. Every third Fall.

Prerequisites: FEG 350 or FEG 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 657. Microwave Remote Sensing Measurements..... (3)

Three hours of lecture comprising a survey of the microwave emissivity and scattering cross section characteristics of a range of features. Techniques for imaging the earth in the microwave region of the electromagnetic spectrum will be discussed. This will include consideration of various ground-based and airborne radars and passive microwave scatterometers. Search and phased array radars will also be considered. Data analysis will be dealt with. Every third Fall.

Prerequisites: FEG 350 or 352 or equivalent, at least three semesters of calculus, two semesters of physics.

ERE 664. Photogrammetry II (3)

Two hours of lecture and three hours of laboratory. General analytic photogrammetry including interior and exterior orientation systems, intersection space resection and orientation. Correction of photo coordinates for film deformation, lens distortions, atmospheric refraction and earth curvature. Introduction to photogrammetric plotters. Planning photogrammetric projects, and designing optimum procedures for selected photogrammetric tasks. Fall.

Prerequisite: ERE 563 or equivalent.

ERE 670. Principles of Pulping and Bleaching (3)

Two hours of lecture and three hours of laboratory plus literature study of assigned topics, independent project planning and/or laboratory study. Discussion of pulping and bleaching processes. Effects of chemical and physical variables on the wood components and pulp properties; chemistry involved. Experiments in pulping and bleaching and pulp evaluation. Fall.

Prerequisites: Organic, physical, and analytic chemistry.

Note: A student may not enroll in or receive credit for both PSE 461 and ERE 670.

ERE 671. Chemistry of Pulping and Bleaching (3)

Three hours of lecture. Discussion of the chemistry underlying the commercial pulping and bleaching processes, designed to assist in interpreting the phenomena observed in these operations. Emphasis is placed on those reactions which contribute to delignification and the removal of chromophoric groups in lignin and extractives. Spring.

Prerequisite: FCH 572 or permission of the instructor.

ERE 675. Principles of Unit Operations (4)

Three hours of lecture and discussion and one two-hour computation period. Fundamentals of fluid dynamics, heat and mass transfer, appropriate analogies and process applications. Stage operations and computation methods. Application to distillation, extraction, gas absorption, evaporation, crystallization and drying. Design, operation, and computer simulation of equipment. Fall.

Prerequisites: Calculus and physical chemistry or permission of the instructor.

ERE 677. Paper Properties (4)

Three hours of lecture, three hours of laboratory, and discussion plus evaluation of literature, independent project planning and/or laboratory study. Evaluation and study of the physical, optical, and chemical properties of paper and the interrelationships existing between paper manufacturing methods, papermaking additives, test results and the ultimate properties desired in the finished paper. Fall.

Prerequisite: Permission of the instructor.

Note: A student may not enroll in or receive credit for both PSE 465 and ERE 677.

ERE 678. Paper Coating and Converting (2)

Two hours of lecture plus evaluation of literature, independent project planning, and/or laboratory study. Evaluation and study of the various coating materials and processes used by the paper industry. Introduction to polymers and their use in converting operations, fundamentals and parameters which control their use, effects on final properties of papers. Spring.

Prerequisite: PSE 465 or permission of the instructor.

Note: A student may not enroll in or receive credit for both PSE 466 and ERE 678.

ERE 682. Transport Processes (3)

Two hours of lecture and three hours of laboratory. The relationship between wood structure and wood permeability, moisture movement, and heat transfer. Fire retardant and wood preservation treatments. Wood drying. Unsteady-state transport processes. An advanced laboratory problem with report in wood-moisture relationships, wood drying, the relationship between wood permeability and treatability, or wood preservative treatments. Spring.

Prerequisite: Permission of the instructor.

Note: A student may enroll in or receive credit for WPE 326 and WPE 327 or ERE 682.

ERE 684. Mechanical Properties of Wood (3)

Two hours of lecture and three hours of laboratory. The effect of the anatomical and chemical nature of wood on its response to static and dynamic force systems. The theory of elasticity as applied to wood and wood-based composites. Spring.

Prerequisite: Permission of the instructor.

ERE 685. Transmission Electron Microscopy (5)

Two hours of lecture, two hours of laboratory/demonstration, minimum of ten hours of individual laboratory. The theory and operation of the transmission electron microscope including specimen preparation, photographic technique and interpretation of micrographs. Fall.

Prerequisite: Consultation with the instructor.

ERE 686. Wood-Water Relationships (3)

Two hours of lecture and three hours of laboratory. Relationship between wood moisture content and the environment, electrical and thermal properties, theories of moisture sorption, hygroscopic swelling and shrinking, thermodynamics of moisture sorption, mechanism of moisture movement as it relates to activation theory. Laboratory exercises will complement the theoretical topics discussed in the lecture. Fall.

Prerequisite: Permission of the instructor.

ERE 687. Wood Science (3)

Three hours of discussion per week. Students will survey literature for recent topics in wood science and lead discussions on topics of current interest. Fall.

ERE 688. Tropical Timbers in Commerce (2)

Two hours of lecture. Introduction to the commercial use of tropical timbers; the factors of forest conditions, stand types and wood qualities influencing their utilization and the development of trade. Sources of information. Spring.

Prerequisite: Permission of the instructor.

ERE 689. Tropical Wood Anatomy (1)

Anatomical characters, identification and taxonomy of tropical woods important in commerce. Spring.

Prerequisite: WPE 386 or WPE 387. Recommended that ERE 688 be taken concurrently or previously.

ERE 691. Air Pollution Engineering (3)

Three hours of lecture and discussion. Study of the chemical, physical, and meteorological principles of air pollution and its control. Local and global effects of air pollution. The atmospheric survey. Examination of the operating principles and design parameters of the various air pollution control systems. Air quality and emission standards. Fall.

Prerequisites: Physics and CHE 356 or permission of the instructor.

Note: A student may not enroll in or receive credit for both ERE 441 and ERE 691.

ERE 760. Analytical Photogrammetry I (3)

Two hours of lecture and three hours of laboratory. Mathematical theory of photogrammetry including space resection, orientation, intersection and aerial triangulation. Spring.

Prerequisites: FEG 363, APM 360 and FEG 464 or equivalent.

ERE 785. Scanning Electron Microscopy (5)

Two hours of lecture/demonstration/laboratory. Ten hours of independent laboratory experience per week. The theory and operation of the scanning electron microscope including specimen preparation, photographic technique and interpretation of micrographs. Spring.

Prerequisite: Permission of the instructor.

ERE 790. Advanced Image Analysis (3)

Two hours of lecture, plus laboratory. In this course, the acquisition of both analog and digital imagery will be considered. The relationship between the scene and the image will be considered as a precursor to digital image operations which may be performed to solve specific problems. Operations performed upon image planes to provide a two-dimensional image of use to the interpreter will be discussed. Various digital image analysis techniques will be covered. Fall or Spring.

Prerequisites: FEG 350 or 352 or equivalent, at least three semesters of calculus.

ERE 796. Advanced Topics (1-3)

Lectures, conferences, discussions, and laboratory. Advanced topics in Forest Engineering, Paper Science and Engineering, and Wood Products Engineering. Fall and/or Spring.

Prerequisite: Permission of the instructor.

ERE 797. Seminar (1-3)

I. Forest Engineering topics. II. Paper Science and Engineering topics. III. Wood Products Engineering topics. Fall and Spring.

ERE 798. Research in Environmental and Resource Engineering (Credit hours TBA)

I. Independent research topics in Forest Engineering. II. Independent research topics in Paper Science and Engineering. III. Independent research topics in Wood Products Engineering. Fall, Spring, and Summer.

ERE 898. Professional Experience/Synthesis (3-6)

A supervised, documented professional work experience in the Mater of Professional Studies degree program. Fall, Spring, and Summer.

Prerequisite: Approval of proposed study plan by advisor/department and any sponsoring agency or organization.

ERE 899. Master's Thesis Research (Credit hours TBA)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

ERE 999. Doctoral Thesis Research (Credit hours TBA)

Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

ESF—COLLEGEWIDE**ESF 332. Seminar for New Transfer Students (No Credit)**

One hour of weekly lectures and discussions designed to introduce the transfer student to the College and its academic and social environs. Fall and Spring.

ESF 499. Honors Thesis/Project..... (1-5)

Guided independent study in a topic related to the student's undergraduate major, resulting in a thesis/project. Students will give a capstone seminar in defense of their work.

Pre- or Co-requisite: Admission to ESF Honors Program.

EST—ENVIRONMENTAL STUDIES**EST 132. Orientation Seminar: Environmental Studies.. (1)**

A one day retreat, and one hour per week of lecture and discussion. Occasional field trip. Introduction to effective study strategies, campus resources, the Lower Division program, and Upper Division Study Options. Fall.

EST 221. Introduction to American Government..... (3)

Description of the American political system, its role and functions in society, and the nature of political processes. Examples are drawn from a variety of settings and circumstances, with limited attention to problems involving the natural environment. Fall.

EST 225. Introduction to Legal Processes (3)

Three hours of lecture. Introductory examination of the American legal system from both a civil and a criminal perspective. History and structure of the legal system, creation of law, substantive, procedural, and jurisdictional legal issues, and specific concepts of basic categories of law. Spring.

Prerequisite: ESF 221 or equivalent.

EST 300. Introduction to Environmental Studies (3)

Two hours of lecture and discussion and three hours of workshop per week. An introduction to the interrelationships among the natural environment, people, and the human environment. An experiential learning approach is used to develop critical faculties and systems thinking useful for assessing environmental issues. Fall.

EST 311. Natural Processes In Planning and Design (3)

Three hours of lecture and discussion per week. An overview presentation of the basic principles governing the dynamics of natural resources and processes and their implication for the planning, design, and management of natural and human environments. Sources and use of environmental data are discussed and illustrated. Occasional field trips may be required. A student may not receive credit for both EIN 311 and EST 311. Fall.

EST 321. Government and the Environment (3)

Three hours of lecture and discussion. An investigation of institutional influences on the American environment. Federal government and its role in environmental management and protection is emphasized. The pressures contributing to the formation of environmental policy are introduced. The practical consequences of this system are demonstrated through case studies. Fall or Spring.

Prerequisite: EST 221 or equivalent.

EST 353. Environmental Psychology (3)

Three hours of lecture/discussion per week, selected field trips. Course develops the concepts and principles of psychology as applied to environmental studies and forestry. Concepts and applications of principles of psychology as applied to environmental studies and forestry. Concepts and applications of psychological data gathering techniques, perception, cognition, and environmental education. Spring.

Prerequisites: Introductory psychology; junior status or permission of instructor.

EST 361. History of the American Environmental Movement..... (3)

The historic and cultural origins and evolution of this complex, multifaceted social phenomenon call the environmental movement and its influence on public policies, values, and life-styles. The events, personages, philosophies, and historical/cultural processes that marked and continue to drive various, competing attitudes towards nature, even within the United States environmental movement.

EST 366. Attitude, Values and the Environment..... (3)

Three hours of lecture per week. Covers the historical roots of environmental attitudes and values, with special emphasis on how individual attitudes impact environmental issues. Examples of current environmental issues are examined in this context. Required of Environmental Studies undergraduates; open as an elective to others. Spring.

Prerequisite: At least sophomore standing.

EST 390. Social Processes and the Environment (3)

Three hours of lecture and discussion. A multidisciplinary social science perspective on the nature of the physical environment, particularly as it relates to the creation of human habitat. Human-environment interactions are viewed at three scales: (1) macro-interactions concerning social and economic issues; (2) meso-interactions concerning behavior of groups; (3) micro-interactions concerning perceptions and attitudes of individuals. Disciplines from which material may be drawn include: anthropology, ethology, geography, political science, psychology, and sociology. Spring.

EST 400. Senior Paper (3)

Individual study of an environmental topic resulting in a formal report that meets the requirements for an Environmental Studies synthesis experience. These requirements are identified in course meetings. Enrollment is restricted to Environmental Studies seniors.

EST 495. Selected Readings in Environmental Studies (1-3)

An in-depth and independent exploration of selected readings from the environmentally related literature. Emphasis is placed on gaining insights and understanding from the readings, rather than producing an extensive bibliography. Fall, Spring and Summer.

Prerequisite: Approval of study plan by the instructor.

EST 496. Special Topics in Environmental Studies (1-3)

Special topics of current interest to undergraduate students in Environmental Studies and related fields. A detailed course subject description will be presented as the topic area is identified and developed. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

EST 498. Introductory Research Problems..... (1-3)

Guided individual study of an environmental topic. Emphasis is on the study procedure and the methods employed. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisite: Approval of study plan by the instructor.

EST 499. Environmental Studies Internship (1-12)

Internships provide students with a supervised field experience to apply and extend their academic abilities in a professional working environment. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisites: Environmental Studies senior standing and written approval of an internship contract by major professor, curriculum director, and field supervisor.

FCH—CHEMISTRY**FCH 132. Orientation Seminar: Chemistry (1)**

One hour per week of lecture and discussion. Introduction to campus resources available to ensure academic success. Introduction to Chemistry as a field of inquiry. Introduction to laboratory safety. Fall.

FCH 210. Elements of Organic Chemistry (3)

Three hours of lecture. This course will focus on the important functional groups of organic chemistry and molecules of biological interest. Fall.

Prerequisite: One year of general chemistry.

FCH 221. Organic Chemistry I (3)

Three hours of lecture. The structure, properties, and fundamental reactivity of organic compounds will be studied with emphasis on the reaction mechanisms and stereochemistry. In combination with FCH 223, this course provides a full survey of common classes of carbon compounds. Fall.

Prerequisite: One year of general chemistry.

FCH 222. Organic Chemistry Laboratory I (1)

Four hours of laboratory including pre-laboratory instruction. Laboratory safety. Melting and boiling points, distillation, recrystallization, thin-layer and column chromatography, isolation of natural products, organic synthesis, and spectroscopy. Fall.

Corequisite: FCH 221 or equivalent.

FCH 223. Organic Chemistry II (3)

Three hours of lecture. The structure, properties, and fundamental reactivity of organic compounds will be studied with emphasis on the reaction mechanisms and stereochemistry. In combination with FCH 221, this course provides a full survey of common classes of carbon compounds. Spring.

Prerequisite: FCH 221 Organic Chemistry I or equivalent.

FCH 224. Organic Chemistry Laboratory II (1)

Four hours of laboratory including pre-laboratory instruction. Continuation of FCH 222. Simple physical and instrumental techniques applied to organic chemistry. Gas chromatography, polarimetry, spectroscopy. Introduction to classical literature synthesis. Topics from natural products chemistry including chemical ecology, biomimetic synthesis, and the synthesis of an anticancer drug from birch bark. Spring.

Prerequisite: FCH 222 or equivalent.

Corequisite: FCH 223 or equivalent.

FCH 325. Organic Chemistry III (4)

Two hours of lecture, one six-hour laboratory. Classical and recent literature synthesis or organic compounds, employing advanced techniques. Fall.

Prerequisite: Two semesters of elementary organic chemistry.

FCH 360. Physical Chemistry I (3)

Three hours of lecture. Includes discussion on the properties of gases and liquids, laws of thermodynamics, solutions and colligative properties, and electrochemical cells. Fall.

Prerequisites: One year of college physics, differential and integral calculus.

FCH 361. Physical Chemistry II (3)

Three hours of lecture. Includes discussion on electrochemistry, principles of quantum mechanics, statistical mechanics, chemical kinetics, and basic spectroscopy. Spring.

Prerequisite: FCH 360 Physical Chemistry or the equivalent.

FCH 380. Analytical Chemistry I: Gravimetric, Titrmetric and Potentiometric Analysis (3)

Two hours of lecture and one three-hour laboratory. Equilibrium concepts and practical implementations of precipitation, complexation, acid-base, and oxidation-reduction processes in quantitative chemical analysis. Fall.

Prerequisites: Two years of undergraduate chemistry and FCH 360 (or equivalent) taken concurrently or permission of the instructor.

FCH 381. Analytical Chemistry II: Spectroscopic, Chromatographic and Electroanalytical Instrumental Techniques (3)

Two hours of lecture and one three-hour laboratory. Theory and practice of technology applications to UV/VIS, AAS, AES, XES, ASV, GLC, and HPLC. Spring.

Prerequisites: Two years of undergraduate chemistry and FCH 380, FCH 361 (or equivalent) taken concurrently or permission of the instructor.

FCH 384. Spectrometric Identification of Organic Compounds (1-2)

Two hours of lecture and discussion. The first half semester (1 credit) will deal with common classes of organic compounds; the second half semester (1 credit) will deal with more complex structures. The use of complementary information from mass, infrared, nuclear magnetic resonance, and ultraviolet spectrometry will be applied to identification of organic natural products. Spring.

Prerequisites: Organic chemistry; one semester of advanced organic chemistry for second credit.

FCH 390. Drugs from the Wild (3)

Three hours of lecture and discussion each week. This course is designed to give students a comprehensive understanding of the variety of medicinal agents available from natural sources. Economic and societal aspects will be explored as well as scientific ones. In addition to curative agents, discussions will include toxic substances, folk medicinal (including herbal) preparations, and the so-called "recreational drugs." Fall (odd years).

Prerequisites: Introductory courses in chemistry and biology.

FCH 420. Introduction to Computational Chemistry (3)

Two hours of lecture, discussion, demonstration, and three hours of computer laboratory exercises per week. An introduction to molecular mechanics, molecular dynamics, semiempirical modeling and chemistry applications on the Internet. Spring.

Prerequisites: One year of organic chemistry and basic computer skills such as provided by APM 255.

FCH 440. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion. Centers on chemical signals among organisms from microbes to man as they affect ecology, physiology, and behavior and as they can be utilized for agriculture, pest management, and animal husbandry. Spring.

Prerequisites: Biology (one year), and organic chemistry (one year).

Note: Also listed as EFB 412.

FCH 495. Introduction to Professional Chemistry (1)

The professional chemist and his relationship with industry, government, and universities. Employment opportunities for the chemist, professional organizations, and unions will be discussed. The selection of a senior research topic and a literature survey will be required. Fall.

Prerequisite: Senior status.

FCH 496. Special Problems in Chemistry (1-3)

An opportunity for a special problem, technique development, independent or unstructured study in an area related to the chemical profession. The work may be technical, professional, or interdisciplinary. Advisors outside this department may be solicited. A brief proposal must be presented for approval with specific arrangements outlined including faculty advisor and objectives of the study. Evidence of competence an appropriate effort is required for credit. A written report will be expected. Fall and Spring.

Prerequisite: Upper division status.

FCH 497. Undergraduate Seminar (1)

One hour per week. Literature surveys and seminars on topics of current research interest and recent advances in chemistry. Spring.

FCH 498. Introduction to Research (5)

Eighteen hours of laboratory, library search and report writing. Solution of a selected research problem using special laboratory techniques. Typewritten report on data, procedures, results, and conclusions. Spring.

FCH 510. Environmental Chemistry I (3)

Three hours of lecture. Introduction to the processes that control chemical behavior in aquatic environments, including precipitation, gas exchange, acid-base, redox, complexation, and adsorption reactions. Emphasis will be on explanation and prediction of chemical behavior, using computer models where appropriate. Examples will be from the areas of water and wastewater treatment, pollutant fates and geochemistry. Fall.

Prerequisites: An introductory course in physical chemistry is required and a shortcourse in computer programming is recommended.

FCH 511. Environmental Chemistry II (3)

Three hours of lecture. Includes a detailed chemical explanation of current topics of concern in environmental chemistry and the chemistry of pollution. Lectures will cover topics relating to air, soil and biota pollutional impact. Spring.

Prerequisite: Chemistry through physical chemistry, or consent of the instructor.

FCH 515. Methods of Environmental Chemical Analysis (3)

One hour of lecture and six hours of laboratory. An introduction to sampling, analytical and quality control procedures necessary to obtain reliable water quality data. All analyses will be performed on a single aquatic system with the purpose of developing a final report characterizing the water quality of that system. Fall.

Prerequisite: A course in quantitative chemical analysis.

FCH 519. Environmental Chemistry Seminar..... (1)

One hour of lecture. Seminars on current research and issues in environmental chemistry and related areas. Spring.

FCH 520. Nuclear and Radiation Chemistry (2)

The two one-hour lectures will cover the information required for the basic understanding of nuclear reactions, the types of radiation emitted, the instrumentation necessary to detect and measure this radiation, the principles of radioisotope tracer techniques, and radiation chemistry which is the effect of radiation on organic systems. Visits to the Cornell Reactor and the Nuclear Medicine Department of the SUNY Health Science Center at Syracuse will be arranged. Spring.

Prerequisites: Physical, organic and inorganic chemistry or by permission of the instructor.

Note: This course can be taken independently of FCH 521.

FCH 521. Nuclear Chemical Techniques..... (1)

The laboratory will consist of one four-hour laboratory class every two weeks, with one hour to be made up at the student's discretion to accommodate counting periods which extend over several weeks. A short movie by the AEC each week will be required for the sixth hour. The laboratory will give each student the opportunity to use the individual counting instruments, gain experience in the handling and preparation of radioactive samples and the use of the 1000-curie-cobalt source in radiation chemistry. Spring.

Prerequisite: Physical, organic, and inorganic chemistry or permission of the instructor. Advanced tentative registration is required.

Corequisite: FCH 520.

FCH 524. Topics in Natural Product Chemistry (3)

Three hours of lecture and discussion each week. A course intended to introduce the student to various types of secondary metabolites including several of past and current interest because of their pronounced biological activities. Modes of chemical reactivity and means of structure determination and syntheses are covered. Spring.

FCH 530. Biochemistry I (3)

Three hours of lecture. General biochemistry with emphasis on cellular constituents and metabolic reactions. The chemical, physical, and biological properties of amino acids, proteins, carbohydrates and their intermediary metabolism will be discussed. The chemistry of enzymes, energy transfers, and biological oxidations

will also be covered. Fall.

Prerequisite: One year of organic chemistry.

FCH 531. Biochemistry Laboratory (3)

One hour lecture and six hours of laboratory on the basic techniques used in biochemical research with an emphasis on proteins and enzymes. Techniques include spectrometry, chromatography, electrophoresis, amino acid analysis, coupled assays, and the isolation and characterization of enzymes. Fall.

Prerequisite: One semester of quantitative analysis with laboratory.

Corequisite: FCH 530 or equivalent with consent of instructor.

FCH 532. Biochemistry II (3)

Three hours of lecture. Topics discussed are: biosynthesis and degradation of amino acids and nucleic acids, protein biosynthesis, and an introduction to molecular biology. Spring.

Prerequisites: FCH 530 and its pre- and co-requisites.

FCH 540. Carbohydrates I: Structure, Reactions and Analysis (2)

Two hours of lecture/discussion on the structure, reactions, and analysis of carbohydrates and polysaccharides. Introduction to carbohydrate structure and nomenclature. Overview of important oligosaccharides and major classes of polysaccharides. Reactions of carbohydrates--derivatization, polymerization, degradation. Analysis of carbohydrate molecules--sequence and linkages size, shape, distribution of functional groups. Fall.

Prerequisite: One year of introductory organic chemistry, or permission of instructor.

FCH 541. Carbohydrates II: Biosynthesis..... (2)

Two hours of lecture. Introduction to carbohydrate biochemistry. Monosaccharide uptake, biosynthesis, and epimerizations and formation of glycosides. Biosynthesis, structure, and function of biologically important oligosaccharides and polysaccharides, including bacterial, fungal and plant cell walls, Biosynthesis and function of eukaryotic glycolipids and N- and O-linked glycoproteins. Lectin-carbohydrate interactions. Spring.

Prerequisite: One year of introductory organic chemistry, or permission of instructor.

FCH 550. Polymer Science: Synthesis and Mechanisms (3)

Introduction to the synthesis of polymers and the mechanism of polymerization processes. Addition homopolymerization and copolymerization by radical, ionic, and coordination type catalysts. Synthesis of block and graft copolymers. Stepwise polymerization, network formation and gelation. Structure of polymers and stereoregular polymerization. Degradation of polymers, reactions on polymers, polyelectrolytes. Three hours of lecture. Spring

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 551. Polymer Techniques (3)

Two hours of lecture/discussion and four hours of laboratory; lab reports, final exam. Twelve experiments covering the main topics of polymer synthesis (4 weeks), molecular weight determination (4 weeks), and characterization (4 weeks), are selected from areas such as the following: free-radical solution, bulk and emulsion polymerizations; ionic and condensation polymerizations, copolymerization and reactivity ratio determination; osmometry, viscometry, light scattering, gel permeation chromatography, polarized light microscopy, X-ray diffraction, differential scanning calorimetry, thermogravimetric analysis, dynamic mechanical analysis, stress-strain analysis; nuclear magnetic resonance spectroscopy, Fourier transform infrared spectroscopy, ultraviolet/visible spectroscopy. The lecture component will include discussions of the laboratory activities as well as related topics such as the preparation of monomers, safe handling methods for monomers, polymers, solvents, catalysts, etc. Fall.

Prerequisites: One year of organic and one year of physical chemistry, or permission of instructor. Coregistration in FCH 552 is recommended.

FCH 552. Polymer Science: Properties and Technology. (3)

Introduction to physical chemistry, physics, processing and technology of synthetic polymers. Polymer solutions, including molecular weight determinations and chain statistics. Polymer solid states, including rubber elasticity, viscoelasticity, the glassy state and the crystalline state. Properties, processing, and technology of films, fibers, elastomers, and foams. Three hours of lecture. Fall.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 560. Chromatography and Related Separation Sciences (3)

Three hours of lecture and discussion each week. A course designed to give the student a thorough understanding of analytical and isolation chemistry by modern chromatographic, distributive and molecular sieving techniques. The chemistry of the systems discussed will be stressed as well as the important physical aspects. Spring.

Prerequisites: Two semesters each of organic and general chemistry.

FCH 571. Wood Chemistry I: General Wood Chemistry (2)

Two hours of lectures. Introduction to carbohydrate chemistry. Chemistry of cellulose, hemicelluloses, and lignin. Cellulose derivatives. Distribution of polysaccharides and lignin in wood. Wood extractives. Chemistry of bark. Formation of heartwood. Wood as a chemical raw material. Fall.

Prerequisite: One or two semesters of a three-credit undergraduate course in organic chemistry.

FCH 572. Wood Chemistry II: Wood and Pulp Chemistry (3)

Three hours of lectures. Introduction to carbohydrate chemistry. Chemistry of cellulose, hemicelluloses, and lignin. Cellulose derivatives. Distribution of polysaccharides and lignin in wood. Wood extractives. Chemistry of bark. Formation of heartwood. Wood as a chemical raw material. Chemistry of the industrial pulping processes with emphasis on sulfite and kraft pulping of wood. Chemistry of the major bleaching agents. Chemical by-products in the pulping industry. Complete tree utilization in the manufacture of pulp and paper. Fall.

Prerequisite: One or two semesters of a three-credit undergraduate course in organic chemistry.

FCH 573. Wood Chemistry III: Biosynthesis of Wood (2)

Two hours of lecture. Chemistry of pectin and starch. Photosynthesis with emphasis on the chemical phase. Chemistry of the primary cell wall in plants. Biosynthesis of cellulose, hemicelluloses, pectin, and starch. Biosynthesis of aromatics, including lignin. Biodegradation of wood. Spring.

Prerequisite: FCH 571 or an equivalent course in general wood chemistry.

FCH 600. Interrogating Computer-Based Chemical Science Databases (1)

One hour of lecture per week and scheduled time on the computer facilities for solving the assignments. A review of manual searching methods and the structure of the chemical abstracts in its text form. Principles and practice in computer-aided searching of the chemical science, especially chemical literature. A term project requires each student to design, conduct and analyze a literature search. Structured problems in computerized literature searches will also be assigned. Both structure and concept-based methods of searching will be treated. Fall.

Prerequisite: Graduate standing in chemistry or permission of the instructor.

FCH 620. Introduction to Computational Chemistry (3)

Two hours of lecture, discussion, demonstration, and three hours of computer laboratory exercises per week. An introduction to molecular mechanics, molecular dynamics, semiempirical modeling and chemistry applications on the Internet. Spring.

Prerequisites: One year of organic chemistry and basic computer skills such as provided by APM 255.

FCH 630. Plant Biochemistry (3)

Three hours of lecture and discussion. Includes the biochemistry of photosynthetic electron transport and phosphorylation,, photosynthetic carbon fixation, photorespiration, nitrogen fixation,, nitrate reduction, photochrome, and plant hormones. The economic, ecological and environmental aspects of plant biochemistry will also be discussed. Spring.

Prerequisites: FCH 530-532 or equivalent.

FCH 650. Physical Chemistry of Polymers I (3)

Three hours of lecture. Includes: thermodynamics of polymer solutions, phase equilibria, fractionation, structure-property relationships, elementary chain statistics, molecular geometry, network elasticity, polyelectrolyte theory, and viscosity. Fall.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

FCH 651. Physical Chemistry of Polymers II (3)

Three hours of lecture. Viscoelasticity. The glassy state and glass transition temperature. The crystalline state and crystallization kinetics. Characterization of structure and morphology of polymer solid states. Survey of structure and properties of native polymers. Spring.

Prerequisites: One year of organic and one year of physical chemistry.

FCH 652. Organic Chemistry of Polymers I (2)

Two hours of lecture. A broad survey of the chemistry of polyfunctional molecules and methods for their conversion to high molecular weight materials. Synthesis of a variety of specialty polymers and chemical reactions on natural and synthetic polymers. Some relations between molecular structure and useful properties. Fall.

Prerequisite: One year of organic chemistry.

FCH 653. Organic Chemistry of Polymers II (3)

Three hours of lecture. Kinetics and mechanism of polymerization processes, with emphasis on addition polymerization reactions initiated by radical, cationic and anionic initiators. Mechanism of stereospecific polymerization. Structure of polymers. Reactions on polymers and their modification for specific end uses. Block and graft polymers. Spring.

Prerequisites: One year of organic chemistry and one year of physical chemistry.

**FCH 796. Special Topics in Chemistry (1-3)
(Credit hours arranged according to nature of topic)**

Lectures, conferences, and discussion. Advanced topics in physical chemistry, organic chemistry, or biochemistry.

FCH 797. Graduate Seminar (1)

Presentation and discussion of a selected topic in chemistry. Topics to be selected by participating faculty each semester.

FCH 798. Research in Chemistry (Credit hours to be arranged)

Independent research in physical and organic chemistry of synthetic polymers, physical and organic chemistry of natural polymers, organic chemistry of natural products, ecological chemistry and biochemistry. One typewritten report required. Fall, Spring, and Summer.

FCH 899. Master's Thesis Research (Credit hours to be arranged)

Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

FCH 997. Seminar (1)

Seminars scheduled weekly; an average of 20 to 30 seminars are given annually. Discussion of recent advances in chemistry. Credit is given only once to a student. Fall and Spring.

FCH 999. Doctoral Thesis Research (Credit hours to be arranged)

Research and independent study for the doctoral degree and dissertation. Fall, Spring, and Summer.

FEG—FOREST ENGINEERING

FEG 132. Orientation Seminar: Forest Engineering..... (1)

One hour per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to engineering as a design profession. Fall.

FEG 300. Engineering Design (1)

One hour of lecture or three hours of laboratory. A focus on application of design processes to the needs and desires of society, with emphasis on systems useful in resource manipulation and development. Concepts of planning and design are reinforced through study, conduct, and critique of design exercises and projects. Fall.

FEG 340. Engineering Hydrology and Flow Controls (4)

Three hours of lecture and three hours of laboratory and discussion. Analysis of the waters of the earth, their occurrence, circulation, and distribution; physical properties and their interaction with their environment. Principles of hydrologic budgeting and routing; and basic hydraulics of open channel, conduit, groundwater and overland flow. Applications of probability as a basis for the design of solutions to groundwater, surface runoff, flooding and water supply problems. Spring.

Prerequisites: CIE 327, IOR 326, and APM 360.

FEG 350. Introduction to Remote Sensing for Engineers (2)

Two hours of lecture per week. The fundamentals of acquiring, analyzing, and utilizing remote sensing data in the performance of natural resource inventories, environmental quality surveys and site development analyses. Oriented for multidisciplinary participation. Spring.

Prerequisite: Junior standing.

FEG 352. Introduction to Remote Sensing (3)

Two hours of lecture and three hours of laboratory per week. Qualitative and quantitative introduction to the fundamentals of acquiring, analyzing, and utilizing remote sensing data in the performance of natural resource inventories, environmental quality surveys, site development studies, and land use analyses. Oriented for multidisciplinary participation.

Prerequisites: Junior standing, physics and calculus or consent of the instructor.

FEG 363. Photogrammetry I (3)

Two hours of lecture and discussion, three hours of laboratory. Basic photogrammetric and photo interpretation concepts as a means of acquiring reliable data for engineering and management planning. Potentials, limitations, instrumentation, and unique requirements are considered. Fall or Spring.

Prerequisite: ERE 371 or equivalent.

FEG 410. Structures (4)

Three hours of lecture, three hours of computation laboratory and discussion. Engineering principles in the analysis, planning design and construction of components and framed structures under various types of loadings. The proportioning of wood, steel and composite members and the design of statically determinate structural systems. Emphasis is placed on the relationship between theoretical stress analysis and codes and specifications for appropriate materials and structural design practices. Fall.

Prerequisites: ERE 362, Scientific Computing.

FEG 420. Harvest Systems Analysis (1)

Three hours of discussion, demonstration and/or field exercises. An introduction to mensuration, harvesting operations, methods analysis, mechanization, and interrelationships between the production and silvicultural aspects of harvesting, is presented. A context is developed for the application of other Forest Engineering courses. Fall.

Prerequisites: FOR 321, ERE 362.

FEG 430. Engineering Decision Analysis (3)

An introduction to the design process as a decision model, with emphasis on determining economic attractiveness of engineering projects, and evaluation of investment alternatives. Analysis of production and construction activities in private and public works activities. Fall.

Prerequisite: IOR 326.

FEG 437. Transportation Systems (3)

Two hours of lecture and three hours of laboratory. Interrelationships between natural features, transportation types, design, and management objectives to provide the most effective system within a given framework. Basic engineering principles in the planning, location, design, construction, and maintenance of suitable transportation systems to serve various aspects of forest resource management. Spring.

Prerequisites: ERE 371, CIE 437, FEG 340.

FEG 448. Advanced Topics in Hydraulics (3)

Three hours of lecture per week. Classroom instruction and exercises introduce advanced concepts in hydraulics. Topics include the energy and momentum principles, critical flow, uniform flow, flow profiles, and unsteady flow, as appropriate. Suitable as an engineering design elective in the forest engineering curriculum. Fall.

Prerequisite: FEG 340 or equivalent as determined by the instructor.

FEG 454. Power Systems (2)

Two hours of lecture per week. Application of alternative technologies to the matching of power needs and resource constraints. Topics include tractive power, wind power, cogeneration, alternative fuels, and photovoltaics. Spring.

Prerequisites: MEE 285, ERE 351, FEG 420.

FEG 464. Photogrammetry II (3)

Two hours of lecture and three hours of laboratory. General analytic photogrammetry including interior and exterior orientation systems, intersection, space resection, and orientation. Correction of photo coordinates for film deformation, lens distortions, atmospheric refraction, and earth curvature. Introduction to photogrammetric plotters. Planning for photogrammetric projects and designing optimum procedures for selected photogrammetric tasks. Fall.

Prerequisite: FEG 363.

FEG 489. Forest Engineering Planning and Design (3)

Two hours of lecture and three hours of laboratory. A curriculum capstone course designed to integrate other coursework with a systematic approach to real life engineering problems. Semester-long laboratory projects are selected to provide experience in dealing not only with technical and economic constraints, but also with environmental, social, legal, and political aspects of the planning process. Spring.

Prerequisite: Senior standing in forest engineering.

FEG 498. Research Problem In Forest Engineering (1-3)

Independent research in topics in Forest Engineering for the highly motivated undergraduate student. Selection of subject area determined by the student in conference with appropriate faculty member. Tutorial conferences, discussions and critiques scheduled as necessary. Final written report required for departmental record. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

FOR—FORESTRY (RESOURCES MANAGEMENT)

FOR 132. Orientation Seminar: Forestry (1)

One hour of lecture/discussion per week. Jointly taught by ESF Student Services and the Faculty of Forestry. Student Services provides an introduction to ESF and to skills necessary for success. The Faculty of Forestry *briefly* describe forestry, what it is, what foresters do, the social contract with the public, the role of forestry and foresters as professionals, and the integration of biophysical, socio-economic, and ethical dimensions of forest resource management. Required of freshmen in the Resources Management and the Dual EFB/FOR programs; open to others as an elective. Fall.

FOR 202. Introduction to Sociology (3)

Three hours of lecture or discussion. General introductory principles and methods of sociology including group dynamics and development, different structural arrangement of social groups, community development and adjustment processes, relationships with the natural environment.

FOR 205. Introduction to Macroeconomics (3)

Three hours of lecture per week. The role of macroeconomic theory in public policy will be emphasized. Basic macroeconomic models of the banking system and of the interplay of consumer, business firms and government purchases of goods and services will be used in the analysis of public policy with respect to stability of consumer prices and the level of employment in the economy, the role of foreign trade in the performance of the national economy. Fall.

FOR 206. Introduction to Microeconomics (3)

Three hours of lecture per week. Consumer behavior, pricing and resource allocation, and the theory of the firm and industry will be emphasized. The role of microeconomic theory in public policy analysis. Spring.

FOR 291. Oral Presentation (1)

Course meets one hour weekly for presentations, discussion, and review. Course objective is improvement of presentation and articulation skills through preparation, delivery, and interactive discussion and evaluation of informational style presentations. Required for Resources Management and Dual EFB/FOR students; open to other ESF undergraduates on a space-available basis. Fall.

Prerequisite: One writing course.

FOR 296. Special Topics in Resource Management/Forestry (1-3)

Experimental, interdisciplinary or special coursework at the freshman or sophomore levels. Subject matter and course format vary from semester to semester or offering on the basis of needs and objectives of the course. Fall or Spring.

FOR 301. Field Dendrology and Ecology (1.5)

One half-day lecture and seven-and-one-half days field study presented as the first portion of the Summer Program in Field Forestry. Field identification and ecology of common trees and some shrub and herbaceous species of the Adirondack area. Natural and cultural history of the area as it affects the growth and development of forest vegetation. Summer.

FOR 302. Forest Surveying and Cartography (2.5)

Course consists of approximately 13 eight-hour class days, combining lectures and practical field applications. The course stresses development of functional ability in the areas of cartography, overland navigation, and land measurement. Summer prerequisite for FOR 303, 322, 332. Summer.

Prerequisite: FOR 301.

FOR 303. Introduction to Forest Resource Measurements .. (3)

Sixteen days of lecture and field exercises. Principles and methods used in the measurement of trees, forest stands, and forest products. Introduction to the principles and methods used in the measurement of wildlife habitat. Emphasis placed upon field procedures and performance. Summer.

Prerequisites: FOR 301 and FOR 302.

FOR 304. Resources Management Field Trips (1)

Approximately one hour of lecture and 6-7 hours of field trips per week for five weeks, presented as an integral part of the Summer Program in Field Forestry. An introduction to organizations involved with integrated resources management, with focus on forestry, and how they are structured to deal with current issues. Required of Resources Management and Dual EFB/FOR students and serves as part of a common experience to draw upon in advanced professional courses. Summer.

FOR 307. Environmental Economics (3)

Three hours of lecture and discussion per week. Economic theory and analysis in the control of external economies and diseconomies in the use of resources. Particular emphasis is placed upon the study and application of economic models to the problems of pollution of air, water, and land. Relationships and interactions of the public and private sectors in the creation and control of externalities. Fall.

FOR 310. Forest Resource Economics and Decision Models (4)

Three hours of lecture/discussion per week, three hours of laboratory. Course examines the applications of principles and models of economics and quantitative decisionmaking to planning and management of forest and related natural resources. Applications to timber, wildlife, water, and outdoor recreation are stressed. Market and nonmarket analyses are covered. Spring.

Prerequisite: Microeconomics, Silviculture, or permission of instructor.

FOR 312. Sociology of Natural Resources (3)

Three hours of lecture/discussion per week, selected field trips. Course develops the concepts and principles of sociology as applied to natural resource questions. Concepts of community, forest-dependent communities, shared identity, and social structures of resource-based groups. Views the forest as an integrated social and biological community. Spring.

Prerequisites: Introductory sociology, junior status, or permission of instructor.

FOR 321. Forest Ecology and Silviculture (3)

Two hours of lecture and one three-hour field laboratory first half of semester; three hours of lecture last half of semester. Survey of forest tree and stand ecology and silviculture concepts and implications for treatment of forest stands for various values. Some field evaluation of forest stands, site and history variables, and treatment alternatives. For students outside Resources Management curriculum; not open to students taking FOR 332 and 334. Fall.

Prerequisite: Botany or general biology.

FOR 322. Forest Resource Measurements and Analysis ... (2)

Two hours of lecture and three hours laboratory per week in first two-thirds of semester. Principles and methods used in the measurement of trees and forest stands, sampling design and analysis, inventory planning, and introduction to the concept of forest growth and yield analysis. Fall.

Prerequisite: FOR 303 or equivalent and APM 391.

FOR 323. Forest Biometrics (2)

Two hours lecture. Statistical techniques for analyzing forest resource problems including simple linear regression, multiple regression, weighted least squares regression, and analysis of variance. Spring.

Prerequisite: APM 391 or equivalent.

FOR 324. Introduction to GIS in Resources Management (1)

An introduction to the use of raster and vector geographic information systems in resources management. Topics include comparison of raster and vector GISs and their data structures, the importance of data quality in the application of geospatial analyses to resources management problems. Spring.

FOR 332. Forest Ecology..... (3)

Equivalent of three hours of lecture per week. Course stresses a whole plant understanding of tree physiology and autecology as well as applied synecology as related to: 1. the assessment of forest stand, composition, structure, condition, and stage of development, and 2. the creation of specific forest stand structures dictated by varying management objectives (recreation, water, wildlife, wood). Fall.

Prerequisites: Botany and general ecology.

Pre- or Corequisites: Soils.

FOR 334. Silviculture (4)

Three hours of lecture and 3 1/2 hours of laboratory or field trip per week. Study of the practice of silviculture for managing forest stands to serve various interests of landowners. Field trips and exercises provide opportunities to see examples of common silvicultural methods under different management scenarios, and to learn and practice techniques for analyzing forest stands and developing prescriptions for their treatment. Fall.

Pre- or Corequisite: Forest soils, forest influences, silvics, and forest mensuration, or equivalent.

FOR 335. Regional Forest Ecology and Silviculture (3)

Three hours per week of classroom study. Topics cover regional factors that influence ecosystem management methods commonly used in different forest types. Analysis of managed forest ecosystems of the United States with attention to ecological factors, species characteristics, socio-economic conditions and geographical differences in land use. Spring (odd years).

Prerequisite: FOR 332, FOR 334 or FOR 321.

FOR 338. Meteorology (3)

Three hours of lecture/discussion per week. This is a shared resource course with FOR 538. An introduction to the atmospheric physical processes important to understanding weather and weather forecasting at the surface of the earth and macro-, synoptic, meso-, and micro- climate. The emphasis is on synoptic and micro scale phenomena. Students will learn how to access weather data on the internet and use the data to forecast weather. At the microscale, emphasis is on describing conditions and projecting change. Fall.

FOR 340. Watershed Hydrology and Water Quality (3)

One to three hours of lecture in classroom and field. Basic principles of watershed hydrology, natural water quality, and interactions between land management practices and water quality, especially the substantive basis underlying Best Management Practices for control of agricultural and silvicultural nonpoint sources on rural lands.

Prerequisite: Soils; geology recommended.

FOR 345. Introductory Soils (3)

Two hours of lecture and three hours of laboratory. Introduction to the fundamentals of soil science as related to various land uses, especially forestry.

Prerequisites: Introductory courses in chemistry and physics.

FOR 360. Principles of Management (3)

Two hours of lecture and one hour of recitation. Basic theories, concepts, principles, and functions of modern management and administration. Planning, organizing, staffing, and human resources management, directing and supervising, communication, controlling, evaluating and budgeting responsibilities in public agencies and private industries, and social and ethical considerations, are among the principal topics emphasized. Spring.

FOR 364. Soil and Water Conservation Policy (3)

An integrated, historical survey of water and related land resource conservation in the United States. Interrelationships of governments and private organizations in their functions of policy-setting and planning, administration of programs, and evaluation of projects. Spring.

FOR 370. Forest Management (3)

Three hours of lecture/discussion per week with selected field trips. Course covers the process of organizing and regulating a forest, timber harvesting and environmental impacts, the legal environment of forest management and role of timber management in forest management. Spring.

Prerequisite: Silviculture and Forest Measurements, or permission of instructor.

Corequisite: Resource economics and decision models, or permission of instructor.

FOR 372. Fundamentals of Outdoor Recreation (3)

Introduction to the programs and practices of federal, state and local agencies and private organizations involved in planning, administration and management of outdoor recreation areas. Emphasis is on major recreational issues and conflicts faced by area managers, and how they integrate solutions into their plans. Spring and Fall.

Prerequisite: Junior standing.

FOR 373. Forest Operations (4)

Three hours of lecture and three hours of laboratory per week. FOR 373 provides a comprehensive examination of forest operations and its role in forest management. Timber harvesting is examined as a system integrating machines, equipment mixes, costs, and labor to implement silvicultural prescriptions. Examination of the managerial implications inherent in decisions concerning the planning, construction, and maintenance of forest roads. Examination of the causes of and the techniques for mitigating adverse environmental impacts of timber harvesting and forest road construction activities. Fall.

Prerequisite: FOR 321 or FOR 334.

FOR 378. New York Forestry (3)

Lecture, discussion, and field trip. Historical development of forests and forest uses in New York, analysis of current issues in New York forestry, and consideration of possible future developments for New York forests. Provides information useful to geographers, foresters, planners, and others interested in the social environment of New York's natural resources. Fall.

FOR 404. Economics of Wood-Using Industries (3)

Three hours of lecture and discussion. Structure and organization of selected wood-using industries. Analysis of decisionmaking by the firm. Principles of production and marketing including demand and cost analysis and pricing. Special issues and current problems of the industries, and introduction to the newer mathematical and statistical tools for meeting them. Spring.

Prerequisite: Microeconomics.

FOR 405. World Forestry Resources: Problems and Prospects (3)

Three hours of lecture and discussion plus guided readings, pertaining to world forest resources and the problems and opportunities associated with their use and development. Major topics include: world forest resources; production and trade; principal wood-producing countries; forestry and the problems of underdevelopment; and special areas and topics of interest to world forestry. Spring.

Prerequisite: Senior status preferred.

FOR 433. Commodity Production Silviculture (3)

Three hours per week of lecture and discussion stressing the development of prescriptions and the application of silvicultural techniques, primarily for commodity production. Topics include even-aged stand development, intermediate stand treatments, growth and change in uneven-aged stands, natural reproduction methods, assessing tree and stand quality and value, and application of selection system. Students undertake projects as a means for developing deeper understanding of and a capacity for prescribing different silvicultural techniques. Spring.

Prerequisites: FOR 334 and FOR 470, or equivalent. Senior standing required.

FOR 443. Forest Hydrology (3)

Three hours of lecture, or equivalent. Course will examine the basic physical processes of water movement in the hydrologic environment, including snowmelt, infiltration, evapotranspiration, runoff, unsaturated zone processes, and groundwater-streamflow interactions. The focus will be on scientific hydrology, with critical examination of research techniques as applied to the study of small catchments. Linkages to biogeochemistry, remote sensing, and GIS will also be explored. Fall.

Prerequisite: FOR 340 or equivalent.

FOR 445. Hydrological Techniques (2)

One hour of lecture and three hours of lab. Course will provide a hands-on learning experience in current instrument and measuring techniques in hydrology, meteorology and hydrogeology, necessary for research in the environmental sciences. The objective will be to explore the principles that govern the use of sensors and the operation of data acquisition systems. Spring.

Prerequisite: FOR 443 or equivalent.

FOR 446. Forest Soil Classification, Survey, and Interpretation (3)

Three hours of lecture and discussion, one three-hour laboratory. Detailed examination of soil genesis and classification, and the survey and description of the soilscape. Interpretations are made for various land uses, especially forestry. Fall.

Prerequisites: FOR 331 or 345 or an introductory soils course.

FOR 449. Hydrology Computer Laboratory (2)

Three hours of lab, one hour of recitation. Development of proficiency in the use of APL and/or PC:SOLVE (and related software) and in the manipulation, analysis, and interpretation of hydrologic and meteorologic data, and practical experience with the natural spatial and temporal variation of hydrologic data.

Co- or Prerequisite: FOR 340, FOR 540, or FEG 340

FOR 450. Introduction of Environmental Impact Analysis (2)

Two lecture periods per week. The legal history, context, interpretation, and offspring of the National Environmental Policy Act (NEPA) of 1969; scientific considerations of environmental impact analysis; scope of environmental impact, and alternatives to the NEPA procedures. Fall.

Prerequisite: Senior standing.

FOR 455. Forest Genetics and Tree Improvement (3)

Two hours of lecture, three hours of lab or field study. General principles of genetics as applied to conservation and utilization of genetic diversity of forest tree species. Selection of elite trees, pollen testing, tissue culture and seed propagation, field-test design, and germplasm conservation and utilization are discussed. Spring.

Prerequisite: FOR 332 or EFB 307.

FOR 465. Natural Resources and Environmental Policy (3)

Three hours per week of lecture and discussion. Course examines the working principles creating the structure of natural resource and environmental policy. Specific laws and policies are analyzed as a product of complex history of policy processes spanning common law, legislation, administration, court decisions, local zoning, and economic relationships. Applies basic analytical skills to policy questions. Explores the relationship of the manager to policy processes. Required of seniors in Resources Management and Environmental Studies students in the Policy and Management Study Area; open as an elective to other undergraduates. Spring.

Prerequisite: Senior status, one semester in both economics and U.S. government.

FOR 473. Planning and Development of Forest Recreation Areas (3)

Three hours of lectures or equivalent laboratory and assignments. Planning and designing forest recreation areas, structures, and facilities. Development of construction plans for camp and picnic sites, for waterfront areas and for trails. Emphasis is on the

functional relationship between planning and design, management, and maintenance. Field trips required. Fall.

Prerequisite: FOR 372.

FOR 474. Commercial Recreation (3)

Three hours of lecture and discussion per week, plus one all-day field trip. Introduction to the role of the private sector in providing recreational facilities, programs, and services. Case studies of private recreation enterprises. Emphasis on the requirements for successful commercial recreation ventures. Spring (odd years).

Prerequisite: FOR 372 or equivalent.

FOR 475. Sociology and Psychology of Leisure Behavior (3)

Three hours of lecture and discussion. Introduction to theory and research findings dealing with the sociological and psychological aspects of leisure behavior; field work and lectures demonstrate applications, particularly with regard to leisure behavior. Spring.

Prerequisites: FOR 372, and an introductory course in sociology or psychology, or permission of the instructor.

FOR 476. Tourism Planning (3)

Three hours of lecture/discussion per week. Study of the basic concepts of nature-based tourism planning and its place in community and regional resource development. Course emphasizes the positive and negative economic, social, and environmental impacts of nature-based tourism. Overnight field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 477. Resource Policy and Management (3)

Three hours of lecture supplemented by one hour of discussion and/or lecture. Public and private forest policy formation; principles of modern management; overall management and operation of a productive forest property. Primarily for forest engineers. Not available to Resource Management undergraduates. Fall.

Prerequisites: Mensuration and silviculture, senior standing in Forest Engineering, or by permission of the instructor.

FOR 478. Wilderness and River Recreation Management (3)

Three hours of lecture and discussion per week. Introduction to the federal and state legislation and institutional framework that affects wilderness and river recreation planning and management. Emphasizes dispersed recreation planning, site management, visitor management, carrying capacity, and wilderness and river recreation management plans. One two-day field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 479. Outdoor Recreation Management (3)

Three hours of lecture per week. Descriptions of methods and techniques used in Outdoor Recreation Management. Discussion of practices of resource/visitor/services management. Spring.

Prerequisites: FOR 372, Fundamentals of Outdoor Recreation or equivalent, FOR 360, Principles of Management or equivalent.

FOR 480. Urban Forestry (3)

Two hours of lecture, and one hour of discussion or three hours of field study per week. Evaluation and management of urban greenspace resources, with emphasis on trees, in the context of other values and management processes in urban areas. Field practice in evaluating urban greenspace and tree resources. Shared resource course meeting with FOR 680 which has additional requirements. Spring.

Prerequisites: Senior status. FOR core courses or permission of the instructor for seniors in other programs.

FOR 490. Integrated Resource Management I (2)

Two hours of lecture/discussion per week with scheduled field trips and field projects. This course is the first in a two-course sequence which emphasizes the assimilation, integration, and interpretation of the biophysical and socioeconomic sciences. A view of the forest as a unified whole and the planning process are major emphases. Fall.

Prerequisite: Senior standing in Forestry or Dual EFB/FOR, or permission of instructor.

FOR 491. Integrated Resource Management II (2)

Two hours of lecture/discussion per week with scheduled field trips and field projects. This course is the second in a two-course sequence which emphasizes the assimilation, integration, and interpretation of the biophysical and socioeconomic sciences. A view of the forest as a unified whole and the planning process are major emphases. Development of an integrated resource management plan is a major project. Spring.

Prerequisite: FOR 490, or permission of instructor.

FOR 496. Special Topics in Resource Management/Forestry (1-3)

Experimental and developmental courses in new areas of resource management/forestry or areas not covered in regularly scheduled courses. Topics may include but are not limited to the biological, physical, and social dimensions and the many and varied resources of forest lands and forestry. Specific detailed course descriptions for each course taught under the 496 designation are available for student perusal. Fall, Spring, and Summer.

FOR 498. Independent Study in Resource Management/Forestry (1-6)

Independent research or study in resource management/forestry for selected undergraduate students. Selection of subject area, nature of the research or study, and number of credit hours determined by student in conference with appropriate faculty member; initiative in taking FOR 498 rests with the student. Final written report is required for record. Fall, Spring, and Summer.

Prerequisite: Cumulative G.P.A. of at least 2.50 and approval of the advisor and instructor.

FOR 499. Independent Study/Internship in Resource Management/Forestry (7-12)

Independent research or study in resource management/forestry for selected undergraduate students especially designed for internships spent off-campus working for a resource management or forestry oriented firm or organization while also pursuing an academically oriented project. The selection of the study topic will be determined by the student in consultation with his/her advisor. Guidance will be provided by a faculty committee. Final written report is required for record. Limited to seniors in resource management/forestry. Fall, Spring, Summer.

Prerequisite: Must have a cumulative G.P.A. of at least 3.00.

FOR 507. Environmental Economics (3)

Three hours of lecture/discussion per week. Taught as a shared resource course with FOR 307. Economics principles and models to address concerns about external economies and diseconomies created when using natural resources. Also, the relationships and interactions between the public and private sectors in creating and controlling external diseconomies are analyzed. Fall.

Prerequisites: FOR 206 or equivalent and calculus or permission of the instructor.

FOR 510. Forest Resource Economics and Decision Models (4)

Three hours of lecture/discussion per week and three hours of laboratory per week. Applications of economic principles and models and quantitative decisionmaking to planning and management of forest and related natural resources. Applications to timber, wildlife, water, and outdoor recreation are stressed. Market and nonmarket analyses are introduced. Fall.

Prerequisites: FOR 206 or equivalent, calculus, and silviculture, or permission of the instructor.

FOR 520. Application of Ecology (3)

Two hours of lecture and discussion and one to three hours seminar, workshop, or field trip. Exploration of use and implications of ecological concepts for practices modifying terrestrial ecosystems for human benefit. Discussion of ecological writings in relation to applied problems; workshops, field trips, and student presentations exploring ecological implications of specific situations. Course designed for interdisciplinary participation. Spring (even years).

FOR 523. Tropical Ecology (1)

One hour of lecture coupled with a period of intensive field study over spring break on a tropical island in the Caribbean. Principles of tropical ecology, resource management, and island biogeography are presented. Field trips to a variety of tropical ecosystems including: rain forest, coral reefs, crater lakes and montane rain forest. Comparisons with north temperate ecosystems are made. Additional fees required to cover cost of travel and lodging during field portion of course. (Deposit required by mid-December). Requires the ability to swim. Spring.

Prerequisite: EFB 320 or equivalent.

FOR 534. Greenspace Silviculture (1)

Two hours lecture; three hours field laboratory or two hours discussion per week. Concepts, techniques, and field practice of evaluating and managing vegetation systems, including site resources, woody and herbaceous vegetation, and use impacts, primarily for on-site, greenspace values on recreation, wildlife and multiple-use lands; roadsides and utility rights-of-way; buffer and protection areas, etc. Fall.

Prerequisites: Graduate status and coursework in silviculture and soils. Qualified seniors by permission of the instructor.

FOR 535. Advanced Forest Soils (3)

Three hours of lecture-discussions concerning the current state-of-the-art in forest soils. Effect of intensive forest management on soil, soil-site-species relationships, forest fertilization tree nutrition. Application of forest soils information to silviculture. Spring.

Prerequisite: FOR 331, 332 or beginning courses in soils and silviculture.

FOR 536. Forest Planting (3)

Two hours lecture and three hours laboratory or field average per week, including up to two all-day field trips. Concepts and techniques of forest planting for land rehabilitation and as a silvicultural system; including species and genetic selection, seed and plant production and evaluation, planting methods and site preparation, and regional case studies. Spring.

Prerequisites: Graduate status and coursework in silviculture. Qualified seniors by permission of the instructor.

FOR 537. Urban Soil in Landscape Design (3)

A description of urban soil, following an introduction to basic soil properties, with explanation of its major problems and discussion of design applications to overcome those problems. Procedures for soil and analysis and site assessment are given. Practical design examples are covered. Three hours of lecture. For Landscape Architecture students only. Spring.

FOR 538. Meteorology (3)

Three hours of lecture/discussion per week. This is a shared resource course with FOR 338. An introduction to the atmospheric physical processes important to understanding weather and weather forecasting at the surface of the earth and macro-, synoptic, meso-, and micro-climate. The emphasis is on synoptic and micro scale phenomena. Students will learn how to access weather data on the internet and use that data to forecast weather. At the microscale emphasis is on describing conditions and projecting change. Fall.

FOR 542. Watershed Management (2)

Two hours of lecture, or equivalent. The impact of the multiple use of forest and range lands on water yield, soil stability, and water quality. Regional and local problems and potential solutions. Fall.

Prerequisite: FOR 340, FOR 540, or equivalent, or with permission of instructor.

FOR 545. Introductory Soils (3)

Two hours of lecture and three hours of laboratory. Introduction to the fundamentals of soil science as related to various land uses with emphasis on forestry. Completion of a research project or paper is required to demonstrate in-depth understanding of some aspect of soil science that is relevant to the student's field of study.

Pre- or Corequisite: Introductory chemistry.

FOR 556. Spatial Modeling (3)

Two hours of lecture and three hours of laboratory per week. An introduction to spatial thinking and the use of raster geographic information systems for spatial query, problem analysis, modeling, and decision support in natural and environmental resources analysis, management, and planning. Spring.

FOR 557. Practical Vector GIS (3)

Two hours of lecture and three hours of laboratory per week. An introduction to the use of and planning for the use of vector geographic information systems for problem analysis, modeling, and decision support in resource and environmental management and planning. Fall.

FOR 558. Advanced Vector GIS (3)

One and one-half hours of lecture and discussion and four and one-half hours of laboratory. Course builds on FOR 557 and through learning-by-doing develops skills in using ARC/INFO and database management software for the analysis and/or modeling of natural and environmental resource management and analysis problems. Spring.

Prerequisite: FOR 557 or equivalent.

FOR 561. Land Use Economics (3)

Three hours of lecture/discussion per week. Study of the theory and method of land use economics and the application of economic analysis to open space and regional planning. Emphasis is on understanding basic concepts, development of operational methods and data sources. Case studies, outside readings, and guest speakers are utilized. Spring.

Prerequisite: One course in microeconomics.

FOR 562. International Timber Trade (3)

Three hours of lecture. Basic principles of international trade structure and procedures of international timber trade. Major trade regions and their relationships. Economic context of timber trade. Emphasis is placed upon methods of analyses for understanding both opportunities and limitations of timber products exports and imports. Fall.

Prerequisites: Two semesters of undergraduate economics, and senior standing in forestry or wood products engineering.

FOR 588. The Law of Natural Resource**Administration (3)**

Three hours of lecture and discussion. An introduction to the law concerning the procedures, powers, and judicial review of public agencies responsible for the management of natural resources. Topics will include the extent of an agency's rule-making power and the rights of aggrieved parties to appeal from agency decisions. Spring.

Prerequisite: FOR 360 or equivalent course in public administration.

FOR 591. Oral Presentation Techniques (1)

Course meets one hour weekly for presentation and discussion. Course objective is improvement of presentation style and articulation skills through preparation, delivery, and interactive evaluation of information style seminars. Spring.

Prerequisite: Graduate standing and permission of the instructor.

FOR 592. Written and Oral Argumentation (2)

Course meets two hours weekly. Course objective is to improve articulation skills through effective argumentation. Students will participate in weekly discussions of the assigned readings, and each student will prepare, present, and support two position papers to a review panel consisting of students and faculty within the class. Spring.

Pre- or Corequisite: FOR 591.

FOR 620. Silviculture Concepts and Applications (3)

Three hours per week of lecture and discussion stressing the conceptual basis for developing prescriptions and applying silvicultural techniques, primarily for commodity production. Topics include even-aged stand development, intermediate stand treatments, growth and change in uneven-aged stands, natural reproduction methods, assessing tree and stand quality and value, and

application of selection system. Students undertake independent research projects as a means for developing deeper understanding of silvicultural concepts, and to improve their capacity for prescribing different silvicultural techniques. Spring.

FOR 625. Productivity of Forest Stands (3)

In two hours of lecture and three hours of laboratory, whole tree, stand, and forest community productivity are studied from an ecophysiological viewpoint. Quantitative techniques and methods used to evaluate biological as well as economic forest production are learned and utilized. From the perspective established, new trends and developments in silvicultural practice are critically examined. Spring.

Prerequisite: Permission of the instructor.

FOR 630. Tropical Forest Ecology and Land Use (3)

Three hours of lecture and discussion per week. Tropical forest environments and associated vegetation are studied from an ecological perspective and development options evaluated: agriculture, natural forest and plantation management, agroforestry, pasturing livestock, and forest preservation.

Prerequisites: Coursework in ecology, soils, and silviculture recommended, but not required.

FOR 635. Forest Soils and Their Analyses (3)

One hour of lecture, one hour of recitation, four hours of field and laboratory study of forest soils, emphasizing plant-soil relationships. Stress on quantification of plant-soil diagnostic techniques and their interpretation. Spring (odd years).

Prerequisites: FOR 446; background in physical and biological recommended.

FOR 640. Isotope Hydrology (3)

This advanced-level course will examine the application of isotope tracing techniques for solving hydrological, hydrogeological, and related environmental problems. Course will be divided into five sections: I) basic principles of catchment hydrology and isotope geochemistry; II) processes affecting isotopic composition of source waters; III) case studies in isotope hydrology; IV) case studies in isotope geochemistry; and V) synthesis and modeling. Fall.

Prerequisite: FOR 540 or equivalent.

FOR 641. Watershed Hydrology and Water Quality (3)

Three hours of lecture in classroom and field. Basic principles of watershed hydrology, natural water quality, and interactions between rural lands' management practices and water quality, especially, the substantive basis underlying and Best Management Practices for application of agricultural and silvicultural nonpoint sources on rural lands. Spring.

Prerequisite: Permission of the instructor.

FOR 642. Snow Hydrology (3)

Three one-hour lectures and two three-day field trips. Physical characteristics of snow and the energy relations important in its accumulation and dissipation. Problems of measurement and prediction of runoff and melt. Potentials for management. Spring.

Prerequisite: SIL 540 or FEG 340.

FOR 643. Forest Hydrology (3)

Three hours of lecture, or equivalent. Course will examine the basic physical processes of water movement in the hydrologic environment, including snowmelt, infiltration, evapotranspiration, runoff, unsaturated zone processes and groundwater-streamflow interactions. The focus will be on scientific hydrology, with critical examination of research techniques as applied to the study of small catchments. Linkages to biogeochemistry, remote sensing, and GIS will also be explored. Fall.

Prerequisite: FOR 340 or equivalent.

FOR 645. Hydrological Techniques (2)

One hour of lecture and three hours of lab. Course will provide a hands-on learning experience in current instrument and measuring techniques in hydrology, meteorology and hydrogeology, necessary for research in the environmental sciences. The objective will be to explore the principles that govern the use of sensors and the operation of data acquisition systems. Spring.

Prerequisite: FOR 643 or equivalent.

FOR 649. Hydrology Computer Laboratory (2)

Three hours of lab and one hour of recitation. Development of proficiency in the use of APL and or PC:SOLVE (and related software) and in the manipulation, analysis, and interpretation of hydrologic and meteorologic data, and practical experience with the natural spatial and temporal variation of hydrologic data. Students design and complete a data processing project.

Co- or Prerequisite: FOR 340, FOR 443/643, or FEG 340, or equivalent.

FOR 650. Environmental Impact Analysis Practicum (3)

Two discussion-workshop sessions per week. Team project and case study examination of the art of the environmental impact statement process, and consultant team operations and ethics.

Prerequisite: FOR 450 or equivalent.

FOR 655. Advanced Forest Genetics and Tree Improvement (3)

Two hours of lecture and discussion, three hours of lab or field study. Study of advanced principles of genetics as applied to conservation, and utilization of genetic diversity of forest tree species and other organisms associated with forest ecosystems. Course includes applications of tissue culture propagation and genetic engineering to forest trees. An independent research problem will be undertaken by the student. Spring.

Prerequisite: FOR 332 or EFB 309, or with permission of instructor.

FOR 664. Soil and Water Conservation Policy (3)

One three-hour meeting per week. An integrated, historical survey of water and related land resource conservation in the United States. Interrelationships of governments and private organizations in their functions of policy-setting and planning, administration of programs, and evaluation of projects. Fall.

FOR 665. Natural Resources and Environmental Policy ... (3)

Three hours per week of lecture and discussion. Course examines the working principles creating the structure of natural resource and environmental policy. Specific laws and policies are analyzed as a product of complex history of policy processes spanning common law, legislation, administration, court decisions, local zoning, and economic relationships. Applies basic analytical skills to policy questions. Explores the relationship of the manager to policy processes. Shares lecture with FOR 465, but has a separate discussion/seminar section and requires more in-depth readings and a policy analysis paper of a selected topic. Spring.

Prerequisite: Graduate status, one semester in both economics and U.S. government.

FOR 670. Resource Economics (3)

Three hours of lecture and discussion per week. Economic theory and analysis in resource management and use decisions. Study and application of economic models to land, water, forest, wildlife and recreational resources. Relationships and interactions of public and private sector in resource management. Fall.

Prerequisites: Two semester courses of undergraduate economics.

FOR 671. Economics of Nonmarket Goods (3)

Group discussion, lectures, guided readings, case studies, and student projects on the economic aspects of watershed management, fish and wildlife management, and outdoor recreation. Major topics include theories of valuation and application to nonmarket goods, cost analysis for nonmarket goods, and techniques for valuing nonmarket goods and services. Spring.

Prerequisites: FOR 670 or microeconomics or permission of the instructor.

FOR 674. Commercial Recreation (3)

Three hours of lecture and discussion per week, plus one all-day field trip. Provides an overview of the private sector recreational facilities, programs, and services. Reviews the requirements for successful commercial recreation ventures. Quantitative analysis related to business feasibility is emphasized. Spring (odd years).

Prerequisite: FOR 372 or equivalent.

FOR 675. Psychology of Leisure Behavior (1)

Three hours of lecture and discussion. Introduction to theory a research findings dealing with the sociological and psychological leisure behavior: field work and lectures demonstrate application particularly in outdoor recreation. Fall.

FOR 676. Tourism Planning (1)

Three hours of lecture/discussion per week. Study of the basic concepts of nature-based tourism planning and its place in community and regional resource development. Course emphasizes the positive and negative economic, social, and environmental impacts of nature-based tourism. Overnight field trip required. Fall.

Prerequisite: FOR 372 or equivalent.

FOR 678. Wilderness and River Recreation Management (3)

Three hours of lecture and discussion per week. Reviews the institutional framework that affects wilderness and river recreation planning and management. Emphasis is on understanding management appropriate for dispersed recreational areas in forest and river environments and how planners and managers can use related research information. One two-day field trip required. Fall.

Prerequisite: FOR 372 or equivalent

FOR 679. Outdoor Recreation Management (3)

Three hours of lectures per week. Methods and practices of outdoor recreation management. Spring.

Prerequisites: One course in recreation, one in management or permission of the instructor.

FOR 680. Urban Forestry (3)

Two hours of lecture, and one hour of discussion or three hours of field study per week. Evaluation and management of urban greenspace resources, with emphasis on trees, in the context of other values and management processes in urban areas. Field practice in evaluating urban greenspace and tree resources. Shared resource course meeting with FOR 480, with additional requirements for FOR 680. Spring.

Prerequisites: Permission of the instructor.

FOR 691. Research and Evaluation Techniques in Recreation (2)

Two hours of lecture and discussion per week. An introduction to the design of research and evaluation projects to assist recreation planning and management in the public and private sectors. Emphasis is on understanding the process of design, measurement and analysis to achieve effective techniques and applications in recreation. Spring (even years).

Prerequisite: Graduate status and previous recreation courses

FOR 735. Forest Soil Fertility (Applied Studies) (2-4)

Two hours of lecture and one hour of discussion. Up to six hours of laboratory depending on number of credit hours. Influence of soil fertility on development and growth of seedlings and trees, and techniques involved to determine this influence. Chemical and biological analysis to determine levels of soil fertility. Nutrient element deficiencies and their correction by soil amendments and fertilizers. Term projects by the student will be undertaken. Spring (even years).

Prerequisites: CHE 332 and 333, FBO 530, FOR 446 and FOR 635 or equivalent.

FOR 751. World Forestry (3)

Three hours of lecture and discussion. Worldwide forest classification and geographic distribution; comparative study of forest policies and management systems; tropical forestry and deforestation; agroforestry; international timber trade; forest resources and economic development; technology transfers; United States' role in less developed countries' forestry. Spring.

FOR 753. Advanced Natural Resource and Environmental Policy (3)

Three hours per week of lecture and discussion. Course takes a social history approach to examine the working principles forming the foundation for natural resource and environmental policies. These principles will be directed toward an appreciation of the institutional context for the domestic and global natural resource and environmental issues, and an understanding of the values, institutions, policies, and rules which govern societies and their relationship to their environment. Fall.

Prerequisite: Graduate status, highly desired is previous coursework in public policy, natural resource or environmental policy, environmental law, public administration, or property law. For Continuing Education students, experience in public policy, environmental regulation, or government is desirable.

FOR 754. Advanced Forest Administration (3)

Critical appraisal of existing public, semi-public and private forest agencies in the United States, and the comparative study of major administrative organizations and practices. Occasional injection trips to forestry headquarters and field units and discussion of internal administrative problems with forest officers. Fall or Spring.

Prerequisite: FOR 360 or equivalent.

FOR 796. Special Topics in Forest Resources Management (1-3)

Lectures, seminars, and discussion. Advanced topics in resource management and policy. Check schedule of classes for details of subject matter. Fall and/or Spring.

FOR 797. Seminar (1)

Individual presentation and group discussion concerning current topics of concern to natural resources or their management. Fall and Spring.

FOR 798. Research Problems in Forestry (1-6)

Special investigation and analysis of forest resource management problems. A study plan and a final written report are required. Fall and Spring.

FOR 895. Graduate Internship (1-6)

Professional experience which applies, enriches, or complements formal coursework. Restricted to Graduate students in Forest Resource Management. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 898. Professional Experience (6-12)

Professional experience which applies, enriches, or complements formal coursework. Restricted to M.S. students in Option 2. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 899. Master's Thesis or Project (1-6)

Investigation leading to the completion of a research-oriented thesis or to an application-oriented project. Graded on an "S/U" basis. Fall, Spring, and Summer.

FOR 999. Doctoral Thesis Research (1-12)

Investigation leading to the completion of the doctoral thesis. Graded on an "S/U" basis. Fall, Spring, and Summer.

FTC—FOREST TECHNOLOGY**FTC 200. Dendrology I (2)**

Twenty-five hours of lecture and 34 hours of field time. A study of the distinguishing characteristics, growth features, distribution, associates and importance of the major tree species of North America. Seasonal field identification and on-the-spot discussion of habitats, associates, and the place in succession of the predominant forest trees and shrubs as found in the Adirondack area of the Northeast, plus a limited number of introduced species. Fall.

FTC 202. Plane Surveying I & II (5)

Sixty-six hours of lecture and 132 hours of field and laboratory time. Introduction to the theory and practice of plane surveying. Emphasis on individual skill development through small crew projects,

handling typical surveying equipment in typical field situations. Lecture topics include the theory of measurements and errors, mathematics for plane surveying, introduction to field problems and introduction to map use and preparation, United States Public Land Survey System, and concepts of deed descriptions and record keeping procedures. A trip to the County Court House is scheduled for a tour of the Record Room. Field projects include traversing, using forester's and engineer's tools and methods, mapping using field and office methods, and proficiency projects in handling typical surveying instruments. Fall.

FTC 204. Forest Mensuration and Statistics I (3.5)

Sixty-nine hours of lecture and 46 hours of field and laboratory time. A classroom and field study of the basic principles and skills required for timber measurements. Volume tables, their use and construction, are studied. Cruise reports are required in which the student presents cruise results. Various methods of forest sampling are studied, including methods of calculating necessary sampling intensities and sampling errors. Fall.

FTC 205. Forest Mensuration and Statistics II (2)

Four hours of lecture and 60 hours of field and laboratory time. A field problem of practical nature utilizing methods for collecting, analyzing, and presenting data dealing with timber volumes. Spring.

Prerequisite: FTC 204.

FTC 206. Forest Ecology (3)

Forty-eight hours of lecture and 52 hours of field time. Study of weather and weather data collection; students monitoring a forest weather station. Study of climate and soil factors, how they affect trees and forests and the interactions both within the forest community and within the forest ecosystem. Introduction to cover type mapping. Final field problem and written and oral report on the detailed analysis of a forest transect. Fall.

FTC 207. Aerial Photogrammetry (2)

Twenty-five hours of lecture and 44 hours of laboratory. Development of the ability to interpret important ground features by viewing aerial photos singly and in pairs, using stereoscopic techniques and equipment. Scale problems and the making of reliable horizontal and vertical measurements. Radial line plot control for the transfer of detail to base maps. Forest type mapping and forest mensuration using photos. Fall.

FTC 208. Allied Technologies (2)

Twenty-nine hours of lecture and 36 hours of laboratory time. This is a multi-subject course. It provides the student with technical competence in the proper use, design; construction and/or maintenance of forest hand tools, maps and route surveys, trail development and first aid and CPR. Fall.

FTC 209. Forest Roads (2)

Twenty-two hours of lecture and 34 hours of laboratory time. This course provides the student with the technical competence necessary to administer, locate, and design the construction and maintenance of a typical forest gravel road. Spring.

Prerequisite: FTC 202.

FTC 210. Computer Applications (1)

Ten hours of lecture and 20 hours of laboratory time. An introduction to the use of computers, including computer systems, disk operating systems, word processing, development and use of spreadsheets, development and use of a database, and computer applications in forestry and surveying. Fall.

FTC 211. Silviculture I (2.5)

Forty-one hours of lecture and 54 hours of laboratory. Lectures cover orientation, terminology and present a framework of the various treatments used in many common stand conditions to bring the forest into a more productive state in accord with the objectives of management. Emphasis on thinning in computer simulation and field practice. Exercises in planting and pruning. Demonstrations in chemical silviculture. Spring.

Prerequisite: FTC 206 Forest Ecology.

FTC 213. Forest Entomology..... (1)

Eighteen hours of lecture and 16 hours of laboratory/field time. A study of insects that damage trees and their role in the total forest community. The course covers identification of local forest insects, study of the major pest groups of other forest regions, and control measures including integrated pest management and pesticides. Fall.

FTC 214. Personnel Management (1.5)

Fourteen hours of lecture; 16 hours of laboratory time. A study of company and agency organization functions, including selection of and placement of personnel, training of personnel and performance evaluations, planning for and administering crew responsibilities, human relations in the working situation, and special personnel problems of the forest are covered. Techniques of foremanship are applied in various field exercises in other courses, along with the study of safety hazards, accident prevention, accident classification, and accident reporting. Spring.

FTC 215. Timber Harvesting (2)

Eighteen hours of lecture and 36 hours of field time. This course acquaints the student with the basic harvesting methods and techniques, with emphasis on the Northeast, along with the knowledge of how and where harvesting fits in with other forest uses. Students gain technical competence in timber sale contract administration and basic timber appraising. Spring.

FTC 217. Forest Management..... (3.5)

Thirty-seven hours of lecture and 68 hours of lab and field work blocked with silviculture. Coverage of the common problems met in organizing a forest property to approach the goals of ownership. Study and practice in techniques of growth measurement and the gathering and use of forest records in general. Review actual examples and case studies of forest management and production activities. Summary application of pertinent information from many other courses in a work plan involving management decisions for an assigned forest property. Spring.

Prerequisite: FTC 206.

FTC 218. Forest Recreation..... (1.5)

Fourteen hours of lecture and 32 hours of field/laboratory time. This course acquaints the student with the forest recreational resource, its present and future needs. Principles of recreational development and management are discussed with special emphasis placed on the technical aspects. Spring.

FTC 219. Elements of Wildlife Ecology (1.5)

Twenty-four hours of lecture and four hours of field time. A study of the principles of wildlife ecology with fundamentals related to the actions of the preservationist, conservationist, and particularly those of the forest manager. Spring.

FTC 221. Soil/Water Measurements and Control..... (1.5)

Fourteen hours of lecture and 28 hours of laboratory and field time. A basic introduction to precipitation and streamflow measurements taken at weather stations, snow courses, stream gaging stations, and other sample points. Includes field and lab measurements for determining physical properties of soils related to land management. Discusses forest management practices commonly used to control erosion and water quality. Spring.

Prerequisite: FTC 206 Forest Ecology.

FTC 223. Graphics (1)

Sixteen hours of lecture. An introduction to lettering and drafting with emphasis on the skills needed by the forest or surveying technician. Individual skill development is achieved through several projects. The concept behind each project is explained in handout material and lecture, and each student is then expected to complete the project on his/her own time. Freehand and mechanical lettering plates are produced in addition to precision and map drawings. Fall.

FTC 226. Forest Pathology (1)

Twenty hours of lecture and 16 hours of laboratory/field time. A study of forest and shade tree diseases, disease identification, disease classification, economic and ecological impacts of diseases, and the role of diseases in the forest community. Fall.

FTC 227. Fire Management..... (2)

Twenty-seven hours of lecture and 16 hours of laboratory/field time. The basic principles of fire ecology, forest fire behavior, fire danger and fire danger rating, forest fire prevention and control, and prescribed burning are covered. Fire behavior and fire danger rating are calculated using computers. Handtool fire suppression techniques are practiced and demonstrated. Spring.

FTC 228. Structure and Growth of Trees (1.5)

Seventeen hours of lecture and 12 hours of laboratory. A study of the various tissues of forest trees and how their growth and development are affected by internal and external factors. Differences in stem structures of some of the more important commercial tree species of the U.S. are studied in the laboratory and these differences are related to the commercial uses of these species. Spring.

Prerequisite: An introductory course in general botany or biology.

FTC 229. Silviculture II (2)

Twenty-six hours of lecture and 28 hours of field and laboratory. Continuation of FTC 211 dealing mainly with the handling of the more complex hardwood and mixed stands common to the Northeast. Special coverages will be offered on current practices of regional importance beyond the Northeast where graduates are likely to be employed. Spring.

FTC 250. Surveying II..... (1)

Ten hours of lecture and 16 hours of laboratory time. This course expands upon the information taught in Surveying I. A study of traverse calculations, rectangular coordinates, and statistical analysis of surveying data. An introduction to the use of computers in the field of surveying with particular emphasis on entering data, surveying calculations, and development of computer-generated maps.

FTC 251. Advanced Surveying Measurements and Computations (4)

Forty-five hours of lecture and 45 hours of laboratory and field time. A study of advanced survey measurements and computational techniques including state plane coordinates, meridian determination, partition of land, trigonometric leveling and horizontal control. Students will make the necessary surveying measurements in the field and be expected to complete various surveying computations using a hand-held calculator and computer.

FTC 253. Survey Law (2)

Twenty-five hours of lecture and 15 hours of laboratory. A study of the methods of record room research, boundary line establishment by written and unwritten methods, case and statute law related to property surveying, registration of surveyors, liability of surveyors, and professionalism. A mock trial will be conducted based on survey data compiled from FTC 255, Retracement Surveys.

FTC 255. Boundary Surveying (3)

Twenty-four hours of lecture and 28 hours of laboratory and field time. A study of the procedures necessary to conduct a retracement survey including preliminary office procedures, field practices, and preparation of final survey documents. Students will complete several retracement surveys with the data from one survey being used in a mock trial which will be conducted in FTC 253, Land Survey Boundary Law.

FTC 257. Construction Surveys (1.5)

Fourteen hours of lecture and 28 hours of laboratory and field time. A study of the various methods and techniques used to perform construction surveys. Theory, mathematics, and layout of circular, spiral, and vertical curves will be covered. Layout of various construction projects including buildings, roads, pipelines, and bridges will be discussed. Earthwork, slope staking, and cross-section calculations will also be covered.

FTC 259. Advanced Topographic Surveying (1)

Five hours of lecture and 30 hours of field and laboratory time. A study of the techniques and methods used to conduct topographic

surveys and develop topographic maps. Several projects are completed using a variety of survey methods and instruments. Maps are developed both by hand and by computer-aided drafting techniques.

FTC 298. Independent Study in Forest Technology..... (1-6)

Independent study in forest technology to apply, enhance, or supplement forest technology or related natural resource education. Objectives and scope of the project are negotiated in a learning contract between the student and instructor(s), with course admission based on permission of the instructor(s). Limited to those who have attended the complete regular SFT program, or those who have graduated from another forest technology program or a related natural resource program, or to students enrolled in any ESF program other than of the SFT. A maximum of 6 credit hours may be taken by any student in total. Semesters as arranged. Fall, Spring, or Summer.

LSA—LANDSCAPE ARCHITECTURE

(See also courses listed under EIN)

LSA 132. Orientation Seminar: Landscape Architecture (1)

One hour per week of lecture, discussion, and/or exercises. Occasional field trips. Orientation to campus resources available to ensure academic success. Introduction to the professional culture and some topics of interest to Landscape Architects. Fall.

LSA 282. Landscape Drafting (3)

One hour of lecture and five hours of studio per week. An introduction to the practice of freehand and instrument drafting. Graphic conventions used in landscape architecture as applied to details, plans, and projections. Fall or Spring.

LSA 320. Introduction to Landscape Architecture (3)

Three hours of lecture per week. The course presents an overview and introduction to the profession of landscape architecture. It presents a survey of the development of the profession in the United States and how the profession responds to societal needs in providing services to various public and private clients. Emphasis is placed on understanding the significance of environmental, socio/cultural, physical/visual, and aesthetic factors in developing intervention strategies and designs. Contemporary landscape architectural issues, practitioners, and work are presented. Fall.

LSA 326. Landscape Architectural Design Studio I (4)

Nine hours of studio and one hour of lecture per week. The first in a sequence of studios focusing on the concepts, skills, and methods of design. The course introduces students to the basic vocabulary, concepts, processes, and principles of design; the application and operation of these in the physical environment, including development of three-dimensional spatial concepts. The requirements for this course include readings, examinations, field trips, design exercises, and projects. (Student field trips and materials expenses \$250-\$350). Fall.

Prerequisite: Third year BLA status or permission of instructor.

LSA 327. Landscape Architectural Design Studio II (4)

One hour of lecture and nine hours of studio per week. The second in a sequence of studios focusing on the concepts, skills, and methods of design. This course continues the development of design skills through study of the interrelationship between the requirements of a design established in a program the visual character of the site and the development of a designed result. The requirements for this course include readings, examinations, field trips, design exercises, and projects. (Student field trip and materials expenses \$200-\$300). Spring.

Prerequisites: LSA 326, with a minimum grade of C, and CMN 382.

LSA 330. Landscape and Site Assessment (3)

Two hours of lecture and three hours of studio/lab per week. This course will instruct those enrolled in the process of measuring various physical qualities of a site or landscape, and then how to apply

knowledge of ecology, natural processes, and human behavior and culture to assess the viability of potential design uses and forms. The material addressed will include land measurement systems, physiography and landform, soils, hydrology, climate, and plant, animal, and human ecology. A variety of manual and computer techniques for data collection, analysis and synthesis of natural and cultural systems information will be explored. The course will concentrate on the comparison of synthesis techniques and their use in land use and design decisionmaking. Occasional local field trips will be utilized. Spring.

Prerequisite: LSA 411 or permission of the instructor.

LSA 342. Landscape Architectural Construction

Technology (4)

Three hours of lecture and three hours of studio/lab per week. Lectures, projects, and assigned readings. This course provides an introduction to important site construction basics, including landscape grading and landform manipulation. Topics addressed will include appropriate slopes for various site uses, surface and subsurface drainage, principles of cut/fill analysis, pedestrian and vehicular circulation design, horizontal and vertical road alignment, storm water management, and soil erosion control. Appropriate methods and technologies will be demonstrated through studio projects and exercises. Spring.

Prerequisite: College math (with Algebra and Trigonometry), LSA 326, or permission of instructor.

LSA 351. Seminar: Land Use Planning (1)

One hour of lecture/discussion per week. Introduction to the planning profession with emphasis on community land use planning.

Prerequisite: Enrollment in the Land use Option of the Environmental Studies program.

LSA 382. Graphic Communication (3)

Two 3-hour studios and one 1-hour lecture per week. Studio time devoted to demonstrations, exercises, and projects. Focusing on sketching, drafting, drawing construction and rendering techniques used in the landscape architecture field. Emphasis on skill development and use of graphics in the design process. Drawings, examinations, and actual project constitute basis for grades. Fall.

LSA 410. Computer-Aided Design and Drafting (3)

One-half hour of lecture, two and one-half hours of laboratory, and a minimum of six hours additional laboratory is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for this course include completing self-tutorials, creating drawings, and the completion of two major projects.

Prerequisite: General knowledge of manual drafting.

LSA 411. Natural Processes in Planning and Design (3)

Two hours and forty minutes of lecture per week. An overview of basic principles and processes of physical and biological landscape systems with respect to their roles in landscape design and planning. Emphasizes landform, soil, slope, hydrology, climate, energy, and general ecological issues as common elements influencing landscape design and the land use decisionmaking process. Sources and uses of environmental data are discussed. Fall.

LSA 422. Landscape Architectural Design Studio III (4)

One hour of lecture and nine hours of studio per week. This course is a continuation of skill development, theory, and strategies as they relate to design issues and process. Emphasis is placed on in-depth investigation of concept and form expression in small scale site design. Focus is on the form implications of applying specific materials, plantings, and structural systems through design development and detailing. Occasional field trips to illustrate various design solution. (Student field trip and materials expenses \$200-\$300). Fall.

Prerequisites: LSA 327, with a minimum grade of C, LSA 330, and LSA 342.

LSA 423. Landscape Design Studio IV (4)

Twelve hours of studio. This course emphasizes skill development, theory, and strategy as they relate to large-scale site design situations. Continues prior courses' emphasis on design process and form manipulation. Occasional field trips to illustrate and inspect design form. Spring.

Prerequisite: LSA 422, with a minimum grade of C.

LSA 424. Preparation for Off-Campus (1)

One hour of lecture and discussion per week. The initial orientation and exploration of suitable landscape architecture or environmental studies topics for study during LSA 460. Students will tentatively select topics, form off-campus groups, and be assigned a faculty advisor. Fall.

Prerequisite: Senior BLA standing, or permission of instructor.

LSA 425. Orientation for Off-Campus**Experiential Studio (2)**

Two hours of lecture and discussion per week. Preparation of a proposal for faculty approval to investigate a topic within a scope of landscape architecture or environmental studies. Investigation and documentation of an off-campus location appropriate to conduct the proposed study. Orientation to field study experiences and completion. Spring.

Prerequisite: LSA 424, or permission of the instructor.

LSA 431. Plant Materials I: Plant Identification (2)

Fifteen hours of lecture each week for two weeks. This course concentrates on the identification of up to 250 woody and herbaceous plant materials used in landscape architectural practice in the northeastern United States. Concepts covered include identification of plants using physiological, ecological, and cultural cues; and the use of common and botanical nomenclature of plants. Taught as a shared resource course with LSA 631. Travel to and accommodation at Planting Fields Arboretum in Oyster Bay, NY, is required for the duration of the course. (Student expenses range from \$350-\$500). Summer.

LSA 433. Planting Design and Practice (3)

Three hours of lecture each week. This course concentrates on woody and herbaceous plant materials used in landscape architecture and their arrangement and composition in spatial design. Concepts covered include ecological relationships of plants; ornamental plant materials use and identification; plant culture, propagation, and maintenance; transplanting; planting plans and specifications; and planting design and composition. Fall.

LSA 434. Design Materials (1)

Three hours of lecture for last one-third of a semester. An introduction to wood, concrete, masonry, asphalt, stone, and synthetic materials intended to provide students with an understanding of the basic visual, structural, and maintenance principles of each, in order to both use the materials in design and prepare written specifications. Fall.

LSA 442. Site Grading (2)

Two hours of lecture and three hours of studio during first two-thirds of semester. Lectures, projects, and assigned readings. The study of grading as the primary means of landform modification in landscape architectural design. Primary emphasis will be given to principles of grading, including contour manipulation, sections, profiles, and computations. Concepts of establishing acceptable slopes and positive surface drainage will be introduced. Enrollment limited to BLA or MLA students. Fall.

Prerequisite: LSA 330.

LSA 443. Site Drainage Systems (1)

Three hours of lecture for last one-third of semester. Lectures, projects, and assigned readings. Provides a basis for the design of drainage systems. Coverage includes concepts relevant to understanding precipitation, methods of run-off quantification, open channel flow, systematic pipe network analysis. Enrollment limited to BLA or MLA students. Fall.

Prerequisite: LSA 330.

LSA 444. Vehicular Circulation Design (1)

Three hours of lecture for first one-third of semester. Lectures, projects, and assigned readings. Must be taken concurrently with LSA 423. Introduces the circular geometry of horizontal curves and the parabolic geometry of vertical curves, curve coordination based on safety and aesthetic relationships, road grading. Enrollment limited to BLA or MLA students. Spring.

Prerequisites: Computer programming and surveying.

LSA 445. Construction Documentation Studio (1)

Six hours of studio and one hour of lecture per week. This course covers the production of traditional contract documents for bidding and construction of landscape architectural projects. Taught as a shared resource with LSA 645. Spring.

Prerequisite: Upper division standing in Landscape Architecture or permission of the instructor.

LSA 451. Comprehensive Land Planning (1)

Three hours of lecture per week. Introduction to the planning process including survey and analysis techniques, the comprehensive plan, political context, and land use controls. Selected functional planning areas such as land use, environmental, growth management, regional planning, and economic development planning. Legal and historical basis. Spring.

Prerequisite: LSA 411 or permission of the instructor.

LSA 453. Community Land Planning-Workshop (4)

Land use and environmentally related planning issues explored through a case study including surveys, analyses, plan preparation, development of implementation strategies, and report preparation. Spring.

Prerequisites: LSA 411 and 451 or permission of the instructor.

LSA 454. Professional Practice Studio (3)

Six hours of studio, one hour of recitation per week. Studio problems, research, discussion and recitation sessions on the processes and methods of office practice. Emphasis on all aspects of site development. Spring.

Prerequisite: Fifth year status or permission of the instructor.

LSA 455. Professional Practice in Landscape Architecture (3)

Three hours of lecture per week. This course examines the historic and contemporary modes of landscape architectural practice including practice types, ethics, operations, and client systems. Particular emphasis is given to the projected trends of professional practice and with impact on future roles for the landscape architect. Professional development is reviewed as it relates to internship licensing, and continuing education. Taught as a shared resource with LSA 655. Spring.

Prerequisites: Upper-division standing in landscape architecture or permission of the instructor.

LSA 460. Off-Campus Experiential Studio (15)

Forty-five hours per week. The articulation of the study plan, as approved by the Faculty, through research, readings, field study with graphic and written documentation, and group discussion. Academic study in an off-campus location in the area of significance to landscape architecture or environmental studies, as described and delineated in a proposal prepared by the student with approval by the Faculty. Fall, Spring, and Summer.

Prerequisites: LSA 425 and LSA 423, with a minimum grade of C, or a proposal study plan and equivalent instruction approved by Off-Campus Program Director.

LSA 471. Landscape Design Studio VI (4)

Twelve hours of studio. Studio problems, research, drafting and field trips. Concentration on complex urban problems. Concern for social and psychological considerations of the individual and large groups of people, their interaction and resultant forms of the environment. Spring.

Prerequisite: Permission of the instructor.

LSA 472. Landscape Design Studio VI (4)

Twelve hours of studio. Investigation of a problem in landscape architecture as proposed by the student and conducted in conjunction with faculty advisor. Spring.

Prerequisite: Permission of the instructor.

LSA 473. Community Design and Planning Studio (4)

Nine hours of studio and one hour of lecture per week. Land use and environmentally-related planning issues at the town/village scale and at the urban fringe are explored through a case study including surveys, analyses, plan preparation, development of implementation strategies, and report preparation. Spring.

Prerequisite: Permission of the instructor.

LSA 480. Seminar in Urban Design (3)

There are three hours of seminar per week. This course is an exploration of literature and case studies that address the history, theories, principles and practice of 19th and 20th century North American and European urban design. The format includes readings, discussion and presentations, papers, and a three-day field trip. Fall.

Prerequisite: Permission of the instructor.

LSA 481. Cultural Landscape Preservation (3)

Two hours of presentation and one hour of discussion per week. The course provides an overview and introduction to cultural landscape preservation and the general preservation movement in the United States. Philosophy, history, and legislation of the preservation movement will be presented. The focus will be on preservation terminology and application, standards, guidelines, and procedures. Research, identification, evaluation of significance, and integrity and treatment of cultural resources will be explored. Limited enrollment. Spring.

Prerequisite: Permission of instructor.

LSA 495. Selected Readings in Landscape**Architecture (1-3)**

Exploration of selected readings in depth with individual independent study upon a plan submitted by the student and related to credit hours assigned. Upon approval of the instructor, the student may systematically investigate some subject area encountered in regularly scheduled courses or may initiate research on a variety of subject areas of determined relevance.

Prerequisite: Permission of the instructor.

LSA 496. Special Topics in Landscape Architecture (1-3)

One to three hours of class meetings. Special topics of current interest to undergraduate students in landscape architecture and related fields. A detailed course subject description will be presented as a topic areas is identified and developed.

Prerequisite: Permission of the instructor.

LSA 498. Introductory Research Problem (1-3)

Guided study of a selection of problems relating to landscape architecture and environmental design. Emphasis on study procedure and methods employed. Enrollment at periodic intervals throughout the semester. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

LSA 552. Graphic Communication (3)

Two 3-hour studios and one 1-hour lecture per week. Studio time devoted to demonstrations, exercises, and projects focusing on sketching, drafting, drawing construction and rendering techniques used in the landscape architecture field. Introduction to drawing reproduction technologies. Emphasis on skill development, use of graphics in the design process. Drawings, examinations and a final project constitute basis for grades. Fall.

Prerequisites: MLA status of permission of instructor.

LSA 553. Visual Landscape Analysis (3)

An introduction to landscape visual assessment, including landscape perception, introduction to methods of visual landscape inventory and evaluation, visibility determination, psychometric assessment, visual impact assessment, and visual resource management strategies. Field trips may be required.

LSA 556. Visual Landscape Simulation (3)

Two hours of lecture and discussion and three hours of workshop per week. An introduction to the theory and principles of creating visual landscape simulations. Students will develop skill in digital photography techniques and apply them to an assigned project. Fall or Spring.

LSA 596. Special Topics in Landscape Architecture (1-3)

Experimental or special coursework in landscape architecture for graduate and undergraduate students. Subject matter and method of presentation vary from semester to semester.

Prerequisite: Permission of the instructor.

LSA 600. Design Studio I (4)

Nine hours of studio and one hour of lecture/discussion per week. The first in a sequence of studios focusing on the concepts, skills, and methods of design. This course introduces students to the basic vocabulary of theoretical design principles, to the application and operation of these in the physical environment, and to the development of three-dimensional spatial concepts in community scale patterns. The requirements for the course include readings, examinations, field trips, design exercises, and projects. Fall.

Prerequisite: MLA status or permission of the instructor.

LSA 601. Design Studio II (4)

Five hours of studio and one hour of lecture per week. The second in a sequence of studios applying the concepts, skills, and methods of design in a critical analysis of various natural and human systems in community scale environments. Concentration is on the evaluation of options concerning a variety of land use activities, with special emphasis on landscape analysis and the functional and spatial quality of built environments. The requirements for this course include readings, examinations, field trips, design exercises, and projects. Spring.

Prerequisites: MLA status and LSA 600, CMN 552, or permission of the instructor.

LSA 610. Computer-Aided Design and Drafting (3)

One-half hour of lecture, and two and one-half hours of laboratory, and a minimum of six hours additional laboratory is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for the course include completing self-tutorials, creating drawings, and the completion of two major projects.

Prerequisite: General knowledge of manual drafting.

LSA 611. Natural Processes in Planning and Design (3)

Two hours and forty minutes of lecture and one hour of discussion per week. This course addresses basic principles and processes of physical landscape systems with respect to their roles in landscape design and planning. Sources and uses of environmental data are discussed and illustrated. An emphasis is placed on landform, soil, slope, hydrology, climate, and general ecological issues as common elements influencing landscape design and the land use decisionmaking process. Fall.

Prerequisite: MLA status or consent of the instructor.

LSA 615. Site Construction Grading, Drainage and**Road Layout (3)**

One hour of lecture and six hours of studio per week. This course provides an introduction to important site construction basics, including landscape grading and landform manipulation to achieve appropriate slopes for use and positive surface drainage, principles of cut/fill analysis and subsurface drainage, horizontal and vertical alignment for road design, storm water management, and soil erosion control. Appropriate analysis methods and technologies will be employed through studio projects and exercises. Spring.

Prerequisite: MLA status, concurrent enrollment in LSA 601 or consent of the instructor.

LSA 620. Design Studio III—Advanced Site Design (4)

One hour of lecture and nine hours of studio per week. This course is the third in a sequence of landscape architectural design studios. It

focuses on advanced issues in site design and on the integration of project programming and design development into the design process. Concentrations include detailed designing for site layout, grading, storm water management, interior and exterior planting, site furnishing, and site lighting. Design exploration and project communication techniques are pursued such as CAD, reprographics, and computer-based visual simulation. Course requirements include readings, field trips, exercises, and design projects. Fall.

Prerequisites: MLA status, LSA 601, LSA 611, LSA 615, or consent of the instructor.

LSA 621. Design Studio IV—Community Design and Planning (4)

Nine hours of studio and one-hour of lecture/discussion per week. Design studio problems addressing principles and practice of community design, the structure and language of human settlements, community design process, natural systems and community design, and an introduction to the history, traditions and literature of the field. Spring.

Prerequisite: LSA 620 or consent of the instructor.

LSA 625. Orientation for Off-Campus Experiential Studio (2)

This course includes two hours of lecture/discussion per week. It is an exploration of cultural, logistical, and academic issues relevant to a research, internship, or self-directed study experience abroad. The format also includes research and readings. Open to MLA and MS candidates. Spring.

LSA 631. Plant Identification (2)

Fifteen hours of lecture each week for two weeks. This course concentrates on the identification of up to 250 woody and herbaceous plant materials used in landscape architectural practice in the northeastern United States. Concepts covered include identification of plants using physiological, ecological, and cultural cues; and the use of common and botanical nomenclature of plants. Taught as a shared resource course with LSA 431. Students enrolled in LSA 631 will also produce a creative or research project based on their field studies. Travel to and accommodation at Planting Fields Arboretum in Oyster Bay, NY, is required for the duration of the course. (Student expenses range from \$350-\$500). Summer.

LSA 633. Planting Design and Practice (3)

Three hours of lecture each week. This course concentrates on woody and herbaceous plant materials used in landscape architecture and their arrangement and composition in spatial design. Concepts covered include ecological relations of plants; ornamental plant materials use and identification; plant culture, propagation, and maintenance; transplanting; planting plans and specifications; and planting design and composition. A paper or project is required. Fall.

LSA 640. Research Methodology (3)

Three hours of lecture and discussion per week. This course focuses on the application of scholarly and scientific methodology to the activity of intellectual inquiry. The purpose is to enable students to identify researchable questions and introduce the methodology necessary to answer these questions in an unambiguous and objective manner. The course addresses issues of theory, research organization, experimental design, sampling theory, data manipulation, and communication with respect to proposals, projects, theses, and technical papers. Spring.

Prerequisite: Graduate standing or consent of the instructor.

LSA 645. Construction Documentation Studio (3)

Six hours of studio and one-hour of lecture per week. This course covers the production of traditional contract documents for bidding and construction of landscape architectural projects. Taught as a shared resource with LSA 445, students enrolled in LSA 645 participate in a separate studio section. Spring.

Prerequisite: Upper division standing in Landscape Architecture or permission of the instructor.

LSA 650. Behavioral Factors of Community Design (3)

Three hours of lecture and discussion. An introduction to the contribution of the behavioral sciences to community design and planning is provided. Readings and discussions concern both theoretical and methodological aspects. Case studies are used to illustrate a variety of current behavioral

science applications. Course assignments to familiarize the student with basic behavioral science methods including questionnaires, observations and interviews. A final project provides an opportunity to synthesize course materials. Fall or Spring.

Prerequisite: MLA status or permission of the instructor.

LSA 652. Community Development and Planning Process (3)

Three hours of lecture per week. This course introduces planning and community development as connected, interdependent processes. Community dynamics, the participants in the planning and development processes, theories, principles and practices, and the role of design, will be explored. Lectures, seminars, guest speakers, research projects, readings, and discussion will be used to engage the course material. Fall.

LSA 654. Ecology in Landscape Design and Planning (3)

Three hours of lecture and discussion per week, with some Saturday field trips required. This course addresses methods of describing vegetative patterns in the landscape, emphasizing the processes that produce these patterns and the interactions that cause them to change. Familiarization with natural and cultural plant communities and the species that dominate their composition. The purpose is to identify the major biotic components that shape the ecological landscape, and relate them to pragmatic issues of land use, vegetation management, and landscape design. Fall.

Prerequisites: LSA 433, or LSA 533, or EFB 320, or EFB 578, or a dendrology course, or consent of the instructor.

LSA 655. Professional Practice in Landscape Architecture (3)

Three hours of lecture per week. This course examines the historic and contemporary modes of landscape architectural practice including practice types, ethics, operations, and client systems. Particular emphasis is given to the projected trends of professional practice and with impact on future roles for the landscape architect. Professional development is reviewed as it relates to internship, licensing, and continuing education. Taught as a shared resource with LSA 455. Students enrolled in LSA 655 will also produce a graduate project portfolio. Spring.

Prerequisite: Upper division standing in Landscape Architecture or permission of the instructor.

LSA 671. History of Landscape Architecture (3)

Three hours of lecture-seminar. Regular use of slides and other projected lecture material; assigned texts as a basis for lecture; supplemental readings, assigned and individually researched; class discussion from readings and lecture; and student presentations and term paper. Historical study and style analysis of Western man's efforts to design his environment and his changing attitudes and relationships to environment. Also, non-Western coverage where significant or influential on Western man. Study of historical personalities as well as periods that are of environmental concern up into the modern periods. Fall.

Prerequisite: MLA standing or permission of the instructor.

LSA 680. Seminar in Urban Design (3)

There are three hours of seminar per week. This course is an exploration of literature and case studies that address the history, theories, principles, and practice of 19th and 20th century North American and European urban design. The format includes readings, discussion, oral presentations, papers, and a three-day field trip. This course fulfills the seminar requirement for students in the Community Design and Planning area of study. Fall.

Prerequisite: Permission of the instructor.

LSA 681. Cultural Landscape Preservation (3)

Two hours of presentation and one hour of discussion per week. The course provides an overview and introduction to cultural landscape preservation and the general preservation movement in the United States. Philosophy, history, and legislation of the preservation movement will be presented. The focus will be on preservation terminology and application, standards, guidelines, and procedures. Research, identification, evaluation of significance and integrity, and treatment of cultural resources will be explored. A major research project and presentation are required. Spring.

Prerequisite: Permission of the instructor.

LSA 696. Special Topics in Landscape Architecture (1-3)

Experimental or special coursework in landscape architecture for graduate and undergraduate students. Subject matter and method of presentation vary from semester to semester.

Prerequisite: Permission of the instructor.

LSA 697. Topics and Issues of Landscape Architecture (1)

Two hours of lecture and discussion every other week. Topics for discussion are selected to acquaint the entering graduate student with a generalized view and current issues facing landscape architects. Students are required to audit LSA 320 concurrently. Fall.

Prerequisite: MLA students or permission of the instructor.

LSA 699. Landscape Architecture Internship (1-6)

Internships provide students with a supervised field experience to apply and extend their academic abilities in a professional working environment. Enrollment is possible at various times during the semester. Fall, Spring, and Summer.

Prerequisite: Fast Track BLA/MLA status and written approval of an internship contract by major professor, curriculum director, and field supervisor.

LSA 700. Design Studio V—Integrative Studio (4)

One hour of lecture and nine hours of studio per week. This studio requires the integration of design/planning processes, research methods and information, and technical skills through focus on large-scale, community-based or multicomunity-based projects. Studio work will require individual and team work, as well as consideration of multidisciplinary contributions and interdisciplinary work. This studio is the final studio for all MLA students. Fall.

Prerequisites: LSA 600/601, LSA 620/621 or permission of the instructors.

LSA 760. Off-Campus Experiential Studio (12)

This course involves research, internship, or self-directed study abroad with faculty guidance. Activities include field analysis, research, documentation, or directed field work based on faculty-approved student proposals. Immersion in the host culture is a required aspect of this course. A final report is required. The course is open to MLA and MSLA candidates. Summer and Fall.

Prerequisites: LSA 625 and LSA 799 with a grade of B or better.

LSA 796. Special Topics in Landscape Architecture (1-3)

One to three hours of class meetings. Special topics of current interest to graduate students in landscape architecture and related fields. A detailed course subject description will be presented as a topic area is identified and developed.

Prerequisite: Permission of the instructor.

LSA 798. Research Problem (Credit hours TBA)

Special study of assigned problems relating to landscape architecture or planning, with emphasis on critical thinking. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor.

LSA 799. Project Proposal Development (1-3)

One hour of lecture/workshop per week. During this course, a student will prepare a proposal for a thesis/project in the MLA program. Spring or Fall.

Prerequisite: LSA 640 or permission of the instructor.

LSA 800. Design studio IV—Capstone Studio (4)

This studio course includes nine hours of studio and one hour of lecture per week. It consists of one or more projects that integratively address issues pertinent to the graduate program's areas of study. The format includes research, design, presentations, lectures/seminar, and field trip(s). Students must demonstrate the ability to apply design and planning skills to community and place. Requires MLA candidates; open to MS candidates. Spring.

Prerequisite: LSA 621 or permission of the instructor.

LSA 898. Professional Experience (1-12)

A supervised external professional work experience which satisfies Option 2 of the master's study integration requirement. Graded on an "S/U" basis. Fall, Spring, and Summer.

Prerequisites: Formation of committee, approval of proposed experience by committee, and the sponsor of the professional experience.

LSA 899. Master's Thesis Research (Credit hours TBA)

Research and independent study for the master's degree and thesis. Graded on an "S/U" basis. Fall, Spring, and Summer.

PSE—PAPER SCIENCE AND ENGINEERING**PSE 132. Orientation Seminar: Paper Science and Engineering (1)**

One session per week of lecture, discussion, and/or exercises. Introduction to campus resources available to ensure academic success. Introduction to PSE as a field of inquiry and career path. Fall.

PSE 300. Introduction to Papermaking (3)

Three hours of lecture. Historical and commercial consideration of the paper industry. Technology of papermaking with emphasis on stock furnish, stock preparation and paper machine operation. Introductory discussions of papermaking materials and formation and reactions of a fibrous web. Fall.

PSE 301. Pulp and Paper Processes (3)

Three hours of lecture. Technological consideration of pulping and bleaching of woody raw material. Includes consideration of wood procurement and preparation, pulping and bleaching processes, recovery of secondary fibers, pollution abatement and other ancillary operations. Spring.

Prerequisites: FCH 572, PSE 300 (or concurrent).

PSE 304. Mill Experience (2)

Twelve weeks full-time pulp or paper mill employment approved by the faculty between the junior and senior years. The student must submit a comprehensive report to fulfill this requirement. Summer.

PSE 361. Engineering Thermodynamics (3)

Principles of classical thermodynamics applied to engineering practice. First and second laws; heat effects; property functions and their correlation; physical and chemical equilibria; solutions and mixtures; power and refrigeration cycles. Thermodynamic analysis of processes and systems via case studies and computer simulation. Fall.

Prerequisites: Physics, calculus, PSE 370 and FCH 360 or equivalent.

PSE 370. Principles of Mass and Energy Balance (3)

Three hours of lecture. Conservation of mass and energy applied to steady-state and dynamic process units and systems. Problem analysis and solution; computational techniques. Thermodynamic data and their use; real vs. perfect gases; steam properties; psychrometry. Fall.

Prerequisites: Calculus, physics, and FCH 360 (or concurrent).

PSE 371. Fluid Mechanics (3)

Three hours of lecture and/or demonstrations. The study of momentum transfer. Steady and unsteady flow of liquids and gases in pipelines, ducts, open channels, and porous media. Movement of particles in fluid media. Newtonian and non-Newtonian flow and flow of suspensions. Filtration, sedimentation, centrifugation, agitation and mixing. Characteristics and selection of pumps, blowers, agitators and other equipment. Flow measurement and flow system design with economic considerations. Fall.

Prerequisites: College level physics and chemistry, calculus.

PSE 372. Heat Transfer (3)

Two hours of lecture and/or demonstration. The study of heat transfer including conduction, convection, radiation and their applications in industry. Heater and heat exchanger design and selection, and industrial evaporation. Spring.

Prerequisites: PSE 370 and 371 or equivalent.

PSE 456. Management in the Paper Industry (3)

Provides the student with interactive contact with active executives in the paper and allied industries. The student will develop and present studies of business cases in discussion forum to the class. An understanding of how general managers operate to manage an entire organization will be presented by visiting experts, class participation, group presentations, written papers, and examinations. Spring.

PSE 461. Pulping Technology (3)

One hour of lecture and six hours of laboratory. Discussion of pulping and bleaching processes: effect of chemical and physical variables on the wood components and pulp properties; chemistry involved. Experiments in pulping and bleaching, and pulp evaluation. Fall.

Prerequisites: PSE 301, FCH 360 and FCH 361 or equivalent.

Note: A student may not enroll in or receive credit for both PSE 461 and ERE 671.

PSE 465. Paper Properties (4)

Three hours of lecture, three hours of laboratory and discussion. Evaluation and study of the physical, optical, and chemical properties of paper and the interrelationships existing between paper manufacturing methods, papermaking additives, test results and the ultimate properties desired in the finished paper. Fall.

Prerequisites: PSE 300 and PSE 301.

Note: A student may not enroll in or receive credit for both PSE 465 and ERE 677.

PSE 466. Paper Coating and Converting (2)

Two hours of lecture. Evaluation and study of various coating materials and processes used by the paper industry. Introduction to polymers and their use in converting operations. Study of materials and equipment used in converting operations, fundamentals and parameters which control their use, effects on final properties of papers. Spring.

Prerequisite: PSE 465.

Note: A student may not enroll in or receive credit for both PSE 466 and ERE 678.

PSE 467. Papermaking Wetend Chemistry (3)

Provides the student with the fundamental principles of Colloid and Surface Chemistry as they relate to the interaction of papermaking materials and chemical additives in the wetend of a papermachine system. The topics of retention of fine solids and dewatering are addressed in detail. Application of the various topics presented during the course are made during a pilot papermachine trial. Spring.

Prerequisite: Senior standing in PSE program or consent of the instructor.

PSE 468. Papermaking Processes (3)

Two hours of lecture and three hours of laboratory. Study of the papermaking process, featuring operation of the pilot paper machine. Emphasis is on the fundamentals of stock preparation, paper machine operation, evaluation of the finished product and the collection and analysis of data to develop material and energy balance. Results of each paper machine run are evaluated in seminar-type discussions. Spring.

Prerequisites: PSE 461 and PSE 465.

PSE 473. Mass Transfer (3)

Three hours of lecture. The study of mass transfer, humidification, air conditioning, drying, gas absorption, distillation, leaching, washing, and extraction. Fall.

Prerequisites: PSE 370, 371, and 372 or equivalent.

PSE 477. Process Control (3)

Two hours lecture and discussion and one to three hours computer lab or field trip per week. Presents an introduction to the principles of process control. Linear analysis, Laplace transforms, and nonlinear simulation are presented and applied to feedback, feed forward, cascade and adaptive control. Examples of process simulation, accuracy and stability of control are drawn from paper industry processes. Fall.

Prerequisite: Differential equations or consent of the instructor. Senior standing desirable.

PSE 480. Process and Plant Design I: Analysis (3)

Engineering analysis of modern plant practice in the pulp and

paper, chemical and related industries. Operating costs, profitability criteria, optimization techniques and evaluation of alternative Modeling and computer simulation of process units and system use of typical software. Design exercises and case studies. Spring.

PSE 481. Process and Plant Design II: Synthesis (3)

Design-project procedure; data sources and development. Application of simulation and computer-aided design to process synthesis and plant layout. Formulation and solution of original design problems. Fall.

Prerequisite: PSE 480 or permission of the instructor.

PSE 491. Paper Science and Engineering Project I (1)

Student makes a systematic survey of all available literature on the problem assigned him and incorporates it in a formal, typewritten report. An essential part of this report is a detailed outline of a research project which the student may undertake during the next semester (PSE 492). Fall.

Prerequisites: PSE 300 and PSE 301.

PSE 492. Paper Science and Engineering Project II (3)

The analysis of a problem, the synthesis of a solution and the basic design of the facilities needed to solve a problem. Laboratory research, field work, and consulting as needed in addition to the literature survey completed in PSE 491. Progress reports and a final report and seminar-style presentation. Spring.

Prerequisite: PSE 491.

PSE 496. Special Topics (1-3)

Lectures, conferences, and discussions. Specialized topics in chemistry, chemical engineering, and physics as well as topics pertaining to management as related to the pulp, paper, paperboard, and allied industries.

PSE 498. Research Problem (1-4)

The student is assigned a research problem in pulping, bleaching, refining, additives, quality control of paper or paper products, or chemical engineering. The student must make a systematic survey of available literature on the assigned problem. Emphasis is on application of correct research technique rather than on the results of commercial importance. The information obtained from the literature survey, along with the data developed as a result of the investigation, is to be presented as a technical report. Fall, Spring, and Summer.

Prerequisites: PSE 461 and PSE 465.

WPE—WOOD PRODUCTS ENGINEERING**WPE 132. Orientation Seminar: Construction Management and Wood Products Engineering (1)**

One hour per week of lecture and discussion. Introduction to campus resources available to ensure academic success. Fall.

WPE 300. Properties of Wood for Designers (2)

Two hours of lecture. An introduction to the basic structure and properties of wood for the designer. Discussion of the effects of wood structure and properties on practical woodworking techniques. Fall.

WPE 322. Mechanical Processing (3)

Two hours of lecture and three hours of laboratory. Primary log reduction methods and industry practices. Lumber grading. Wood cutting principles. Machining practice in secondary wood-using industries. Experience in the operation of certain primary and secondary machining equipment. Fall.

WPE 326. Fluid Treatments (2)

Two hours of lecture. An introduction to wood-moisture relationships, wood permeability and pressure treatments, thermal conductivity, water-vapor movement, and drying and fire retardancy. The flow of fluids, heat and water vapor are treated as analogous phenomena and are related to the cellular structure of wood. Unsteady-state flow of gases, heat and water vapor are introduced. Spring.

WPE 327. Fluid Treatments Laboratory (1)

Three hours of laboratory. Laboratory studies in relative humidity measurement, wood-moisture relationships, the relationship between permeability and treatability, wood-preservative treatments, wood drying and flame testing. Spring.

Pre- or Corequisite: WPE 326.

WPE 330. Building Codes and Zoning Practices (3)

This course shall introduce the student to the New York State Building Code and local fire, zoning and administrative ordinances pertaining to the construction and maintenance of buildings. The student shall be introduced to building system classification; systems components including mechanical, electrical, fire, and structural elements; and the need for safety regulations governing construction and occupancy of buildings. Emphasis shall be placed on construction plans review and code enforcement administration. Fall or Spring.

WPE 331. Construction Safety (3)

Introduction to Occupational Safety and Health Practices in the construction industry. This course provides an overview of the U.S. Department of Labor, Occupational Safety and Health Regulations 1910 and 1926 Standards. Coursework includes a detailed study of Construction Safety and Hazardous Communications programs. Topics include personal protective equipment, tools, electrical power, ladders and scaffolding, floor and wall openings, cranes and power equipment, concrete work, erection and demolition. Fall.

WPE 332. Mechanical and Electrical Equipment (3)

This course shall introduce the basic concepts of mechanical systems design and construction for residential and commercial buildings. Systems design and equipment selection are performed for heating, cooling, plumbing, sanitation, electrical, lighting, and acoustics. Emphasis is placed on the use of the New York State Building Code, the New York State Energy Conservation Code, the National Electrical Code, and the American Society of Heating, Refrigeration and Air Conditioning Engineering Manual. Spring.

WPE 335. Cost Engineering (3)

Methods and procedures for analyzing and forecasting costs. Equivalence. Comparative cost evaluation of alternatives. Depreciation and Taxes. Profitability. Break-even and minimum cost analysis. Productivity. Capital, operating, and equipment costs. Linear programming applications. Fall.

WPE 342. Light Construction (3)

Three hours of lecture. Elements of structural design, light-frame construction, blueprint reading, and estimating. Fall or Spring.

WPE 343. Construction Estimating (3)

Introduction to construction estimating by the quantity takeoff method. Residential and commercial estimates shall be performed by the student using Walker and Means references. The student shall be introduced to the use of spreadsheet and estimating software for construction estimate preparation. Fall or Spring.

Prerequisite: WPE 342 or permission of the instructor.

WPE 350. Construction Methods and Equipment (3)

The study of production, methods and costs of heavy construction equipment. Analysis of heavy construction operations. Economics of equipment use. The fundamental objective will be the selection of methods and equipment that will result in the most effective and efficient performance. Fall.

Prerequisite: ERE 221 or equivalent.

WPE 386. Structure and Properties of Wood (2)

Two hours of lecture. Structure of wood in relation to defects, properties and uses. The variability of wood. Spring.

WPE 387. Wood Structure and Properties (3)

Three hours of lecture. Structure of wood and its relation to physical properties and uses. The normal variability of wood, abnormal growth, defects, deterioration of wood and their influence on properties and uses. Fall.

WPE 388. Wood and Fiber Identification Laboratory (2)

Six hours of laboratory. Wood and papermaking fiber identification using both gross and microscopic features. Fall.

Prerequisite: WPE 387 to be taken concurrently or previously.

WPE 389. Wood Identification Laboratory (1)

Three hours of laboratory. Identification of principal commercial timbers of United States on gross characteristics. Spring.

Prerequisite: WPE 387.

WPE 390. Fiber Identification Laboratory (1)

Three hours of laboratory. Identification of woody and nonwoody papermaking fibers. Spring.

Prerequisite: WPE 387.

WPE 399. Field Trip (1)

One week immediately following the spring semester supervised study and reporting of representative wood products industries and construction sites. Estimated individual expenses are about \$250 while on the trip.

WPE 400. Introduction to Forest Products (3)

Three hours of lecture. Characteristics of the products of the forest tree and manufacture of wood products. Spring.

WPE 401. Creative Approaches to Management (3)

Three hours of lecture and recitation with a workshop/seminar emphasis. Provides practical guidelines for dealing effectively with modern managerial problems that require new thinking. This course uses relevant, real-life examples, practical applications, and develops creative approaches. It is designed for individuals who intend to or are engaged in managing people and activities in achieving both organizational and personal goals. Spring.

WPE 404. Timber Design Project (3)

Lectures, discussion, and laboratory. Mechanical testing of wood, development of working stresses, design of a model structure, and construction and testing of the structure. Spring.

Prerequisites: Mechanics of materials and senior standing or permission of the instructor (ERE 362, CIE 325, or equivalent).

WPE 410. Computer-Aided Design and Drafting (3)

One-half hour lecture, two-and-one-half hours lab, and a minimum of six hours additional lab is required. This course introduces the student to the fundamentals of computer-aided design and drafting. It covers the commands needed to create a two-dimensional drawing, with particular emphasis on techniques used in the design profession applications. The requirements for the course include completing self-tutorials, creating drawings, and the completion of two major projects.

Prerequisite: General knowledge of manual drafting.

WPE 413. Computer-Aided Senior Project (3)

Open-ended real life design projects with microcomputer aids. Systems approach is emphasized. Project requirements, system selection, approximate design, value engineering, and final design are among design aspects considered. Analytical and model analysis. Spring.

Prerequisite: FEG 410 or equivalent.

WPE 414. Computer Applications in Engineering (3)

Microcomputer applications in a broad spectrum of selected topics in engineering sciences and practice. Hands-on experience is emphasized. Coursework is directed towards solving real life engineering problems. Software are provided and used. No computer programming or skills are required. Spring.

Prerequisite: FEG 410 or equivalent.

WPE 420. Adhesives, Sealants, and Coatings (3)

Two hours of lecture and three hours of laboratory. An introduction to adhesives, sealants, and coatings used in the wood products and building construction industries. All three types of materials, based upon polymers, will be evaluated in terms of their properties and respective technologies. Emphasis will be placed on knowing how to apply this knowledge to understand current practice and problem solving. Laboratory demonstrations to identify materials, methods of application, and methods of evaluating these materials. Fall.

Prerequisite: Junior standing.

WPE 422. Composite Materials (3)

Two hours of lecture, three hours of lab. Proper use of plywood, particleboard, oriented strandboard, waferboard, fiberboard, laminated veneer lumber, parallel strand lumber, laminated beams, wood polymer composites in building construction and/or furniture based upon physical and strength properties of these materials. Design considerations include: allowable design loads; applications such as beams, trusses, and sheathing; screw, nail, and bolt connections. Laboratory exercises will be patterned after ASTM standard tests to evaluate the physical and mechanical properties of these materials with written reports to be submitted by each student. Spring.

Prerequisites: WPE 387. Concurrent or prior registration in ERE 362 desirable.

WPE 444. Wood Products Marketing (3)

Three hours of lecture and discussion. Fundamentals of forest products industry markets, products, distribution channels, market segmentation, pricing, promotion, and sales. Fall.

Prerequisite: Microeconomics.

WPE 453. Construction Planning and Scheduling (3)

Methods and concepts for planning and scheduling of operations and resources on construction projects. Topics include Gantt charts, progress curves, critical path methods, and project networking techniques. Microcomputer applications. Fall.

WPE 454. Construction Project Management (3)

Integration and application of methods and techniques for managing construction projects. Organizations. Project administration. Contractor's Management Accounting. Microcomputer applications. Spring.

Prerequisites: Construction Planning and Scheduling and senior standing or permission of the instructor.

WPE 455. Construction Contracts and Specifications (3)

Introduction of the types of contracts used in the construction industry. Analysis of the contractor's, designer's, and owner's duties and obligations as determined by the construction contract documents. Study of concepts, language, formats, and procedure for project manual organization practice and the general condition of the contract for construction. Spring.

WPE 497. Senior Seminar for Wood Products**Engineering Majors (3)**

Discussions and oral presentations on professional issues of current interest in the construction and wood products industries. Preparation for entrance into the job market. Guest speakers from, and visits to industry sites of significance in the wood products and construction fields. Fall.

WPE 498. Research or Design Problem (1-3)

Conferences, library, laboratory and/or field research on a specific problem in Wood Products Engineering. Typewritten report (original and one copy) required. Fall, Spring, and Summer.

Prerequisite: Permission of the instructor and advisor.

State University of New York

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State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's most diverse system of public higher education.

When founded in 1948, the University consolidated 29 state-operated but unaffiliated institutions whose varied histories of service dated as far back as 1816. It has grown to a point where its impact is felt educationally, culturally and economically the length and breadth of the state.

As a comprehensive public university, State University of New York provides a meaningful educational experience to the broadest spectrum of individuals. Nearly 367,000 students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as Empire State College, for over 25 years a leader in nontraditional education, distance learning, and assessment of prior learning.

Of the total enrollment, approximately 39.4 percent of the students are 25 years of age or older, reflecting State University's services to specific constituencies, such as training courses for business and industry, continuing educational opportunities for the professional community, and personal enrichment for more mature persons.

The State University's students are predominantly New York State residents. Representing every one of the state's 62 counties, they make up more than 96 percent of the University's undergraduate student population. State University of New York students also come from every other

state in the United States, from four U.S. territories or possessions, and from more than 160 foreign countries.

The State University enrolls one-third of all New York State high school graduates, and its total enrollment of just under 370,000 (full-time and part-time) is more than 37 percent of the state's entire higher education student population. Between 1976 and 1995, the University recorded a 160 percent increase in the enrollment of African, Asian, Hispanic and Native Americans, compared with a 63 percent average increase among colleges and universities across the state.

Because of its structure and comprehensive programs, the State University offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, baccalaureate degrees, graduate degrees and post-doctoral studies. The University offers access to almost every field of academic or professional study somewhere within the system—some 5,180 programs of study overall.

Curricula range from those in the more conventional career fields, such as business, engineering, medicine, teaching, performing arts, social work, finance and forestry, to those concerned with tomorrow's developing and societal needs in the areas of environmental science, urban studies, immunology, information systems, biotechnology, telecommunications, microbiology, and health services management.

As part of the University's commitment to bring to the students of New York the very best and brightest scholars, scientists, artists and professionals, the State University's distinguished faculty is recruited from the finest graduate schools and universities throughout the United States and many countries around the world, and includes nationally and internationally recognized figures in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors.

State University researchers pioneered nuclear magnetic resonance imaging, introduced time-lapse photography of forestry subjects, isolated the bacteria that causes Lyme disease, and developed the first implantable heart pacemaker. Other University researchers continue important studies in such wide-ranging areas as breast cancer, immunology, marine biology, sickle-cell anemia, and robotics, and make hundreds of other contributions, inventions and innovations for the benefit of society.

The University's program for the educationally and economically disadvantaged, consisting of Educational Opportunity Programs (EOP) and Educational Opportunity Centers (EOC), has become a model for delivering better learning opportunities to young people and adults traditionally bypassed by higher education. Over the past 30 years, almost 482,000 New York State residents have been served.

EOPs currently serve 11,500 students at 47 State University campuses, providing counseling and tutoring to improve scholastic performance, and support services in such areas as academic planning, housing and financial aid. At EOCs in 10

locations across the state, an additional 13,000 students are improving educational competencies, preparing for college entry or learning marketable skills and occupations.

The 30 locally-sponsored two-year community colleges operating under the program of the State University offer local citizens programs that are directly and immediately job-related as well as degree programs that serve as job-entry educational experiences or a transfer opportunity to a baccalaureate degree at a senior campus. In the forefront of efforts to meet the accelerating pace of technological developments and the requirements of continuing educational opportunity, they provide local industry with trained technicians and help companies and employees in retraining and skills upgrading.

As a public university, the State University of New York has a special responsibility to make its rich and varied resources accessible to all. By focusing its educational system on the needs of the state, the University becomes a valuable resource for meeting those needs for today and tomorrow.

The State University believes efficiencies in instructional delivery and administrative transactions can be achieved while preserving affordable, quality higher education for its students. In 1995, the Board of Trustees developed the document *Rethinking SUNY*, in response to a call from Legislature for a "multi-year, comprehensive system wide plan to increase cost efficiency." Underlying *Rethinking SUNY* is the theme of increasing efficiency by empowering campuses to manage directly more of their academic and financial affairs and by eliminating disincentives to the prudent use of campus and system resources.

State University's involvement in the health sciences and health care is extensive and responsive to the rapid changes in society and the growing needs identified by the state's public health community. Hundreds of thousands of New York's citizens are served each year by medical and health sciences faculty and students in University hospitals and clinics or affiliated hospitals.

The University's economic development services programs provide research, training and technical assistance to the state's business and industrial community through Business and Industry Centers, the New York State Small Business Development Center, the Strategic Partnership for Industrial Resurgence, Rural Services Institutes, the Trade Adjustment Assistance Center, Technical Assistance Centers, Small Business Institutes, Centers for Advanced Technology, and international development.

State University libraries, the major resource which supports the teaching and research activities of its students and faculty, are an important community resource, too. Nearly six million items circulated by campus libraries in fiscal year 1995-96, another three million items were used in-house and almost a quarter million items were made available to the wider community through interlibrary loan. Increasingly, the circulation methods reflected in these traditional statistics are supplemented by electronic and Internet access. Annual attendance at the University's libraries is more than 21 million students, faculty and public citizens. More than 20 million volumes and government documents are available, as well as nearly 14 thousand CD-ROMs and other computer files. More than two million reference questions were answered, many consisting of requests for help with CD-ROM and online database searches.

The University passed a major milestone in the mid-1980s when it graduated its one-millionth alumnus, and currently numbers 1.9 million graduates on its rolls. The majority of the University's alumni reside and pursue careers in communities across New York State, contributing to the economic and social vitality of its people.

State University of New York is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the State University Board is defined by law.

The University's motto is: "To Learn-To Search-To Serve."

STATE UNIVERSITY OF NEW YORK**UNIVERSITY CENTERS**

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 State University of New York at Buffalo
 State University of New York at Stony Brook

COLLEGES OF ARTS AND SCIENCE

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 (Health Sciences Center at SUNY at Stony Brook)*

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State University of New York College of Technology at Alfred
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 (Upper-division and master's programs)
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SPECIALIZED COLLEGES

State University of New York College of Environmental Science and Forestry at Syracuse
 State University of New York Maritime College at Fort Schuyler

STATUTORY COLLEGES****

NYS College of Agriculture and Life Sciences at Cornell University
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 NYS College of Human Ecology at Cornell University
 NYS School of Industrial and Labor Relations at Cornell University
 NYS College of Veterinary Medicine at Cornell University

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(Locally-sponsored, two-year colleges under the program of State University)

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 Community College of the Finger Lakes at Canandaigua
 Corning Community College at Corning
 Dutchess Community College at Poughkeepsie
 Erie Community College at Williamsville, Buffalo and Orchard Park
 Fashion Institute of Technology at New York City***
 Fulton-Montgomery Community College at Johnstown
 Genesee Community College at Batavia
 Herkimer County Community College at Herkimer
 Hudson Valley Community College at Troy
 Jamestown Community College at Jamestown
 Jefferson Community College at Watertown
 Mohawk Valley Community College at Utica
 Monroe Community College at Rochester
 Nassau Community College at Garden City
 Niagara County Community College at Sanborn
 North Country Community College at Saranac Lake
 Onondaga Community College at Syracuse
 Orange County Community College at Middletown
 Rockland Community College at Suffern
 Schenectady County Community College at Schenectady
 Suffolk County Community College at Selden, Riverhead and Brentwood
 Sullivan County Community College at Loch Sheldrake
 Tompkins Cortland Community College at Dryden
 Ulster County Community College at Stone Ridge
 Westchester Community College at Valhalla

*The Health Sciences Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

**This is an upper-division institution authorized to offer baccalaureate and master's degree programs.

***While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

****These operate as "contract colleges" on the campuses of independent universities.

College of Environmental Science and Forestry

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Director of Institute of Environmental
Policy and Planning RICHARD C. SMARDON
Chair, Chemistry Faculty..... JOHN P. HASSETT
Director, Polymer Research Institute .. ISRAEL CABASSO
Director, Cellulose Research Institute .. WILLIAM T. WINTER
Chair, Environmental and Forest Biology Faculty
 NEIL H. RINGLER
Director, Adirondack
Ecological Center WILLIAM F. PORTER
Director, Cranberry Lake
Biological Station..... ROBIN W. KIMMERER
Chair, Environmental Studies Faculty
 RICHARD C. SMARDON
Chair, Environmental Resources and
Forest Engineering Faculty ROBERT H. BROCK, JR.
Chair, Forestry Faculty WILLIAM R. BENTLEY
Director, Forest Technology Program and
Director, Summer Program in Field Forestry
 CHRISTOPHER L. WESTBROOK
Chair, Landscape Architecture Faculty .. RICHARD S. HAWKS

Chair, Paper Science and Engineering Faculty
 LELAND R. SCHROEDER
Director, Empire State Paper
Research Institute HANNU MAKKONEN
Chair, Construction Management and Wood Products
Engineering Faculty..... GEORGE H. KYANKA
Director, N. C. Brown Center for
Ultrastructure Studies..... ROBERT B. HANNA
Director, Tropical Timber
Information Center..... ROBERT W. MEYER
Vice President for Administration CONNIE S. WEBB
Director of Business Affairs MARK P. FENNESSY
Director of Forest Properties RICHARD A. SCHWAB
Director of Information Technology and
Institutional Planning MAUREEN O. FELLOWS
Director of Administrative Computing
 DAVID J. SODERBERG
Manager of the Academic Computing Center
 GWYNNE L. MAY
Director of News and Publications JERI LYNN SMITH
Director of Personnel and
Affirmative Action MARCIA JAMES
Director of Physical Plant GARY E. COLELLA
Director of Public Safety PAUL K. MCGUINNES
Environmental Health and Safety Officer . JOHN R. WASIEL
Vice President for Student Affairs and Educational
Services..... JAMES M. HEFFERNAN
Director of Admissions and
Inter-Institutional Relations..... SUSAN H. SANFORD
Director of Alumni Affairs JUSTIN F. CULKOWSKI
Director of Career/Counseling Services
 THOMAS O. SLOCUM
Director of Financial Aid and
Educational Opportunity Program..... JOHN E. VIEW
College Registrar RAYMOND W. BLASKIEWICZ
Director of Student Activities JULIE L. RAWLS

COLLEGE FACULTY AND PROFESSIONAL STAFF**DISTINGUISHED TEACHING PROFESSOR**

PETER E. Black, *Distinguished Teaching Professor*, Forestry Faculty

GEORGE W. CURRY, *Distinguished Teaching Professor*, Landscape Architecture Faculty

MIKLÓS A. J. GRÁTZER, *Distinguished Teaching Professor*, Forestry Faculty

DUDLEY J. RAYNAL, *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty

NEIL H. RINGLER, *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty

DISTINGUISHED SERVICE PROFESSOR

RALPH D. NYLAND, *Distinguished Service Professor*, Forestry Faculty

DISTINGUISHED ADJUNCT PROFESSOR

HARRY L. FRISCH, *Distinguished Adjunct Professor*, Chemistry Faculty

DISTINGUISHED SERVICE PROFESSOR EMERITUS

WILFRED A. CÔTÉ, JR., *Distinguished Service Professor*, Construction Management and Wood Products Engineering Faculty

DISTINGUISHED TEACHING PROFESSOR EMERITUS

DANIEL L. DINDAL, *Distinguished Teaching Professor Emeritus*, Environmental and Forest Biology Faculty

EDWIN H. KETCHLEDGE, *Distinguished Teaching Professor Emeritus*, Environmental and Forest Biology Faculty

DISTINGUISHED PROFESSOR EMERITUS

CONRAD SCHUERCH, *Distinguished Professor Emeritus*, Chemistry Faculty

MICHAEL M. SZWARC, *Distinguished Professor Emeritus*, Polymer Research Institute

FACULTY AND PROFESSIONAL STAFF

This listing represents an official record of the State University of New York College of Environmental Science and Forestry faculty and professional staff for 1998. It is designed for use in 1998-99.

The date in parentheses after each name denotes the first year of service, two or more dates, the term of service.

LAWRENCE P. ABRAHAMSON (1977), *Senior Research Associate*, Forestry Faculty and Environmental and Forest Biology Faculty; B.S., Michigan Technological University, 1964; M.S., University of Wisconsin, 1967; Ph.D., 1969; Chancellor's Award for Excellence in Professional Service, 1996

KIM B. ADAMS (1993), *Instructional Support Associate*, Environmental and Forest Biology Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1991; M.S., 1993

JEFFREY A. ALEXANDER (1996), *Research Support Specialist*, Environmental Studies Faculty; B.S., SUNY College of Environmental Science and Forestry, 1996

DOUGLAS C. ALLEN (1968), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Maine, 1962; M.S., 1965; Ph.D., University of Michigan, 1968

WAYNE ALLEN (1979), *Instructor*, Forest Technology Program of the Forestry Faculty; B.S., Western Maryland College, 1974; A.A.S., State University of New York College of Environmental Science and Forestry, 1979

SUSAN E. ANAGNOST (1991), *Instructional Support Specialist and Research Associate*, Construction Management and Wood Products Engineering Faculty; B.A., Gettysburg College, 1977; M.S., State University of New York College of Environmental Science and Forestry, 1982; Ph.D., 1990

ROBERT ANDRUS (1994), *Instructional Support Associate*, Environmental Health and Safety; B.S., State University of New York at Brockport, 1989

MARK J. APPLEBY (1997), *Research Support Specialist*, Forestry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1997

RAYMOND J. APPLEBY (1982), *Instructional Support Technician*, Paper Science and Engineering Faculty; A.S., State University of New York Columbia-Greene, 1980

JOANNE ARANY (1998), *Adjunct Professor*, Landscape Architecture Faculty; B.A., Indiana University, 1977; M.L.A., SUNY College of Environmental Science and Forestry, 1988

ROBERT W. ARSENEAU (1972), *Senior Programmer/Analyst*, Administrative Computing; A.A.S., Mohawk Valley Community College, 1967; B.S., Syracuse University, 1978

DONALD E. ARTZ (1987), *Sponsored Program Associate I*, Office of Research Programs; B.S., State University of New York College at Oswego, 1987

PETER G. ASHTON (1993), *Adjunct Professor*, Forestry Faculty; B.S., California State Polytechnic College, 1962; M.S., University of Arizona, 1967; Ph.D., Michigan State University, 1972

CAROLINE B. BAILEY (1978), *Senior Staff Assistant*, Landscape Architecture Faculty

GUY BALDASSARRE (1987), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Maine, 1975; M.S., University of Wisconsin, Stevens Point; 1978; Ph.D., Texas Tech University, 1982

MARCIA A. BARBER (1989), *Senior Personnel Associate*, Personnel and Affirmative Action; B.A., State University of New York at Brockport, 1980; M.P.A., Syracuse University, 1993

GEORGE R. BATTLES (1987), *Instructional Support Specialist*, Analytical and Technical Services; A.A.S., State University of New York Agricultural and Technical College, Morrisville, 1966; B.E.T., Rochester Institute of Technology, 1973

MARLA A. BENNETT (1994), *Senior Staff Assistant*, Instruction and Graduate Studies. A.A.S., SUNY-Delhi, 1979; B.S., Empire State College, 1988; M.P.A., Syracuse University, 1990

SUSAN E. BENOINT (1995), *Staff Assistant*, Office of Research Programs; A.S., Champlain College, 1981; B.S., University of Vermont, 1986

WILLIAM R. BENTLEY (1997), *Chair and Professor*, Forestry Faculty; and *Director*, Forest Resources; B.S., University of California, 1960; M.F., University of Michigan, 1961; Ph.D., University of California, 1965

DONALD H. BICKELHAUPT (1969), *Instructional Support Specialist*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1970; M.S., State University of New York College of Environmental Science and Forestry, 1980

KEITH BILDSTEIN (1995), *Adjunct Professor*, Environmental and Forest Biology Faculty; B.S., Muhlenberg College, 1972; M.S., Ohio State University, 1976; Ph.D., 1978

PETER E. BLACK (1965), *Distinguished Teaching Professor*, Forestry Faculty; B.S., University of Michigan, 1956; M.F., 1958; Ph.D., Colorado State University, 1961

RAYMOND W. BLASKIEWICZ (1982), *College Registrar*, Student Affairs and Educational Services; B.S., State University of New York College of Environmental Science and Forestry, 1979; M.S., Syracuse University, 1988

TERRY L. BLÜHM (1995), *Adjunct Professor*, Chemistry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1970; M.S., 1973; Ph.D., 1976

CONSTANCE H. BOBBIE (1982), *Associate Librarian*, F. Franklin Moon Library; B.S., Bemidji State College, 1956; M.A., University of Minnesota, 1962

BRIAN D. BOOTHROYD (1991), *Facilities Program Coordinator*, Physical Plant; B.P.S., State University of New York at Buffalo, 1981

WILLIAM R. BORGSTEDE (1971), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., Miner Institute, 1966; A.A.S., State University of New York College at Delhi, 1970; B.S., State University of New York College of Environmental Science and Forestry, 1975; M.S., Syracuse University, 1978

GREGORY L. BOYER (1985), *Associate Professor*, Chemistry Faculty; A.S., Reedley College, 1973; A.B., University of California, 1975; Ph.D., University of Wisconsin, 1980

STEPHEN B. BRANDT (1983), *Adjunct Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of Wisconsin, 1972; M.S., 1975; Ph.D., 1978

MARLENE A. BRAUN (1996), *Instructional Support Technician*, Analytical and Technical Services; A.A.S., SUNY-Canton, 1975

BRUCE W. BREITMEYER (1983), *Forest Property Manager I*, Forest Properties; B.S.F., University of Michigan, 1975; M.F., 1982

MICHAEL R. BRIDGEN (1992), *Associate Professor*, Forest Technology Program of the Forestry Faculty; B.S., Pennsylvania State University, 1975; Ph.D., Michigan State University, 1979

RUSSELL D. BRIGGS (1995), *Associate Professor*, Forestry Faculty; A.A.S., SUNY College of Environmental Science and Forestry (Ranger School), 1975; B.S., SUNY College of Environmental Science and Forestry, 1979; M.S., 1982; Ph.D., 1985

ROBERT H. BROCK, JR. (1967), *Chair and Professor*, Environmental Resources and Forest Engineering Faculty; *Director*, Division of Engineering; B.S., State University College of Forestry at Syracuse University, 1958; M.S., 1959; Ph.D., Cornell University, 1971

RAINER H. BROCKE (1969), *Professor*, Environmental and Forest Biology Faculty; *Co-Director*, Adirondack Wildlife Program; B.S., Michigan State University, 1955; M.S., 1957; Ph.D., 1970

ALTON F. BROWN (1963), *Senior Research Support Specialist*, Empire State Paper Research Institute; President's ESF Public Service Award, 1993

MATTHEW F. BUFF (1996), *Head Programmer/Analyst*, Administrative Computing; B.S., SUNY College of Environmental Science and Forestry, 1996

THOMAS E. BROWN (1977), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Niagara University, 1957; M.S., State University College of Forestry at Syracuse University, 1968

PATRICIA BURAK (1983), *Adjunct Advisor to International Students*, Office of Student Affairs and Educational Services; B.A., State University of New York College at Oswego, 1973; M.A., State University of New York College at Albany, 1974

ROBERT L. BURGESS (1981), *Professor*, Environmental and Forest Biology Faculty and *Director*, Division of Forest Resources; B.S., University of Wisconsin, Milwaukee, 1957; M.S., University of Wisconsin, Madison, 1959; Ph.D., 1961

KENNETH F. BURNS (1970), *Instructional Support Specialist*, Forestry Faculty; A.A.S., Paul Smith's College, 1969

WILLIAM M. BURRY (1997), *Senior Research Support Specialist*, Paper Science and Engineering Faculty; B.S., SUNY College of Environmental Science and Forestry, 1974

ISRAEL CABASSO (1981), *Professor*, Chemistry Faculty; *Director*, Polymer Research Institute; B.S., Hebrew University, 1966; M.S., 1968; Ph.D., Weizmann Institute of Science, 1973

PAUL M. CALUWE (1969), *Professor*, Chemistry Faculty; *Associate Member*, Polymer Research Institute; Ph.D., University of Leuven, Belgium, 1967

HUGH O. CANHAM (1966), *Professor*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1960; M.S., 1962; Ph.D., 1971

EMANUEL J. CARTER, JR. (1985), *Associate Professor*, Landscape Architecture Faculty; B.A., Cornell University, 1969; Master of Regional Planning, 1978

CONSTANTINOS CASSIOS (1978), *Adjunct Professor*, Landscape Architecture Faculty; B.Sc., University of Thessaloniki, 1969; M.S., Graduate Industrial School of Peraeus, 1969; M.S., University of Wisconsin, 1972; Ph.D., 1976

JOHN D. CASTELLO (1978), *Professor*, Environmental and Forest Biology Faculty; B.A., Montclair State College, 1973; M.S., Washington State University, 1976; Ph.D., University of Wisconsin, 1978

H. PETER CASTRO (1990), *Adjunct Associate Professor*, Forestry Faculty; B.A., University of California, 1977; M.A., 1981; Ph.D., 1988

DEBBIE J. CAVINESS (1996), *Staff Assistant*, Alumni Office; B.A., St. Bonaventure University, 1990

PATRICIA CERRO-REEHIL (1987), *Project Staff Assistant*, New York Water Pollution Control Authority; A.A.S., Green Mountain College, 1981

SIDDHARTH G. CHATTERJEE (1994), *Assistant Professor*, Paper Science and Engineering Faculty; B.Tech., Indian Institute of Technology, 1982; M.S., Rensselaer Polytechnic Institute, 1985; Ph.D., 1987

B. DIANE CHEPKO-SADE (1989), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.A., Duke University, 1971; M.A., University of Puerto Rico, 1977; Ph.D., Northwestern University, 1982; M.S., 1987

JESSICA COLASANTO (1991), *Instructional Support Associate*, Paper Science and Engineering Faculty, B.A., McGill University, 1990

GARY E. COLELLA (1986), *Director*, Physical Plant; A.A.S., Auburn Community College, 1963

JAMES O. CREVELLING (1970), *Forest Property Manager II*, Forest Properties; A.A.S., Paul Smith's College, 1965; B.S., University of Massachusetts, 1967

CLAY M. CROSBY (1964), *Research Scientist*, Empire State Paper Research Institute; B.S., State University College of Forestry at Syracuse University, 1964; M.S., 1970

JUSTIN F. CULKOWSKI (1978), *Director of Alumni Affairs*, Student Affairs and Educational Services; B.S., State University of New York College of Environmental Science and Forestry, 1973; M.B.A., Syracuse University, 1983; NYS/UNEP Excellence Award, 1991

GEORGE W. CURRY (1966), *Distinguished Teaching Professor*, Landscape Architecture Faculty; B.A., Michigan State University, 1962; B.S., 1965; M.L.A., University of Illinois, 1969

DOUGLAS J. DALEY (1996), *Assistant Professor*, Environmental Resource and Forest Engineering Faculty; B.S., SUNY College of Environmental Science and Forestry, 1982; M.S., 1984

CRAIG J. DAVIS (1987), *Associate Professor*, Forestry Faculty; A.A.S., Williamsport Area Community College, 1978; B.S.F.E., University of Maine, 1982; M.S.F., Purdue University, 1984; Ph.D., 1987

SCHAELON F. DAVIS (1994), *Senior Financial Aid Advisor*, Student Affairs and Educational Services; A.S., Elizabeth Seton College, 1979; B.S., Syracuse University, 1986

CHAD P. DAWSON (1986), *Professor*, Forestry Faculty; B.S., University of Michigan, 1970; M.P.S., Cornell University, 1979; Ph.D., State University of New York College of Environmental Science and Forestry, 1983; Chancellor's Award for Excellence in Teaching, 1995

JANINE M. DEBAISE (1996), *Lecturer*, Environmental Studies Faculty; B.A., St. Lawrence University, 1983; M.A., Syracuse University, 1985

CHARLOTTE DEMERS (1990), *Instructional Support Associate*, Adirondack Ecological Center; A.A.S., Holyoke Community College, 1984; B.S., State University of New York College of Environmental Science and Forestry, 1986

M. ELEN DEMING (1993), *Assistant Professor*, Landscape Architecture Faculty; B.A., State University of New York At Albany, 1976; M.L.A., Harvard University Graduate School of Design, 1985

DANETTE J. DESIMONE (1990), *College Accountant*, Business Affairs; B.S., LeMoyné College, 1986; C.P.A., NYS Education Department, 1988; M.B.A., Syracuse University, 1993

GARY L. DIAMOND (1997), *Adjunct Professor*, Environmental Resources and Forest Engineering Faculty; B.S., University of Maryland, 1974; Ph.D., University of Minnesota, 1980

THEODORE S. DIBBLE (1996), *Assistant Professor*, Chemistry Faculty; B.S., University of Michigan, 1987; Ph.D., 1992

JOHN L. DILLON (1997), *Adjunct Professor*, Chemistry Faculty; B.S., Utica College of Syracuse University, 1978; Ph.D., SUNY Binghamton, 1983

CHERYL S. DOBLE (1993), *Assistant Professor*, Landscape Architecture Faculty; B.F.A., Syracuse University, 1969; M.S., 1977; M.L.A., State University of New York College of Environmental Science and Forestry, 1986

THERESE M. DONOVAN (1996), *Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Eastern Illinois University, 1984 B.S., 1986; M.S., 1986; Ph.D., University of Missouri-Columbia, 1994

MARTA L. DOSA (1987), *Adjunct Professor*, Environmental Studies Faculty; B.A., University of Budapest Comparative Literature, 1943; M.A., 1944; M.S.L.S., Syracuse University Library Science, 1957; Ph.D., University of Michigan Library Science, 1971

ALLAN P. DREW (1980), *Professor*, Forestry Faculty; B.S., University of Illinois, 1965; M.S., University of Arizona, 1967; Ph.D., Oregon State University, 1974

DEBRA A. DRISCOLL (1991), *Instructional Support Technician*, Research Programs; B.S., State University of New York College of Environmental Science and Forestry, 1980

MARK DRISCOLL (1986), *University Instructional Specialist*, Research Programs; A.A., State University of New York Agricultural and Technical College at Delhi, 1979; B.S., St. John's University, 1982; Ph.D., State University of New York College of Environmental Science and Forestry, 1992

MICHAEL J. DUGGIN (1979), *Professor*, Environmental Resources and Forest Engineering Faculty; B.Sc., Melbourne University, Australia, 1959; Ph.D., Monash University, Australia, 1965; F. Inst. P. (London), C. Phys. (London), F.O.S.A.

CLAIRE B. DUNN (1996), *Assistant Director of Community Relations*, News and Publications; B.A., Glassboro State College, 1977

PATRICK R. DURKIN (1993), *Adjunct Associate Professor*, Environmental Studies Faculty; B.A., State University of New York College at Fredonia, 1986; M.S., Fordham University, 1972; Ph.D., State University of New York College of Environmental Science and Forestry, 1979

STEVEN EFFLER (1991), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., University of Notre Dame, 1968; M.S., Institute of Polymer Science, 1971; Ph.D., Syracuse University, 1975

ELIZABETH A. ELKINS (1973), *Librarian and Director of College Libraries*, F. Franklin Moon Library; B.A., Hartwick College, 1968; M.L.S., State University of New York at Geneseo, 1970; Chancellor's Award for Excellence in Librarianship, 1980

F. W. GORDON FEARON (1986), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; G.S., University of Leeds, 1961; Ph.D., University of Wales, 1965; P.M.D., Harvard Business School, 1975

JOHN P. FELLEMAN (1973), *Professor*, Environmental Studies Faculty; B.C.E., Cornell University, 1966; M.E.C., 1966; N.D.E.A. Fellow, University of North Carolina, 1967; D.P.A., New York University, 1973

MAUREEN O'NEILL FELLOWS (1986), *Director of Information Technology and Institutional Planning*; and *Adjunct Assistant Professor*, Forestry Faculty; A.B., Hamilton College, 1980; M.S., Cornell University, 1985; Ph.D., Syracuse University, 1995; Chancellor's Award for Excellence in Professional Service, 1992

MARK P. FENNESSY (1989), *Director*, Business Affairs; B.A., State University of New York at Buffalo, 1968; M.B.A., State University of New York at Buffalo, 1983

BRIAN FISHER (1996), *Senior Staff Assistant*, Continuing Education; B.A., Syracuse University 1978; M.S., SUNY College of Environmental Science and Forestry, 1983

ROBERT T. FLEMING (1996), *Instructional Support Assistant*, Forest Technology Program of the Forestry Faculty; A.A.S., SUNY College of Environmental Science and Forestry (Ranger School, 1996

DONALD W. FLOYD (1993), *Associate Professor*, Forestry Faculty; B.A., Humboldt State University, 1974; M.S., University of Wisconsin, 1976; Ph.D., University of Arizona, 1986

RAYMOND C. FRANCIS (1987), *Research Associate*, Paper Science and Engineering Faculty; B.A.Sc., University of Toronto, 1982; Ph.D., 1987

CLAUDE C. FREEMAN (1959), *Associate Professor*, Landscape Architecture Faculty; B.S., State University College of Forestry at Syracuse University, 1959

ROBERT H. FREY (1977), *Dean of Instruction and Graduate Studies and Associate Professor*; B.A., Valparaiso University, 1965; M.Ed., Springfield College, 1966; Ed.D., Indiana University, 1973; Chancellor's Award for Excellence in Professional Service, 1997

HARRY L. FRISCH (1980), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; A.B., Williams College, 1947; Ph.D., Polytechnic Institute of Brooklyn, 1952

DOUGLAS H. FROST (1982), *Assistant Director*, Business Affairs; A.A., College of San Mateo, 1962; B.S., Wagner College, 1967

RENE H. GERMAIN (1998), *Senior Research Scientist*, Forestry Faculty; B.S., University of Vermont, 1983; M.S., Boston University, 1988; Ph.D., SUNY College of Environmental Science and Forestry, 1997

JAMES P. GIBBS (1997), *Assistant Professor*, Environmental and Forest Biology Faculty; B.S., University of Maine, 1986; M.A., University of Missouri-Columbia, 1988; Ph.D., Yale University, 1995

RONALD J. GIEGERICH (1977), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., State University of New York Agricultural and Technical College at Cobleskill, 1975; B.S., State University of New York College of Environmental Science and Forestry, 1978

JOSÉ L. GINER (1995), *Assistant Professor*, Chemistry Faculty; B.A., Brandeis University, 1979; M.A., 1980; Ph.D., Stanford University, 1990

IVAN GITSOV (1996), *Associate Professor*, Chemistry Faculty; M.Sc., Sofia University 1979; Ph.D., Bulgarian Academy of Sciences, 1986

RICHARD GOLDSMITH (1993), *Adjunct Professor*, Environmental Studies Faculty; A.B., University of Rochester, 1962; LL.B., New York University, 1965

MICHAEL GOODEN (1982), *Forest Property Technician I*, Forest Properties; A.A.S., State University of New York Agricultural and Technical College at Morrisville, 1976; B.S., State University of New York College of Environmental Science and Forestry, 1978

W. DOUGLAS GOULD (1983), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., University of Manitoba, 1965; M.S., University of Alberta, 1970; Ph.D., 1976

DANIEL GRAIVER (1989), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; B.S., Hebrew University of Jerusalem, 1971; M.S., 1973; Ph.D., Case Western Reserve University, 1977

STEPHEN GRANZOW (1969), *Senior Research Support Specialist*, Empire State Paper Research Institute

MIKLÓS A. J. GRÁTZER (1973), *Distinguished Teaching Professor*, Forestry Faculty; Forest Engineer, Sopron University; B.Sc., University of British Columbia, 1959; M.S. (R.C.), University of Montana, 1965; Ph.D., 1971; Dr.h.c., Sopron University, 1992

SIDNEY L. GREENBLATT (1990), *Adjunct Advisor to International Students*, Student Affairs and Educational Services; B.A. State University of New York at Binghamton, 1960; M.A., Columbia University, 1961; East Asian Certificate, Columbia University, 1963

DAVID H. GRIFFIN (1968), *Professor*, Environmental and Forest Biology Faculty; B.S., State University of New York College of Forestry, 1959; M.A., University of California, 1960; Ph.D., 1963

DANIEL A. GRIFFITH (1992), *Adjunct Professor*, Forestry Faculty; B.S., Indiana University of Pennsylvania, 1970; M.A., 1972; M.S., Pennsylvania State University, 1985; Ph.D., University of Toronto, 1978

KEVIN J. GUERIN (1988), *Instructional Support Specialist*, Analytical and Technical Services; A.A.S., Onondaga Community College, 1987

CHARLES A. S. HALL (1987), *Professor*, Environmental and Forest Biology Faculty; B.A., Colgate University, 1965; M.S., Pennsylvania State University, University Park, 1966; Ph.D., University of North Carolina Chapel Hill, 1970

JAMES P. HALLIGAN (1979), *Instructional Support Specialist*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1974; M.S., 1997

JUDITH C. HAMILTON (1979), *Assistant Director of Financial Aid*, Student Affairs and Educational Services; B.S., State University of New York College at Brockport, 1967; M.S., State University of New York at Albany, 1968

ROBERT B. HANNA (1977), *Professor*, Wood Products Engineering Faculty; *Director*, N.C. Brown Center for Ultrastructure Studies; B.S., University of Michigan, 1967; M.S., State University College of Forestry at Syracuse University, 1971; Ph.D., State University of New York College of Environmental Science and Forestry, 1973

JAMES M. HASSETT (1981), *Professor*, Environmental Resources and Forest Engineering Faculty; A.B., Cornell University, 1970; M.S., Syracuse University, 1979; Ph.D., 1988; Chancellor's Award for Excellence in Teaching, 1992

JOHN P. HASSETT (1980), *Chair and Professor*, Chemistry Faculty; B.S., University of Maryland, 1971; M.S., University of Wisconsin, 1973; Ph.D., 1978

RICHARD S. HAWKS (1979), *Chair and Professor*, Landscape Architecture Faculty; B.L.A., State University of New York College of Environmental Science and Forestry, 1972; M.L.A., Harvard University, 1978

JAMES M. HEFFERNAN (1985), *Vice President for Student Affairs and Educational Services*; A.B., LaFayette College, 1965; M.A., Columbia University Teachers College, 1967; M.A., University of Michigan, 1970; Ph.D., 1971

GORDON M. HEISLER (1973), *Adjunct Associate Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1961; M.F., Yale University, 1962; Ph.D., State University College of Forestry at Syracuse University, 1970

LEE P. HERRINGTON (1965), *Professor*, Forestry Faculty; B.S., University of Maine, 1959; M.F., Yale School of Forestry, 1960; Ph.D., Yale University, 1964

ROBIN E. HOFFMAN (1997), *Assistant Professor*, Landscape Architecture Faculty; B.L.A., SUNY College of Environmental Science and Forestry, 1982; M.L.A., University of Illinois, 1985; Ph.D., SUNY College of Environmental Science and Forestry, 1997

RICHARD P. HOOPER (1995), *Adjunct Assistant Professor*, Forestry Faculty; A.B., Harvard University, 1979; M.S., Cornell University, 1984; Ph.D., 1986

MARY O'BRIEN HOOVEN (1980), *Food Service Supervisor*, Forest Properties; B.A., State University of New York at Buffalo, 1972

PAUL F. HOPKINS (1979), *Associate Professor*, Environmental Resources and Forest Engineering Faculty; *Director*, Council for Geospatial Modeling and Analysis; B.S., University of Maine, 1977; M.S., State University of New York College of Environmental Science and Forestry, 1979; Ph.D., University of Wisconsin-Madison, 1993

STEVEN B. HORSLEY (1977), *Adjunct Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1965; M.A., University of Massachusetts, 1968; Ph.D., 1970

JOHN J. HOWARD (1978), *Adjunct Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of New Hampshire, 1966; M.P.H., Yale University, 1970, Dr. P.H., 1973

ANDREW HUNT (1995), *Adjunct Assistant Professor*, Environmental Studies Faculty; B.Sc., Liverpool University (U.K.), 1981; Ph.D., 1988

RAFAAT M. HUSSEIN (1987), *Associate Professor*, Construction Management and Wood Products Engineering Faculty; B.Sc., El-Azhar University, 1974; M.Eng., Concordia University, 1978; Ph.D., 1980; P.E., 1980

MARCIA JAMES (1985), *Director*, Personnel and Affirmative Action; B.A., Grove City College, 1960; M.A., Cornell University, 1962; M.A., 1965; J.D., Syracuse University, 1978

DAVID L. JOHNSON (1975), *Professor*, Chemistry Faculty; B.S., Antioch College, 1965; Ph.D., University of Rhode Island, 1973

WILLIAM L. JOHNSON (1987), *Instructional Support Specialist*, Environmental Resources and Forest Engineering Faculty; B.S., University of Wisconsin, 1972; M.S., 1974

PETER W. JONES (1997), *Instructional Support Assistant*, Environmental and Forest Biology Faculty; B.A., Concordia University, 1987; M.R.M., Simon Fraser University, 1994

JAMES KARP (1991), *Adjunct Professor*, Environmental Studies Faculty; B.S., Pennsylvania State University, 1960; J.D., Villanova University, 1964

SARA KEITH (1996), *Visiting Assistant Professor*, Environmental Studies Faculty; B.A., Catham College, 1987; M.A., Syracuse University, 1995

WILLIAM L. KELLEHER, JR. (1988), *Instructional Support Specialist*, Wood Products Engineering Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1985

D. STEVEN KELLER (1990), *Assistant Professor*, Paper Science and Engineering Faculty; B.S., Syracuse University, 1980; Ph.D., State University of New York College of Environmental Science and Forestry, 1996

CAROL KENDALL (1995), *Adjunct Assistant Professor*, Forestry Faculty; B.S., University of California, 1973; M.S., 1976; Ph.D., University of Maryland, 1993

DAVID J. KIEBER (1990), *Associate Professor*, Chemistry Faculty; B.S., Rutgers University, 1980; M.S., University of Delaware, 1983; Ph.D., University of Miami, 1988

DAVID J. KIEMLE (1986), *Instructional Support Specialist*, Analytical and Technical Services; B.S., State University of New York College at Oswego, 1983

JUDITH J. KIMBERLIN (1981), *Assistant Director and Affirmative Action Officer*, Personnel and Affirmative Action; A.A.S., Pennsylvania State University, 1964; B.A., State University of New York College at Cortland, 1975

ROBIN W. KIMMERER (1993), *Associate Professor*, Environmental and Forest Biology Faculty; *Director*, Cranberry Lake Biological Station; B.S., State University of New York College of Environmental Science and Forestry, 1975; M.S., University of Wisconsin, 1979; Ph.D., 1982

ROBERT C. KOEPPER (1986), *Dean of Nonresident Programs*; Continuing Education; B.A., Concordia Teachers College, 1958; M.A., 1962; Ed.D., George Peabody College for Teachers, 1966

RICHARD F. KOPP (1988), *Senior Research Support Specialist*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1984; M.S., Pennsylvania State University, 1986

STELLA D. KROFT (1960), *Staff Assistant*, Instructional Development, Evaluation and Services

CHARLES N. KROLL (1996), *Assistant Professor*, Environmental Resources and Forest Engineering Faculty; B.S., Tufts University, 1987; M.S.C.E., 1989; Ph.D., Cornell University, 1996

DIANE M. KUEHN (1995), *Adjunct Assistant Professor*, Forestry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1987; M.S., 1989

FRANK E. KURCZEWSKI (1966), *Professor and Curator*, Environmental and Forest Biology Faculty; B.S., Allegheny College, 1958; M.S., Cornell University, 1962; Ph.D., 1964

GEORGE H. KYANKA (1967), *Chair and Professor*, Construction Management and Wood Products Engineering Faculty; B.S., Syracuse University, 1962; M.S., 1966; Ph.D., 1976; Chancellor's Award for Excellence in Teaching, 1973

CHRISTOS KYROU (1996), *Adjunct Assistant Professor*, Environmental Studies Faculty; B.S., Educational Institute of Agricultural Technology of Thessaloniki, Greece, 1987; M.E.E.S., Plymouth State College of the University System of New Hampshire, 1993

- YUAN-ZONG LAI (1981), *Senior Research Associate*, Empire State Paper Research Institute; B.S., National Taiwan University, 1963; M.S., University of Washington, 1966; M.S., 1967; Ph.D., 1968
- ROBERT T. LALONDE (1959), *Professor*, Chemistry Faculty; and *Acting Director*, Analytical and Technical Services; B.A., St. John's University, Minnesota, 1953; Ph.D., University of Colorado, 1957
- CHRISTINE A. LANGLOIS (1995), *Staff Associate*, Physical Plant; B.S., SUNY-Oneonta, 1984
- DARLEEN M. LAPELLE (1978), *Staff Assistant*, Adirondack Ecological Program
- PATRICK J. LAWLER (1990), *Associate Professor*, Environmental Studies Faculty; B.A., LeMoyne College, 1976; M.A., Syracuse University, 1981
- DONALD LEOPOLD (1985), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Kentucky, 1978; M.S.F., 1981; Ph.D., Purdue University, 1984; President's ESF Public Service Award, 1997
- ALLEN R. LEWIS (1970), *Associate Professor*, Landscape Architecture Faculty; B.A., University of Oklahoma, 1959; M.C.P., University of California, Berkeley, 1961
- SUODING LI (1997), *Research Support Specialist*, Chemistry Faculty; B.S., Tsinghua University (Beijing), 1990; M.S., Chinese Academy of Sciences, 1993
- VALERIE A. LUZADIS (1994), *Assistant Professor*, Forestry Faculty; B.S., Cornell University, 1983; M.S., 1990; Ph.D., SUNY College of Environmental Science and Forestry, 1997
- M. BRUCE LYNE (1990), *Adjunct Professor*, Paper Science and Engineering Faculty; B.S., McGill University, 1970; Ph.D., 1976; M.B.A., 1984
- HANNU P. MAKKONEN (1993), *Senior Research Associate*, Paper Science and Engineering Faculty; *Director*, Empire State Research Institute; B.Sc., Helsinki University, 1962; M.Sc., 1963; Ph.D., University of Washington, 1974
- PAUL D. MANION (1967), *Professor*, Environmental and Forest Biology Faculty; B.S., University of Minnesota, 1962; M.S., 1965; Ph.D., 1967
- RALPH MANNA (1997), *Adjunct Professor*, Environmental Resources and Forest Engineering Faculty; B.A., Syracuse University, 1970; B.S., 1971
- JACK MANNO (1986), *Senior Staff Associate*, Great Lakes Research Consortium; *Adjunct Assistant Professor*, Environmental Studies Faculty; B.A., State University of New York at Binghamton, 1975; M.S., State University of New York College of Environmental Science and Forestry, 1992; Chancellor's Award for Excellence in Professional Service, 1994; President's ESF Public Service Award, 1998
- FRANK L. MARAVIGLIA (1964), *Professor*, Landscape Architecture Faculty; B.S., State University of New York College at Oswego, 1958; M.S., Hofstra University, 1963; NYS/UUP Excellence Award, 1991
- BRUCE MARCHAM (1985), *Assistant Facilities Program Coordinator*, Physical Plant; B.S., M.E., University of Massachusetts, Amherst, 1981
- GEORGE C. MARTIN (1979), *Associate Member*, Polymer Research Institute; B.S., Purdue University, 1970; Ph.D., University of Minnesota, 1976
- JOSEPH MARTON (1983), *Adjunct Professor*, Paper Science and Engineering Faculty; Ph.D., Pázmány Peter University, Budapest, Hungary, 1943
- RAYMOND D. MASTERS (1968), *Instructional Support Technician*, Adirondack Ecological Center; A.A.S., Paul Smith's College, 1967
- NANCY MATHEWS (1992), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Pennsylvania State University, 1980; M.S., State University of New York College of Environmental Science and Forestry, 1982; Ph.D., 1989
- GWYNNE L. MAY (1973), *Manager and Instructional Support Specialist*, Academic Computing Center
- CHARLES A. MAYNARD (1980), *Professor*, Forestry Faculty; B.S., Iowa State University, 1974; M.S., 1977; Ph.D., 1980
- RICHARD J. McCLIMANS (1977), *Senior Research Associate*, Environmental Resources and Forest Engineering Faculty; B.S.C.E., Merrimack College, 1961
- JEFFREY J. McDONNELL (1993), *Professor*, Forestry Faculty; B.Sc., University of Toronto, 1979; M.Sc., Trent University, 1985; Ph.D., University of Caterbury, 1989
- PAUL K. McGUINNES (1986), *Director*, Campus Public Safety; B.S., SUNY College at Buffalo, 1975; Certificate of Completion, Public Administration Mid-Career Development Program, Syracuse University, 1991
- BARBARA J. McGUINNESS (1994), *Research Scientist*, Forestry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1991; M.S., Pennsylvania State, 1994
- PATRICK J. McHALE (1996), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., Onondaga Community College, 1987; B.S., SUNY-Oswego, 1991; M.S., SUNY College of Environmental Science and Forestry, 1996
- DONALD G. McLEAN (1968), *Senior Programmer/Analyst*, Academic Computing; B.A., Syracuse University, 1975
- BRIDGET McMASTER (1990), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; B.S., State University of New York College at Fredonia, 1977; M.S., 1980; M.S., Virginia Polytechnic Institute and State University, 1982
- ROBERT W. MEYER (1979), *Professor*, Construction Management and Wood Products Engineering Faculty; *Director*, Tropical Timber Information Center; B.S.F., University of Washington, 1962; M.F., 1964; Ph.D., State University College of Forestry at Syracuse University, 1967
- MYRON J. MITCHELL (1975), *Professor*, Environmental and Forest Biology Faculty; B.A., Lake Forest College, 1969; Ph.D., University of Calgary, 1974
- ANDREW MOLLOY (1993), *Senior Research Support Specialist*, Environmental and Forest Biology Faculty; B.S., SUNY College of Environmental Science and Forestry, 1989; M.S., 1995
- DOUGLAS A. MORRISON (1969), *Research Associate*, Forestry Faculty; B.A., University of Western Ontario, 1966; M.S., University of Oregon, 1967; Ph.D., 1969; M.S., Syracuse University, 1976; C.A.S., 1977
- DIETLAND MÜLLER-SCHWARZE (1973), *Professor*, Environmental and Forest Biology Faculty; Doctorate, Max Planck Institute, 1958-1960; Ph.D., University of Freiburg, 1963

- JAMES P. NAKAS (1979), *Professor*, Environmental and Forest Biology Faculty; B.S., LeMoyne College, 1968; M.S., Seton Hall University, 1970; Ph.D., Rutgers University, 1976
- TSUTOMU NAKATSUGAWA (1968), *Professor*, Environmental and Forest Biology Faculty; B. Agric., Tokyo University, 1957; M.S., Iowa State University, 1961; Ph.D., 1964
- BARBARA L. NELSON (1993), *Bursar*, Business Affairs; A.S., Jamestown Community College, 1988; B.S., State University of New York at Fredonia, 1990
- DONALD E. NETTLETON, JR. (1985), *Adjunct Professor*, Chemistry Faculty; B.S., Yale University, 1952; Ph.D., Rice University, 1956
- EDWARD F. NEUHAUSER (1990), *Adjunct Associate Professor*, Forestry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1973; Ph.D., 1978
- WILLIAM J. NICHOLSON (1982), *Senior Staff Associate*, Research Programs; B.S., Syracuse University, 1981; President's ESF Quality of Worklife Award, 1994
- ALFRED H. NISSAN (1979), *Adjunct Professor*, Paper Science and Engineering Faculty; B.Sc., Birmingham University, England, 1937; Ph.D., 1940; D.Sc., 1943
- ROGER L. NISSEN, JR. (1970), *Instructional Support Specialist*, Forestry Faculty; A.A.S., Paul Smith's College, 1970; President's ESF Quality of Worklife Award, 1993
- BRENDA J. NORDENSTAM (1993), *Assistant Professor*, Environmental Studies Faculty; B.S., University of California, 1979, B.A., 1982; M.S., California State University, 1985; Ph.D., University of California-Irvine, 1993
- ROY A. NORTON (1970), *Professor*, Environmental and Forest Biology Faculty; B.S., State University College of Forestry at Syracuse University, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1973; Ph.D., 1977
- CHRISTOPHER NOWAK (1988), *Adjunct Assistant Professor*, Forestry Faculty; A.A.S., State University of New York College of Environmental Science and Forestry, 1979; B.S., 1985; M.S., 1986; Ph.D., 1993
- DAVID J. NOWAK (1995), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., SUNY College of Environmental Science and Forestry, 1984; M.S., 1986; Ph.D., University of California, Berkeley, 1991
- FLORA NYLAND (1982), *Principal Research Support Specialist*, F. Franklin Moon Library; B.F.A., Syracuse University, 1959; M.A., Michigan State University, 1966; M.L.S., Syracuse University, 1986
- RALPH D. NYLAND (1967), *Distinguished Service Professor*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1958; M.S., 1959; Ph.D., Michigan State University, 1966
- MARY O'HALLORAN (1983), *Senior Admissions Advisor*, Student Affairs and Educational Services; A.A., Harriman Junior College, 1974; B.A., State University of New York College at Geneseo, 1976
- HOLLY OLMSTEAD (1996), *Research Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., Erie Community College, 1989; B.S., SUNY College of Environmental Science and Forestry, 1993
- SHIGETOSHI OMORI (1977), *Instructional Support Technician*, Paper Science and Engineering Faculty; B.S., Iwate University, 1967; M.S., Hokkaido University, 1969; Ph.D., 1973
- JAMES F. PALMER (1980), *Associate Professor*, Landscape Architecture Faculty; B.A., University of California, 1972; M.L.A., University of Massachusetts, 1976; Ph.D., 1979
- NANCY A. PARSONS (1981), *Administrative Manager*, Syracuse Pulp and Paper Foundation; B.A., St. Bonaventure University, 1969; M.S., Syracuse University, 1992
- BERNARD PATTEN (1993), *Adjunct Professor*, Environmental and Forest Biology Faculty; A.B., Cornell University, 1952; M.S., Rutgers University, 1954; M.A., University of Michigan, 1957; Ph.D., Rutgers University, 1959
- CHRISTOPHER PEDLEY (1997), *Programmer/Analyst*, Administrative Computing; B.A., SUNY-Potsdam, 1996
- RICHARD PERKINS (1992), *Adjunct Professor*, Paper Science and Engineering Faculty; A.B., Dartmouth College, 1954; M.S., State University College of Forestry at Syracuse University, 1959; Ph.D., 1963
- SHAWN P. PHILIPPON (1995), *Lecturer*, Forestry Faculty; B.S., Clarkson University, 1991; M.S., SUNY-Potsdam, 1992
- GUY PIROLA (1979), *Instructional Support Specialist*, Chemistry Faculty; B.S., State University College of Forestry at Syracuse University, 1963
- LUCY C. POPKESS (1990), *Assistant to the President*, President's Office; B.S., State University of New York College of Environmental Science and Forestry, 1974
- WILLIAM F. PORTER (1978), *Professor*, Environmental and Forest Biology Faculty; *Director*, Adirondack Ecological Center; *Co-Director*, Adirondack Wildlife Program; B.S., University of Northern Iowa, 1973; M.S., University of Minnesota, 1976; Ph.D., 1979
- MATTHEW R. POTTEIGER (1984), *Associate Professor*, Landscape Architecture Faculty; B.S., Pennsylvania State University, 1978; M.L.A., University of California, Berkeley, 1982
- WILLIAM A. POWELL, JR. (1989), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., Salisbury State University, 1982; Ph.D., Utah State University, 1986
- ROBERT H. POWERS (1995), *Adjunct Professor*, Chemistry Faculty; B.A., SUNY College at Oswego, 1977; Ph.D., Michigan State University, 1987
- NEIL P.J. PRICE (1994), *Assistant Professor*, Chemistry Faculty; H.N.C., Gloucester College of Technology, 1977; B.Sc., University of Essex, 1986; Ph.D., University of London, 1990
- DIANE H. PUGLIESE (1997), *Senior Research Support Specialist*, Paper Science and Engineering Faculty; B.S., SUNY College of Environmental Science and Forestry, 1993; M.S., Syracuse University, 1996
- BANDARU V. RAMARAO (1988), *Professor*, Paper Science and Engineering Faculty; B.S., University of Madras, 1980; M.S., Clarkson University, 1982; Ph.D., 1985
- JULIE L. RAWLS (1993), *Director of Student Activities*, Student Affairs and Educational Services; B.S., Central Michigan University, 1988; M.S., Syracuse University, 1992
- DUDLEY J. RAYNAL (1974), *Distinguished Teaching Professor*, Environmental and Forest Biology Faculty; B.S., Clemson University, 1969; Ph.D., University of Illinois, 1974
- THOMAS B. REAGAN (1971), *Television Engineer*, Instructional Development, Evaluation and Services

- D. DAYTON REUTER (1987), *Associate Professor*, Landscape Architecture Faculty; B.S.L.A., University of Wisconsin-Madison, 1976; M.S.L.A., 1985
- NEIL H. RINGLER (1975), *Chair and Distinguished Teaching Professor*, Environmental and Forest Biology Faculty; B.S., California State University at Long Beach, 1967; M.S., Oregon State University, 1970; Ph.D., University of Michigan, 1975
- DANIEL J. ROBISON (1997), *Adjunct Assistant Professor*, Forestry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1982; M.S., 1986; Ph.D., University of Wisconsin, 1993
- SCOTT O. ROGERS (1989), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., University of Oregon, 1975; M.S., 1980; Ph.D., University of Washington, 1987
- LESLIE A. RUTKOWSKI (1994), *Assistant College Registrar*, Student Affairs and Educational Services; B.A., LeMoyne College, 1986
- RICHARD W. SAGE, JR. (1968), *Research Associate and Coordinator*, Adirondack Ecological Center; B.S., State University College of Forestry at Syracuse University, 1966; M.S., State University of New York College of Environmental Science and Forestry, 1983
- JAMES M. SAHM (1996), *Assistant Professor*, Forest Technology Program of the Forestry Faculty; B.S., SUNY College of Environmental Science and Forestry, 1991; M.S., 1995
- SUSAN H. SANFORD (1985), *Director of Admissions and Inter-Institutional Relations*, Student Affairs and Educational Services; A.A., Montgomery College, 1973; B.S., Cornell University, 1975; M.B.A., Chapman College, 1981
- D. ANDREW SAUNDERS (1985), *Research Associate*, Environmental and Forest Biology Faculty; B.S., University of Missouri, 1967; M.S., Utah State University, 1970
- JAMES M. SAVAGE (1991), *Associate Professor*, Forest Technology Program of the Forestry Faculty; A.A.S., Paul Smith's College, 1984; B.S., State University of New York College of Environmental Science and Forestry, 1986; M.S., 1990
- LELAND R. SCHROEDER (1986), *Chair and Professor*, Paper Science and Engineering Faculty; A.B., Ripon College, 1960; M.S., Lawrence University (The Institute of Paper Chemistry), 1962; Ph.D., 1965
- RICHARD A. SCHWAB (1974), *Director*, Forest Properties; B.S., State University College of Forestry at Syracuse University, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1986; President's ESF Public Service Award, 1995
- GARY M. SCOTT (1998), *Assistant Professor*, Paper Science and Engineering Faculty; B.S., University of Wisconsin-Stevens Point, 1988; M.S., 1991; Ph.D., 1993
- SUSAN L. SENECAH (1993), *Assistant Professor*, Environmental Studies Faculty; B.S., Bemidji State University, 1972; M.A., University of Minnesota, 1987; Ph.D., 1992
- JAMES B. SHANLEY (1997), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Rensselaer Polytechnic Institute, 1974; M.S., University of Virginia, 1983; Ph.D., University of Wyoming, 1989
- S. SCOTT SHANNON (1988), *Associate Professor*, Landscape Architecture Faculty; B.L.A., State University of New York College of Environmental Science and Forestry, 1982; M.L.A., 1988
- HORACE B. SHAW III (1984), *Associate for Continuing Education*, Continuing Education; A.B., Dartmouth College, 1969; M.S., State University of New York College of Environmental Science and Forestry, 1982
- WILLIAM SHIELDS (1979), *Professor*, Environmental and Forest Biology Faculty; A.B., Rutgers University, 1974; M.S., Ohio State University, 1976; Ph.D., 1979
- DONALD SIEGEL (1991), *Adjunct Professor*, Environmental Studies Faculty; B.S., University of Rhode Island, 1969; M.S., Pennsylvania State University, 1971; Ph.D., University of Minnesota, 1981
- THOMAS O. SLOCUM (1977), *Director of Career and Counseling Services*, Student Affairs and Educational Services; B.S., State University of New York at Brockport, 1967; M.S., State University of New York at Albany, 1968; Chancellor's Award for Excellence in Professional Service, 1991
- RICHARD C. SMARDON (1979), *Chair and Professor*, Environmental Studies Faculty; *Director*, Institute for Environmental Policy and Planning; *Co-Director*, Great Lakes Research Consortium; B.S., University of Massachusetts, 1970; M.L.A., 1973; Ph.D., University of California, 1982; President's ESF Public Service Award, 1994
- LAWRENCE B. SMART (1996), *Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Cornell University, 1987; Ph.D., Michigan State University, 1992
- JERI LYNN SMITH (1977), *Director*, News and Publications; B.A., Syracuse University, 1975
- LEONARD A. SMITH (1964), *Associate Professor*, Construction Management and Wood Products Engineering Faculty; *Associate Member*, Polymer Research Institute; B.S., Ch.E., University of Dayton, 1962; M.S., Ch.E., Case Institute of Technology, 1964; Ph.D., State University of New York College of Environmental Science and Forestry, 1972
- MARTIN A. SMITH (1993), *Adjunct Associate Professor*, Environmental Studies Faculty; B.S., University of Tennessee, 1971; M.C.P., Georgia Institute of Technology, 1973; Ph.D., University of North Carolina, 1985
- WILLIAM B. SMITH (1986), *Associate Professor*, Construction Management and Wood Products Engineering Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1976; M.S., 1978; Ph.D., 1983
- MICHAEL SMITHEE (1990), *Adjunct Advisor to International Students*, Student Affairs and Educational Services; B.A., Florida State University, 1969; M.A., 1970; Ed.D., Syracuse University, 1990
- CYNTHIA L. SNYDER (1983), *Senior Programmer/Analyst*, Administrative Computing; A.O.S., Powelson Business Institute, 1982
- DAVID J. SODERBERG (1979), *Director*, Administrative Computing; B.A., State University of New York College at Oneonta, 1975; B.S., State University of New York College of Environmental Science and Forestry, 1979; M.S., Syracuse University, 1991
- DALE S. SOLOMON (1996), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1961; M.F., Yale School of Forestry, 1962; Ph.D., University of Maine, 1978
- ROBERT C. SOMERS, JR. (1997), *Adjunct Associate Professor*, Forestry Faculty; B.S., University of Kentucky, 1974; M.P.A., 1980; Ph.D., SUNY College of Environmental Science and Forestry, 1986
- CHARLES M. SPUCHES (1987), *Director of Instructional Development, Evaluation and Services*; A.A.S., Onondaga Community College, 1973; B.M.E., Syracuse University, 1975; M.M., 1977; Ed.D., 1987; NYS/UUP Excellence Award, 1991
- STEPHEN V. STEHMAN (1989), *Associate Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1979; M.S., Oregon State University, 1981; Ph.D., Cornell University, 1990

S. ALEXANDER STERN (1979), *Adjunct Professor*, Chemistry Faculty; Associate Member, Polymer Research Institute; B.S., Israel Institute of Technology, 1945; M.S., Ohio State University, 1948; Ph.D., 1952

DONALD J. STEWART (1987), *Professor*, Environmental and Forest Biology Faculty, B.S., University of Michigan, 1969; M.S., 1976; Ph.D., University of Wisconsin, 1980

WILLIAM M. STITELER (1989), *Adjunct Professor*, Forestry Faculty; B.S., Pennsylvania State University, 1964; M.S., 1965; Ph.D., 1970

DEBORAH A. STORRINGS (1994), *Senior Programmer/Analyst*, Administrative Computing; B.S., Columbia College, 1987; M.S.E.D., SUNY-Oswego, 1995

SUSAN L. STOUT (1996), *Adjunct Assistant Professor*, Forestry Faculty; A.B., Radcliffe College, 1972; M.S., SUNY College of Environmental Science and Forestry, 1983; D.F., Yale School of Forestry and Environmental Studies, 1995

KATHLEEN A. STRIBLEY (1981), *Associate Professor*, Landscape Architecture Faculty; B.A., University of Michigan, 1973; M.L.A., 1976

PAUL SZEMKOW (1978), *Instructional Support Specialist*, Environmental Resources and Forest Engineering Faculty; B.S., State University of New York Empire State College, 1976; M.S., State University of New York College of Environmental Science and Forestry, 1987

STEPHEN A. TEALE (1991), *Associate Professor*, Environmental and Forest Biology Faculty; B.A., College of St. Rose, 1980; M.S., University of Kansas, 1983; Ph.D., State University of New York College of Environmental Science and Forestry, 1990

JAMES L. THORPE (1965), *Research Associate*, Paper Science and Engineering Faculty; B.S., State University College of Forestry at Syracuse University, 1965; M.S., 1967

BENETTE W. TIFFAULT (1996), *Lecturer*, Environmental Studies Faculty; B.A., Queen's University, 1977; M.A., Syracuse University, 1980

TIMOTHY R. TOLAND (1997), *Instructional Support Associate*, Landscape Architecture Faculty; A.A.S., SUNY-Cobleskill, 1992; B.T., 1993; M.L.A., SUNY College of Environmental Science and Forestry, 1998

WILLIAM P. TULLY (1966), *Provost and Vice President for Academic Affairs*; and *Professor*, Forest Engineering Faculty; B.S.C.E., Northeastern University, 1964; M.S., C.E., 1966; Ph.D., Syracuse University, 1978

J. SCOTT TURNER (1990), *Associate Professor*, Environmental and Forest Biology Faculty; B.A., University of California at Santa Cruz, 1976; M.S., 1978; Ph.D., Colorado State University, 1982

H. BRIAN UNDERWOOD (1992), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., West Virginia University, 1982; M.S., State University of New York College of Environmental Science and Forestry, 1986; Ph.D., 1990

LARRY W. VANDRUFF (1970), *Professor*, Environmental and Forest Biology Faculty; B.S., Mansfield State College, 1964; M.S., Cornell University, 1966; Ph.D., 1970

DAVID L. VANTRESS (1976), *Staff Associate*, Physical Plant; B.S., State University of New York College of Environmental Science and Forestry, 1976

JOHN E. VIEW (1979), *Director of Financial Aid and Educational Opportunity Program*, Student Affairs and Educational Services; B.A., St. Leo College, 1972; M.A., University of Notre Dame, 1974; M.B.A., Syracuse University, 1986; Chancellor's Award for Excellence in Professional Service, 1990

TIMOTHY A. VOLK (1997), *Research Scientist*, Forestry Faculty; B.S., University of Guelph, 1986; M.S., Cornell University, 1990

JOHN E. WAGNER (1994), *Assistant Professor*, Forestry Faculty; B.S., Washington State University, 1981; M.S., University of Idaho, 1984; Ph.D., Colorado State University, 1990

PHILLIP M. WARGO (1997), *Adjunct Associate Professor*, Forestry Faculty; B.A., Gettysburg College, 1962; M.S., Iowa State University, 1964; Ph.D., 1966

JOHN R. WASIEL (1990), *Environmental Health and Safety Officer*; A.A.S., State University of New York College of Agriculture and Technology at Cobleskill, 1981; B.S., State University College at Oneonta, 1985

GARY A. WATERS (1997), *Director of Development*; A.A., Walters State Community College, 1979; B.A., Berry College, 1980, M.B.A., 1989; Ed.D., 1996

CONNIE S. WEBB (1996), *Vice President for Administration*; B.A., Syracuse University, 1971; M.S., 1974

FRANCIS X. WEBSTER (1987), *Associate Professor*, Chemistry Faculty; B.S., State University of New York College of Environmental Science and Forestry, 1979; Ph.D., 1986

SARAH P. WEBSTER (1990), *Associate Professor*, Environmental Studies Faculty; B.A., Duke University, 1959; M.A., Syracuse University, 1961

XIANGHUI WEN (1997), *Research Scientist*, Paper Science and Engineering Faculty; B.S., Jilin University, 1989; M.S., Guangzhou Institute of Chemistry, 1992

ROBERT G. WERNER (1966-69) (1970), *Professor*, Environmental and Forest Biology Faculty; *Co-Director*, Great Lakes Research Consortium; B.S., Purdue University, 1958; M.A., University of California, 1963; Ph.D., Indiana University, 1966

CHRISTOPHER L. WESTBROOK (1989), *Director and Associate Professor*, Forest Technology Program of the Forestry Faculty; *Director*, Summer Program in Field Forestry; A.A.S., State University of New York College of Environmental Science and Forestry (Ranger School), 1973; B.S., University of Montana, 1977; M.A., West Virginia University, 1988; Chancellor's Award for Excellence in Teaching, 1996

ROSS S. WHALEY (1984), *President*; B.S., University of Michigan, 1959; M.S., Colorado State University, 1961; Ph.D., University of Michigan, 1969

LAWRENCE W. WHELPTON (1969), *Instructional Support Specialist*, Environmental and Forest Biology Faculty; A.A.S., State University of New York Agricultural and Technical College at Alfred, 1965; Chancellor's Award for Excellence in Professional Service, 1989

EDWIN H. WHITE (1980), *Dean of Research Programs and Professor*, Forestry Faculty; *Director*, NY Center for Forest Research and Development; Certificate, State University College of Forestry (Ranger School), 1959; B.S., State University College of Forestry at Syracuse University, 1962; M.S., 1964; Ph.D., Auburn University, 1969

EVA D. WILLIAMS (1990), *Senior Admissions Advisor*, Student Affairs and Educational Services; B.A., State University of New York at Binghamton, 1982

JAMES L. WILLIAMSON (1980), *Associate Librarian*, F. Franklin Moon Library; B.A., State University of New York at Albany, 1971; M.L.S., 1973

WILLIAM T. WINTER (1988), *Professor*, Chemistry Faculty; and *Director*, Cellulose Research Institute; Associate Member, Polymer Research Institute; B.S., State University College of Forestry at Syracuse University, 1966; Ph.D., State University of New York College of Environmental Science and Forestry, 1974

JOHN J. WOODIN (1979), *Facilities Program Coordinator*, SUNY Campus Environmental Improvement Program; B.S., State University of New York College of Environmental Science and Forestry, 1984

JAMES J. WORRALL (1986), *Associate Professor*, Environmental and Forest Biology Faculty; B.S., University of Alaska/Fairbanks, 1976; M.S., University of California at Berkeley, 1978; Ph.D., 1982

RUTH D. YANAI (1994), *Assistant Professor*, Forestry Faculty; B.A., Yale University, 1981; M.Phil., 1987; Ph.D., 1990

JIN YOSHIMURA (1994), *Adjunct Assistant Professor*, Environmental and Forest Biology Faculty; B.S., Chiba University, 1978; Ph.D., SUNY College of Environmental Science and Forestry, 1989

YOUXIN YUAN (1991), *Research Scientist*, Chemistry Faculty; B.S., Shanghai Institute of Technology, 1982; M.S., SUNY College of Environmental Science and Forestry, 1987; Ph.D., Syracuse University, 1991

RICHARD G. ZEPP (1996), *Adjunct Professor*, Chemistry Faculty; B.S., Furman University, 1963; Ph.D., Florida State University, 1969

LIANJIUN ZHANG (1994), *Assistant Professor*, Forestry Faculty; B.S., Shandong Agricultural University, 1982; M.S., University of Idaho, 1987; Ph.D., 1990

WAYNE C. ZIPPERER (1990), *Adjunct Assistant Professor*, Forestry Faculty; B.S., Kent State University, 1975; M.S., 1979; Ph.D., State University of New York College of Environmental Science and Forestry, 1987

JEANNETTE ZOCOLILLO (1984), *Property Control Coordinator*, Forest Properties; A.A.S., Villa Maria College, 1967; President's ESF Quality of Worklife, Award 1998

EMERITUS

MAURICE M. ALEXANDER (1949-1983), *Professor Emeritus*; B.S., New York State College of Forestry, 1940; M.S., University of Connecticut, 1942; Ph.D., State University College of Forestry at Syracuse University, 1950

DAVID G. ANDERSON (1959-1991), *Vice President for Administration Emeritus*, A.A.S., State University College of Forestry (Ranger School), 1959; B.S., State University College of Forestry at Syracuse University, 1953; M.S., University of Utah, 1958; M.P.A., Syracuse University, 1974

GEORGE R. ARMSTRONG (1950-1981), *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.S., 1959; Ph.D., 1965

JAMES P. BAMBACHT (1967), *Professor Emeritus*; A.B., Kalamazoo College, 1954; M.S., The Institute of Paper Chemistry, 1956; Ph.D., State University of New York College of Environmental Science and Forestry, 1973

C. ELLISON BECK (1970-1985), *Technical Specialist Emeritus*

DONALD F. BEHREND (1960-1988), *Professor Emeritus*; B.S., University of Connecticut, 1958; M.S., 1960; Ph.D., State University College of Forestry at Syracuse University, 1966

LAWRENCE J. BELANGER (1947-1965), *Registrar Emeritus*; *Professor Emeritus*; B.S., Syracuse University, 1932; M.S., New York State College for Teachers, Albany, 1941

JOHN D. BENNETT (1960-1994), *Professor Emeritus*; B.A., Ohio Wesleyan University, 1954; Ph.D., Syracuse University, 1968; Chancellor's Award for Excellence in Teaching, 1973

JEROME BREZNER (1961-1995), *Professor Emeritus*; A.B., University of Rochester, 1952; A.M., University of Missouri, 1956; Ph.D., 1959

RHONDDA K. CASSETTA (1973-1981), *Associate for Institutional Research Emeritus*; A.B., Elmira College, 1933

DANIEL M. CASTAGNOZZI (1956-1977), *Professor Emeritus and Director Emeritus*; A.A.S., State University College of Forestry (Ranger School), 1959; B.S.F., University of Michigan, 1952; M.F., State University College of Forestry at Syracuse University, 1957

ROBERT E. CHAMBERS (1967-1995), *Professor Emeritus*; B.S., Pennsylvania State University, 1954; M.S., 1956; Ph.D., Ohio State University, 1972

ROLLA W. COCHRAN (1964-1990), *Associate Professor Emeritus*; B.A., Denison University, 1949; M.S., Ohio State University, 1951

WILFRED A. CÔTÉ, JR. (1950-1991), *Distinguished Service Professor Emeritus*; B.S., University of Maine, 1949; M.F., Duke University, 1950; Ph.D., State University College of Forestry at Syracuse University, 1958

JAMES E. COUFAL (1961-1997), *Professor Emeritus*, Forestry Faculty; Certificate, State University College of Forestry (Ranger School), 1957; B.S., State University College of Forestry at Syracuse University, 1960; M.S., 1962; Ed.S., State University of New York at Albany, 1976

PHILLIP J. CRAIG (1968-1994), *Professor Emeritus*; B.S.F., Pennsylvania State University, 1954; M.S., 1960; Ph.D., 1964

TIBERIUS CUNIA (1968-1993), *Professor Emeritus*; Forest Engineer, Ecole Nat. des Eaux et Forêts, Nancy-France, 1951; M.S., McGill University, Montreal, Canada, 1957

BENJAMIN V. DALL (1975-1994), *Professor Emeritus*; B.S., Yale University, 1955; M.F., 1956; J.D., University of Virginia, 1959; Ph.D., Pennsylvania State University, 1972

ROBERT W. DAVIDSON (1957-1991), *Professor Emeritus*; B.S., Montana State University, 1948; M.S., State University College of Forestry at Syracuse University, 1956; Ph.D., 1960

RUSSELL C. DECKERT (1952-1976), *Professor Emeritus*; B.S.F., University of Georgia, 1938; M.F., Duke University, 1943

SALVACION DE LAPAZ (1973-1997), *Associate Librarian Emeritus*, F. Franklin Moon Library; B.S.L.S., University of the Philippines, 1956; M.S.L.S., Simmons College, 1962

CARLTON W. DENCE (1951-1991), *Professor Emeritus*; B.S., Syracuse University, 1947; M.S., State University College of Forestry at Syracuse University, 1949; Ph.D., 1959

DANIEL L. DINDAL (1966-1993), *Distinguished Teaching Professor Emeritus*; B.S. Ed. and B.S. Agri., Ohio State University, 1958; M.A., 1961; Ph.D., 1967; Chancellor's Award for Excellence in Teaching, 1974

GEORGE F. EARLE (1952-1983), *Professor Emeritus*; B.F.A., Syracuse University, 1937; M.F.A., Yale University, 1946

JOHN H. ENGELKEN (1952-1982), *Forest Property Manager Emeritus*; B.S.F., Utah State University, 1950

ARTHUR R. ESCHNER (1964-1991), *Professor Emeritus*, B.S., State University College of Forestry at Syracuse University, 1950; M.S., Iowa State College, 1952; Ph.D., State University College of Forestry at Syracuse University, 1965

JEAN E. FISHER (1950-52) (1963-1981), *Senior Research Associate Emeritus*; B.S., University of Idaho, 1941

ROBERT L. FRIEDMAN (1967-1985), *Director of Admissions Emeritus*; A.B., Syracuse University, 1952; M.A., 1954

RUSSELL E. GETTY (1966-1973), *Professor Emeritus*, B.S., Iowa State College, 1936; M.S., 1951

PAUL F. GRAVES (1947-1988), *Professor Emeritus*; B.S., New York State College of Forestry, 1939; M.S., 1941; Ph.D., Syracuse University, 1949

DONALD F. GREEN (1965-1978), *Registrar Emeritus*; A.B., New York State College for Teachers, Albany, 1942; M.S., 1950

DAVID L. HANSELMAN (1963), *Professor Emeritus*, Landscape Architecture Faculty; B.S., Cornell University, 1957; M.S., 1958; Ph.D., Ohio State University, 1963

ROY C. HARTENSTEIN (1959-1965) (1967-1989), *Professor Emeritus*; B.S., State Teachers College at Buffalo, 1953; M.S., Syracuse University, 1957; Ph.D., State University College of Forestry at Syracuse University, 1959

ROBERT D. HENNIGAN (1967-1994), *Professor Emeritus*, B.C.E., Manhattan College, 1949; M.A., Syracuse University, 1964

WILLIAM HOLTZMAN (1987-1997), *Associate Professor Emeritus*, Paper Science and Engineering Faculty; B.S.Ch.E., Pennsylvania State University, 1953; M.S., Lawrence University (The Institute of Paper Chemistry), 1955; Ph.D., 1959

ALLEN F. HORN, JR. (1957-1993), *Professor Emeritus*; B.S., Michigan State University, 1950; M.S., 1951; Ph.D., State University College of Forestry at Syracuse University, 1957; LL.B., Syracuse University, 1967

JOEL R. HOWARD (1974-1997), *Assistant Professor Emeritus*, Forestry Faculty: *Director*, Summer Program in Field Forestry; Certificate, New York State Ranger School, 1966; B.S., State University of New York College of Environmental Science and Forestry, 1973; M.S., 1978; Ph.D., North Carolina State University, 1986

EDWIN C. JAHN (1938-1972), *Dean Emeritus and Professor Emeritus*; B.S., New York State College of Forestry, 1925; M.S., 1926; Ph.D., McGill University, 1929

ROBERT V. JELINEK (1972-1993), *Professor Emeritus*, B.S., Columbia University, 1945; M.S., 1947; Ph.D., 1953

HAZEL S. JENNISON (1965-1984), *Research Associate Emeritus*; B.S., Western Kentucky State University, 1941; M.S., Syracuse University, 1966

DIANNE M. JUCHIMEK (1967-1997), *Associate Librarian Emeritus*, F. Franklin Moon Library; B.S., University of Illinois, 1965; M.S.L.S., Syracuse University, 1967

EDWIN H. KETCHLEDGE (1955-1985), *Distinguished Teaching Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.S., 1950; Ph.D., Stanford University, 1957

THEODORE J. KOCHANEK (1971-1976), *Director of Physical Plant Emeritus*

DONALD E. KOTEN (1961-1997), *Professor Emeritus*, Forestry Faculty; B.A., North Central College, 1951; B.S., Oregon State College, 1957; Ph.D., State University College of Forestry at Syracuse University, 1966

RONALD F. LAPLAINE (1948-1983), *Technical Specialist Emeritus*

CHARLES C. LARSON (1950-1983), *Professor Emeritus*; A.S., North Dakota State School of Forestry, 1938; B.S., University of Minnesota, 1940; M.S., University of Vermont, 1943; Ph.D., State University College of Forestry at Syracuse University, 1952

RICHARD V. LEA (1967-1985), *Professor Emeritus*; B.S., New York State College of Forestry, 1946; M.S., State University College of Forestry at Syracuse University, 1948; Ph.D., 1953

CHARLES N. LEE (1959-1995), *Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; B.C.E., Syracuse University, 1957; M.C.E., 1959

BENGT LEOPOLD (1961-1985), *Professor Emeritus*; B.Sc., Royal Institute of Technology, Stockholm, 1947; Licentiat, 1949; Ph.D., 1952

PHILIP LÜNER (1957-1995), *Senior Research Associate Emeritus*, Associate Member, Polymer Research Institute; B.Sc., University of Montreal (Loyola College), 1947; Ph.D., McGill University, 1951

RICHARD E. MARK (1970-1993), *Senior Research Associate Emeritus*; B.S., State University College of Forestry at Syracuse University, 1950; Master of Forestry, Yale University, 1960; Doctor of Forestry, 1965

CHARLES E. MARTIN II (1962-1990), *Professor Emeritus*; B.S., Duke University, 1953; M.F., 1954

HOWARD C. MILLER (1950-1982), *Professor Emeritus and Extension Specialist Emeritus*; B.S., New York State College of Forestry, 1941; Ph.D., Cornell University, 1951

RICHARD W. MILLER (1966-1995), *Director of the Forest Technology Program of the Forestry Faculty Emeritus*, Certificate, State University College of Forestry (Ranger School), 1959; B.S., State University College of Forestry at Syracuse University, 1956; M.S., State University of New York College of Environmental Science and Forestry, 1984

RAYMOND A. MOORE (1954-1985), *Associate Professor Emeritus*; B.S.F., West Virginia University, 1951; M.S., North Carolina State College, 1952

JOHN L. MORRISON (1946-1971), *Professor Emeritus*; A.B., University of Nebraska, 1933; A.M., 1935; Ph.D., University of California, 1941

ROBERT S. NORTH (1975-1993), *Registrar Emeritus*, A.B., Syracuse University, 1952

DAVID G. PALMER (1966-1995), *Professor Emeritus*; B.S., General Motors Institute, 1962; M.S., Syracuse University, 1964; Ph.D., 1975

NICK J. PARADISO, JR. (1988), *Vice President for Administration Emeritus*; B.A., Syracuse University, 1965

HARRISON H. PAYNE (1964-1987), *Vice President for Student Affairs Emeritus and Professor Emeritus*; B.S., State University College of Forestry at Syracuse University, 1950; M.Ed., St. Lawrence University, 1955; Ed.D., Cornell University, 1963

JANIS PETRICEKS (1968-1991), *Professor Emeritus*; Diploma in Forestry, University of Freiburg, 1950; M. Agr., Interamerican Institute of Agricultural Sciences, 1956; Ph.D., State University College of Forestry at Syracuse University, 1968

- ROBERT B. RAYMISH (1956-1983), *Assistant Director of Physical Plant Emeritus*
- ROBERT G. REIMANN (1962-1997), *Professor Emeritus*, Landscape Architecture Faculty; B.S., State University College of Forestry at Syracuse University, 1954
- KERMIT E. REMELE (1962-1991), *Associate Professor Emeritus*; Diploma, New York State College of Forestry (Ranger School), 1943; B.S., State University College of Forestry at Syracuse University, 1949; M.F., University of Michigan, 1952
- NORMANA. RICHARDS (1963-1997), *Professor Emeritus*, Forestry Faculty; B.S., State University College of Forestry at Syracuse University, 1957; M.S., Cornell University, 1959; Ph.D., State University College of Forestry at Syracuse University, 1968
- SAMUEL ROTHENBERG (1946-1986), *Senior Research Associate Emeritus*; B.S., New York State College of Forestry, 1943; M.S., State University College of Forestry at Syracuse University, 1964
- RALPH A. SANDERS (1979-1997), *Professor Emeritus*; Environmental Studies Faculty; B.A., Dartmouth College, 1963; M.S., Pennsylvania State University, 1968; Ph.D., University of Minnesota, 1974
- ANATOLE SARKO (1967-1997), *Professor Emeritus*, Chemistry Faculty; and *Associate Member*, Polymer Research Institute, Cellulose Research Institute; B.S., Upsala College, 1952; M.S., New York University, 1960; Ph.D., State University College of Forestry at Syracuse University, 1966
- MICHAIL SCHAEDLE (1965-1994), *Professor Emeritus*; B.S., University of British Columbia, 1957; M.S., 1959; Ph.D., University of California, 1964
- CONRADSCHUERCH (1949-1983), *Distinguished Professor Emeritus*; Associate Member, Polymer Research Institute; B.S., Massachusetts Institute of Technology, 1940; Ph.D., 1947
- BRADFORD G. SEARS (1941-1976), *Dean Emeritus*; *Professor Emeritus*; B.S., New York State College of Forestry, 1939; M.S., State University College of Forestry at Syracuse University, 1948
- ROBERT M. SILVERSTEIN (1969-1986), *Professor Emeritus*; B.S., University of Pennsylvania, 1937; M.S., New York University, 1941; Ph.D., 1949
- JOHN B. SIMEONE (1948-1983), *Professor Emeritus*; B.S., Rhode Island State College, 1942; M.F., Yale University, 1948; Ph.D., Cornell University, 1960
- CHRISTEN SKAAR (1946-1948) (1949-1976), *Professor Emeritus*; B.S., New York State College of Forestry, 1943; M.S., State University College of Forestry at Syracuse University, 1948; Ph.D., Yale University, 1957
- JOHANNES SMID (1956-57) (1960-1995), *Professor Emeritus*; Associate Member, Polymer Research Institute; B.Sc., Free University, Amsterdam, 1952; M.Sc., 1954; Ph.D., State University College of Forestry at Syracuse University, 1957
- KENNETH J. SMITH, JR. (1968-1995), *Professor Emeritus*; Associate Member, Polymer Research Institute; B.A., East Carolina University, 1957; M.A., Duke University, 1959; Ph.D., 1962
- LEROY C. STEGEMAN (1929-1965), *Professor Emeritus*; B.S., Michigan State College, 1928; M.S., University of Michigan, 1929
- DENNIS O. STRATTON (1978-1997), *Director of Admissions and Inter-Institutional Relations Emeritus*, Student Affairs and Educational Services; B.S., State University of New York College at Cortland, 1965; M.S., 1966; Chancellor's Award for Excellence in Professional Service, 1995
- WESLEY E. SUHR (1974-1988), *Associate Professor Emeritus*; B.S., University of Minnesota, 1958; M.S., University of Arizona, 1965
- VIVIAN R. SUTTON (1962-1976), *Associate Professor Emeritus*; B.A., Oberlin College, 1934; M.A., Bryn Mawr College, 1937; Ph.D., 1942
- MICHAEL M. SZWARC (1952-1979), *Distinguished Professor Emeritus*; Associate Member, Polymer Research Institute; Ch.E., Warsaw Polytechnic College, 1932; Ph.D., Hebrew University, 1945; Ph.D., Manchester University, 1947; D.Sc., 1949
- STUART W. TANENBAUM (1973-1993), *Collegewide Professor Emeritus*; Associate Member, Polymer Research Institute; B.S., City College of New York, 1944; Ph.D., Columbia University, 1951; NYS/UUP Excellence Award, 1990
- WILLIAM C. TIERSON (1949-1983), *Director of Wildlife Research Emeritus*; B.S., State University College of Forestry at Syracuse University, 1949; M.F., 1967
- TOR E. TIMELL (1951) (1962-1995), *Professor Emeritus*; Associate Member, Polymer Research Institute; Civiling., Royal Institute of Technology, Stockholm, 1946; Tekn. lic., 1948; Teck. Dr., 1950
- FREDRICK A. VALENTINE (1956-1995), *Professor Emeritus*; B.S., St. Cloud State Teachers College, 1949; M.S., University of Wisconsin, 1953; Ph.D., 1957; NYS/UUP Excellence Award, 1990
- ARTHUR T. VIETTEL (1946-1975), *Associate Professor Emeritus*; B.S., New York State College of Forestry, 1942; Ph.D., State University College of Forestry at Syracuse University, 1954
- DANIEL C. WALTON (1963-1991), *Professor Emeritus*; B.Ch.E., University of Delaware, 1955; Ph.D., State University College of Forestry at Syracuse University, 1962
- CHUN-JUAN K. WANG (1959-1997), *Professor Emeritus*, Environmental and Forest Biology Faculty; B.S., Taiwan University, 1950; M.S., Vassar College, 1952; Ph.D., State University of Iowa, 1955; Chancellor's Award for Excellence in Teaching, 1990
- WILLIAM L. WEBB (1937-1975), *Professor Emeritus*; *Dean Emeritus*; B.S., University of Minnesota, 1935; M.S., 1940; Ph.D., Syracuse University, 1950
- DONALD F. WEBSTER (1973-1995), *Librarian Emeritus*; B.A., Hofstra University, 1959; M.L.S. and Diploma in Library Education, Queens College; City University of New York, 1965; Ph.D., Syracuse University, 1983
- SIDNEY A. WHITT (1968-1976), *Professor Emeritus*; B.S., University of Alabama, 1933; M.S., Massachusetts Institute of Technology, 1937; D. Engr. Sc., New York University, 1962
- HUGH E. WILCOX (1954-1986), *Professor Emeritus*; B.S., University of California, 1938; M.S., New York State College of Forestry, 1940; Ph.D., University of California, 1950
- JOHN M. YAVORSKY (1948-56) (1967-1984), *Professor Emeritus and Dean of Continuing Education Emeritus*; B.S., New York State College of Forestry, 1942; M.S., 1947; Ph.D., State University College of Forestry at Syracuse University, 1955
- ROBERT A. ZABEL (1947-1985), *Professor Emeritus*; B.S., University of Minnesota, 1938; M.S., New York State College of Forestry, 1941; Ph.D., State University College of Forestry at Syracuse University, 1948

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ADDITIONAL INFORMATION

Additional information is available upon request from any of the addresses found on the inside front cover. This undergraduate/graduate catalog was published by the College of Environmental Science and Forestry, July 1998.

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The State University of New York College of Environmental Science and Forestry is accredited by the Middle States Association of Colleges and Secondary Schools: the B.S. degree program in resources management with an option in forestry is accredited by the Society of American Foresters; the A.A.S. degree program in forest technology is recognized by the Society of American Foresters; the B.L.A. and M.L.A. degree programs in landscape architecture are accredited by the American Society of Landscape Architects; and the B.S. degree program in forest engineering is accredited by the Accreditation Board for Engineering and Technology.



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Affirmative Action Officer Judith J. Kimberlin, Assistant Director of Personnel and Affirmative Action, 217 Bray Hall.



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To help ensure the safety, quality and healthfulness of the teaching, learning and working conditions at the SUNY College of Environmental Science and Forestry, smoking within College-owned and controlled buildings and facilities will not be permitted except in explicitly designated areas. Smoking in College-owned vehicles is prohibited.

**State University of New York
College of Environmental Science and Forestry
1 Forestry Drive
Syracuse, New York 13210 - 2778**



