

2008

Academic Catalog: 2008-2009

State University of New York College of Environmental Science and Forestry

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State University of New York
College of Environmental Science and Forestry

About This Catalog

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 SUNY College of Environmental Science and Forestry.

Additional information is available upon request from any addresses found below.

Accreditation

The State University of New York College of Environmental Science and Forestry is accredited by the Middle States Commission on Higher Education.

The bachelor of science degree in forest resource management is accredited by the Society of American Foresters (SAF). SAF is recognized by the Commission on Recognition of Postsecondary Accreditation as the specialized accrediting body for forestry in the United States.

The bachelor of science degree in wood products engineering with the wood products concentration is accredited by the Society of Wood Science and Technology.

The bachelor of science degree in forest engineering is accredited by the Engineering Accreditation Commission/Accreditation Board for Engineering and Technology.

The bachelor of science degree in paper engineering is accredited by the Engineering Accreditation Commission/Accreditation Board for Engineering and Technology.

The bachelor of landscape architecture and master of landscape architecture degrees are accredited by the Landscape Architectural Accreditation Board.

The joint program in science teaching leading to teacher certification (offered in collaboration with the School of Education at Syracuse University) is accredited by the National Council for Accreditation on Teacher Education.

Equal Opportunity and Affirmative Action

The State University of New York College of Environmental Science and Forestry values diversity. We welcome and appreciate all people in order to become a community of equality and diversity.

SUNY-ESF will provide equal opportunity and will not discriminate because of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or status as a special disabled veteran, Vietnam Era veteran, or other disabled veteran.

The coordinator for 503-504 Programs and the Americans With Disabilities Act is Connie S. Webb, Vice President for Administration, 208 Bray Hall.

Crime Statistics

A copy of the State University of New York College of Environmental Science and Forestry campus crime statistics as reported annually to the U.S. Department of Education will be provided upon request to University Police at 315-470-6666. Information can also be obtained from the U.S. Department of Education website at <http://ope.ed.gov/security>.

Collegewide Smoking Policy

New York State legislation regulates smoking in all workplaces. Effective July 24, 2003, smoking is prohibited in all indoor areas on College property. Individuals who choose to smoke may do so outdoors, no closer than 20 feet from building openings such as doors, windows, air intakes, loading docks or similar structures, or in any area where flammable substances or combustible materials are used or stored. Smoking also is prohibited in all College vehicles.

2008 - 2009 General Catalog

| | |
|---|-----|
| Academic Calendar | 3 |
| State University of New York | 4 |
| Introducing ESF | 5 |
| Academic Programs | 6 |
| Academic Policies | 18 |
| Admission | 23 |
| Expenses | 27 |
| Financial Aid | 29 |
| Student Life | 35 |
| The Campuses | 37 |
| College Research and Outreach | 40 |
| Division of Engineering | 47 |
| Division of Environmental Science | 52 |
| Department of Chemistry | 57 |
| Department of Construction Management and Wood Products Engineering | 61 |
| Department of Environmental and Forest Biology | 65 |
| Department of Environmental Resources and Forest Engineering | 76 |
| Department of Environmental Studies | 78 |
| Department of Forest and Natural Resources Management | 83 |
| Department of Landscape Architecture | 91 |
| Department of Paper and Bioprocess Engineering | 98 |
| The Ranger School | 104 |
| ESF Directory | 107 |
| Faculty and Professional Staff | 108 |
| Course Descriptions | 121 |

Academic Calendar

www.esf.edu/registrar

Syracuse Campus

Fall 2008

Residence Halls Open
New Student Orientation Program
Registration for New Students
Classes Begin
Labor Day (no classes)
Last Day to Add a Class
Eid Ul-Fitr (no classes or exams)
Yom Kippur (no classes or exams)
Last Day to Drop a Class
Advising
Registration for Spring 2009
Thanksgiving Recess
ESF Convocation
Last Day of Classes
Reading Days

Exam Period

Wednesday, August 20
Wednesday-Sunday, August 20-24
Saturday, August 23
Monday, August 25
Monday, September 1
Tuesday, September 2
Tuesday, September 30
Thursday, October 9
Tuesday, October 21
Monday-Friday, November 3-7; Monday-Tuesday, November 10-11
Wednesday-Friday, November 12-14; Monday-Friday, November 17-21
Wednesday-Sunday, November 26-30
Friday, December 5
Friday, December 5
Saturday-Sunday, December 6-7; Tuesday morning, December 9;
Thursday morning, December 11
Monday, December 8; Tuesday afternoon, December 9; Wednesday, December 10;
Thursday afternoon, December 11; Friday, December 12

Spring 2009

Orientation, Advising, and
Registration for New Students
Classes Begin
Martin Luther King Day (no classes)
Last Day to Add a Class
Spring Recess
Last Day to Drop a Class
Easter Break (no classes)
Advising Week
Registration for Fall 2009
Last Day of Classes
Reading Days
Exam Period
ESF Convocation
Commencement

Sunday, January 11
Monday, January 12
Monday, January 19
Tuesday, January 20
Sunday-Sunday, March 8-15
Tuesday, March 17
Friday, April 10
Monday-Thursday, March 30-April 2
Friday, April 3; Monday-Thursday, April 6-9; Monday-Tuesday, April 13-14
Tuesday, April 28
Wednesday, April 29; Saturday-Sunday, May 2-3
Thursday-Friday, April 30-May 1; Monday-Wednesday, May 4-6
Saturday, May 9
Sunday, May 10

Wanakena Campus

Fall 2008

Campus Opens
Orientation/Registration
Classes Begin
Labor Day (no classes)
Columbus Day (no classes)
Thanksgiving Recess
Semester Ends

Sunday, August 17
Sunday-Tuesday, August 17-19
Wednesday, August 20
Monday, September 1
Monday, October 13
Wednesday-Sunday, November 26-30
Friday, December 19

Spring 2009

Classes Begin
Martin Luther King Day (no classes)
Spring Recess
Graduation

Monday, January 12
Monday, January 19
Saturday-Sunday, March 21-29
Saturday, May 16

State University of New York

SUNY Board of Trustees

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University Administration

Chancellor of the University: John B. Clark (Interim)

About the State University of New York

www.suny.edu

The 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 largest comprehensive system of public higher education.

- SUNY's 64 campuses are divided into four categories, based on educational mission, the kinds of academic opportunities available, and degrees offered. These are university centers/doctoral granting institutions, university colleges, technology colleges, and community colleges. Together they offer the widest selection of higher education opportunities in the U.S.
- The State University offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, associate degrees, 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 7,669 degree and certificate programs overall.
- SUNY 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.

- SUNY has a total enrollment of 427,000. Students pursue traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College.
- SUNY students are predominantly New York State residents, representing every one of the state's 62 counties. SUNY students also come from every other state in the United States, the District of Columbia, from four U.S. territories, and 168 foreign countries.
- The State University enrolls 40 percent of all New York State high school graduates, and its total enrollment (full-time and part-time) is approximately 37 percent of the state's entire higher education student population.
- SUNY students represent the society that surrounds them. In fall 2007, 19.9 percent of all students were minorities and full-time minority faculty members made up more than 12.5 percent of all full-time SUNY faculty.
- As of fall 2007, the University had nearly 2.5 million graduates on its rolls. The majority of the University's alumni reside and pursue careers in communities across New York, contributing to the economic and social vitality of the state's people.
- SUNY is committed to bringing its students the very best and brightest scholars, scientists, artists and professionals. SUNY campuses boast nationally and internationally recognized faculty in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors.
- SUNY's 30,000 faculty have won awards including the Nobel Prize, Pulitzer Prize, Fields Medal, Dirac Medal, National Medal of Science, and Grammy, Emmy and Tony awards.
- State University 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 and the supermarket bar code scanner, 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 that benefit society.

Introducing ESF

Vision

A better world through environmental discovery.

Mission

The mission of the College of Environmental Science and Forestry is to advance knowledge and skills and to promote the leadership necessary for the stewardship of both the natural and designed environments.

The State University of New York College of Environmental Science and Forestry (ESF) is recognized and emulated all over the world.

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

Under the leadership of its first dean, Hugh P. Baker, ESF looked to serve the broad needs of environmental professionalism. As other forestry schools became more specialized, ESF expanded its scope to include such essentials of environmental science as design, engineering, life sciences and resource management.

The College is a doctoral-granting institution, one of only 13 in the 64-campus SUNY system, with highly focused research and service programs that reach across the globe to search for new knowledge and to improve the quality of life. Students share in the vast array and excitement of these opportunities through direct contact with distinguished faculty and researchers. They gain plenty of hands-on experience in conducting scientific research and applying the results of their work. Quality instruction and experiential learning opportunities for students top ESF's priorities.

About 2,000 students are enrolled at the College's main campus in Syracuse, N.Y. The College also features a number of regional campuses located on more than 25,000 acres of forest property throughout Central New York and the Adirondack Park. ESF's Ranger School campus in Wanakena, N.Y. offers the College's associate degree programs in forest technology and land surveying technology in an environment renowned for its natural beauty and abundant recreational opportunities.

ESF's students are divided almost equally between men and women. About one-third of the total student body comprises graduate students. Most students who attend ESF are residents of New York, but the campus draws students from throughout the U.S. and from more than 30 different foreign countries. The ethnic and geographic diversity of ESF undergraduates has risen steadily over the last 15 years.

The size of the student population means students receive a lot of individual attention from faculty and staff. The student-faculty ratio is 12-to-1 at the Syracuse campus and 7-to-1 at The Ranger School. Students get to know one another and form long-lasting friendships.

But the close nature of the ESF community is not inhibiting. The Syracuse campus is located adjacent to Syracuse University, a major private university with big-time sports and more than 300 student and professional clubs and organizations. ESF students have the advantage of being considered students at both institutions.

ESF and SU have a dynamic and long-standing partnership that goes back to the founding of the College. From the beginning, the College has contracted with SU to provide accessory instruction, athletic programs, health and counseling services, library facilities

and other services for students. In a very real sense, ESF students have the best of both worlds — the intimacy and intellectual atmosphere of a small dynamic college and the exciting atmosphere of one of the nation's leading university centers.

SU enrolls a total of about 19,000 students at its main and branch campuses, including 12,000 undergraduates. Students select from more than 200 majors available within the University's nine colleges, which include the prestigious Maxwell School of Citizenship and Public Affairs and the S.I. Newhouse School of Public Communications.

ESF and SU together are located 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 renowned Everson Museum of Art, and several excellent theater companies. The Syracuse Symphony Orchestra is one of the nation's finest, and the downtown OnCenter and Landmark Theater feature performing artists from around the world. The area is home to several colleges and universities. The State University of New York Upstate Medical University, 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 Institute of Technology, SUNY Morrisville, SUNY Oswego and Utica College.

There are more than 50 state, county and city parks in the area and several nature centers. 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.

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 Hancock International Airport, Amtrak, and major bus lines, which make it a convenient home for students and faculty alike.

Students come to ESF because they care about the environment and want to make the world a better place to live. They're smart and hardworking, and ready to apply what they've learned in real-world situations.

As society becomes increasingly concerned about the environment, ESF graduates find their services in demand. 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.

Academic Programs

Degree Programs and Areas of Study

ESF is authorized by the New York State Department of Education to offer undergraduate and graduate degree programs as described in this catalog. The Higher Education General Information Survey (HEGIS) code is the number assigned to programs registered by the commissioner of the New York State Department of Education. The Classification of Instructional Programs (CIP) Code allows the U.S. Department of Education to track educational programs for financial aid eligibility. Enrollment in programs that are not registered or otherwise approved may jeopardize a student's eligibility for certain financial aid programs. Program descriptions and coursework requirements of the individual academic programs may be found on the page numbers listed with the program title.

Associate in Applied Science (A.A.S.)

Forest Technology (HEGIS Code 5403, CIP Code 030599)
The Ranger School, page 104 and www.rangerschool.esf.edu

Land Surveying Technology (HEGIS Code 5309, CIP Code 151102)
The Ranger School, page 104 and www.rangerschool.esf.edu

Bachelor of Landscape Architecture (B.L.A.)

Landscape Architecture (HEGIS Code 0204, CIP Code 040601)
Department of Landscape Architecture, page 91 and www.esf.edu/la

Bachelor of Science (B.S.)

Aquatic and Fisheries Science (HEGIS Code 0115, CIP Code 261304)
Department of Environmental and Forest Biology, page 65 and www.esf.edu/efb

Bioprocess Engineering (HEGIS Code 0905, CIP Code 140501)
Department of Paper and Bioprocess Engineering, page 98 and www.esf.edu/bpe

Biotechnology (HEGIS Code 0499, CIP Code 261201)
Department of Environmental and Forest Biology, page 65 and www.esf.edu/efb

Chemistry (HEGIS Code 1905, CIP Code 400501)
with options in biochemistry and organic chemistry of natural products, environmental chemistry, or natural and synthetic polymer chemistry.
Department of Chemistry, page 57 and www.esf.edu/chemistry

Conservation Biology (HEGIS Code 0420, CIP Code 261307)
Department of Environmental and Forest Biology, page 65 and www.esf.edu/efb

Construction Management (HEGIS Code 0599, CIP Code 469999)
with elective concentration in sustainable construction and renewable materials.
Department of Construction Management and Wood Products Engineering, page 61 and www.esf.edu/cmwpe

Environmental Biology (HEGIS Code 0420, CIP Code 261305)
Department of Environmental and Forest Biology, page 65 and www.esf.edu/efb

Environmental Science (HEGIS Code 0420, CIP Code 030104) with options in renewable energy, environmental information and mapping, watershed science, health and the environment, earth and atmospheric systems science, environmental analysis, or environmental engineering science.

Division of Environmental Science, page 52 and www.esf.edu/environmentalscience/bses.htm

Environmental Studies (HEGIS Code 0201, CIP Code 030101) with options in biological science applications, environmental policy, or environmental communication and culture.
Department of Environmental Studies, page 78 and www.esf.edu/es

Forest Ecosystem Science (HEGIS Codes 0114, CIP Code 030502)
Department of Forest and Natural Resources Management, page 83 and www.esf.edu/for

Forest Engineering (HEGIS Code 0999, CIP Code 140101)
Department of Environmental Resources and Forest Engineering, page 76 and www.esf.edu/erfeg

Forest Health (HEGIS Code 0114, CIP Code 030599)
Department of Environmental and Forest Biology, page 65 and www.esf.edu/efb

Forest Resources Management (HEGIS Code 0115, CIP Code 030501)
Department of Forest and Natural Resources Management, page 83 and www.esf.edu/for

Natural History and Interpretation (HEGIS Code 0499, CIP Code 269999)
Department of Environmental and Forest Biology, page 65 and www.esf.edu/efb

Natural Resources Management (HEGIS Code 0115, CIP Code 030201)
Department of Forest and Natural Resources Management, page 83 and www.esf.edu/for

Paper Engineering (HEGIS Code 0999, CIP Code 149999,) with a minor in management. Department of Paper and Bioprocess Engineering, page 98 and www.esf.edu/pse

Paper Science (HEGIS Code 0999, CIP Code 149999) with a minor in management.
Department of Paper and Bioprocess Engineering, page 98 and www.esf.edu/pse

Wildlife Science (HEGIS Code 0107, CIP Code 260709)
Department of Environmental and Forest Biology, page 65 and www.esf.edu/efb

Wood Products Engineering (HEGIS Code 0999, CIP Code 030509)
with elective concentrations in sustainable construction and renewable materials, marketing and production, or wood science.
Department of Construction Management and Wood Products Engineering, page 61 and www.esf.edu/cmwpe

Bachelor of Landscape Architecture/ Master of Science

B.L.A./M.S. Fast-Track (HEGIS Code 0204, CIP Code 040601)
Department of Landscape Architecture, page 91 and www.esf.edu/la

Advanced (Graduate) Certificates

Advanced Engineering Tools (HEGIS Code 0999, CIP Code 149999)
Division of Engineering, Department of Environmental Resources and Forest Engineering, page 47 and www.esf.edu/erfeg

Bioprocessing (HEGIS Code 0199, CIP Code 019999)
Division of Engineering, Department of Paper and Bioprocess Engineering, page 50 and www.esf.edu/pse

Environmental Decision Making (HEGIS Code 0420)

Division of Environmental Science, page 52 [restricted to students matriculated at Syracuse University]

Master of Forestry (M.F.)**Forest Management and Operations** (HEGIS Code 0115)

Department of Forest and Natural Resources Management, page 87 and www.esf.edu/for

Master of Landscape Architecture (M.L.A.)

Landscape Architecture (HEGIS Code 0204, CIP Code 040601) with areas of study in community design and planning, cultural landscape studies and conservation, or landscape and urban ecology.

Department of Landscape Architecture, page 94 and www.esf.edu/la

Master of Professional Studies (M.P.S.)

Environmental and Forest Biology (HEGIS Code 0499, CIP Code 261305) with areas of study in applied ecology, chemical ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant biotechnology, or plant science and biotechnology.

Department of Environmental and Forest Biology, page 71 and www.esf.edu/efb

Environmental and Forest Chemistry (HEGIS Code 1905, CIP Code 400599) with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry.

Department of Chemistry, page 58 and www.esf.edu/chemistry

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **construction management and wood products engineering** and areas of study in construction and construction management or wood science and technology.

Division of Engineering, Department of Construction Management and Wood Products Engineering, page 47 and www.esf.edu/wpe

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **forest engineering** and areas of study in environmental management or mapping sciences.

Division of Engineering, Department of Environmental Resources and Forest Engineering, page 47 and www.esf.edu/erfeg

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **paper and bioprocess engineering** and areas of study in process and environmental systems engineering or pulp and paper technology.

Division of Engineering, Department of Paper and Bioprocess Engineering, page 47 and www.esf.edu/pse

Environmental Science (HEGIS Code 0420, CIP Code 030104) with areas of study in environmental and community land planning, environmental communication and participatory processes, environmental policy and democratic processes, environmental systems and risk management, or water and wetland resource studies.

Division of Environmental Science, page 54 and www.esf.edu/environmentalscience/

Environmental Studies (HEGIS Code 0201, CIP Code 030101)

Department of Environmental Studies, page 80 and www.esf.edu/es/esgp.htm

Forest Resources Management (HEGIS Code 0115, CIP Code 030506) with areas of study in environmental and natural resources policy, forest ecosystem science and applications, natural resources management, quantitative methods in forest science and management, recreation and resources management, or watershed management and forest hydrology.

Department of Forest and Natural Resources Management, page 87 and www.esf.edu/for

Master of Science (M.S.)

Environmental and Forest Biology (HEGIS Code 0499, CIP Code 261305) with areas of study in chemical ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, or plant science and biotechnology.

Department of Environmental and Forest Biology, page 71 and www.esf.edu/efb

Environmental and Forest Chemistry (HEGIS Code 1905, CIP Code 400599) with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry.

Department of Chemistry, page 58 and www.esf.edu/chemistry

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **construction management and wood products engineering** and areas of study in construction and construction management, engineered wood products and structures (timber structure design), tropical timbers, wood science and technology, wood anatomy and ultrastructure, or wood treatments.

Division of Engineering, Department of Construction Management and Wood Products Engineering, page 47 and www.esf.edu/cmwpe

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **forest engineering** and areas of study in ecological engineering, forest engineering, geo-spatial information science and engineering, or water resources engineering.

Division of Engineering, Department of Environmental Resources and Forest Engineering, page 47 and www.esf.edu/erfeg

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **paper and bioprocess engineering** and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, renewable energy and bio-process engineering, process and environmental systems engineering, or pulp and paper technology.

Division of Engineering, Department of Paper and Bioprocess Engineering, page 47 and www.esf.edu/pse

Environmental Science (HEGIS Code 0420, CIP Code 030104) with areas of study in environmental and community land planning, environmental communication and participatory processes, environmental policy and democratic processes, environmental systems and risk management, or water and wetland resource studies.

Division of Environmental Science, page 54 and Department of Environmental Studies, page 80 and www.esf.edu/environmentalscience/

Environmental Studies (HEGIS Code 0201, CIP Code 030101)

Department of Environmental Studies, page 80 and www.esf.edu/es

Forest Resources Management (HEGIS Code 0115, CIP Code 030506) with areas of study in environmental and natural resources policy, forest ecosystem science and applications, natural resources management, quantitative methods in forest science and management, recreation and resources management, or watershed management and forest hydrology.

Department of Forest and Natural Resources Management, page 87 and www.esf.edu/for

Landscape Architecture (HEGIS Code 0204, CIP Code 040601) with areas of study in community design and planning, cultural landscape studies and conservation, or landscape and urban ecology.

Department of Landscape Architecture, page 94 and www.esf.edu/la

Doctor of Philosophy (Ph.D.)

Environmental and Natural Resources Policy (HEGIS Codes 0115 and 0420, CIP Codes 030506 and 030104)
Division of Environmental Science, page 50, and the Department of Forest and Natural Resources Management, page 81, and www.esf.edu/enrp

Environmental and Forest Biology (HEGIS Code 0499, CIP Codes 261305) with areas of study in chemical ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, or plant science and biotechnology.

Department of Environmental and Forest Biology, page 65 and www.esf.edu/efb

Environmental and Forest Chemistry (HEGIS Code 1905, CIP Code 400599) with areas of study in biochemistry, environmental chemistry, organic chemistry of natural products, or polymer chemistry.

Department of Chemistry, page 58 and www.esf.edu/chemistry

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **construction management and wood products engineering** and areas of study in construction and construction management, engineered wood products and structures (timber structure design), tropical timbers, wood science and technology, wood anatomy and ultrastructure, or wood treatments.

Division of Engineering, Department of Construction Management and Wood Products Engineering, page 47 and www.esf.edu/cmwpe

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **forest engineering** and areas of study in ecological engineering, forest engineering, geospatial information science and engineering, or water resources engineering.

Division of Engineering, Department of Environmental Resources and Forest Engineering, page 47, and www.esf.edu/erfeg

Environmental and Resource Engineering (HEGIS Code 0999, CIP Code 141401) with an option in **paper and bioprocess engineering** and areas of study in chemistry of pulping and bleaching, colloid chemistry and fiber flocculation, fiber and paper mechanics, renewable energy and bioprocess engineering, process and environmental systems engineering, pulp and paper technology.

Division of Engineering, Department of Paper and Bioprocess Engineering, page 47, and www.esf.edu/pse

Environmental Science (HEGIS Code 0420, CIP Code 030104) with areas of study in environmental and community land planning, environmental communication and participatory processes, environmental systems and risk management, or water and wetland resource studies.

Division of Environmental Science, page 52 and www.esf.edu/es

Forest Resources Management (HEGIS Code 0115, CIP Code 030506) with areas of study in forest ecosystem science and applications, natural resources management, quantitative methods in forest science and management, recreation and resources management, or watershed management and forest hydrology.

Department of Forest and Natural Resources Management, page 87 and www.esf.edu/for

Graduation Rate

Of the freshman students who began their studies in the fall of 2000 at ESF, 60 percent received their degree or continued in a five-year program, after ten semesters of study. For those who began in the fall of 2000, approximately 63 percent received their degree or continued in a five-year program after 12 semesters of study.

Of the transfer students who began their studies in the fall of 2000 at ESF, 62 percent received their degree or continued in a five-year program, after eight semesters of study. For those who began in

the fall of 2000, approximately 64 percent received their degree or are continuing in a five-year program, after ten semesters of study. Further information on student retention is available from the director, Government Relations and Institutional Planning.

Undergraduate Education

General Education

The State University of New York requires graduates of bachelor degree (B.S.) programs to successfully complete 27 credit hours of coursework distributed among nine knowledge and skill areas, collectively referred to as general education. The core of the curricula for all ESF undergraduate degree programs satisfy the natural science, basic communications, mathematics, humanities, and other world civilizations general education knowledge and skill areas. For the remaining general education knowledge and skill areas requirements, students must complete one course chosen from the course selections in the knowledge and skill areas designated for their degree programs.

Mathematics

| | | | |
|-----|-----|--|---|
| APM | 104 | College Algebra and Precalculus | 3 |
| APM | 105 | Survey of Calculus and Its Applications I | 4 |
| APM | 106 | Survey of Calculus and Its Applications II | 4 |
| APM | 391 | Introduction to Probability and Statistics | 3 |
| MAT | 111 | Basic Algebra | 3 |
| MAT | 112 | Algebraic Operations and Functions | 3 |
| MAT | 117 | Foundational Mathematics via Problem Solving I | 3 |
| MAT | 118 | Foundational Mathematics via Problem Solving II | 3 |
| MAT | 121 | Probability and Statistics for the Liberal Arts I | 3 |
| MAT | 122 | Probability and Statistics for the Liberal Arts II | 3 |
| MAT | 194 | Precalculus | 3 |
| MAT | 295 | Calculus I | 4 |
| MAT | 296 | Calculus II | 4 |

Natural Sciences

| | | | |
|-----|-----|---|---|
| EFB | 120 | The Global Environment & the Evolution of Human Society | 3 |
| EFB | 101 | General Biology I: | 3 |
| EFB | 102 | General Biology Laboratory I | 1 |
| EFB | 103 | General Biology II | 3 |
| EFB | 104 | General Biology Laboratory II | 1 |
| EFB | 320 | General Ecology | 4 |
| EFB | 321 | Fundamentals of Ecology for Designers and Planners | 3 |
| FCH | 150 | General Chemistry I | 3 |
| FCH | 151 | General Chemistry I Laboratory | 1 |
| FCH | 152 | General Chemistry II | 3 |
| FCH | 153 | General Chemistry II Laboratory | 1 |
| FCH | 210 | Elements of Organic Chemistry | 3 |
| FCH | 221 | Organic Chemistry I | 3 |
| FCH | 222 | Organic Chemistry I Laboratory | 1 |
| FCH | 223 | Organic Chemistry II | 3 |
| FCH | 224 | Organic Chemistry II Laboratory | 1 |
| GOL | 101 | Dynamic Earth | 4 |
| PHY | 211 | General Physics I | 3 |
| PHY | 221 | General Physics I Laboratory | 1 |
| PHY | 212 | General Physics II | 3 |
| PHY | 222 | General Physics II Laboratory | 1 |

Social Sciences

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|-----|-----|---|---|
| EFB | 120 | The Global Environment & the Evolution of Human Society | 3 |
| EST | 221 | Introduction to American Government | 3 |
| EST | 366 | Attitudes, Values and the Environment | 3 |
| EST | 390 | Social Processes and the Environment | 3 |
| FOR | 202 | Introduction to Sociology | 3 |
| FOR | 207 | Introduction to Economics | 3 |
| GEO | 103 | America and the Global Environment | 3 |
| MAX | 132 | Global Community | 3 |
| PAF | 101 | An Introduction to the Analysis of Public Policy | 3 |
| PSC | 123 | Comparative Government and Politics | 3 |
| PSC | 124 | International Relations | 3 |
| PSC | 125 | Political Theory | 3 |
| PSY | 205 | Foundations of Human Behavior | 3 |
| SOC | 248 | Ethnic Inequalities and Intergroup Relations | 3 |
| SOC | 281 | Sociology of Families | 3 |

American History*For all students:*

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|-----|-----|---|---|
| EST | 201 | American History: Reconstruction to Present | 3 |
| FOR | 204 | Natural Resources in American History | 3 |
| HST | 101 | American History to 1865 | 3 |
| HST | 102 | American History Since 1865 | 3 |

For students scoring above 84 on the U.S. History Regents examination:

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| EST | 361 | History of the American Environmental Movement | 3 |
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Western Civilization

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|---------|-----|---|---|
| ETS | 211 | Early European Literary History | 3 |
| FIA | 105 | Arts and Ideas I | 3 |
| FIA | 106 | Arts and Ideas II | 3 |
| FOR | 203 | Western Civilization and the Environment | 3 |
| HST | 111 | Early Modern Europe, 1350-1815 | 3 |
| HST | 210 | The Ancient World | 3 |
| HST | 211 | Medieval and Reformation Europe | 3 |
| LIT | 203 | Greek and Roman Epic in English Translation | 3 |
| LIT | 211 | Greek and Roman Drama in Translation | 3 |
| LSA | 205 | Art, Culture and Landscape I | 3 |
| LSA | 206 | Art, Culture and Landscape II | 3 |
| LSA | 405 | History of Landscape Architecture | 3 |
| PSC | 125 | Political Theory | 3 |
| REL/JSP | 114 | The Bible | 3 |
| REL | 205 | Ancient Greek Religion | 3 |
| REL | 206 | Greco-Roman Religion | 3 |
| REL/JSP | 215 | Hebrew Bible | 3 |

Other World Civilizations

| | | | |
|--------------|-----|--|---|
| AAS | 241 | African Religions: An Introduction | 3 |
| ANT | 121 | Peoples and Cultures of the World | 3 |
| ANT | 185 | Global Encounters: Comparing World Views and Values Cross-Culturally | 3 |
| ANT/SAS /WSP | 324 | Modern South Asian Cultures | 3 |
| ANT | 326 | Africa Through the Novel | 3 |
| EST | 200 | Cultural Ecology | 3 |
| GEO | 272 | World Cultures | 3 |
| HST | 320 | Traditional China | 3 |
| HST | 321 | Modern China | 3 |
| REL | 101 | Religions of the World | 3 |
| REL/SAS | 185 | Hinduism | 3 |
| REL/SAS | 186 | Buddhism | 3 |

Humanities

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| AAS | 231 | African American Literature to 1900: An Introduction | 3 |
| AAS | 235 | African American Drama | 3 |
| CLL | 290 | Perspectives on the Environment | 3 |
| EST | 245 | Nature and Popular Culture | 3 |
| ETS | 107 | Living Writers | 3 |
| ETS | 141 | Readings and Interpretation I: From Language to Discourse | 3 |
| ETS | 151 | Interpretation of Poetry | 3 |
| ETS | 153 | Interpretation of Fiction | 3 |
| ETS | 192 | Gender and Literary Texts | 3 |
| LIN | 201 | The Nature and Study of Language | 3 |
| LIT | 203 | Greek and Roman Epic in English Translation | 3 |
| PHI | 107 | Theories of Knowledge and Reality | 3 |
| PHI | 111 | Plato's Republic | 3 |
| REL | 217 | New Testament | 3 |
| REL | 231 | Judaic Literature | 3 |
| REL | 235 | Judaism | 3 |
| REL | 248 | American Religious Thought | 3 |
| REL | 252 | Religious Ethics and Social Issues | 3 |
| REL | 256 | Christianity | 3 |

The Arts

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| APH | 241 | Art Photography, Introduction | 3 |
| EFB | 215 | Interpreting Science through Art | 3 |
| ETS | 215 | Sophomore Poetry Workshop | 3 |
| ETS | 217 | Sophomore Fiction Workshop | 3 |
| FIA | 105 | Arts and Ideas I | 3 |
| FIA | 106 | Arts and Ideas II | 3 |
| FIA | 115 | The Visual Arts in North America | 3 |
| FIA | 125 | Introduction to Music Theory | 3 |
| FIA | 165 | Understanding Music I | 3 |
| FIA | 166 | Understanding Music II | 3 |
| FIA | 301 | Masterpieces of Art | 3 |
| FIA | 317 | Nineteenth-Century American Art | 3 |
| LSA | 182 | Drawing Studio | 3 |
| LSA | 205 | Art, Culture and Landscape I | 3 |
| LSA | 206 | Art, Culture and Landscape II | 3 |
| PSE | 201 | The Art and Early History of Papermaking | 3 |

Basic Communication

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|-----|-----|-----------------------------|---|
| CLL | 190 | Writing and The Environment | 3 |
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Dual Majors

Students who are pursuing undergraduate degrees may pursue dual majors. Program requirements must be satisfied concurrently (ie, a student cannot graduate from ESF and return later to complete coursework for a second major). The diploma will state the completion of a single degree. The transcript will state the completion of two majors.

Admission to a dual major will be accomplished by petition to the primary degree department or academic unit that has been endorsed (approved) by the secondary degree department.

Inter-department dual majors:

Students must satisfy requirements of both majors,

Permissible Intra-department dual majors:

CMWPE: Construction Management and Wood Products Engineering allowed with each other;

PBE: Bioprocess Engineering allowed with either Paper Engineering or Paper Science;

FNRM: no dual majors between the three majors (FRM, NRM, and FES); forest technology and surveying technology degrees allowed for A.A.S. degrees;

EFB: Only Biotechnology with other EFB majors **except environmental biology**.

Students may petition for admission to a dual major A.A.S. degree after completing 18 credits and before 45 credits with an unambiguous GPA of 2.000 or greater (no grades of incomplete or missing grades).

Students pursuing the B.S. degree may petition admission to a dual major after completing 30 credits and before completing 90 credits in the primary major with an unambiguous GPA of 2.000 or greater (no grades of incomplete or missing grades)

Undergraduate Minors

Admission to undergraduate minors for ESF students is via petition, with additional application requirements as noted in the descriptions of the minors below. Successful completion of a minor will be noted on the transcript of each student.

Management Minors

In collaboration with the Syracuse University School of Management, undergraduate minors in entrepreneurship, general management studies, and marketing are available for ESF students. To be eligible for any of these minors, students must have a cumulative grade point average of 2.750 or better and apply for the minor after completing at least one semester at ESF, but as soon after that as possible to ensure all courses can be completed. Normally, students are allowed to take only one management course per semester, with one semester of two management courses, so careful planning is required. It is preferable students begin the minor during their sophomore year.

Entrepreneurship Minor: The following 18 credits of courses are required: ACC 201 Introduction to Accounting for Non-Management Students (3); FIN 301 Finance for Non-Management Students (3); EEE 370 Introduction to Entrepreneurship and Emerging Enterprises (3). Three additional courses chosen from among the following: EEE 375 Entrepreneurial and Family Business Management (3); EEE 400 Special Topics (3); EEE 442 Emerging Enterprise Law (3); EEE 443 Consulting in Entrepreneurial Practice (3); EEE 451 Finance for Emerging Enterprises (3); FOR 360 Principles of Management (3); or PSE 456 Management in the Paper Industry (3).

General Management Studies Minor: The following 18 credits of courses are required: ACC 201 Financial Accounting for Non-Management Students (3); EEE 370 Introduction to Entrepreneurship and Emerging Enterprises (3); FIN 301 Finance for Non-Management Students (3); LPP 225 Introduction to the Legal System (3) or FOR 488 Natural Resources Agencies and Administration (3); MAR 255 Principles of Marketing (3); SHR 355 Strategic Human Resource Management (3). The following courses may be substituted for SHR 355, EEE 370, or MAR 255: FOR 360 Principles of Management (3); PSE 456 Management in the Paper Industry (3).

Marketing Minor: The following 18 credits of courses are required: ACC 201 Financial Accounting for Non-Management Students (3); EEE 370 Introduction to Entrepreneurship and Emerging Enterprises (3); FIN 301 Finance for Non-Management Students (3); MAR 255 Principles of Marketing (3). Two additional courses chosen from among the following: MAR 356 Marketing Research (3); MAR 400 Special Topics (3); MAR 455 Marketing Communications (3); MAR 456 Global Marketing Strategy (3); FOR 360 Principles of Management (3); PSE 456 Management in the Paper Industry (3).

Bioprocess Science Minor

The bioprocess science minor gives students an understanding of the rapidly developing bioprocessing industry, which uses the chemical, physical and biological processes developed by living organisms or their cellular components in a type of advanced manufacturing of specialty commercial products. Bioprocess science will influence diverse fields as it becomes widely used, such as for producing energy from sustainable sources.

The bioprocess science minor is available to all ESF undergraduate students (**except students in the bioprocess engineering program**) who maintain a minimum cumulative grade point average of 2.8, and who desire to develop greater knowledge of bioprocess science and

its related fields. Interested students must submit a petition and application form, with courses listed, to their academic advisor and the chair of their department, with final approval from the dean of Instruction and Graduate Studies. Students should declare the minor by the end of the sophomore year, but may petition to their home department for enrollment at any time after that. Successful completion of the minor will be noted on the student's transcript.

Eighteen credit hours (6 courses) are required to satisfy the minor. Specified courses: PSE 370 Principles of Mass and Energy Balance (3); BPE 310 Colloid and Interface Science (3); BPE 420 Bioseparations (3); and at least three directed elective courses available from both ESF and Syracuse University including biology, forestry, chemical engineering, chemistry, paper science and engineering, bioprocess engineering, and environmental and biological engineering. Students are required to complete at least one course from a list of biological and chemistry electives and at least one course from a list of engineering electives. The complete list of courses is available from faculty advisors.

Computer and Information Technology Minor

The computer and information technology minor is available to all ESF undergraduates who want to develop greater skill in computer science and information technology applications. By understanding of the basic principles behind software development, students can more effectively use these tools in their chosen fields. To be eligible for this minor, a student must have a cumulative grade point average of 2.800 or better by the end of the sophomore year. Interested students must submit a petition form, with courses listed, to their academic advisor and undergraduate coordinator, with final approval from the dean of Instruction and Graduate Studies.

Eighteen credit hours (6 courses) in computer science and information technology courses are required. Required courses: APM 153 Computing Methods for Engineers and Physical Scientists (3) or APM 360 Introduction to Computer Programming (3); ESF 200 Information Literacy (1); CIS 252 Introduction to Computer Science (4); CIS 351 Data Structures (4). Elective courses: At least two courses (6 credits) chosen from among courses available from both ESF and Syracuse University including Applied Mathematics (APM), Environmental Resource Engineering, Forestry, Wood Products Engineering, Computer and Information Science, Computer Engineering, and Computational Science. The complete list is available from faculty advisors.

Construction Management Minor

The construction management minor is available to all ESF undergraduates (**except students in construction management or wood products engineering programs**) and prepares students for management careers in the construction industry. The basic objective of the minor is to provide a fundamental understanding of the various methods used to take a design into the field and build a quality structure in the most efficient and effective manner with minimal environmental impact. Eighteen credit hours (6 courses) are required to complete the minor. Four courses are specified, with an additional two courses selected from the list of six courses given below. A cumulative grade point average of 2.0 or higher is required for the construction management courses.

Admission to the minor requires sophomore status, a cumulative grade point average of 2.5 or higher, and permission of the Construction Management and Wood Products Engineering Department chair. Interested students must submit a petition form, with courses listed, to their academic advisor and the chair of Construction Management and Wood Products Engineering, with final approval from the dean of Instruction and Graduate Studies.

Eighteen credit hours (6 courses) are required. Specified courses: WPE 342 Light Construction (3); WPE 343 Construction Estimating (3); WPE 453 Construction Planning and Scheduling; WPE 454 Construction Project Management; and two additional courses chosen from the following: WPE 330 Building Codes and Zoning Practices (3); WPE 331 Construction Safety (3); WPE 335 Cost Engineering (3); WPE 350

Construction Methods and Equipment (3); WPE 444 Materials Marketing (3); WPE 455 Construction Contracts and Specifications (3).

Renewable Energy Minor

The development of sustainable sources of energy has become a critical national and global issue due to concerns about the quality and quantity of the different potential resources, energy security, and potential impacts of each on the environment and human health. It is essential that our society and energy professionals gain an understanding of production and conversion of different forms of energy, their current and future supplies, the markets and policy mechanisms that regulate their supply, and the associated impacts on the environment for each fuel. In the past both traditional and renewable energy sources have been studied one resource at a time and usually from the perspective of a single discipline. This minor will provide students an opportunity to examine different sources of traditional and renewable energy simultaneously in the context of our total energy use using a systems perspective. Students will be exposed to views from a variety of disciplines as they wrestle with a wide array of issues related to current and future energy supply and use.

The understanding and development of renewable energy requires expertise from a wide range of disciplines. This minor will be interdisciplinary in nature with instructors from different disciplines teaching the core courses. The Renewable Energy minor is available to all ESF undergraduate students (**except students who are in the renewable energy option in environmental science**) who have taken EFB 120 Global Environment & the Evolution of Human Society which is a prerequisite for ESC 300 Energy Systems, and have a GPA of 2.750 or better by the end of their sophomore year. Interested students must submit a petition and application form, with courses listed, to their faculty advisor and the undergraduate coordinator of their home department. The petition and application will then be sent to the dean of Instruction and Graduate Studies for final approval. The minor will require a minimum of 15 credits, 12 of which are required courses. The remaining 3 credits can be selected from a list of suggested courses.

Fifteen credit hours of courses are required. Specified courses: ESC 325 Energy Systems (3); ESC 335 Renewable Energy Systems (3); ESC 422 Energy Markets and Regulation (3); ESC 450 Renewable Energy Capstone Planning (1); ESC 460 Renewable Energy Capstone Seminar (2) and a minimum of three credits from the following list of suggested courses: BPE 441 Biomass Energy (3); EFB 516 Ecosystems (3); EFB 518 Systems Ecology (4); ERE 351 Basic Engineering Thermo-dynamics (2); ERE 519 Green Entrepreneurship (3); FCH 360 Physical Chemistry I (3); FCH 571 Wood Chemistry I: General Wood Chemistry (2); FOR 415 Forestry Consulting and Wood Procurement (3); PSE 361 Engineering Thermodynamics (3); PSE 370 Principles of Mass and Energy Balance (3).

Paper Science Minor

The paper and related industries (including pulp, mineral, chemical and machinery suppliers) continually seek knowledgeable and skilled employees. Each year, companies hire numerous graduates of chemical, mechanical and environmental engineering programs as well as chemists and other environmental professionals in addition to paper science and engineering graduates. Salaries for new hires are among the highest for all fields of study at the bachelor's degree level. This minor gives students a thorough understanding of the paper industry that will allow them to apply their major field of study to this growth industry.

The paper science minor is available to all ESF undergraduate students (**except students in the paper science and paper engineering programs**) who maintain a minimum cumulative grade point average of 2.8 and who desire to develop greater knowledge of paper science and its related fields. Students will elect the minor by submitting a petition form with courses listed to their faculty advisor and the undergraduate coordinator of their home department. The petition and application will then be sent to the dean of Instruction and Graduate Studies for final approval. A student should declare the minor by the end of the

sophomore year, but may petition to his/her own department for enrollment at any time after that. Successful completion of the minor will be noted on the student's transcript.

Eighteen credit hours (6 courses) in paper science courses are required. Specified courses: PSE 300 Introduction to Papermaking (3); PSE 302 Pulp and Paper Laboratory Skills (1); PSE 370 Principles of Mass and Energy Balance (3); and directed electives courses (at least 11 credits): PSE 350 Pulping and Bleaching Processes (3); PSE 351 Pulping and Bleaching Laboratory (2); PSE 465 Paper Properties (4); PSE 466 Paper Coating and Converting (2); PSE 467 Papermaking Wet End Chemistry (3); PSE 468 Papermaking Processes (3).

Recreation Resource and Protected Area Management Minor

This minor provides students with the opportunity to combine visitor management with protected area management. Understanding the need to balance the opportunity for visitor experiences with protecting and stewarding protected areas provides professional insight into planning and managing those areas for limited visitor access. Understanding the motivations, preferences, and behavior of recreational users is necessary to integrate the human dimensions into protected area management with consideration of the social and environmental factors related to such management. Protected area managers need to be able to manage both the resource itself as well as a wide variety of users, such as campers, hikers, bird watchers, boaters, nature photographers and others who enjoy nature-based experiences in extensive protected area environments owned by public agencies, private landowners, or NGOs.

Admission to the minor requires students to have completed a general ecology course (e.g., EFB 320 General Ecology, which is a pre-requisite for EFB 416), a cumulative grade point average of 2.750 or better after one semester at ESF (or as a transfer student with same standing), and permission of the Forest & Natural Resources Management Chair and Undergraduate Education Coordinator (via petition).

Fifteen credit hours of courses are specified: EFB 416 Introduction to Environmental Interpretation (3); FOR 372 Fundamentals of Outdoor Recreation (3); FOR 475 Human Behavior and Recreation Visitor Management (3); FOR 476 Ecotourism and Nature Tourism (3); FOR 478 Wilderness and Wildlands Management (3).

Sustainable Construction Management Minor

The sustainable construction management minor is available to all ESF undergraduates (**except students in construction management or wood products engineering programs**) and prepares students for management careers in sustainable construction. The basic objective of the minor is to provide a fundamental understanding of the sustainable concepts and methods used to take a design into the field and build a quality sustainable structure in the most efficient and effective manner with minimal environmental impact. Fifteen credit hours (5 courses) taken in residence are required to complete the minor. Three courses are specified, with an additional two courses selected from the categories listed below. A cumulative grade point average of 2.0 or higher is required for the sustainable construction management courses in order to obtain the minor.

Admission to the minor requires sophomore status, a cumulative grade point average of 2.5 or higher, and permission of the Construction Management and Wood Products Engineering Department chair.

Interested students must submit a petition form, with courses listed, to their academic advisor and the chair of the department of Construction Management and Wood Products Engineering, with final approval from the dean of Instruction and Graduate Studies.

Fifteen credit hours are required to satisfy the minor. Three courses (9 credits) of specified courses: WPE 343 Construction Estimating (3); WPE 453 Construction Planning and Scheduling (3); WPE 454 Construction Project Management (3) and two additional courses (6 credits) that cover the following thematic subject areas: green construction; environmental rating systems; environmental impact analysis and management; renewable energy and energy auditing; or sustainable development and design.

Urban Environmental Science Minor

While many people often associate the environment with wild lands and linked rural areas, many of the most important environmental and quality-of-life issues of the coming decades will be related to the urban environment. ESF, under its Urban Initiative, offers a campus-wide minor in urban environmental science. All students, but perhaps especially those with an intimate knowledge of the challenges facing city inhabitants, will find this program stimulating and provocative and will find professors interested in working with them to learn about and develop improved urban environments. Graduates of the program can make important professional contributions on issues ranging from urban forestry and urban wildlife, to urban air and water quality, population growth and urban sprawl, and environmental justice and equity. Successful completion of the minor will be noted on the student's transcript.

Twelve credit hours (4 courses) of urban concentration courses are required to satisfy the minor. Required courses: EST/EFB 220 Urban Ecology (3) and a Capstone Experience (3). A student enrolled in the minor, will present to the advisory committee in the sixth week of the semester prior to engagement in the learning endeavor, a plan for a "capstone" experience, which will be undertaken working in conjunction with a faculty member(s) who will oversee an off-campus internship (courses numbered 499), independent-study project (courses numbered 498), or completion of a final project undertaken in a special topic (courses numbered 496) or established 3-credit course. All students will present their completed projects to the advisory committee and their peers in the last week of classes, depending on the semester of completion (fall or spring). All students currently enrolled in the minor are expected to attend capstone presentations.

Elective courses: At least two courses (6 credits) of urban environmental science minor advisory committee-approved courses other than courses in, or required by, the student's major. The complete list of approved elective courses is available from department advisory committee representatives.

Honors Programs

ESF offers two distinct honors programs. The **Lower-Division Honors Program** provides first- and second-year students with value-added educational experiences that engage students in unique challenges. Academic components of the program strengthen exploration and communication skills through interdisciplinary assignments. Admission to the program is extremely selective. Primary consideration is given to a student's academic record with a minimum expectation of combined reading and mathematics SAT score of 1250 or higher, or an ACT equivalent composite score of 28 or higher, a high school grade point average of 92% or higher, and high school class rank in the top 20% (where rankings are available). Students are admitted as first-year students (fall admission), are expected to maintain a cumulative grade point average of at least 3.400, and complete the following coursework during the freshman year: Honors Seminar in Environmental Science and Forestry (ESF 109, 1 credit) and Writing, Humanities and the Environment—Honors (CLL 290, 3 credits).

Students who maintain good standing in honors will have early Registration privileges and access to honors sections of courses offered at Syracuse University and ESF. Honors students will be deemed "in good standing in honors" when they demonstrate steady progress in fulfilling honors requirements and a cumulative GPA of 3.400 or higher. Each semester, the honors program administrator will assess students' progress and provide each with a progress report. Students who are not in good standing in honors will be informed in writing. Students must be in good standing in honors to be eligible for early registration and have access to honors sections of courses.

The **Upper-Division Thesis Honors Program** provides opportunities for students to complete intensive research and creative projects under the guidance of research and design experts, emphasizing and encouraging holistic and multidisciplinary awareness to the problems and opportunities of the environment. ESF students enrolled in the Departments of Chemistry, Environmental and Forest Biology, Environmental Resources and Forest Engineering, Environmental Studies,

Forest and Natural Resources Management, and Landscape Architecture are eligible to be invited to participate in the ESF Honors Program. Students must be 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.

To be invited for admission, students must meet the minimum cumulative grade point requirement of at least a 3.500 at the end of 60 credits of lower-division preparation. This includes any courses taken while matriculated at ESF and any transfer courses accepted toward the ESF degree. Students who are invited to apply for admission must also submit a personal statement.

Students in the thesis 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 (ESF 309, 1 credit)

Two courses that contribute directly to the honors thesis/project. These courses must be either (a) 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 eligible to enroll by petition in appropriate courses numbered 600 to 699.); or (b) an enhanced or graduate-level 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 Honors Programs receive oversight from the Honors Faculty Council. The director of the Honors Programs identifies, admits, and counsels honors students in matters pertaining to program requirements.

Coordinated Programs with SUNY Upstate Medical University

Transfer Articulation Agreement

Students seeking admittance to the upper-division bachelor of science programs offered by the College of Health Professions at SUNY Upstate Medical University (UMU) in Syracuse may prepare for curricula in cardiovascular perfusion, cytotechnology, medical imaging sciences, medical technology, physical therapy, or respiratory care by taking lower-division coursework at SUNY-ESF. Prospective students must apply to both ESF and UMU. For further details, contact the dean of Instruction and Graduate Studies.

Entry Level Doctor of Physical Therapy Program (DPT 3+3)

In collaboration with SUNY Upstate Medical University (UMU), ESF students may apply to an entry-level doctor of physical therapy program (DPT 3+3). ESF undergraduates who are completing bachelor of science degrees within the Department of Environmental and Forest Biology are eligible for admission.

Students apply for admission to ESF and UMU simultaneously, with the first three years of the program completed at ESF and the final three years completed at UMU. Admission to the DPT 3+3 program is based on academic achievement and personal qualifications that are considered essential for the successful practice of physical therapy.

Prior to matriculation at UMU, students must submit GRE scores, demonstrate familiarity in the demands of physical therapy via volunteer or work experience, and complete 53 credits of prerequisite coursework (completed with grades of C- or better) as follows:

| Courses | Credits |
|---|---------|
| Anatomy and Physiology I and II (or one semester each of Anatomy and Physiology) | 8 |
| General Biology I and II | 8 |
| General Chemistry I and II | 8 |
| General Physics I and II | 8 |
| English (including Composition) | 6 |
| Mathematics (College Trigonometry, Precalculus or Calculus) | 3 |

| | |
|--|---|
| Statistics | 3 |
| Psychology (including Child or Developmental Psychology) | 9 |

Additional information about the DPT 3+3 Program is available from the Office of Undergraduate Admissions or the dean of Instruction and Graduate Studies.

Pre-Professional Advising

Pre-health advising

ESF students interested in medicine, dentistry, and veterinary medicine are encouraged to participate in the Health Professions Advisory Program (HPAP) offered through Syracuse University. Students should begin the program as early in their academic programs as possible, attend seminars and participate in the preparatory workshops to ensure their success in the professional school admissions process.

Most health professions schools require at least one year in each of the following subjects: English, general biology (botany and zoology), general physics, general chemistry and organic chemistry; calculus is recommended. ESF majors in environmental biology, bio-technology, or environmental science are well-suited to prepare students for health professions.

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 pre-requisites 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 required to provide letters of recommendation from a health advisory committee, evidence of public service, and evidence of previous experience (volunteer or paid) working in an area of health professions. The Health Professions Advisory Program assists students in making decisions about health careers and matches students with appropriate professional schools. The Health Professions Advisory Program is located in 323 Hall of Languages, College of Arts and Sciences, Syracuse University, Syracuse, N.Y. 13244 and may be contacted at 315-443-2321 or <http://hpap.syr.edu>.

Pre-law advising

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

ESF's pre-law advisor, Dr. Robert Malmshamer, counsels students regarding selection of elective courses, the Law School Admission Test (LSAT), law school application procedures, and other matters of importance. Brochures and application forms for the LSAT and the Law School Data Assembly Service are available from the College's pre-law advisor. Each year, Syracuse University and the College's pre-law programs offer a variety of workshops and seminars to introduce students to law school and legal topics. Students considering law school are encouraged to meet with ESF's pre-law advisor as early in their academic careers as possible to take advantage of these services.

Coordinated Programs with Syracuse University

Joint Program in Science Teaching leading to Teacher Certification

ESF and the School of Education at Syracuse University offer qualified undergraduate students an opportunity to prepare for initial New

York state teacher certification in biology or chemistry, and general science. This opportunity is available through the following ESF bachelor of science (B.S.) degree programs: chemistry (leading to initial certification in chemistry in grades 7-12); and environmental biology (leading to initial certification in biology in grades 7-12). Students who earned at least a 3.000 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 admission to the program. Students who are interested in pursuing this opportunity should contact the assistant dean of Instruction and Graduate Studies at ESF for application materials.

Academic Requirements

Students must complete all requirements for their academic program as listed in this catalog that include the following:

To meet the standards for general education, students must complete at least 30 semester hours (credits) in the general education core. Students who transfer into an English writing course that is substantially different in purpose from CLL 290 must complete WRT 428 to meet the education literacy requirement. Included in this standard is a foreign-language requirement: One year of college-level foreign language study, or its equivalent established through appropriate high school study (Level III).

To meet the standards in content teaching, students complete at least 30 semester hours in the content core. For biology certification, content courses include cell biology, biochemistry, anatomy and physiology, comparative anatomy, genetics and evolution, biological diversity, human biology, botany, and zoology. Courses in nutrition are acceptable if the topics are cell nutrition, organic and inorganic chemistry, or physical chemistry. For chemistry certification, content courses include matter and atomic structure, energy, chemical bonds and molecular structure, chemical reactions, and quantitative relationships.

Students must also complete:

SED 340 Participation in the Professional Development School (0-1) — also known as "The Academy" — each semester. The non-credit online seminar, Child Health and Life Safety Seminar offered by the School of Education, which examines six areas of concern to teachers: identifying and reporting child abuse; violence prevention/intervention; alcohol/tobacco/drug abuse prevention; child abduction prevention; fire and arson prevention; and highway safety/traffic regulations/safety patrols.

Students are required to complete the following professional education (pedagogy) core courses at Syracuse University in preparation for the candidacy semester:

EDU 204 Principles of Learning in Inclusive Classrooms (4)
EDU 304 Study of Teaching (4) Prerequisite: EDU 204 or equivalent
RED 326 Literacy Across the Curriculum (4)
EDU 310 The American School (3)

CANDIDACY SEMESTER (Spring only): prerequisites include a minimum 2.8 cumulative average and a minimum 2.8 average in both required education and science courses; completion of EDU 204, EDU 304, RED 326, and a significant number of science credits; successful review of the professional portfolio by The Academy; and satisfactorily meeting the assessment standards of the School of Education. The following courses are co-requisites for the candidacy semester:

SED 409 Adapting Instruction for Diverse Student Needs (3)
SCE 413 Methods and Curriculum in Teaching (3)
EDU 508 Student Teaching/Secondary Candidacy (3)

STANDARD STUDENT TEACHING SEMESTER (in the student's final fall semester prior to the degree conferral): prerequisites include a minimum 2.8 cumulative average and a minimum 2.8 average in both required education and science courses; successful completion of the candidacy semester and approval by The Academy; completion of a majority of the required credits on the science content area; and

satisfactorily meeting the assessment standards of the School of Education. The following 12 credits are taken as co-requisites for the standard student teaching semester:

EDU 508 Student Teaching/Science (9)

SED 415 Teacher Development/Science (3)

Initial Certification and Professional Certification

The School of Education evaluates and recommends eligible candidates as having met the requirements for the certificate. Students must pay fees for certification and exam processing. Candidates for initial certification must apply for certification within two years of the completion of the degree program and they must successfully complete (a) the Liberal Arts and Sciences Test (LAST); (b) the Written Assessment of Teaching Skills (ATS-W); and (c) the Content Specialty Test (CST).

Requirements for professional certification must be met within **five** years of the date of the initial certification. To achieve professional certification, applicants must earn a master's degree that meets one of the following criteria: (a) a graduate-level teacher education program that is registered with the Department of Education; (b) a master's-level or higher program in the content core of the initial certificate or in a related content area; or (c) a master's-level or higher program in any field, provided that it includes at least 12 semester hours of graduate study in the content core of the initial certificate or in a related content area. A one-year extension may be granted by the state if a student has completed at least 24 credits of the master's degree. Application for professional certification also requires three years of teaching experience. If the teaching experience is in New York State, the first year must be mentored by the school district. Teachers with professional certification must complete 175 hours of professional development every five years.

For additional information about certification requirements and the process, visit the New York State Education Department Web site at www.highered.nysed.gov/tcert/certificate/index.html or the Syracuse University School of Education Coordinator of Career Services and Certification at (315) 443-4759.

Service Learning Program

www.esf.edu/students/csl

Public service is a vital component of ESF's mission, reflecting our commitment to making the world a better place. Through the College's service learning program, students can participate in this mission of service, contributing to the larger community while gaining invaluable experience and earning course credit.

Students enrolled in any of ESF's service learning courses spend time working in the community on service projects related to their field of study. Through these courses, the traditional classroom is extended beyond the bounds of our campus, offering energizing, "real-world" learning experiences. The community benefits from student help and knowledge, even as students gain inspiration and a richer understanding of the value of their work.

Students are also welcome to participate outside of class in an ESF community service project. Numerous community service opportunities are available on campus and in the greater Syracuse community. For additional information on these activities, visit the service learning Web site.

Service learning activities help students develop a number of academic, personal and social attributes and may aid students in career development choices. For a list of courses that have incorporated service learning in the past, please refer to the service-learning Web site at www.esf.edu/students/csl.

International Study Abroad

ESF students who have completed 30 or more credits toward their bachelor's degree with a cumulative grade point average of 3.000 or greater are eligible to apply for study in a foreign country through the *Study Abroad Program* at Syracuse University, or through overseas study programs offered at other institutions within the SUNY system.

Although some international study programs require specific language skills or may be conducted in the language of the host country, others offer study in part or entirely in English. Students who seek additional information about the requirements for study abroad should contact ESF's Office of Instruction and Graduate Studies or search the SUNY Study Abroad Web site at www.suny.edu/Student/Common/studyAbroad.cfm.

Graduate Education

Graduate degree programs at ESF enable students to:

- think critically and independently;
- comprehend the processes of science and effectively apply scientific principles and professional procedures;
- attain proficiency in the current knowledge in their respective fields;
- develop competence in the technical skills and tools required in their disciplines;
- demonstrate high standards of performance as scientists, educators and professionals; and
- exercise ethical conduct in their relationships with colleagues, other professionals and the public.

Areas of Study

The general area of study for each master's or doctoral 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 departments 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 department 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.

Degrees

Four master's degrees are offered at ESF, the master of science, master of forestry, master of landscape architecture, and master of professional studies as well as the doctor of philosophy degree. The following section describes the requirements for graduate degree programs offered by the College.

Master of Science Degree

The master of science (M.S.) 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 investigate a problem that initiates, expands, or clarifies knowledge in the field and prepare a thesis based on this study. 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 departments to suit program objectives, with the understanding that a minimum of 18 credits is awarded for graduate-level coursework and a minimum of six credits is awarded for the thesis. All steering committee members should sign the student's study plan (Form 3B) before the end of the

last year of the student's program. The student must successfully defend the thesis for degree completion. The thesis is prepared and bound according to college standards and submitted to ProQuest.

Master of Forestry Degree

The master of forestry (M.F.) degree is intended to be a terminal degree and is offered in the Department of Forest and Natural Resources Management. It is designed primarily for students whose undergraduate degree was not in a professional program in forestry. This degree requires the successful completion of a minimum of 30 credits at the graduate level, of which at least 27 must be in course-work. The student's study plan (Form 3B) must be approved by the major professor and department chair.

In addition, this program requires an integrative experience such as an internship or team project. If an examination is required, it is developed and managed by the Department of Forest and Natural Resources Management.

Master of Landscape Architecture Degree

At the graduate level, the master of landscape architecture (M.L.A.) degree is the first professional degree in landscape architecture. This degree requires successful completion of a minimum of 66 credit hours of which at least 42 must be graduate coursework. The student's study plan (Form 3B) must be approved by the major professor and department chair. All steering committee members should sign the 3B form before the end of the last year of the student's program.

Master of Professional Studies Degree

The master of professional studies (M.P.S.) degree is intended to be a terminal degree. The M.P.S. 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 (Form 3B) must be approved by the major professor and department chair. All steering committee members should sign the student's study plan (Form 3B) before the end of the last year of the student's program.

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 department responsible for the program.

Doctor of Philosophy Degree

The doctor of philosophy (Ph.D.) 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 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 departments 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 (Form 3B) are determined on an individual basis by the steering committee. All steering committee members should sign the 3B form before the end of the last year of the student's program. Students may not use master's thesis credits to fulfill doctoral program coursework requirements.

Students 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 submitted to ProQuest.

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 department.

Student Advising and Study Plan (Form 3B)

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 department 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 department chair. However, every effort should be made to expedite appointment of a major professor.

The major professor shall be a member of the ESF faculty, except those with visiting appointments. The major professor, or at least one of the co-major professors, must hold a degree equal to or higher than the degree sought by the student. 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 student's study plan (Form 3B), including course selection, research planning, choice of the professional experience, and facilitation of the examination schedule. The major professor also guides the student in reviews of thesis or dissertation drafts, including a complete review of the thesis or dissertation before the final copy is presented for defense. It is the responsibility of the major professor to assure that the document presented at defense is the final version, subject only to minor grammatical changes.

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 forestry, master of professional studies and master of landscape architecture students is composed of the major professor and at least one other faculty member or other qualified person. Other qualified people 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 department 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 student's study plan (Form 3B), including the development of the student's research or professional experience. All steering committee members should sign the 3B form before the end of the last year of the student's program. 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 student and all steering committee members should sign the 3B form, submit it to the department chair for approval and then forward it to the dean of Instruction and Graduate Studies by the end of the third semester for the M.S., M.L.A., or Ph.D. degree; it must be submitted by the end of the first semester for the M.F. or M.P.S. degree. For all graduate degrees, the program of study must be submitted by no later than the end of the last year of the student's program. The study plan can be changed during the course of a student's program. Changes must be approved by the major professor and department chair with notification to the dean of Instruction and Graduate Studies.

Part-Time Study

Upon completion of 12 credit hours as a matriculated student, the part-time student will request assignment of a steering committee that consists of the major professor and one other person. The steering committee will meet and agree upon a program of study (Form 3B) and specify the delimitation date according to the needs of the part-time student.

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. Credit 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 department. This requirement can be fulfilled, with appropriate approval, by seminars offered at Syracuse University or SUNY Upstate Medical University.

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 master's 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 college-wide to encourage attendance by students and faculty.

Examinations

Students who wish to complete the doctoral candidacy examination, defense of thesis or dissertation should request formation of their examining committee guided by the schedule provided by the Office of Instruction and Graduate Studies.

To ensure the integrity of the examination process, oral examinations will generally take place during the academic year and all members of the examination committee appointed by the dean of Instruction and Graduate Studies will be present at the oral examination. Students must complete the oral examination within six months from the appointment of the examination committee or the student will be required to request the assignment of a new examination committee. Exceptions may be granted by the dean of Instruction and Graduate Studies.

Doctoral Preliminary Examination

The requirement for this examination is determined by individual departments. 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 breadth and depth of knowledge in the chosen field of study and assess the student's understanding of the scientific process. The doctoral candidacy examination is taken when the majority of coursework is completed and no more than three years from the first date of matriculation has elapsed or the student may be dismissed from the doctoral program. This examination must be taken at least one year prior to the dissertation defense.

Upon the recommendation of the appropriate department 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 department of the student's degree program. The examination must have both written and oral components.

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 with notification of the chair of the student's exam committee.

Written Examination: The examining committee shall convene at a planning meeting with the student. During the first part of the planning meeting, the committee determines the schedule for the process and establishes the date for the oral component. The student is then excused from the meeting and the committee develops and discusses the exam content.

There are three alternative forms for the written component, as follows:

FORM 1: The members of the committee submit questions or problems addressing the objectives of the exam. The questions are discussed and agreed upon at the planning meeting.

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. The committee then reviews the entire examination.

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 the committee members and committee chair.

FORM 3: The student prepares and defends a written proposal of future research likely to be carried out during his or her Ph.D. project. This research prospectus must be presented to the examining committee two weeks prior to the candidacy exam and should include preliminary studies supporting the feasibility of the proposed research. The exam will test the candidate's understanding of concepts directly related to his or her immediate area of research, knowledge of prior related research that has been conducted by others, his or her ability to design and interpret experiments in this area, and capacity to think and write independently and to present work plans orally in a clear and rational manner. The report is reviewed by the committee members and committee chair. **This option is available only to doctoral students in the Department of Chemistry.**

Oral Examination: Following the written examination under Form 1, completion of the report under Form 2, or completion of proposal under Form 3, 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 which must take place no more than one year from the date of the first examination. A student is considered to have passed the second examination if there is not 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 department 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.

This oral examination principally covers the material in the thesis or dissertation, as well as literature and information relating to it. At least 14 days prior to the date of the oral examination, the student is required to submit a final document to all members of the examination committee. Within five days of the oral exam, the major professor confirms with the chair of the examining committee that the oral examination should proceed as scheduled. If the major professor determines that the written document does not meet the standards established for the thesis or dissertation exam, the exam may be postponed by the dean of Instruction and Graduate Studies at the recommendation of the chair of the student's exam committee.

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 which must take place no more than one year from the date of the first examination. At the second defense, the student has passed the defense if there is not more than one negative vote. A student who has failed the second defense is terminated from the graduate program.

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 departments and are available on-line at www.esf.edu/graduate/thesisdiss.htm.

Concurrent Graduate Degrees with Syracuse University

ESF and Syracuse University provide opportunities for graduate students to complete degrees concurrently at ESF and SU. Concurrent

degrees are offered in the master of public administration program in the Maxwell School of Citizenship and Public Affairs, the master of arts or master of science programs in the S.I. Newhouse School of Public Communications, the master of science degree program in the School of Education, and the master of business administration program in the School of Management. Other concurrent degree programs may be developed with approval by the assistant dean of Instruction and Graduate Studies.

To be eligible for admission to concurrent degree programs, matriculated students must complete at least one full-time semester of graduate-level coursework or the equivalent, and earn a 3.500 grade point average or better at ESF. Students who are interested in any of these programs must complete an application process through the ESF Office of Instruction and Graduate Studies within their first year of study.

Concurrent Programs for Syracuse University Students

The joint Juris Doctor (JD) and Forest and Natural Resources Management (FNRM) Master of Professional Studies (MPS) degree is designed for Syracuse University students who are interested in legal careers involved with forest, natural, and environmental resources. As human demands on the environment increase, society needs attorneys who understand the economic, demographic, social, and political issues that drive resource use allocation. Students learn the complexities of managing both resources and people recognizing that resource and environmental decisions involve value-driven conflicts. The degree provides a comprehensive foundation in forest, natural, and environmental resources issues and an understanding of both biophysical and social science.

Students enrolled in the joint JD/FNRM degree program must earn a minimum of ninety-six (96) credits at both the College of Law and ESF. The JD normally requires eighty-seven (87) credits, but joint-degree students must take at least seventy-two (72) Law School credits. Students can transfer fifteen (15) credits from ESF to the College of Law. The MPS degree requires thirty (30) credits, a minimum of twenty-four (24) of which must be ESF courses and six (6) of which may be applied by transfer from coursework at the College of Law.

Students can apply to the joint JD/FNRM degree program at two points: 1) simultaneously, before entering the College of Law, or 2) after completing the fall semester of study at the College of Law. Applicants applying simultaneously must complete a College of Law application and an ESF graduate application. Applicants applying after enrolling at the College of Law must complete an "internal" College of Law application and ESF graduate application.

Graduate students at Syracuse University may also consider the certificate of graduate studies in environmental decision-making offered through the Department of Environmental Studies.

Cooperative Programs at Cornell University and SUNY Upstate Medical University

ESF and the New York State College of Agriculture and Life Sciences at Cornell University provide exchange opportunities so that graduate students can take advantage of special courses, faculty, and research facilities found at the two institutions. Cornell University is in Ithaca, N.Y., about 50 miles southwest of Syracuse.

ESF and the SUNY Upstate Medical University provide opportunities for graduate students at each institution to enroll in graduate coursework or pursue coordinated M.D./Ph.D. degrees in environmental medicine. SUNY Upstate Medical University is located within walking distance of ESF.

Graduate students interested in these opportunities should contact the ESF Office of Instruction and Graduate Studies.

Academic Policies

Statement of Academic Integrity

The College of Environmental Science and Forestry is an institution of higher learning where growth and development are fostered, excellence is pursued, and the highest standards of academic integrity are expected. The Code of Student Conduct ("the Code") outlines the behaviors that are expected of all students at the College. As a condition of enrollment, all students are required to acknowledge that they have (a) received a copy of the Code; (b) read the Code; (c) understand the provisions of the Code; and (d) agree to abide by the provisions of the Code.

The **ESF Student Judicial Handbook** and **Code of Student Conduct** are available on-line at www.esf.edu/students/handbook/

College-wide Policies

Requirements and Policies

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.

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 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 cross listing may be offered unless approved by the ESF faculty.

Courses listed are offered subject to the availability of instructional faculty and sufficient student enrollment. Students and advisors should consult the actual schedule of courses published each semester to determine the availability and time of courses.

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/major professor'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 academic 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 halfway through the course. In either case, the student must submit a completed drop/add 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 Office of Financial Aid and Scholarships for more detailed information.

Before requesting exemption from academic deadlines, students should refer to the Registrar's FAQ site, "What if I miss the deadline?," at www.esf.edu/registrar/faq.htm.

Incomplete and missing grades

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. A temporary grade of NR may be assigned by the college registrar when the course grade is not received from the course instructor by the grade deadline. Grades of I or NR must be resolved prior to the end of the semester following that in which the grade was received. At the request of the instructor and under extraordinary conditions, an I grade 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. If the NR grade is not resolved by the appropriate deadline, it will be changed to a grade of NR/F or NR/U. No degree will be conferred until all the grades of I or NR have been resolved.

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 also may delegate this authority. Exceptions may not violate standards established by the State University of New York or the New York State Education Department.

Exceptions must be requested on a petition form and must have a recommendation from the student's advisor and department 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.

Withdrawal from ESF

Students who withdraw on or before the deadline to drop a class 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 deadline 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 on a scale of A-F, an I (incomplete), or I/F (unresolved incomplete) 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.

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 as an educational device designed to encourage greater effort on the part of students who are having difficulty in meeting certain academic standards. **Students who are on academic probation may register for no more than 15 credits per semester.** 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 Studies.

Syracuse University Courses

Courses offered at ESF should be taken at Syracuse University only under extraordinary conditions authorized by the department chair or designee. Students who propose to register for Syracuse University courses and no courses at ESF during any semester may do so only upon acceptance to special ESF-SU cooperative programs that require block registration. Students who are in their final semester may register for no more than six credits of Syracuse University courses beyond those necessary to meet ESF requirements.

Syracuse University courses may be audited only under extraordinary conditions that must be approved by the department chair or designee. Physical education courses, when taken, must always be for credit and never audited. Students may not retake Syracuse University courses in which credit has been previously earned.

Upper-division undergraduate students are normally expected to take upper-division courses and graduate students are normally expected to take graduate level courses at Syracuse University.

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:

- 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 religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
- 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.
- 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.
- 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.
- 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.
- 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.

Undergraduate Academic Policies

General Requirements

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 132, 496 and 497 may be graded on a Satisfactory/Unsatisfactory basis. This must be announced on the first day of class and will apply to all students enrolled in that course section.

Curriculum Requirements

The development and administration of course offerings, pre-requisites, sequencing and program requirements are primarily the responsibility of each program 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 matriculated at ESF. Students may graduate under the requirements stated in any catalog issued subsequent to the one in effect the date they matriculated, but they may not use a prior catalog.

Supplementary courses are available to ESF students at Syracuse University. However, these courses may be limited only to those specifically required by a particular program.

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.

Dual Majors

Students who are pursuing undergraduate degrees may pursue dual majors. Program requirements must be satisfied concurrently (ie, a student cannot graduate from ESF and return later to complete coursework for a second major). The diploma will state the completion of a single degree. The transcript will state the completion of two majors.

Admission to a dual major will be accomplished by petition to the primary degree department or academic unit that has been endorsed (approved) by the secondary degree department.

Inter-department dual majors:

Students must satisfy requirements of both majors.

Intra-department dual majors:

CMWPE: Construction Management and Wood Products Engineering allowed with each other;

PBE: Bioprocess Engineering allowed with either Paper Engineering or Paper Science;

FNRM: no dual majors between the three majors (FRM, NRM, and FES); forest technology and surveying technology degrees allowed for A.A.S. degrees;

EFB: Only Biotechnology with other EFB majors **except environmental biology**.

Students may petition for admission to a dual major A.A.S. degree after completing 18 credits and before 45 credits with an unambiguous GPA of 2.000 or greater (no grades of incomplete or missing grades).

Students pursuing the B.S. degree may petition admission to a dual major after completing 30 credits and before completing 90 credits in the primary major with an unambiguous GPA of 2.000 or greater (no grades of incomplete or missing grades)

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.

General Education

Resolution 98-241 (December 1998) of the State University Board of Trustees requires general education coursework for all University baccalaureate candidates in specific knowledge and skill areas and in two competencies. Each ESF undergraduate program meets or exceeds the general education requirements. These general education requirements are in effect for all students who began college courses during or after the fall semester 2000, exclusive of any courses taken while in high school. A complete listing of ESF and Syracuse University courses that meet the general education standards established by SUNY is available on the Internet at www.suny.edu/provost/generaleducation/CourseList/ESFGERCourses.pdf

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.

Audits

Students may audit ESF courses informally 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 audit courses formally with the permission of their academic advisor and the course instructor. Formally audited courses may not be used to satisfy any graduation requirements. They will appear on a student's transcript 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.

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 averages, but the original grade of F and any subsequent grades of F in that course will revert to a grade of R (failed course that was repeated) on the transcript and will not be included in the grade point average.

Evaluation

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

| Grade | Definition | Grade Points |
|-------|-----------------------|--------------|
| 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:

| Grade | Definition |
|-------|-------------------------------------|
| 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 |
| NR | [Grade] Not Received |

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.

Academic Advising

Each undergraduate student is assigned a faculty academic advisor in the student's major. The advisor assists the student in developing a program of study and approves course registration each semester. The advisor serves as a mentor and counselor and makes referrals to appropriate offices and resources as needed. The curriculum coordinator of each of the departments also assists the student by clarifying program and course requirements and providing additional advising and career-planning information.

Academic Honors

Dean's List

Students who carried 12 or more credits of coursework graded on a scale of A-F, with no grades of I or F in that semester, with a minimum grade point average of 3.500 will be placed on the Dean's List for that semester. Any grade changes, resolution of grades, or repeated courses after Dean's List Honors are awarded do not qualify a student to be placed on the Dean's List retroactively. A commendation is sent by the Dean to the student.

President's List

Students who carried 12 or more credits of coursework graded on a scale of A-F with no grades of I or F in that semester, with a grade point average of 3.85 or better will be placed on the President's List for that semester. Any grade changes, resolution of grades, or repeated courses after President's List Honors are awarded do not qualify a student to be placed on the President's List retroactively. A commendation is sent by the President to the student.

Students who carried 12 or more credits of coursework graded on a scale of A-F with no grades of I or F in that semester, with a grade point average of 4.00 will receive an additional commendation from the President.

Graduation Requirements

Students are responsible for meeting the following requirements for graduation:

- Matriculated status as an undergraduate student;
- All program requirements must be satisfied;
- A minimum cumulative grade point average of 2.000 (4.000=A) for all courses taken as a matriculated student at ESF;
- At least 24 of the last 30 credits must be registered for through ESF;
- Successful completion of a total of at least 120 appropriate college-level credits.

Graduation Honors

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

- Students have completed a minimum of 30 credits of ESF and Syracuse University courses as a matriculated, upper-division student, and
- Students have earned a cumulative grade point average of 3.000-3.333 (*cum laude*); 3.334-3.829 (*magna cum laude*); or 3.830-4.000 (*summa cum laude*).

Academic Performance

Students who earn less than a 2.000 cumulative grade point average are placed on academic probation and are subject to suspension from ESF when their cumulative grade point average falls below the minimum values in the following index:

| Total Hours applied Toward Degree [1] | Minimum Cumulative Grade Point Average [2] |
|---------------------------------------|--|
| 0-18 | 1.0 |
| 19-30 | 1.4 |

| | |
|--------|-----|
| 31-45 | 1.5 |
| 46-60 | 1.6 |
| 61-75 | 1.7 |
| 76-90 | 1.8 |
| 91-120 | 1.9 |
| >120 | 2.0 |

[1] Includes credit hours accepted for transfer to ESF degree program and courses taken while matriculated at ESF.

[2] Credit earned while matriculated at ESF, including SU courses.

Each student suspended will be given the opportunity to appeal this action based on any extraordinary conditions that may have contributed to the unsatisfactory performance. This appeal must be made in writing and submitted within the stated time limit in accordance with guidelines provided by the Office of Instruction and Graduate Studies. Every appeal will be reviewed by the Faculty Subcommittee on Academic Standards, which will recommend to the dean of Instruction and Graduate Studies either to accept the appeal or sustain the suspension. The dean of Instruction and Graduate Studies will inform the student in writing of the Subcommittee action. There is no appeal beyond this process.

Students who have been suspended for unsatisfactory academic performance may not enroll in any courses at ESF or Syracuse University until at least one semester has elapsed. If suspension occurs following the Spring semester, suspended students may not enroll in a summer program at ESF or SU. Suspended students who wish to be reinstated must apply for readmission through the Office of Career and Counseling Services.

Students suspended a second time for unsatisfactory academic performance without successful appeal will be dismissed from the College and may not be considered again for readmission.

Graduate Academic Policies

General Requirements

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 will apply to all students enrolled in that course section. Courses numbered 898, 899 and 999 are graded on a Satisfactory/Unsatisfactory basis.

Curriculum Requirements

The development and administration of course offerings, pre-requisites, sequencing and program requirements are primarily the responsibility of each program 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 matriculated at ESF. Students may graduate under the requirements stated in any catalog issued subsequent to the one in effect the date they matriculated, but they may not use a prior catalog.

Transfer Credit

Credit hours appropriate to the graduate degree in which a minimum grade of B was earned from an accredited institution can be transferred to the college, but grades and grade points cannot be transferred.

Up to six credits of graduate coursework not used to complete another degree may be accepted toward completion of a master's or doctoral degree as approved by the steering committee.

Up to 30 credits of graduate level coursework earned as part of a conferred master's degree may be transferred (by petition) to a doctoral degree with approval of the steering committee.

Students may transfer no more than nine credits of credit-bearing non-degree ESF coursework to graduate degree programs.

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

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. Audited courses may not be used to satisfy full-time status. Students are required to register for at least one credit of thesis/dissertation research, professional experience, or independent study 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 full-time status each semester while holding such an award. Registration for nine credits usually 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.

Doctoral candidates (i.e., those who have successfully completed their doctoral candidacy examination), master's students (M.P.S., M.L.A., and M.F.) who have met all academic requirements, and master of science (M.S.) students who have requested the appointment of a defense committee and intend to defend a thesis may be considered full time if registered for at least one credit of thesis/dissertation research, professional experience, or independent study and submit a "Request for Full-time Certification Form" to the Office of Instruction and Graduate Studies

Part-Time Study

During any semester, students who are enrolled in part-time graduate degree programs (M.F. or M.P.S.) may register for the equivalent of full-time study, which is at least 12 credit hours. Graduate students who are enrolled in part-time degree programs are held to the policy for continuous registration, but not to the policy for time to degree (delimitation).

Audits

Students may formally audit courses with permission of their major professors and the course instructors. Audited courses may not be used to satisfy any academic or 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.

Evaluation

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

| Grade | Definition | Grade Points |
|----------|-----------------------|--------------|
| 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:

| Grade | Definition |
|-------|-------------------------------------|
| 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 |
| NR | [Grade] Not Received |

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.

Time Limits

Graduate students must complete all requirements for the master of forestry, 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 the candidacy exam within three years of the first date of matriculation. Students must pass the doctoral candidacy examination covering selected fields of study at least one year prior to dissertation defense and successfully defend the dissertation. Doctoral candidates must complete all degree requirements within three years of passing the doctoral candidacy examination, or they will be required to retake the candidacy examination.

Graduation Requirements

Students are responsible for meeting the following requirements for graduation:

- Matriculated status as a graduate student;

- All requirements for the appropriate program and degree level must be satisfied, and
- A minimum cumulative grade point average of 3.000 (4.000 = A) for all courses taken as a matriculated student at ESF.

Academic Performance

Students who earn less than a 3.000 cumulative grade point average for graduate-level courses, 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. These students shall be either placed on academic probation or suspended from ESF. The action taken will be based on recommendations from the students' major professors, department chairs and other appropriate faculty and staff. The dean of Instruction and Graduate Studies will inform each student in writing of actions taken.

Each student suspended 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 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 suspension or place the student on probation. The dean of Instruction and Graduate Studies will inform each student in writing of the Subcommittee action. There is no appeal beyond this process.

Students who have been suspended for unsatisfactory academic performance may not reapply until at least one semester has elapsed. Students may not take any courses at ESF or Syracuse University during this first semester following suspension. Suspended graduate students who wish to be readmitted must apply for readmission through the Office of Instruction and Graduate Studies.

Students suspended from a graduate degree program for a second time for unsatisfactory academic performance may not be considered for readmission.

Admission

Undergraduate Admission

www.esf.edu/admissions/

The College is widely 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 admission at any level. These factors include their academic preparation, personal motivation, and reasons for wanting to study at ESF.

Campus Visits

For High School students: www.esf.edu/admissions/freshman/visit.htm

For Transfer students: www.esf.edu/admissions/transfer/visit.htm

For The Ranger School: www.esf.edu/admissions/rsvisit.htm

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, which includes a campus tour. Prospective transfer students who wish to visit the Syracuse campus to meet with a member of the admissions staff and take a campus tour are asked to make an appointment through Undergraduate Admissions. Transfer applicants will find the interview more useful if they bring college transcripts with them. Admissions staff are available for appointments Monday through Friday between 9 a.m. and 3 p.m. Campus tours, conducted by ESF student ambassadors, are also provided. Students interested in visiting The Ranger School should make arrangements directly with that campus by calling 315-848-2566. Please consult the Office of Undergraduate Admissions or our Web site for the calendar of open houses and special visitation events.

Applying for Admission

www.esf.edu/admission.htm

Students seeking admission to undergraduate degree programs must file their application under one of the following processes. High school students may apply for:

- Early action freshman admission
- Regular freshman admission
- Guaranteed transfer admission

Students who have already attended another college may apply under the regular transfer admission process.

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

Students are encouraged to apply online at the ESF Web site. Paper application forms for admission to ESF are available through all New York high schools, the SUNY Application Services Center, and other SUNY admissions offices. An application package may also be obtained directly from the Office of Undergraduate Admissions.

Application Filing Dates

HIGH SCHOOL STUDENTS:

| Enrollment Option | Filing Deadlines |
|---|------------------|
| Fall enrollment, early action (freshmen only) | November 15 |
| Fall enrollment, regular admission | January 15* |

TRANSFER STUDENTS:

| Enrollment Option | Filing Deadlines |
|-------------------|------------------|
| Fall enrollment | April 1* |
| Spring enrollment | November 1* |

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

All applicants for freshman or transfer entry are required to submit official documentation of high school graduation (or equivalent) and any college-level coursework (or equivalent) completed, even if it does not pertain to their intended program of study at ESF. Failure to submit this documentation by the stated deadlines may result in the withdrawal of the application or denial of admission.

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.

Medical Examination

Each new student on the Syracuse campus 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.

Information for High School Students

www.esf.edu/admissions/freshman/

Early Action Freshman Admission

Outstanding high school seniors who have selected SUNY-ESF as a top choice may apply for early action, a non-binding early application/early notification program for fall entry freshmen. Early action allows students to apply to as many institutions as they wish and, if admitted, make their final college choice no later than May 1. Early action candidates must have a completed application on file by November 15. This must include the SUNY Application (which should be received at the SUNY Application Processing Center by November 1), official high school transcripts, official results of either the SAT I or ACT and the ESF Supplemental Application with essay question response.

All early action candidates will be notified of the Admission Committee's decision by January 1. Please refer to the next section, "Regular Freshman Admission," for additional information on the application process.

Regular Freshman Admission

Students who choose to attend ESF following high school graduation may apply for regular freshman admission. This freshman enrollment option is available for students who meet the admission standards for baccalaureate programs and for a limited number of students applying to associate degree programs at The Ranger School. Most applicants to The Ranger School will apply under the guaranteed transfer admission process. Please refer to the next section, which explains this process.

Successful freshman applicants should present strong academic credentials from high school. A minimum of three units each of college preparatory mathematics and science are required for all majors. An official high school transcript must be submitted as part of the student's application credentials. Applicants are required to forward the results of either the SAT I or ACT examination. The Admissions Committee will review SAT I results, but the essay portion is not required for admission. 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 included on the ESF Supplemental Application, published in the ESF Application booklet or available on the ESF Web site.

Guaranteed Transfer Admission

The College recognizes that some students have made arrangements to spend a 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, admitted 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. Guaranteed transfer applicants must submit the same credentials as outlined under "Regular Freshman Admission." Successful applicants for this option must present a strong academic background including at least three years each of college preparatory mathematics and science. To satisfy the guarantee of admission, students must satisfactorily complete, with a minimum cumulative grade point average of 2.300 (A=4.000), any of the lower-division requirements, which are part of their program of study. Only coursework with grades of C or higher will transfer to meet ESF degree requirements.

Information for College Students

www.esf.edu/admissions/transfer/

Regular Transfer Admission

Approximately half of the students who enroll at the College each year transfer to ESF after completing at least one semester at another college following high school graduation. ESF recognizes the unique interests and needs of transfer students.

Transfer students' admissibility is based primarily on the quality and distribution of previous college-level coursework. Consideration involves how much of their previous coursework applies to the requirements of their intended program of study at ESF, overall academic performance at their previous colleges, and specific interest in ESF programs. For most programs, a significant emphasis is placed on students' backgrounds in mathematics and science. Students who have completed less than 30 semester hours at their previous college may be required to submit copies of their high school transcript and SAT I or ACT test scores as part of the admissions process.

Students who apply as transfers to ESF are expected to have successfully completed some portion of the established required sequence of courses appropriate to their intended major at the College. Students attending one of our pre-ESF cooperative transfer colleges (see below) will find information on course equivalencies for all of our programs of study on our Web page. Printed copies of this information may be obtained from the Office of Undergraduate Admissions. 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. Only coursework with grades of C or higher will transfer to meet ESF degree requirements.

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 students a wide selection of colleges from which they can obtain the necessary courses and appropriate advice on how to prepare for transfer to ESF. Information on ESF cooperative transfer colleges may be found on our Web page.

Students who attend these colleges and follow the academic program prescribed by ESF will share a common academic background with other students who transfer to the College.

The cooperative colleges are:

NEW YORK STATE COLLEGES

Adirondack Community College, Glens Falls
Alfred State College, Alfred
Broome County Community College, Binghamton
Cayuga County Community College, Auburn
Columbia-Greene Community College, Hudson
Corning Community College, Corning
Dutchess County Community College, Poughkeepsie
Erie County Community College, Buffalo
Finger Lakes Community College, Canandaigua
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
Mohawk Valley Community College, Utica
Monroe County Community College, Rochester
Morrisville State College, Morrisville
Nassau County Community College, Garden City
Niagara County Community College, Sanborn
North Country Community College, Saranac Lake
Onondaga County Community College, Syracuse
Orange County Community College, Middletown
Rockland County Community College, Suffern
Schenectady Community College, Schenectady
Suffolk County Community College, Selden
Sullivan County Community College, Loch Sheldrake
SUNY College of Agriculture and Technology at Cobleskill
SUNY College of Technology at Canton
SUNY College of Technology at Delhi
Syracuse University
Tompkins-Cortland Community College, Dryden
Ulster County Community College, Stone Ridge
Westchester County Community College, Valhalla

OUT-OF-STATE COLLEGES

Berkshire Community College, Pittsfield, MA
Bucks County Community College, Newtown, PA
Holyoke Community College, Holyoke, MA
Housatonic Community College, Bridgeport, CT
Northampton Community College, Bethlehem, PA

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).

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

Only coursework completed at institutions that are fully accredited by one of six regional accrediting agencies will be considered for possible transfer credit toward ESF degree requirements. These agencies are the Middle States Association of Colleges and Schools¹, 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.

Advanced Placement

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) as well as the Higher Level Exams of the International Baccalaureate (IB) program.

The following guidelines are intended to assist students and advisers:

- Scores of 3, 4, or 5 on AP exams may be accepted for credit for all exams except those defined below as fundamentals of math and science.
- Scores of 4 or 5 on AP exams are required for credit in areas defined as fundamentals of math and science. The AP exams indicative of knowledge areas in fundamentals of math and science are given in the following table (see page 25).

¹ *Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pa., 19104; 215-662-5606.*

| AP Examination | Credits | Courses |
|--------------------------------------|---------|----------------------------|
| Biology | 8 | EFB 226/ EFB 285 |
| Chemistry | 8 | FCH150/151/152/153 |
| Calculus AB | 4 | APM 105 or MAT 295 |
| Calculus BC | 8 | APM 105/106 or MAT 295/296 |
| Physics B | 8 | PHY 101/102 |
| Physics C: Mechanics | 4 | PHY 211/221 |
| Physics C: Electricity and Magnetism | 4 | PHY 212/222 |

- Scores of 3 or higher on the AP examinations in language/ composition (credit awarded for CLL 190) and literature/ composition (credit awarded for CLL 290) are acceptable for writing course credit.

Ranger School Admission

www.esf.edu/rangerschool/

The Ranger School, located in Wanakena in the central Adirondack Mountains, offers A.A.S. degrees in forest technology and in land surveying technology, but does not enroll freshmen. Students complete their freshman year requirements at ESF's Syracuse campus or at another college of their choice. They complete the sophomore year of their A.A.S. program in residence at The Ranger School campus. Candidates may apply for acceptance into the forest technology or land surveying technology program under the guaranteed transfer admission option or as a regular transfer admission student.

High school students who wish to enroll in this program should apply during their senior year to receive a guaranteed entry date one year later. A limited number of freshman applicants will be offered admission to the Syracuse campus for the first year program of the A.A.S. and eventual completion of the bachelor degree, usually in a program of study in the Department of Forest and Natural Resources Management. Transfer students apply for sophomore year entry during the academic year prior to their intended fall semester entry at The Ranger School (spring admission is not available). For further information on The Ranger School, visit the Web site or refer to The Ranger School section of this catalog.

Educational Opportunity Program

www.esf.edu/admissions/special.htm

The State University of New York's Educational Opportunity Program (EOP) provides academic support and financial aid to students who show promise for mastering college-level work, but who may otherwise not be accepted. Offered only to full-time students who are New York state residents, EOP accepts both freshmen and transfer students who qualify, academically and financially, for the program. Students cannot apply for both EOP and early action programs.

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

High school seniors who wish to apply for freshman enrollment and EOP status at the College must file a SUNY application 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), indicating ESF as a receiving institution.

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

apply for EOP, HEOP or SEEK at their lower-division college, and must enroll in or be qualified for such a program in order to continue in EOP at ESF.

All EOP applicants must file applications for undergraduate admission and financial aid as described in those two sections of this catalog. For further information, contact the director of the Office of Financial Aid and Scholarships, 315-470-6670.

Deferred Admission

www.esf.edu/admissions/special.htm

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.

International Students

www.esf.edu/international/

The College enrolls international students as undergraduates 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:

- Proficiency in the English language through acceptable performance on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), STEP Eiken, or by completing at least one year of college at an institution where the courses were taught in English.
- International freshman applicants are required to demonstrate the completion of a college preparatory secondary school program by submitting academic credentials translated into English. 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.
- International transfer applicants are required to submit a detailed course-by-course evaluation of all international academic credentials in English. 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.
- Ability to meet all of the financial obligations that will be incurred while attending the College must also be demonstrated. 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's Slutzker Center for International Services, 310 Walnut Place, 315-443-2457, or from the ESF Office of Student Life, 315-470-6660.

Graduate Admission

<http://www.esf.edu/graduate/admission.htm>

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 department chair to the dean of Instruction and Graduate Studies. Employees of the College who carry faculty status in accordance with 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 (GRE) scores and for some degree programs, subject (advanced) test scores; supporting letters of recommendation; and a statement of educational and professional goals.

The Graduate Record Examination may be waived by a department chair or graduate coordinator on an individual basis. This waiver can only be granted by the graduate coordinator and/or chair.

A nonrefundable \$60 application fee is charged.

Applying for Admission

Faculty seek graduate students who are well-prepared for rigorous study, responsive and receptive to constructive feedback, and a good fit with their programs. The most effective way for applicants to demonstrate these qualities is to communicate with faculty prior to applying and to understand the programs ESF has to offer. Therefore, individuals who are interested in applying for graduate study should contact ESF faculty to discuss degree programs and learn about specific opportunities for study and research at ESF. Faculty Web pages provide contact information and additional insights about ESF degree programs. We also encourage applicants to visit campus and meet with faculty and current graduate students.

On-line applications are preferred and are accessible at www.esf.edu/graduate/admission.htm.

Application forms may be printed from the Internet or requested in paper form from the Office of Instruction and Graduate Studies, 227 Bray Hall, SUNY-ESF, Syracuse, N.Y. 13210.

Application Deadlines [Applications completed after these deadlines will be processed on a rolling basis]:

| Semester | Deadline |
|----------|------------|
| Fall | February 1 |
| Spring | November 1 |

Applications completed by these dates will normally receive decisions by early April for fall matriculation and by early December for spring matriculation.

Graduate Record Exam Subject Tests

Subject tests are required or recommended by the following programs:

| Graduate Program | Subject Test |
|--|---------------------------------|
| Environmental and forest chemistry | Chemistry - required |
| Biochemistry area of study within environmental and forest chemistry | Chemistry or Biology - required |
| Environmental and forest biology | Biology - recommended |

Transfer Credit

Credit hours appropriate to the graduate degree in which a minimum grade of B was earned from an accredited institution can be transferred to the College, but grades and grade points cannot be transferred.

Up to six credits of graduate coursework **not used to complete another degree** may be accepted toward completion of a master's or doctoral degree as approved by the steering committee.

Up to 30 credits of graduate level coursework **earned as part of a conferred master's degree** may be transferred (by petition) to a doctoral degree with approval of the steering committee.

Students may transfer no more than nine credits of credit-bearing **non-degree ESF** coursework to graduate degree programs.

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

Part-time Study

Part-time study at the graduate level provides an excellent opportunity for working professionals to extend their educational credentials or broaden their general knowledge by enrolling for courses on a part-time basis. The M.P.S. or M.F. professional degrees are available for students who are initially matriculated on a part-time basis. Part-time students apply, matriculate and register through the same processes that other ESF graduate students complete. During any semester, students who enroll in part-time programs may register for the equivalent of full-time study, which is at least 12 credit hours. Part-time students are held to the policy for continuous registration, but not to the policy for time to degree (delimitation).

Deferred Admission

Students accepted to graduate programs at ESF who wish to defer their enrollment beyond their original entry date must make this request in writing directly to the Office of Instruction and Graduate Studies.

International Students

The College enrolls international students on the graduate 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:

Proficiency in the English language through acceptable performance on one of the following (minimum score in parentheses):

TOEFL: Test of English as a Foreign Language [Paper-based] (550)

TOEFL: [Computer-based] (213)

TOEFL: [Internet-based] (> 80 with no individual component score < 17)

IELTS: International English Language Testing System (Total: 6, with no less than 5 in Writing)

STEP EIKEN: Society for Testing English Proficiency (Grade 1).

In submitting test scores to the College (**institutional number 2530**), request they be sent to the Office of Instruction and Graduate Studies. English proficiency may also be demonstrated by completing at least two years of post-secondary instruction at an institution where the language of instruction was English.

Ability to meet all of the financial obligations that 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 ESF's Office of Business Affairs, 102 Bray Hall, 315-470-6630.

International students who are currently enrolled at American colleges or universities 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. Bureau for Citizenship and Immigration Services (BCIS) 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* and the fees listed below are **subject to change**.

| | NYS Resident Students | Out-of-State Students |
|--|-----------------------|-----------------------|
| Undergraduate Matriculated | | |
| Full-time | \$2,175 | \$5,305 |
| Part-time | \$181/credit hour | \$442/credit hour |
| Graduate Matriculated | | |
| Full-time | \$3,450 | \$5,460 |
| Part-time | \$288/credit hour | \$455/credit hour |
| Continuing Education Non-degree Students without a Baccalaureate Degree | | |
| Course Nos. 0-599 | \$181/credit hour | \$442/credit hour |
| Course Nos. 600-999 | \$288/credit hour | \$455/credit hour |
| Students with a Baccalaureate Degree | | |
| Course Nos. 0-499 | \$181/credit hour | \$442/credit hour |
| Course Nos. 500-999 | \$288/credit hour | \$455/credit hour |
| Maximum Total Tuition for 12 Credit Hours or More | | |
| Undergraduate | \$2,175 | \$5,305 |
| Graduate | \$3,450 | \$5,460 |

Residency

For purposes of tuition, "residence" refers to the principal or permanent home to which the student returns. Students who believe they qualify as New York residents may apply for a change in residency after they are accepted by ESF. Application forms are available in the Office of Business Affairs.

Fees

Application

Students who apply for admission to an undergraduate program at any State University of New York campus are charged a non-refundable application fee of \$40. 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 high school.

Students who apply for admission to a graduate program at ESF are charged a nonrefundable application fee of \$60.

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 \$90 per year to cover the cost of student activities at the College and part-time matriculated students are charged \$3.75 per credit hour.

Full-time graduate students are charged an activity fee of \$50 in the fall only. Part-time matriculated graduate students are charged \$7.50 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 \$36 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 and graduate students will be charged a \$50 fee to cover the cost of a college orientation program. This is a voluntary activity and students who choose not to attend may request a refund.

Student Support Services

All full-time students are charged \$179.00 per semester to partially offset the cost of academic and other support services provided by Syracuse University, while part-time students are charged \$14.95 per credit hour.

Final Year

Undergraduate students pay a commencement fee of \$60 that is required at the beginning of the semester in which a student is expected to obtain a degree.

All undergraduates are also charged \$30 for a school yearbook in the fall semester, and a \$10 senior gift charge the semester they are expected to graduate.

Graduate students incur additional costs for the binding and archiving of theses and dissertations. Fees for these services are determined in the semester of degree completion. Students who matriculate after Fall 2006 will be charged a \$35 commencement activity fee upon matriculation.

Field Trip Fees

A transportation fee of \$40 is charged for each course that has a field trip component to cover costs of transporting students to off-campus sites.

Drop/Add Fee

A fee of \$20 is assessed for each drop and each add transaction after the drop or add deadlines. See the "Academic Calendar" on page 3 for the dates.

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 \$892 per calendar year. Coverage for dependents is available from the insurance carrier.

Technology Fee

A fee of \$12.25 per credit hour up to a maximum of \$147 per semester is assessed to maintain and enhance the College's computer infrastructure and online services provided to students.

Official Transcript Fee

All students, including matriculated, non-matriculated, full time and part time, are assessed a fee of \$5 per semester. This guarantees students access to unlimited lifetime transcripts.

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, is sent to students at the time they are offered admission. The deposit is credited to the student's 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 expected charges. This invoice includes only ESF charges. (See below for room and board costs at Syracuse University.) New students will be billed upon arrival and payment will be due in 15 days. 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.

Late Payment Fee

A late payment fee ranging from \$30 to \$50 will be charged each time a monthly statement is issued. The maximum will not exceed four late payment fees.

Insufficient Funds

Individuals will be assessed a charge of \$20 for checks returned unpaid due to insufficient funds.

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%

In order to receive a refund of amounts paid over the liability, individuals must apply within one year after the end of the semester for which the tuition was paid. 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 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 \$2,510 to \$4,390 per semester, reflecting the diversity of single- and multiple-room accommodations for graduate, undergraduate, single and married students.

A variety of meal plan options are also available to all students, whether or not they reside in university residence halls. The costs of these plans range from \$790 to \$3,110 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 Housing, Meal Plan and I.D. Card Services, 202 Steele Hall, Syracuse University, Syracuse, N.Y. 13244, 315-443-2721.

Program Expenses

The cost of books and supplies is approximately \$1,200 per year. Additional costs for personal expenses, clothing and transportation vary greatly from student to student, but are estimated to range from \$900 to \$1,600 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 \$1,885, while the program at Cranberry Lake costs \$425 a week, plus travel and personal expenses.

Field trips for landscape architecture students range between \$300 and \$400. 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.

Additional course fees for labs provided by Syracuse University will be billed separately by SU. They are typically \$20/semester for chemistry labs and \$40/semester for physics labs.

The Ranger School Expenses

Please see page 104 for detailed expenses for The Ranger School at the Wanakena campus.

Financial Aid

www.esf.edu/financialaid

The College offers these basic forms of student financial assistance: scholarships or grants; part-time employment; long-term loans; diversity student scholarships and fellowships; assistantships, tuition scholarships, and fellowships for graduate students; a deferred tuition payment plan; and sources of non-need loans to students and 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. Aid 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 the *ESF Financial Aid Guide*, which is a separate publication that is mailed to all applicants and is available through the Office of Financial Aid and Scholarships.

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 the appropriate sections under New York State Awards and Federal Awards later in this chapter.

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.

Applying For and Receiving 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.

After January 1, students must complete the Free Application for Federal Student Aid (FAFSA), and submit it to the Federal Student Aid Processor. There is a paper version of the FAFSA or you can file electronically at www.fafsa.ed.gov

The deadline for first consideration is March 1.

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 home page on the Internet. While visiting, please check out the following:

- Electronic filing for financial assistance
- Free scholarship search for students/parents
- Latest links to other financial aid sites.

The FAFSA forms are available in the Office of Financial Aid and Scholarships, high school guidance offices, and college financial aid offices.

Students are invited to discuss with the Financial Aid 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 achievement, 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 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 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.

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 Performance, undergraduates page 20, graduate students page 22).

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 18).

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.

New York 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 are listed below.

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

- Academic Progress—Students must meet the stated minimums on the following charts to be eligible for an award the next semester.
- Program Pursuit—Students must complete a minimum number of credit hours each semester based on a full-time course load of 12 credit hours.
 - Associate in applied science degree students must complete 75 percent of the full-time credit load. Therefore, they must receive at least nine credits per semester ($.75 \times 12 = 9$).
 - Bachelor's degree students must complete 100 percent of a full-time credit load (12 credit hours) each semester.
 - Graduate degree students must complete 100 percent of a full-time credit load (12 credit hours) 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.
- C Average—Students 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 listed on the following charts 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 a waiver is in the best interest of the student. The waiver is *not* automatic. The waiver must be filed within the academic period it should cover. Requests are made through the director of Financial Aid and Scholarships.

Waivers for the C average requirement may be granted only when failure to meet this requirement is due to:

- the death of a relative of the student;
- the personal injury or illness of the student;
- other extenuating circumstances.

Requests for the C waiver are also requested through the director of Financial Aid and Scholarships.

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

The charts below list the credit hours a student must complete and the grade point average a student must maintain to receive the award payment.

For students pursuing an associate degree program at ESF:

| Payment | Credit Hours | Grade Point Average |
|---------|--------------|---------------------|
| #1 | 0 | .000 |
| #2 | 3 | .500 |
| #3 | 9 | .750 |
| #4 | 18 | 1.300 |
| #5 | 30 | 1.500 |
| #6 | 45 | 1.700 |
| #7 | 60 | 2.000 |
| #8 | 75 | 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.

For students pursuing a bachelor's degree program at ESF:

| Payment | Credit Hours | Grade Point Average |
|---------|--------------|---------------------|
| #1 | 0 | .000 |
| #2 | 3 | .500 |
| #3 | 9 | .750 |
| #4 | 18 | 1.200 |
| #5 | 30 | 2.000 |
| #6 | 45 | 2.000 |
| #7 | 60 | 2.000 |
| #8 | 75 | 2.000 |
| #9 | 90 | 2.000 |
| #10 | 105 | 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.

For students pursuing any graduate degree program at ESF:

| Payment | Credit Hours | Grade Point Average |
|---------|--------------|---------------------|
| #1 | 0 | .000 |
| #2 | 6 | 2.000 |
| #3 | 12 | 2.500 |
| #4 | 21 | 2.750 |
| #5 | 30 | 3.000 |
| #6 | 45 | 3.000 |
| #7 | 60 | 3.000 |
| #8 | 75 | 3.000 |

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 ACG Grants, Federal SMART Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Student Loans, Federal Stafford Student Loans, the Federal College Work-Study Program, and the Federal Parent Loan for Undergraduate Students.

The criteria 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 academic progress toward a degree. The evaluation criteria are the following:

- an appropriate grade point average to ensure satisfactory academic progress;
- the successful accumulation of credits toward a degree;
- receipt of a degree within the prescribed time limit for that program. Limits vary for individual programs; see below for the standard.

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 percent 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 percent 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.

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

| Degree | Credit Hours Required | Maximum Hours Allowed |
|--|-----------------------|-----------------------|
| Associate in Applied Science | | |
| Forest Technology | 78 | 117 |
| Land Surveying Technology | 78 | 117 |
| Bachelor of Science | | |
| Aquatic and Fisheries Science | 126 | 189 |
| Bioprocess Engineering | 127 | 190 |
| Biotechnology | 123 | 184 |
| Chemistry | 121 | 181 |
| Conservation Biology | 126 | 189 |
| Construction Management | 128 | 192 |
| Dual Option in Forest Ecosystems Science | 128 | 192 |
| Environmental Biology | 126 | 189 |
| Environmental Science | 125 | 187 |
| Environmental Studies | 121-124 | 186 |
| Forest Engineering | 125 | 187 |
| Forest Health | 126 | 189 |
| Forest Resources Management | 129 | 193 |
| Natural History and Interpretation | 126 | 189 |
| Natural Resources Management | 122 | 183 |
| Paper Engineering | 140 | 210 |
| Paper Science | 132 | 198 |
| Wildlife Science | 126 | 189 |
| Wood Products Engineering | 125 | 187 |

| | | |
|--|--------|-----|
| Bachelor of Landscape Architecture | 150 | 225 |
| Bachelor of Landscape Architecture/Master of Science | 150/30 | 225 |
| Master of Forestry | 30 | 45 |
| Master of Landscape Architecture | 66 | 99 |
| Master of Professional Studies (unless otherwise noted) | 30 | 45 |
| Environmental and Forest Biology | 42 | 63 |
| Master of Science | 30 | 45 |
| Doctor of Philosophy | 60 | 90 |

Types of Available Awards

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.

Federal Academic Competitiveness Grant

To be eligible for the Federal Academic Competitiveness Grant (ACG) the student must be a U. S. Citizen, Federal Pell grant recipient, enrolled full-time in an associate's, bachelor's, two academic year program acceptable for full credit toward a bachelor's degree or a graduate degree program that includes at least three academic years of undergraduate education, graduate from high school on or after January 1, 2005, and complete a rigorous high school program as defined by the U. S. Department of Education. The first year ACG amount is up to \$750 and the second year ACG amount is up to \$1,300. To receive the second year ACG the student must have a 3.0 cumulative grade point average after the completion of the first academic year in addition to the above eligibility requirements and be maintaining satisfactory academic progress. Students will be reviewed for the first year ACG after receiving information from the Federal processor of students that have affirmed that they have completed a rigorous high school program. The grant may be reduced based on a request from the U. S. Department of Education due to the Federal Government not having sufficient funding levels available based on all eligible students nationally in the award year.

Federal National SMART Grant

To be eligible for the Federal National Science and Mathematics Access to Retain Talent (SMART) Grant the student must be a U. S. Citizen, Federal Pell grant recipient, enrolled full-time in their third or fourth academic year of a four-year program, pursuing a major in mathematics, physical, life or computer science, technology, engineering or a critical foreign language, such as Arabic, Chinese, Korean, Japanese and Russian, maintain a 3.0 cumulative grade point average. The grant may be up to \$4,000 for the academic year. The grant may be reduced based on a request from the U. S. Department of Education due to the Federal Government not having sufficient funding levels available based on all eligible students nationally in the award year.

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 \$890 to \$4,731.

Eligibility for a Pell Grant is determined by filing the FAFSA (Free Application for Federal Student Aid).

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 socio-economic and academically disadvantaged background to be eligible.

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

Tuition Assistance Program and Regents Programs

Tuition Assistance Program (TAP) awards are available to New York residents enrolled in full-time degree programs. The awards are based on income, and range from \$100 to 95 percent 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 State Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, N.Y. 12255.

Vocational and Educational Services Grants

Financial assistance and program counseling are provided by New York for students with disabling conditions. Information is available from any New York Office of Vocational and Educational Services. VESID – assistance amounts will be determined by SUNY-ESF following receipt of payment authorizations and calculation worksheets from the assigned VESID counselor.

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' administration offices, and the State Regional Office, 111 West Huron Street, Buffalo, N.Y. 14202.

Diversity Student Scholarships and Fellowships

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

The Graduate Diversity Fellowship Program provides tuition and stipends to graduate students who have overcome a disadvantage or other impediment to success in higher education and will contribute to the diversity of the student body. Recipients must be full-time students during the period of the award. Continuation of the award is contingent upon maintaining satisfactory progress toward the degree. Individuals should contact the director of Multicultural Affairs for application guidelines.

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, N.Y. 12234.

Private Fellowships, Scholarships and Grants

The College administers more than 130 private fellowships, scholarships and grants established by individuals, companies, organizations

and foundations. These funds have varying eligibility requirements, which are described in more detail at www.esf.edu/financialaid.

A list of the private funds administered by the ESF College Foundation may be found at www.esf.edu/development/scholarships.

Syracuse Pulp and Paper Foundation Scholarships

Scholarships from the Syracuse Pulp and Paper Foundation, Inc. are awarded to undergraduate students in paper science and paper 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 freshman and transfer students and ESF continuing students in PSE, who have a 2.5 cumulative grade point average or higher, will be considered for scholarship assistance. Awards are renewed each semester subject to scholarship committee approval. Students should contact the Office of Financial Aid and Scholarships or the Syracuse Pulp and Paper Foundation for 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 the minimum wage and increase as duties and responsibilities increase. The current wages are \$7.15 per hour during the academic year and \$8.15 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 and Scholarships 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. A total of \$4,000 can be borrowed each year for four years, up to a maximum of \$20,000. 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 \$2,000 in 2007-2008.

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: \$3,500 in the first year; \$4,500 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 payments while in school, or allow interest payments to be added to the principal.

Beginning July 1, 2006, all new loans have a fixed interest rate of 6.8 percent.

A repayment plan, with a variable or fixed 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 \$4,000 for undergraduates and \$7,500 for graduate students in 2007-2008. The average unsubsidized Stafford Student Loan was \$3,800 for undergraduates and \$6,500 for graduate students in 2007-2008.

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 8.5 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 provides 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 and Scholarships.

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 the teaching, outreach, and/or research missions of the college. The amounts of the assistantships range from \$11,060 per academic year to as high as \$30,000 for a calendar year (for full-time awards). 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.

Guidelines and criteria for awards are posted on the "Funding Opportunities for Graduate Students" website: www.esf.edu/graduate/awards.htm.

ESF Scholarships and Grants

| Scholarship Program | Eligibility | Amount | Where to Apply |
|---|--|---|---|
| ESF Presidential Scholarships | Winners are selected based on academic records, recommendations, and academic program requirements. | Up to \$3,000 per year for N.Y. residents and up to \$6,000 per year for out-of-state residents. | All freshman and transfer applications submitted to ESF by February 1 will be reviewed for possible selection. |
| National Merit, National Achievement, and National Hispanic Scholarships | Semifinalists or finalists in any of these three national scholarship programs. | Combined ESF Presidential and Merit Scholarships totaling up to \$6,000 per year. Renewable. | High school records provided for admission must indicate student's semifinalist or finalist selection. |
| ESF Legacy Scholarships | Children or grandchildren of ESF alumni enrolled in full-time undergraduate study. Up to five winners selected each year. | \$250 per semester for up to ten semesters. Renewable with cumulative GPA of 2.5 or higher. | Complete question 12 on ESF's Supplemental Application for Admission for consideration. |
| Paper Science and Engineering Scholarships | United States citizens enrolled in or admitted to the Paper Science or Paper Engineering programs. | Entering freshman are awarded a full-tuition scholarship for their first year. Amounts for transfer and continuing students are based on GPA. | Students must apply annually by completing the FAFSA, available at www.fafsa.ed.gov . |
| ESF College Foundation Awards | Full-time, three-quarter time, or half-time students with financial need or academic merit. | Amounts for these awards vary from \$100 - \$5,000, depending upon need and academic progress. | Student must complete the FAFSA, available at www.fafsa.ed.gov . |
| Haudenosaunee Scholar Awards | First-year or transfer students with certified citizenship in Mohawk, Oneida, Onondaga, Cayuga, Seneca or Tuscarora nations. | \$5,000 per year (full-time study only). Two scholarships awarded each year. | Application available on Office of Financial Aid and Scholarships website: www.esf.edu/financialaid/ . |
| Phi Theta Kappa Scholarships | Community college transfer students who are members of PTK honor society. | \$1,500 per year. Renewable. | Proof of PTK membership submitted with application for admission. |

State and Federal Government Grants

| Need-based Grant | Eligibility | Amount | Where to Apply |
|---|---|--|--|
| Federal Pell Grant | Accepted or enrolled full-time, three-quarter-time, or half-time undergraduate students who demonstrate financial need. | From \$890 to \$4,731. Cannot exceed one-half the cost of college expenses. | Students must submit the FAFSA, available at www.fafsa.ed.gov . |
| Federal Supplemental Educational Opportunity Grant (FSEOG) | Full-time, three-quarter-time, or half-time undergraduate students with exceptional need. | Up to \$4,000, depending upon need and college expenses. | Students must submit the FAFSA, available at www.fafsa.ed.gov . |
| Federal Academic Competitiveness Grant | Full-time undergraduate students who completed a rigorous secondary school program and meet need criteria. | Up to \$750 for first-year students; up to \$1,300 for second-year students. | Students must submit the FAFSA, available at www.fafsa.ed.gov . |
| Federal SMART Grant | Full-time undergraduate students in certain math and science programs who meet need criteria. | Up to \$4,000 for third- or fourth-year students. | Students must submit the FAFSA, available at www.fafsa.ed.gov . |
| New York State Tuition Assistance Program (TAP) | Full or part-time students at any accredited college in New York State. Resident of New York State. Must demonstrate financial need. | \$100 to \$4,350 for undergraduates. \$75 to \$600 for graduates, depending on NYS net taxable income and dependency status. | Students must complete the FAFSA using the TAP section, available at www.fafsa.ed.gov . |
| Educational Opportunity Grant (EOP) | Undergraduate students. Resident of New York State. High school diploma or equivalent. For educationally and economically disadvantaged students. | Varies according to individual need. Applicants must submit the Federal Income Tax Form. | Information and guidelines are in the SUNY Information and Application for Admissions Booklet. Students must submit the FAFSA. |
| Aid for Part-Time Study (APTS) | Undergraduate students who have at least 6 credit hours toward their degree. Must be a N.Y. resident enrolled in an eligible N.Y. school. Enrolled for 6–11 credit hours. | Minimum award: \$50. Maximum award: \$2,000. | Applications are available in the ESF Financial Aid Office. Contact us at 315-470-6670. |

The term "Full-Time Undergraduate Student" in this chart means one taking at least 12 credit hours per semester in a degree/ certificate program; "Three-Quarter-Time Undergraduate Student" means one taking at least 9 credit hours per semester in a degree/ certificate program; "Half-Time Undergraduate Student" means one taking at least 6 credit hours per semester in a degree/certificate program. Graduate students not holding an assistantship are considered full-time if registered for 12 credit hours each semester. Graduate students holding an assistantship and/or tuition scholarship are full-time if registered for 9 credit hours each semester.

Federal Student Loans

| Loan Program | Eligibility | Amount | Where to Apply |
|------------------------------|--|--|---|
| Federal Perkins Loan | For all full-time, three-quarter-time, or half-time students with financial need. Students borrow from the College on their own signature (no cosigner required). | Amount varies according to student's need. The total loan limit is \$15,000 for an undergraduate program and \$30,000 for a graduate program. No interest while in school. Repayment at 5% interest begins 9 months after leaving school. Up to 10 years to repay. | Students must submit the Free Application for Federal Student Aid (FAFSA). www.fafsa.ed.gov |
| Federal Stafford Loan | For all full-time, three-quarter-time, or half-time students. Students borrow from a participating lender. There are subsidized loans (interest-free while in school) and unsubsidized loans (student responsible for interest while in school). | <p><u>Dependent Students:</u> The subsidized and unsubsidized maximum per year is \$3,500 for freshmen, \$4,500 for sophomores, and \$5,500 for juniors and seniors (borrowing limit is \$23,000 for dependent undergraduate students).</p> <p><u>Independent students or students whose parents cannot borrow under the Federal PLUS Loan Program:</u> The subsidized and unsubsidized maximum per year is \$7,500 for freshmen, \$8,500 for sophomores, and \$10,500 for juniors and seniors (borrowing limit is \$46,000 for independent undergraduate students).</p> <p><u>Graduate or Professional Students:</u> The subsidized maximum is \$8,500 and the unsubsidized maximum is \$12,000 (borrowing limit is \$138,500 for graduate or professional students).</p> <p>Repayment begins 6 months after you graduate or fall below half-time status. You have up to 10 years to repay the loan. The fees are a 1% origination fee (for the federal government) and up to 1% default fee (for the guaranty agency). Fees are deducted proportionately from your loan proceeds. The interest rate is 6.8%.</p> | Students must submit the Free Application for Federal Student Aid (FAFSA). www.fafsa.ed.gov |
| Federal PLUS Loan | For parents or guardians of financially dependent undergraduate students. Graduate students may also borrow PLUS loans. | The maximum is the cost of education at ESF minus any estimated financial aid. Borrowers must meet the lender's established credit criteria. Loan repayment begins 60 days after the loan is fully disbursed. The interest rate is 8.5%. | Students must submit the Free Application for Federal Student Aid (FAFSA). www.fafsa.ed.gov |

Student Employment

| Employment Program | Eligibility | Amount | Where to Apply |
|---|---|---|---|
| Federal Work-Study Program | For full-time, three-quarter-time, or half-time students with financial need. | Opportunities for employment are offered during the academic year and/or summer. Students may work up to 20 hours per week when classes are in session or up to 40 hours per week during vacations. Hourly wages up to \$7.15 per hour during the academic year, or \$8.15 for summer employment. | Students must submit the FAFSA application at www.fafsa.ed.gov , and the appropriate tax forms. |
| Job Location and Development Program | For all ESF students. Students are connected to job opportunities with local employers. | Wage and hours will vary according to job offers. | Apply by visiting the ESF job locator in the Financial Aid Office. |

Graduate Student Assistantships

| Assistantships | Eligibility | Amount | Where to Apply |
|--------------------------------|--|---|--|
| Graduate Assistantships | Assistantships sponsored by N.Y. State and various research projects are available. Students assist with instruction, research, and support operations for an assigned program area. | Graduate assistants normally work for 10–20 hours per week. The award range is generally \$11,060–\$30,000 per year, and a tuition scholarship may also be provided. Financial need is not a criterion for qualification. | The application for admission serves as the application for graduate assistantships for beginning students. Continuing students should contact their department chair. |

Student Life

Student Services at ESF

Academic Success Center (ASC)

The Academic Success Center's mission is to provide a variety of academic support services for students to help them realize their educational goals. The ASC offers peer tutoring, drop-in writing support, success resources, a computer lab, and graduate school preparation resources. The Academic Success Center is located on the first floor of Moon Library in Room 109. It can be reached by phone at (315) 470-4921 or by e-mail at tutoring@esf.edu.

Peer Tutoring: Peer tutors may be available to any ESF student who feels a need for academic support in meeting the demands of ESF courses in which he/she is currently enrolled. Priority for tutoring is given to the lower division undergraduate courses. Requests for tutoring in more specialized classes are dealt with on a case-by-case basis. A student may request which type of tutoring assistance he/she prefers: individual, small group or large group.

Writing Resource Center: The Center offers students the opportunity to drop in for assistance with writing papers, lab reports, and written homework assignments. We will help students with all facets of the writing process, including skills such as brainstorming, outlining, organizing and overcoming writer's block.

Success Resources: Throughout the semester, workshops are offered to help students with study skills, time management, and test preparation. Space is available for groups to study using white boards and computers. In addition, the "Success at ESF" Web site offers proven advice about what it takes to succeed at ESF.

Computer Lab: Students can use ASC computers for heightening academic performance. These computers are available for tutoring sessions, group study, and independent work. Schedules for use are posted in the center.

Career Services

The Office of Career Services provides career counseling to meet the individual needs of students at various stages of their education and employment search through a variety of materials and presentations. The career services offered include skill development workshops, job lists, on-campus recruiting visits, career Web sites, and reference information.

The office also conducts an annual survey to monitor the activities of ESF graduates six-to-nine months after graduation. The survey results are available at the Office of Career Services.

Graduate School Preparation Resources: Students can begin the process of searching for graduate schools using the Office's graduate preparation materials, including test (GRE, GMAT, etc.) study guides and resources specific to the process.

Internships: ESF students can explore interests and career opportunities through a variety of internships on campus, in the local community, and around the country. Internship opportunities exist for students in all majors. Students should contact the Office of Career Services for more information.

Counseling Services

The Office of 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 counseling services staff helps students adjust to life at ESF and successfully graduate from the College.

Syracuse University provides additional assistance for a broad range of concerns. Services are offered by 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.

Support for Students with Learning Disabilities

Academic support services for students with learning disabilities, as well as students requiring tutorial and remedial assistance, are available. Students should contact the ESF Office of Student Life at 315-470-6660 so appropriate services and accommodations 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 Life.

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 Life, or the College's 504 Coordinator in the Office of the Vice President for 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. Syracuse University's Office of Disabilities Services can be reached at 804 University Avenue Room 309, 315-443-4498. There is a Tele-communication Device for the Deaf (TDD) at 315-443-1371.

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.

University Police

ESF's University Police is a law enforcement department consisting of a staff of 15, including 10 uniformed, sworn police officers. The department is responsible for personal safety, criminal investigations, campus access, building security, parking, and enforcement of all New York vehicle and traffic laws on campus roadways 24 hours per day, seven days a week.

The Blue Light Help Phone System is a direct voice link with University Police offices. Blue help lights are located throughout the ESF campus and may be used any time assistance is needed.

University Police offices are located in the basement of Bray Hall, Room 19, and can be reached by calling 315-470-6667.

Student Services at Syracuse University

Housing

College students may seek housing with Syracuse University 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.

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. 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.

For more information about costs and availability, contact the Office of Housing, Meal Plans, and ID Card Services, 202 Steele Hall, Syracuse University, Syracuse, N.Y. 13244, 315-443-2721.

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 Syracuse University's Health Services, 111 Waverly Ave., 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 also can provide health protection during the summer months when students are not under the care of Health Services. Married students with dependents who are not covered by Health Services privileges are strongly urged to purchase health insurance made available to students through SU Health Services, 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 Office of International Services, 310 Walnut Place, 315-443-2457, or from the ESF Business Office, 102 Bray Hall.

Co-curricular Activities

Students at the College can choose from co-curricular activities at both ESF and Syracuse University.

Activities at ESF

Your ESF education will be characterized by stimulating and challenging academics. The experience you gain in the classroom will prepare you technically for your chosen career. However, an equally important element of your college education is how you spend your out-of-class time. The Office of Student Activities offers a variety of programs that promote students' education beyond the classroom. ESF students have access to over 300 student groups. These professional, recreational, service and social affiliations can help to facilitate a well-rounded education. On the ESF campus there are nearly 25 organizations, and more than 300 at Syracuse University.

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 Department 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 annual events include the All-College Welcome Back Picnic held the first weekend of the fall semester; the Annual Alumni and Family Fall BBQ; 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. Descriptions are on the College Web site at www.esf.edu/students/activity/clubs and additional information can be obtained from the student activities office in 110 Bray Hall.

Activities 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, SU Marching Band 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. Facilities on South Campus include a lodge, 22 tennis courts, and a Nautilus exercise room in the Goldstein Student Center. There is also an ice rink at South Campus.

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.

Alumni Association

The Office of Alumni Affairs serves as a liaison among the College, the Alumni Association Board of Directors, and ESF's more than 18,000 alumni. The association supports educational programs through scholarships, publishes a newsletter and alumni directory, and represents concerns of ESF graduates. The association also hosts numerous events in Syracuse and throughout the United States. Among its many events, the ESF Alumni Association welcomes new students with an ice cream social and a special ESF pin and congratulates graduating students with a champagne toast and class year pin.

ROTC Opportunities

Many students attending the College are eligible to participate in the Army or Air Force Reserve Officer Training Corps (ROTC) programs at Syracuse University.

The ROTC 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, both active and reserve career opportunities, leadership experience and financial aid.

For more information contact Air Force ROTC at 303 Archbold Gymnasium, 315-443-2461, and Army ROTC at 308 Archbold Gymnasium, 315-443-1752.

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. These documents are available on the College website at www.esf.edu/students/handbook or in hard copy in 110 Bray Hall. 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.

The Campuses

SUNY-ESF is a multiple campus institution that includes approximately 1 million square feet of facilities in 186 buildings on 25,000 acres of land.

The Syracuse Campus

ESF's Syracuse campus lies on 12 acres adjacent to Syracuse University in an area traditionally known as "The Hill." Our principal instructional programs at the bachelor's, master's, and doctoral levels are offered on the Syracuse campus. In addition, the Syracuse campus houses a wide variety of important research organizations. Programs are housed in seven academic buildings: Baker Laboratory, Jahn Laboratory; Walters, Bray, Marshall, and Illick halls; and Moon Library.

Moon Library

www.esf.edu/moonlib

The F. Franklin Moon Library contains more than 135,000 cataloged items and receives approximately 800 print journals and hundreds more electronically. The collection constitutes a specialized information source for the academic 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, photogrammetry, silviculture, soil science, water resources, world forestry, wildlife biology, wood products engineering, and zoology.

The Syracuse University libraries and the libraries at SUNY Upstate Medical University are within walking distance of ESF. Moon Library shares an online library catalog with Syracuse University, which also provides access to hundreds of Web-based databases (bibliographic and full text).

All Syracuse University library collections may be searched by using an online public access catalog located in Moon Library and through the World Wide Web. Other collections located throughout the United States are readily accessible through interlibrary loan.

The library building opened in 1968, and can seat 400 people. An extensive renovation of the main floor was completed in 2007. The main reading areas are located on the upper level adjacent to the open stacks. The reference, reserve and circulation areas are located in the center of the building. The main level of the library includes computer workstations for the library catalog, databases and Internet searching; individual study carrels; a conference room; library faculty offices; a writing support center; and tutoring areas, which create a learning commons atmosphere. The archives and special collections, a computer laboratory and library processing areas are located on the lower level.

Services provided by the library faculty and staff include a credit course in information literacy (ESF 200), orientation programs, class lectures, user aids and reference desk services.

The library is a wireless environment where students may use their personal laptops for work. A few laptops are available for loan from the reserve desk.

The College Archives, located in Moon Library, contain historical items relevant to the College and to 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 a collection on papermaking donated by Thomas Cook, an ESF alumnus.

ESF Computing and Network Services

www.esf.edu/computing • <http://cns.esf.edu>

The use of computing technology is critical to the educational experience at ESF. Four public computing labs are maintained by ESF Computing and Network Services (CNS) for general campus use. All labs are open seven days a week during most of the academic year

and contain PCs, printers and software commonly in use by ESF academic programs. In addition to these ESF campus computing resources, Syracuse University's Information Technology and Services manages public computer labs where ESF students can access required resources for both class work and research. Several of these labs are open 24 hours a day, seven days a week.

The ESF Computing Center labs in Baker Laboratory and Moon Library consist of Windows-based PCs with multi-format color and black-and-white printing facilities. From these labs, students have access to significant services through the ESF campus network, Syracuse University's campus network, and the Internet. Additionally, all ESF students are assigned electronic mail accounts through Syracuse University for their e-mail needs. This e-mail address is used by both ESF and SU for all official electronic communications with students.

CNS supports students and faculty at ESF by maintaining the software available over the network and resident on ESF Computing Center PCs. Software available to students includes word processing applications, CAD and graphics packages, statistical packages, database management/spreadsheet applications, Geographic Information Systems/modeling (GIS) applications, various compilers, and other miscellaneous course-specific software.

Additional computing facilities on the ESF campus are provided by the individual academic programs for specialized uses such as modeling and geographic information systems. The specific descriptions of these resources are located within the department sections of this catalog.

Connections to the ESF campus network and the Internet can be made through ESF's Evergreen wireless network from the main level of Moon Library, Marshall Hall, Baker Labs (summer '08), Bray Hall rotunda, and the main lobby/classroom area of Illick Hall. Syracuse University's wireless network, AirOrange, can be accessed from a variety of locations around the SU campus and from most residence halls. ESF students living in Syracuse University residence halls will find all of the dormitories wired for direct connections from student rooms to the Syracuse University campus network and the Internet.

Analytical and Technical Services

www.esf.edu/ats

Analytical and Technical Services provides an array of centralized analytical services including nuclear magnetic resonance spectrometry (NMR), gas chromatography-mass spectrometry (GC/MS), high resolution GC/MS, inductively coupled plasma-optical emission spectrometry (ICP-OES), and high resolution ICP-mass spectrometry. The unit also provides services including operation of a chemical and laboratory apparatus stockroom, microcomputer repair, instrument and equipment repair and fabrication, micromechanical repair and experimental apparatus fabrication, and coordination of scientific glassblowing repair.

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 nuclear magnetic resonance spectrometer with both liquids and solids capability, gas chromatography, mass spectrometer, inductively coupled plasma emission spectrometer, ultracentrifuge, and X-ray and infrared spectrophotometer.

The paper science and engineering laboratory features a semi-commercial paper mill with accessory equipment. The Department of Construction Management 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 instruction. Extensive collections are available for study, including wood samples from all over the world, botanical materials, insects, birds, mammals, and fishes.

Geographic Information Systems (GIS)

Geographic information systems provide capabilities for acquiring, storing, managing, manipulating, analyzing, displaying and reporting data or information which has spatial attributes. GIS has power and utility for generating fundamental knowledge about the world, and for many practical environmental applications. In recognition of the importance of geospatial modeling and analysis to all programs of study and research at the College, the Council for Geospatial Modeling and Analysis (CGMA) was formed in 1991 to develop coherent programs of instruction, research and public service.

Geospatial instruction and research at ESF builds upon strengths in surveying, remote sensing, modeling, hydrology, environmental engineering, and waste management. It also builds on strengths in environmental applications, including environmental science, natural resources management, planning and design.

The College has extensive research and advanced instruction facilities and these facilities continue to expand. Additional resources exist at Syracuse University, including 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 appropriate coordination. More concentrated study, application, and research using GIS is available through many departments.

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 remote sensing and mapping, environmental assessment and engineering, image processing and spatial analysis, and water resources.

Environmental Studies faculty and students are interested in policy issues associated with environmental information and applications within metropolitan environments. The department's academic programs offer students special opportunities to pursue an interdisciplinary program that is tailored to their needs and can include instruction in geospatial applications and research.

Forest and Natural Resources Management uses GIS to focus on forest management and planning, including inventory analysis, harvest planning and multiple use management. Since resources management is essentially spatial in nature, both undergraduate and graduate programs benefit from these technologies.

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 required coursework, and advanced bachelor's and master's degree students may pursue additional learning in computer applications.

The Department of Environmental and Forest Biology uses geospatial modeling and analysis to study ecological interactions among and between components of spatially distributed ecosystems. These components consist of both external and internal process functions. The former include such inputs as sunlight, precipitation, temperature, and nutrients, which vary over terrain, lakes, soils, and watersheds. The latter include the energy flows and feedbacks that occur between, for example, various plant communities, and animal or fish species, which vary over the landscape as a function of their environmental gradient requirements.

The Regional Campuses

www.esf.edu/campuses

Nearly 100 years ago, the College began to assemble a system of properties that would broadly represent New York's rich ecological diversity for scientific study and instruction. Today, students participate in hands-on laboratory activities on approximately 25,000 acres

of forest property located on the College's five regional campuses and three field stations. By creating this system of outdoor classrooms and laboratories and making it available for long-term study and instruction SUNY-ESF supports a wide range of scientific disciplines, with current research in forest ecology, wildlife biology, ecophysiology, biogeochemistry, and silviculture. The size, scope, and ecological diversity of the College's regional campuses make it unique among institutions of higher education. When these properties are taken into account, SUNY-ESF offers its students and faculty access to one of the largest college campuses in the world.

Cranberry Lake Campus

www.esf.edu/clbs

Established in 1923, the Cranberry Lake Campus consists of nearly 1,000 acres of forested property in the northwestern Adirondacks, bounded by 150,000 acres of New York forest preserve lands and Cranberry Lake itself.

Situated within the 984-acre Charles Lathrop Pack Experimental Forest, ESF's Cranberry Lake Biological Station (CLBS) is home to a 10-week summer field program in environmental biology. Six to eight courses are offered for advanced undergraduate (juniors and seniors) and graduate students in each of two sessions. Typical courses include ornithology, vertebrate ecology, behavioral ecology, phycology, limnology, vascular plants, byroecology, fish ecology, wildlife techniques, wilderness wildlife management, entomology, plant pathology, mycology, forest ecology, plant biochemical ecology, and wetland ecology. All courses stress field experience and the design and reporting of independent research. There are also opportunities for students to design a full course of independent study for credit in consultation with appropriate faculty. There are biweekly seminars by resident and visiting faculty and other researchers during each session. Use of the campus before and after the summer season varies to include individual research projects, cooperative studies with other agencies, and visits by groups from both the College and other institutions.

Major research programs in various aspects of population biology, behavioral and physiological ecology, chemical ecology, and even field biochemistry are in progress during each field season. Ongoing projects have focused on the ecology and social behavior of birds and mammals, especially the barn swallow; amphibian behavior and life history; tradeoffs between foraging and predator avoidance in stream fishes; solitary and parasitoid wasp behavior; honeybee foraging behavior; the ecology of dispersal and reproduction in bryophytes; distribution and systematics of algae; beaver chemical ecology; loon behavior and ecology; plant chemical defenses and alcohol metabolism; and forest community ecology.

Newcomb Campus

www.esf.edu/aec

Nestled in the heart of the Adirondack Mountains, the Newcomb Campus is the largest of the regional campuses and home to the Adirondack Ecological Center (AEC), SUNY-ESF's nationally recognized research and teaching facility where extensive studies of animal biology and ecology are conducted. This campus contains a wide variety of vegetative types and wildlife. It is the site of a year-round general research and forest management program.

Established in 1932 and comprising nearly 15,000 contiguous acres, the Huntington Wildlife Forest at the AEC is a living laboratory that provides unparalleled opportunities for research about forest and stream ecosystems. Current research at the Huntington Forest includes long-term and short-term studies on biogeochemistry, biodiversity, hydrology and climate, wildlife ecology, silviculture, and the effects of land use changes on forests and streams. The forest's vastness provides a variety of habitats for wildlife and is home to resident or transient populations of moose, grey wolf, bobcat, lynx, black bear, deer, porcupine, fisher, pine martin, snowshoe hare, goshawk, ruffed grouse, and many more species. Associated with the boreal forest biome, the trees include sugar maple, aspen, Eastern

white pine, red spruce/balsam fir, paper birch, black spruce, northern white cedar, tamarack, and black cherry, among other species. The forest contains seven small bodies of water totaling more than 1,350 acres and more than 25 miles of streams.

Combining modern cafeteria, housing facilities, and meeting rooms with a remote and spectacular wilderness setting, the AEC provides a retreat-like atmosphere for education programs and meetings. Programs can be conducted any time of year and can span days to weeks. Most research, short courses, and meetings are developed by faculty at ESF but about 30 percent of program activities are conducted by scientists and professionals from other institutions and governmental agencies. The Adirondack Interpretive Center, under cooperative agreement with the Adirondack Park Agency, is located on the property and open to the public throughout the year.

Tully Campus

www.esf.edu/campuses/tully.htm

The Tully Campus consists of the Heiberg Memorial Forest and the Tully Field Station. Situated on the northern end of the Allegheny Plateau, the Heiberg Memorial Forest includes more than 4,000 acres of diverse terrain and forest growth. Located only 25 miles from the College's main campus in Syracuse, the forest is used intensively for field research, instruction and demonstration sites for all curricula on a year-round basis. Classroom facilities are available for scheduled course work, seminars and meetings. The property is most heavily used by students in field laboratory courses during the academic year, while research is conducted at all times of the year.

Originally one of the first of New York's state forests, the former "Tully Forest" was transferred to the College in 1948 "in order to have near Syracuse a sizable forest property on which the College could instruct students, carry on research, and provide a practical demonstration in wise use of forest land." The property was renamed the Svend O. Heiberg Memorial Forest in 1965 in honor of the late ESF Professor Svend O. Heiberg, a pioneer in American forestry research.

Wanakena Campus

www.esf.edu/rangerschool

The Wanakena Campus is situated on the western plateau of the "Lakes Region" of the Adirondacks. Located on the Oswegatchie River about 65 miles northeast of Watertown and 35 miles west of Tupper Lake, it includes the James F. Dubuar Forest and the SUNY-ESF Ranger School.

Since 1912, the campus and its 2,811-acre James F. Dubuar Memorial Forest have supported the College's associate in applied science degree programs in forest technology and land surveying technology. It is the oldest forest technician program in the country.

The Dubuar Forest was named in memory of James F. Dubuar, who served as director of the Ranger School for 37 years. By providing an outdoor laboratory and demonstration area for observation, measurement and practice of the concepts studied in the classroom, the forest plays an integral role in the students' learning experience.

The campus is also home to the College's Summer Session in Field Forestry, a seven-week session devoted to introductory instruction in field forestry principles and techniques. Attendance at this session is required for all students entering forest resources management and forest ecosystem science.

Warrensburg Campus

The Warrensburg Campus, in the southeastern Adirondacks, consists of the Charles Lathrop Pack Demonstration Forest, an area of some 2,600 acres of heavily forested land noted for its eastern white pine stands, acid rain research, and some of the oldest experiments in forest fertilization in North America. The forest has been under intensive management since 1927 for the combined purposes of instruction, research and demonstration in forestry and allied fields.

For more than 80 years, Pack Forest has provided ESF students, faculty and scientists a forested classroom for their research and instruction. For many years, forest management undergraduates at the College spent a summer between their sophomore and junior years in residency at Pack Forest. Here they received field training and invaluable technical skills. Although this program has since moved to the Dubuar Forest, graduate students, faculty members, visiting scientists, and continuing education classes continue to use Pack Forest a day or more at a time.

Pack Forest also hosts the New York state Department of Environmental Conservation's Environmental Education Camp, offering teens who are 15 to 17 years old a chance to explore forestry, aquatic biology, wildlife management, field ecology and other environmental issues. It is also the home of the Greater Adirondack Resource Conservation and Development Council. The property includes an 85-acre lake and several miles of trails – including the Grandmother's Tree Nature Trail – one of the few nature trails in the Adirondacks that is accessible to people using wheelchairs. It traverses a 50-acre natural area that introduces visitors to the ecology of an Adirondack old-growth hemlock-white pine forest and one of New York's historic trees.

The property is open to the public and is used by thousands of visitors for day-use recreation.

Field Stations

ESF operates several field stations, which directly support the instruction, research and public service programs of the institution.

The 44-acre **Lafayette Road Experiment Station** in Syracuse is located about three miles from the main campus and 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 out-plantings in support of various research projects. An irrigation system and layout of level planting sites makes it an excellent facility for developing hybrids, grafting, conducting short-term experiments, and for heritability research. Both the Experiment Station and the Field Station are used extensively for public recreation such as hiking and cross-country skiing.

The College also owns an 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, Governor's Island is home to ESF's **Thousand Islands Biological Station** and international environmental monitoring and research activities conducted in the St. Lawrence Seaway area. Additional information is provided at: www.esf.edu/tibs/

The College has recently established a new field station for tropical studies in the Central American nation of **Costa Rica**. The 30-acre site near the Pacific coast contains a mix of dry tropical forest and pastureland, along with a wealth of vegetation and animal life. It is located on property that once operated as a farm and was donated to the College in 2007 by Arthur Sundt, a 1959 graduate of ESF, and his wife, Mary.

College Research and Outreach

Research and outreach have been integral components of the College's mission areas since the institution's founding in 1911. New knowledge generated through research has become the central economic resource of our time. ESF engineers, biologists, chemists, resource managers, and landscape architects explore pressing social and economic problems as well as new technologies for New York's benefit.

Four themes—applied ecology and conservation biology; renewable materials, energy and biotechnology; sustainable systems and communities; and environmental and natural resources information systems—provide a context to integrate and synthesize the cultural, natural and industrial perspectives embracing all of ESF's academic, research and outreach programs.

Faculty, staff and students contribute service hours to numerous professional organizations, community groups, governments, and civic associations locally and internationally.

Research

www.esf.edu/research

Research at the College of Environmental Science and Forestry is remarkably diverse, current and challenging. Contributions are being made in fields that include aquatic ecosystems, bioenergy, biotechnology, biodiversity, ecology, genetic engineering, nanotechnology, remote sensing, wildlife disease prevention, and many others. ESF is a leader in integrating the energy and excitement of research with the formal requirements of degree and certificate programs. A strong faculty, exceptional field and laboratory facilities, and a positive atmosphere encouraging research combine to make almost limitless opportunities to initiate and to continue research careers. A high percentage of undergraduates and virtually all graduate students participate in research activities as part of their educational experience.

Approximately 89 percent of our faculty is engaged in more than 375 studies that attract support from federal, state, international and non-governmental sources. In 2006, approximately \$13.1 million was spent on externally funded research endeavors, providing not only new results, but also unique educational and experiential opportunities. Research projects engage students of all levels, post-doctoral associates, ESF faculty and external collaborators. These projects extend from sub-molecular to global levels, and many include important innovations and new processes: More than 28 patents have been issued to ESF faculty and their students since 1983.

Our work is often carried out in distant places, including Antarctica, New Zealand, Russia, Africa, Turkey, and South America, and most projects have application far beyond the borders of New York or the United States. Mentoring programs are expanding to enhance the opportunities of new and experienced faculty, staff and students, both in research practice and in identification of the financial underpinnings of research programs. The coming decade is a particularly important time in the College's research experience, as new programs and facilities in biotechnology, bioenergy, natural and environmental sciences are being planned and/or completed.

Specialized Research Units

Adirondack Ecological Center
www.esf.edu/aec

The Adirondack Ecological Center (AEC) is the leader in ecological sciences in the Adirondack Mountains of northern New York and a major contributor to science internationally. Established in 1971, the AEC provides the science that underpins the management of Adirondack Park as one of the world's foremost experiments in conservation and sustainability. It attracts scientists from throughout the world, providing a base of operation for research that seeks to understand the natural ecosystems of the northern forest. Together with top educators, it helps the people of New York preserve and enhance

the quality of a wilderness environment while at the same time fostering a vibrant economy. The AEC is located on ESF's Huntington Wildlife Forest, (a 15,000 acre property) in the geographic center of the six-million acre Adirondack Park wilderness. The Huntington is host to the Adirondack Visitors Interpretive Center, which is operated by the Adirondack Park Agency and open to the public throughout the year.

Sixty-five years of research have been incorporated into more than 30 ongoing monitoring efforts. The Adirondack Long-term Ecological Monitoring Program (ALTEMP) monitors more than 100 physical, chemical, and biological attributes to provide the long-term perspective necessary to detect changes and identify trends in the Adirondack ecosystem. The AEC is the site of more than 70 independently funded research programs. These programs represent a broad spectrum of research, from basic to applied, encompassing themes such as the social organization of deer, movement of soil ions, shelterwood silvicultural regimes, and assessing biodiversity across the Adirondack Park. Approximately 150 graduate degrees stem from studies conducted at this site.

Combining modern cafeteria, housing facilities, and meeting rooms with a remote and spectacular wilderness setting, the AEC provides a retreat-like atmosphere for education programs and meetings. Programs can be conducted any time of year and can span days to weeks. Most research, short courses, and meetings are developed by faculty at ESF, but about 30 percent of program activities are conducted by scientists and professionals from other institutions and governmental agencies.

American Chestnut Research and Restoration Center
www.esf.edu/chestnut

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. The project has evolved from basic research into identification of pathogen-resistance genes and chestnut tissue culture development to include field test plantings of tissue culture derived chestnuts, public participation through identification of rare remnant surviving chestnut trees, collection and exchange of viable nuts and establishment of large restoration plantations throughout New York State. A milestone was achieved in the spring of 2006 when the first four transgenic American chestnut trees were established in the field. These trees will be grown for two to three years and then inoculated to determine their level of resistance to chestnut blight.

Ongoing activities include basic research on various single and pyramided-resistance gene designs, gene transfer into American chestnut trees, greenhouse and field testing of putative-resistant trees, evaluation of environmental impacts of transgenic vs. non-transgenic trees, collection of rare chestnut germplasm, and establishment of germplasm archives throughout New York.

The concepts, techniques, and gene cassettes being developed for American chestnut will also have broad applicability in managing diseases affecting the productivity of other important tree species, such as Dutch-elm disease (which devastated another American heritage tree, the American elm) and Septoria leaf spot and canker disease of hybrid poplar (which is becoming a key biomass tree species).

Analytical and Technical Services
www.esf.edu/ats

Analytical and Technical Services (A&TS) was established at the College of Environmental Science and Forestry in the early 1970s. Its mission is to provide specialized, customer-focused, value-added support services contributing to the ESF missions of instruction, research

and public service in the following areas: instrumental analytical methods, scientific equipment and instrument repair/design/fabrication, computer repair/upgrading, and chemical/laboratory apparatus stockroom services. They also maintain the flexibility to develop new services in response to evolving campus needs.

The A&TS team is a technologically diverse collection of skilled professionals who provide an array of centralized analytical and support services for the benefit of ESF and its research partners. Provided services include nuclear magnetic resonance (NMR) spectrometry, gas chromatography/mass spectrometry (GS/MS), liquid chromatography/mass spectrometry (LC/MS), microcomputer repair, instrument and equipment repair and fabrication, inductively coupled plasma-optical emission spectrometry (ICP-OES), chemical and laboratory apparatus stockroom; micromechanical repair and experimental apparatus fabrication, Syracuse University Scientific Glassblowing, and polymer rheology and mechanical properties.

In addition to serving its ESF customer base, the strategic objectives of A&TS also include an "entrepreneurial" mission to enhance interaction with external customers including regional academic institutions (SU, UMW, SUNY campuses at Oswego, Cortland, and Binghamton, Cornell, Hamilton, MIT, Clarkson), governmental agencies and local industries (Bristol-Myers Squibb, Albany Molecular). In this fashion, A&TS positively contributes to the economic development of the CNY region.

Cellulose Research Institute **www.esf.edu/cellulose**

The Cellulose Research Institute's (CRI) mission is to stimulate development and dissemination of new fundamental knowledge about cellulose and related biopolymers, leading to their increased utilization.

The CRI was founded in 1957 in response to an initiative of the cellulose-utilizing chemical industries. CRI members 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 supra-molecular structure of cellulose and related polymers. Several members have received the American Chemical Society's Anselme Payen Award for outstanding cellulose chemistry research.

With the recent move into the state-of-the-art Edwin C. Jahn Laboratory, the CRI enters the 21st century with renewed vigor. The addition of 600 MHz solid state NMR, new laboratories for polymer molecular-weight characterization, thermal analysis and molecular modeling offers researchers and collaborators an outstanding facility for long-range academic/industrial research and development.

Some areas of current interest include nondestructive methods of characterizing cellulosic process streams, preparation of cellulose nanocrystals for use in reinforced polymers, bioconversion of hemicellulose and cellulose into commercially useful biopolymers, and 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 and the development of short courses in aspects of cellulose chemistry.

Center for Native Peoples and the Environment **www.esf.edu/nativepeoples**

Our region is the home of two great intellectual traditions regarding stewardship of the earth: traditional ecological knowledge of indigenous people and scientific ecological knowledge. The mission of the SUNY-ESF Center for Native Peoples and the Environment is to create programs that draw on the wisdom of both indigenous and scientific knowledge in support of our shared goals of environmental sustainability.

In addition to serving as a bridge between traditional ecological knowledge and western scientific approaches, the Center will

incorporate indigenous perspectives and knowledge for the benefit of native students and work to educate mainstream students in a cross-cultural context.

The Center will include a significant outreach element focused on increasing educational opportunities for Native American students in environmental sciences, research collaborations, and partnerships with Native American communities to address local environmental problems.

Center for Community Design Research **www.esf.edu/la/CCDR**

The Center for Community Design Research (CCDR) is an outreach program within SUNY-ESF's Department of Landscape Architecture. Working in partnership with communities, elected officials, agencies, not-for-profit organizations, and other academic programs, the CCDR provides technical assistance, educational programs, and research projects that build community capacity to manage sustainable futures.

The CCDR activities provide educational and research opportunities for community residents, students, faculty, and staff, and promote the design and planning professions through community education, modeling new ways of working, and disseminating research findings.

The mission of the CCDR is:

- To help communities address difficult environmental and social conditions through community-based physical design and planning;
- To develop civic capacity to manage sustainable communities;
- To increase community access to resources and information;
- To identify and investigate critical issues facing communities and offer solutions;
- To foster design literacy and develop public appreciation for the value of design and planning.

The Center works with state, regional, and national organizations and agencies to develop and deliver educational programs and materials. Programs introduce local leaders and community residents to the planning and design process to tackle regionally specific issues and opportunities through hands-on workshop projects. Workshops, training manuals and publications present planning and design issues and concepts in a visual, nontechnical manner. Educational objectives may vary for specific programs; however, they generally address design literacy, leadership development, communication strategies and organizational capacity.

Center for the Urban Environment **www.esf.edu/cue/**

This Center integrates and highlights ecological issues in urban settings. The same principles of systems ecology apply in urban environments as in natural ones, but renewed interest exists in the United States and globally to integrate our understanding of ecological processes as influenced by humans in populated areas.

The Center is dedicated to:

- Investigating and developing novel ways to mitigate urban environmental problems
- Educating and training the next generation of urban environmental scientists, engineers, and planners
- Engaging urban residents in the study and improvement of the urban environment, and
- Working with communities, business, industries, governmental and non-governmental organizations throughout New York State to achieve a more sustainable future.

Central New York Biotechnology Research Center **www.upstate.edu/biocenter**

The biotechnology industry has doubled in the past decade and is widely considered the nation's most promising vehicle for economic growth. Central New York is rich in intellectual capital, ripe for economic revitalization, and proven ground for biotechnology ventures. Central New York is currently home to nearly 3,000 jobs in the biotechnology sector and is poised to expand its reach in this promising arena.

To commercialize their extensive research findings, two cornerstones of CNY's research community, SUNY Upstate Medical University (UMU) and SUNY-ESF, have partnered with the Metropolitan Development Association of Syracuse and Central New York and the Syracuse Veterans Administration Medical Center to create the CNY Biotechnology Research Center (CNY-BRC).

These entrepreneurial SUNY institutions, with a combined force of 300 research investigators, are cultivating private partnerships to nurture biotechnical discoveries with strong commercial potential. SUNY-ESF, with research excellence in natural sciences, and SUNY Upstate Medical University, with research excellence in medicines, share strong commonalities in the biotechnology realm. Both institutions utilize many of the same molecular biology procedures and biotechnology equipment.

With the creation of the CNY-BRC, SUNY-UMU and SUNY-ESF will have access to the high-caliber technology necessary to commercialize biotechnical products and services. A key component of the center will be its world-class core facilities for DNA, proteomic, bioinformatic and tissue-engineering technologies, processes that capitalize on new genomic discoveries and fuel the explosion of the biotechnology industry.

The CNY-BRC, to be built in Syracuse, will include laboratories, greenhouses and business incubation facilities, plus customized classrooms for training the workforce required by this complex industry. Strong economic viability is an essential factor for project incubation in the CNY-BRC. Biotechnology products and services to be selected for research and development must have demonstrated market potential. Also critical is compatibility with the research strengths of SUNY Upstate and SUNY-ESF.

Corporate partnership, a key indicator of market viability, is also influential. This confluence of opportunity, expertise and corporate investment dramatically enhances the CNY-BRC's potential for generating jobs and biotechnical ventures.

Council on Biotechnology in Forestry ***www.esf.edu/biotech***

Forest biotechnology is a growing field of study that has many potential benefits for humankind and our environment. In addition to the traditional uses of wood products, cellulose from trees is being used as a feedstock to the chemical and pharmaceutical industries, currently supplementing, but in the future possibly replacing fossil fuels. Biomass from trees will be increasingly utilized as a renewable energy source, as well as a carbon sink to help control global warming. Because many species of forest trees have extensive and perennial root systems, and transpire large amounts of water, they are excellent for use in phytoremediation (i.e. the cleanup of polluted soils). Lastly, trees are keystone species in many environments and are necessary for the maintenance of healthy forests and for restoration of damaged ecosystems. Research into their biology and into ways to use and enhance the unique qualities of tree species is essential to our future.

The mission of the council is to:

- perform cutting edge research that will enhance our understanding of forest tree biology and lead to improved productivity and biodiversity of our forested ecosystems;
- educate and train researchers at the undergraduate, graduate, and postdoctoral levels in the application of molecular biology, biochemistry, and genetic engineering techniques to the study of forest tree species and other organisms relevant to forest productivity, conservation, and ecology;
- enhance collaboration and communication among ESF faculty, staff, and students engaged in forest biotechnology research, other academic and agency researchers, and stakeholders;
- promote the programs in forest biotechnology at ESF across New York State, the nation, and internationally.

Council for Geospatial Modeling and Analysis ***www.esf.edu/cgma***

Instruction in geospatial modeling and analysis (GMA) seeks to produce informed, qualified, and professional scientists, managers, decision makers, problem solvers, and designers. A diverse collection of courses and experience provides flexible approaches to learning that ranges from broad knowledge to detailed expertise.

GMA uses an interdisciplinary, problem-solving approach that includes elements of mapping sciences, geography, mathematics, information management, and system analysis. Combined with ESF's world-renowned environmental expertise, GMA generates fundamental knowledge about the world and contributes to more comprehensive management of natural and cultural resources.

GMA research at ESF is developing new ways to collect and use geospatial data. Some of the benefits of using spatial information are the ability to visualize spatial relations, study temporal changes, freeze action in dynamic processes, study global, regional and local processes, and model problems in easily understandable ways. These benefits lead to better understanding and more effective management or decisions. The most common method for exploiting geospatial data uses a geographic information system (GIS). A GIS is an automated computer hardware and software system for collecting, storing, retrieving, manipulating, managing, analyzing, and displaying spatial data. GIS is a tool that has broad relevance to environmental science, management, and monitoring, at many scales of analysis. The term geospatial modeling and analysis seeks to recognize this broader context and the integrating nature of spatial approaches.

Collecting, processing, and displaying spatial data has a long tradition at ESF through field work, photointerpretation, photogrammetry, and remote sensing. Powered by an explosion of relatively easy to use geographic information systems, integration of spatial data is increasingly efficient and effective. With GIS and other technologies, more complex analysis can occur, increasing the applicability and accessibility of GMA. As a result, GMA is integrated into the Departments of Environmental Resources and Forest Engineering, Environmental and Forest Biology, Environmental Studies, Forest and Natural Resources Management, and Landscape Architecture.

Council on Hydrologic Systems Science ***www.esf.edu/hss***

The Council on Hydrologic Systems Science conducts research and provides outreach on knowledge essential to the wise ecosystem use and sustained yield of appropriate quality water. The special focus of the Council is biogeohydrologic processes in natural forested systems, including relationships to water supply and wastewater treatment systems. This organized unit also deals with water dependent products of sustainable value in integrated water resource systems.

Having a strong interdisciplinary nature, this Council consists of faculty members from SUNY-ESF and Syracuse University from the following academic units: Chemistry and Environmental Chemistry (ESF), Environmental and Forest Biology (ESF), Environmental Resources and Forest Engineering (ESF), Forest and Natural Resources Management (ESF), Civil and Environmental Engineering (SU), and Earth Sciences (SU). Through the Council, faculty members provide workshops, conferences, publications, consultation, and advising to municipalities, state and federal agencies, corporations, regional watershed advisory groups, technical committees, and professional organizations.

The Council and its members are committed to the development of programs related to water and watershed resources. The presence of the vast diversity of watersheds and instrumentation within the region provides a unique opportunity to understand and quantify the degradation and restoration of watershed resources and services.

ESF offers a variety of degree programs related to watershed resources and is continuously moving forward by adding new faculty and courses to watershed resources related programs. SU provides additional resources particularly in the areas of civil and

environmental engineering, earth science and the Maxwell School of Citizenship. ESF and its partner institutions have the capacity to further develop world-class faculty who can offer interdisciplinary opportunities in the area of watershed resources.

Council on McIntire-Stennis Forestry Research

The council coordinates ESF's research through the federal McIntire-Stennis Cooperative Forestry Research program, which provides knowledge essential to the efficient and effective use of the nation's forest resources. Timber production, forest land management, wood utilization, and the associated development of new products and distribution systems are the key elements of forestry research. This research deals with other products of the forest, including wildlife, recreation, water, range and environmental quality, whose production, management and distribution are an inextricable part of the long-term productivity and profitability of the integrated system of forest resources.

In addition, McIntire-Stennis research has the objective of helping to create and maintain a highly qualified cadre of forest scientists through their direct involvement in the research projects as part of their graduate education. These young men and women, educated in the sciences fundamental to forestry, will ultimately help to maintain the security and well-being of this country through service in private industry, in various levels of government, and in academic institutions as managers and scientists.

Empire State Paper Research Institute www.esf.edu/pbe/espri.htm

The Empire State Paper Research Institute (ESPRI) is a leading international research organization in the pulp and paper industry. Established at ESF in 1960, this renowned organization is supported jointly by SUNY-ESF and the Empire State Paper Research Associates, a consortium of leading pulp and paper companies throughout the world.

A model of industry and academic synergy, ESPRI investigates fundamental aspects of pulping, papermaking, and paper physics, including chlorine-free bleaching, properties of papermaking materials, paper structural characteristics, and printability.

The Empire State Paper Research Associates Inc. is a non-profit corporation created to foster fundamental, precompetitive research for the benefit of its member companies and other constituents. The association provides funding for ESPRI and helps steer research projects and communications between the faculty, staff and students of ESPRI and ESPRA members. It is one of the very few associations with international membership and scope fostered toward application of academic research in the forest products industry.

ESPRA partners with ESF to jointly fund the research activities of the ESPRI within the Department of Paper and Bioprocess Engineering (PBE). ESPRI is located in Walters Hall, the home of the PBE faculty on the ESF campus. This building houses a modern pilot plant including two paper machines (PM1 & PM2 48" and 12" trim widths), pressurized 12" disk refiner, batch digesters, well-equipped pulping, bleaching, papermaking and paper testing laboratories. An environmental engineering laboratory and a complete deinking pilot facility are also available.

ESPRI has a worldwide reputation for leading advances in pulping chemistry and lignins, bleaching including non-chlorine based bleach processes, water drainage and fines retention, physics of paper consolidation, moisture effects and diffusion, physics of paper materials, fiber mechanics, paper formation and surface properties. Recently, ESPRI has pioneered the concept of the biorefinery and development of new forest-based materials to provide value prior to pulping of wood.

Office of Environment and Society: Partnerships in Interdisciplinary Research and Teaching (EnSPIRE) www.enspire.syr.edu/

EnSPIRE began as part of the Academic Plan announced in 2001 by Syracuse University. Recognizing the extraordinary breadth and depth of environmental scholarship on the Syracuse University and ESF campuses, a vision was outlined for gaining national prominence for the two institutions through collaborative research. A committee of faculty and administrators from Syracuse University and SUNY-ESF met for two years to discuss ways to realize that vision. The Office of Environment and Society opened in July 2003 to implement the committee's recommendations.

Tasks to accomplish included:

- developing a directory of faculty at both institutions with scholarly interests in environmental issues, and to put people with related interests in touch with one another;
- supporting (with seed grants, workshop grants, brainstorming and technical support) groups of faculty that wish to develop external grant proposals for interdisciplinary research;
- promoting the visibility of environmental studies on the two campuses, through lectures and other events.

The EnSPIRE committee identified fresh water resources as an example of an important area of strength at the two campuses and a good candidate for pursuing collaborative grants. There are many other areas of strength at the two institutions, and we encourage faculty to think broadly about interdisciplinary environmental research. Topics might include climate change, built environments, biodiversity, urban sprawl, environmental justice, tropical studies, biophysical economics, etc. In addition to scientists, engineers, and public policy specialists, we hope that humanists, social scientists, and design professionals will consider participating in collaborative research and teaching on the environment.

Great Lakes Research Consortium www.esf.edu/glrc

The Great Lakes Research Consortium is an organization of 18 colleges and universities in New York, with nine affiliate campuses in Ontario, dedicated to collaborative research and education on the Great Lakes. We have nearly 400 member faculty, who are conducting research in every facet of Great Lakes science.

Our mission is to improve the understanding of the Great Lakes ecosystem, including the physical, biological, and chemical processes that shape it, as well as the social and political forces that affect human impact on the lakes and their associated economic resources. We accomplish this through research, instruction, and public service.

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 and seminars. The GLRC administers cooperative grants programs, sponsors scholarly workshops and research task forces, coordinates fall and spring seminar series, maintains a database of New York Great Lakes scientific and scholarly work, and publishes a biannual newsletter, a research review and a bimonthly e-mail newsletter.

A student-faculty conference is held each year, providing a forum for students to display their research and affording the opportunity for scientists and scholars to come together to share their ideas and form new collaborations.

Joachim Center for Forest Industry, Economy and Environment www.esf.edu/joachim/

The Joachim Center focuses on improving the understanding and resolution of environmental problems facing the pulp and paper and related forest 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:

- Objective intellectual inquiry into the key challenge: contributing to a strong economy by harvesting, processing, and manufacturing timber, a renewable natural resource, into industrial and consumer products and the maintenance of a high-quality living environment.
- Development and promotion of a research agenda that focuses on finding effective solutions to the most critical environmental issues facing the forest-based industries.
- Advancement of a better understanding by industry of the environmental issues facing the forest products industry, government, environmental organizations, and the public, with the objective of finding beneficial solutions.
- 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.

Michael M. Szwarc Polymer Research Institute
www.esf.edu/polymer

The Michael M. Szwarc Polymer Research Institute is a consortium of associate members drawn from several organizations and institutions. It was established to promote the advancement of polymer science through education and research, to coordinate diversified activities of polymer scientists and engineers in the Central New York area, and to develop strong cooperative programs with polymer-based industries nationwide. Among its activities are sponsorship of new educational and research ventures, encouragement of individual and cooperative research programs, participation in academic programs leading to the B.S., M.S. and Ph.D. degrees, and promotion of continuing education and new developmental opportunities for scientists. The Institute will engage in all other activities necessary to maintain itself as a center of excellence in polymer science and engineering.

Polymers are the building blocks of living systems and the early research on cellulose chemistry sparked a substantial growth in research toward synthetic polymers. This, in turn, resulted in the development of many polymeric materials and also stimulated research into the structure and properties of more complex biological macromolecules such as proteins, enzymes, and DNA. The direct outcome of the State University of New York initiative to provide a program in polymer research and education is that many graduates of this program now have leading faculty positions in academic institutions in the United States and abroad or hold important managerial positions in polymer-related industries. The ever-expanding application of polymer products in recent years means about 70 percent of all chemistry and chemical engineering graduates will be engaged in polymer research and development during their careers.

The Polymer Research Institute comprises faculty members from SUNY-ESF, SUNY Albany, and Syracuse University, as well as members from industry. Members of the Chemistry Department at ESF administer the institute, where an intensive curriculum of polymer science for undergraduate, as well as graduate students (M.S., Ph.D.) is provided. All the students in the polymer program participate actively in the research projects that are interwoven with the academic programs.

NC Brown Center for Ultrastructure Studies
www.esf.edu/cmwp/ncb.htm

The N.C. Brown Center for Ultrastructure Studies, located in Walters Hall, is a central microscopy facility that provides teaching, research, and public service. It is equipped to provide students, faculty, and research staff with access to modern microscopy techniques. These techniques include light microscopy, scanning electron microscopy, transmission electron microscopy, video microscopy, digital imaging, and image analysis.

Among the major items of equipment in the center are a JEOL 2000EX 200 KV transmission electron microscope; a JEOL 5800 low-vacuum scanning electron microscope equipped with an EDAX energy dispersive x-ray analyzer; and an array of specialized light microscopes to include: Nomarski DIC, video-enhanced contrast, fluorescence, and a high-resolution digital camera. Ancillary equipment includes high-vacuum evaporators, microtomes, ultramicrotomes, and critical-point driers. The center's resources include specimen preparation rooms, photographic darkrooms, and an image analysis facility.

The primary mission of the center is teaching. Its course offerings include microscopy and image analysis, scanning electron microscopy, transmission electron microscopy, and microtechnique. Research is the 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 and regional colleges, as well as to local high school groups and technology-oriented organizations.

Randolph G. Pack Environmental Institute
www.esf.edu/es/pack.htm

The purpose of the Randolph G. Pack Environmental Institute is to enhance our ability to create and disseminate knowledge about environmental concerns of high public interest. Reflecting and enlarging our graduate program themes, we particularly seek to advance the state of knowledge about environmental policy and regulation. We focus 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 service activity in community, state, national, and international venues.

The institute is located in the Department of Environmental Studies at ESF. The department administers the Graduate Program in Environmental Science (GPES), which supports an array of interdisciplinary environmental interests that presently include:

- environmental policy and democratic processes,
- environmental systems and risk management,
- water and wetland resource studies, and
- environmental and community land planning.

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 and the Tropical Timber Information Center.

Roosevelt Wild Life Station
www.esf.edu/resorg/rooseveltwildlife/

The Roosevelt Wild Life Station is a partnership of scientists, educators, and public and private sector leaders dedicated to protecting New York's biological heritage and enhancing New York's future through science-based conservation of natural resources. The mission is to help build long-term economic vitality on environmental quality. Activities focus on predicting the impacts of regional and global economic forces on New York's natural resources, communicating this information to the public, and facilitating public policy based on intelligent conservation of those resources.

- Research. The goal is to provide new scientific knowledge to find creative solutions to the challenges of developing economic opportunity that is built on a base of environmental quality.
- Education/Outreach. The goal is to convey what we learn to the public and foster an understanding and appreciation for conservation issues through short courses and conferences, professional outreach publications, nature interpretation classes for science teachers, and Web-accessible conservation information.

- Policy. The goal is to equip policy makers with science-based tools to make management decisions that will foster economic development while enhancing environmental quality.

The Roosevelt Wild Life Station plays a key role in developing a class of broadly trained conservation professionals. It provides fellowships to graduate students to permit them to engage in cutting-edge research on biodiversity issues under the mentorship of an ESF faculty member; it provides summer internships to undergraduate students to allow them to participate in conservation research under the guidance of a graduate student or faculty member.

President Theodore Roosevelt was an environmental visionary whose name the Roosevelt Wild Life Station honors and whose legacy of natural resource conservation it works to perpetuate.

Salix Consortium www.esf.edu/willow

The New York-based Salix Consortium project is a multipartner endeavor to facilitate the commercialization of willow biomass crops as a locally grown, renewable, lignocellulosic, woody feedstock for bioenergy, biofuels and bioproducts in the Northeast and Midwest regions of the United States. In the 1990s, a series of research, large-scale demonstration, and outreach and education efforts were conducted to facilitate the commercialization of willow biomass crops. This included formation of the Salix Consortium. Willows are well-suited for biomass cropping systems because they are easily propagated from cuttings, grow rapidly, coppice vigorously, currently have few pest problems, produce a uniform feedstock and have large potential for genetic improvement over a short time. The ongoing research and large-scale demonstration of willow biomass crops, supported by the DOE, USDA and NYSERDA; developments in the extraction and use of xylan from willow biomass; and the active participation of Consortium partners are creating new opportunities to commercialize the system. A vibrant willow biomass commercial enterprise will bolster the region's farm and forestry sectors, increase energy independence, strengthen the protection of the environment, and mitigate waste and pollution problems.

SUNY Center for Applied Microbiology www.esf.edu/efb/appmicro/

The SUNY Center for Applied Microbiology was established in 2004. The Center provides funding for academic research in the broad arena of applied microbiology. The funds are managed through the ESF College Foundation, Inc. and provide support for graduate students, faculty and modest equipment needs.

Current research is directed toward the revival and maintenance of fungal cultures, mostly basidiomycetes. These cultures are also being screened for active laccase producers in conjunction with long-standing interest in the use of laccase for the removal of aromatic pollutants.

Other research continues on biodegradable thermoplastics; the production of hydrogen using photosynthetic bacteria grown on acetate derived from an autohydrolysate of the xylan component of wood; the production of a crystalline compound (not yet identified) which may function as a spore germination inhibitor; and examining fungal cultures as part of an EPA-funded allergy/asthma study.

SUNY Center for Brownfield Studies www.sunybrownfields/esf.edu

The State University of New York (SUNY) Center for Brownfield Studies is an educational initiative focused on environmental management and the redevelopment of brownfield properties. Brownfields are abandoned, idled, or under-used properties where expansion or redevelopment is complicated by real or perceived environmental contamination. The Center focuses on three major areas:

- Academic programs to deliver a holistic curriculum that encompasses skills related to remediation and redevelopment;
- Community support programs to become the "go to" place for training and advice on state and federal programs for

regulation and funding, and technical assistance on remediation, and economic development;

- Research and development of innovative processes and technologies for cost-effective, implementable, and protective solutions to protect public health and environment at brown-field sites.

The Center provides undergraduate and graduate students with varied expertise, disciplines, and skills necessary for returning negatively impacted properties to productive use. Both public and private sectors will teach and learn at the Center and contribute to the research that will ultimately enhance society's ability to evaluate, remediate, and redevelop brownfields.

SUNY Center for Sustainable and Renewable Energy www.esf.edu/energycenter

The SUNY Chancellor designated ESF as the SUNY Center for Sustainable and Renewable Energy in 2002. This designation marks SUNY-ESF as the systemwide voice for the advancement of biofuels and energy-saving bioproducts, biomass, wind, solar, geothermal and other forms of sustainable and renewable energy.

The center serves as a site for resources and programs for scientific research and draws on the expertise of all ESF departments as well as the research talent throughout the SUNY system and the Syracuse Center of Excellence in Environmental and Energy Systems. ESF's applied research agenda supports the SUNY Center's research from hydrogen storage to lignocellulosic ethanol to gasification to biomass feedstock development. The SUNY Center was an active party in the New York Public Service Commission New York Renewable Portfolio Standard development and hearing process.

Working in concert with the U.S. Departments of Energy and Agriculture, ESF scientists have conducted more than \$20 million in research to maximize the production of woody biomass from salix (willow), develop a sustainable biorefinery based on wood biomass, including the "first of kind" wood-to-ethanol plant, and have conducted both co-firing and gasification demonstration tests.

ESF, working with the New York Power Authority and the New York State Energy Research and Development Authority, is conducting significant fuel cell and fuel cell membrane research and has installed and operates a 250 kw carbonate fuel cell. This project will test the process' ability to provide crucial, distributive, "green" power.

ESF is developing a biodiesel production facility and biofuel refueling station on campus. In addition, ESF's longstanding and proven successful Salix Consortium continues to provide feedstock for the co-firing, gasification, and manufacture of levulinic acid for biofuels and bioproducts like specialty and commodity biochemicals, biopharmaceuticals and bio-polymers and plastics.

Tropical Timber Information Center www.esf.edu/cmwp/ctic.htm

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

The center, which operates under the auspices of the Department of Construction Management and Wood Products Engineering, was established in 1975 in response to requests from industry for information on tropical woods. It 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 Department's 35,000-specimen H.P. Brown Memorial Wood Collection of authenticated wood samples and extensive reference materials in its C.H. deZeeuw Memorial 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 collecting information on properties and uses of the world's timbers.

U.S. Department of Agriculture Forest Service Cooperative Research Unit

The Northern Research Station of the USDA Forest Service maintains a research center at the college. Since 1978, the Cooperative Research Unit has been conducting research on urban forest effects on environmental quality. The center's efforts provide increased opportunities for faculty and students to collaborate with Forest Service scientists in studies of urban vegetation and environmental problems.

ESF Outreach

ESF in the High School

www.esf.edu/outreach/esfhs

ESF in the High School is a program that makes it possible for qualified high school teachers and students to benefit from college mentors and credit-bearing courses. It is a school/college partnership program that enables qualified students to:

- Experience college-level course work while still in high school;
- Understand the complex scientific and social perspectives behind the environmental issues that make headlines every day such as the relationship between energy and the environment;
- Learn about and explore diverse interests and career opportunities in environmental science, engineering, management, policy and design – and in related areas such as law, communications, technology and medicine.

ESF in the High School Courses

Courses include ESF's environmental science course, Global Environment (EFB 120, 3 college credits) and Writing and the Environment (CLL 190, 3 credits). Key environmental science themes and critical thinking skills form the basis for classroom and experiential learning activities. Global Environment's interdisciplinary approach reflects our enduring belief that all students, regardless of their specific college and career paths, will benefit from an understanding of the linkages among human social systems and biophysical systems.

Students explore the relationships between their local rural, urban, and suburban communities and the broad global context of environmental change. Opportunities abound for including course topics based on available local and regional resources as well as teacher interests, expertise, and experiences. Ultimately, we seek to develop students and citizens who have a solid understanding of science and a sense of wonder and appreciation for the Earth as a system.

EFB 120 may be taught as a half-year fall, half-year spring, or full-year course. Classes have opportunities for day field trips to ESF's main campus, regional campuses such as Wanakena in the Adirondacks, and field stations, as well as in-school presentations and demonstrations by ESF faculty, staff and students. Students and teachers receive on-site use and borrowing privileges at the ESF library. *ESF in the High School* students are held to the same academic expectations as students at SUNY ESF.

ESF in the High School Teachers

ESF in the High School Teachers are qualified high school teachers who must earn an appointment as an ESF adjunct instructor. They teach their ESF in the High School course in their school as part of the high school schedule. Teachers participate in mentoring and professional development relationships with ESF faculty and educational specialists, and with other *ESF in the High School* teachers. Participating teachers and students form learning communities through which they share information, teaching/learning experiences, and related ideas and materials.

Tree Pest Information Service

www.esf.edu/lfs/treepest.htm

Established in 1950, the Tree Pest Information Service is one of ESF's oldest public service endeavors. The unit focuses on insects and diseases associated with urban, forest and plantation trees. Additionally, the service provides the public with information on plants, wildlife problems and a range of household pests. Personnel respond to more than 1,000 calls and site visits each year.

The Tree Pest Information Service assists commercial concerns, forest industry, government agencies, primary and secondary schools, colleges, and the general public. It also assists in basic research, and collects materials for use by agencies such as the New York State Department of Environmental Conservation and the U.S. Forest Service, as well as for the college.

The service uses the college's resources and capabilities to provide identification of various organisms, pest remediation recommendations and tree health information, and to produce and distribute technical and non-technical publications.

Wood Utilization Service

The Wood Utilization Service is the oldest public service and demonstration effort at ESF. These services were established to provide support to the New York secondary forest product industry and the related industries of construction, architecture and consumer products.

ESF faculty from the Division of Engineering provide services regarding wood utilization to business and industry; municipalities; local, state and federal government agencies; retail, consumer and professional associations; and the public. Services take the form of consulting, advising, testing, demonstrations and use of ESF's unique wood-processing and wood-testing laboratories. 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 Information Center, in responding to more than 50 requests a year, seeks assistance from Wood Utilization faculty.

Division of Engineering

JAMES M. HASSETT, Director
402 Baker Laboratory, 315-470-6633 FAX 315-470-6958

Graduate Program in Environmental and Resource Engineering

The graduate program in Environmental and Resource Engineering (ERE) applies 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 that make up the Division of Engineering. These are the Department of Environmental Resources and Forest Engineering (ERFEG), the Department of Paper and Bioprocess Engineering (PBE), and the Department 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.

Information on graduate admissions begins on page 25 and academic policies on page 21.

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

All students entering M.P.S. programs must have a baccalaureate degree. Prospective students should contact the department chair for specific information regarding pre- or co-requisites.

A minimum total of 30 credit hours is required for the M.S. and M.P.S. Coursework requirements are determined by the faculty in the specific study areas. Students select a study area at the time of application for admission to the program.

Under general requirements for the Ph.D. degree (page 14), the environmental and resource engineering program requires a minimum total of 60 graduate credits. These credits must include a minimum of 30 credits of coursework, and include not more than 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 may be required of students who have not earned a master's degree that required a thesis.

A study plan that formally identifies an individual'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 and Areas of Study

Within the graduate program in environmental and resource engineering there are three options: environmental resources and forest engineering; paper and bioprocess engineering; and construction management and wood products engineering. Options have alternative curricular requirements addressing different subjects within a degree program. Each option has several areas of study as follows:

Construction Management and Wood Products Engineering (CMWPE)

The academic objective of areas of study related to construction is to allow students with technical degrees to engage 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 practicum, thesis or dissertation, as appropriate.

The purpose of the M.P.S. degree is to update current professional skills and/or to prepare the graduate student for higher levels of management in their general area of expertise. The M.P.S. degree is intended to be a terminal degree, therefore acceptance to the M.P.S. degree in construction management or wood products engineering does not guarantee admission to the M.S. or Ph.D. programs and *vice versa*. The M.P.S. degree requires 27 credits of graduate-level coursework, a 3-credit practicum based on professional experience, and a capstone seminar. Recommended course lists are available in the department office. The student's study plan (Form 3B) must be approved by the steering committee and department chair by the end of the first semester in residence.

Students are accepted into our programs from a variety of backgrounds. When the Department of Construction Management and Wood Products Engineering (CMWPE) reviews an applicant's academic and professional experience, it may determine that preparatory coursework is required before entry into the program. Either undergraduate or graduate courses may be recommended to remedy deficiencies depending on circumstances. Remedial coursework should be completed prior to matriculation. Undergraduate courses do not meet the requirements for minimum number of graduate credit hours. Students planning to obtain graduate degrees in the construction management option should have completed the following undergraduate coursework:

- Mathematics through Calculus II
- Physics: one semester with laboratory
- Engineering Mechanics: Statics
- Mechanics of Materials
- Soil Mechanics and Foundations I
- Estimating: coursework or professional experience
- Scheduling: coursework or professional experience

The CMWPE option in environmental and resources engineering offers areas of study in:

Construction and Construction Management (M.S., M.P.S., Ph.D.)

Participating Faculty: KYANKA, SMITH, J., TISS

- Construction project management
- Estimating, cost engineering, building codes and zoning
- Lean construction
- Green construction
- Production management
- Computer graphics and computer applications in engineering
- Structural design

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. Recent graduates have matriculated upon completion of undergraduate degrees in architecture, mechanical engineering, construction management, and civil engineering.

Engineered Wood Products and Structures: Timber Structures Design (M.S., Ph.D.)

Participating Faculty: KYANKA, MORSI-HUSSEIN

- Materials science
- Engineering mechanics and elasticity
- Engineering properties of wood composites
- 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, visco-elasticity 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 are completed in the department's Wood Engineering Laboratory.

Students entering this program should have a strong background in integral calculus, statics, mechanics, and mechanical and physical properties of wood.

Tropical Timbers (M.S., Ph.D.)

Participating Faculty: ANAGNOST, 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 holdings of the C. deZeeuw Memorial Library and reference wood specimens of the H.P. Brown Memorial Wood Collection of the Tropical Timber Information Center (TTIC), housed in Baker Laboratory facilities, 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 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 Science and Technology (M.S., M.P.S., Ph.D.)

Participating Faculty: ANAGNOST, HANNA, KYANKA, MEYER, MORSI-HUSSEIN, SMITH, W.

- Adhesives and finishing
- Processing and machining
- Mechanical and physical properties
- The effects of wood anatomy on the physical and mechanical properties of wood
- Wood biodegradation
- Wood composites
- Dendrochronology

Because wood is renewable, it will meet the needs of modern society for a perpetually available, carbon dioxide-neutral material perfectly suited for a vast array of products. The study area wood science and technology includes detailed research on physical, mechanical, or anatomical aspects of wood and its utilization and leads to the M.S., M.P.S., or Ph.D. degree. Wood science stresses research on the material science of wood, dealing with properties important to its use, or to solve problems in wood utilization by practical applications of such knowledge.

Students entering this program should have an undergraduate degree in wood science or a related area.

Wood Anatomy and Ultrastructure (M.S., Ph.D.)

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 students to develop an extensive background in all aspects of microscopy: light, scanning electron, transmission electron, video microscopy and image analysis, including micro-techniques 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.

Students entering this program should have an undergraduate degree in wood anatomy or the biological sciences.

Wood Treatments (M.S., Ph.D.)

Participating Faculty: ANAGNOST, SMITH, W.

- Wood-water relationships and wood drying
- Preservative treatments
- Polymer treatments
- Sealants and 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 coursework in wood-water relationships and transport processes and additional study in areas such as wood anatomy and ultrastructure, mechanical properties, wood chemistry, wood micro-biology, 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.

Students entering this program should have an undergraduate degree in wood science or a closely related field.

Environmental Resources and Forest Engineering (ERFEG)

The ERFEG department supports graduate study and research in several areas with excellent facilities. On-campus facilities include modern laboratories and instrumentation in the engineering departments at both ESF and Syracuse University. Geographic information science efforts are supported by a Mapping Sciences Laboratory with a range of computing platforms and image processing software. Off-campus facilities include the extensive ESF properties, the Heiberg Experimental Watershed, and numerous field sites supported by an array of field equipment for environmental engineering measurements. The ERFEG unit move to new facilities in 2007 further expands its capabilities. The ERFEG option in environmental and resources engineering offers areas of study in:

Ecological Engineering (M.S., Ph.D.)

Participating Faculty: DALEY, DIEMONT, ENDRENY, J.M. HASSETT, KROLL, MOUNTRAKIS, TAO

- Ecosystem restoration
- Watershed and river restoration
- Ecosystems for waste treatment

- Biomass-to-energy systems
- Industrial ecology/life cycle analysis

Ecological Engineering emphasizes engineering design of eco-systems consistent with ecological principles of natural, self-organizing, self-maintaining systems. This interdisciplinary field incorporates knowledge in engineering, ecology and social sciences to produce energy- and information-efficient solutions to environmental problems. Public policy, ethics and values are considered in the decision-making process. Students select between alternative solutions to ecological resource problems, in recognition of environmental, economic, legal, social and managerial constraints.

Students in this option must demonstrate competency in the knowledge areas of physics, biology, chemistry, calculus, probability and statistics, mechanics, and hydrology. Students must take at least one course (3 credit hours) in each of the following areas:

- Systems engineering analysis
- Applied systems ecology

At least 12 credit hours of graduate course work must be completed in engineering courses; 3–6 credit hours in natural sciences; and 3–6 hours in resource management. Research credits complete the degree.

Environmental Management (M.P.S.)

Participating Faculty: DALEY, ENDRENY, J.M. HASSETT, KROLL, QUACKENBUSH, TAO

- Brownfield development
- Hazardous waste management
- Solid waste management
- Energy resources management
- Water resource management

Environmental Management combines environmental engineering with business management and environmental law or policy to provide breadth and perspective for the student aspiring to managerial responsibility in public or private employment. Student coursework is designed to enhance technical and problem-solving skills.

Students in the M.P.S. program must complete at least six 3-credit undergraduate courses from at least three of the following fields as pre- or co-requisites: chemistry, physics, geographic measurements, calculus, statistics, engineering mechanics, ecology, computer science, and economics.

At least 12 credit hours of graduate course work must be completed in engineering courses; 3–6 credit hours in natural sciences; and 3–6 hours in resource management. A comprehensive project or practicum completes the M.P.S. degree requirements. Study programs are flexible and are tailored to the interests and strengths of individuals.

Forest Engineering (M.S., Ph.D.)

Participating Faculty: DALEY

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

Students who focus on forest engineering are broadening 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 and man-machine systems, biologic-geologic interactions, and various selections as needed from the array of engineering selections.

Geospatial Information Science and Engineering (M.S., Ph.D.)

Participating Faculty: MOUNTRAKIS, QUACKENBUSH

- Analytical and digital photogrammetry
- Remote sensing and digital image/video analysis
- Spatial and spatiotemporal databases
- Artificial intelligence in spatial analysis and modeling

- Environmental resources monitoring, modeling and assessment

Geo-spatial Information Science and Engineering is designed for specialized research in spatial information acquisition, analysis, modeling and applications. This includes theoretical and applied study in sensing systems and the location, measurement, analysis and description of ground features and earth resources. It also includes use of geographic information systems (GIS) to incorporate spatial data into a wide range of environmental and engineering problems.

Students in this option must demonstrate competency in the knowledge areas of: physics, calculus, statistics, surveying, or computer science. Students may take fundamental and advanced courses in remote sensing, geographic information systems, global positioning systems, photogrammetry, spatial analysis and modeling, and statistics. These courses are supplemented by studies in systems analysis, environmental sciences and management, geography, computer science, and information management. Research credits complete the degree requirements.

Mapping Sciences (M.P.S.)

Participating Faculty: MOUNTRAKIS, QUACKENBUSH

- Geographic information systems (GIS)
- Global positioning systems (GPS)
- Analytical and digital photogrammetry
- Remote sensing and image processing

Mapping Sciences covers the development and practice of mapping technologies for environmental and engineering applications. Technologies used include GIS and GPS, as well as remote sensing and image processing tools. Students may specialize by taking advanced courses in the mapping sciences, statistics, computing, environmental sciences and management, or other fields. A comprehensive project or practicum completes the M.P.S. degree requirements. Study programs are flexible and are tailored to the interests and strengths of individuals.

Students in this option should have a background in fields such as physics, calculus, statistics, surveying, or computer science and upon completion of the program must demonstrate competency in spatial data acquisition and fundamental spatial analysis concepts.

Water Resources Engineering (M.S., Ph.D.)

Participating Faculty: S. CHATTERJEE, DALEY, ENDRENY, J.M. HASSETT, KROLL, TULLY, MOUNTRAKIS

- Watershed hydrology
- Hydrologic/hydraulic monitoring and modeling
- Water resource systems engineering
- Stochastic/deterministic modeling
- Pollutant fate and transport
- Solid waste treatment and industrial residual flow capture

Water Resources Engineering deals with analysis and design of water resource systems through field, laboratory, and computer methods. Emphasis is placed on coordinating engineering to reduce impacts on human and natural systems. Students select among alternative solutions to water resource problems, in recognition of environmental, economic, legal, social and managerial constraints. Analytical techniques using statistics, numerical analyses, and computer applications are emphasized. Modeling efforts include GIS and remote sensing applications, distributed and real-time models, and model calibration and validation.

Students in this option must demonstrate competency in the knowledge areas of: physics, biology, chemistry, calculus, probability and statistics, mechanics, and hydrology.

Students must take at least one course (3 credit hours) in each of the following areas:

- Hydraulic analysis
- Watershed processes
- Systems engineering analysis
- Pollutant fate and transport

At least 12 credit hours of graduate course work must be completed in engineering courses. Research credits complete the degree requirements.

Paper and Bioprocess Engineering (PBE)

The option in Paper and Bioprocess Engineering allows students to investigate a diverse range of topics in the area of pulp and paper design, process and product development, and manufacturing, as well as the production of chemicals, energy, and other products from sustainable raw material sources using both chemical and biological methods. The overall objective of the option is to educate students at the M.P.S., M.S., and Ph.D. level in the development of new processes and products that can be produced in an ecologically sound and sustainable manner.

Many research projects are carried out under the auspices of one of the premier research institutes of the world, the Empire State Paper Research Institute (ESPRI), a renowned organization supported jointly by ESF and the Empire State Paper Research Associates, an international consortium of leading industrial companies. ESPRI's research activities aim to generate new information regarding the fundamentals, science, engineering and technology of the production of products and chemicals, especially paper, from renewable resources such as wood in an ecologically sound manner. Recent work has been directed to fundamental investigations of pulping, bleaching, co-products from wood, additives, paper recycling, effluent disposal, the papermaking process, the properties of paper, reactions of wood components during mechanical and chemical treatments, novel wood component separation techniques, new biotechnologically-based pulping methods, process modeling paradigms, 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.

Examples of inter- and intra-institutional collaborations include the Department of Environmental and Forest Biology and the Department of Chemistry, as well as many industrial cooperators. Cooperative studies enable access to the latest equipment in the computer field, including supercomputers. The department 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.

Students can be accepted into the program from a variety of backgrounds. Successful students who have pursued advanced degrees in the Department of Paper and Bioprocess Engineering have had backgrounds in chemical engineering, pulp and paper engineering, civil engineering, mechanical engineering, environmental engineering, chemistry, biological engineering, biology, biotechnology, and manufacturing, among many others. Students planning to obtain graduate degrees in Paper and Bioprocess Engineering should have strong undergraduate preparation in some of following areas, depending on the particular area of study chosen: mathematics, chemistry, physics, engineering, biological sciences, and computer science. The PBE option of environmental and resources engineering offers areas of study in:

Chemistry of Pulping and Bleaching (M.S., Ph.D.)

Participating Faculty: AMIDON, BUJANOVIC, FRANCIS, LAI, SCOTT

- Reaction mechanisms and kinetics
- Applications of biotechnology
- Lignin and carbohydrate chemistry
- Chemicals from wood and pulping residues
- Energy from wood and pulping residues
- 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 pulp, as well as some paper-making 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 on the pre-extraction of wood chips to produce acetic acid from acetyl groups, production of hydrogen and carbon monoxide from gasification of wood and pulping effluents, 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 (M.S., Ph.D.)

Participating Faculty: AMIDON, 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 paper-making process, in particular the interaction among fibers, fine particles, polymeric additives, and electrolytes in stock preparation and sheet formation. Student programs feature courses in chemical engineering and colloid, polymer and physical chemistry, adding appropriate work in mathematics, statistics and papermaking processes. Research topics fall into two categories: fundamental colloidal behavior of particles, and 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 (M.S., Ph.D.)

Participating Faculty: ANAGNOST, BUJANOVIC, S. CHATTERJEE, DOELLE, HANNA, KYANKA, 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 departments of Syracuse University collaborate closely in this work.

Renewable Energy and Bioprocess Engineering (M.S., Ph.D.)

Participating Faculty: AMIDON, BUJANOVIC, S. CHATTERJEE, DOELLE, FRANCIS, LAI, LIU, RAMARAO, SCOTT, STIPANOVIC

- Energy from biomass and other renewable sources
- Bioseparations of lignocellulosic materials into useful components
- Bioprocessing of renewable materials
- Creation of new bioproducts using ecologically sustainable processes

This area of study encompasses both the use of renewable and sustainable resources (e.g., wood) for the production of chemicals, advanced materials, fuel, and energy, as well as the use of bio-processing technology to produce such products. Such bioproducts extend to the production of energy from renewable resources including the use of gasification, co-firing of byproducts, anaerobic digestion, solar, and the production of ethanol. Courses include chemical engineering, advanced chemistry, biotechnology, and bio-engineering, building on a strong base of mathematics, chemistry, and biology. Current research projects in this area include the bioseparation of xylan from hardwoods, the production of ethanol and acetic acid from wood hemicelluloses, development of separation processes for various bioproducts,

gasification, enzymatic processing of lignocellulosic materials, and chemical production from sustainable resources as a replacement for non-renewable fossil fuels.

Process and Environmental Systems Engineering (M.S., M.P.S., Ph.D.)

Participating Faculty: S. CHATTERJEE, DOELLE, 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, byproduct 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 (M.S., M.P.S., Ph.D.)

Participating Faculty: AMIDON, BUJANOVIC, DOELLE, FRANCIS, HANNA, LAI, SCOTT

- Pulping conditions and fiber properties
- Fungal and enzymatic treatments
- Chemicals and energy as byproducts
- 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 non-sulfur pulping, biopulping, chemicals and energy as byproducts, 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.

Advanced (Graduate) Certificate in Advanced Engineering Tools

Advanced engineering tools (AET) is a collection of capabilities for acquiring, storing, managing, manipulating, analyzing, displaying, and reporting data or information that relates to locations. This certificate program provides participants with skills in global positioning, geographic information systems, and computer-aided design, including 3-D CAD. Students will have access to and will learn how to apply this technology to complete projects. The curriculum consists of five technical courses and a professional practicum course designed to provide participants with a culminating experience in a relevant business setting where they will test a variety of skills supporting the technical coursework of the program.

Applicants must hold a bachelor's degree from an accredited institution in engineering, science or a related area. Applicants must have prerequisite background in topics that are fundamental to using

advanced engineering tools, including pre-calculus and quantitative problem-solving (calculus is desired). Students may meet prerequisites through undergraduate or graduate coursework, or by permission of the department admissions committee. **Students who are matriculated in ESF graduate degree programs are not eligible to earn the Advanced Certificate in Advanced Engineering Tools.**

Application and admissions procedures, compliance with college requirements for successful graduate-level study, and the awarding of advanced certificates are administered by the dean of Instruction and Graduate Studies. Applicants should complete and submit the application form to the Office of Instruction and Graduate Studies. Upon completion of program credit hour requirements, students will file a certificate request form that identifies completed coursework and initiates actions to produce official transcripts, leading to the award of the certificate.

Students will complete 15 credit hours of graduate coursework, with an average grade of B or better in the following required courses: ERE 550 Introduction to Geographic Information Systems (3); ERE 566 Global Positioning Systems I (1); ERE 610 Computer-Aided Design and Drafting (3); ERE 658 Construction Contracts and Specifications (3); ERE 596 Special Topics (3); and ERE 898 Professional Experience/Synthesis (2)

Advanced (Graduate) Certificate in Bioprocessing

This bioprocessing certificate program was developed through a collaborative and interdisciplinary effort between business and academia to take advantage of this region's unique expertise and resources. Graduates of the program will support the development and manufacture of products produced through bioprocesses, such as those produced in the pharmaceutical and fermentation industries, and biorefineries.

The purpose of the certificate program is to provide:

1. Graduate education in bioprocessing that leads to a documented level of competency for practice;
2. A structured and documented course of study at the graduate level; and
3. A means for students to improve their competitive position in the employment marketplace.

Applicants must hold a bachelor's degree from an accredited institution in engineering, science or a related area. The student must have the required prerequisite background in topics that are fundamental to bioprocessing guided from previous coursework or professional experience. Applicants must demonstrate competence in pre-calculus and quantitative problem-solving, preferably with calculus. **Students who are matriculated in ESF graduate degree programs are not eligible to earn the Advanced Certificate in Bioprocessing.**

Application and admissions procedures, compliance with college requirements for successful graduate-level study, and the awarding of advanced certificates are administered by the dean of Instruction and Graduate Studies. Applicants should complete and submit the application form to the Office of Instruction and Graduate Studies. Upon completion of program credit hour requirements, students will file a certificate request form that identifies completed coursework and initiates actions to produce official transcripts, leading to the award of the certificate.

The curriculum consists of five technical courses including a capstone professional experience/synthesis course that will provide participants with a variety of skills supporting the technical aspects of the program. The capstone course will challenge students to use the skills they learned throughout the program and apply those skills to relevant business settings. Students will complete 15 credits hours of graduate coursework with an average grade of B or better in the following required courses: ERE 501 Microbiology for Bioprocessing (3); ERE 502 Bioseparations (3); ERE 503 Bioprocess Plant Design (3); ERE 542 Bioreaction Engineering (3); and ERE 898 Professional Experience/Synthesis (3)

Division of Environmental Science

Bachelor of Science in Environmental Science

JAMES M. HASSETT, Undergraduate Program Director
402 Baker Laboratory, 315-470-6633 FAX 315-470-6958

Mission and Objectives Statement

The faculty members who deliver the program in environmental science perform teaching, research and public service activities to promote environmental practices to improve the lives of people within New York state and around the world.

The **objectives** of the program in environmental science are to prepare students who:

- Will engage in environmental work while employed by government agencies and industry or in private consulting that specialize in public works and the inventory, management, design, use, restoration and protection of natural and cultural resources,
- Are prepared to enter advanced academic studies involved with any of the many aspects of environmental science, and
- Will continue to develop the knowledge and skills needed to adapt to changing technological, environmental and business conditions to the benefit of society, employer and self.

Program **outcomes** for the undergraduate (B.S.) program in environmental science are to produce graduates who:

- Are knowledgeable of examples of global, regional and local environmental problems and issues,
- Are competent to perform in a graduate education or entry-level work environment,
- Have a sufficient knowledge base and tools to function effectively,
- Have the ability to conceptualize environmental problems in terms of unifying principles,
- Are capable of utilizing a systems approach to problem solving, and
- Can communicate their ideas and expectations effectively.

Additionally, the undergraduate program in environmental science aims to produce graduates who exhibit the following attributes:

- Knowledge—both in understanding basic principles and in creativity in problem solving
- Skills—originality and method of problem solving
- Attitude—ethics, self-discipline, perseverance
- Can function effectively in a multidisciplinary team/environment
- Understand the need for life-long learning

Undergraduate Program Requirements

The undergraduate curriculum in environmental science consists of two broad categories of courses. The general education component provides students with knowledge and skills that are useful and important for all educated persons. The professional courses provide students with direct preparation for a career.

Students may be admitted directly as first-year freshmen at ESF, or through a variety of transfer options. See page 23 for more information. Regardless of which way students enter ESF, they must complete both the general and professional education requirements.

Lower Division Course Requirements (50-51 credits)

| COURSES | | | CREDITS |
|---------|-------------|---|---------|
| APM | 105 | Survey of Calculus and Its Applications I | 4 |
| APM | 106 | Survey of Calculus and Its Applications II | 4 |
| APM | 153 | Computing Methods | 3 |
| CLL | 190 | Writing and the Environment | G 3 |
| CLL | 290 | Writing, Humanities and the Environment | G 3 |
| EFB | 120 | The Global Environment & the Evolution of Human Society | 3 |
| EFB | 101/ 102 | General Biology I and Laboratory | G 4 |
| EFB | 103/ 104 | General Biology II and Laboratory | 4 |
| ESC | 132 | Orientation Seminar: Environmental Science | 1 |
| ESF | 332 | OR Seminar for New Transfer Students | 0 |
| EST | 200 | Cultural Ecology | G 3 |
| FCH | 150/ 151 | General Chemistry I and Laboratory | 4 |
| FCH | 152/ 153 | General Chemistry II and Laboratory | 4 |
| FOR | 207 | Introduction to Economics | G 3 |
| PHY | 211/ 221 | General Physics I and Laboratory | 4 |
| PHY | 212 222 | General Physics II and Laboratory | 4 |

Lower Division Electives (15 credits)

| | |
|---|-----|
| Electives | 6 |
| General Education: American History | G 3 |
| General Education: Western Civilization | G 3 |
| General Education: The Arts | G 3 |

Professional Courses (13 credits)

| | | | |
|-----|-----|--|---|
| APM | 391 | Introduction to Probability and Statistics | 3 |
| EFB | 320 | General Ecology | 4 |
| ESF | 200 | Information Literacy | 1 |
| | | Senior Seminar | 5 |

Environmental Science Core (12-14 credits)

Students must complete one course from each of the following environmental science core areas. Note: Courses used to complete the advanced chemistry, biology, or mathematics requirements; environmental science core requirements; or option requirements may NOT be used to satisfy more than one of these requirements.

| | |
|------------------------------|-----|
| The Physical Environment | 3-4 |
| The Living Environment | 3-4 |
| The Geographical Environment | 3 |
| The Social Environment | 3 |

The Physical Environment

| | | | |
|-----|-----|--|---|
| ERE | 223 | Statics and Dynamics | 4 |
| ERE | 310 | Environmental Measurements and Spatial Information | 3 |
| ERE | 351 | Basic Engineering Thermodynamics | 2 |
| FCH | 210 | Elements of Organic Chemistry | 4 |

| | | | |
|-----|-----|--------------------------------|---|
| FCH | 221 | Organic Chemistry I | 3 |
| FCH | 222 | Organic Chemistry I Laboratory | 1 |
| FCH | 360 | Physical Chemistry | 3 |
| FOR | 338 | Meteorology | 3 |
| FOR | 340 | Watershed Hydrology | 3 |
| FOR | 345 | Introduction to Soils | 3 |
| GOL | 106 | Environmental Geology | 3 |

The Living Environment

| | | | |
|-----|-----|---|---|
| EFB | 303 | Introductory Environmental Microbiology | 4 |
| EFB | 326 | Diversity of Plants | 3 |
| EFB | 336 | Dendrology | 3 |
| EFB | 352 | Elements of Entomology | 3 |
| EFB | 355 | Invertebrate Zoology | 4 |
| EFB | 385 | Comparative Vertebrate Anatomy | 4 |
| EFB | 440 | Mycology | 3 |
| EFB | 462 | Animal Physiology: Environmental and Ecological | 3 |
| EFB | 483 | Mammal Diversity | 3 |
| EFB | 485 | Herpetology | 3 |
| EFB | 486 | Ichthyology | 3 |

The Geographical Environment

| | | | |
|-----|-----|--|---|
| ERE | 371 | Surveying for Engineers | 4 |
| ERE | 450 | Introduction to Geographic Information Systems | 3 |
| FEG | 352 | Introduction to Remote Sensing | 3 |
| LSA | 311 | Natural Processes in Design and Planning | 3 |
| GEO | 302 | Worlds of Food and Famine | 3 |
| GEO | 305 | Population Change | 3 |
| GEO | 315 | Global Environmental Change | 3 |
| GEO | 388 | Geographic Information and Society | 3 |

The Social Environment

| | | | |
|------|-----|--|---|
| CLL | 390 | Introduction to Literature of Nature | 3 |
| EFB/ | 220 | Urban Ecology | 3 |
| EST | | | |
| EST | 361 | History of the American Environmental Movement | 3 |
| EST | 390 | Social Processes and the Environment | 3 |
| FOR | 312 | Sociology of Natural Resources | 3 |
| FOR | 465 | Natural Resources Policy | 3 |

Advanced Courses in Chemistry, Biology or Mathematics (8 credits)

An advanced course is one that has at least one prerequisite, or is numbered 300 or above. Note: Courses used to complete the advanced courses in chemistry, biology or mathematics requirement may NOT be used to complete the environmental science core or option requirements.

| | |
|--|---|
| Advanced Course in Chemistry, Biology or Mathematics (with laboratory) | 4 |
| Advanced Course in Chemistry, Biology or Mathematics (with laboratory) | 4 |

Environmental Science Option (15-16 credits)

Students must complete at least one of the following options. Courses used to complete the advanced chemistry, biology, or mathematics requirements; environmental science core requirements; or option requirements may NOT be used to satisfy more than one of these requirements.

| | |
|---------------------------------------|-------|
| Environmental Information and Mapping | 15-16 |
| Watershed Science | 16 |
| Health and the Environment | 15-16 |
| Earth and Atmospheric Systems Science | 15 |
| Environmental Analysis | 16 |
| Environmental Engineering Science | 15 |
| Renewable Energy | 16 |

Environmental Information and Mapping

| | | | |
|-----|-----|--|---|
| ERE | 371 | Surveying for Engineers | 4 |
| ERE | 450 | Introduction to Geographic Information Systems | 3 |
| FEG | 352 | Introduction to Remote Sensing | 3 |
| | | OR | |
| FEG | 363 | Photogrammetry I | 3 |
| FOR | 556 | Introduction to Raster GIS Analysis | 3 |
| | | OR | |
| FOR | 557 | Practical Vector GIS | 3 |
| | | OR | |
| GEO | 381 | Cartographic Design | 4 |
| ERE | 496 | Special Topics | 3 |

Watershed Science

| | | | |
|-----|-----|--------------------------------------|---|
| EFB | 415 | Ecological Biogeochemistry | 3 |
| FEG | 340 | Engineering Hydrology and Hydraulics | 4 |
| FOR | 340 | Watershed Hydrology | 3 |
| FOR | 345 | Introduction to Soils | 3 |
| FOR | 443 | Forest Hydrology | 3 |

Health and the Environment

| | | | |
|-----|-----|---|---|
| EFB | 303 | Introductory Environmental Microbiology | 4 |
| EFB | 307 | Principles of Genetics | 3 |
| EFB | 308 | Principles of Genetics Laboratory | 1 |
| EFB | 325 | Cell Physiology | 3 |
| EFB | 385 | Comparative Vertebrate Anatomy | 4 |
| EFB | 462 | Animal Physiology: Environmental and Ecological | 3 |

Earth and Atmospheric Systems Science

| | | | |
|-----|-----|--------------------------------------|---|
| CIE | 471 | Environmental Chemistry and Analysis | 3 |
| | | OR | |
| FCH | 510 | Environmental Chemistry I | 3 |
| EFB | 415 | Ecological Biogeochemistry | 3 |
| EFB | 524 | Limnology | 3 |
| | | OR | |
| FCH | 496 | Special Topics: Oceanography | 3 |
| FOR | 338 | Meteorology | 3 |
| FOR | 340 | Watershed Hydrology | 3 |

Environmental Analysis

| | | | |
|-----|-----|--|---|
| EFB | 303 | Introductory Environmental Microbiology | 4 |
| FCH | 380 | Analytical Chemistry I: Gravimetric, Titrimetric and Potentiometric Analysis | 3 |
| FCH | 381 | Analytical Chemistry II: Spectroscopic, Chromatographic and Electroanalysis Techniques | 3 |
| FOR | 338 | Meteorology | 3 |
| | | OR | |
| FOR | 340 | Watershed Hydrology | 3 |
| | | OR | |
| FOR | 345 | Introduction to Soils | 3 |
| GEO | 388 | Geographic Information and Society | 3 |
| | | OR | |
| ERE | 450 | Introduction to Geographic Information Systems | 3 |
| | | OR | |
| FEG | 352 | Introduction to Remote Sensing | 3 |

Environmental Engineering Science

| | | | |
|-----|-----|---------------------------------------|---|
| ERE | 440 | Water Pollution Engineering | 3 |
| ERE | 441 | Air Pollution Engineering | 3 |
| ERE | 506 | Hazardous Waste Management | 3 |
| PSE | 370 | Principles of Mass and Energy Balance | 3 |
| PSE | 473 | Mass Transfer | 3 |

Renewable Energy

| | | | |
|-----|-----|--------------------------------|---|
| BPE | 441 | Biomass Energy | 3 |
| ESC | 325 | Energy Systems | 3 |
| ESC | 335 | Renewable Energy Systems | 3 |
| ESC | 422 | Energy Markets and Regulations | 3 |
| ESC | 450 | Capstone Planning | 1 |

A minimum of 3 credits from the following:

| | | | |
|-----|-----|--|---|
| EFB | 516 | Ecosystems | 3 |
| EFB | 518 | Systems Ecology | 4 |
| ERE | 351 | Basic Engineering Thermodynamics | 2 |
| ERE | 519 | Green Entrepreneurship | 3 |
| FCH | 360 | Physical Chemistry I | 3 |
| FOR | 415 | Forest Consulting and Wood Procurement | 3 |
| PSE | 361 | Engineering Thermodynamics | 3 |
| PSE | 370 | Principles of Mass and Energy Balance | 3 |

Second Option or Minor (12-16 credits)

Courses are chosen from the list of option courses or from the list of minors on page 10. Note: Courses used to complete the advanced courses in chemistry, biology or mathematics requirement may NOT be used to complete the environmental science core or option requirements.

Total minimum credits for the degree 125 credits

Prehealth Advising

The curriculum for the bachelor of science degree with an environmental science option in health and the environment prepares students for advanced degrees in health professions with a suitable plan of study. To prepare for health professions, students may access Syracuse University's broad array of relevant courses and the advising, counseling and resources of the Health Professions Advisory Program. Refer to page 12.

UNDERGRADUATE MINORS

Students who meet the admission requirements may enroll in any of the undergraduate minors offered at ESF (see page 10).

Graduate Program in Environmental Science (GPES)

DAVID JONHSON, Graduate Program Director
419 Jahn Lab, 315-470-6829/6528; FAX 315-470-6915
www.esf.edu/es

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 throughout 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 environ-

mental challenges such as resource utilization, the uses and limits of scientific prediction, risk and sustainability.

The mission of GPES is to provide interdisciplinary education, research and public service to prepare students to comprehensively address environmental concerns and problems, investigate practical solutions to them and to foster effective environmental stewardship. The program provides for the following:

- Multidisciplinary approach: recognition of the necessity to approach environmental problems with input from several disciplines and professions
- Holistic perspective: awareness of and deference to the interdependence of elements within broadly defined ecosystems, including physical, biological, social and economic systems
- 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
- Realistic experience: internships, focused projects, theses and seminars provide for direct interaction of legal, economic, political and social systems which underlie decision making

The program's internal structure incorporates a common core that 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 a comprehensive core foundation emphasizing theory, issues and methods; extended knowledge within an area of study; and a synthesis experience.

Entering students should be adequately prepared to engage graduate level work in the program. The following undergraduate courses are pre- or co-requisites for all master's students: statistics, ecology and micro-economics 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 of science degree is designed as a two-year experience.

CORE REQUIREMENTS

A core of nine credit hours in applied social sciences is required. In addition, a total of six credit hours is required in research methods. Course options which satisfy these requirements are designated by the area of study faculty.

AREA OF STUDY REQUIREMENTS

A minimum of 15 credit hours (excluding ENS 899) is required in the area of study, as determined by the major professor and area of study faculty. Area of study subcommittees maintain advising lists of courses pre-approved to satisfy the 15-credit area of study requirement. The student's major professor or steering committee may designate additional courses. Five study areas are available to M.S. students: environmental policy and democratic processes, environmental and community land planning, environmental systems and risk management, water and wetland resource studies, and environmental communication and participatory processes.

THESIS REQUIREMENTS

A minimum of six credit hours of research is required resulting in a document that clearly demonstrates graduate-level accomplishments of the student, followed by a defense examination. Students must have an approved thesis proposal.

Master of Professional Studies

The master of professional studies degree is a 39-credit-hour experience aimed at professional applications of environmental knowledge.

CORE REQUIREMENTS

A total of 21 credit hours is required. These must include nine credit hours of applied social sciences in environmental policy and regulation, and democratic processes. In addition, a total of six credit hours is required in environmental science and six credit hours is required in methods courses emphasizing applications of technical knowledge.

AREA OF STUDY REQUIREMENTS

A minimum of 12 credit hours of coursework is required 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 to the program. Five study areas are available to M.P.S. students: environmental policy and democratic processes, environmental and community land planning, environmental systems and risk management, water and wetland resource studies, and environmental communication and participatory processes.

SYNTHESIS REQUIREMENTS

Students select either an internship for three to six credit hours or prepare a synthesis paper for three credit hours. All students must present a capstone seminar in their final semester. No terminal comprehensive examination is required.

Applicants with a minimum of three years of post-baccalaureate, full-time professional experience directly related to the intended area of study may apply for six 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 six 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. Entering students are required to complete the equivalent of the GPES master's core either from prior graduate study or coursework taken within the first year of residency. Environmental and natural resources policy applicants are expected to have completed a masters research thesis.

Areas of Study

Environmental Communication and Participatory Processes (M.S., M.P.S., Ph.D.)

Participating Faculty: DeBAISE, KUEHN, LAWLER, MEISNER, SENECAH, WHITMORE

This study area addresses the communicative dynamics of the formation of attitudes. It includes decision making, public policy, public participation, campaign development, organizational effectiveness, and conflict prevention and resolution, which all hinge on the ability of participants to communicate and use information effectively, strategically and ethically. GPES students with this option will be prepared to enter diverse arenas of industry, non-government organizations and government structures well equipped to facilitate and participate in effective interactions among individual citizens, non-government organizations, publics, agencies, bureaucracies, scientists and others. They will have the skills and knowledge that will allow them to choose the more appropriate and effective process structures and strategies to reach objectives.

Environmental and Community Land Planning (M.S., M.P.S., Ph.D.)

Participating Faculty: BRYANT, CARTER, DOBLE, M. HALL, HAWKS, MOUNTRAKIS, MORAN, SCHUSTER, SHANNON

Environmental and community land planning is concerned with orderly, efficient, equitable and aesthetic development of land with special concern for the state of the natural environment, the physical character of communities, and decision making 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 databases, plans, policies and implementation programs.

Environmental Systems and Risk Management (M.S., M.P.S., Ph.D.)

Participating Faculty: BEIER, ENDRENY, C. HALL, M. HALL, JOHNSON, KROLL, LUZADIS, MOUNTRAKIS, MORAN, NAKATSUGAWA, NORDENSTAM, VOLK

The environmental systems and risk management study area focuses on problems in environmental and natural resource policy in which scientific and technical issues are of central importance. The program is designed for graduate students with a science or engineering background. Current research includes urban ecology, spatial model construction, use of renewable materials in structures and processes, biomass energy production, ecosystems modeling, environmental risk assessment, use of technical information by regulatory agencies, land use forecasting for public policy decisionmaking and sustainable resource and allocation. The environmental systems and risk management area of study provides a unique opportunity to study interdisciplinary problems. Specific coursework in environmental systems and risk management is supplemented by traditional disciplinary coursework in engineering or the natural sciences and policy analysis.

Environmental Policy and Democratic Processes (M.S., M.P.S.)

Participating Faculty: LUZADIS, MANNO, MEISNER, MORAN, NORDENSTAM, SENECAH, SMARDON, SONNENFELD

The environmental policy and democratic processes study area addresses problems of environmental decision making 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 decision making 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 decision making, against the backdrop of environmental policymaking 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 decision making. 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 inter-disciplinary backgrounds in natural and social science.

Water and Wetland Resource Studies (M.S., M.P.S., Ph.D.)

Participating Faculty: BOYER, ENDRENY, J. M. HASSETT, KROLL, LIMBURG, MANNO, MITCHELL, MORAN, SMARDON, STELLA

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.

Recommended coursework includes:

- physical sciences: civil engineering, geology, geomorphology, hydrology, meteorology, environmental engineering, soils, water chemistry, hydrogeology, hydrogeochemistry and geographic information systems;
- biological sciences: ecology, entomology, fisheries biology, forestry, microbiology, water quality and limnology; and
- social sciences: administration, economics, government, history, law, ethics, philosophy and policy.

Environmental and Natural Resources Policy (Ph.D.)

www.esf.edu/enrp

Participating Faculty: GERMAIN, LUZADIS, MALMSHEIMER, MANNO, MORAN, NORDENSTAM, SENECAH, SMARDON, SONNENFELD, WAGNER

The environmental and natural resources policy Ph.D. program is a collaborative program offered by both the Graduate Program in Environmental Science and the Department of Forest and Natural Resources Management. This study area investigates how societies formulate and implement decisions regarding environmental and natural resources. Doctoral students integrate the biophysical sciences and policy-related social sciences to solve important problems in environmental and natural resources policy with applications throughout the world. The program offers an opportunity to work with outstanding faculty members on applied and theoretical studies.

Faculty members conduct studies at international, national, state and local levels on sustainability, implementation and administration of environmental, natural resources, and forest management programs and economic and institutional influences and impacts of government and non-government policies. The applications include environmental, natural resources and forest policy and administration; and environmental, natural resources, forest and ecological economics.

The environmental and natural resources policy (ENRP) doctoral program is a highly individualized program with coursework and research determined in consultation with the student, major professor and steering committee. Some coursework requirements may be met by transferring graduate credits as approved by the steering committee. Students may also fulfill coursework requirements by completing courses offered by the Maxwell School of Citizenship and Public Affairs at Syracuse University. Specific degree requirements are described in the Handbook for Environmental and Natural Resources Policy Ph.D., available in 320 Bray Hall, 107 Marshall Hall, and on the ENRP Web site.

Students are expected to complete requirements resulting in a coherent body of theory, a depth of understanding in a specified area of biophysical science, appropriate research methods, and advanced policy analysis and understanding.

The following four core competencies must be satisfied prior to the doctoral candidacy examination. A minimum of 12 credits is required in each area.

- Natural science: graduate courses (500 level or higher) in a definable area of biophysical science
- Policy-related social science: 600-level or higher courses including at least one government course and one economics course
- Research methods: 600-level or higher courses including a general research methods course (required), qualitative methods, quantitative statistical methods, GIS, or spatial statistics
- Advanced environmental and natural resources policy: 600-level or higher courses including policy analysis and program evaluation (required).

Graduates have careers as university professors and advanced policy or program analysts. They often become leaders in government, legislatures, corporations, not-for-profit organizations, advocacy groups and academic institutions, consulting firms and village associations throughout the world.

Department of Chemistry

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The academic programs in chemistry emphasize fundamental chemical phenomena as well as links from chemistry to the biological and applied sciences. Programs include courses in traditional areas of chemistry, with advanced study in fields pertaining to environmental, life and materials sciences. Emphasis on the investigative function of chemical science is manifest in the wide array of ongoing research projects within the department. Chemistry classes are held in Edwin C. Jahn Laboratory (1997), a modern facility well-equipped with instruments necessary for teaching and research.

Bachelor of Science in Chemistry

The Department 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. All options are excellent grounding for professional work at the B.S. level or for advanced graduate study. Recent graduates have careers as biochemists, chemical and marketing representatives, environmental chemists, pharmaceutical chemists, polymer chemists, research chemists, toxicologists and quality control chemists.

Biochemistry and Organic Chemistry of Natural Products

Participating Faculty: BOYER (Plant and Algal Biochemistry), GINER (Organic and Natural Products Chemistry), NOMURA (Biochemistry and Biotechnology), WEBSTER (Organic Chemistry, 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 studies are supplemented by advanced courses in natural products 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: ABRAMS (Inorganic Chemistry, Chemistry Education Laboratory) BOYER (Environmental Biochemistry), DIBBLE (Environmental Chemistry), DONAGHY (Inorganic Chemistry) J.P.HASSETT (Environmental Chemistry), JOHNSON (Environmental Chemistry), KIEBER (Environmental Chemistry, Oceanography), TEECE (Organic Geochemistry)

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 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, behavior of major ions and nutrients in water, and global change.

Natural and Synthetic Polymer Chemistry

Participating Faculty: CABASSO (Polymer Chemistry and Membrane Science, Applied Electrochemistry), CALUWE (Organic Chemistry, Synthetic Polymer Chemistry), A. CHATTERJEE (Polymer Physical Chemistry), DONAGHY (Inorganic Chemistry), GITSOV (Organic and Physical Polymer Chemistry), NOMURA (Biosynthesis and Biopolymer Chemistry), STIPANOVIC (Physical Chemistry, Materials Science of Polymers), 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. Special topics courses in contemporary polymer and material science are available as electives. In addition, courses in carbohydrate chemistry provide a solid background for chemists planning careers in paper, plastic, high-tech, energy, 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.

Students may enter the bachelor of science program as first-year students or as transfer students. Students who are preparing to transfer to ESF as juniors must have earned at least 60 credits of college coursework in courses comparable to the lower-division course requirements noted below.

Undergraduate Program Requirements

Lower Division Required Courses (47 credits):

| COURSES | | | CREDITS | |
|---------|-------------|---|----------------|---|
| CLL | 190 | Writing and the Environment | G ¹ | 3 |
| CLL | 290 | Writing, Humanities and the Environment | G | 3 |
| EFB | 101/ 102 | General Biology I and Laboratory | | 4 |
| EFB | 103/ 104 | General Biology II and Laboratory | | 4 |
| FCH | 132 | Orientation Seminar: Chemistry ² | | 1 |
| FCH | 150/ 151 | General Chemistry I and Laboratory | G | 4 |
| FCH | 152/ 153 | General Chemistry II and Laboratory | | 4 |
| FCH | 221/ 222 | Organic Chemistry I and Laboratory | | 4 |
| FCH | 223/ 224 | Organic Chemistry II and Laboratory | | 4 |
| MAT | 295 | Calculus I | G | 4 |
| MAT | 296 | Calculus II | | 4 |
| PHY | 211/ 221 | General Physics I and Laboratory | | 4 |
| PHY | 212/ 222 | General Physics II and Laboratory | | 4 |

¹ Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet the general education standards established by SUNY is listed on page 8.

² Required of all students regardless of entry level.

Upper Division Electives (16 credits):

| | | |
|--------------------------|---|---|
| Math Elective | | 4 |
| Computing Elective | | 3 |
| General Education Course | G | 3 |
| General Education Course | G | 3 |
| General Education Course | G | 3 |

Upper Division Required Courses (32 credits):

| | | | |
|-----|-----|---|---|
| CLL | 405 | Writing for Science Professionals | 3 |
| ESF | 200 | Information Literacy | 1 |
| FCH | 325 | Organic Chemistry III | 3 |
| FCH | 360 | Physical Chemistry I | 3 |
| FCH | 361 | Physical Chemistry II | 3 |
| FCH | 380 | Analytical Chemistry I | 4 |
| FCH | 381 | Analytical Chemistry II | 3 |
| FCH | 384 | Spectrometric Identification of Organic Compounds | 2 |
| FCH | 410 | Inorganic Chemistry | 3 |
| FCH | 495 | Introduction to Professional Chemistry | 1 |
| FCH | 497 | Undergraduate Seminar | 1 |
| FCH | 498 | Introduction to Research ³ | 5 |

Electives (minimum of 17 credits):

| | | |
|-------------------------------------|---|-----|
| Elective | | 3 |
| General Education Course | G | 3 |
| General Education Course | G | 3 |
| Professional Electives ⁴ | | 8-9 |

Option Courses (9 credits)**Biochemistry and Natural Products Option**

| | | | |
|-----|-----|-------------------------|---|
| FCH | 530 | Biochemistry I | 3 |
| FCH | 531 | Biochemistry Laboratory | 3 |
| FCH | 532 | Biochemistry II | 3 |

Environmental Chemistry Option

| | | | |
|-----|-----|--|---|
| FCH | 510 | Environmental Chemistry I | 3 |
| FCH | 511 | Environmental Chemistry II | 3 |
| FCH | 515 | Methods of Environmental Chemical Analysis | 3 |

Natural and Synthetic Polymer Chemistry Option

| | | | |
|-----|-----|--|---|
| FCH | 550 | Polymer Science: Synthesis and Mechanisms | 3 |
| FCH | 551 | Polymer Techniques | 3 |
| FCH | 552 | Polymer Science: Properties and Technology | 3 |

TOTAL MINIMUM CREDITS FOR THE DEGREE **121 CREDITS**

Graduate Programs

Graduate degrees require an appropriate program of courses at ESF and at Syracuse University. Master of Science and doctoral students must complete a minimum of 18 credit hours and 30 credit hours of graduate level coursework, respectively. Please see Graduate Academic

³ Students may replace this requirement to allow time for special interest, by petition to the department.

⁴ Students should complete a two-semester set of professional electives chosen from a list of courses available in the Department of Chemistry office. The courses provide a wide range of study including biology, chemistry, ecology, forestry, environmental law, mathematics, geology, physics, biophysics, and various engineering disciplines. Students in the biochemistry and natural products chemistry option are advised to take FCH 524 Topics in Natural Products Chemistry.

Policies for complete information on coursework requirements. In addition, doctoral students must pass two preliminary examinations and a doctoral candidacy examination.

Requirements for a Master of Science or Doctor of Philosophy degree also include FCH 997 and a research thesis or dissertation. 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.

The Master of Professional Studies (M.P.S.) degree requires a total of 33 credits (minimum) in the following configuration:

| Area | Credit hours |
|---|--------------|
| Chemistry, including at least 9 credits distributed among 3 of the areas of Biochemistry, Environmental Chemistry, Natural Products Chemistry or Polymer Chemistry. | 15 |
| Other sciences, engineering and mathematics | 6 |
| Seminars | 3 |
| Integrative experience (internship or independent study) | 3 |
| Elective coursework, seminars, internships or research experience | 6 |
| Total (minimum) | 33 |

15 credits of advanced chemistry courses, including three credits of coursework in three of the four subject areas of Biochemistry, Environmental Chemistry, Natural Products/Organic Chemistry and Polymer Chemistry. ESF courses currently available in these subject areas are listed below. The Biochemistry, Environmental Chemistry and Polymer Chemistry areas each have a core sequence of three classes (FCH 530/531/532, 510/511/515 and 550/551/552; respectively). A student interested in specializing in one of these areas would normally take the core sequence in that area, although this is not strictly required. Students who have taken any of these courses [as undergraduates at ESF] may not repeat them for graduate credit.

Biochemistry courses:

FCH 530. Biochemistry I
FCH 531. Biochemistry Laboratory
FCH 532. Biochemistry II
FCH 650 Plant Biochemistry

Environmental Chemistry courses:

FCH 510 Environmental Chemistry I
FCH 511 Environmental Chemistry II
FCH 515 Methods of Environmental Chemical Analysis

Natural Products/Organic Chemistry courses:

FCH 524 Topics in Natural Products Chemistry
FCH 540 Carbohydrates I: Structure, Reactions and Analysis
FCH 571 Wood Chemistry I: General Wood Chemistry
CHE 575 Organic Spectroscopy

Polymer Chemistry courses:

FCH 550 Polymer Science: Synthesis and Mechanisms
FCH 551 Polymer Techniques
FCH 552 Polymer Science: Properties and Technology
FCH 650 Statistical Physics and Chemistry of Macromolecules

Additional graduate chemistry courses are available at ESF and Syracuse University.

6 credits of graduate coursework in Science, Mathematics or Engineering. These may include graduate courses offered at ESF or Syracuse University in physical or biological sciences, mathematics (including statistical analysis), or any area of engineering. Courses must be approved by the student's steering committee.

3 credits of seminar

FCH 997 Seminar (all students)

FCH 797 Graduate Seminar

Either of above, one-credit courses may be repeated, or students may choose seminars offered in other departments with approval of the advisor.

3 credits for an integrative experience in FCH 796-Special Topics in Chemistry or FCH 798-Research in Chemistry.

6 credits of additional graduate coursework:

The remaining six credits may be drawn from additional graduate level coursework, seminars, internships and research experience as approved by the student's steering committee.

Biochemistry (M.P.S., M.S., Ph.D.)

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, GINER); chemical communication and recognition between organisms (WEBSTER); marine algal toxins (BOYER); trace metal/nitrogen physiology of symbiotic plants and algae (BOYER); the structure/function of natural biopolymers (NOMURA, WINTER); metabolic and protein engineering (NOMURA); and global gene expression studies of biopolymer-producing bacteria (NOMURA). Also, the use of microorganisms for the production of specialty chemicals including polysaccharide interconversions, and the application of bacterial and fungal enzymes and peptides in the bioremediation of environmental problems are explored.

Environmental Chemistry (M.P.S., M.S., Ph.D.)

Research for graduate students in environmental chemistry is central to their program and includes both experimental and theoretical considerations. Frequently, the problems to be addressed are transdisciplinary in nature. Thus, coursework 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.

Environmental chemistry faculty members 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 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 (DIBBLE, J.P. HASSETT, JOHNSON, KIEBER); 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 photo-chemical 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); the study of

the presence and fate of pharmaceuticals in local streams and the synthesis of novel inorganic materials for use as solid state indicators in aqueous environments (DONAGHY); the bio-methylation 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); application of stable isotope techniques to elucidating sea turtle diet and trophic relationships in reef-building corals (TEECE); The synthesis of oxynitride photovoltaic materials for water splitting (ABRAMS).

Organic Chemistry of Natural Products (M.P.S., M.S., Ph.D.)

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 with 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 biosynthesis of biologically active natural products (GINER); analysis and structure determination of steroidal compounds (GINER); 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 (M.P.S., M.S., Ph.D.)

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 a one-year sequence in either physical or organic chemistry of polymers and such additional courses as the student and advisor consider necessary. Special topics in a broad 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); applied electrochemistry, fuel cells, electrodes and electrosynthesis (CABASSO); novel methods of cellulose and cellulosic modification (CALUWE); clustering and percolation in polymer mixtures (A. CHATTERJEE); flow-induced effects on polymer miscibility (A. CHATTERJEE); synthesis of boron hydride containing polymers and the chemical functionalization of nanomaterials for polymer incorporation for hydrogen storage (DONAGHY); 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); biomass conversion to biodegradable polyesters (NOMURA); biopolymer polymer rheology and stimuli responsive fluids (STIPANOVIC); controlled release applications of environmentally benign polymer gels (STIPANOVIC); diffraction methods, NMR, and dynamic molecular modeling approaches to polymer structure determination and prediction (WINTER); biomass conversion to industrial polysaccharides (WINTER).

Chemical Ecology (M.S., M.P.S., Ph.D.)

Participating Faculty: BOYER (Environmental Biochemistry), GINER (Natural Insecticides), NAKAS (Microbial Ecology), NAKATSUGAWA (Xenobiotic Plant-Animal Interactions), TEALE (Insect Pheromones), TEECE (Chemical-Thermal Relationships), WEBSTER (Pheromone Chemistry)

The area of study in chemical ecology is offered through collaboration between the Department of Environmental and Forest Biology and the Department of Chemistry. Interested students should apply to the department of major interest, which will have prime responsibility for setting requirements. Faculty from both areas contribute to 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 field to grapple with problems requiring an understanding of both.

As a relatively new interdisciplinary endeavor, scientists in this field attempt to understand organismal interactions, both intra- and interspecific, mediated by chemical substances such as hormones, pheromones, kairomones and phytoalexins. These interactions occur at all taxonomic levels: between uni- and multicellular organisms,

microbes and plants, plants and plants, plants and animals, microbes and animals and various species of 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.

Research Facilities

Graduate research laboratories are located in Edwin C. Jahn Laboratory, a state-of-the-art, 70,000-square-foot research facility opened in 1997. These labs are well-equipped for polymer studies, chemical and biochemical research. Available instrumentation includes: ICP-OES, ICP-MS, FTIR, GC/MS, high resolution MS, UV/VIS, fluorescence, LC/MS, liquid and solid-state multinuclear NMR (300 and 600 MHz), and a complete thermal analysis suite (TGA, DSC, DMA). Ultra-structure study facilities include X-ray diffraction equipment, an atomic force microscope, and electron microscopes. Chromatographic equipment includes instrumentation for analytical and preparative liquid and gas chromatography. Jahn Laboratory is equipped for the use of radioisotopes in research including a separate radioisotope laboratory. Liquid and solid scintillation counters, and a multichannel analyzer are available. Other facilities include excimerpumped dye laser, torsion pendulum, membrane and vapor phase osmometry, solution and solid-state light-scattering photometers, dynamic oscillatory viscometer, tensile/compression test unit, and network access to Syracuse University and the Internet. Field equipment includes a 17' boat with low emissions engine, water and sediment samplers, in-situ sensors for major chemical and physical parameters, fixed wavelength radiometers and spectroradiometers.

Department of Construction Management and Wood Products Engineering

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Participating Faculty

ANAGNOST, Chair, (Wood Anatomy, Biodegradation of Wood, Micro-technique,), HANNA (Ultrastructure, Microscopy, Image Analysis), KYANKA (Construction, Applied Mechanics, Engineering Design), MEYER (Wood Properties, Wood Utilization, Anatomy), MORSI-HUSSEIN (Engineering, Mechanics and Structures), SMITH, J. (Cost Engineering, Sustainable Construction), SMITH, W. (Wood Preservation and Protection, Wood Moisture Relations and Drying, Manufacturing and Processing, Marketing), TISS (Construction Safety, Estimating, Planning and Scheduling, Construction Management)

The Department of Construction Management and Wood Products Engineering offers two bachelor of science degrees: construction management and wood products engineering.

The degree programs emphasize principles and practices of sustainable construction. By learning about sustainable construction and manufacturing practices, the use of renewable resources in construction and methods to ensure energy efficiency, ESF graduates can literally build a sustainable future. They also learn how to produce products from wood, be it furniture, construction material, or utility poles — in the most energy efficient way possible.

In both programs, students take classes, labs and lectures in the newly renovated Baker Laboratory that features high-tech lecture halls and computer labs equipped with the latest commercial software for planning, scheduling, project management and estimating. Instruction is tailored to the interests of individual students through the selection of electives taken at both ESF and Syracuse University. A concentration area in sustainable construction and renewable materials is available for students with an interest in green construction and building materials. Minors that enhance business skills in general management studies, marketing, and entrepreneurship are available for qualified students (see page 10). Students interested in these or other minors should meet with their advisors as soon as possible.

Professional growth of students is stimulated by active membership in student chapters of professional construction and wood science organizations. Students are encouraged to join at least one organization that is of particular interest to them: the Student Construction Association (affiliated with The Associated General Contractors of America and General Building Contractors of New York State), or the Forest Products Society student chapter.

Many students who enter the programs in construction management or wood products engineering are transfer students. Graduates of A.S. programs in liberal arts, math/science, and engineering/science as well as A.A.S. programs in architectural, civil, construction, mechanical, and wood technologies are encouraged to apply. Students with or without two-year degrees who meet all lower-division requirements and have 62 credits in acceptable coursework transfer as juniors for a four-semester program. Transfer students who have completed pre-calculus, but have not completed chemistry and/or physics or have not met most of their general education requirements generally finish in five or six semesters.

Bachelor of Science in Construction Management

The commercial construction industry represents almost 8 percent of the nation's gross domestic product, while the entire construction industry represents 20 percent of the nation's GDP. Because of this economic importance the industry is very competitive. Also, there are many small firms whose presence increases competition. With more construction companies bidding on jobs, organizations with the best-prepared professionals using the latest technology are the most successful. This competition applies not only to contractors, but also many others involved in construction operations such as engineers, human resource managers, and material and equipment suppliers. People engaged in this industry must have state-of-the-art skills and knowledge to thrive.

The construction management degree program prepares students for management careers in the construction industry. The objectives of the program are twofold: to study the various methods used to take a design into the field and construct a quality structure in the most efficient and effective manner with minimal environmental impacts, and to provide an understanding of basic engineering and environmental considerations in construction.

Students learn the behavior of a wide variety of construction materials, including wood and engineered wood products, and study the analysis of various structural components and systems. Courses include construction safety, construction equipment, construction methods, building codes and zoning, contracts and specifications, planning and scheduling, estimating, construction management, timber structural analysis, soil mechanics, composite materials, and computer applications.

Environmental concerns are incorporated within the program 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.

A concentration in sustainable construction and renewable materials provides additional course offerings that support the field of sustainable construction with topics such as innovations in residential construction and green entrepreneurship. Energy efficiency in buildings is studied based upon the New York state energy conservation code and federal guidelines. Legal and social aspects are integrated into the program in the later stages.

Graduates of the construction management program are well prepared for careers in a very challenging and dynamic field. Positions held by alumni include construction project manager, safety director, OSHA compliance officer, construction engineer, estimator, company executive, and planner/scheduler.

Students may enter the bachelor of science program as first-year students or as transfer students. Students who are preparing to transfer to ESF as juniors must have earned at least 62 credits of college coursework, in courses comparable to the lower-division course requirements.

Undergraduate Program Requirements

Lower Division Required Courses¹ (38 credits)

| COURSES | | | CREDITS |
|---------|---------|---|------------------|
| WPE | 132 | Orientation Seminar: Wood Products Engineering ² | 1 |
| APM | 105 | Calculus I | G ³ 4 |
| APM | 106 | Calculus II | 4 |
| APM | 153 | Computing Methods | 3 |
| CLL | 190 | Writing and the Environment | G 3 |
| CLL | 290 | Writing, Humanities and the Environment | G 3 |
| EFB | 120 | The Global Environment and the Evolution of Human Society | 3 |
| ERE | 221 | Engineering Mechanics: Statics | 3 |
| ERE | 362 | Mechanics of Materials | 3 |
| FCH | 150/151 | General Chemistry I and Laboratory | G 4 |
| FOR | 207 | Introduction to Economics | G 3 |
| PHY | 211/221 | General Physics I and Laboratory | 4 |

Lower Division Electives⁴ (24-25 credits)

| | | |
|---|---|-------|
| Electives ⁵ | | 12-13 |
| General Education Course: American History | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: The Arts | G | 3 |

Upper Division Required Courses (53 credits):

| | | | |
|------|-----|--|---|
| ESF | 332 | Seminar for New Transfer Students ⁶ | 0 |
| APM | 391 | Introduction to Probability and Statistics | 3 |
| CIE | 337 | Soil Mechanics and Foundations I | 4 |
| CIE | 338 | Foundation Engineering OR Elective | 3 |
| ERE | 371 | Surveying for Engineers | 4 |
| FOR | 360 | Principles of Management | 3 |
| WPE | 331 | Construction Safety | 3 |
| WPE | 335 | Cost Engineering | 3 |
| WPE | 342 | Light-Frame Construction | 3 |
| WPE | 343 | Construction Estimating | 3 |
| WPE | 387 | Wood Structures and Properties | 3 |
| WPE | 404 | Timber Design Project | 3 |
| WPE | 410 | Computer-Aided Design and Drafting | 3 |
| /LSA | | | |
| WPE | 422 | Composite Materials | 3 |

¹ Students who enter as freshmen complete a one-credit course, WPE 132, and 12 credits of electives. Students who enter as transfer students complete a zero-credit course, ESF 332, and at least 13 credits of electives at the lower division.

² Required for students who enter as freshmen.

³ Meets the requirements for general education skills and knowledge area. A complete listing of courses that meet general education standards established by SUNY is listed on page 8.

⁴ Students who enter as freshmen complete a minimum of 12 credits of electives at the lower division plus the one-credit orientation seminar. Students who enter as transfer students must complete a minimum of 13 credits of electives at the lower division and the zero-credit transfer seminar.

⁵ Students use elective credits to pursue the concentration in Sustainable Construction and Renewable Materials.

⁶ Required for students who enter as transfer students.

| | | | |
|-----|-----|---|---|
| WPE | 453 | Construction Planning and Scheduling | 3 |
| WPE | 454 | Construction Project Management | 3 |
| WPE | 455 | Construction Contracts and Specifications | 3 |
| WPE | 497 | Senior Seminar | 3 |

Upper Division Electives (12 credits)

TOTAL MINIMUM CREDITS FOR THE DEGREE 127 CREDITS

Concentration in Sustainable Construction and Renewable Materials. (12 credits) from the following:

| | | |
|-----|-----|-------------------------------------|
| CIE | 326 | Engineering Materials |
| ERE | 519 | Green Entrepreneurship |
| EST | 426 | Concepts of Sustainable Development |
| EST | 550 | Environmental Impact Analysis |
| WPE | 330 | Building Codes |
| WPE | 376 | Decay of Wood Products |
| WPE | 388 | Wood Identification |
| WPE | 444 | Materials Marketing |

Bachelor of Science in Wood Products Engineering

The bachelor of science degree in wood products engineering is accredited by the Society of Wood Science and Technology.

Wood is the premier material for manufacturing, building and construction. It is renewable, and produced from a sustainable natural resource. Wood is strong, lightweight, economical, long lasting and attractive, and is made into countless products desired by society. Our graduates contribute to and are employed by the industries that manufacture such high-value wood products as hardwood lumber and furniture, efficient and economical building materials such as softwood lumber, plywood and engineered composite materials, and industrial materials such as treated poles, piling and timbers. Our graduates also contribute and are employed by the related lumber and building material merchandising and distribution industries. The competitive nature of industry today has caused wood products manufacturing companies in recent years to concentrate effort on improving manufacturing efficiency and material usage. Wood products graduates from ESF have the knowledge and skills necessary to contribute as production managers, and engineers, and in manufacturing to help these firms most efficiently process the best mix of lumber quality and cost into products while minimizing waste. These graduates also contribute to the design and most effective and appropriate utilization of composite and engineered wood products.

While most activities are directed toward the forest products manufacturing, utilization and merchandising industries of New York, the Wood Products Engineering program has a long tradition of national and international service.

The program provides a broad education, encompassing study of the anatomical, physical, and mechanical properties of wood. Students learn to apply basic and engineering sciences to the broad spectrum of products made from wood and its derivatives. Subject areas cover the anatomical, physical and mechanical properties of wood and components utilizing wood, their industrial applications, manufacturing and marketing of wood products, and the economic aspects of this renewable resource. A materials science approach is used, similar to the specialized studies associated with metallurgy, plastics, and other engineering materials.

A core curriculum is supplemented by elective concentration areas to allow students to design their own specialized courses of study.

The curriculum has been planned to produce graduates who understand why wood behaves as it does and who can contribute to the utilization and production of virtually any type of wood product.

Elective concentration areas are marketing and production, sustainable construction and renewable materials, and wood science. Each student is required to develop an educational plan designed to meet career objectives. Essential knowledge for all wood products engineering graduates:

- Identification, properties, and uses of wood
- Classification of tree species; relations between species and general of important North American timber species, including growth ranges
- Wood-moisture relationships
- Wood biology: anatomy and decay
- Wood protection
- Production of solid wood and composite products
- Wood mechanics — design of wood structural elements
- Marketing of wood products
- Use of wood in construction and other engineered applications such as furniture

Additionally, other courses address environmental concerns and natural resource professionalism to provide the well-rounded educational experience required of a graduate from a leading wood science and technology curriculum offered at one of the foremost colleges dealing with renewable natural resources.

Three concentration areas are available for Wood Products Engineering students:

1. Marketing and Production
2. Sustainable Construction and Renewable Materials
3. Wood Science

Marketing and Production: Students selecting the marketing and production concentration prepare themselves for careers in a wide variety of manufacturing operations, ranging from primary lumber, plywood panel, engineered composites, or particleboard mills to secondary production operations such as the manufacture of millwork or furniture; or they enter the wholesale or retail marketing and sales fields, dealing with forest products and/or other building materials. Others work for suppliers to the forest products industry, marketing products such as paints, coatings or adhesives, or work for machine manufacturers. Minors that enhance business skills in general management studies, marketing, and entrepreneurship are available for qualified students (see page 10).

Essential knowledge for marketing and production concentration graduates:

- The importance of forest products in the national and international marketplace
- The role of marketing in the distribution of goods
- Physical, mechanical and other characteristics and properties of wood which affect design and performance of products in use
- Production scheduling and wood manufacturing operations
- Operations management
- Personnel and labor relations.

Sustainable Construction and Renewable Materials: Students who choose the concentration in Sustainable Construction and Renewable Materials are preparing themselves for careers that encompass the use of green building materials, including solid wood products, engineered wood products and the environmental impact of such use.

Wood Science: Students in the wood science concentration take courses dealing with the biological aspects of wood (e.g., anatomy, tree growth-wood quality relations, effects of decay) and the physical characteristics

of the material (e.g., physical properties, mechanical and engineering properties, the physics of preservation or seasoning).

Some wood science students are preparing for graduate school and eventually enter a career in research, such as in a private or government research laboratory, or with a trade association or service organization. Others find rewarding and challenging careers in teaching or industrial settings.

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
- Wood preservation and protection

Students may enter the bachelor of science program as first-year students or as transfer students. Students who are preparing to transfer to ESF as juniors must have earned at least 62 credits of college coursework, in courses comparable to the lower-division course requirements.

Undergraduate Program Requirements

Lower Division Required Courses (45 credits)

| | | | | |
|-----|---------|---|----------------|---|
| APM | 105 | Calculus I | G ⁷ | 4 |
| APM | 106 | Calculus II | | 4 |
| APM | 153 | Computing Methods | | 3 |
| CLL | 190 | Writing and the Environment | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment | G | 3 |
| EFB | 120 | The Global Environment and the Evolution of Human Society | | 3 |
| EFB | 101/102 | General Biology I and Laboratory | G | 4 |
| EFB | 336 | Dendrology | | 3 |
| ERE | 221 | Engineering Mechanics: Statics | | 3 |
| FCH | 150/151 | General Chemistry I and Laboratory | | 4 |
| FOR | 207 | Introduction to Economics | G | 3 |
| PHY | 211/221 | General Physics I and Laboratory | | 4 |
| WPE | 132 | Orientation Seminar: Wood Products Engineering ⁸ | | 1 |
| WPE | 342 | Light Construction | | 3 |

Lower Division Electives (15):

| | | |
|---|---|---|
| Electives | | 3 |
| General Education Course: American History | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: The Arts | G | 3 |

Upper Division Required Courses (41 credits):

| | | | | |
|-----|-----|--|--|---|
| ESF | 332 | Seminar for New Transfer Students ⁹ | | 0 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| ERE | 362 | Mechanics of Materials | | 3 |
| FOR | 333 | Managerial Economics for Environmental Professionals | | 3 |

⁷ Meets the requirements for General Education skills and knowledge area. A complete listing of courses that meet the General Education standards established by SUNY is listed on page 8.

⁸ Required for students who enter as freshmen.

⁹ Required for students who enter as transfer students.

| | | | |
|--|-----|--|-------|
| FOR | 360 | Principles of Management | 3 |
| WPE | 322 | Mechanical Processing | 3 |
| WPE | 326 | Fluid Treatments | 3 |
| WPE | 376 | Decay of Wood Products | 3 |
| WPE | 387 | Wood Structures and Properties | 3 |
| WPE | 388 | Wood and Fiber Identification Laboratory | 2 |
| WPE | 404 | Timber Design Project | 3 |
| WPE | 422 | Composite Materials | 3 |
| WPE | 444 | Materials Marketing | 3 |
| WPE | 487 | Fundamental Properties of Wood | 3 |
| WPE | 497 | Senior Seminar | 3 |
| Elective Concentration courses¹⁰ | | | 12 |
| Electives¹¹ | | | 15-16 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 128 CREDITS

Concentration Electives

Marketing and Production.(12 credits)from the following:

| | | |
|-----|-----|---|
| ACC | 201 | Financial Accounting for Non-Management Students |
| EEE | 370 | Introduction to Entrepreneurship and Emerging Enterprises |
| FIN | 301 | Finance for Non-Management Students |
| FEG | 430 | Engineering Decision Analysis |
| FOR | 415 | Forestry Consulting and Wood Procurement |
| FOR | 488 | Natural Resources Agencies and Administration |
| LPP | 225 | Introduction to the Legal System |
| MAR | 255 | Principles of Marketing |
| SHR | 355 | Strategic Human Resource Management |
| PSE | 456 | Management in the Paper Industry |

Sustainable Construction and Renewable Materials. (12 credits) from the following:

| | | |
|-----|-----|-------------------------------------|
| CIE | 326 | Engineering Materials |
| ERE | 519 | Green Entrepreneurship |
| EST | 426 | Concepts of Sustainable Development |
| EST | 550 | Environmental Impact Analysis |
| WPE | 330 | Building Codes |
| WPE | 343 | Construction Estimating |

Wood Science.(12 credits) from the following:

| | | |
|-----|---------|---------------------------------|
| EFB | 307 | Principles of Genetics |
| EFB | 320 | General Ecology |
| EFB | 325 | Cell Physiology |
| EFB | 326 | Diversity of Plants |
| EFB | 340 | Forest and Shade Tree Pathology |
| EFB | 351 | Forest Entomology |
| EFB | 440 | Mycology |
| EFB | 530 | Plant Physiology |
| FCH | 221-224 | Organic Chemistry I and II |
| FCH | 531 | Wood Chemistry II |
| FOR | 334 | Silviculture |
| PHY | 104 | Physics II |

¹⁰ All students must complete at least 12 credit hours of elective concentration courses selected from an advisor-approved sequence of available courses.

¹¹ Students who enter as transfer students must complete at least 16 credits of upper-division electives.

Graduate Program

The Department of Construction Management and Wood Products Engineering offers graduate education leading to the master of science, master of professional studies, and doctor of philosophy degrees through the program in environmental and resource engineering.

Areas of graduate research include construction management and engineering, wood science and technology, wood anatomy and ultra-structure, tropical timbers, wood treatments, engineered wood products, and timber structures. These areas of research are described in the section on Division of Engineering (page 47). Students with backgrounds in wood science and technology, construction, engineering, or the sciences can pursue graduate study in this field.

A major renovation to the teaching and research laboratories is nearing completion. Construction Management laboratory facilities include a computer facility with estimating, scheduling, project management, wood engineering design, computer aided design and drafting, finite element analysis and other specialized software.

Wood Products Engineering Laboratory facilities include a mechanical testing laboratory with a wide range of testing equipment, electronic data acquisition facilities, and wood processing facilities including a dry kiln, wood preservation equipment, wood machining laboratory, and sawmill.

The C.J.K. Wang Wood Biodegradation Laboratory includes mycology culturing facilities and a modern molecular analysis laboratory; research microscopes, image analysis system and wood microtechnique 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. The center also maintains the Carl deZeeuw Memorial Library.

A complete microscopy and image analysis laboratory is provided by the N. C. Brown Center for Ultrastructure Studies. This equipment includes a transmission electron microscope, 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 the best available systems to relate the macroscopic behavior of wood to its anatomical characteristics.

The Renewable Materials Institute conducts research in the broad area of sustainable development of wood resources and the uses of wood products.

Department of Environmental and Forest Biology

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www.esf.edu/efb/

Programs in environmental and forest biology provide students with a firm foundation in basic biology, ecosystem dynamics and environmental science. The programs 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.

Modern society places critical importance on natural resources and the quality of our environment has greatly broadened the services that a well-trained biologist can render. The faculty are committed to meet a dynamically changing array of opportunities through coursework enriched by an active program of research and professional experiences. The undergraduate programs, offered as seven distinct majors, prepare students for employment or graduate study in a broad range of disciplines. 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 page 71).

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

Undergraduate Programs

The Department of Environmental and Forest Biology (EFB) offers seven undergraduate majors. Environmental biology is the broadest major and the degree program to which most students apply. The other six majors are specialized and are recommended only for students with strongly focused educational goals. They are: aquatic and fisheries science, biotechnology, conservation biology, forest health, natural history and interpretation, and wildlife science. For the first year or two the requirements of these programs are similar to those of environmental biology, and internal transfer among them is simple. Full program descriptions follow the discussions of general opportunities provided below.

Pre-health Professions

Degrees in either environmental biology or biotechnology will prepare students for admission to a variety of professional schools in health-related areas, including human and veterinary medicine. A rigorous foundation in the basic biological sciences, calculus, physics and organic chemistry is provided by the core requirements of these majors. Potential electives include certain benchmark courses that admissions committees of professional schools frequently look for, such as comparative vertebrate anatomy and animal physiology. Pre-veterinary students will find strong supporting courses and faculty interest in vertebrate biology, and pre-medical students can pursue such relevant elective subjects as microbiology and environmental toxicology. In addition, ESF students take advantage of Syracuse University's broad array of relevant courses and the advising, counseling and resources of the Health Professions Advisory Program. Students can earn credit for a variety of internships, such as paid or volunteer work in clinics and other professional settings.

Internships

A variety of internships are available, either in the summer or academic year. These are arranged in cooperation with the student's advisor and may carry course credits under EFB 420 Internship in Environmental and Forest Biology. 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 U.S. Geological Survey. Internships also are commonly associated with a local zoo. Field-based internships can, with approval, count toward the three-credit field experience elective required by most EFB degree programs.

Field Experience

Field experience is a vital component of the programs in environmental and forest biology. Each student, except those in biotechnology, is required to attend a three-credit hour integrated course in field biology (EFB 202) at the Cranberry Lake Biological Station in the Adirondack Mountains, normally taken between the freshman and sophomore years. An additional three credits in a field experience elective are required, and this elective can be obtained at Cranberry Lake or through another approved field experience, either that same summer or subsequently. Students are encouraged to participate in as many field and internship experiences as possible during their college career. Additional field station courses beyond the six-credit requirement will be counted as elective credits. The college runs field programs in areas that recently have included Africa, Australia, Costa Rica, Ireland, Russia, and the Caribbean (Dominica). Additional opportunities exist in the School for Field Studies courses, which are offered around the world, as well as in many excellent programs throughout the United States. It is the student's responsibility to obtain current information on the various field stations and to work with an advisor to select courses that meet EFB program requirements and educational needs.

Cranberry Lake Biological Station (CLBS) www.esf.edu/clbs

The Cranberry Lake Biological Station is located along the southeastern shoreline of Cranberry Lake, the third largest body of water in the Adirondacks. Its environs are ideally suited for a biology summer program. The surrounding topography is rolling hill and lake country dotted with numerous small ponds, 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 mature forests. The remaining old-growth forests nearby also provide students with many examples of climax 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 a wireless campus, four classroom-laboratories; a computer cluster; field and laboratory equipment; a dozen power boats; dining facilities for 120; faculty quarters and cabins; an administration building; 12 cabins housing six to eight students each; a recreation hall; and several smaller, supporting buildings.

The program extends from early June through mid August, divided into two sessions. Courses are designed to emphasize and effectively utilize the unique nature of this Adirondack setting, and typically involve daily field trips into the surrounding forest, wetland, 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, N.Y. 13210, or on the Internet at www.esf.edu/clbs.

Bachelor of Science in Environmental Biology

The curriculum for the bachelor of science degree in environmental biology is built around a core of required courses that provides a general education, a background in the principles of biological and physical science, and an orientation to natural resources and other environmental concerns. From this common foundation, the large number of elective credits allows each student to develop a unique plan of study, with the help of an assigned advisor who is expert in the student's general area of interest. In keeping with the hands-on, field orientation of our curriculum, students also must complete six credit hours of field experience.

With appropriate electives, students who complete the degree program will meet requirements for a wide range of federal, state, municipal and private-sector positions that call for training in biological sciences. (Students interested in federal and state positions should review civil service publications and become familiar with specific course requirements early enough to make timely elective choices.) General subject requirements for graduate study in virtually any area of biology also will be met.

Environmental biology is the broadest of the seven biology majors at ESF, covering topics from molecules to ecosystems to regional landscapes, but nearly all the courses in the specialized areas are also available as electives. Sufficient elective space exists to allow completion of a minor during the four-year program. In choosing electives, some students sample from the widest spectrum of classes in environmental biology; this is common for those wishing to enter graduate school for further, career-oriented education. Other students focus their electives to some extent, depending on their interests and their educational and career goals.

Through a joint degree program with Syracuse University, students pursuing the B.S. in environmental biology can couple a strong program in basic biological sciences with necessary education courses required to qualify for certification as biology teachers in grades 7-12 under New York regulations. Refer to page 13 for additional information.

Undergraduate Program Requirements

Required Courses (65 credits)

| COURSES | | | CREDITS | |
|---------|-------------|---|----------------|---|
| APM | 105 | Survey of Calculus and Its Applications I | G ¹ | 4 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 190 | Writing and the Environment (or English with a focus on writing) | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment (or literature with a focus on writing) | G | 3 |
| EFB | 120 | The Global Environment & the Evolution of Human Society | G | 3 |
| EFB | 132 | Orientation Seminar: Environmental Biology ² | | 1 |
| EFB | 101/ 102 | General Biology I & Laboratory | G | 4 |
| EFB | 103/ 104 | General Biology II & Laboratory | | 4 |
| EFB | 307/ 308 | Principles of Genetics and Laboratory | | 4 |
| EFB | 311 | Principles of Evolution | | 3 |
| EFB | 320 | General Ecology | | 4 |
| EFB | 325 | Cell Physiology | | 3 |

¹ Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet general education standards established by SUNY is listed on page 8 and on the Internet at www.esf.edu/catalog/GenEd.pdf

² Transfer students take ESF 332 Seminar for New Transfer Students (0 credit), and take EFB 202 at their earliest opportunity.

| | | | | |
|-----|-------------|--|--|---|
| FCH | 150/ 151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/ 153 | General Chemistry II and Laboratory | | 4 |
| FCH | 210 | Elements of Organic Chemistry ³ | | 4 |
| PHY | 101 | Major Concepts of Physics I ⁴ | | 4 |
| APM | 106 | Survey of Calculus and Its Applications II | | 4 |
| | | OR | | |
| PHY | 102 | Major Concepts of Physics II ⁴ | | 4 |
| | | OR | | |
| FCH | 223/ 224 | Organic Chemistry II with laboratory | | 4 |

The summer following the first or second year, students must take:

| | | | | |
|-----|-----|---|--|---|
| EFB | 202 | Ecological Monitoring and Biodiversity Assessment | | 3 |
|-----|-----|---|--|---|

Electives (64 credits)

| | | |
|---|---|----|
| General Education Course: American History | G | 3 |
| General Education Course: The Arts | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| Directed Electives | | 25 |
| Open Electives | | 27 |

TOTAL MINIMUM CREDITS FOR THE DEGREE

126 CREDITS

Directed Electives

At least 25 upper-division credits must be earned in biological coursework. Among these, the following subject distribution requirements must be met. Lists of acceptable elective courses are available in the student handbook and from the curriculum coordinator.

1. Field Experience Elective (3 credits)
2. Organismal Structure and Function (3 credits)
3. Organismal Diversity (3 credits from each of three of the following four categories)
 - a. Diversity of Microorganisms
 - b. Diversity of Plants
 - c. Diversity of Invertebrate Animals
 - d. Diversity of Vertebrate Animals

Bachelor of Science in Wildlife Science

Wildlife science is the application of ecological knowledge in a manner that strikes a balance between the needs of wildlife populations and the needs of people. Research and teaching in wildlife science began at ESF in 1914, one of the first such programs in the U.S., and was quickly followed by establishment of the Roosevelt Wild Life Station in 1919. Today, our program is recognized nationally and internationally, and our graduates are employed worldwide. The focus is applied wildlife ecology, and students engage the environmental challenges associated with managing wildlife, ranging from endangered species to overabundant populations. The program recognizes and accommodates the fact that wildlife scientists increasingly must deal with all forms of wildlife, including plants and invertebrates, and the scope is becoming more international.

³ FCH 221 and 222, taken together, will satisfy the requirement for organic chemistry; this substitution should be made only if FCH 223/224 is elected.

⁴ Physics I also can be satisfied by PHY 211 and PHY 221, taken together. Physics II also can be satisfied by PHY 212 and PHY 222, taken together.

Students obtain background in the basic sciences (math, chemistry, physics), then learn the basic ecological principles and evolutionary forces that affect wildlife and their associated habitats. Coursework then addresses the assessment and management of wildlife resources as well as the biology and natural history of various taxonomic groups. Students are advised to enhance career opportunities via taxonomic proficiency with one or more plant or animal groups, special skills such as GIS, and practical working experience as an intern, volunteer or paid employee of a conservation agency.

The program prepares students for careers with state and federal agencies as well as an array of domestic and international non-governmental organizations. Diverse job functions include management of wildlife on state, federal or private lands; inventory and assessment of wildlife populations and associated habitats; and interaction with the public to convey the value and rationale of wildlife conservation programs and initiatives. Students who excel academically will also be prepared to continue toward a graduate degree, which can greatly expand employment opportunities and is often necessary for even entry-level, career-track positions.

Undergraduates in wildlife science take advantage of ESF's field stations, which are unmatched nationally and provide myriad opportunities. These properties include the 15,000-acre Adirondack Ecological Center and the Cranberry Lake Biological Station in the Adirondacks, as well as the Heiberg Forest south of Syracuse. Many of the courses taken by wildlife science undergraduates include field exercises at these facilities, and the properties are also used for undergraduate research and other projects in which undergraduate students can become involved.

Undergraduate Program Requirements

Required Courses (72 credits)

| | | | | |
|-----|---------|---|----------------|---|
| APM | 105 | Survey of Calculus and Its Applications I | G ¹ | 4 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 190 | Writing and the Environment (or English with a focus on writing) | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment (or literature with a focus on writing) | G | 3 |
| EFB | 120 | The Global Environment & the Evolution of Human Society | G | 3 |
| EFB | 132 | Orientation Seminar: Environmental Biology ² | | 1 |
| EFB | 101/102 | General Biology I & Laboratory | G | 4 |
| EFB | 103/104 | General Biology II & Laboratory | | 4 |
| EFB | 307/308 | Principles of Genetics and Laboratory | | 4 |
| EFB | 311 | Principles of Evolution | | 3 |
| EFB | 320 | General Ecology | | 4 |
| EFB | 413 | Introduction to Conservation Biology | | 3 |
| EFB | 462 | Animal Physiology | | 3 |
| EFB | 490 | Wildlife Ecology and Management | | 3 |
| EFB | 491 | Wildlife Practicum | | 2 |
| EFB | 493 | Wildlife Habitats and Populations | | 4 |
| ESF | 300 | Introduction to Geospatial Information Systems | | 3 |
| FCH | 150/151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | | 4 |
| PHY | 101 | Major Concepts of Physics I ⁴ | | 4 |

The summer following the first or second year, students must take:

| | | | | |
|-----|-----|---|--|---|
| EFB | 202 | Ecological Monitoring and Biodiversity Assessment | | 3 |
|-----|-----|---|--|---|

Electives (57 credits)

| | | |
|---|---|----|
| General Education Course: American History | G | 3 |
| General Education Course: The Arts | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| Directed Electives | | 21 |
| Open Electives | | 24 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 126 CREDITS

Directed Electives

Twenty-one elective credits must be obtained in the following subject areas, through specified courses that are designed for juniors or seniors (i.e., courses numbered 300 or higher). Lists of acceptable courses are available from the student handbook and the curriculum coordinator. The subject areas are:

1. Field experience (3 credits)
2. Vertebrate Diversity (6 credits)
3. Plant Diversity (3 credits)
4. Invertebrate Diversity (3 credits)
5. Policy/Communications (6 credit)

Bachelor of Science in Aquatic and Fisheries Science

Aquatic and fisheries science is the study of aquatic ecosystems to increase scientific understanding and to apply basic ecological principles to their management, thereby sustaining them for multiple uses. Aquatic ecosystems include wetlands, streams, lakes, estuaries and oceans. Aquatic science professionals study and manage valued natural systems for seafoods, drinking water, recreation, transportation and aesthetics. Aquatic systems and their organisms are sufficiently distinct from terrestrial systems that numerous professional organizations and scientific journals have been founded specifically to foster communication among aquatic science professionals.

At ESF, Wilford E. Dence conducted pioneering studies on aquatic systems in New York in the early 1900s. The present aquatic program at ESF builds on that early tradition with a wide array of aquatic courses. Our program has national and international recognition and includes a balance of applied and basic aquatic science. Students in our program thus have the opportunity to interact with faculty and graduate students involved with diverse studies on aquatic systems.

Undergraduate students considering a career in aquatic and fisheries science need a solid foundation of basic sciences (math, chemistry, physics, statistics) combined with a broad training in organismal biology, ecology and evolution. Upper-division courses focus more specifically on aquatic systems and fishes, including field experience, methods of assessment and principles for management. Students should broaden themselves with studies on the natural history and diversity of various animal and plant groups. Other recommended subjects include communications, ecosystem science, social and economic principles, ecological modeling, and hydrology. ESF's many field stations provide important opportunities for field-oriented studies, both for taking formal courses and for directed independent research. Practical experiences such as a senior synthesis or internship also provide an important complement to formal courses.

Career opportunities for students with a B.S. in aquatic and fisheries science are in the areas of fisheries science, wetland science, limnology, marine biology and oceanography. Jobs are with federal and state agencies, research institutions, private consulting firms and

non-governmental organizations, both local and international. The better students will have opportunities to continue with graduate studies, which will broaden career options and lead to positions with greater responsibility and higher salary. To pursue a career in research and teaching in a university, a Ph.D. is generally required.

Undergraduate Program Requirements

Required Courses (71 credits)

| | | | | |
|-----|-------------|---|----------------|---|
| APM | 105 | Survey of Calculus and Its Applications I | G ¹ | 4 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 190 | Writing and the Environment (or English with a focus on writing) | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment (or literature with a focus on writing) | G | 3 |
| EFB | 120 | The Global Environment & the Evolution of Human Society | | 3 |
| EFB | 132 | Orientation Seminar: Environmental Biology ² | | 1 |
| EFB | 101/ 102 | General Biology I & Laboratory | G | 4 |
| EFB | 103/ 104 | General Biology II & Laboratory | | 4 |
| EFB | 307/ 308 | Principles of Genetics and Laboratory | | 4 |
| EFB | 311 | Principles of Evolution | | 3 |
| EFB | 320 | General Ecology | | 4 |
| EFB | 325 | Cell Physiology | | 3 |
| EFB | 388 | Ecology of Adirondack Fishes OR | | |
| EFB | 486 | Ichthyology | | 3 |
| EFB | 421 | Ecology of Fresh Waters OR | | |
| EFB | 524 | Limnology | | |
| FOR | 207 | Introduction to Economics | G | 3 |
| FCH | 150/ 151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/ 153 | General Chemistry II and Laboratory | | 4 |
| FCH | 210 | Elements of Organic Chemistry ³ | | 4 |
| PHY | 101 | Major Concepts of Physics I ⁴ | | 4 |
| APM | 106 | Survey of Calculus and Its Applications II OR | | 4 |
| PHY | 102 | Major Concepts of Physics II ⁴ OR | | 4 |
| FCH | 223/ 224 | Organic Chemistry II with laboratory ³ | | 4 |

The summer following the first or second year, students must take:

| | | | | |
|-----|-----|---|--|---|
| EFB | 202 | Ecological Monitoring and Biodiversity Assessment | | 3 |
|-----|-----|---|--|---|

Electives (55 credits)

| | | |
|---|---|----|
| General Education Course: American History | G | 3 |
| General Education Course: The Arts | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| Directed Electives | | 27 |
| Open Electives | | 16 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 126 CREDITS

Directed Electives

At least three upper-division credits must be earned in each of the following subject areas. Lists of acceptable elective courses are available in the student handbook and from the curriculum coordinator.

- A. Field Experience Elective
- B. Animal Structure and Function
- C. Organismal Diversity (three credits from each of two categories)
 - a. Plants and Microbes
 - b. Invertebrate and Vertebrate Animals
- D. Physical/Chemical Environment
- E. Environmental Systems Science
- F. Management
- G. Analytical Tools
- H. Communications

Bachelor of Science in Conservation Biology

Conservation biology is the application of science to conserve the earth's imperiled species and ecosystems. The field is a relatively young one that is growing rapidly in response to the biodiversity crisis, perhaps the most critical environmental issue of our time. Conservation biologists view all of nature's diversity as important and having inherent value. This diversity spans the biological hierarchy and includes variation at the level of genes, populations, communities, ecosystems, and biomes.

A focus on biological diversity and an intrinsic valuation of nature is what distinguishes conservation biology from wildlife management (with its somewhat more utilitarian perspective and a focus on populations of birds and large mammals) and from general environmental biology (with a broad focus on environmental issues). Conservation biologists seek ways to integrate biological perspectives with social, economic, legislative and political ones to achieve conservation goals.

The courses associated with this major reflect the interdisciplinary and holistic nature of conservation biology. After obtaining a foundation in basic science communication, and general education subjects, students learn the evolutionary and ecological forces that have generated the patterns of biodiversity around us, through courses in organismal biology, evolutionary and systematic biology, population biology, ecology and ecosystem science.

An introductory course in conservation biology and one in problem solving in conservation biology familiarize students with the dimensions of the current biodiversity crisis and the management tools available to mitigate for it. These, in combination with a selection of advanced courses in conservation biology, a senior synthesis and an internship or research experience in conservation biology, cover the breadth of biological, social, political, and economic aspects of the biodiversity crisis.

The program prepares students for employment in a variety of government agencies at the municipal level (for example, as land use planners), state level (such as with the New York Department of Environmental Conservation or State Heritage Programs), federal level (such as with the U.S. Fish and Wildlife Service, U.S. Geological Survey, U.S. Forest Service, or National Park Service), and occasionally at the international level (such as with the United Nations Environment Programme). Many private conservation agencies such as The Nature Conservancy preferentially hire broadly trained conservation biologists. Ecological consulting firms are an increasingly important source of employment for conservation biologists. Training in conservation biology also provides a strong basis for postgraduate education and rewarding careers in research, teaching and environmental education.

Undergraduate Program Requirements

Required Courses (66 credits)

| | | | | |
|-----|-----|--|----------------|---|
| APM | 105 | Survey of Calculus and Its Applications I | G ¹ | 4 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |

| | | | | |
|-----|---------|---|---|---|
| CLL | 190 | Writing and the Environment (or English with a focus on writing) | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment (or literature with a focus on writing) | G | 3 |
| EFB | 120 | The Global Environment & the Evolution of Human Society | G | 3 |
| EFB | 132 | Orientation Seminar: Environmental Biology ² | | 1 |
| EFB | 101/102 | General Biology I & Laboratory | G | 4 |
| EFB | 103/104 | General Biology II & Laboratory | | 4 |
| EFB | 307/308 | Principles of Genetics and Laboratory | | 4 |
| EFB | 311 | Principles of Evolution | | 3 |
| EFB | 320 | General Ecology | | 4 |
| EFB | 413 | Introduction to Conservation Biology | | 3 |
| EFB | 414 | Senior Synthesis in Conservation Biology | | 3 |
| EFB | 419 | Problem Solving in Conservation Biology | | 3 |
| EFB | 420 | Internship in Environmental and Forest Biology | | 3 |
| EFB | 498 | OR Research Problems in Environmental and Forest Biology | | |
| FCH | 150/151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | | 4 |
| PHY | 101 | Major Concepts of Physics I ⁴ | | 4 |

The summer following the first or second year, students must take:

| | | | | |
|-----|-----|---|--|---|
| EFB | 202 | Ecological Monitoring and Biodiversity Assessment | | 3 |
|-----|-----|---|--|---|

Electives (63 credits)

| | | |
|---|---|----|
| General Education Course: American History | G | 3 |
| General Education Course: The Arts | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| Directed Electives | | 30 |
| Open Electives | | 21 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 126 CREDITS

Directed Electives

Thirty credit hours of upper-division elective courses must be distributed among the following subject areas, as indicated. Lists of acceptable courses can be obtained from the student handbook or from the curriculum coordinator.

- A. Field Experience Elective (3 credits)
- B. Organismal Diversity (12 credits, at least one course in three of the following four categories)
 - a. Diversity of Microorganisms
 - b. Diversity of Plants
 - c. Diversity of Invertebrate Animals
 - d. Diversity of Vertebrate Animals
- C. Applied Conservation Biology (6 credits)
- D. Human Dimensions (3 credits)
- E. Communications and Interpretation (3 credits)
- F. Technical Skills (3 credits)

Bachelor of Science in Forest Health

Forest health is a multidisciplinary and collaborative field of study that involves the understanding, monitoring, and protection of the world's forest resources. A solid foundation in forest health requires expertise in many disciplines including, but not limited to, plant pathology, entomology, ecology, dendrology, mycology, silviculture, and forest management. At ESF, we have provided academic training in these areas for decades, but only recently have they been merged into an academic major.

The forest health major prepares biology-oriented students for employment in positions that deal with maintaining the health of forest resources. The major is distinct from those in the Department of Forest and Natural Resources Management and its forest ecosystem science major, which provides skills and preparation in forest management. Employers today have expressed a need for a deeper understanding of the science behind the trees. Positions requiring a forest health background are found in federal and state agencies, nonprofit organizations, and the private sector. With good performance, the forest health major prepares students for graduate study in preparation for higher-level positions, such as forest pathologist, entomologist, or mycologist.

The curriculum provides a solid foundation in mathematics and the physical sciences (chemistry, physics) followed by courses focusing on forest trees and their requirements, the basic ecological principles that shape forest ecosystems, and the management of these ecosystems. Other required courses introduce students to the identification and impact of biological agents of disease and physical damage, and to the methods by which these are monitored. The flexibility of the major will permit students to pursue more intensive training in integral forest health specialties, such as forest pathology and forest entomology, or to obtain even broader knowledge in related fields such as forestry, microbiology, mycology, conservation biology, and ecology. Field experience is an important element of the program, and is integral to several required courses and many of the directed electives. Two of the requirements are field courses at the Cranberry Lake Biological Station.

Undergraduate Program Requirements

Required Courses (80 credits)

| | | | | |
|-----|---------|---|----------------|---|
| APM | 105 | Survey of Calculus and Its Applications I | G ¹ | 4 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 190 | Writing and the Environment (or English with a focus on writing) | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment (or literature with a focus on writing) | G | 3 |
| EFB | 120 | The Global Environment & the Evolution of Human Society | G | 3 |
| EFB | 132 | Orientation Seminar: Environmental Biology ² | | 1 |
| EFB | 101/2 | General Biology I & Lab | G | 4 |
| EFB | 103/4 | General Biology II & Lab | | 4 |
| EFB | 303 | Introduction to Environmental Microbiology | | 4 |
| EFB | 307/308 | Principles of Genetics and Laboratory | | 4 |
| EFB | 311 | Principles of Evolution | | 3 |
| EFB | 320 | General Ecology | | 4 |
| EFB | 325 | Cell Physiology | | 3 |
| EFB | 336 | Dendrology | | 3 |
| EFB | 340 | Forest and Shade Tree Pathology | | 3 |
| EFB | 351 | Principles of Forest Entomology | | 3 |
| EFB | 352 | OR Elements of Entomology | | |

| | | | |
|-----|-------------|--|---|
| FCH | 150/ 151 | General Chemistry I and Laboratory | 4 |
| FCH | 152/ 153 | General Chemistry II and Laboratory | 4 |
| FCH | 210 | Elements of Organic Chemistry ³ | 4 |
| FOR | 321 | Forest Ecology and Silviculture | 3 |
| FOR | 345 | Introduction to Soils | 3 |
| PHY | 101 | Major Concepts of Physics I ⁴ | 4 |

The summer following the first or second year, students must take:

| | | | |
|-----|-----|---|---|
| EFB | 202 | Ecological Monitoring and Biodiversity Assessment | 3 |
| EFB | 345 | Forest Health (CLBS) | 3 |

Electives (46 credits)

| | | |
|---|---|----|
| General Education Course: American History | G | 3 |
| General Education Course: The Arts | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| Directed Electives | | 15 |
| Open Electives | | 19 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 126 CREDITS

Directed Electives

Fifteen credit hours of electives related to forest health are required distributed among five (of seven) topic areas: forest protection and conservation biology; forestry/wood products; technology; ecology and environmental science; biodiversity; mathematics and physical sciences; and anatomy and physiology. A list of approved courses can be found in the student handbook, or obtained from the curriculum coordinator.

Bachelor of Science in Natural History and Interpretation

Natural history is the description of nature and differs from ecology in placing less emphasis on quantification and more on careful observation. The overarching goal is to elucidate patterns and relationships in the natural world and assimilate this information into human affairs. It uses traditional and modern tools, often with an aesthetic component, to differentiate the natural world, and focuses on identification, life history, distribution, abundance and interrelationships among and between individuals, populations and species. The field has a long and distinguished history including figures such as Darwin, Wallace and E. O. Wilson who are recognized for their seminal contributions to biology and ecology. Following a meteoric rise in popularity during the 19th century, natural history declined as new experimental and quantitative approaches came to dominate biology. In recent years, however, both the recognition of the role of biology in an holistic view of the planet, and the increasing emphasis on the value of education as the key to a sustainable future, have brought about a resurgence of interest in natural history and, crucially, its interpretation. Interpretation is defined as a communications process that reveals meanings and relationships about natural, cultural, historical and recreational resources. While interpretation may be viewed as a process to communicate any subject matter, historically it has always been linked with natural history. The methods of interpretation were forged by naturalists.

The courses associated with the undergraduate major in natural history and interpretation reflect the interdisciplinary and holistic nature of this subject area. Students become well-grounded in the natural sciences and in the skills specific to communication. This major seeks to integrate training in organismal biology, including a required field component, with in-depth training in the literature and context of natural history and a suite of environmental interpretation

offerings. Students gain work experiences through an internship, where the recently acquired knowledge and skills in this arena can be applied.

The program prepares students for employment in nature centers, science museums, federal and state agencies, zoos, urban parks, arboreta and aquaria, as well as in the ecotourism industry and travel agencies that sponsor natural history opportunities, such as birding and whale watching. Training in natural history and interpretation also provides a strong basis for a rewarding career in teaching and environmental education and can act as a springboard for entry into graduate programs.

Undergraduate Program Requirements

Required Courses (69 credits)

| | | | | |
|-----|-------------|---|----------------|---|
| APM | 105 | Survey of Calculus and Its Applications I | G ¹ | 4 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 190 | Writing and the Environment (or English with a focus on writing) | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment (or literature with a focus on writing) | G | 3 |
| EFB | 120 | The Global Environment & the Evolution of Human Society | G | 3 |
| EFB | 132 | Orientation Seminar: Environmental Biology ² | | 1 |
| EFB | 215 | Interpreting Science Through Art | G | 3 |
| EFB | 101/ 102 | General Biology I and Laboratory | G | 4 |
| EFB | 103/ 104 | General Biology II and Laboratory | | 4 |
| EFB | 307/ 308 | Principles of Genetics and Laboratory | | 4 |
| EFB | 311 | Principles of Evolution | | 3 |
| EFB | 320 | General Ecology | | 4 |
| EFB | 404 | Natural History Museums and Modern Science | | 3 |
| EFB | 405 | Literature of Natural History | | 2 |
| EFB | 406 | Great Naturalist Seminar | | 1 |
| EFB | 416 | Introduction to Environmental Interpretation | | 3 |
| EFB | 420 | Internship in Environmental and Forest Biology | | 3 |
| FOR | 372 | Fundamentals of Outdoor Recreation | | 3 |
| FCH | 150/ 151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/ 153 | General Chemistry II and Laboratory | | 4 |
| PHY | 101 | Major Concepts of Physics I ⁴ | | 4 |

The summer following the first or second year, students must take:

| | | | |
|-----|-----|---|---|
| EFB | 202 | Ecological Monitoring and Biodiversity Assessment | 3 |
|-----|-----|---|---|

Electives (57 credits)

| | | |
|---|---|----|
| General Education Course: American History | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| Directed Electives | | 24 |
| Open Electives | | 24 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 126

Directed Electives

Twenty-four credit hours in upper-division coursework must be distributed among the following subject areas, as indicated. Depending on category, acceptable courses are listed below, or can be found in lists in the student handbook or obtained from the curriculum coordinator.

- A. Conservation Biology (3 credits): EFB 490 Wildlife Ecology and Management or EFB 413 Introduction to Conservation Biology
- B. Advanced Communication (3 credits): CLL 405 Writing for Science Professionals or LSA 300 Computer Graphics for Design Communications
- C. Advanced Interpretation (3 credits): EFB 417 Perspectives of Interpretive Design or EFB 521 Principles of Interpretive Programming
- D. Organismal Diversity (12 credits): four courses, at least one from each group
 - a. Diversity of Microorganisms
 - b. Diversity of Plants
 - c. Diversity of Invertebrate Animals
 - d. Diversity of Vertebrate Animals
- E. Field Experience Electives (3 credits)

Bachelor of Science in Biotechnology

www.esf.edu/biotech

Biotechnology is the application of biological organisms, cells, or molecules to create products or services for the betterment of humans. The bachelor of science degree in biotechnology prepares students to tackle environmental, natural resource, agricultural and medical problems through training in molecular biology, cell biology, biochemistry, genetic engineering and related biological disciplines. As biotechnology is increasingly used to address such issues, it offers diverse career opportunities. The curriculum emphasizes the basic sciences with a strong foundation in biology, chemistry, calculus, and physics that prepares students for upper-level biology and chemistry courses, but encourages elective breadth in the social sciences, humanities, and environmental studies. The degree program provides sufficient breadth for a student to enter a clinical medical career, or other health profession. Students who complete this major will be qualified to enter the growing biotechnology-related job market or continue their studies in graduate or professional school.

Internships, Independent Research, and Senior Project Synthesis

The biotechnology major features a strong practical experience component. Each student is required to fulfill an internship, which could be in a local, national, or international company, medical unit, or government research laboratory. The objective of this internship is to give students experience working outside a purely academic setting. In addition, each student is required to perform one independent research project in a local, national, or international academic laboratory. The objective of the research requirement is to teach the student to develop and meet a research goal using the scientific method. During the senior year, each student is required to complete a senior project synthesis in which the results from either the internship or independent research—or both—will be organized and presented as a seminar or poster.

Undergraduate Program Requirements

Required Courses (79 credits)

| | | | | |
|-----|-----|--|----------------|---|
| APM | 105 | Survey of Calculus and Its Applications I | G ¹ | 4 |
| APM | 106 | Survey of Calculus and Its Applications II | | 4 |
| BTC | 132 | Orientation Seminar: Biotechnology | | 1 |
| BTC | 401 | Molecular Biology Techniques | | 3 |
| BTC | 497 | Research Problem Design and Professional Development | | 1 |

| | | | | |
|-----|---------|---|---|---|
| BTC | 498 | Research Problems in Biotechnology | | 3 |
| BTC | 499 | Senior Project Synthesis | | 1 |
| CLL | 190 | Writing and the Environment (or English with a focus on writing) | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment (or literature with a focus on writing) | G | 3 |
| EFB | 101/2 | General Biology I & Lab | G | 4 |
| EFB | 103/4 | General Biology II & Lab | | 4 |
| EFB | 303 | Introductory Environmental Microbiology | | 4 |
| EFB | 307/308 | Principles of Genetics and Laboratory | | 4 |
| EFB | 320 | General Ecology | | 4 |
| EFB | 325 | Cell Physiology | | 3 |
| FCH | 150/151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | | 4 |
| FCH | 221/222 | Organic Chemistry I and Laboratory | | 4 |
| FCH | 223/224 | Organic Chemistry II and Laboratory | | 4 |
| FCH | 530 | Biochemistry I | | 3 |
| FCH | 532 | Biochemistry II | | 3 |
| PHY | 101 | Major Concepts of Physics I ⁴ | | 4 |
| PHY | 102 | Major Concepts of Physics II ⁴ | | 4 |

The summer following the third year, students must take:

| | | | | |
|-----|-----|-----------------------------|--|---|
| BTC | 420 | Internship in Biotechnology | | 3 |
|-----|-----|-----------------------------|--|---|

Electives (44 credits)

| | | |
|---|---|---|
| General Education Course: American History | G | 3 |
| General Education Course: Social Sciences | G | 3 |
| General Education Course: The Arts | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| Directed Electives | | 9 |
| Open Electives | | 2 |
| | | 0 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 123 CREDITS

Directed and Open Electives

Nine credits of coursework related to biotechnology must be selected from a list of approved subjects, obtainable in the student handbook or from the curriculum coordinator. Twenty credits of open electives can be selected without subject constraints, with the help of a faculty advisor.

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 expertise define the scope of subject matter within each study area, recommend acceptance of students, and guide them through a course of study appropriate to student goals and aspirations. Most students develop a degree of depth and specialization in at least one large taxonomic group, such as plants, fungi, vertebrates, or insects.

M.S. — The master of science degree entails a research-based thesis (6-12 credits of thesis research) 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. Students earning a M.S. degree find a much wider range of job options that have greater responsibilities and pay compared to jobs that require only a B.S. degree. Many jobs at the M.S. level require an ability to perform research. Students interested in research-type positions in government, non-profit organizations, and academic and industry settings should pursue a M.S., rather than M.P.S. degree. Additionally, although not required by many graduate schools, a M.S. degree is often a key step toward earning a Ph.D. The M.S. 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 degrees require graduate coursework credits and graduate seminars. Depending on the area of study, students may complete the M.P.S. degree with coursework and seminars, or a combination of coursework, seminars, and professional experience (internship). The M.P.S. degree 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 steering committee.

Coursework Option for the following areas of study: chemical ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, or plant science and biotechnology: 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 six credits earned in EFB 798, or 898. Neither a comprehensive examination nor a capstone seminar is required.

Coursework Option for the area of study in applied ecology: Coursework requirements include three credit hours each from five of the seven focus areas, two credit hours in graduate seminars (EFB 797) and additional 19 credit hours of graduate coursework for a total of 36 credit hours. Neither a comprehensive examination nor a capstone seminar is required.

Coursework Option for the area of study in biotechnology: Coursework requirements consist of 19 credit hours of core coursework including two credit hours of graduate seminars (EFB 797), nine credit hours of directed electives and eight credit hours of open electives for a total of 36 credit hours. Neither a comprehensive examination nor a capstone seminar is required.

Professional Experience Option for the following areas of study: chemical ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, or plant science and biotechnology: 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 three credits earned in EFB 798. A written report of the internship is required as well as an oral comprehensive exam and capstone seminar. For students completing the concurrent degree program (M.P.S./M.S.) leading to certification in biology (7-12), 12 credits of student teaching and coursework will be accepted as equivalent to a professional experience.

Ph.D. — The doctor of philosophy degree may be pursued directly from the bachelor's 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 this work serves as a foundation for future studies and publications throughout the student's career. Research activity is often funded through extramural grants to the student's major professor. Abundant opportunities exist to gain teaching experience during the doctoral 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.

Facilities and Academic Setting

The center of activity for environmental and forest biology is Illick Hall, with laboratories, classrooms, growth chambers, 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 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, and the Roosevelt Wild Life Collection of vertebrates are maintained as resources for the academic program. Eight rooftop glasshouse units are important to the full array of interests in plant science and plant-animal interactions. An important catalyst for graduate studies is the Roosevelt Wild Life Station, which helps to focus teaching, research and outreach in field studies.

Students and faculty have access to a variety of sophisticated instrumentation; a computer center and many computer clusters; diverse analytical equipment and measuring devices, including automated DNA sequencer; gas-liquid chromatography; and comprehensive analytical expertise. The N.C. Brown Center for Ultrastructure Studies offers coursework and research in scanning and transmission electron microscopy.

Supportive to the program are the academic resources and courses at Syracuse University, SUNY's Upstate Medical University 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 and Catskill Mountains and the transition zones near Lake Ontario, Oneida Lake and Cicero Swamp. These areas offer a variety of habitat diversity from aquatic, wetland and 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, fisheries biology and ecosystem science. Faculty and students have access to a broad array of boats, motors, nets and sophisticated field sampling instrumentation.

Additional academic facilities enhancing the graduate program include the Adirondack Ecological Center (www.esf.edu/aec) and the Roosevelt Wild Life Station (www.esf.edu/resorg/Rooseveltwildlife/).

Further academic advantages stem from the urban setting of the Syracuse campus. Nearby Onondaga Lake 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 conservation of natural areas, greenspace maintenance, the ecological restoration of waste beds and other badly degraded lands and waters, and the detoxification of pollutants. 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 energy (biofuels), into additives for plant growth, or into protein feeds for domestic animals are stimulating topics.

Funding Opportunities

In addition to graduate assistantships, various awards are available to graduate students in environmental and forest biology. These include the Alexander Wetlands Award, the Betty Moore Chamberlaine Award, Henrietta and John Simeone Fellowship in Forest Entomology, the Robert L. Burgess Graduate Scholarship in Ecology, the Josiah L. Lowe – Hugh Wilcox Graduate Fellowship, the Leroy C. Stegeman Award, and the Robert Zabel Award. These awards are decided upon by a department committee selection process.

Areas of Study

Eleven areas of graduate study are available: applied ecology, conservation biology, ecology, entomology, environmental interpretation, environmental physiology, fish and wildlife biology and management, forest pathology and mycology, plant biotechnology, and plant science and biotechnology. One area, chemical ecology, is shared with the Department of Chemistry. Additional information on each of these areas of study is available by telephone, e-mail or written request to any of the professors listed. Programs that bridge two or more areas may be developed by the student and steering committee.

Applied Ecology (M.P.S.)

Participating Faculty: BALDASSARRE (Wetlands, Waterfowl), BRUNNER (Infectious Diseases of Wildlife), DOVCIAC (Forest Ecology, Ecosystem Management and Restoration), FARRELL (Riverine Fish Ecology, Freshwater Coastal Wetlands, Great Lakes), FIERKE (Forest Insects, Tree Defenses), FRAIR (Vertebrate and Landscape Ecology), GIBBS (Vertebrate Conservation Biology, Genetic Considerations, Reptiles and Amphibians), C. HALL (Systems Ecology), HORTON (Ecology, Fungal Communities, Mycorrhizal Relationships), KIMMERER (Bryocology, Restoration Ecology), LEOPOLD (Forest and Wetland Ecology, Restoration Ecology), LIMBURG (Fish Ecology), LOMOLINO (Mammalian Diversity, Biogeography), MCGEE (Plant Ecology), MITCHELL (Biogeochemistry), NAKAS (Microbiology), NORTON (Invertebrates), PARRY (Forest Insects, Biological Control), PORTER (Vertebrate Ecology), RINGLER (Aquatic Ecology, Fish Behavior), SCHLAEPFER (Vertebrate Ecology, Reptiles and Amphibians), SCHULZ (Limnology), SHIELDS (Vertebrate Behavior), STEWART (Aquatic Ecology), TURNER (Physiological Ecology), WEIR (mycology), WHIPPS (Infectious Diseases of Fish)

This area of study in the M.P.S. degree is designed for students who desire to solidify their background in applied ecology and professionals who would return for "retooling"; suitable for careers in environmental oversight, policy, planning, law, and education. This program begins with a three-day orientation in August at one or more of the ESF field facilities. Coursework requirements include three credit hours each from five of the seven focus areas: *GIS tools, Statistical Tools, Specialty Tools, Ecosystem Ecology, Organismal Ecology, Human Dimensions in Ecology, and Communications in Ecology*; two credit hours in graduate seminars (EFB 797) and additional 19 credit hours of graduate coursework for a total of 36 credit hours. A complete list of courses in each focus area is available from the graduate program director.

Conservation Biology (M.S., M.P.S., Ph.D.)

Participating Faculty: BALDASSARRE (Wetlands, Birds, Waterfowl), BRUNNER (Amphibian Conservation), DOVCIAC (Plant Ecology), FARRELL (Riverine Fish Ecology, Freshwater Coastal Wetlands, Great Lakes), FIERKE (Forest Insects), FRAIR (Vertebrate and Landscape Ecology), GIBBS (Genetics and Ecology in Birds, Reptiles and Amphibians), C. HALL (Systems Ecology, GIS), HORTON (Ecology, Fungal Communities, Mycorrhizal Relationships), KIMMERER (Plant Restoration Ecology, Bryology), LEOPOLD (Wetlands, Restoration Ecology, Rare Species Conservation), LIMBURG (Riverine Fish and Estuarine Ecology), LOMOLINO (Mammalian Diversity, Biogeography), NORTON (Ecology and Evolution, Invertebrates, Arachnids), PARRY (Insects, Biological Control, Invasive Species), PORTER (Wild-life Conservation, Habitat Management), POWELL (Genetic Engineering in Plant Conservation), RINGLER (Aquatic and Fisheries Restoration, Fish Ecology and Behavior), SAUNDERS (Science Education and Environmental Interpretation), SCHLAEPFER (Amphibian and Reptile Conservation and Ecology), SCHULZ (Aquatic Ecology, Plankton), SHIELDS (Conservation Theory, Genetics, Behavior in Birds and Mammals, Forensic DNA Analysis), STEWART (Tropical Fish Ecology and Systematics, Lake Systems Ecology), TEALE (Insect Behavior, Pheromones), TURNER (Physiological Ecology), UNDERWOOD (Wildlife Ecology), WEIR (Conservation Mycology), WHIPPS (Fish Conservation)

This area entails study and maintenance of biological diversity at the level of genes, populations, communities, ecosystems and biomes; intellectual underpinnings include evolutionary theory, systematic biology, population biology and ecosystem science. Conservation biology seeks ways to integrate biological principles with social, economic and political perspectives to achieve conservation goals. The field is a response of the scientific community to the biodiversity crisis. Conservation biologists view nature's diversity as important and having inherent value. Training in this field includes experience with the fundamental disciplines and theory of conservation biology, as well as specialization in conservation issues. Students are encouraged to explore the human dimensions of biological conservation through coursework in other departments of the college, and to acquire firsthand experience in the application of biological knowledge to problems by working for a conservation agency. Students find employment in a variety of government and private conservation agencies and in academic institutions. Many also work as administrators, policymakers, teachers and communicators. Current research areas in conservation biology include global climate change, endangered species biology, conservation genetics theory and practice, behavioral ecology, habitat fragmentation, restoration ecology, exotic species biology and control, forest and wetland ecosystem management, tropical ecology, ecological monitoring, conservation education and harvest management.

Ecology (M.S., M.P.S., Ph.D.)

Participating Faculty: BALDASSARRE (Wetlands, Waterfowl), DOVCIAC (Forest Ecology, Ecosystem Management and Restoration), FARRELL (Riverine Fish Ecology, Freshwater Coastal Wetlands, Great Lakes), FIERKE (Forest Insects, Tree Defenses), FRAIR (Vertebrate and Landscape Ecology), GIBBS (Vertebrate Conservation Biology, Genetic Considerations, Reptiles and Amphibians), C. HALL (Systems Ecology), HORTON (Ecology, Fungal Communities, Mycorrhizal Relationships), KIMMERER (Bryocology, Restoration Ecology), LEOPOLD (Forest and Wetland Ecology, Restoration Ecology), LIMBURG (Fish Ecology), LOMOLINO (Mammalian Diversity, Biogeography), MCGEE (Plant Ecology), MITCHELL (Biogeochemistry), NAKAS (Microbiology), NORTON (Invertebrates), PARRY (Forest Insects, Biological Control), PORTER (Vertebrate Ecology), RINGLER (Aquatic Ecology, Fish Behavior), SCHLAEPFER (Vertebrate Ecology, Reptiles and Amphibians), SCHULZ (Limnology), SHIELDS (Vertebrate Behavior), STEWART (Aquatic Ecology), TURNER (Physiological Ecology), WEIR (Mycology)

This integrative study area allows students to investigate the relationships of organisms to their environment and those factors that 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 (M.S., M.P.S., Ph.D.)

Participating Faculty: ABRAHAMSON (Forest Insects, Pest Management), CASTELLO (Virology, Insect Vectors), FIERKE (Forest Insects, Tree Defenses), NAKATSUGAWA (Toxicology), NORTON (Soil Arthropods, Systematics), PARRY (Forest Insects, Biological Control), 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 humans and their 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, those playing key roles as parasites and predators of pest species, and those serving as food for many birds and vertebrate animals. Current research areas include population dynamics of forest defoliators, pheromone communications in beetles and moths, evolution of chemical communication, effects of forest practices on stream benthic insects, natural control of insects in forest systems and biochemistry of insect detoxification mechanisms.

Environmental Interpretation (M.S., M.P.S., Ph.D.)

Participating Faculty: FIERKE (Forest Entomology), LEOPOLD (Freshwater Wetlands, Forest Ecology, Rare Plants), PORTER (Wildlife Biology and Management), SAUNDERS (Wildlife Ecology, Mammalogy), TEALE (Insect Ecology, Pest Management), WEIR (Fungi and Humans)

Environmental interpretation sharpens the cutting edge of communication among scientists and various public sectors. Graduate study enables students to explore interpretation/conservation education processes through application to specific projects in the natural sciences and science education. Students pursue career pathways in natural resource agencies, in nature centers, museums, aquaria, botanical gardens and especially in the science classroom. The environmental interpretation program incorporates a 15,000-acre reserve in the heart of the Adirondack Park and an associate Visitor Interpretative Center with trail system. Internships and partnerships with a variety of conservation-based programs are vital to the program. Students develop their course of study from a large palette of graduate courses in Environmental and Forest Biology.

Environmental Physiology (M.S., M.P.S., Ph.D.)

Participating Faculty: CASTELLO (Plant Virology), FERNANDO (Plant Developmental Biology), MITCHELL (Environmental Energetics), NAKAS (Microbial Physiology), NAKATSUGAWA (Insect and Vertebrate Toxicology), SMART (Plant Physiology), TURNER (Animal Physiology), WHIPPS (Fish Pathology)

Environmental physiology provides students with advanced training in the nature and control of biological processes. Current interests include: mechanisms of drought tolerance in plants; plant and microbial enzymology; virology; toxicity and disposition of insecticides and environmental toxicants in vertebrates; plant defenses against phytophagous invertebrates; thermal exchange in bird eggs; plant reproductive biology; and genetic improvement of willow and poplar.

Fish and Wildlife Biology and Management (M.S., M.P.S., Ph.D.)

Participating Faculty: BALDASSARRE (Waterfowl), BRUNNER (Wildlife Pathology), FARRELL (Riverine Fish Ecology, Freshwater Coastal Wetlands, Great Lakes), FRAIR (Vertebrate and Landscape Ecology), GIBBS (Vertebrate Conservation Biology, Genetic Considerations, Reptiles and Amphibians), LIMBURG (Fish and Riverine Ecology), LOMOLINO (Mammalian Diversity, Biogeography), PORTER (Vertebrate Ecology), RINGLER (Fisheries, Aquatic Ecology), SHIELDS (Vertebrate Behavior), SCHLAEPFER (Vertebrate Ecology and Conservation), SCHULZ (Plankton Ecology, Limnology), STEWART (Fisheries, Aquatic Ecology), TURNER (Vertebrate Physiology), UNDERWOOD (Wildlife Population Dynamics), WHIPPS (Fish Pathology)

Study in this area provides students with advanced preparation in biological concepts of fish and wildlife populations as they relate to resource management. Increasing concern for these wild animal resources has been matched by strong student interest in educational programs that 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 U.S. Fish and Wildlife Service, U.S. Environmental Protection Agency, U.S.

Geological Survey and the New York State 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 estuarine properties of Great Lakes wetlands.

Forest Pathology and Mycology (M.S., M.P.S., Ph.D.)

Participating Faculty: ABRAHAMSON (Forest Pathology, Entomology), CASTELLO (Forest Pathology), FERNANDO (Plant Developmental Ecology), KRETZER (Molecular Biology, Evolution), NAKAS (Microbiology), POWELL (Plant Pathology and Molecular Biology), SMART (Plant Physiology, Molecular Biology)

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 Biotechnology (M.P.S.)

Participating Faculty: BRUNNER (Wildlife Pathology), CASTELLO (Virology), FERNANDO (Plant Developmental Biology), HORTON (Ecology, Fungal Communities, Mycorrhizal Relationships), KRETZER (Molecular Biology, Evolution), NAKAS (Microbiology), POWELL (Plant Pathology and Molecular Biology), SMART (Plant Physiology, Molecular Biology), WHIPPS (Fish Pathology)

This area of study in the M.P.S. degree is designed for students who need to broaden their knowledge base and technical skills in biotechnology, for professionals returning for "retooling", and for the recent graduate in a variety of disciplines in biology and chemistry. Requirements consist of 19 credit hours of core coursework including two credit hours of graduate seminars (EFB 797), nine credit hours of directed electives and eight credit hours of open electives for a total of 36 credit hours.

Required Core Courses (19 credit hours):

- EFB 530 Plant Physiology (3)
- EFB 531 Plant Physiology Lab (2)
- EFB 601 Molecular Biology Techniques (3)
- EFB 625 Plant Biotechnology (3)
- EFB 626/FOR 626 Plant Tissue Culture Methods (3)
- EFB 627 Plant Developmental Biology (3)
- EFB 797 Seminar in Environmental and Forest Biology (2)

A complete list of directed elective courses is available from the graduate program director.

Plant Science and Biotechnology (M.S., M.P.S., Ph.D.)

Participating Faculty: CASTELLO (Virology), DOVCIK (Plant Diversity), FERNANDO (Plant Developmental Biology), C. HALL (Systems Ecology), HORTON (Ecology, Fungal Communities, Mycorrhizal Relationships), KIMMERER (Bryocology, Restoration Ecology), KRETZER (Molecular Biology, Evolution), LEOPOLD (Dendrology, Forest and Wetland Ecology), MCGEE (Plant Ecology), NAKAS (Microbiology), POWELL

(Plant Pathology and Molecular Biology), SMART (Plant Physiology, Molecular Biology)

Plants, as the base for ecological food chains, serve as the structural and functional foundation of natural and managed systems. The study of 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; taxonomy, physiology, growth and ultrastructure of fungi; heritability of wood properties and disease resistance of trees; biochemistry and physiology of plant stress response; photosynthesis; mycorrhizae; plant reproductive biology; genetic engineering; transformation; molecular evolution; phylogenetics; taxonomy; plant-pathogen interactions, tissue culture and study of ancient DNA.

Chemical Ecology (M.S., M.P.S., Ph.D.)

Participating Faculty: BOYER (Environmental Biochemistry), GINER (Natural Insecticides), NAKAS (Microbial Ecology), NAKATSUGAWA

(Xenobiotic Plant-Animal Interactions), TEALE (Insect Pheromones), TEECE (Chemical-Thermal Relationships), WEBSTER (Pheromone Chemistry)

The area of study in chemical ecology is offered through collaboration between the Department of Environmental and Forest Biology and the Department of Chemistry. Interested students should apply to the department of major interest, which will have prime responsibility for setting requirements. Faculty from both areas contribute to 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 field 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 interactions occur at all taxonomic levels: between uni- and multicellular organisms, microbes and plants, plants and plants, plants and animals, microbes and animals and various species of 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.

Department of Environmental Resources and Forest Engineering

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Participating Faculty:

DALEY (Water Resources, Solid and Hazardous Waste Management, Ecological Engineering, Environmental Restoration), ENDRENY (Environmental Engineering, Engineering Hydrology, Watershed Management), J.M. HASSETT (Environmental Engineering, Water Resources), KROLL, Chair (Stochastic and Deterministic Hydrology, Environmental and Water Resource Systems Engineering), MOUNTRAKIS (Brownfield Studies, Geo-Spatial Information Systems, Mapping Sciences, Water Resources), QUACKENBUSH (Survey Engineering, Spatial Measurements, Geo-spatial Information Systems), Geographic Information Systems (GIS), and their applications), TAO (Ecological Engineering), TULLY (Structures, Engineering Hydrology, Water Resources)

The Department of Environmental Resources and Forest Engineering performs teaching, research and public service activities to promote engineering practices to improve the lives of people within New York state and around the world. The department offers an accredited program in forest engineering. The program originated at ESF in 1971. With more than 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.

Bachelor of Science in Forest Engineering

The objectives of the program are to prepare baccalaureate students who:

- will engage in professional engineering practice while employed by government agencies, industry and private consulting that specialize in public works and the inventory, management, design, use, restoration and protection of natural and cultural resources;
- are prepared to enter advanced academic studies involved with natural resources engineering, mapping sciences and water resources; and
- will continue to develop the knowledge and skills needed to adapt to changing technological, environmental and business conditions to the benefit of society, employer and self.

A broad base of study in the fundamentals of engineering enables graduates to enter professional practices that focus on civil works as well as use and protection of soil, water, air and other renewable and nonrenewable 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 that 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.

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 to prepare themselves for ESF's master of science program in environmental and resource engineering. 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.

The forest engineering program is accredited by the Engineering Accreditation Commission/Accreditation Board for Engineering and Technology (EAC/ABET).

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.

The undergraduate curriculum in forest engineering consists of two broad categories of courses. The general education component provides students with knowledge and skills that are useful and important for all educated persons. The second category, professional courses, provides students with direct preparation for a career.

Students may be admitted directly as first-year freshman students at ESF, or through a variety of transfer options. 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. Regardless of which way students enter ESF, they must complete both the general and professional education requirements.

Undergraduate Program Requirements

Lower Division Required Courses (58 credits)

| COURSES | | | | CREDITS |
|---------|---------|---|----------------------------------|---------|
| APM | 485 | Differential Equations for Engineers and Scientists | M ¹ | 3 |
| CLL | 190 | Writing and the Environment | G ² , NS ³ | 3 |
| CLL | 290 | Writing, Humanities and the Environment | G | 3 |
| EFB | 101/102 | General Biology I & Laboratory | G, NS | 4 |
| ERE | 223 | Statics and Dynamics | PE ⁴ , E ⁵ | 4 |
| ERE | 362 | Mechanics of Materials ⁶ | PE, E | 3 |

¹ Math course

² Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet general education standards established by SUNY is listed on page 8

³ Natural science course

⁴ Professional engineering course

⁵ Engineering course

⁶ Students who transfer to ESF typically take this course as part of their upper-division requirements, having already completed a general education course at the lower division.

| | | | | |
|-----|---------|--|-------|---|
| FCH | 150/151 | General Chemistry I and Laboratory | NS | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | NS | 4 |
| FEG | 132 | Orientation Seminar: Forest Engineering ⁷ | PE | 1 |
| FEG | 133 | Introduction to Engineering Design | PE, E | 3 |
| FEG | 275 | Ecological Engineering I | E | 3 |
| FOR | 321 | Forest Ecology and Silviculture | NS | 3 |
| MAT | 295 | Calculus I | G, M | 4 |
| MAT | 296 | Calculus II | M | 4 |
| MAT | 397 | Calculus III | M | 4 |
| PHY | 211/221 | General Physics I and Laboratory | NS | 4 |
| PHY | 212/222 | General Physics II and Laboratory | NS | 4 |

Lower Division Electives (9 credits)

| | | | |
|--|--------------------------|---|---|
| | General Education Course | G | 3 |
| | General Education Course | G | 3 |
| | General Education Course | G | 3 |

Upper Division Required Courses (40 credits)

| | | | | |
|-----|-----|--|-----------------|---|
| APM | 391 | Introduction to Probability and Statistics | M | 3 |
| CIE | 337 | Introduction to Geotechnical Engineering | ED ⁸ | 4 |
| ERE | 351 | Basic Engineering Thermodynamics | E | 2 |
| ERE | 371 | Surveying for Engineers | E | 4 |
| ERE | 440 | Water Pollution Engineering | ED | 3 |
| FEG | 335 | Numerical and Computing Methods | M | 3 |
| FEG | 340 | Engineering Hydrology and Hydraulics | ED | 4 |
| FEG | 365 | Principles of Remote Sensing for Engineers | E | 4 |
| FEG | 430 | Engineering Decision Analysis | E | 3 |
| FEG | 468 | Solid Waste Management | ED | 3 |
| FEG | 489 | Forest Engineering Planning and Design | ED | 3 |
| MAE | 341 | Fluid Mechanics | E | 4 |

Upper Division Electives (18 credits)

| | | | |
|--|---|----|---|
| | Directed Engineering Design Elective ⁹ | ED | 3 |
| | Engineering Design Elective ¹⁰ | ED | 6 |
| | Free Elective | | 3 |

⁷ Required for students who enter as freshmen or transfers.

⁸ Engineering design course

⁹ An upper-division engineering course that is advisor-approved and provides the equivalent of at least one credit hour of depth in the design and synthesis component of the program. Approved directed engineering elective courses are: ERE 475 Ecological Engineering II, ERE 527 Stormwater Management, ERE 551 GIS for Engineers, FEG 412 River Classification, and FEG 448 Open Channel Hydraulics

¹⁰ Approved engineering design elective courses are: CIE 331 Analysis of Structures and Materials, CIE 332 Design of Concrete Structures, CIE 338 Foundation Engineering, ERE 441 Air Pollution Engineering, ERE 445 Hydrologic Modeling, ERE 506 Hazardous Waste, FEG 311 Ecological Engineering in the Tropics, or Special Topics (by petition)

| | | |
|--------------------------|---|---|
| General Education Course | G | 3 |
| General Education Course | G | 3 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 125 CREDITS

Graduate Programs

Graduate studies and research are primarily concerned with environmental and resource-related problems. Students with a bachelor of science degree in engineering or in forestry, natural sciences, physics, or mathematics have the opportunity to design an individual program of graduate study. The Department of Environmental Resources and Forest Engineering participates in graduate education leading to the advanced certificate in advanced engineering tools, and the master of science, master of professional studies and doctor of philosophy degrees in environmental and resource engineering. See page 47 for further information about graduate program options 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 departments at both ESF and 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.

Department of Environmental Studies

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Department Faculty

DeBAISE (Environmental Writing), FELLEMAN (Environmental Decision Making, Environmental Information Policy), M. HALL (Urban Ecosystems), JAGER (Environmental Writing), LAWLER (Literature of Nature), MANNO (Sustainable Development, Ecological Economics), MEISNER (Environmental Thought and Communication), MORAN (Environmental Policy and Politics), NORDENSTAM (Environmental Risk Perception and Assessment, Environmental Policy and Policy Analysis), SENECAH (Environmental Interest Groups, Environmental Communication Processes), SMARDON (Landscape and Environmental Planning, Environmental Assessment/Administration, Wetland Assessment), SONNENFELD (Environmental Sociology, Sustainable Development), WHITMORE (Environmental Writing)

Participating Faculty

C. HALL (Systems Ecology), LIMBURG (Aquatic Ecology), NAKATSUGAWA (Toxicology, Health Impacts of Chemicals), SHIELDS (Animal Behavior, Evolution and Genetics)

Adjunct Faculty

ABRAHAM (Public Health), BLISS (Water Resources), BRECHIN (Environmental Sociology), COMO (ESF in the High School), DRIESEN (Environmental Law), DURKIN (Environmental Risk Assessment), EFFLER (Water Quality Modeling), EMERY (Research Geography), FERRANTE (Watershed Ecology and Management), HUNT (Environmental Health Effects), JABBOUR (Methodology/Honors Program), JACQUES (Native Studies), JOYAL (Environmental Law), KROEGER (Natural Resource Economics), MARX (ESF in the High School), NOWAK (Urban Ecosystems), SAGE (Community Building), SHARLOW (ESF in the High School), WARNEKE (Administration and Planning)

Bachelor of Science in Environmental Studies

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

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

Because the environmental studies program is broadly multi-disciplinary as well as interdisciplinary, it provides students with a broad-based liberal education and asks them to be proficient across a breadth of scholarly and practical areas. Graduates of the environmental studies

program have gone on to graduate school in many disciplines as well as to law and medical school. They have also proceeded to work in nongovernmental organizations (NGOs), education, government, and the private sector, pursuing careers in such areas as policy, advocacy, conservation, consulting, administration, law, and education to name just a few.

Guiding Principles

There are six principles that guide the design and implementation of the environmental studies program:

- *Holistic interdisciplinary education:* We seek to offer our students an education that demonstrates the interconnectedness and integration of the many disciplines and fields that intersect with environmental concerns.
- *Critical skills:* We encourage our students to be active learners and prepare them with invaluable lifelong skills, including research, analysis, writing, and critical thinking.
- *Diversity and complexity:* We encourage our students to recognize and value the diversity and complexity of ecological and social systems, and of the perspectives that inform society's understanding of environmental affairs.
- *Ecological literacy:* We seek to develop students' awareness, knowledge, and appreciation of the intrinsic values of ecological processes and communities.
- *Justice and equity:* We encourage students to value social and ecological justice and equity in all contexts.
- *Thoughtful professionalism:* We seek to prepare our students to be reflective and sensitive, yet also effective and professional, in whatever endeavors they choose to pursue.

Program Description

In the first two years of the program, students develop a foundation in the humanities, social sciences, and natural sciences as they relate to environmental affairs. During that time, students also fulfill SUNY general education requirements and take some open elective courses.

In the final two years of the program, students may choose to pursue one of three specializations, or "option areas":

- *Environmental Communication and Culture:* This option focuses on the many ways that communication, broadly defined, intersects environmental affairs. These include activism, media, education, public participation, and conflict resolution. In addition, the option helps students explore the diversity of ways that environmental problems are understood, and ways that cultural meanings of nature are expressed, including through literature and the arts.
- *Environmental Policy:* This option is concerned with how environmental policies from the local to the global are created, implemented and contested. It emphasizes legislative, regulatory, and collaborative approaches to addressing environmental issues.
- *Biological Science Applications:* This option is designed for students interested in the interface between biology and socio-economic issues. It provides an emphasis on biology with an eye to the interaction with societal issues ranging from education to habitat management.

In each of these options, students have the flexibility to pursue more specific interests. Also, several undergraduate minors, including a minor in urban environmental science, are available.

In addition to traditional courses available through the core environmental studies curriculum and in the options, our program features the following:

- Community engagement through service learning
- Internships that provide valuable hands-on experience; and
- Opportunities to study abroad for a semester.

The scope and complexity of coursework within the environmental studies program demands both discipline and commitment from students seeking this degree. But the value of a broad education is widely acknowledged by educators and professionals. We hope that in offering this program we can prepare students not only to work in the diverse field of environmental protection, but also in any area that might interest them after graduation.

The undergraduate curriculum in environmental studies consists of two broad categories of courses. The first category, general education, provides students with knowledge and skills that are useful and important for all educated persons regardless of their profession. General education courses also help prepare students for advanced courses leading to a specific profession. The second category, professional courses, provides students with direct preparation for specialization in environmental studies and career opportunities.

Students may enter the Bachelor of Science program as first-year students or as transfer students. Students who are preparing to transfer to ESF as juniors must have earned at least 60 credits of college coursework, in courses comparable to the lower-division course requirements as noted below.

The following table outlines the specific course requirements for the degree in environmental studies. Please refer to the student handbook, available online at www.esf.edu/es, for details on how individual courses meet program requirements and for lists of courses that fulfill specific requirements.

Undergraduate Program Requirements

Lower Division Environmental Studies Core Courses (61-62 credits)

| COURSES | | CREDITS | |
|---------|-------------|--|--------------------|
| EST | 132 | Introduction to Environmental Studies ¹ | 3 |
| APM | 104 | College Algebra and Precalculus (3) OR Survey of Calculus and Its Applications ² (4) | G ³ 3-4 |
| APM | 105 | Computing Applications | 3 |
| CLL | 190 | Writing and the Environment | G 3 |
| CLL | 290 | Writing, Humanities and the Environment | G 3 |
| EFB | 120 | The Global Environment & the Evolution of Human Environment | 3 |
| EFB | 101/ 102 | General Biology I and Laboratory | G 4 |
| EFB | 103/ 104 | General Biology II and Laboratory ⁴ OR Geology ⁵ | 3-4 |
| ESF | 200 | Information Literacy | 1 |
| EST | 200 | Cultural Ecology | G 3 |
| EST | 221 | Introduction to American Government | 3 |

¹ Required for all environmental studies majors.

² Students who pursue the biological science applications option need to complete APM 105 Survey of Calculus and Its Applications.

³ Meets the requirements for general education skills and knowledge area. A complete listing of courses that meet general education standards established by SUNY is listed on page 8.

⁴ Students who pursue the biological science applications option need to complete EFB 103 and EFB 104 General Biology II and General Biology II Laboratory

⁵ The list of recommended courses are available in the student handbook.

| | | | | |
|-----|-------------|---|---|----------|
| EST | 245 | Nature and Popular Culture | | 3 |
| FCH | 150/ 151 | General Chemistry I and Laboratory | | 4 |
| FOR | 207 | Introduction to Economics | G | 3 |
| | | General Education Course: Western Civilization | G | 3 |
| | | General Education Course: The Arts Electives ⁶ | G | 3 6-8 |

Upper Division Environmental Studies Core Courses (34-35 credits)

| | | | | |
|-----|-----|--|---|---|
| ESF | 332 | Seminar for New Transfer Students ⁷ | | 0 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 410 | Writing for Environmental Professionals | | 3 |
| EFB | 320 | General Ecology | | 4 |
| EST | 321 | Government and the Environment | | 3 |
| EST | 361 | History of the American Environmental Movement | G | 3 |
| EST | | Social Science ⁸ | | 3 |
| | | Upper Division Computing | | 3 |
| | | OR | | |
| | | Natural Science Course ⁹ | | 9 |
| | | Electives | | 3 |
| | | Senior Synthesis | | 3 |

Environmental Communication and Culture Option Requirements (27 credits)

| | | | | |
|-----|-----|---|--|----|
| CMN | 493 | Environmental Communication Workshop | | 3 |
| CRS | 338 | Communication in Organizations | | 3 |
| EST | 393 | Environmental Discourse & Communication | | 3 |
| | | Environmental Communication and Culture Methods Courses ¹⁰ | | 6 |
| | | Environmental Communication and Culture Option Courses ¹⁰ | | 12 |

Environmental Policy Option Requirements (27 credits)

| | | | | |
|-----|-----|---|--|----|
| EST | 550 | Environmental Impact Analysis | | 3 |
| | | OR | | |
| | | Law Course | | |
| | | Policy Methods Courses ¹⁰ | | 6 |
| | | Law Course ¹⁰ | | 3 |
| | | Environmental Policy Option Courses ¹⁰ | | 15 |

Biological Science Applications Option Requirements¹¹ (27 credits)

| | | | | |
|--|--|---|--|---|
| | | Microbes Course ¹⁰ | | 3 |
| | | Plants Course ¹⁰ | | 3 |
| | | Animals Course ¹⁰ | | 3 |
| | | Geographic Information Systems course ¹⁰ | | 3 |

⁶ Students who pursue the biological science applications option need to complete FCH 152 and FCH 153 General Chemistry II and General Chemistry Laboratory II as one of these electives.

⁷ Only for students who enter as transfer students.

⁸ EST 353 Environmental Psychology, EST 366 Attributes, Values and the Environment, EST 388 Psychological Principles of Risk Communication, EST 390 Social Processes and the Environment, or EST 426 Concepts of Sustainable Development

⁹ List of recommended courses are available in the student handbook.

¹⁰ List of recommended courses are available in the student handbook.

¹¹ Please note the specific lower division required courses for students in the biological science applications option. See footnotes 2, 4 and 5.

| | |
|--|----|
| Policy or Law Course ¹⁰ | 3 |
| Biology Focus Area Courses ¹⁰ | 12 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 121-124 CREDITS

Note: Total credits must include a minimum of 51 credit hours at the 300 level or above.

Undergraduate Minors

Students who meet eligibility requirements may take one of three minors in business: marketing, entrepreneurship, or general management studies; or the minor in computer and information technology. The minors are composed of courses taught at ESF and at Syracuse University. To be eligible for admission to one of the minors offered in conjunction with Syracuse University's School of Management, students must have a cumulative grade point average of 2.750 or better after one semester at ESF. To be eligible for admission to the minor in computer and information technology, students must have a cumulative grade point average of 2.800 or better after one semester at ESF.

In addition, ESF offers a campus-wide minor in urban environmental science that allows students to gain the ability to identify and analyze the biophysical and social aspects of urban environmental issues from a systems science perspective; develop awareness of how diverse social, cultural and urbanization forces influence human perception of, and relation to the environment; and develop the ability to synthesize efficient, equitable and sustainable management, policy and design strategies to improve and sustain the quality of life in the urban community. A complete description of minors available to ESF students is on page 10.

Graduate Degrees in Environmental Studies

The Environmental Studies graduate program at SUNY-ESF is dedicated to preparing students to actively support local to global communities working to achieve sustainability. The program integrates social, cultural, and environmental knowledge and skills to address the challenges of the 21st century. Students in this program want to make a difference. Our program offers students a focused, yet flexible, interdisciplinary understanding of environmental issues, the problems that underlie them, and the paths that lead to sustainable communities. The program facilitates student engagement with the study of fundamental cultural, social, political, technical, and economic forces that drive environmental degradation as well as the emerging approaches that can foster sustainability.

Coursework

Students in our program draw on the frameworks of social science, humanities, and natural science to enhance their critical, analytical, and communication skills. Coursework combines theoretical, practical, and applied approaches to engage areas such as environmental policy, environmental communication, sustainable communities, human behavior, collaborative governance, public participation, and environmental impact analysis.

Core Environmental Studies graduate courses present its many disciplines and methodologies, and demonstrate its applicability to problem analysis, action, and the quest for sustainability. In addition to completing the core requirements, students may pursue a general program of study or emphasize a particular theme. A general program of study builds on the core and typically broadens it in multiple directions, providing a thorough preparation for diverse professional careers. A thematic focus builds additional competencies related to specialized academic and career goals. Suggested themes and lists of recommended courses are available in the Environmental Studies graduate program handbooks. Examples include conflict resolution, sustainable development, risk management, media and environmental journalism, watershed policy, and ecosystem-based management.

For M.S. students, a thematic choice is the preferred — though not required — alternative, since it should strengthen substantive content knowledge in an area relevant to the thesis.

Plan of Study

Faculty work with individual students to develop a tailored plan of study to meet their specific goals. The plan of study is an opportunity for students to work out their learning, research and career objectives in narrative form and outline a sequence of courses and other learning experiences to help meet those objectives. The plan of study is also used by their major professor in order to provide effective advising on program, research, and internship choices. Guidelines for preparing the plan of study are available in the Environmental Studies graduate program handbooks.

Degree Options

The Environmental Studies graduate program offers two degree options: the Master of Science (M.S.) or Master of Professional Studies (M.P.S.). The requirements of each are outlined below. The M.P.S. and M.S. degrees may be completed in 1-1/2 to 2 years of full-time study, respectively.

Master of Science (M.S.)

The Environmental Studies M.S. degree program is a 37 credit-hour experience focused on advanced academic scholarship and research related to environmental affairs and sustainability. This degree requires the completion of a Master's thesis. Details on thesis proposals and expectations are available in the Environmental Studies M.S. graduate program handbook. All students must present a Capstone Seminar during their final semester. If necessary, the distribution of required credits may be adjusted to take into account a student's prior academic work and background.

Core (12 credits)

| COURSES | CREDITS |
|--|---------|
| All students take: | |
| EST 600 Foundations of Environmental Studies | 3 |
| All students also take at least three of the following: | |
| EST 608 Environmental Advocacy Campaigns and Conflict Resolution | 3 |
| EST 612 Environmental Policy and Governance | 3 |
| EST 626 Concepts and Principles of Sustainable Development | 3 |
| EST 640 Environmental Thought and Ethics | 3 |
| EST 650 Environmental Perception and Human Behavior | 3 |

Research Methods (7 credits)

| | |
|---|---|
| All students take: | |
| EST 797 Environmental Studies Seminar | 1 |
| Students are required to take the specific section of this seminar that deals with research proposal preparation. | |

All students also take two research methods courses, typically from the following list and typically to support their thesis research needs:

| | |
|--|---|
| APM 510 Statistical Analysis | 3 |
| APM 625 Introduction to Sampling Techniques | 3 |
| APM 630 Regression Analysis | 3 |
| APM 635 Multivariate Statistical Methods | 3 |
| CRS 602 Empirical Research in Social Communication | 3 |
| CRS 604 Qualitative Communication Research Methods | 3 |
| EST 604 Social Survey Research Methods for Qualitative Methods | 3 |
| EST 605 Environmental Issues | 3 |
| EST 702 Environmental and Natural Resource Program Evaluation | 3 |
| LSA 640 Research Methodology | 3 |

| | | | |
|-----|-----|---|---|
| PPA | 721 | Introduction to Statistics | 3 |
| PPA | 722 | Quantitative Aids for Policy Analysis | 3 |
| PSC | 602 | Public Policy Analysis | 3 |
| PSC | 693 | Introduction to Quantitative Political Analysis | 3 |
| PSC | 694 | Qualitative Political Analysis | 3 |
| SOC | 614 | Introduction to Qualitative Research | 3 |

Generalized/Thematic Area (12 credits)

All students take four courses, typically in a thematic area, in consultation with their major professor. The thematic area should be used to substantively prepare the student for thesis work. EST 898 and EST 899 may not be included as thematic area courses.

Thesis Research (6 credits)

All students with an approved thesis proposal take at least six credits of:

EST 899 Master's Thesis Research

Master of Professional Studies (M.P.S.)

The Environmental Studies M.P.S. degree program is a 39-credit-hour experience focused on advanced academic scholarship and its application to environmental affairs and sustainability. This degree requires the completion of a synthesis experience which frequently, though not always, involves a professional internship. Details on internships and other synthesis options are available in the Environmental Studies M.P.S. graduate program handbook. All students must present a Capstone Seminar during their final semester. If necessary, the distribution of required credits may be adjusted to take into account a student's prior academic work and background.

Core (18 credits)

All students take:

| | | | |
|-----|-----|--|---|
| EST | 600 | Foundations of Environmental Studies | 3 |
| EST | 608 | Environmental Advocacy Campaigns and Conflict Resolution | 3 |
| EST | 612 | Environmental Policy and Governance | 3 |
| EST | 626 | Concepts and Principles of Sustainable Development | 3 |
| EST | 640 | Environmental Thought and Ethics | 3 |
| EST | 650 | Environmental Perception and Human Behavior | 3 |

Natural Sciences (3 credits)

All students take one natural science course. Typically this would be one of the following courses, though alternatives may be considered in consultation with the major professor.

| | | | |
|-----|-----|------------------------------------|---|
| EFB | 516 | Ecosystems | 3 |
| EFB | 518 | Systems Ecology | 4 |
| EFB | 523 | Tropical Ecology | 3 |
| EFB | 600 | Toxic Health Hazards | 4 |
| EFB | 611 | Topics in Environmental Toxicology | 3 |
| EFB | 623 | Marine Ecology | 5 |

Research / Technical Methods (6 credits)

All students take two research or technical methods courses, typically from the following list and typically to support their learning objectives:

| | | | |
|-----|-----|---|---|
| APM | 635 | Multivariate Statistical Methods | 3 |
| EFB | 519 | Geographic Modeling | 3 |
| ERE | 550 | Introduction to Geographic Information Systems | 3 |
| EST | 550 | Environmental Impact Analysis | 3 |
| EST | 604 | Social Survey Research Methods for Environmental Issues | 3 |
| EST | 605 | Qualitative Methods | 3 |
| EST | 702 | Environmental and Natural Resource Program Evaluation | 3 |
| FOR | 556 | Introduction to Raster GIS Analysis | 3 |

| | | | |
|-----|-----|------------------------|---|
| FOR | 557 | Practical Vector GIS | 3 |
| FOR | 558 | Advanced Topics in GIS | 3 |
| LSA | 500 | Computer Graphics I | 3 |
| LSA | 501 | Computer Graphics II | 3 |
| LSA | 552 | Graphic Communication | 3 |
| LSA | 640 | Research Methodology | 3 |

Generalized / Thematic Area (6 credits)

All students take two courses in consultation with their major professor. The thematic area should be used to substantively prepare the student for capstone synthesis work. EST 898 and EST 899 may not be included as thematic area courses.

Synthesis (6 credits)

All students take the equivalent of two courses of either:

EST 798 Problems in Environmental Studies
EST 898 Professional Experience

Certificate of Graduate Study in Environmental Decision Making

Purpose

The certificate of graduate study in environmental decision making is designed for graduate students enrolled in law, management, public administration, or information studies programs at Syracuse University. It provides an exposure to specialized environmental study that is relevant to students' primary professional interests in the fields identified. Because students in each of these programs will engage important environmental policy, program implementation and decision-making processes in their professional efforts, the distinctive environmental orientation of this certificate program will help students to better understand some of the complexities of environmental decision making from their unique professional perspectives.

The focus of certificate study is on environmental decision making, which can be defined as the process by which stakeholders in environmental outcomes engage in communications to seek solutions to environmental problems. Familiarly, decision making can refer to environmental policy making by governmental institutions, but a meaningful understanding of the topic in today's world will also include processes such as information acquisition and dissemination and such notions as negotiation, mediation, information policy and public participation as part of the decision-making lexicon. The decision-making focus furthermore expands the scope of stakeholders to include not only the institutions and agencies of government, but also the large variety of citizen-based nongovernmental organizations and the business and industrial private sector.

Student Eligibility

Graduate students currently matriculated and in good academic standing in their law, management, public administration, or information studies degree programs at Syracuse University are eligible to apply for entrance into the certificate program. Applications from any other sources cannot be accepted at this time.

Administrative Procedures

Application and admissions procedures, compliance with college requirements for successful graduate study and the awarding of certificates are all administered by the SUNY-ESF dean of Instruction and Graduate Studies. If enrollment limitations are established, acceptances will be made on a rolling basis, according to the date of receipt of applications.

Student applications are made by completing the application form found in the advising guide. This provides contact information for applicants and verifies their matriculated status at Syracuse University. Upon completion of program credit-hour requirements,

students file a certificate request form, which identifies completed coursework and initiates actions to produce official transcripts, leading to the award of the certificate.

Forms are available in the College's Office of Instruction and Graduate Studies, 227 Bray Hall, and in the Department of Environmental Studies Office, 107 Marshall Hall. To assist certificate students in making suitable course selections and to answer related program questions, students should contact the department chair, 106 Marshall Hall.

Academic Advisement

Prospective students are encouraged to speak with their Syracuse University academic advisors about the advisability of and timing for entering this certificate program. Students might also wish to contact the following persons, who are knowledgeable of certificate goals and requirements:

- Law: TBA
- Management: Patrick DiRubbo, Academic Services
- Public Administration: Christine Omolino, associate director
- Information Studies: TBA

Department of Forest and Natural Resources Management

DAVID H. NEWMAN, Chair
320 Bray Hall, 315-470-6534; FAX 315-470-6535
www.esf.edu/faculty/for

The Department of Forest and Natural Resources Management (FNRM) offers programs leading to the bachelor's, master's and doctoral degrees at the main college campus in Syracuse, N.Y. and two programs leading to the associate in applied science (A.A.S.) degree at The Ranger School in Wanakena, N.Y. See page 104 for information about the associate of applied science degrees in forest technology and land surveying technology.

Faculty

ABRAHAMSON (Integrated Vegetation Management, Woody Biomass Energy), ABDEL-AZIZ (Applied Mathematics), BEIER (Forest Ecology, Regional Analysis), BEVILACQUA (Forest Measurements, Statistics), BRIGGS (Forest Soils, Silviculture), DAWSON (Recreation Management, Wilderness Management), DREW (Tree Physiology, Forest Ecology, Physiological Ecology), GERMAIN (Sustainable Forestry Systems, Forest Operations), KUEHN (Recreation Resources Management and Tourism), LAVIE (Applied Mathematics), LUZADIS (Non-market Values, Ecological Economics), MALMSHEIMER (Forest and Natural Resources Law and Policy), MAYNARD (Tree Improvement, Plant Tissue Culture and Transformation), MORRISON (Resource Sociology and Urban Forestry), NEWMAN, Chair (Forest economics), C. NOWAK (Vegetation Management, Sustainable Forest Management, Silviculture), NYLAND (Silviculture and Forest Management), SCHUSTER (Recreation Resources Management), STEHMAN (Statistics, Environmental Sampling), STELLA (Watershed Management), VOLK (Woody Biomass Energy), VONHOF (Natural Resources History), WAGNER (Forest Resource Economics, Business), YANAI (Forest Soils, Ecosystem Nutrient Cycling, Simulation Modeling), ZHANG (Biometrics, Quantitative Silviculture)

Adjunct Faculty:

BICK, BURNS, CASTRO, HEISLER, KELLEHER, D. NOWAK, PEREZ, STOUT, VERVERS, D. WHITE, WOOD

Mission and Vision

ESF's forest and natural resources management programs are science-based and values-driven. The integration of values and scientific facts characterize professions that are successful in democracies. ESF-trained foresters and natural resource managers are able to integrate these two threads in America's complex society.

The mission of ESF forest and natural resources management programs is to produce knowledge and to transmit it to our customers; to encourage continual learning about forest and related renewable resources and their role in making people's lives better; and to develop leaders who will manage renewable resources on a sustainable basis.

The department's vision of professional forest and natural resource managers is that they are problem solvers who master disciplinary knowledge and skills, then integrate them to protect and manage forest and natural resources; and leaders who help people solve the more complex problems with the world's forest and natural resources.

ESF forest and natural resources management's educational goals, as a consequence, are to:

- Understand forests and related natural resources — how they function and their dynamics;
- Be skilled in managing forests and other natural resources and predicting the consequences;
- Monitor citizen and owner values of forests and other natural resources and be respectful of them; and

- Integrate values with scientific facts and know the limits of our knowledge.

Undergraduate Programs

The forest and natural resources management programs prepare students for work with public and private sector organizations and consultancies and for further professional or scientific study at the graduate level. Students develop professional skills, which employers look for in new employees:

- Management skills including leadership, communication skills, and teamwork;
- Scientific knowledge and technical skills in measurements and analysis for management;
- The ability to analyze and solve resource management problems using both social and biophysical sciences, and
- A clear understanding of ethics and stewardship.

These skills are best developed by a broad base in the social sciences and humanities, communication, the natural sciences, and quantitative and qualitative methods. The majority of coursework taken during the first two years (lower division) is in these basics.

Students are required to complete general education requirements and a professional core. Forest resources management students may concentrate some of their technical electives. Natural resources management majors have a ready opportunity to earn a minor in an area of disciplinary interest.

Bachelor of Science in Forest Resources Management

Professional forestry education has been featured at ESF since the College's founding in 1911. Today's forest resources management program is based on a clear vision that combines professional competency with a strong foundation in the biophysical sciences, humanities, and social sciences to meet society's needs for forest managers.

Many ESF students enjoy trees and forests and want to work in forested settings. They appreciate nature, and want to master the knowledge and skills needed to conserve and manage forests and the environment. With 25,000 acres of College forest lands as teaching and research laboratories, ESF provides many opportunities to meet student needs for experiential learning. The forest technology program at ESF's Wanakena campus prepares students for careers in field forestry and is a route to the forest resources management program that emphasizes field practice. Internships with forest-based organizations in the private, public and nonprofit sectors amplify these hands-on experiences. Practical experience is combined with learning concepts and problem solving and critical thinking skills in the classroom and laboratory on ESF's Syracuse campus. The educational outcomes of the forest resources management degree program are among the best anywhere in North America.

Forest resources management is an integration of forest ecology and biology, forest measurements, forest policy and administration, and courses to predict and evaluate the effects of manipulation. Timber, water, recreation, wildlife, and a broad array of environmental values and services, such as biodiversity and healthy forest systems, are important results of effective management. This major prepares students to be well-rounded generalists who can practice forestry and succeed as professionals in a variety of allied natural resource management fields.

The educational program in forest resources management, leading to the professional bachelor of science degree in forest management is accredited by the Society of American Foresters

(SAF). SAF is recognized by the Commission on Recognition of Postsecondary Accreditation as the specialized accrediting body for forestry in the United States.

Forest management offers a wide variety of employment opportunities. Our graduates are working throughout the United States as professional foresters and natural resource managers in public agencies, private industry, and for nonprofit organizations. Their duties range from timber management to recreation planning to environmental education, to name a few.

The undergraduate curriculum in forest resources management consists of two broad categories of courses. The first category, general education, provides students with knowledge and skills that are useful and important for all educated persons regardless of their profession as well as preparation for advanced courses leading to a specific profession. The second category, professional courses, provides students with direct preparation for a career. The first two years of college usually focus on general education and the second two on the professional studies.

Summer Program

The Summer Program is required for ALL students in forest resources management. Students who completed an A.A.S. degree from the ESF Ranger School meet this requirement through transfer credits. The program is a four-week session that begins at the end of May and lasts through late June. It is taught at ESF's Wanakena Campus in the Adirondacks. The program consists of two courses: FOR 301 Adirondack Forest Ecology and Dendrology and FOR 303 Introduction to Forest Resources Measurements. Students must complete the summer program before the junior year.

Program Admission

Students may follow one of three paths to enter and complete the forest resources management program:

- The freshman path is for students who enter ESF as a freshman and complete all degree requirements at ESF with the Summer Program after the second year.
- The combined A.A.S./B.S. path is for students who wish to have more field measurement and field problem-solving skills and leadership development in context of forestry problems. The first year can be at ESF or another college and the second year is spent at The Ranger School, Wanakena campus. Students then complete their B.S. degree requirements at ESF. This path can be completed in a total of four years with careful planning.
- The transfer path is for students who complete all or part of their lower division coursework at another two- or four-year campus, attend the Summer Program the summer before entering ESF and complete the upper-division requirements at ESF. Students preparing to transfer to ESF with full junior status must have earned at least 60 credits of college coursework.

Undergraduate Program Requirements

Lower Division Required Courses (53 credits)

| COURSES | | | CREDITS | |
|---------|---------|--|----------------|---|
| APM | 105 | Survey of Calculus and Its Applications I | G ¹ | 4 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 190 | Writing and the Environment | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment | G | 3 |
| CMN | 220 | Public Presentation Skills for Environmental Professionals | | 3 |
| EFB | 101/102 | General Biology I and Laboratory | G | 4 |

¹ Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet general education standards established by SUNY is listed on page 8.

| | | | | |
|-----|---------|---|-----------------|---|
| EFB | 103/104 | General Biology II and Laboratory | | 4 |
| ESF | 200 | Information Literacy | | 1 |
| EST | 200 | Cultural Ecology | G | 3 |
| FCH | 150/151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | | 4 |
| FOR | 132 | Orientation Seminar: Forest and Natural Resources Management ² | PE ³ | 1 |
| FOR | 203 | Western Civilization and the Environment | G | 3 |
| FOR | 207 | Introduction to Economics | G | 3 |
| FOR | 332 | Forest Ecology | PE | 3 |
| FOR | 360 | Principles of Management | | 3 |
| PHY | 211/221 | General Physics I and Laboratory | | 4 |

Electives (9 credits)

| | | |
|--|---|---|
| General Education Course: American History | G | 3 |
| General Education Course: The Arts | G | 3 |
| Humanities Elective ⁴ | | 3 |

Required Summer Courses (4 credits)

The summer following the second year, students must take:

| | | | | |
|-----|-----|---|----|---|
| FOR | 301 | Adirondack Forest Ecology and Dendrology | PE | 1 |
| FOR | 303 | Introduction to Forest Resources Measurements | PE | 3 |

Upper Division Required Courses (39 credits)

| | | | | |
|-----|-----|---|----|---|
| EFB | 336 | Dendrology | PE | 3 |
| ESF | 300 | Introduction to Geospatial Information Technologies | | 3 |
| ESF | 332 | Seminar for New Transfer Students ⁵ | | 0 |
| FOR | 322 | Forest Mensuration | PE | 3 |
| FOR | 323 | Forest Biometrics | | 3 |
| FOR | 333 | Natural Resources Managerial Economics | PE | 3 |
| FOR | 334 | Silviculture | PE | 4 |
| FOR | 345 | Introduction to Soils | PE | 3 |
| FOR | 370 | Timber Management | PE | 4 |
| FOR | 372 | Fundamentals of Outdoor Recreation | PE | 3 |
| FOR | 373 | Forest Operations | PE | 4 |
| FOR | 465 | Natural Resources Policy | PE | 3 |
| FOR | 490 | Integrated Resource Management | PE | 3 |

Electives (24 credits)

| | | |
|----------------------------------|----|----|
| Technical Electives ⁶ | PE | 12 |
| Electives | PE | 12 |

TOTAL MINIMUM CREDITS FOR THE DEGREE

129 CREDITS

² Required for students who enter as freshmen.

³ Professional education course

⁴ The program requires an additional humanities course.

⁵ Required for students who enter as transfer students.

⁶ Technical electives must include at least one course in vegetation manipulation, water resources, forest health, and wildlife management. Students should consult with their advisor and the Forest and Natural Resources Management Handbook for recommended courses.

Bachelor of Science in Natural Resources Management

The natural resources management program is based on a vision that combines professional competency in management skills with a strong foundation in the social and biophysical sciences. Students interested in this program typically are drawn to natural settings and environments, enjoy nature, and want to develop the professional knowledge and skills needed to conserve, steward and manage natural resources and the environment. ESF provides a wide variety of opportunities to meet student needs utilizing 25,000 acres of forest lands as teaching laboratories and College faculty in many natural resource management disciplines. Experiential field learning is combined with learning concepts and skills in the classroom and laboratory on ESF's Syracuse campus.

The natural resources management program allows students to develop professional skills that employers tell us are the most important traits they look for in new employees. These traits are developed through a broad base of classes in the natural sciences, social sciences and humanities, communication, and quantitative and qualitative problem-solving skills. The majority of work scheduled during the first two years (lower division) is in these areas. This major prepares students to be well-rounded natural resources managers, provides them a ready opportunity to minor in specific areas of disciplinary interest, and prepares them with a foundation for future graduate degree work.

Natural resources management offers a wide variety of employment opportunities. Graduates work throughout the United States in public agencies, private industry, and for nonprofit organizations. Their duties range from policy analysis for federal agencies to resource managers for nonprofit organizations; from recreation planning for state park agencies to recreation management in federal wilderness areas; and from watershed hydrologists to land managers maintaining surface water quality.

Summer Program

The Summer Program is required for ALL students in natural resources management. Students who completed an A.A.S. degree from the ESF Ranger School meet this requirement through transfer credits. The summer program is a four-week session that begins at the end of May and lasts through late June. It is taught at ESF's Wanakena Campus in the Adirondacks. The program consists of two courses: FOR 301 Adirondack Forest Ecology and Dendrology and FOR 303 Introduction to Forest Resources Measurements.

Students must complete the summer program before the junior year. However, the summer program may be completed after the freshman year. Students are encouraged to complete the summer program early because it expands job opportunities.

Program Admission

Students may follow one of three paths to enter and complete the natural resources management program:

- The freshman path is for students who enter ESF as a freshman and complete all degree requirements at ESF with the Summer Program after the first or second year (first year preferred).
- The combined A.A.S./B.S. path is for students who wish to have more field measurement and field problem-solving skills and leadership development in context of forestry problems. The first year can be at ESF or another campus and the second year is spent at The Ranger School, Wanakena campus. Students then complete their B.S. degree requirements at ESF. This path can usually be completed in a total of four years.
- The transfer path is for students who complete all or part of their lower-division coursework at another two or four-year campus, attend the Summer Program the summer before entering ESF and complete the upper-division requirements at ESF. Students preparing to transfer to ESF with full junior status must have earned at least 60 credits of college coursework.

Undergraduate Program Requirements

Lower Division Required Courses (40 credits)

| | | | | |
|-----|-------------|---|-----------------|---|
| APM | 104 | College Algebra and Pre-calculus | G ⁷ | 3 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 190 | Writing and the Environment | G | 3 |
| CMN | 220 | Public Presentation Skills for Environmental Professionals | | 3 |
| EFB | 101/ 102 | General Biology I and Laboratory | G | 4 |
| EFB | 103/ 104 | General Biology II and Laboratory | | 4 |
| EFB | 320 | General Ecology | | 4 |
| ESF | 200 | Information Literacy | | 1 |
| FCH | 150/ 151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/ 153 | General Chemistry II and General Chemistry Laboratory II | | 4 |
| PHY | 211/ 221 | OR General Physics I and General Physics Laboratory I | | |
| FOR | 132 | Orientation Seminar: Forest and Natural Resources Management ⁸ | PE ⁹ | 1 |
| FOR | 207 | Introduction to Economics | G | 3 |
| FOR | 360 | Principles of Management | | 3 |

Lower Division Elective Courses (18 credits)

| | | |
|---|---|---|
| General Education Course: American History | G | 3 |
| General Education Course: The Arts | G | 3 |
| General Education Course: Western Civilization | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |
| General Education Course: Humanities | G | 3 |
| Sociology or Psychology course ¹⁰ | | 3 |

Required Summer Courses (4 credits)

The summer following the first or second year, students must take:

| | | | | |
|-----|-----|---|----|---|
| FOR | 301 | Adirondack Forest Ecology and Dendrology | PE | 1 |
| FOR | 303 | Introduction to Forest Resources Measurements | PE | 3 |

Upper Division Required Courses (30 credits)

| | | | | |
|-----|-----|---|----|---|
| CLL | 405 | Writing for Science Professionals | | 3 |
| ESF | 300 | Introduction to Geospatial Information Technologies | | 3 |
| FOR | 321 | Forest Ecology and Silviculture | | 3 |
| FOR | 333 | Natural Resources Managerial Economics | PE | 3 |
| FOR | 340 | Watershed Hydrology | | 3 |
| FOR | 345 | Introduction to Soils | PE | 3 |
| FOR | 372 | Fundamentals of Outdoor Recreation | | 3 |
| FOR | 465 | Natural Resources Policy | PE | 3 |
| FOR | 488 | Natural Resources Agencies and Administration | | 3 |
| FOR | 490 | Integrated Resources Management | PE | 3 |

⁷ Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet general education standards established by SUNY is listed on page 8.

⁸ Required for all students whether entered as freshmen or transfers.

⁹ Professional education courses.

¹⁰ FOR 202 Introduction to Sociology (3), SOC 101 Introduction to Sociology (3), or PSY 205 Foundations of Human Behavior (3)

| | |
|--|--------------------|
| Upper Division Elective Courses (30 credits) | |
| Accounting or Finance Course ¹¹ | 3 |
| Human Dimensions Course ¹² | 3 |
| Wildlife or Fisheries Course ¹³ | 3 |
| Electives | 21 |
| TOTAL MINIMUM CREDITS FOR THE DEGREE | 122 CREDITS |

Bachelor of Science in Forest Ecosystem Science

The bachelor of science in forest ecosystem science degree program is based on a vision that combines professional competency in forest management skills with an enhanced understanding of ecological sciences. Students interested in this program typically are drawn to natural settings and environments, enjoy nature, and want to understand how forested ecosystems work. ESF provides a wide variety of opportunities to meet student needs utilizing 25,000 acres of forest lands as teaching laboratories. Internships with natural resource-based organizations in the business, public and nonprofit sectors provide additional hands-on experiences. Experiential field learning is combined with learning concepts and skills in the classroom and laboratory on ESF's Syracuse campus.

The program allows students to develop professional skills that employers look for in new employees. These skills are developed through a combination of core courses required in the undergraduate programs in forest resources management and in environmental biology. Forest ecosystem science offers a wide variety of employment opportunities. Graduates work throughout the United States in public agencies, private industry, and for nonprofit organizations. They also are well prepared to enter graduate programs in management of natural resources, ecological research, or other areas of applied forest biology.

The undergraduate curriculum in forest ecosystem science consists of two broad categories of courses. The first category, general education, provides students with knowledge and skills that are useful and important for all educated persons regardless of their profession as well as preparation for advanced courses leading to a specific profession. The second category, professional courses, provides students with direct preparation for a career. The first two years of college usually focus on general education and the second two on the professional studies.

Summer Program

The Summer Program is required for ALL students in forest ecosystem science. Students who completed an A.A.S. degree from the ESF Ranger School meet this requirement through transfer credits. The program is a four-week session that begins at the end of May and lasts through late June. It is taught at ESF's Wanakena Campus in the Adirondacks. The program consists of two courses: FOR 301 Adirondack Forest Ecology and Dendrology and FOR 303 Introduction to Forest Resources Measurements.

Forest ecosystem science students must complete the summer program before the junior year. We encourage students to complete the summer program early because it expands job opportunities.

¹¹ ACC 201 Introduction to Accounting for Non-Management Students (3) or FIN 301 Finance for Non-Management Students (3).

¹² EST 390 Social Processes and the Environment (3), FOR 312 Sociology of Natural Resources (3), or FOR 475 Human Behavior and Recreation Visitor Management (3)

¹³ EFB 390 Wildlife Ecology and Management (4) EFB 487 Fisheries Science and Management (3) or EFB 493 Wildlife Habitats and Populations (4)

Program Admission

Students may follow one of three paths to enter and complete the forest ecosystem science program:

- The freshman path is for students who enter ESF as freshmen and complete all degree requirements at ESF with the Summer Program after the first or second year (first year preferred).
- The combined A.A.S./B.S. path is for students who wish to have more field measurement and field problem-solving skills and leadership development in context of natural resource problems. The first year can be at ESF or another campus and the second year is spent at The Ranger School on the Wanakena campus. Students then complete their B.S. degree requirements at ESF. This path can usually be completed in a total of five years.
- The transfer path is for students who complete all or part of their lower-division coursework at another two- or four-year campus, attend the Summer Program the summer before entering ESF, and complete the upper-division requirements at ESF. Students preparing to transfer to ESF with full junior status must have earned at least 60 credits of college coursework.

Program Requirements

Lower Division Required Courses (44 credits):

| COURSES | | | | CREDITS |
|---------|---------|--|------------------|---------|
| APM | 105 | Calculus and Its Applications I | G ¹⁴ | 4 |
| APM | 391 | Introduction to Probability and Statistics | | 3 |
| CLL | 190 | Writing and the Environment | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment | G | 3 |
| EFB | 101/102 | General Biology I and Laboratory | G | 4 |
| EFB | 103/104 | General Biology II and Laboratory | | 4 |
| ESF | 200 | Information Literacy | | 1 |
| FCH | 150/151 | General Chemistry I and Laboratory | | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | | 4 |
| FOR | 132 | Orientation Seminar: Forest and Natural Resources Management | PE ¹⁵ | 1 |
| FOR | 207 | Introduction to Economics | G | 3 |
| FOR | 332 | Forest Ecology | PE | 3 |
| FOR | 360 | Principles of Management | PE | 3 |
| PHY | 211/221 | General Physics I and Laboratory | | 4 |

Lower Division Elective Courses (18 credits):

| | | |
|---|----|---|
| Directed Electives: Basic Biology ¹⁶ | PE | 6 |
| General Education Course: American History | G | 3 |
| General Education Course: The Arts | G | 3 |
| General Education Course: Western Civilizations | G | 3 |
| General Education Course: Other World Civilizations | G | 3 |

Upper Division Required Summer Courses (4 credits):

The summer following the second year, students must take:

¹⁴ Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet the general education standards established by SUNY is listed on page 8.

¹⁵ Professional education course.

¹⁶ Students should consult with their advisors and read the Forest and Natural Resources Management Handbook for lists of courses that can be elected to meet degree requirements.

| | | | | |
|-----|-----|--|----|---|
| FOR | 301 | Adirondack Forest Ecology and Dendrology | PE | 1 |
| FOR | 303 | Introduction to Forest Resource Measurements | PE | 3 |

Upper Division Required Courses (minimum 25 credits):

| | | | | |
|-----|-----|---|----|---|
| EFB | 336 | Dendrology | PE | 3 |
| ESF | 300 | Introduction to Geospatial Information Technologies | PE | 3 |
| FOR | 322 | Forest Mensuration | PE | 3 |
| FOR | 323 | Forest Biometrics | PE | 3 |
| FOR | 334 | Silviculture | PE | 4 |
| FOR | 345 | Introduction to Soils | PE | 3 |
| FOR | 465 | Natural Resources Policy | PE | 3 |
| FOR | 490 | Integrated Resource Management | PE | 3 |

Upper Division Elective Courses (37 credits):

| | | | |
|--|--|----|----|
| | Directed Electives: Advanced Biology ¹⁶ | PE | 6 |
| | Directed Electives: Ecosystems/Ecology ¹⁶ | PE | 9 |
| | Directed Electives: Management ¹⁶ | PE | 3 |
| | Directed Elective: Human Dimensions ¹⁶ | PE | 3 |
| | Free Electives | | 12 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 128 CREDITS

Undergraduate Minors

Forest and natural resources management students who meet eligibility requirements may complete a minor in marketing, entrepreneurship, general management studies, computer and information technology or the minor in recreation resources and protected area management. The minors consist of courses taught at ESF and at Syracuse University. To be eligible for admission to one of the management minors or the recreation resources minor, students must have a cumulative grade point average of 2.750 or better after one semester at ESF. To be eligible for admission to the minor in computer and information technology, students must have a cumulative grade point average of 2.800 or better after one semester at ESF.

ESF offers a campus-wide minor in urban environmental science that allows students to (1) gain the ability to identify and analyze the biophysical and social aspects of urban environmental issues from a systems science perspective; (2) develop students' awareness of how diverse social, cultural and urbanization forces influence human perception of, and relation to the environment; and (3) foster students' ability to synthesize efficient, equitable and sustainable management, policy and design strategies to improve and sustain the quality of life in the urban community. Graduates of the program can make important professional contributions in forest and natural resources issues like urban forestry, urban hydrology, and urban wildlife. A complete list of required and elective courses is available in the FNRM Handbook. A complete description of minors available to ESF students is on page 10.

Graduate Programs

The Department of Forest and Natural Resources Management (FNRM) offers the master of science (M.S.), the master of professional studies (M.P.S.), the master of forestry (M.F.), and doctor of philosophy (Ph.D.) degrees. The graduate program is organized in areas of study designed to provide students with a strong background within specific interest areas. Faculty with nationally and internationally recognized expertise define the area of study's subject matter and guide students through an individually-designed program of study appropriate to student goals and aspirations. The FNRM graduate program prepares students for careers in resource administration, management, scientific

research, professional education, and a variety of other specialized positions related to the sustainable management of forest ecosystems. Students with non-natural resources bachelor's or master's degree and a strong interest in forests are encouraged to apply.

Master of Forestry (M.F.): The M.F. degree is designed to provide students with non-forestry baccalaureates a professional education in forestry. As such, the degree is designed to be students' first professional degree in forestry. The degree is appropriate for students who want to successfully function as professional foresters on multidisciplinary forest management teams and respond to the challenges related to the sustainable management of local, regional, and global forest resources.

The degree requires at least 30 graduate credits of coursework. At least 24 of the coursework credits must be taken in residence at ESF. Students must also complete a set of core forestry courses that meet the accreditation standards of the Society of American Foresters. The current Forest and Natural Resources Management Graduate Handbook (www.esf.edu/for/GradHandbook.pdf) specifies these requirements.

Master of Professional Studies (M.P.S.): The M.P.S. degree is a coursework-based degree that enables students to increase, define, and integrate their natural science and social science knowledge and expertise in forest and natural resources management. The degree is designed to be the first professional degree in forest and natural resources management. It is appropriate for students with a baccalaureate degree in a natural resources-related discipline interested in enhancing their knowledge of forest and natural resources management, and for students with other baccalaureate degrees seeking an expertise in forest and natural resources management.

The degree requires at least 30 graduate credits of coursework. At least 24 of the course credits must be taken in residence at ESF. Within these credits, students must complete a core of required courses and other requirements. The current Forest and Natural Resources Management Graduate Handbook (www.esf.edu/for/GradHandbook.pdf) specifies these requirements.

Master of Science (M.S.): The M.S. degree enables students to investigate practical forest and natural resources research problems and apply their specialized knowledge to solve those problems. The degree provides students with coherent body of theory and a set of appropriate methods to test that theory by completing a thesis. The M.S. degree is appropriate for students entering professions that require a research-based degree (such as environmental agencies and organizations that focus on science) and for students planning on completing a Ph.D. degree.

The degree requires at least 30 graduate credits, of which 24 are for coursework and six for the thesis. One-half of the 24 hours of coursework must be at the 600-level or above. At least 18 of the coursework credits must be taken in residence at ESF. All students must take one FOR 797 topical seminar and one additional graduate seminar.

Doctor of Philosophy (Ph.D.): The Ph.D. degree is normally built upon a M.S. degree, but in some instances it can be undertaken after a non-research based graduate degree (such as a J.D., M.B.A, M.P.A, or M.P.S. degree). The degree provides students with an opportunity for in-depth study and to conduct a comprehensive scientifically based research program using advanced research tools. Ph.D. dissertations are expected to lead to number of peer-reviewed articles in influential journals. The degree is appropriate for students interested in advanced positions as forest and natural resources educators, managers, and analysts.

The degree requires at least 60 graduate credit hours, of which 48 are for coursework and 12 for the dissertation. One-half of the 48 hours of coursework must be at the 600-level or above. At least 24 coursework credits must be taken in residence at ESF. All students must take one FOR 797 topical seminar and one additional graduate seminar.

Research Facilities and Faculty

FNRM students work with faculty in a variety of sophisticated laboratories. Graduate students have access to diverse analytical equipment and measuring devices, and comprehensive, investigative computing capabilities. Field research occurs throughout the world, particularly in the Northeast. ESF's 25,000 acres on regional New York state campuses and field stations offer a broad diversity of forest ecosystems for teaching and intensive research that evaluates terrestrial and aquatic environments. Faculty and students also pursue research on lands managed by the state Department of Environmental Conservation, USDA Forest Service, U.S. Fish and Wildlife Service, National Park Service, and Bureau of Land Management. Many students also conduct research and serve internships in Washington, D.C., New York City, Albany, and other international, national, regional, and state resource management headquarters.

FNRM graduate students work closely with faculty recognized by their students and peers as among the best in the world. FNRM faculty include SUNY Distinguished Teaching Professors and Distinguished Service Professors, as well as recipients of the SUNY Chancellor's Award for Excellence in Teaching, the SUNY Chancellor's Award for Professional Service, and the ESF President's Public Service Award. More than a third of FNRM professors have been awarded the ESF Distinguished Teacher Award by the ESF student body, many more than once. ESF professors also serve in leadership roles in professional societies.

Funding Opportunities

More than 70 percent of full-time FNRM graduate students receive partial or full support through graduate research or teaching assistantships. Awards range from \$11,060 to \$27,000 per year. All fully-supported students receive tuition scholarships, and health insurance. In addition to assistantships, FNRM annually awards several fellowships, based on students' accomplishments and promise for future professional and personal development. We also offer some graduate student stipends to support semester-long and summer internship experiences.

Collaborative Arrangements

FNRM encourages interdisciplinary graduate programs. This often involves selecting steering committee members from other ESF and Syracuse University departments, or more formally, by arranging for joint study with other college departments and with Syracuse University. Concurrent degree programs that provide the student with two masters' degrees, one from ESF and another from Syracuse University, are available with the following SU schools: School of Management, Maxwell School of Citizenship and Public Affairs, S.I. Newhouse School of Public Communications, and School of Education.

Concurrent degree programs usually add at least an additional year to a 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 by the other school. Students who are interested in any of these programs must complete an application process through the ESF Office of Instruction and Graduate Studies within their first year of study.

Areas of Study

The FNRM graduate degree program offers students opportunities to pursue individualized advanced study in seven areas of study or an interdisciplinary doctoral program. Each area of study description includes a sampling of faculty members' research interests and employment opportunities. With more than 75 graduate students currently in FNRM programs, these examples are only highlights from the wealth of opportunities available. Additional information about each of these areas of study is available by telephone, e-mail, or written request to any of the professors listed, and at: www.esf.edu/for/grad.htm.

Environmental and Natural Resources Policy (M.S., M.P.S.)

Participating Faculty: GERMAIN, LUZADIS, MALMSHEIMER, NEWMAN, WAGNER

The environmental and natural resources policy area includes professional and scientific studies examining how society makes and implements decisions regarding its forest and natural resources. The program exposes students to a coherent body of theory, a set of appropriate methods, and challenging applications. The applications include:

- Forest, environmental, and ecological economics, and
- Forest and natural resources policy.

Faculty members are conducting studies at international, national, state, and local levels on sustainability, implementation and administration of forest and natural resources programs, and economic and institutional influences and impacts of government and nongovernment policies.

Policy graduates find jobs with government, consulting firms, not-for-profit organizations, advocacy groups and academic institutions. Graduates often begin their careers as policy or program analysts and many become leaders in government, legislatures, corporations, consulting firms, and academia at institutions throughout the world.

Forest and natural resources policy students often supplement their ESF coursework with courses from Syracuse University's Maxwell School of Citizenship and Public Affairs. A number of students enroll in a concurrent master of public administration (M.P.A.) degree program.

Forest Ecosystem Science and Applications (M.S., M.P.S., Ph.D.)

Participating Faculty: ABRAHAMSON, BEVILACQUA, BRIGGS, DREW, GERMAIN, MAYNARD, C. NOWAK, NYLAND, VOLK, YANAI

Graduate study in forest ecosystems includes the basic science of biophysical processes and how these processes are manipulated for ecological and social benefit. The applications include:

- Forest ecology and silviculture
- Forest genetics and tree improvement
- Forest soil classification and productivity
- Integrated vegetation management
- Intensive silviculture of plantations
- Nutrient cycling and simulation modeling
- Tree physiology and physiological ecology
- Urban and greenspace forestry

Students focusing on ecological physiology or forest ecology study competitive and synergistic interactions among plants or interactions among plants and the physical environment in urban or forest settings, in the northern hardwood region, or in the tropics. Study in forest genetics focuses on the genetic structure of natural and managed populations of forest trees, or on using the latest tools of biotechnology to enhance the ability of forest trees to resist biotic and abiotic stresses. Students studying nutrient cycling assess the impact of land use on the structure and function of forest soils, or explore methods for ensuring soil stability and productivity. Studies in silviculture and forest tree improvement evaluate the means for altering the composition, character, and dynamics of tree communities of varying composition and the stages of development using information and understanding from ecological, managerial, and social sciences. Besides sustaining stable and resilient forested ecosystems, including plant and animal habitat, forest management often strives to provide ancillary values for recreation and aesthetics, water quality, and the recovery of wood products and other commodities. Students in this area of study frequently take courses in related disciplines such as forest pathology and entomology, plant biotechnology, hydrology and watershed management, wildlife and fisheries biology, landscape architecture, biometrics, forest economics, and forest policy management.

The growing concern with forests as forest ecosystems is expanding the need for professionals in this area of study. Graduates have careers as specialists or researchers with a wide variety of public

agencies, universities, industrial firms, and nonprofit organizations. Opportunities are likely to grow steadily in the U.S. and other nations during the next decade.

Forest Hydrology and Watershed Management (M.S., M.P.S., Ph.D.)

Participating Faculty: STELLA, YANAI

Water quantity and water quality are important to the highly urbanized northeastern U.S. and are among the most pressing environmental issues globally. Within the watershed management and forest hydrology area of study, students have the opportunity to investigate hydrological processes, land use and water quality, and water supply management and policy. The applications include:

- Forest and watershed hydrology
- Hydrologic processes and modeling
- Soil and water conservation
- Water resources policy
- Watershed geospatial modeling and analysis

Students enter this area of study with undergraduate backgrounds in natural resources, environmental sciences, management and policy, and many other areas. Courses in the option are watershed-based and highly interdisciplinary. The option also has strong links to other programs at ESF and Syracuse University in biogeochemistry, engineering, hydrogeology, ecology and numerical modeling. Faculty research focuses on the watershed as the fundamental landscape unit for studying the fluxes of water, energy and matter in the environment. Graduate students' research projects often have ties to externally funded research watersheds in the region and may take the form of combined field, laboratory and modeling studies. Career opportunities exist with all levels of government, and in consulting, research, and education.

Forest Management and Operations (M.F.)

Participating Faculty: BEVILACQUA, BRIGGS, GERMAIN, NOWAK, WAGNER

The master of forestry (M.F.) graduate degree program enables students to integrate knowledge and expertise drawn from both the natural and social sciences and to apply their knowledge to solve practical forest management problems. The primary focus of the program is to provide an opportunity for graduates coming from diverse academic backgrounds with non-forestry baccalaureates to gain a professional education in forestry. As such, the program is designed to be the first professional degree in forestry attained by a student.

Graduates will successfully function as professional foresters on multidisciplinary forest management teams and respond to the challenges related to the sustainable management of local, regional and global forest resources.

Students with an undergraduate degree in a related discipline (e.g., ecology, biology, wildlife, chemistry) can complete the M.F. degree in 12-18 months. Students with a general science background, but little or no natural resources experience, will require 18-24 months to complete the program. More than four semesters may be required for students from non-science backgrounds who need additional basic undergraduate coursework as part of their program of study. The curriculum is designed for fall admission, but spring semester admission is possible.

Natural Resources Management (M.S., M.P.S., Ph.D.)

Participating Faculty: BEIER, BRIGGS, DREW, GERMAIN, LUZADIS, MALMSHEIMER, C. NOWAK, NYLAND, VOLK

The natural resources management area includes professional and scientific studies regarding how organizations make and implement decisions on the ground for forests and related natural resources. The applications include:

- Environmental and ecological economics
- Forest resource management
- International forest policy and management

- Multiple use planning and management
- Urban and community forestry

Graduate studies in this area often integrate other areas of study, especially forest ecosystems, watershed hydrology and management, environmental and natural resource policy, and quantitative methods. Most students include a specialty like economics, statistics, or ecology as part of their graduate program of study. Faculty members conduct studies on urban forests, harvesting practices on small forest ownerships in New York, sustainable forestry practices on private and public forestlands, multiple-use management throughout North America, and social forestry in several tropical nations.

Job opportunities are growing. Industry, government, consulting firms, and not-for-profit organizations employ graduates from this area of study as analysts and managers. Research opportunities are available in both research and operating organizations.

Quantitative Methods in Forest Science and Management (M.S., M.P.S., Ph.D.)

Participating Faculty: BEVILACQUA, STEHMAN, WAGNER, ZHANG

Quantitative techniques are valuable both for managing forest resources and for conducting research on forests. Graduate study of quantitative methods is designed to develop skills in the application of mathematical, statistical, and computer-based problem analysis and solution. The applications include:

- Applied statistics
- Forest growth and yield modeling
- Forest inventory and mensuration
- Geospatial modeling and analysis
- Operations research
- Spatial sampling of environmental factors

Areas of faculty research include statistical methods of sampling and data analysis, optimization methodologies for forest resources management, forest biometrics, and natural resources applications of geographic information systems. Additional courses in quantitative methods are available through Syracuse University. Students enter this area of study with diverse backgrounds. Some students have an undergraduate degree in areas such as the biological sciences, forestry, wildlife, or agriculture, and concentrate on strengthening their quantitative skills. Other students have earned degrees in mathematics, statistics, or computer science, and focus on resource management.

Students who earn their degrees in the quantitative methods area of study have career opportunities as specialists with a wide variety of public organizations, such as the U.S. Forest Service, U.S. Geological Survey, NASA, and state planning agencies. Industrial firms are looking for quantitative experts in a variety of applications, as are consulting firms and some of the major environmental non-profit organizations.

Recreation Resources Management (M.S., M.P.S., Ph.D.)

Participating Faculty: DAWSON, SCHUSTER, KUEHN

Recreation and tourism, including ecotourism, are major economic factors in the U.S. and other nations. Graduate study in this area provides students with a broad understanding of the nature and purpose of outdoor recreation and tourism and how they relate to natural resources. The program emphasizes the role of and inter-relationships between the public and private sectors in providing facilities, services, and programs in recreation and tourism. The applications include:

- Human dimensions of recreational use
- Recreation resource planning
- Wilderness and wildlands management

Faculty research focuses on recreation resource management and the human dimensions of recreational use and management. Individual student 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. Examples of student interest include recreation planning, ecotourism planning, and wilderness visitor management. Coursework in environmental interpretation, management, and other disciplines is encouraged.

Career opportunities exist with a wide variety of public agencies, private firms, and nonprofit organizations. Recreation is a major economic sector in New York and many other states, and often is the top source of foreign exchange in developing nations and nations with strong natural resources bases such as Australia. Recreation studies in many colleges and universities offer career opportunities for graduates who want to combine teaching and research activities.

Environmental and Natural Resources Policy (Ph.D.)

Participating Faculty: GERMAIN, LUZADIS, MALMSHEIMER, MANNO, MORAN, NEWMAN, NORDENSTAM, SENECAH, SMARDON, SONNENFELD, WAGNER

The environmental and natural resources policy Ph.D. program is a collaborative program offered by both the Department of Environmental Studies and the Department of Forest and Natural Resources Management. This study area investigates how societies formulate and implement decisions regarding environmental and natural resources. Doctoral students integrate the biophysical sciences and policy-related social sciences to solve important problems in environmental and natural resources policy with applications throughout the world. The program offers an opportunity to work with outstanding faculty members on applied and theoretical studies.

Faculty members conduct studies at international, national, state and local levels on sustainability, implementation and administration of environmental, natural resources, and forest management programs and economic and institutional influences and impacts of government and non-government policies. The applications include environmental, natural resources and forest policy and administration; and environmental, natural resources, forest and ecological economics.

The environmental and natural resources policy (ENRP) doctoral program is a highly individualized program with coursework and research determined in consultation with the student, major professor, and steering committee. Some coursework requirements may be met by transferring graduate credits as approved by the steering committee. Students may also fulfill coursework requirements by completing courses offered by the Maxwell School of Citizenship and Public Affairs at Syracuse University. Specific degree requirements are described in the Handbook for Environmental and Natural Resources Policy Ph.D., available in 320 Bray Hall, 107 Marshall Hall, and on the ENRP Web site (www.esf.edu/enrp).

Students are expected to complete requirements resulting in a coherent body of theory, a depth of understanding in a specified area of biophysical science, appropriate research methods, and advanced policy analysis and understanding.

The following four core competencies must be satisfied prior to the doctoral candidacy examination. A minimum of 12 credits is required in each area.

- Natural science: graduate courses (500 level or higher) in a definable area of biophysical science
- Policy-related social science: 600-level or higher courses including at least one government course and one economics course
- Research methods: 600-level or higher courses including a general research methods course (required), qualitative methods, quantitative statistical methods, GIS, or spatial statistics
- Advanced environmental and natural resources policy: 600-level or higher courses including policy analysis and program evaluation (required).

Graduates have careers as university professors and advanced policy or program analysts. They often become leaders in government, legislatures, corporations, not-for-profit organizations, advocacy groups and academic institutions, consulting firms and village associations throughout the world.

Department of Landscape Architecture

RICHARD S. HAWKS, Chair
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www.esf.edu/la

Participating Faculty

BLACKENSHIP (Cultural Landscape Studies, Landscape Representation, Design Fundamentals, Preservation History and Theory), BRYANT (Regional Landscape Planning, Urban and Landscape Ecology, Greenway/Parks Planning, Geographic Information Systems), CARTER (Urban Design, City and Regional Planning, Development Process, Sustainable Communities, Planning and Design Theory), CURRY (Site Planning, Urban Analysis and Design, Historic Preservation), CURTIS (Computer Graphics, Computer Aided Design and Drafting, 3D Modeling, Animation), DEMING (Landscape Design, History and Theory, Urban Design, Design Research), DOBLE (Community Planning and Design, Citizen Participation, Site Planning and Design, Graphics, Education), HAWKS, Chair (Community Planning and Design, Rural Town Design, University Campus Master Planning), HOFFMAN (Design with Emphasis on Grading and Drainage, Visual Resources), MILLER (Graphic Communication, Urban Design, Plant Materials), POTTEIGER (Cultural Landscape History, History of Landscape Architecture, Design Theory and Methodology), 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, Sustainable Design and Development, Rural Community Planning), STRIBLEY (Design and Behavior, Public Participation, Urban Design, Parks and Recreation, Site Planning and Design), TOLAND (Landscape and Urban Ecology, Site Design, Urban Infrastructure Planning, Land Planning, Urban Streetscape)

The alteration of the physical environment has been a product of human activity since the earliest human settlements. 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 an enterprise requiring skilled individual effort and often demanding multi-disciplinary 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 one of the largest in the United States, with 15 full-time faculty supported by several adjunct professors, lecturers and visiting instructors. Faculty interests range from design and history to landscape narratives, from materials and construction to regional planning, from ecological planning to urban design, from theoretical landscapes to historic preservation.

The Department of Landscape Architecture offers three degree programs designed to educate students to contribute in varied ways to the wise use of land and landscape. Each 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. Qualified undergraduate students may apply for the combined B.L.A./M.S. fast-track option.

Graduates of programs in landscape architecture find careers in city planning, landscape design, and environmental planning and restoration. Recent graduates are historic landscape preservation architects, landscape architects, landscape contractors, site planners, and urban designers.

Support Facilities

Department of Landscape Architecture members believe 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.

Support facilities within landscape architecture include access to a wide variety of computing equipment and applications for graphics, image processing, AutoCAD, GIS, 3-D modeling, desktop publishing, presentations, and other Internet and professional applications. Advanced computing is supported through the Computer Aided Visualization Laboratory (CAV Lab).

The program also provides individual studio workspace for each student, and office space for special research and public service projects. In addition, the Department of Landscape Architecture maintains an extensive collection of more than 30 years of student projects completed abroad for the LA Off-Campus Program, as well as other archival materials dating to 1913.

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 150 credit hours. Students are accepted into the lower-division landscape architecture program as freshmen or as sophomore transfers and into the upper-division program as junior transfers.

The undergraduate curriculum consists of two broad categories of courses. The first category, general education, provides students with knowledge and skills that are useful and important for all educated persons, regardless of their profession, as well as preparation for advanced courses leading to a specific profession. The second category, professional courses, provides students with direct preparation for a career through practice and application of the basic principles and skills of landscape architecture design, land manipulation and engineering, applied ecology, and communications. Studio instruction holds a special place within the program because it mimics the professional environment where students will integrate these principles and skills in order to solve landscape architectural problems. The number of students in a studio section is limited to 15 because this type of problem-based learning relies on intensive interaction and mentoring relationships with studio faculty. The quality of a student's professional development is monitored in part by a requirement that a grade of C or higher be earned to progress to the next studio.

The major objective of the B.L.A. program is to develop 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 apply to take the examination leading to 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 licensure.

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, not-for-profits, 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 specialties including historic preservation, environmental policy, public administration, recreation, management, and research.

Off-Campus Program

The off-campus program is the Department of Landscape Architecture's undergraduate centerpiece, and one of the most unique educational programs within the State University of New York. Since 1970, more than 1,300 students have studied in more than 50 different countries and throughout the United States.

The off-campus program is centered on the idea of an "experiential studio." It is quite different, however, from most studio- or laboratory-based programs that teach using example and participation. Prior to the off-campus semester, students identify a particular design-related study topic, then develop plans to leave the traditional university setting and travel to locations that are uniquely suited to the topic. Students see and experience exemplary works of landscape architecture in the best locations in the world. At the same time, students learn from experiencing unfamiliar places, cultures and languages, and gain an insight into the natural and cultural environment—a sense of place that is unattainable in the campus classroom. Finally, students learn lessons about themselves and American culture that are equally valuable as landscape architects and as citizens in a larger society.

Studies may take any of several forms—they may be relatively independent, focusing on a particular student's interests and aspirations (self-described study); they may be directed by a faculty member's interests or research (faculty described study); or they may be more applied and directed by a local group or organization on site, similar to an internship arrangement (work study). Each off-campus group is coordinated and advised by a participating faculty member, and assisted by an on-site consultant (usually a local alumna or alumnus, landscape architect, or university professor). Each student spends a full, 15-week semester "off-campus" pursuing the study, earning 15 credit hours. Typically the off-campus study is undertaken during the fall semester of the fifth year.

Each student in the B.L.A. program is required to participate in an off-campus experience and students must achieve a cumulative GPA of 2.000 or greater prior to participation. The off-campus program requires students to pay for tuition, books and materials, room and board, and travel costs to the location of study.

Program Expenses

In addition to the normal college expenses, students must plan for special expenses such as studio equipment and materials, field trips, 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, printing, and materials for studio courses is typically between \$300 and \$400 each semester. Upon submission, studio projects become the property of the Department 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 range between \$300 and \$400.

- 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 for the Off-Campus Semester during the previous academic year, including tuition and travel to and from the study site, were between \$8,000 and \$10,000. However, a few students had expenses as high as \$12,000 because of the study location they chose and the extracurricular opportunities they enjoyed while abroad. Student financial aid is available to assist with a portion of the costs associated with the Off-Campus Semester program.
- Computers. Proficiency with computers and associated design software are essential to the success of students in the landscape architecture curriculum. Students are required to purchase a laptop computer with appropriate software by the beginning of the spring semester for the sophomore year. Equipment guidelines are available from the Department of Landscape Architecture. Anticipated costs for computing equipment (hardware and software) may be between \$2,500 and \$3,500 over the course of the student's tenure at ESF.

Prerequisites for Transfer Entry

The breadth of learning in the B.L.A. program makes it imperative that entering students prepare themselves with a broad range of foundation coursework. The environmental issues that students will engage require a strong background in the natural and social sciences, as well as in the arts and humanities. In addition, competency in graphics, written and oral communication, mathematics, and computer applications is required. Due to the specialized nature of much of this coursework, it is highly recommended that students wishing to transfer into the B.L.A. program consider doing so ***no later than the beginning of the sophomore year***. Students wishing to transfer with greater than beginning sophomore standing are required to submit a portfolio of visually expressive design or graphic work for review. If students have met the sophomore transfer requirements, have completed 62 or more credit hours of coursework at another college or university, and submit portfolio work suggesting they have sufficiently advanced skills in design and graphic communication, they may be granted junior status and can enter into the core B.L.A. studio sequence.

Portfolios

Freshman applicants are not required, but are highly encouraged to submit a portfolio of their creative work for review; transfer applicants seeking greater than first semester sophomore standing are *required* to submit a portfolio as a part of their application for admission.

Faculty members 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 on visually expressive examples, including both traditional and digital 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 no larger than 11-by-17-inch, generally consisting of good-quality photographic or xerographic reproductions, or in Adobe PDF, PowerPoint, or JPEG digital format on standard CD-R, CD-RW, or DVD media. Color slides or prints of large or 3-D work, or digital HTML "Web page" portfolios are also acceptable. Applicants should not send original artwork or rolled materials. Portfolios can be returned if accompanied by a self-addressed, pre-posted return envelope.

Undergraduate Program Requirements

Lower Division Required Courses (41 credits)

| COURSES | | CREDITS | |
|---------|---------|---|------------------|
| CLL | 190 | Writing and the Environment | G ¹ 3 |
| CLL | 290 | Writing, Humanities and the Environment | G 3 |
| CMN | 220 | Public Presentation Skills | 3 |
| EFB | 101/102 | General Biology I and Laboratory | 4 |
| ESF | 200 | Information Literacy | 1 |
| LSA | 132 | Orientation Seminar: Landscape Architecture | 1 |
| LSA | 182 | Drawing Studio | G 3 |
| LSA | 205 | Art, Culture, and Landscape I | G 3 |
| LSA | 206 | Art, Culture, and Landscape II | 3 |
| LSA | 220 | Introduction to Landscape Architecture | 3 |
| LSA | 226 | Foundation Design Studio I | 4 |
| LSA | 227 | Foundation Design Studio II | 4 |
| LSA | 300 | Computer Graphics I | 3 |
| LSA | 311 | Natural Processes in Design and Planning | 3 |

Electives (21 credits)

| | | |
|--|---|---|
| General Education: American History | G | 3 |
| General Education: Social Sciences | G | 3 |
| General Education: Other World Civilizations | G | 3 |
| General Education: Mathematics | G | 3 |
| Biological Science Elective | | 3 |
| Natural/Physical Science Elective | | 3 |

Upper Division Required Courses (76 credits)

| | | | |
|-----|-----|---|----|
| CLL | 410 | Writing for Environmental Professionals | 3 |
| EFB | 334 | Woody Plants in the Natural and Built Landscape | 2 |
| LSA | 312 | Place/Culture/Design | 3 |
| LSA | 326 | Landscape Architectural Design Studio I | 5 |
| LSA | 327 | Landscape Architectural Design Studio II | 5 |
| LSA | 342 | Landscape Architecture Construction Technology | 4 |
| LSA | 343 | Landscape Materials and Structures | 3 |
| LSA | 405 | History of Landscape Architecture | 3 |
| LSA | 422 | Landscape Architectural Design Studio III | 5 |
| LSA | 423 | Landscape Architectural Studio IV | 5 |
| LSA | 424 | Preparation for Off-Campus Design Thesis Studio | 1 |
| LSA | 425 | Orientation for Off-Campus Design Thesis Studio | 3 |
| LSA | 433 | Planting Design and Practice | 3 |
| LSA | 451 | Comprehensive Land Planning | 3 |
| LSA | 455 | Professional Practice in Landscape Architecture | 3 |
| LSA | 460 | Off-Campus Design Thesis Studio | 15 |
| LSA | 461 | Off-Campus Final Presentation Seminar | 1 |

¹Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet general education standards established by SUNY is listed on page 8.

| | | | |
|-----|-----|---|---|
| LSA | 470 | Thematic Landscape Design Studio Ecology Course | 6 |
| | | | 3 |

Electives (12 credits)

| | |
|-----------|----|
| Electives | 12 |
|-----------|----|

TOTAL MINIMUM CREDITS FOR THE DEGREE 150 CREDITS

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 six-year period at the college. Students who apply must have a minimum 3.000 GPA and are accepted into the program during the fall semester of the fourth year of the bachelor of landscape architecture program. The transition between the bachelor of landscape architecture and master of science curriculum requirements begins in the fall of the fifth year. The B.L.A. degree is awarded on completion of all professional requirements and a minimum of 150 credit hours. The M.S. degree is awarded after the completion of 30 graduate credits and successful completion of a research thesis. Depending on the student's needs and research interests, there are two options available for pursuing an off-campus semester or a field research component. The first option (option A) allows students to pursue the off-campus semester with their undergraduate peers. The second option (option B) links the off-campus semester to graduate field research for their theses.

Program Requirements

Fast-Track Option A – Summer start

Fourth Year, Summer

| | | | |
|-----|-----|---|----|
| LSA | 460 | Off-Campus Design Studio Thesis Studio (summer option only) | 15 |
|-----|-----|---|----|

Fifth Year (25-28 credits)

| | | | |
|-----|---------|--|-------|
| LSA | 455 | Professional Practice in Landscape Architecture | 3 |
| LSA | 461 | Off Campus Final Presentation Seminar | 1 |
| LSA | 470/670 | Thematic Landscape Studio | 6 |
| LSA | 596 | Special Topics in Landscape Architecture or equivalent | 3 |
| LSA | 640 | Research Methodology | 3 |
| LSA | 697 | Topics and Issues of Landscape Architecture | Audit |
| LSA | 799 | Thesis Proposal Development | 3 |
| | | Directed Electives | 6-9 |

B.L.A. program completed with a minimum of 150 credits earned

Sixth Year (12-24 credits)

| | | | |
|-----|-----|--------------------------|------|
| LSA | 899 | Master's Thesis Research | 6-12 |
| | | Directed Electives | 6-12 |

Students may register for LSA 899 Master's Thesis Research as necessary for completion up to the time limit of the M.S. program.

M.S. program completed with a minimum of 180 credits (minimum 30 graduate credits)

Fast-Track Option B – Fall start

Fifth Year (24-27 credits)

| | | | |
|-----|---------|---|-------|
| LSA | 455 | Professional Practice in Landscape Architecture | 3 |
| LSA | 470/670 | Thematic Landscape Design Studio | 6 |
| LSA | 596 | Special Topics in Landscape Architecture | 3 |
| LSA | 625 | Orientation for Off-Campus Experiential Studio | Audit |
| LSA | 640 | Research Methodology | 3 |
| LSA | 697 | Topics and Issues of Landscape Architecture | Audit |
| | | Directed Electives | 6-9 |

Fifth Year, Summer (6-12 credits)

| | | | |
|-----|-----|---|----|
| LSA | 760 | Off-Campus Experiential Studio (must be linked to thesis) | 12 |
| | | OR | |
| LSA | 798 | Research Problem (must be linked to thesis) | 6 |

B.L.A. program completed with a minimum of 150 credits

Sixth Year (18-24 credits)

| | | | |
|-----|-----|---------------------------------------|------|
| LSA | 899 | Master's Thesis Research ² | 6-12 |
| | | Graduate-level Directed Electives | 6-12 |

Students may register for LSA 899 Master's Thesis Research as necessary for completion up to the time limit of the M.S. program.

M.S. PROGRAM COMPLETED WITH A MINIMUM OF 180 CREDITS (MINIMUM 30 GRADUATE CREDITS)

Graduate Programs

Graduate studies in landscape architecture attract a broad range of people. Those with undergraduate degrees in landscape architecture may seek specialization within the profession, advanced exploration or 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 (such as humanities or arts and sciences) seek new career options or to focus prior interests through a licensed design and planning profession.

Three degree tracks address the needs of the students with these differing educational backgrounds. The master of science (M.S.) in landscape architecture is a two-year academic degree program for applicants who have completed a first professional degree in landscape architecture or a professional degree in environmental design, planning, or preservation. The degree may be earned through two years of full-time study or up to seven consecutive semesters (3-1/2 years) of study. 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.). This program is for students who intend to complete coursework full-time. 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 B.L.A. 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 options.

The M.S. 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 pre-requisite 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 within the College of Environmental Science and Forestry or at Syracuse University. For additional information about concurrent degree programs, see page 17.

Doctoral level studies in landscape architecture may be tailored in connection with the interdisciplinary Ph.D. program in the Graduate Program in Environmental Science (GPES). Please see The Department of Environmental Studies section of this catalog.

M.L.A. Program Requirements

M.L.A. Required Courses (minimum of 66 credits)

| | | | |
|-----|-----|--|-------|
| LSA | 220 | Introduction to Landscape Architecture | Audit |
| LSA | 500 | Computer Graphics I | 3 |
| LSA | 552 | Graphic Communication | 3 |
| LSA | 600 | Design Studio I | 4 |
| LSA | 601 | Design Studio II | 4 |
| LSA | 605 | History of Landscape Architecture | 3 |
| LSA | 611 | Natural Processes in Planning and Design | 3 |
| LSA | 615 | Site Construction, Grading, Drainage, Road Layout | 3 |
| LSA | 620 | Design Studio III—Advanced Site Design | 4 |
| LSA | 625 | Orientation for Off-Campus Experiential Studio ¹ | 2 |
| LSA | 633 | Planting Design and Practice | 3 |
| LSA | 640 | Research Methodology | 3 |
| LSA | 645 | Construction Documentation Studio | 3 |
| LSA | 650 | Behavioral Factors of Community Design | 3 |
| LSA | 652 | Community Development and Planning Process | 3 |
| LSA | 655 | Professional Practice in Landscape Architecture | 3 |
| LSA | 670 | Thematic Landscape Design Studio | 6 |
| LSA | 697 | Topics and Issues of Landscape Architecture | 1 |
| LSA | 760 | Off-Campus Experiential Studio | 6-12 |
| | | OR | |
| LSA | 898 | Professional Experience | |
| LSA | 799 | Capstone or Thesis Proposal Development | 3 |
| LSA | 800 | Capstone Studio | 6 |
| | | Electives (as determined in consultation with major professor) | |

M.S. Program Requirements

Because the M.S. program serves the advanced professional, course requirements do not address foundation professional courses in landscape architecture. However, the student, in consultation with the major professor and steering committee, has great flexibility in developing a program of study suited to career goals in the chosen area of study.

M.S. Required Courses and Thesis Credits (minimum of 13 credits)

| | | | |
|-----|-----|---|---|
| LSA | 640 | Research Methodology | 3 |
| LSA | 697 | Topics and Issues in Landscape Architecture | 1 |

² Additional semesters of LSA 899 may be completed as necessary.

| | | | |
|--|-----|---|-----------|
| LSA | 799 | Capstone or Thesis Proposal Development | 3 |
| LSA | 899 | Masters Thesis Research: minimum of 6 credits | 6 |
| M.S. Elective Courses (minimum of 17 credits) | | | 17 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 30 CREDITS

Areas of Study

The landscape architecture 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.L.A. and M.S. students opportunities for in-depth exploration in three areas of study: community design and planning, cultural landscape conservation, and landscape and urban ecology.

Community Design and Planning (M.L.A., M.S.)

The purpose of this area is to address design, planning and research with regard to human settlements including discrete traditional communities such as cities, towns, hamlets, and their hinterlands; regional and rural communities connected to agriculture, watersheds and forests; and specialized communities such as institutional and corporate campuses, co-housing and new towns.

The studios, seminars and lecture courses provide introductory and advanced exploration into the theories, principles and practices of design, planning, preservation, and revitalization, as well as the search for new paradigms. The courses are supported by a wide range of electives in departments at the College of Environmental Science and Forestry and Syracuse University. There are also a significant number of opportunities for public service and research in the communities of New York state and beyond.

This area of study is especially appropriate in an era that calls for the redefinition of the American city, the retrofitting of the post-WWII suburb, the conservation and rejuvenation of rural and regional landscapes, and the exploration of traditional and new design paradigms that create sustainable symbiosis of community and place. The courses explore how to design and plan the socially interactive, environmentally sound, aesthetically pleasing settlement patterns that engender a strong sense of place and of citizenship.

There are abundant opportunities for careers in urban design, rural preservation and development, city and regional planning and corporate facilities planning. This focus is for graduate students interested in design, planning and research at the community scale via public, private, academic or nontraditional practice.

Cultural Landscape Studies and Conservation (M.L.A., M.S.)

This area addresses a range of issues germane to the developmental and interpretive history of the cultural landscape. At its most fundamental level, the study area prepares students to address preservation planning and management for a range of cultural landscape types including historic sites and settlements, designed landscapes and vernacular landscapes. There is also a growing set of interdisciplinary methods relevant to cultural landscape studies such as critical history, landscape representation, media, visual perception and reception of landscapes, interpretation, narrative and participatory design. Graduate students may explore and/or integrate these methods with design and conservation practices.

Required courses and directed electives provide the student with introductory and advanced investigations into the history, theory, and practices of cultural landscape design and stewardship, in the context of broader cultural and environmental concerns. Core courses are supported by a wide range of elective offerings both in the College and at Syracuse University.

The study of cultural landscapes is of vital concern in this era of globalization and rapid urban and suburban transformations. Not only are cultural landscapes important places in which we stage our lives, but they are also part of a larger system of cultural and social heritage which affects our identities as individuals, communities and nations. Areas of expertise associated with the study of cultural landscapes include preserving relationships between natural and cultural resources; developing policies and techniques for preservation, rehabilitation, restoration and reconstruction of cultural landscapes; mediating alternative ideas of stewardship and balancing them within a collective sense of place; using cultural landscapes as the basis for contemporary design and development; and understanding the variety and history of human experience through patterns, forms and stories in the landscape.

There are a growing number of domestic and international career opportunities that address cultural landscapes in public, private and academic practices. Graduates might work in fields such as preservation planning, sustainable tourism, land use planning, urban design, interpretive design, or cultural history and theory.

Landscape and Urban Ecology (M.L.A., M.S.)

The purpose of this area of study is to address a range of theoretical and practical applications in landscape and urban ecology as they relate to the practice of landscape architecture. In this contemporary interdisciplinary approach, students will learn about the structure, heterogeneity and ecological processes of a broad range of natural, modified and urban landscapes. People are recognized as an integral part of the landscape and are included as a major focus of research and practice.

Students will have an opportunity to develop a theoretical and analytical framework for describing different landscapes and their ecological components from different levels: the individual organism perspective, a population and community point of view, and ultimately at the ecosystem level.

Landscape ecology includes an integration of landscape issues: disturbance, fragmentation, landscape manipulation, fundamental ecological processes, composition and structure, and environmental influences. Urban ecology includes integration of climatology, geomorphology and soils, hydrology, plant and animal communities, and ecological engineering and restoration. Both landscape and urban ecology are affected by human landscape perceptions, attitudes toward the environment or landscape types, patterns of settlement, and socio-economic issues and behavior. All these elements will be used to develop an understanding of the ecological essence of landscapes in order to design ecologically sustainable settlements that promote human quality of life.

There are growing numbers of domestic and international opportunities that address landscape and urban ecology issues in academic, public, private and nontraditional practice. Graduates might be involved in research and consultancy in urban forestry, ecological design, and urban planning. Employment opportunities for landscape ecologists are most frequently with public agencies, while urban ecologists are more often employed in the private sector.

This study area is supported by a wide range of electives in other departments at ESF and Syracuse University as well as an urban forestry research program of the U.S. Forest Service based at ESF.

Final Integrative Experience

Both M.S. and M.L.A. students must complete an integrative experience. The M.S. student must complete a thesis (6 credits). The thesis may be research in which new, original knowledge is generated, it may be a study that focuses on the application of existing knowledge to a new situation, or it may combine both elements. The M.L.A. student must participate in the capstone studio and complete a 6-credit independent design project 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.

The M.L.A. program requires 66 credit hours. At least 42 of those credit hours must be at the graduate level. The M.S. program requires between 30 and 42 credit hours (depending on background and experience), at least 30 of which must be at the graduate level.

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
 - f. art or architecture history
6. A portfolio of creative work, which may include samples of photography, writing, drawing, digital designs or other related artistic expressions. Portfolios can be returned if accompanied by a self-addressed, pre-posted return envelope.

Students seeking admission to the M.S. program or admission to the M.L.A. program with advanced standing must additionally provide:

1. Transcripts from 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 whose credentials are below this standard.
2. A portfolio of design work (required for M.L.A. program applicants and strongly encouraged for M.S. applicants)

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 toward the credit hours required for the graduate degree.

Applications should be completed prior to February 15 for fall admission. Visits to the college are 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 is 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 Department 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.

Some of the vehicles currently available for research and community service include Your Town—The Citizens Institute for Rural Design, an award-winning program that provides rural planning/design workshops and technical assistance to rural communities throughout the United States; the Center for Community Design Research, a research and public service vehicle for in-depth exploration of community and place, and for imparting design literacy through community education; the Olmsted Center for Landscape Preservation, the technical center of the Northeast Region of the National Park Service, that provides assistance in cultural landscape research, planning, stewardship and education; and the Center for Brownfield Studies, an educational initiative focused on environmental management and the redevelopment of brownfield properties.

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 neighborhood urban design, campus design, arboretum and botanical garden 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 U.S. Forest Service, the New York State Council on the Arts, the State University of New York Construction Fund, the New York State Office of Parks, Recreation and Historic Preservation, private corporations and such communities as the cities of New York, Philadelphia, Syracuse and Utica. Students participate in these projects through funded assistantships, coursework, and independent studies.

Graduate students may take advantage of extensive opportunities to conduct research or do internships abroad. The Department 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 graduate 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. 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), Costa Rica (sustainable futures), Brazil (community design) and Spain (historic Moorish landscapes, and sustainable cities).

Graduate students may also participate in the Ibero-American Consortium on Sustainable Communities. The consortium includes the Department of Landscape Architecture at ESF, the Department of Forest Sciences at the University of Chile, the Department of Forest Engineering at the Polytechnic University of Madrid and the Center for Environmental Studies in Vitoria-Gasteiz, Spain. The agenda for this new consortium includes biennial international conferences on sustainable community planning and design, design competitions, community design charettes, exchanges of students, faculty and staff, parallel and combined research and public service projects, and the founding of landscape architecture programs in Santiago, Chile and Vitoria-Gasteiz, Spain. Graduate students will find opportunities for independent research, classroom/studio studies abroad and for internships, conferences and design charettes. The activities of the consortium are particularly (but not exclusively) geared to the interests of students seeking preparation in landscape and urban ecology.

The sustainable futures studio is an off-campus program offered during the summer in cooperation with the Monteverde Institute in Monteverde, Costa Rica. Students who have completed at least their

junior year with a cumulative GPA of 3.0 or better may apply to participate in the program as a means to satisfy the off-campus program requirement. Sustainable futures is a studio internship through which participating students undertake a range of service learning community design and planning projects for existing rural communities and non-governmental organizations (NGO) in the Monteverde region. The internship work focuses on sustainable design and development and includes a multidisciplinary design studio with architects, landscape architects and urban planners; lecture and seminar components in sustainable design, ecotourism, and local culture and ecology; and intensive Spanish language training. The studio is co-sponsored by SUNY-ESF, SUNY Buffalo, the University of Maryland, and the University of Illinois.

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, such as architecture, geography, and the Maxwell School of Citizenship and 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 region. This centralized location also provides easy access to major metropolitan centers such as 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.

Department of Paper and Bioprocess Engineering

GARY M. SCOTT, Chair
205 Walters Hall, 315-470-6501 FAX 315-470-6945
www.esf.edu/pbe

Participating Faculty:

AMIDON (Biorefinery, Fiber Properties, Paper Properties, Management, Pulping, Bleaching, De-inking), BUJANOVIC (Chemistry of Lignocellulosics and Products, Lignin Structure and Reactivity, Pulping, Bleaching), S. CHATTERJEE (Transport Phenomena, Design, Simulation, Pollution Abatement), BUJANOVIC (Chemistry of Lignocellulosics and Products, Lignin Structure and Reactivity, Pulping, Bleaching), DOELLE (Papermaking, Paper Fillers, Recycling, Renewable Energy, Bioprocesses, CO₂ Reduction), FRANCIS (Bioenergy, Chemical Engineering, Pulping), LAI (Chemistry of Wood, Pulping, and Bleaching, Lignin Reactivity and Utilization, Biomass Fractionation, Bioproduct Development), LIU (Upstream and Downstream Bioprocess Bioengineering, Fermentation, Kinetics, Separation, Pulping, Bleaching, Fiber Properties), RAMARAO (Chemical Engineering, Instrumentation, Flow Phenomena, Process Control), SCOTT, Chair (Biotechnology, Bioprocess Engineering, Paper Machine Operations, Recycling, Modeling)

The paper engineering, paper science, and bioprocess engineering programs provide a broad base of study in the field of paper and bio-based products to prepare graduates for professional positions in the pulp, paper, bioenergy, biochemicals, biomaterials, bioproduct, pharmaceutical, and other industries. This bio-based industry is the fifth largest in the nation and is very strong internationally. The College pioneered instruction for the pulp and paper industry in 1920 with the formation of a paper science and engineering department and has maintained a leading position in this area of professional education. Recently, the department's pioneering efforts have led to new technologies in the biorefinery, biochemical, and bioprocessing areas. The expanded bioprocess engineering program is one of the first of its kind in the United States.

These programs have a long-standing reputation for preparing graduates for such rewarding positions as research chemists, biotechnology scientists, process engineers, technical service representatives, and managers. 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 bio-based industries. Other graduates have gone on to successful careers in medical, chemical and other varied fields.

The programs provide education in the physical sciences and chemical engineering, with specific emphasis on those aspects that relate to the sustainable manufacture of pulp and paper, and other products from wood and other lignocellulosic materials. This includes the chemistry, anatomy, and components of wood; the conversion of wood to pulp, paper, and other products; and the chemistry and physics of paper and paper formation. The engineering programs include the basics of chemical engineering with a foundation of unit operations and specialized courses, for example, in air and water pollution abatement from an industrial perspective. The paper engineering program extends this foundation to present a chemical engineering education tailored specifically to the pulp and paper industry. The bioprocess engineering program extends a chemical engineering education with a focus on biomass feedstocks and biological processes rather than a focus on petroleum. The industry is now using advanced chemistry and biotechnology to improve its utilization of renewable carbon and hydrogen in lignocellulosics. The paper science program takes a more science-based (e.g., chemistry or biology) approach to the study of pulp and paper systems. With the science program, students are able to more deeply explore a particular aspect of the industry. The paper engineering and paper science programs have identical first years, allowing students to

switch between programs without loss of course credits. Similar lower-division schedules among all three programs allow students to switch programs with only minimal disruption.

The Department of Paper and Bioprocess Engineering is located in Walters Hall, which is devoted to education and research in pulp, paper, bioproduct, bioenergy, and allied fields. 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 cleaning and screening, recycling, refining, 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 includes various methods of paper recycling and waste treatment. A state-of-the-art laboratory for testing paper and other materials is in service. A modern bioprocess engineering lab includes fermenters, spectrophotometer, shakers, anaerobic chamber, incubators, autoclaves, bio- and chemical reactors. Pilot facilities also include equipment for the biological treatment and the separation processes for production of specialized chemicals and polymers from wood, including a 400-liter fermenter, nanoseparation equipment, and incubators for the growth of ligninolytic organisms. This equipment, as well as the extensive chemical engineering laboratory, is employed for both education and research. Computer hardware and software are continually updated for teaching and research in process control and simulation.

The paper engineering program is accredited by the Engineering Accreditation Commission/Accreditation Board for Engineering and Technology (EAC/ABET).

Bachelor of Science in Bioprocess Engineering

The bioprocess engineering program prepares students for careers as engineers in biological and process-related fields, filling positions that are typically filled by chemical engineers following additional education, specifically in biotechnology. As we begin the 21st century, growth and development worldwide will need to be done in an ecologically-friendly manner that looks to the long-term future of the environment. The bioprocess engineering program seeks to educate engineers versed in the traditional chemical engineering fields with a focus on developing chemicals, commodity and specialty products, and energy from sustainable sources, especially from wood and other lignocellulosic materials rather than non-renewable sources such as fossil fuels.

Students study a broad base of topics including the fundamentals of engineering focused on the chemical and biological processing of raw materials, especially from renewable and sustainable sources. Emphasis in this program is on using renewable biomass resources to replace petroleum in energy and industrial product applications. Examples of such technology include the sustainable production of ethanol, acetic acid, polymers, and other chemicals that have traditionally been produced from fossil fuels such as oil, coal, and natural gas.

Students gain valuable experience through a capstone-design experience in which they work on significant problems in the design and implementation of new technologies. In addition, a summer internship is required of all students during which they gain valuable skills and experience in terms of technical knowledge and professional development. Both of these experiences serve to integrate the knowledge gained in their coursework with real-world work experiences commonly seen in their first positions after graduation.

The curriculum consists of a number of categories of courses. The general education component, which is required of all ESF students, broadens the students' perspectives on global and societal issues, an

important component of any education. Students also take a number of courses in math and the basic sciences — chemistry, physics, and biology — to provide the background for the courses that prepare students for engineering practice. The engineering courses cover a variety of topics that are traditional for a chemical engineering program, supplemented with courses specific to bioprocess engineering. Students are encouraged to select courses concentrated in a specific area: Biomolecular Engineering, Biochemical Engineering, Biopolymer Engineering, Bioenergy Engineering, or Environmental Engineering.

Students may be admitted to the bioprocess engineering program as first-year students with appropriate science backgrounds from their high school or as transfer students at any level with accommodations for coursework requirements. Students who have the associate degree in engineering science, chemical technology, biological sciences, or general science and mathematics are encouraged to apply as transfer students.

Undergraduate Program Requirements

Lower Division Required Courses (52 credits)

| | | | | |
|-----|---------|---|-------------------|---|
| APM | 153 | Computing Methods | PE ¹ | 3 |
| APM | 485 | Differential Equations for Engineers and Scientists | M ² | 3 |
| BPE | 132 | Orientation Seminar: Bioprocess Engineering | ES ³ | 1 |
| CLL | 190 | Writing and the Environment | G ⁴ | 3 |
| CLL | 290 | Writing, Humanities, and the Environment | G | 3 |
| EFB | 103/104 | General Biology II and Laboratory | G,NS ⁵ | 4 |
| FCH | 150/151 | General Chemistry I and Laboratory | NS | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | NS | 4 |
| FCH | 221/222 | Organic Chemistry I and Laboratory | NS | 4 |
| FCH | 223/224 | Organic Chemistry II and Laboratory | NS | 4 |
| FOR | 207 | Introduction to Economics | G | 3 |
| MAT | 295 | Calculus I | G,M | 4 |
| MAT | 296 | Calculus II | M | 4 |
| MAT | 397 | Calculus III | M | 4 |
| PHY | 211/221 | General Physics I and Laboratory | G,NS | 4 |

Electives (12 credits)

| | | | |
|--|--|---|---|
| | General Education Course: American History | G | 3 |
| | General Education Course: Western Civilization | G | 3 |
| | General Education Course: Other World Civilization | G | 3 |
| | General Education Course: The Arts | G | 3 |

Upper Division Required Courses (39 credits)

| | | | | |
|-----|-----|---|----|---|
| APM | 391 | Introduction to Probability and Statistics | M | 3 |
| BPE | 304 | Summer Internship in Bioprocess Engineering OR | ES | 2 |
| | 305 | Co-op Experience in Bioprocess Engineering | | |

¹ Professional education course

² Math course

³ Engineering science course

⁴ Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet the general education standards established by SUNY is listed on page 8.

⁵ Natural science course

| | | Engineering OR | | |
|-----|---------|---|------------------|---|
| | 498 | Research Experience in Bioprocess Engineering | | |
| BPE | 310 | Colloid and Interface Science | ENG ⁶ | 3 |
| BPE | 335/336 | Transport Phenomena and Laboratory | ENG | 4 |
| BPE | 420 | Bioseparations | ENG | 3 |
| BPE | 421 | Bioprocess Kinetics and Systems Engineering | ENG | 3 |
| BPE | 440 | Bioprocess and Systems Laboratory | ENG | 3 |
| BPE | 481 | Bioprocess Engineering Design | ENG | 3 |
| CLL | 405 | Writing for Science Professionals | | 2 |
| ESF | 200 | Information Literacy | | 1 |
| PSE | 361 | Engineering Thermodynamics | ENG | 3 |
| PSE | 370 | Principles of Mass and Energy Balances | ENG | 3 |
| PSE | 371 | Fluid Mechanics | ENG | 3 |
| PSE | 480 | Engineering Design Economics | ENG | 3 |

Electives (6 credits)

Directed Electives (18 credits)

| | |
|-------------------------------------|------|
| Biology or Biochemistry Electives | 3-9 |
| Chemistry or Biochemistry Electives | 3-9 |
| Engineering Electives | 9-12 |
| Any above | 3 |

The lists of directed elective courses is available in the student handbook and from the student's advisor. Students are encouraged to select elective courses to focus one concentration area among: Biomolecular Engineering, Biochemical Engineering, Biopolymer Engineering, Bioenergy Engineering, or Environmental Engineering.

Biology Elective Courses (at least 3 credits can be supplemented or replaced by biochemistry electives)

| | | | |
|-----|---------|---|---|
| BTC | 401 | Molecular Biology Techniques | 3 |
| BTC | 425 | Plant Biotechnology | 3 |
| BTC | 426 | Plant Tissue Culture Methods | 3 |
| EFB | 101/102 | General Biology I and Laboratory | 4 |
| EFB | 120 | The Global Environment & the Evolution of Human Society | 3 |
| EFB | 303 | Introductory Environmental Microbiology | 4 |
| EFB | 307 | Principles of Genetics | 3 |
| EFB | 308 | Principles of Genetics Laboratory | 1 |
| EFB | 320 | General Ecology | 4 |
| EFB | 325 | Cell Physiology | 3 |
| EFB | 326 | Diversity of Plants | 3 |
| EFB | 336 | Dendrology | 3 |
| EFB | 400 | Toxic Health Hazards | 3 |
| EFB | 413 | Introduction to Conservation Biology | 3 |
| EFB | 427 | Plant Developmental Biology | 3 |
| EFB | 440 | Mycology | 3 |
| EFB | 505 | Microbial Ecology | 3 |
| EFB | 516 | Ecosystems | 3 |
| EFB | 518 | Systems Ecology | 4 |
| EFB | 522 | Ecology, Resources and Development | 2 |
| EFB | 530 | Plant Physiology | 3 |
| EFB | 531 | Plant Physiology Laboratory | 2 |
| FOR | 321 | Forest Ecology and Silviculture | 3 |
| FOR | 345 | Introduction to Soils | 3 |
| WPE | 376 | Decay of Wood Products | 3 |

⁶ Engineering course

Chemistry Elective Courses (at least 3 credits, can be supplemented or replaced by biochemistry electives)

| | | | |
|-----|-----|--------------------------------------|---|
| CHE | 375 | Structural and Physical Biochemistry | 3 |
| FCH | 380 | Analytical Chemistry I | 3 |
| FCH | 381 | Analytical Chemistry II | 3 |
| FCH | 390 | Drugs from the Wild | 3 |
| FCH | 440 | Introduction to Chemical Ecology | 3 |
| FCH | 524 | Topics in Natural Products Chemistry | 3 |
| PSE | 350 | Pulping and Bleaching Processes | 3 |

Biochemistry Elective Courses

| | | | |
|-----|-----|------------------|---|
| FCH | 530 | Biochemistry I | 3 |
| FCH | 531 | Biochemistry Lab | 3 |
| FCH | 532 | Biochemistry II | 3 |

Engineering Elective Courses (at least 9 credits)

| | | | |
|-----|-----|--|---|
| CEN | 461 | Environmental Chemistry and Analysis | 3 |
| CEN | 545 | Physicochemical Methods in Waste Treatment | 3 |
| CIE | 341 | Environmental Engineering I | 3 |
| CIE | 342 | Environmental Engineering II | 4 |
| ERE | 223 | Statics and Dynamics | 3 |
| ERE | 362 | Mechanics of Materials | 3 |
| ERE | 440 | Water Pollution Engineering | 3 |
| ERE | 441 | Air Pollution Engineering | 3 |
| ERE | 506 | Hazardous Waste Management | 3 |

Students must take at least 9 credits of additional courses in engineering. At least one course must be from the environmental engineering courses listed above. Additional engineering electives may be any upper-division engineering course approved by the advisor. The directed electives must total at least 18 credits.

TOTAL MINIMUM CREDITS FOR THE DEGREE **127**

Summer Orientation Program

All entering students (both first-year and transfer students) in the bioprocess engineering program are required to participate in the BPE Orientation Program (BPE 132). It is quite beneficial for students to attend this orientation before starting classes, as the student can learn a great deal about the curriculum and the bioprocess industry. The purpose of the program is to familiarize the student with the basic aspects of the bioprocess industry, to prepare the student for the fall courses, and to prepare the student for summer job interviews that also begin in the fall semester. The orientation program includes tours of industrial facilities and extensive discussions of the tours.

Internships, Co-ops, and Research Experiences

Bioprocess engineering students enjoy the advantage of hands-on learning in the bioprocess and allied industries through internships and co-ops. All students are required to complete a two-credit internship, co-op, or research program in the industry. Internships provide students with valuable experience, financial benefits, and two credits toward graduation. Students must submit a report and give a presentation 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 more highly recruited for permanent employment.

The co-op position, when taken in conjunction with the summer internship, consists of a work period approximately seven 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 year to complete the degree requirements. Co-op students are enrolled for two credits and are required to submit a project report to fulfill the requirements for the class.

The employment interview schedule generally begins in mid-October with scheduling preference given to Syracuse Pulp and Paper Foundation member companies. Some companies schedule interviews for co-ops and summer internships at the same time they hold interviews for permanent positions. Other companies choose to hold interviews for co-ops and interns in the spring semester.

Bachelor of Science in Paper Engineering

The paper engineering program is designed to provide greater depth in chemical engineering education for students preparing for an engineering career in the pulp, paper, and allied industries as well as many other industries. Students graduating from this program are well-suited for employment as process engineers in the paper and allied chemical industry, as well as many other career opportunities. Graduates are well prepared to move into assignments in the engineering field and advance quickly to positions of responsibility in the analysis and design of processes, products and equipment.

Courses present the principles of engineering with the disciplines and examples selected especially for the pulp and paper industry. Courses include study in the basic sciences—chemistry, physics, computer science—as well as engineering topics such as statics and dynamics, mechanics, thermodynamics, transport phenomena, electricity, and design. The general education component, which is required of all ESF students, broadens the students' perspectives on global and societal issues, an important component of any education. The engineering courses cover a variety of topics that are traditional for a chemical engineering program, supplemented with courses specific to pulp and paper engineering.

Students in the program gain valuable experience through a capstone design experience in which they work on significant problems in the design and implementation of new technologies, typically in conjunction with a local recycled-paper mill. In addition, a summer internship is required of all students in which they gain valuable skills and experience in terms of technical knowledge and professional development. Both of these experiences serve to integrate the knowledge gained in their coursework with real-world work experiences commonly seen in their first positions after graduation.

Students may enter the bachelor of science program as first-year students or as transfer students at any class level with accommodations for program requirements. Students who have the associate degree in engineering science, chemical technology, general engineering, chemistry, or general science and mathematics are encouraged to apply as transfer students.

Undergraduate Program Requirements

Lower Division Required Courses (55 credits)

| COURSES | | | CREDITS | |
|---------|-----|---|-----------------|---|
| APM | 153 | Computing Methods | PE ⁷ | 3 |
| APM | 485 | Differential Equations for Engineers and Scientists | M ⁸ | 3 |
| CLL | 190 | Writing and the Environment | G ⁹ | 3 |
| CLL | 290 | Writing, Humanities and the Environment | G | 3 |
| ERE | 225 | Engineering Graphics | PE | 1 |

⁷ Professional education course

⁸ Math course

⁹ Meets the requirements for general education skills and knowledge area. A complete listing of ESF or Syracuse University courses that meet the general education standards established by SUNY is listed on page 8.

| | | | | |
|-----|---------|-------------------------------------|---------------------|---|
| FCH | 150/151 | General Chemistry I and Laboratory | G, NS ¹⁰ | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | NS | 4 |
| FCH | 221/222 | Organic Chemistry I and Laboratory | NS | 4 |
| FCH | 223/224 | Organic Chemistry II and Laboratory | NS | 4 |
| FCH | 380 | Analytical Chemistry I | NS | 3 |
| FOR | 207 | Introduction to Economics | G | 3 |
| MAT | 295 | Calculus I | G,M | 4 |
| MAT | 296 | Calculus II | M | 4 |
| MAT | 397 | Calculus III | M | 4 |
| PHY | 211/221 | General Physics I and Laboratory | G,NS | 4 |
| PHY | 212/222 | General Physics II and Laboratory | NS | 4 |

Electives (12 credits)

| | | | |
|--|---|---|---|
| | General Education Course: American History | G | 3 |
| | General Education Course: Western Civilization | G | 3 |
| | General Education Course: Other World Civilizations | G | 3 |
| | General Education Course: The Arts | G | 3 |

Upper Division Required Courses (55 credits)

| | | | | |
|-----|-----|--|-------------------|---|
| APM | 391 | Introduction to Probability and Statistics | M | 3 |
| BPE | 335 | Transport Phenomena | ENG ¹¹ | 3 |
| CLL | 405 | Writing for Science Professionals | PE | 3 |
| ERE | 440 | Water Pollution Engineering | ENG | 3 |
| ESF | 200 | Information Literacy | PE | 1 |
| FCH | 360 | Physical Chemistry I | NS | 3 |
| PSE | 132 | Orientation Seminar: Paper Science and Engineering | ES ¹² | 1 |
| PSE | 300 | Introduction to Papermaking | ES | 3 |
| PSE | 302 | Pulp and Paper Laboratory Skills | ES | 1 |
| PSE | 304 | Mill Experience | ES | 2 |
| PSE | 350 | Pulping and Bleaching Processes | ES | 3 |
| PSE | 351 | Pulping and Bleaching Laboratory | ES | 2 |
| PSE | 361 | Engineering Thermodynamics | ENG | 3 |
| PSE | 370 | Principles of Mass and Energy Balances | ENG | 3 |
| PSE | 371 | Fluid Mechanics | ENG | 3 |
| PSE | 436 | Pulp and Paper Unit Operations | ENG | 3 |
| PSE | 465 | Paper Properties | ES | 4 |
| PSE | 468 | Papermaking Processes | ES | 3 |
| PSE | 480 | Engineering Design Economics | ENG | 3 |
| PSE | 481 | Engineering Design | ENG | 3 |
| WPE | 386 | Structures and Properties of Wood | PE | 2 |
| WPE | 390 | Fiber Identification Laboratory | PE | 1 |

Science Directed Electives (6 credits)

Select from the following:

| | | | | |
|-----|-----|-------------------------------|----|---|
| FCH | 361 | Physical Chemistry II | NS | 3 |
| PSE | 466 | Paper Coating And Converting | ES | 3 |
| PSE | 467 | Papermaking Wet End Chemistry | ES | 3 |

Engineering Directed Electives (12 credits)

Select from the following:

| | | | | |
|-----|-----|---------------------------------------|-----|---|
| ELE | 231 | Electrical Engineering Fundamentals I | ENG | 3 |
|-----|-----|---------------------------------------|-----|---|

¹⁰ Natural science course

¹¹ Engineering course

¹² Engineering science course

| | | | | |
|-----|-----|---------------------------|-----|---|
| ERE | 223 | Statics And Dynamics | ENG | 4 |
| ERE | 362 | Mechanics Of Materials | ENG | 3 |
| ERE | 441 | Air Pollution Engineering | ENG | 3 |
| PSE | 477 | Process Control | ENG | 3 |

TOTAL MINIMUM CREDITS FOR THE DEGREE

140 CREDITS

Bachelor of Science in Paper Science

The paper science program allows those students who are more science-focused to prepare for careers in the pulp, paper, and allied industries. Students graduating from this program are well-suited for employment in many different facets of the industry, the allied chemical industry, as well as in applications of chemistry and biology. This program prepares the student for careers in the technical, managerial, or technical representative areas that extend in many directions.

The program consists mainly of chemistry, some engineering courses, and specialized courses relating to the manufacture and use of pulp and paper products. The student may choose to complete one of the options described below, with some options requiring the completion of a minor. The option electives allow the student to specialize in a subject area of interest. This program prepares the student for careers in the technical, management, or technical representative areas with opportunities to extend interests in other directions.

Students may be admitted to the paper science program as first-year students with appropriate science backgrounds from their high school or as transfers at any level with accommodations for coursework requirements. Students who have the associate degree in engineering science, chemical technology, or science and mathematics are encouraged to apply as transfer students.

Undergraduate Program Requirements

Lower Division Required Courses (48 credits)

| | | | | |
|-----|---------|---|---------------------|---|
| APM | 153 | Computing Methods | PE | 3 |
| CLL | 190 | Writing and the Environment | G | 3 |
| CLL | 290 | Writing, Humanities and the Environment | G | 3 |
| ERE | 225 | Engineering Graphics | PE | 1 |
| FCH | 150/151 | General Chemistry I and Laboratory | G, NS ¹³ | 4 |
| FCH | 152/153 | General Chemistry II and Laboratory | NS | 4 |
| FCH | 221/222 | Organic Chemistry I and Laboratory | NS | 4 |
| FCH | 223/224 | Organic Chemistry II and Laboratory | NS | 4 |
| FCH | 380 | Analytical Chemistry I | NS | 3 |
| FOR | 207 | Introduction to Economics | G | 3 |
| MAT | 295 | Calculus I | G,M | 4 |
| MAT | 296 | Calculus II | M | 4 |
| MAT | 397 | Calculus III | M | 4 |
| PHY | 211/221 | General Physics I and Laboratory | G,NS | 4 |
| PHY | 212/222 | General Physics II and Laboratory | NS | 4 |

Electives (12 credits)

| | | | |
|--|---|---|---|
| | General Education Course: American History | G | 3 |
| | General Education Course: Western Civilization | G | 3 |
| | General Education Course: Other World Civilizations | G | 3 |
| | General Education Course: The Arts | G | 3 |

¹³ Natural science course

Upper Division Required Courses (40 credits)

| | | | | |
|-----|-----|--|-------------------|---|
| CLL | 405 | Writing for Science Professionals | | 3 |
| ESF | 200 | Information Literacy | | 1 |
| FCH | 360 | Physical Chemistry I | | 3 |
| FCH | 361 | Physical Chemistry II | | 3 |
| PSE | 132 | Orientation Seminar: Paper Science and Engineering | ES | 1 |
| PSE | 300 | Introduction to Papermaking | ES | 3 |
| PSE | 302 | Pulp and Paper Laboratory Skills | ES | 1 |
| PSE | 304 | Mill Experience | ES | 2 |
| PSE | 350 | Pulping and Bleaching Processes | ES | 3 |
| PSE | 351 | Pulping and Bleaching Laboratory | ES | 2 |
| PSE | 370 | Principles of Mass and Energy Balances | ENG ¹⁴ | 3 |
| PSE | 465 | Paper Properties | ES | 4 |
| PSE | 466 | Paper Coating and Converting | ES | 3 |
| PSE | 467 | Papermaking Wet End Chemistry | ES | 3 |
| PSE | 468 | Papermaking Processes | ES | 3 |
| WPE | 386 | Structures and Properties of Wood | | 2 |
| WPE | 390 | Fiber Identification Laboratory | | 1 |

Engineering Electives (12 credits selected from the following:)

| | | | | |
|-----|-----|--------------------------------|-----|---|
| BPE | 335 | Transport Phenomena | ENG | 3 |
| ERE | 440 | Water Pollution Engineering | ENG | 3 |
| ERE | 441 | Air Pollution Engineering | ENG | 3 |
| PSE | 361 | Engineering Thermodynamics | ENG | 3 |
| PSE | 371 | Fluid Mechanics | ENG | 3 |
| PSE | 436 | Pulp and Paper Unit Operations | ENG | 3 |
| PSE | 477 | Process Control | ENG | 3 |
| PSE | 480 | Engineering Design Economics | ENG | 3 |
| PSE | 481 | Engineering Design | ENG | 3 |

Technical Elective Courses (14-18 credits)

Students completing the paper science program must complete 14-18 credits of technical electives in order to satisfy the graduation requirements. Courses taken to satisfy the engineering electives above cannot also be used to satisfy the technical elective requirement. This technical elective requirement can be satisfied by completing one of the collegewide minors listed below:

- Bioprocess Science
- Computer and Information Technology
- Construction Management
- Entrepreneurship
- General Management Studies
- Marketing

Students not completing one of the listed minors must complete at least 14 credits of department-approved technical elective concentration coursework in the following areas:

- Biology
- Chemistry
- Pollution abatement
- Applied mathematics
- Computer modeling
- Mechanics
- Engineering design
- Materials science
- Forestry and forest management
- Biotechnology
- Wood science
- Other department-approved areas

Free Electives (3-6 credits)**TOTAL MINIMUM CREDITS FOR THE DEGREE****132 CREDITS****Summer Orientation Program**

All entering students (both freshman and transfer students) in the paper science or paper engineering programs are required to participate in the PSE 132 Orientation Program. The purpose of the program is to familiarize the student with the basic aspects of the paper industry, to prepare the student for the fall courses, and to prepare the student for summer job interviews that also begin in the fall semester. The orientation program includes tours of pulp and paper mills and extensive discussions of the tours. It is quite beneficial for students to attend this orientation before starting classes, as the student can learn a great deal about the curriculum and the paper industry.

Internships and Co-ops

Paper science and paper engineering students enjoy the advantage of hands-on learning in the pulp, paper, and allied industries through paid internships and co-ops. All 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 recruited for permanent employment.

The co-op position is approximately seven 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 year to complete degree requirements. Co-op students are enrolled for two credits 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 generally begins in mid-October with scheduling preference given to Syracuse Pulp and Paper Foundation member companies. Some companies schedule interviews for co-ops and summer internships at the same time they hold interviews for permanent positions. Other companies choose to hold interviews for co-ops and interns in the spring semester.

Minors

Students are eligible to take any of the minors that are offered at ESF. The two minors most commonly completed are the general management studies minor and the computer and information technology minor, which are summarized below. See page 10 for complete description of the course requirements for these and other minors at ESF.

Bioprocess Science Minor

The bioprocess science minor is available to students in the paper science and paper engineering programs who maintain a minimum cumulative GPA of 2.8, and who desire to develop greater knowledge of bioprocess science and its related fields.

Computer and Information Technology Minor

The computer and information technology minor is available to all ESF undergraduates who want to develop greater skill in computer science and information technology applications. By understanding of the basic principles behind software development, students can more effectively use these tools in their chosen fields. The minor courses can be used to satisfy the technical electives in the paper science program.

General Management Studies Minor

The general management studies minor may be taken in conjunction with the bioprocess science, paper science, or paper engineering programs. In the paper science program, the minor courses can be used to satisfy the technical electives. Students should complete a course in microeconomics and a course in accounting prior to entering the junior year.

¹⁴ Engineering course

Paper Science Minor

The paper science minor is available to students in the bioprocess engineering program who maintain a minimum cumulative GPA of 2.8 and who desire to develop greater knowledge of paper science and its related fields.

Graduate Program

The department participates in graduate education leading to the master of science, master of professional studies, and doctor of philosophy degrees through the Division of Engineering. See page 47 for more information.

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 as well as other products, chemicals, and energy from sustainable raw material sources. Individual study programs are designed to meet specific personal needs.

An important component of the M.S. and Ph.D. programs is thesis research under direction of a major professor. Much of this research is carried out under the auspices of one of the premier research institutes of the world, the Empire State Paper Research Institute (ESPRI), a renowned organization supported jointly by ESF and the Empire State Paper Research Associates, an international consortium of leading industrial companies. ESPRI's research activities aim to generate new information regarding the fundamentals, the science,

the engineering and the technology of the production of products and chemicals from renewable resources such as wood in an ecologically sound manner. Recent work has been directed to fundamental investigations of pulping, bleaching, coproducts from wood, additives, paper recycling, effluent disposal, the papermaking process, the properties of paper, reactions of wood components during mechanical and chemical treatments, novel wood component separation techniques, new biotechnologically based pulping methods, process modeling paradigms, 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 departments. Examples of such projects include a wide-ranging study of toxicity of paper industry effluents in cooperation with the Department 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 supercomputers.

The department 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.

The Ranger School

CHRISTOPHER L. WESTBROOK, Director
Wanakena Campus, 315-848-2566 FAX 315-848-3249
www.esf.edu/rangerschool

Participating Faculty

ALLEN (Timber Harvesting and Transportation, Fire Control), BRIDGEN (Silviculture, Dendrology, Aerial Photogrammetry, Utilization), GARRISON-JOHNSTON (Ecology, Forest Management, Forest Protection) SAVAGE (Forest Mensuration, Recreation, Wildlife, Dendrology), WEBB (Surveying), WESTBROOK, Director (Surveying, Leadership and Problem Solving, Water)

Visiting Faculty

BENZEL, KENNEDY, SEHNERT, SISKAVICH

About The Ranger School

In 1912, approximately 2,800 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 Ranger School has trained nearly 4,000 graduates, most of whom are now working in a variety of forestry professions, and it has earned The Ranger School a national reputation for excellence. The program is administered by and is an integral part of the Department of Forest and Natural Resources Management. 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 curriculum educates students in forest and surveying technologies. The degree of associate in applied science (A.A.S.) in forest technology or land surveying technology is awarded. Within the curriculum there are two areas of study: forest technology and surveying. Fall semester coursework is the same for forest technology and surveying students. In the spring semester, however, students interested in surveying take 18 credit hours of surveying coursework in place of forestry-oriented courses.

Since The Ranger School is situated within a forest, some applicants may mistakenly believe that the experience is one of forest lore and wilderness survival. We strongly emphasize 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.

Associate of Applied Science in Forest Technology

This degree provides students with knowledge of the field practice of forest management, the ability to work and communicate effectively with professional and paraprofessional personnel, and an understanding of the physical, biological and quantitative aspects that form the basis of forestry.

Graduates immediately find jobs at the technical level and 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 should investigate the Department of Forest and Natural Resources Management's

bachelor's degree curriculum described beginning on page 85. Transfer 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 with an advisor in the Undergraduate Admissions office as soon as possible. Students who may consider transferring to a baccalaureate program after graduation from the forest technology program should pay close attention to the footnotes under "freshman year."

The freshman year forest technology curriculum consists of general studies courses which may be taken at any accredited four-year, community, or agricultural college, or college of technology.

The second year of the curriculum is offered at 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 relationship between forest technology and managerial needs. About 50 percent of studies are devoted to field exercises, most of which are held at the school's James F. Dubuar Forest. This excellent forest backdrop for the technology program provides a diverse laboratory for instructional purposes.

Program Requirements

First Year Required Courses (30 credits)

| Completed at a college of the student's choice | | CREDITS |
|--|---------------------------------|---------|
| COURSES | | |
| | General Biology | 8 |
| | English with a Focus on Writing | 6 |
| | Trigonometry | 3 |
| | Economics | 3 |
| | Electives ¹ | 10 |

Second Year Required Courses (48 credits)

| | | | |
|-----|-----|--|---|
| FTC | 200 | Dendrology | 3 |
| FTC | 202 | Introduction to Surveying | 4 |
| FTC | 204 | Introduction to Forest Measurements and Statistics | 4 |
| FTC | 206 | Forest Ecology | 4 |
| FTC | 208 | Spatial Analysis of Forest Resources | 5 |
| FTC | 210 | Leadership and Forest Technology | 4 |
| FTC | 211 | Silviculture | 5 |
| FTC | 213 | Forest Inventory Practicum | 2 |
| FTC | 215 | Timber Harvesting, Transportation, and Utilization | 5 |
| FTC | 217 | Forest Protection | 5 |
| FTC | 219 | Introduction to Wildlife and Recreation Management | 4 |
| FTC | 221 | Forest Management | 3 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 78 CREDITS

Associate of Applied Science in Land Surveying Technology

Many graduates of The Ranger School find 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 degree 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

¹ Students intending to apply to a four-year program after earning an A.A.S. degree should use electives to meet lower-division requirements.

employers. Students who choose this program will be exposed to the fundamentals of forest technology that are important to the land surveyor and will receive a more in-depth education in the area of surveying technology.

This degree was 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 land surveying technology.

Generally, graduates are employed by privately owned, small-to mid-size 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 state Department of Transportation, state 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 first year, students who plan on enrolling are encouraged to take small business management and additional mathematics as electives.

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.

Program Requirements

First Year Required Courses (30 credits)

Completed at a college of the student's choice

| | |
|---------------------------------|----|
| General Biology | 4 |
| Physics | 4 |
| English with a Focus on Writing | 6 |
| Trigonometry | 3 |
| Economics | 3 |
| Electives ² | 10 |

Second Year Required Courses (48 credits)

| | | |
|---------|--|---|
| FTC 200 | Dendrology | 3 |
| FTC 202 | Introduction to Surveying | 4 |
| FTC 204 | Introduction to Forest Measurements and Statistics | 4 |
| FTC 206 | Forest Ecology | 4 |
| FTC 208 | Spatial Analysis of Forest Resources | 5 |
| FTC 210 | Leadership and Forest Technology | 4 |
| FTC 215 | Timber Harvesting, Transportation, and Utilization | 5 |
| FTC 223 | Introduction to Water Resources | 1 |
| FTC 251 | Advanced Surveying Measurements and Computations | 5 |
| FTC 253 | Surveying Law | 3 |
| FTC 255 | Boundary Surveying | 3 |
| FTC 257 | Construction and Topographic Surveys | 3 |
| FTC 259 | Introduction to Computer Aided Drafting and Design | 4 |

TOTAL MINIMUM CREDITS FOR THE DEGREE 78 CREDITS

² Students intending to apply to a four-year program after earning an A.A.S. degree should use electives to meet lower-division requirements.

Combining Forest Technology and Forest Resources Management

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. They will still have to complete some physical sciences, social sciences, and humanities requirements while in residence at Syracuse, depending on prior preparation. A maximum of 32 transfer credit hours from the sophomore year of the forest technology program will be counted toward 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. 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.

DUAL MAJORS

Students who are pursuing the associate degree may pursue a dual major. Program requirements must be satisfied concurrently (i.e., a student cannot graduate from ESF and return later to complete coursework for a second major). Students may petition for admission to a dual major A.A.S. degree after completing 18 credits and before 45 credits with an unambiguous GPA of 2.000 or greater (no grades of incomplete or missing grades). The diploma will state the completion of a single A.A.S. degree. The transcript will state the completion of two majors.

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 three miles long with widths varying up to two miles. On two sides, state forest preserve lands bound the forest. 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 two dormitory wings. The central unit contains classrooms, laboratories, computer room, a student lounge and kitchen, faculty offices, library, kitchen and dining hall, student exercise and recreation room, and conference room. A \$6 million renovation project was completed in early 2003 that significantly expanded and upgraded the facilities.

Faculty and staff houses are nearby on the campus. Other buildings include a maintenance shop, garages, a sugarhouse, and storage buildings.

The close proximity of faculty offices and student quarters and the intensive fieldwork 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. Married students may request an exception to bring their families and rent

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 as well as an excellent community hospital in nearby Star Lake, N.Y. 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. Application forms are available at the Syracuse University Health Center, 111 Waverly Ave., 315-443-2666. All students must show proof of health insurance coverage before reporting to the campus.

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.

While in residence at The Ranger School, students are held to the general rules and regulations of the College of Environmental Science and Forestry and an additional set of Ranger School "house rules."

Admission

Requirements

Admission into the forest technology or land surveying 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. Technical report writing and computer science are suggested electives.

In addition to the academic requirements, all applicants must also meet the following:

- 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 regimen and supporting academic facilities.
- 4. A physician certification must be submitted. Copies of the certification form are available from The Ranger School.

Questions concerning any of these requirements should be referred to the ESF Office of Undergraduate Admissions, 106 Bray Hall, 315-470-6600.

Procedures

The decision to admit any student to the forest technology or land surveying technology program rests solely with the College of Environmental Science and Forestry. Some openings in the program are filled by students who are accepted to the program under the guaranteed transfer option while still seniors in high school, contingent on successful completion of the first year of college. Remaining openings are filled by transfer students who already have 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 Curriculum Code 620 (Forest Technology) or Curriculum Code 1825 (Land Surveying Technology). The entry date on the ESF application should be the fall following the expected completion of the first 30 credit hours.

- 2. Submit a regular application to that school selected for the first year of study, using Curriculum Code 620 or 1825. 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 ESF Office of Undergraduate Admissions, 106 Bray Hall, 315-470-6600.

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 study, 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 and Financial Aid

Costs for the first year will vary with the specific institution attended.

Estimated costs for the second year of the program at The Ranger School are as follows:

| | Tuition | Board, Room | Books, Supplies |
|---------------|----------|-------------|-----------------|
| N.Y. Resident | \$4,350 | \$9,300 | Approx. \$2,500 |
| Nonresident | \$10,610 | \$ 9,300 | Approx. \$2,500 |

Students in the surveying technology program will need an additional approximately \$450 for supplies. An expense of approximately \$300 for laundry and clothing should be anticipated. There is also a \$20 graduation fee, a student support services fee of \$343, a \$75 student activity fee, a transcript fee of \$10, a technology fee of \$282, and student transportation fees of \$420. There are a limited number of single dorm rooms available for an additional fee. There is also a \$75 resident deposit and a \$75 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 beginning on page 29 of this catalog and the publication Financial Aid and Scholarships at ESF.

Placement

The Ranger School assists in placement of graduates. The excellent reputation that 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.

ESF Directory

ESF Board of Trustees

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College Administration

President: Cornelius B. Murphy, Jr.
Provost and Vice President for Academic Affairs: Bruce C. Bongarten
Vice President for Administration: Connie S. Webb
Vice President for Enrollment Management and Marketing:
Robert C. French

Admissions

Admissions and Inter-Institutional Relations: Susan H. Sanford, Director
Instruction and Graduate Studies: Dudley J. Raynal, Dean

Academic Department Offices

Chemistry: Arthur J. Stipanovic, Chair
Construction Management and Wood Products Engineering: Susan E. Anagnost, Chair
Environmental and Forest Biology: Donald J. Leopold, Chair
Environmental Resources and Forest Engineering: Charles N. Kroll, Chair
Environmental Studies: David A. Sonnenfeld, Chair
Forest and Natural Resources Management: David H. Newman, Chair
Landscape Architecture: Richard S. Hawks, Chair
Paper and Bioprocess Engineering: Gary M. Scott, Chair
Ranger School: Christopher L. Westbrook, Director

Student Services Offices

Alumni Relations: Justin F. Culkowski, Director
Career Services: John E. Turbeville, Career Planning and Development Officer
Financial Aid and Scholarships: John E. View, Director
Multicultural Affairs: Raydora Drummer Francis, Director
Registrar: Raymond W. Blaskiewicz, College Registrar
Student Life and Experiential Learning: Cynthia Sedgwick, Dean

Campus Administrative Offices

Business Affairs: Mark P. Fennessy, Director
Communications: Claire B. Dunn, Director

Computing and Network Services: James M. Sahm, Supervisor
Development: Brenda Greenfield, Director of Development and Executive Director, ESF College Foundation
Environmental Health and Safety: John R. Waisel, Officer
Forest Properties: Robert S. Davis, Director
Governmental Relations and Institutional Planning: Maureen O. Fellows
Human Resources: Marcia A. Barber, Director
Information Systems: David J. Soderberg, Director
Information Technology: Yuming Tung, Director
Physical Plant: Gary E. Colella, Director
Syracuse Pulp and Paper Foundation: Linda A. Fagan, Project Staff Associate
University Police: to be announced

Academic and Research Program Units

Analytical and Technical Services: Arthur J. Stipanovic, Director
College Libraries: Elizabeth A. Elkins, Director
Cranberry Lake Biological Station: Alexander Weir, Director
Outreach and Instructional Quality: Charles M. Spuches, Associate Dean
EnSPIRE Office of Environment and Society: Rachel May, Director
ESF in the High School: Charles M. Spuches, Director
Honors Programs: Marla A. Jabbour, Director
Research Programs: Neil H. Ringler, Dean
Summer Program in Field Forestry: Christopher A. Nowak, Director

Institutes and Centers for Research and Service

Adirondack Ecological Center: William F. Porter, Director
American Chestnut Research and Restoration Center: Charles A. Maynard, Director
Applied Microbiology, SUNY Center for: James P. Nakas, Director
Biotechnology in Forestry, Council on: William A. Powell, Director
Brownfield Studies, SUNY Center for: Douglas J. Daley, Director
Cellulose Research Institute: William T. Winter, Director
Center for the Urban Environment: Myrna H. Hall, Director
Central New York Biotechnology Research Center: John C. Fieschko, Executive Director
Community Design Research, Center for: Cheryl S. Doble, Director
Empire State Paper Research Institute: Thomas E. Amidon, Director
Geo-spatial Modeling and Analysis, Council for: Lindi J. Quackenbush, Director
Great Lakes Research Consortium: Gregory L. Boyer, Director
Hydrologic Systems Science, Council on: Myron J. Mitchell, Director
Joachim Center for Forest Industry, Economy and the Environment: Bruce C. Bongarten, Director
McIntire-Stennis Forestry Research, Council on: Neil H. Ringler, Director
Michael M. Szwarc Polymer Research Institute: Israel Cabasso, Director
Native Peoples, Center for: Robin W. Kimmerer, Director
Randolph G. Pack Environmental Institute: David A. Sonnenfeld, Director
Renewable Materials Institute: George H. Kyanka, Director
Roosevelt Wild Life Station: William F. Porter, Director
Salix Consortium: Lawrence P. Abrahamson, Director
Sustainable and Renewable Energy, SUNY Center for: Michael J. Kelleher and Timothy A. Volk, Co-Directors
Tree Pest Information Service: Lawrence P. Abrahamson, Director
Tropical Timber Information Center: Robert W. Meyer, Director
Ultrastructure Studies, N.C. Brown Center for: Robert B. Hanna, Director
Wood Utilization Service: William B. Smith, Director

Faculty and Professional Staff

DISTINGUISHED PROFESSOR

MYRON J. MITCHELL, Environmental and Forest Biology

DISTINGUISHED TEACHING PROFESSOR

GUY A. BALDASSARRE, Environmental and Forest Biology
GEORGE W. CURRY, Landscape Architecture
DONALD J. LEOPOLD, Environmental and Forest Biology
DUDLEY J. RAYNAL, Environmental and Forest Biology
NEIL H. RINGLER, Environmental and Forest Biology

DISTINGUISHED SERVICE PROFESSOR

RALPH D. NYLAND, Forest and Natural Resources Management

DISTINGUISHED ADJUNCT PROFESSOR

HARRY L. FRISCH, Chemistry

DISTINGUISHED SERVICE PROFESSOR EMERITUS

DOUGLAS C. ALLEN, Environmental and Forest Biology
WILFRED A. CÔTÉ, JR., Construction Management and Wood Products Engineering

DISTINGUISHED TEACHING PROFESSOR EMERITUS

PETER E. BLACK, Forest and Natural Resources Management
DANIEL L. DINDAL, Environmental and Forest Biology
MIKLÓS A. J. GRÄTZER, Forest and Natural Resources Management
LEE P. HERRINGTON, Forest and Natural Resources Management
EDWIN H. KETCHLEDGE, Environmental and Forest Biology

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 2008. It is designed for use in 2008-2009.

The date in parentheses after each name denotes the first year of service, two or more dates, the term of service.

NASRI ABDEL-AZIZ (2001), *Instructor*, Forest and Natural Resources Management; B.A., Syracuse University, 1998; M.S., 2001

JERROLD L. ABRAHAM (2006), *Adjunct Professor*, Environmental Studies; B.S., Massachusetts Institute of Technology, 1966; M.D., University of California, San Francisco, 1970

LAWRENCE P. ABRAHAMSON (1977), *Director*, Salix Consortium and *Senior Research Associate*, Forest and Natural Resources Management and Environmental and Forest Biology; B.S., Michigan Technological University, 1964; M.S., University of Wisconsin, 1967; Ph.D., 1969; Chancellor's Award for Excellence in Professional Service, 1996

NEAL M. ABRAMS (2007), *Assistant Professor*, Chemistry; B.S., Ithaca College, 2000; Ph.D., Pennsylvania State University, 2005

KIM B. ADAMS (1993), *Instructional Support Specialist*, Environmental and Forest Biology; B.S., SUNY College of Environmental Science and Forestry, 1991; M.S., 1993

WAYNE G. ALLEN (1979), *Associate Professor*, Forest Technology Program of the Forest and Natural Resources Management Department; A.A.S., SUNY College of Environmental Science and Forestry (Ranger School), 1979; B.S., Western Maryland College, 1974; M.S., State University of New York College at Potsdam, 1999; President's ESF Public Service Award, 2006

WAYNE S. AMATO (1995), *Adjunct Professor*, Paper and Bioprocess Engineering; B.S., Newark College of Engineering, 1963; M.S., State University of New York at Buffalo, 1965; Ph.D., Syracuse University, 1970

THOMAS E. AMIDON (2000), *Professor*, Paper and Bioprocess Engineering; *Director*, Empire State Paper Research Institute; B.S., SUNY College of Environmental Science and Forestry, 1968; M.S., 1972; Ph.D., 1975

SUSAN E. ANAGNOST (1991), *Chair and Associate Professor*, Construction Management and Wood Products Engineering; *Assistant Director*, N.C. Brown Center for Ultrastructure Studies; B.A., Gettysburg College, 1977; M.S., SUNY College of Environmental Science and Forestry, 1982; Ph.D., 1990

RAYMOND J. APPLEBY (1982), *Manager*, Pilot Operations, Paper and Bioprocess Engineering; A.S., Columbia-Greene Community College, 1980; President's ESF Public Service Award, 2004

ROBERT W. ARSENEAU (1972), *Senior Programmer/Analyst*, Information Technology/Computing and Network Services; A.A.S., Mohawk Valley Community College, 1967; B.S., Syracuse University, 1978

DONALD E. ARTZ (1987), *Administrative Staff Assistant IV*, Office of Research Programs; B.S., State University of New York College at Oswego, 1987

JOHN E. AUWAERTER (2000), *Research Scientist*, Landscape Architecture; B.A., Middlebury College, 1987; M.A., 1992; M.S., SUNY College of Environmental Science and Forestry, 2000

KATHERINE E. AUWAERTER (2005), *Project Staff Associate*, Landscape Architecture; B.A., Oberlin College, 1988; M.A., Cornell University, 1992

BRUCE BABENZIEN (2003), *Admissions Advisor*, Undergraduate Admissions; B.S., Springfield College, 1967

CAROLINE B. BAILEY (1978), *Senior Staff Assistant*, Landscape Architecture

THERESA G. BAKER (2006), *Sponsored Programs Assistant I*, Research Programs; B.S., College of Saint Rose, 1980

EILEEN E. BALDASSARRE (2005), *CSTEP Administrative Coordinator*, Multicultural Affairs; B.S., University of Wisconsin, Stevens Point, 1980; M.S., Texas Tech University, 1982

GUY A. BALDASSARRE (1987), *Distinguished Teaching Professor*, Environmental and Forest Biology; B.S., University of Maine, 1975; M.S., University of Wisconsin, Stevens Point, 1978; Ph.D., Texas Tech University, 1982

ELIZABETH A. BALKO (2003), *Adjunct Assistant Professor*, Environmental and Forest Biology; B.S., Northern Arizona University, 1983; Ph.D., SUNY College of Environmental Science and Forestry, 1998

MARCIA A. BARBER (1989), *Director*, Office of Human Resources; B.A., State University of New York College at Brockport, 1980; M.P.A., Syracuse University, 1993

VINCENT BARBER (2002), *Postdoctoral Associate*, Chemistry; B.S., SUNY College of Environmental Science and Forestry, 2000; M.S., 2003; Ph.D. 2007.

GEORGE R. BATTLES (1987), *Instructional Support Specialist*, Analytical and Technical Services; A.A.S., State University of New York College of Agriculture and Technology at Morrisville, 1966; B.E.T., Rochester Institute of Technology, 1973

CHRISTOPHER P. BAYCURA (2000), *Instructional Support Specialist*, Outreach, Instructional Quality and Technology; A.A.S., State University of New York College of Agriculture and Technology at Morrisville, 1985; B.S., State University College of Arts and Sciences at Brockport, 1987

RICHARD E. BEAL (2001), *Associate Director for Educational Outreach*, Outreach, Instructional Quality and Technology; A.S., Monroe Community College, 1989; B.S., State University of New York at Buffalo, 1991; Ph.D., 1997

COLIN BEIR (2007), *Research Associate*, Adirondack Ecological Center; B.S., Virginia Commonwealth University, 1999; M.S., Virginia Tech, 2002; Ph.D., University of Alaska Fairbanks, 2007

JACOB BENEDIX (2007), *Adjunct Associate Professor*, Environmental and Forest Biology; B.A., University of California, Berkeley, 1980; M.S., University of Wisconsin-Madison, 1986; Ph.D., University of Georgia, 1992

SUSAN E. BENOIT (1995), *Senior Staff Assistant*, Office of Research Programs; A.S., Champlain College, 1981; B.S., University of Vermont, 1986

WILLIAM V. BENZEL (2007), *Adjunct Instructor*, Forest and Natural Resources Management; A.A.S., SUNY College of Environmental Science and Forestry-Ranger School, 1997; B.A., Syracuse University, 1992

EDDIE BEVILACQUA (1998), *Associate Professor*, Forest and Natural Resources Management; B.S., University of Toronto, 1984; M.S., 1987; Ph.D., 1998

STEVEN BICK (1998), *Adjunct Professor*, Forest and Natural Resources Management; A.S., Herkimer Community College, 1986; B.S., SUNY College of Environmental Science and Forestry, 1988; M.S., 1990; Ph.D., Virginia Polytechnic Institute and State University, 1996

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CHRISTOPHER WHIPPS (2008), *Assistant Professor*, Environmental and Forest Biology; B.Sc., University of Victoria at Malaspina University-College, 1997; Ph.D., Oregon State University, 2004

DAVID E. WHITE (2004), *Media Relations Coordinator*, Office of Communications; B.A., LeMoyne College, 1971

DAVID G. WHITE II (2000), *Adjunct Professor*, Forest and Natural Resources Management; A.A.S., SUNY College of Agriculture and Technology at Morrisville, 1979; B.S., Cornell University, 1981; M.S., SUNY College of Environmental Science and Forestry, 1985

BENETTE A. WHITMORE (1996), *Instructor*, Environmental Studies-Writing Center; B.A., Queen's University, 1977; M.A., Syracuse University, 1980

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; *Director*, Cellulose Research Institute; B.S., State University College of Forestry at Syracuse University, 1966; Ph.D., SUNY College of Environmental Science and Forestry, 1974

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EMERITUS

MAURICE M. ALEXANDER (1949-1983), *Professor Emeritus*, Environmental and Forest Biology; 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

DOUGLAS C. ALLEN (1968-2005), *Distinguished Service Professor Emeritus*, Environmental and Forest Biology; B.S., University of Maine, 1962; M.S., 1965; Ph.D., University of Michigan, 1968

GEORGE R. ARMSTRONG (1950-1981), *Professor Emeritus*, Forest and Natural Resources Management; B.S., State University College of Forestry at Syracuse University, 1949; M.S., 1959, Ph.D., 1965

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DONALD F. BEHREND (1960-1988), *Professor Emeritus*, Environmental and Forest Biology; B.S., University of Connecticut, 1958; M.S., 1960; Ph.D., State University College of Forestry at Syracuse University, 1966

JOHN D. BENNETT (1960-1994), *Professor Emeritus*, Forest and Natural Resources Management; B.A., Ohio Wesleyan University, 1954; Ph.D., Syracuse University, 1968; Chancellor's Award for Excellence in Teaching, 1973

WILLIAM R. BENTLEY (1997-2003), *Professor Emeritus*, Forest and Natural Resources Management; B.S., University of California, 1960; M.F., University of Michigan, 1961; Ph.D., University of California, 1965

PETER E. BLACK (1965-2000), *Distinguished Teaching Professor Emeritus*, Forest and Natural Resources Management; B.S., University of Michigan, 1956; M.F., 1958; Ph.D., Colorado State University, 1961

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MICHAEL J. DUGGIN (1979-2002), *Professor Emeritus*, Environmental Resources and Forest Engineering; B.Sc., Melbourne University, Australia, 1959; Ph.D., Monash University, Australia, 1965; F. Inst. P. (London), C. Phys. (London), F.O.S.A.

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ARTHUR R. ESCHNER (1964-1991), *Professor Emeritus*; Forest and Natural Resources Management; 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

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DONALD W. FLOYD (1993-2006), *Professor Emeritus*, Forest and Natural Resources Management; B.A., Humboldt State University, 1974; M.S., University of Wisconsin, 1976; Ph.D., University of Arizona, 1986

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DONALD F. GREEN (1965-1978), *Registrar Emeritus*; A.B., New York State College for Teachers, Albany, 1942; M.S., 1950

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PHILIP LUNER (1957-1995), *Senior Research Associate Emeritus*, Empire State Paper Research Institute; B.Sc., University of Montreal (Loyola College), 1947; Ph.D., McGill University, 1951

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NICK J. PARADISO, JR. (1988-1996), *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*, Forest and Natural Resources Management; 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

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LELAND R. SCHROEDER (1986-2004), *Professor Emeritus*, Paper and Bioprocess Engineering; A.B., Ripon College, 1960; M.S., Lawrence University (The Institute of Paper Chemistry), 1962; Ph.D., 1965

BRADFORD G. SEARS (1941-1976), *Dean Emeritus* and *Professor Emeritus*, Landscape Architecture; B.S., New York State College of Forestry, 1939; M.S., State University College of Forestry at Syracuse University, 1948

JOHANNES SMID (1956-57) (1960-1995), *Professor Emeritus*, Chemistry; 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*, Chemistry; B.A., East Carolina University, 1957; M.A., Duke University, 1959; Ph.D., 1962

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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

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STUART W. TANENBAUM (1973-1993), *Collegewide Professor Emeritus*; B.S., City College of New York, 1944; Ph.D., Columbia University, 1951; NYS/UUP Excellence Award, 1990

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SARAH P. WEBSTER (1990-2000), *Associate Professor Emeritus*, Environmental Studies; B.A., Duke University, 1959; M.A., Syracuse University, 1961

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HUGH E. WILCOX (1954-1986), *Professor Emeritus*, Environmental and Forest Biology; 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

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 relevant departments and the College faculty.

Course Numbering 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 cross listing may be offered unless approved by the ESF faculty.

ESF Subject Areas

| | | Page |
|-----|--|------|
| APM | Applied Mathematics | 121 |
| BPE | Bioprocess Engineering | 123 |
| BTC | Biotechnology | 123 |
| CLL | Composition, Library and Literature | 124 |
| CMN | Communications (Environmental Studies) | 125 |
| EFB | Environmental and Forest Biology | 125 |
| ENS | Environmental Science (Graduate) | 133 |
| ERE | Environmental and Resource Engineering | 134 |
| ESC | Environmental Science (Undergraduate) | 139 |
| ESF | Collegewide | 139 |
| EST | Environmental Studies | 139 |
| FCH | Chemistry | 142 |
| FEG | Forest Engineering | 145 |
| FOR | Forestry (Resources Management) | 146 |
| FTC | Forest Technology | 153 |
| LSA | Landscape Architecture | 155 |
| PSE | Paper Science and Engineering | 160 |
| WPE | Wood Products Engineering | 161 |

Syracuse University Subject Areas

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

| | |
|-----|--------------------------|
| AAS | African American Studies |
| ANT | Anthropology |
| APH | Art Photography |
| CHE | Chemistry |
| CIE | Civil Engineering |
| ELE | Electrical Engineering |

| | |
|-----|-----------------------------|
| ETS | English and Textual Studies |
| FIA | Fine Arts |
| GEO | Geography |
| GOL | Earth Sciences |
| HST | History |
| LIN | Linguistics |
| LIT | Literature in Translation |
| MAT | Mathematics |
| MAX | Maxwell School |
| PAF | Public Affairs |
| PHI | Philosophy |
| PHY | Physics |
| PSC | Political Science |
| REL | Religion |
| SOC | Sociology |

AAS—AFRICAN AMERICAN STUDIES

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

ANT—ANTHROPOLOGY

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

APH—ART PHOTOGRAPHY

These courses are taught at Syracuse University's College of Visual and Performing Arts. Descriptions will be found at www.syr.edu/publications/undergradcat.

APM—APPLIED MATHEMATICS

APM 104. College Algebra and Precalculus (3)

Three hours of lecture/discussion per week. Course meets the SUNY general education requirement for mathematics. Elements of analytic geometry. Emphasis on the concepts of polynomial and rational functions, exponential and logarithmic functions, trigonometry and trigonometric functions and their application to design and life and management sciences. Fall and Spring.

Prerequisite: Three years of high school mathematics.

APM 105. Survey of Calculus and Its Applications I (4)

Four hours of lecture per week. Introduction to calculus for students in the life and management sciences. Elements of analytic geometry, functions and their graphs, with an emphasis on the concepts of limits, and differentiation techniques for algebraic, exponential and logarithmic functions and their application to economics, and the life and management sciences. Some multivariable calculus including constrained optimization. Fall and Spring.

Prerequisite: Precalculus or 3 1/2 years of high school mathematics. Note: Credit will not be granted for APM 105 after successful completion of MAT 284, MAT 285, or MAT 295 at SU.

APM 106. Survey of Calculus and Its Applications II (4)

Four hours of lecture per week. A continuation of calculus for students in the life and management sciences. Elements of analytic geometry. An introduction to integration and applications of the definite integral. Differentiation and integration of trigonometric functions. Applications of first order differential equations and partial derivatives. Spring.

Prerequisite: APM 105 or permission of the instructor.

Note: Credit will not be granted for APM 106 after successful completion of MAT 286 or MAT 296 at SU.

APM 153. Computing Methods for Engineers and Physical Scientists (3)

Three hours of lecture per week. 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)

Three hours of lecture per week. 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). Spring.

APM 360. Introduction to Computer Programming (3)

Three hours of lecture per week. 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; 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)

Three hours of lecture per week. Introduction to concepts and methods of statistics as applied to problems in environmental science and forestry. Topics include inference (confidence intervals and hypothesis testing), sampling distributions, descriptive statistics, exploratory data analysis, comparison of population means and proportions, categorical data analysis, regression and correlation, and nonparametric methods. Fall or Spring.

APM 395. Probability and Statistics for Engineers (3)

Three hours of lecture per week. This course provides a rigorous introduction to calculus-based probability and statistical theory, with applications primarily drawn from engineering and the environmental sciences. Topics include: descriptive statistics including visual and numerical data presentation, probability including set theory, conditional probability, independence, and counting techniques, the theory of discrete and continuous probability distributions including the usage of commonly employed probability distributions, confidence interval estimation and classical hypothesis testing, probability plots and associated normality and lognormality tests, simple linear regression, and an introduction to ANOVA. Spring. Pre- or co-requisite(s): Calculus through Integral Calculus. Note: Credit will not be granted for both APM 395 and APM 595.

APM 485. Differential Equations for Engineers and Scientists (3)

Three hours of lecture per week. 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.

APM 500. Introduction to Computer Programming for Graduate Students (3)

Three hours of lecture per week. 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.

APM 510. Statistical Analysis (3)

Two hours of lecture and three hours of laboratory per week. 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 595. Probability and Statistics for Engineers (3)

Three hours of lecture per week. Calculus-based probability and statistical theory in engineering and the environmental sciences. Descriptive statistics including visual and numerical data presentation, probability including set theory, conditional probability, independence, and counting techniques, discrete and continuous probability distributions, confidence interval estimation and classical hypothesis testing, probability plots and associated normality and lognormality tests, simple linear regression, and an introduction to ANOVA. Spring.

Pre- or co-requisite(s): Calculus through integral calculus.

Note: Credit will not be granted for both APM 395 and APM 595.

APM 620. Analysis of Variance (3)

Three hours of lecture and recitation, and three hours of laboratory per week. Multi-way 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. Spring. Prerequisites: Graduate status 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 per week. 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.

APM 630. Regression Analysis (3)

Three hours of lecture per week. Review of basic statistical concepts and matrix algebra. Classical simple and multiple linear models, indicator or dummy variables, residual analysis, transformation and weighted least squares, influence diagnostics, multicollinearity, nonlinear models and linear mixed models. Statistical computing using SAS and applications in forestry, biology, engineering, and social sciences. Spring. Prerequisite: APM 391 or equivalent.

APM 635. Multivariate Statistical Methods (3)

Three hours of lecture per week. Review of basic statistical concepts and matrix algebra. Multivariate normal distribution, Hotelling's T^2 , multivariate analysis of variances, principal component analysis, factor analysis, discrimination and classification, cluster analysis, and canonical correlation analysis. Statistical computing using SAS and applications in forestry, biology, engineering, and social sciences. Fall. Prerequisites: APM 391 or equivalent.

AMP 645. Nonparametric Statistics and Categorical Data Analysis (3)

Three hours of lecture per week. Topics include: review of basic statistics, sign and ranked sign tests, median and Wilcoxon tests, χ^2 binomial tests, -test and contingency tables (with correspondence analysis), goodness-of-fit, nonparametric correlation and association analysis, logistic and Poisson regression, nonparametric regression techniques such as LOESS, GAM, and robust regression, bootstrapping and jackknifing. Fall (even years). Prerequisite: APM 391 or equivalent.

APM 650. Operations Research (3)

Three hours of lecture per week. A survey of optimization techniques to support decision making in the management of natural resources. Techniques examined include linear programming, integer programming, network analysis, nonlinear programming, dynamic programming, and Markov chains. Fall (odd years).
Pre- or co-requisite(s): Calculus and Probability and Statistics.

APM 653. Simulation Design and Analysis (3)

Three hours of lecture per week. Statistical aspects of computer simulation. Topics examined include: identification and parameterization of probability distributions, evaluation of random number generators, random variate generation, and statistical analysis of simulation output. Fall (even years).
Prerequisite: Probability and Statistics.

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.

BPE—BIOPROCESS ENGINEERING**BPE 132. Orientation Seminar (1)**

One hour lecture per week and three-day orientation. Introduction to campus resources available to ensure academic success. Introduction to bioprocess engineering as a field of inquiry and career path. Fall.
Note: Credit will not be granted for both BPE 132 and PSE 132 (both undergraduate and graduate versions of the same course).

BPE 304. Summer Internship in Bioprocess Engineering (2)

Twelve weeks full time bioprocessing employment approved by the Department between the junior and senior years. The student must submit a comprehensive report and give a presentation to fulfill this requirement. Summer.
Prerequisite: PSE 370 or equivalent.

BPE 305. Co-op Experience in Bioprocess Engineering (2)

One semester full-time bioprocessing experience as an engineering intern on company-assigned projects. Typically, the student works for a semester and adjacent summer also taking BPE 304. The student must submit a comprehensive report and give a presentation to fulfill this requirement. Fall and Spring.
Prerequisite: PSE 370 or equivalent.

BPE 310. Colloid and Interface Science (3)

Three hours of lecture per week. Basic principles of colloidal and interfacial science. Foundation and theoretical understanding as applied in bioseparations, transport phenomena, chemical/biochemical/biological processes. Spring.
Prerequisites: PSE 370, PSE 361, FCH 152, and EFB 103 or equivalent.
Co-requisite: BPE 335.

BPE 335. Transport Phenomena (3)

Three hours of lecture per week. Principles of heat and mass transfer as applied to the bioprocess industries. Topics include conduction, convective heat and mass transfer, diffusion of both steady-state and transient situations, analogies for heat and mass transfer, boundary layers, porous media transport, heat and mass transfer analyses. Discussion of specific bioprocess examples. Spring.
Credit will not be granted for both BPE 335 and ERE 534.
Prerequisites: PSE 370, PSE 371.

BPE 336. Transport Phenomena Laboratory (1)

Three hours of laboratory per week. Introduction to report writing and laboratory safety. Experiments on fluid mechanics, heat transfer, diffusion, and convective mass transfer as applied to the bioprocess

industries. Data analysis and data presentation in oral and written form are required. Spring.

Prerequisites: PSE 370 and PSE 371 or equivalents.

Co-requisite: BPE 335 (or prerequisite).

BPE 420. Bioseparations (3)

Three hours of lecture per week. Major unit operations used for the separation, purification and recovery of products from complex mixtures. Separation processes including sedimentation, filtration, centrifugation, membrane ultra-filtration, nanofiltration, ion exchange processes, chromatographic separations. Fall.
Credit will not be granted for both BPE 420 and ERE 502.
Prerequisite: BPE 310.

BPE 421. Bioprocess Kinetics and Systems Engineering (3)

Three hours of lecture per week. Topics in biochemical kinetics and reaction engineering are discussed including their application to microbiological systems used for bioprocessing. Batch and continuous biochemical reactor designs. The role of agitation in gas and solids delivery and heat removal for inclusion in design decisions. Impact of engineering parameters and design decisions on operability and economics. Fall.
Prerequisite: BPE 320.

BPE 440. Bioprocess and Systems Laboratory (3)

One hour of lecture and six hours of laboratory per week. Measurement and analysis of bioprocess systems, including steady-state and dynamic modeling of systems. Investigation of various bioprocesses including fermentation, enzymatic reactions, and reactive processes involving lignocellulosic materials. Spring.
Prerequisite: BPE 420 and BPE 421.

BPE 441. Biomass Energy (3)

Three hours of lecture per week. Historical, current and future uses of biomass as a source of renewable energy for the production of bioenergy, biofuels and bioproducts. Characteristics of biomass, their conversion to different forms of energy and end products, and an assessment of their sustainability. Spring.
Prerequisite: ESC 325, ESC 335 or permission of instructor.
Note: Credit will not be granted for both BPE 441 and ERE 641.

BPE 481. Bioprocess Engineering Design (3)

Three hours of lecture per week. Methods for estimating capital investment, operating costs and return on investment for bioprocesses. Bioprocess flow sheet synthesis, operability, process simulation, optimization techniques, and preparation for a bioprocess design project. Spring.
Prerequisite: PSE 480.

BPE 498. Research Problem in Bioprocess Engineering (1-4)

Independent study. The student is assigned a research problem in bioprocess engineering. The student must make a systematic survey of available literature on the assigned problem. Emphasis is on application of correct research techniques rather than on discovery of results of commercial importance. The information obtained in 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.

BTC—BIOTECHNOLOGY**BTC 132. Orientation Seminar (1)**

One hour of lecture or discussion per week. Occasional tour of laboratories or field trips. Introduction to campus facilities, personnel, lower-division curriculum, and upper-division study options to facilitate transition of students into the program and assist them in making informed decisions on course selection and future career directions. Fall.

BTC 296. Topics in Biotechnology (1-3)

Experimental, interdisciplinary, or special topic coursework in biotechnology for freshmen and sophomore-level undergraduate students. Subject matter and method of presentation varies from semester to semester. May be repeated for additional credit if topic changes. Fall or Spring.

BTC 401. Molecular Biology Techniques (3)

One hour of lecture and six hours of laboratory per week. Important techniques used in molecular biology research are introduced in the context of a semester-long research exercise. Techniques include the extraction and quantification of genomic DNA, agarose gel electrophoresis, restriction digest, ligation, isolation of plasmid DNA, DNA-DNA hybridization, transformation of *E. coli*, DNA sequencing and the polymerase chain reaction. Fall.

Prerequisite(s): EFB 307, 308, 325, or equivalents.

Note: Credit will not be granted for both BTC 401 and EFB 601.

BTC 420. Internship in Biotechnology (3-5)

Full- or part-time employment or volunteer work with an agency, institution, clinic, professional group, business, or individual involved in activities consistent with the student's educational and professional goals. The extent of the internship activities shall be commensurate with the credits undertaken. A resident faculty member must serve as the student's academic sponsor. A study plan outlining the internship's educational goals must be completed prior to its commencement. Grading will be based on a written report from the student and submitted to the sponsoring faculty member and on an evaluation of the student's performance written by the site supervisor to the sponsoring faculty member. Fall, Spring, Summer. Prerequisite: Consent of a faculty sponsor.

BTC 425. Plant Biotechnology (3)

Two hours of lecture and three hours of laboratory per week. The use of transgenic plants to improve the human condition and remediate environmental problems is a rapidly growing field of study. Students are taught the principles of gene structure and regulation, gene cloning, transformation of plant species, and current applications. Format includes lectures, discussions, student presentations, and a laboratory project. Spring.

Note: Credit will not be granted for both BTC 425 and EFB 625.

BTC 426. Plant Tissue Culture Methods (3)

Two hours of lecture and discussion and three hours of laboratory per week. Introduction to plant tissue culture for biotechnology research and as a propagation method. Emphasis will be on learning laboratory instrumentation and techniques for establishing cell cultures, producing transgenic cell lines, and regenerating whole plants. Fall.

Prerequisites: One course in botany, microbiology, or genetics; or permission of instructor.

Note: Credit will not be granted for BTC 426 and FOR 626/EFB 626.

BTC 496. Topics in Biotechnology (1-3)

Experimental, interdisciplinary, or special topic coursework in biotechnology for undergraduate students. Subject matter and method of presentation varies from semester to semester. May be repeated for additional credit if topic changes. Fall or Spring.

BTC 497. Research Design and Professional Development (1)

One hour of discussion or seminar each week covering the scientific method, professional ethics and responsibilities of the practicing scientist. Employment opportunities, future career choices, safety considerations, and use of the scientific literature are covered. Students will select a research topic and prepare a proposal, which may be applied to BTC 498 or BTC 420. Spring.

Pre- or co-requisite: Biotechnology major or permission of instructor.

BTC 498. Research Problems in Biotechnology (1-3)

An independent research experience covering topics in biotechnology. Selection of research subject area will be determined by consultation and agreement between the student and appropriate faculty member. Tutorial conferences, discussions, and critiques scheduled as necessary. Final written report required. Fall and Spring or Summer.

Prerequisite: Permission of instructor.

BTC 499. Senior Project Synthesis (1-3)

One hour of discussion or seminar each week with additional credits awarded for independent research on an approved topic. Students will learn to synthesize knowledge from coursework, published research, and their own independent research data to reach logical and valid conclusions. Research results will be compiled and represented in the form of a capstone seminar, term paper, or poster presentation at a research conference. Fall or Spring.

Pre- or co-requisite(s): BTC 420, BTC 498.

CHE—CHEMISTRY

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

CIE—CIVIL ENGINEERING

These courses are taught at Syracuse University's College of Engineering and Computer Science. Descriptions will be found at www.syr.edu/publications/undergradcat.

CLL—COMPOSITION, LIBRARY AND LITERATURE**CLL 190. Writing and the Environment (3)**

Three hours of lecture and discussion per week. 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. Writing, Humanities, and the Environment (3)

Three hours of discussion and group work per week. Intended for students who have had an introductory writing course. Students will examine the views of nature and the environment as they are expressed by selected writers, poets and essayists. Frequent informal and formal writing assignments, research and documentation, and an oral presentation are required. With an emphasis on critical writing, critical thinking and critical reading, students will learn the literacy expectations of their disciplines. Spring.

Prerequisite: CLL 190.

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. Fall or Spring.

CLL 311. Urban Environmental Literature (3)

Three hours of discussion and lecture per week. Development of reading, writing, and critical thinking skills that illustrate the flora, fauna, geology, and climate that shape urban life. Evaluation and discussion of poetry and prose by contemporary authors who use urban nature as their subjects. Spring.

Prerequisite: Upper division status or permission of instructor.

CLL 390. Introduction to Literature of Nature (3)

Three hours of discussion and lecture per week. Examination of the views of nature and the environment as seen by selected writers, poets and essayists of the 19th and 20th 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. Fall and Spring.

CLL 405. Writing for Science Professionals (1-3)

Three hours of lecture, discussion, workshops per week. Principles and practice of writing skills required of science professionals. Develop proficiency in determining the purpose of a document; analyze the audience; select, develop and organize the information in an appropriate design; and write 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 per week. Principles and practice of writing skills required of environmental professionals. Develop proficiency in determining the purpose of a document; analyze the audience; select, develop and organize the information in an appropriate design; and write 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)

Three hours of lecture and discussion per week. 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 220. Public Presentation Skills for Environmental Professionals (3)**

Three hours of lecture per week. Development of skills and fluency needed by environmental professionals in preparing, delivering and evaluating effectiveness of expository and persuasive oral presentations. Communication theory, rhetorical analysis, and visualizations of complex and technical data, self and peer evaluation, listening skills. Fall and Spring.

CMN 340. Electronic Information (3)

Three hours of discussion and group work per week. An introduction to effective strategies for searching for and evaluating information stored on the Internet; to the federal, state and international laws that apply to the Internet and its users; and to principles of community formation and maintenance as they apply to Internet communities. Spring. Prerequisite: Junior status.

CMN 420. Advanced Public Presentation Skills (3)

Three hours of lecture/discussion/student presentations per week. Emphasizes both theory and practice in effectively delivering, interpreting, and responding to public presentations. Social, cultural, and political dimensions of public addresses are examined. Issues of diversity and power are discussed. Small group communication is viewed as a site for creative problem solving. Audience analysis, adaptation, strategic arrangement, and concept development are explored. Fall and Spring.

Prerequisite: Junior or senior status, or permission of instructor.

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.

Prerequisite: Senior status in 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. A workshop format on a specified environmental program or issue introduces the theories and skills of alternative dispute resolution approaches, public participation structures and dynamics, public policy decision making and implementation, risk communication, leadership styles, and small group dynamics. Spring. Prerequisite: Senior status or permission of instructor.

EFB—ENVIRONMENTAL AND FOREST BIOLOGY

The Department 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.

NOTE: All EFB courses of 300 level and above require a minimum prerequisite of one year of general biology or equivalent. A course at an appropriate level may be taken with permission of instructor.

EFB 101. General Biology I : Organismal Biology and Ecology (3)

Three hours of lecture per week. Introductory exploration of biological principles at ecosystem, population, and organismal levels. Emphasis on form, function, diversity, ecology and evolution of living organisms. Fall.

Co-requisite : EFB 102.

EFB 102. General Biology I Laboratory (1)

Three hours of laboratory per week. Major concepts of organismal biology and ecology will be reinforced with hands-on laboratory exercises and required field trips exploring the form, function, diversity, ecology, and evolution of living organisms. Fall.

Co-requisite : EFB 101.

EFB 103. General Biology II : Cell Biology and Genetics (3)

Three hours of lecture per week. Organization and function of living cells. Key topics include biological molecules, organelle structure and function, gene expression, cell division, metabolism, photosynthesis, cell signaling, genomics, and population genetics. Spring.

Co-requisite : EFB 104.

EFB 104. General Biology II Laboratory (1)

Three hours of laboratory per week. Major concepts of cell biology and genetics will be reinforced with hands-on laboratory exercises using analytical and experimental techniques such as light microscopy, chromatography, electrophoresis, enzyme assays, aseptic culture techniques, and transformation of bacterial cells. Spring.

Co-requisite : EFB 103.

EFB 120. The Global Environment and the Evolution of Human Society (3)

Three hours of lecture per week. An integrated overview of large-scale environmental issues and their relation to the development of human societies and resource-use strategies over time. Focus is on population growth and societal pressures on physical and biotic resources. Topics include energy-use issues, causes and socio-economic implications of climate change, pollution, and loss of biodiversity. Fall and Spring.

EFB 132. Orientation Seminar: Environmental and Forest Biology (1)

One hour of lecture, discussion and/or exercises per week. Introduction to campus resources available to ensure academic success. Introduction to EFB as a field of inquiry. Fall.

EFB 202. Ecological Monitoring and Biodiversity Assessment (3)

Forty-five hours of lecture, laboratory and field instruction per week for three weeks. An introduction to the biodiversity of northeastern North American terrestrial, wetland, and aquatic communities with a focus on vascular plants and invertebrate and vertebrate animals. Incorporates practical field exercises designed to acquaint the student with problem solving. Summer, Cranberry Lake Biological Station.

EFB 215. Interpreting Science Through Art (3)

Three hours of lecture per week. This course examines the intersections of art and science. Major reciprocal influences in both a historical and contemporary format are treated. Fundamental methods and skills of some artistic processes, e.g., nature illustration and photography, are introduced in a context of practical applications interpreting science. Fall.
Pre-requisite: General biology.

EFB 220. Urban Ecology (3)

Two hours lecture/discussion, three hours of outdoor laboratory per week. Explores the city from an ecosystems perspective. Addresses the role and importance of science, engineering, the design professions, and community participation in creating livable communities. Environmental equity and justice are addressed. Fall.

EFB 296. Special Topics in Environmental and Forest Biology (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.

EFB 301. Latin for Scientists (1)

One hour of lecture per week. Students are taught the basic principles of Latin noun declension and verb conjugation, as well as the general principles of Latin grammar. Students are required to develop a project identifying and deriving uses of Latin in their chosen field of science, usually biology. Fall.

EFB 303. Introductory Environmental Microbiology (4)

Three hours of lecture and three hours of laboratory per week. 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 per week. 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 characterizing and analyzing genetic data are introduced. Fall.

EFB 308. Principles of Genetics Laboratory (1)

Three hours of auto-tutorial laboratory per week. Experiments with plants 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. Fall.
Co-requisite: EFB 307.

EFB 311. Principles of Evolution (3)

Three hours of lecture or discussion per week. An introduction to the fundamental processes driving evolution (genetic drift, gene flow, mutation, sexual selection, and natural selection), the evolution of life-histories, trade-offs, and phenotypic plasticity. Macroevolutionary concepts covered include speciation, extinction, co-evolution, and the reconstruction of phylogenies. Spring.
Prerequisites: EFB 307 and EFB 320, or equivalents.

EFB 320. General Ecology (4)

Three hours of lecture and one three-hour field trip/laboratory per week. 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 per week. 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 per week. 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 327. Adirondack Flora (3)

Two hours of lecture, and eight hours of field work and discussion each day for two weeks. An integrated field and laboratory course in the identification of vascular plants and recognition of ecological characteristics of major plant species and communities of the Adirondack Mountain region. Satisfies elective field study requirement in Environmental and Forest Biology. Appropriate for upper and lower division undergraduate students seeking instruction in plant identification and ecology. Summer, Cranberry Lake Biological Station.
Prerequisite: General botany or general biology.

EFB 334. Woody Plants in the Natural and Built Landscape (2)

One hour of lecture, followed by three hours of field or indoor laboratory each week. Required by, and restricted to, undergraduates in the Landscape Architecture program. An introduction to the identification, site requirements, natural history, community ecology, and landscape value of native and exotic trees and shrubs for landscape planting and restoration purposes. Fall.
Prerequisite: Undergraduate standing in the Landscape Architecture program.

EFB 335. Dendrology (2)

One hour of lecture per week and one three-hour laboratory/field trip. Field study, identification and major characteristics of important forest trees of North America. Fall.
Prerequisite: Open only to students in the forest engineering curriculum.

EFB 336. Dendrology (3)

Two hours of lecture per week and one three-hour laboratory/field trip. Field study, identification, natural history and elementary silvics of important forest trees of North America. Fall.

EFB 337. Field Ethnobotany (3)

Two hours of lecture per week and six to eight hours of field work and discussion each day for two weeks. A field-based introduction

to the identification and traditional cultural uses of plants in the Adirondack region for food, medicine and fiber. Topics include plant identification, traditional ecological knowledge and use of ecological and ethnobotanical methods. Satisfies elective field course requirement in programs offered by Department of Environmental and Forest Biology. Cranberry Lake Biological Station. Summer.
Prerequisite: EFB 226 or equivalent.

EFB 340. Forest and Shade Tree Pathology (3)

Two hours of lecture per week and three hours of auto-tutorial 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 342. Fungal Diversity and Ecology (3)

Two hours of lecture, and eight hours of fieldwork and discussion each day for two weeks. An integrated field and laboratory course designed to provide an introduction to the collection, identification and ecology of fungi and fungal-like organisms. Included in the course are Oomycetes (Kingdom Straminipila) and Myxomycetes (Kingdom Protista), as well as the more familiar groups of Kingdom Fungi. Satisfies field study elective requirement in Environmental and Forest Biology. Summer, Cranberry Lake Biological Station.
Prerequisite: General biology or general botany.

EFB 345. Forest Health (3)

Seven and one-half hours of lecture and 45 hours of field exercises per week for two weeks. Required in the Forest Health major, but open to others. Examines the varied ecological roles and impacts of pests and pathogens in managed and unmanaged northern forests. Students learn to collect, identify, and study forest insects and pathogens using inventory, survey, analytic methods, and independent research. Summer, Cranberry Lake Biological Station.
Prerequisites: One year of general biology, and EFB 202 or equivalents.

EFB 351. Principles of Forest Entomology (3)

Two hours of lecture, three hours of laboratory per week. 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 forest resources management. Spring.

EFB 352. Elements of Entomology (3)

Two hours of lecture, three hours of laboratory/field work per week. 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 and three hours of laboratory per week. Structure, function, classification and evolution of invertebrates. Emphasis on functional biology and ecological interactions. Spring.

EFB 381. Vertebrate Museum Techniques (2)

One hour of lecture and three hours of laboratory per week. Theory and practice of vertebrate museum methods, with emphasis on the preparation and curation of vertebrate specimens. Spring.
Prerequisites: At least junior status and permission of instructor. Limited to 10 students.

EFB 384. Field Herpetology (3)

Two hours of lecture, and eight hours of field work and discussion each day for two weeks. An integrated field and laboratory course in the identification, natural history, ecology, and conservation of amphibians and reptiles of the Adirondack region. Satisfies field study elective requirement in Environmental and Forest Biology. Summer, Cranberry Lake Biological Station.
Prerequisite: General biology or general zoology.

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 388. Ecology of Adirondack Fishes (3)

Two hours of lecture, and eight hours of fieldwork and discussion each day for two weeks. An integrated field and laboratory course in the identification of fish and recognition of ecological characteristics of major fish species and communities of Adirondack waters. Satisfies a component of the field study elective requirement in Environmental and Forest Biology. Summer, Cranberry Lake Biological Station.
Prerequisite: General zoology or general biology.

EFB 390. Wildlife Ecology and Management (4)

Three hours of lecture and one hour of recitation per week. A study of the ecological principles governing wild animal populations and their habitats, and the relationship of these principles to management programs and decisions. Directed primarily toward students majoring in wildlife science, conservation biology, and forest resources management. Spring.
Prerequisite: General ecology.

EFB 400. Toxic Health Hazards (3)

Three hours of lecture per week. Introduction to contemporary concepts of toxicology and to scientific basis for regulations and personal decisions about toxic health hazards. For students in natural or social sciences of environmental relevance. Topics include xenobiotic load, co-evolution of plant/animal defenses, chemical interactions, animal tests and risk assessment. Fall.
Prerequisites: General biology and general chemistry.
Note: Credit will not be granted for both EFB 400 and EFB 600.

EFB 404. Natural History Museums and Modern Science (3)

Two hour lecture per week and a one-week spring break field trip. This course examines the major roles of contemporary natural history museums as places of research and public education. The contributions of these institutions to science and science education through research, exhibits, collections and programs are emphasized. Participation in an organized instructional visit to natural history museums during the Spring break is required. Travel expenses to be anticipated. Spring.
Prerequisites: General biology and ecology.

EFB 405. Literature of Natural History (2)

One hour lecture and one hour discussion/seminar per week. This course examines key examples of the literature of natural history from the late 18th century to present. Major influences, perspectives and contexts associated with each selection are treated. Spring.
Prerequisites: General biology and ecology.

EFB 406. Great Naturalist Seminar (1)

One hour of seminar per week. This course examines the lives and contributions of selected, significant naturalists from the late 18th century to present. Perspectives, contexts and contemporaries of the naturalists are treated in seminar format. Basic and enriched presentation skills are practiced to encourage personal understanding and enhance professionalism. Fall.
Prerequisites: General biology and ecology.

EFB 409. Molecular Basis of Evolution (3)

Two hours of lecture and one hour of discussion per week. The major processes of organic evolution (e.g., mutation, natural selection, speciation and extinction) are discussed in a molecular-level context. Coverage ranges from changes to genic and nongenetic

regions of the genome to the evolution of entire genomes. Methods used to study molecular evolution and to reconstruct phylogenies are described and demonstrated.

Prerequisites: EFB 307, EFB 308, EFB 325.

Note: Credit will not be granted for both EFB 409 and EFB 609.

EFB 412. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion per week. 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: Credit will not be granted for both EFB 412 and FCH 440.

EFB 413. Introduction to Conservation Biology (3)

Two hours of lecture and one hour of discussion/recitation per week. As an introduction to the discipline of conservation biology, the course seeks to demonstrate how basic biological science can be integrated with social, economic and political perspectives to achieve the goals of biological conservation. Lectures will provide students with an understanding of processes that generate and erode biological diversity. Discussion/recitation exercises will provide students with hands-on experience and skill development in solving the sorts of complex problems typically encountered by conservation biologists. Spring. Pre- or co-requisite(s): EFB 307, EFB 320.

EFB 414. Senior Synthesis in Conservation Biology (3)

Three hours of discussion/seminar per week. Students research a topic in conservation biology, then practice critical thinking and discourse by presenting seminars and participating in discussions. The focus is on integrating knowledge from previous coursework in biology, management and policy for the wise use and conservation of biological diversity. Spring.

Pre- or co-requisite: EFB 413.

EFB 415. Ecological Biogeochemistry (3)

Three hours of lecture and discussion per week. 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 416. Introduction to Environmental Interpretation (3)

Three hours of lecture and three hours of laboratory per week. 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.

Note: Credit will not be granted for both EFB 416 and EFB 616.

EFB 417. Perspectives of Interpretive Design (3)

Three hours of lecture and three hours of laboratory per week. 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. Spring.

Prerequisite: EFB 320.

Note: Credit will not be granted for both EFB 417 and EFB 617.

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 permission of instructor.

Note: Credit will not be granted for both EFB 418 and EFB 618.

EFB 419. Problem-solving in Conservation Biology (3)

Two hours of lecture/recitation and three hours of laboratory per week. "Hands-on" experience in problem-solving, using methods and concepts related to a wide range of biodiversity conservation issues. Includes management of genetic diversity, analysis and modeling of populations, ecosystem management, and the public policy process, and of methods of information management, analysis and communication used by conservation professionals. Spring.

Prerequisite: EFB 413 or equivalent; major in Conservation Biology or permission of instructor.

EFB 420. Internship in Environmental and Forest Biology (3-5)

Full- or part-time employment or volunteer work with an agency, institution, professional group or individual involved in activities consistent with the student's educational and professional goals. The extent of internship activities shall be commensurate with the credits undertaken. A resident faculty member must serve as the student's academic sponsor. A study plan outlining the internship's educational goals must be completed prior to its commencement. Fall and Spring. Prerequisite: Permission of an academic sponsor from the environmental and forest biology department.

EFB 423. Marine Ecology (4)

Three hours of lecture per week, two hours of laboratory per week and one weekend field trip. Introduction to marine organisms and systems using the principles of population, community and ecosystem ecology. Hands-on demonstrations, discussions, presentations, lectures, and field trip allow study of major marine habitats (e.g., intertidal, pelagic, coral reefs, deep sea), and the increasing human impact on marine environments. Small fee charged for mandatory weekend field trip. Spring, even years.

Prerequisites: One year general biology and general ecology or equivalents.

Note: Credit will not be granted for both EFB 423 and EFB 623.

EFB 427. Plant Developmental Biology (3)

Two hours of lecture and three hours of laboratory per week. Advances in the fields of plant physiology, genetics, and cell and molecular biology are integrated into a dynamic study of plant structure and development. Topics include fertilization, embryogenesis, gene expression and manipulation, and hormonal and environmental regulation of development. Fall.

Prerequisite: EFB 226.

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

EFB 428. Mycorrhizal Ecology (3)

Two hours of combined lecture/discussion and 3 hours of laboratory per week. Introduction to mycorrhizal symbioses, their role in plant nutrient uptake, and function in plant community dynamics. Emphasis is on important historical and current literature, and on learning methodological approaches used in mycorrhizal research. Fall, even years.

Prerequisites: General ecology or plant ecology, genetics.

Note: Credit will not be granted for both EFB 428 and EFB 628.

EFB 439. Forest Health Monitoring (3)

Three hours of lecture/discussion per week on theoretical and applied aspects of forest health monitoring including concepts, data acquisition, analysis, quality assurance, interpretation and reporting. Spring.

Pre- or co-requisite(s): Courses in forest resources management, ecology, pathology and entomology.

EFB 440. Mycology (3)

Two hours of lecture and three hours of laboratory per week.

Fundamentals of the morphology, taxonomy, life histories, ecology and symbiotic relationships of fungi. Fall.

Note: Credit will not be granted for both EFB 440 and EFB 640.

EFB 443. Plant Virology (3)

Two hours of lecture and three hours of laboratory per week. 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 or permission of instructor. Note: Credit will not be granted for both EFB 443 and EFB 643.

EFB 444. Biodiversity and Geography of Nature (3)

Three hours of lecture per week. Earth history (plate tectonics, etc.), topography and geographic variation in environmental conditions influence species and communities. Major geographic patterns in biological diversity and strategies for conserving native species are presented. Fall, even years. Prerequisite: EFB 320 or permission of instructor. Note: Credit will not be granted for both EFB 444 and EFB 644.

EFB 445. Plant Ecology (3)

Two hours of lecture and discussion and one laboratory session per week. 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. Note: Credit will not be granted for both EFB 445 and EFB 645.

EFB 446. Ecology of Mosses (3)

Two hours of lecture and one three-hour laboratory or field trip per week. A study of taxonomic diversity, ecological adaptations and the roles of bryophytes in ecosystems. Spring. Note: Credit will not be granted for both EFB 446 and EFB 646.

EFB 462. Animal Physiology: Environmental and Ecological (3)

Three hours of lecture, discussion and/or exercises per week. 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. Fall. Note: Credit will not be granted for both EFB 462 and EFB 662.

EFB 480. Principles of Animal Behavior (4)

Three hours of lecture and 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 482. Ornithology (4)

Three hours of lecture and discussion, three hours of laboratory/field trip per week and additional mandatory field trips. Students become familiar with all aspects of birds: taxonomy, structure, function, ecology, population dynamics, conservation and identification. Emphasizes identification of the birds of the eastern United States by sight, and the common species by sound. Exposure to birds worldwide. Fall. Prerequisite: General biology and general ecology.

EFB 483. Mammal Diversity (3)

Two hours of lecture and three hours laboratory per week. Introduction to the taxonomic, morphological and behavioral diversity of mammals, presented in evolutionary context. Covers distinguishing characteristics at class and ordinal levels, the basic ecological characteristics of all mammals of New York state and the adaptations of mammals to stressful environments. Key methods for field studies and the conservation status of mammals are addressed. Fall, odd years. Prerequisite: EFB 285.

EFB 484. Mammalian Winter Ecology (2)

Six-day field course conducted during March break in the Adirondack Mountains of New York. The course explores ecological adaptations of mammals for surviving the winter in northern latitudes. Students are in the field daily. Modern housing/dining facilities are provided at the Adirondack Ecological Center. There is a course fee. Spring.

Prerequisite: General ecology.

Note: Credit will not be granted for both EFB 484 and EFB 684.

EFB 485. Herpetology (3)

Two hours of lecture and three hours of laboratory per week. 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. Fall.

EFB 486. Ichthyology (3)

Two hours of lecture and three hours of laboratory per week. An introduction to the anatomy, physiology, ecology, behavior and taxonomy of fishes. Spring.

EFB 487. Fisheries Science and Management (3)

Three hours of lecture per week. Introduction to biology, ecology, quantitative assessments, conservation, and management of fish species targeted in fisheries. Includes models and empirical studies of population dynamics, life history theory, bioenergetics, population sampling, growth, mortality, production, exploitation, ecological effects, and approaches to fisheries management. A practicum (EFB 488) is optional. Fall. Prerequisite: Calculus and either Limnology or Ichthyology or permission of instructor. Note: Credit will not be granted for both EFB 487 and EFB 687.

EFB 488. Fisheries Science Practicum (1)

Three hours of laboratory per week with two weekend field trips. Practical experience in fisheries science, including introduction to collecting techniques, data collection, analysis, and use of models. A nominal fee is charged to defray costs on weekend trips. Designed as a complement to EFB 487. Fall. Prerequisite: EFB 487 or permission of instructor.

EFB 491. Wildlife Ecology and Management Practicum (2)

One-hour discussion and three hours laboratory per week. 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. Co-requisite: EFB 390. Pre- or co-requisite: ESF 200.

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. Note: Credit will not be granted for both EFB 493 and EFB 693.

EFB 495. Undergraduate Experience in College Teaching (1-3)

An opportunity for qualified, senior undergraduate students to gain experience in fully supervised, college-level teaching of the type they can expect to perform in graduate school. Students assist the instructor in the preparation and presentation of laboratory or recitation material in an undergraduate course. A maximum of 6 credit hours of EFB 495, and 3 credit hours relating to any single assisted course, may apply toward graduation requirements. Fall and Spring. Prerequisites: Previous completion of the course being assisted (with a grade of B or higher), a GPA at ESF of 3.0 or higher, and permission of instructor.

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 per week. 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 10-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 502. Ecology and Management of Invasive Species (3)

Three hours of discussion/lecture per week. Explores the growing problem of invasive species as a leading threat to global biodiversity. Topics include: invasion pathways and mechanisms, community resistance, biological control, effects on ecosystems, law and policy as management tools, prediction and risk assessment, and interactions with anthropogenic environmental change. Fall.

EFB 505. Microbial Ecology (3)

Two hours of lecture and three hours of laboratory per week. 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.

EFB 513. Adirondack Forest Ecology and Management (2-3)

One-week, field-based examination of sustainable forest management in the Adirondacks, framed by concepts and issues associated with plant and wildlife ecology, silviculture, and forest management. Contemporary research on central Adirondack forests is featured based on work at the Huntington Wildlife Forest. Emphasis is on experiential learning via a series of trips to, and laboratories in, the forest. Fall (late summer).

Note: Credit will not be granted for both EFB 513 and FOR 513.

EFB 516. Ecosystems (3)

Three hours of lecture/discussion per week. Ecosystems emphasize 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.

EFB 518. Systems Ecology (4)

Three hours of lecture and three hours of laboratory/field experience per week. 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)

Two hours of lecture and three hours of laboratory per week. 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 521. Principles of Interpretive Programming (3)

Three hours of lecture and three hours of laboratory per week. 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)

Two hours of lecture per week. 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. Requires the ability to swim. Spring. Prerequisite: EFB 320.

EFB 524. Limnology (3)

Three hours of lecture per week. 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 per week. 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 co-requisite: EFB 524.

EFB 526. Introduction to Plant Tissue Culture (3)

One hour of lecture and six hours of laboratory per week designed to introduce students to the scientific and commercial uses of plant tissue culture. Spring. Prerequisite: EFB 226.

EFB 530. Plant Physiology (3)

Three hours of lecture per week. 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 three-hour laboratory sessions per week. An introduction to methods and procedures of physiological research. Spring. Pre- or co-requisite: EFB 530 or permission of instructor.

EFB 535. Systematic Botany (3)

Two hours of lecture and three hours of laboratory per week. 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.

Prerequisite: EFB 226 or EFB 326.

EFB 542. Freshwater Wetland Ecosystems (3)

Three hours of lecture per week. 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.

EFB 551. Forest Insect Ecology and Management (3)

Two hours of lecture and three hours of laboratory per week. Aspects of insect ecology that are pertinent to integrated pest management are discussed. These aspects include insect survey, monitoring, evaluations, control tactics (with special emphasis on non-chemical approaches to control of forest insect pests), and interactions between pest population ecology and forest stand dynamics. Students learn to identify the major forest insect pests of North America and the damage that they cause. Fall, odd-numbered years.

Prerequisites: EFB 320, EFB 351 or EFB 352.

EFB 554. Aquatic Entomology (3)

Two hours of lecture, three hours of laboratory/field work per week and a weekend field trip. 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 instructor.

EFB 555. Chemical Ecology of Vertebrates (3)

Three hours of lecture per week. A survey of chemical interactions within and among species of fish, amphibians, 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. Fall and 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 566. Systematic Entomology (3)

Two hours of lecture and three hours of laboratory per week. Lectures introduce the identification and classification of the important orders and families of insects, along with the concepts and practice of systematics. In laboratories students become familiar with pertinent taxonomic literature and keys, based in part on a required collection. Fall. Prerequisite: EFB 351 or EFB 352.

EFB 570. Insect Physiology (3)

Two hours of lecture and three hours of laboratory per week. Study of the life processes in insects; introduction to modern physiological instrumentation and laboratory methods. Spring.

Prerequisite: EFB 325.

EFB 600. Toxic Health Hazards (4)

Three hours of lecture and one hour discussion/seminar per week. Introduction to contemporary concepts of toxicology and to scientific basis for regulations and personal decisions about toxic health hazards. For students in natural or social sciences of environmental relevance. Topics include xenobiotic load, co-evolution of plant/animal defenses, chemical interactions, animal tests and risk assessment. Additional reading assignments and discussions. Fall.

Prerequisites: General biology and general chemistry.

Note: Credit will not be granted for both EFB 400 and EFB 600.

EFB 601. Molecular Biology Techniques (3)

One hour of lecture and six hours of laboratory per week. Important techniques used in molecular biology research are introduced in the context of a semester-long research exercise. Techniques include the extraction and quantification of genomic DNA, agarose gel electrophoresis, restriction digest, ligation, isolation of plasmid DNA, DNA-DNA hybridization, transformation of *E. coli*, DNA sequencing and the polymerase chain reaction. Additional topics in molecular biology research are chosen and presented by the students. Fall.

Prerequisites: EFB 307, EFB 308, EFB 325 or equivalents.

Note: Credit will not be granted for both BTC 401 and EFB 601.

EFB 609. Molecular Basis of Evolution (3)

Two hours of lecture and one hour of discussion per week. The major processes of organic evolution (e.g., such as mutation, natural selection, speciation and extinction) are discussed in a molecular-level context. Coverage ranges from changes to genic and nongenic regions of the genome to the evolution of entire genomes. Methods used to study molecular evolution and to reconstruct phylogenies are described and demonstrated. Students will organize and lead class discussions.

Prerequisites: EFB 307, EFB 308, EFB 325, or similar courses in genetics and cell physiology.

Note: Credit will not be granted for both EFB 409 and EFB 609.

EFB 610. Ecological Biogeochemistry (3)

Three hours of lecture and discussion per week. 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. Topics in Environmental Toxicology (3)

Three hours of lecture, discussion or seminar per week. In-depth exploration of selected contemporary topics of environmental toxicology in areas such as toxic hazards of societal importance, pollutant monitoring and remediation, fate and ecological impacts of environmental pollutants, biological basis of toxic hazards, and ecological and human risk assessment and regulations. A major term paper and oral presentation required. Spring.

Prerequisite: EFB 400, EFB 600 or an introductory course in toxicology.

EFB 612. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion per week. 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.

Note: Credit will not be granted for both EFB 612 and EFB 412/FCH 440.

EFB 616. Introduction to Environmental Interpretation (3)

Three hours of lecture and three hours of laboratory per week. 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.

Note: Credit will not be granted for both EFB 416 and EFB 616.

EFB 617. Perspectives of Interpretive Design (3)

Three hours of lecture and three hours of laboratory per week. 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.

Note: Credit will not be granted for both EFB 417 and EFB 617.

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 permission of instructor.

Note: Credit will not be granted for both EFB 418 and EFB 618.

EFB 622. Applications of Interpretation to Science Education (3)

Weeklong residency course with an external project. 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 and walks, and trail leaflets, brochures, presentations, and exhibits. Participants must implement, test and document semester-length projects with their students. Summer.

EFB 623. Marine Ecology (5)

Three hours of lecture per week, two hours of laboratory/recitation per week, 1 hour of graduate discussion per week and one weekend field trip. Introduction to marine organisms and systems, using the principles of population, community and ecosystem ecology. Hands-on demonstrations, discussions, presentations, lectures, and field trip allow study of major marine habitats (e.g., intertidal, pelagic, coral reefs, deep sea), and the increasing human impact on marine environments. Small fee charged for mandatory weekend field trip. Synthetic review paper and short presentation to the EFB 423 class are required. Spring, even years.

Prerequisites: One year general biology and general ecology or equivalents.

Note: Credit will not be granted for both EFB 423 and EFB 623.

EFB 625. Plant Biotechnology (3)

Two hours of lecture and three hours of laboratory per week. Transgenic plants are currently being produced to improve agriculture, pharmaceuticals, and remediate environmental problems. Students are taught the principles of gene structure and regulation, gene cloning, transformation of plant species, and current applications. Format includes lectures, discussions, student presentations, literature review, and a detailed laboratory project. Spring.

Prerequisites: EFB 307 and EFB 325 or equivalents.

Note: Credit will not be granted for both BTC 425 and EFB 625.

EFB 626. Plant Tissue Culture Methods (3)

Two hours of lecture and discussion and three hours of laboratory per week. Introduction to plant tissue culture for biotechnology research and as a propagation method. Emphasis will be on learning laboratory instrumentation and techniques for establishing cell cultures, producing transgenic cell lines, and regenerating whole plants. In addition to the scheduled lab exercises, an independent micropropagation or transformation project will be required. Fall. Prerequisite: Permission of instructor.

Note: Credit will not be granted for BTC 426 and FOR/EFB 626.

EFB 627. Plant Developmental Biology (3)

Two hours of lecture/discussion and three hours of laboratory per week. Advances in the fields of plant physiology, genetics, and cell and molecular biology are integrated into a dynamic study of plant structure and development. Topics include fertilization, embryogenesis, gene expression and manipulation, and hormonal and environmental regulation of development. Students will write a research paper that applies concepts in plant development to address problems pertaining to their research or to a chosen topic. Fall. Prerequisite: EFB 226.

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

EFB 628. Mycorrhizal Ecology (3)

Two hours of combined lecture/discussion and three hours of laboratory per week. Introduction to mycorrhizal symbioses, their role in plant nutrient uptake and function in plant community dynamics. Emphasis is on important historical and current literature, and on learning methodological approaches used in mycorrhizal research. Students will present and lead discussions on papers from the primary literature. An independent project is required. Fall, even years. Prerequisites: General ecology or plant ecology, genetics.

Note: Credit will not be granted for both EFB 428 and EFB 628.

EFB 640. Mycology (3)

Two hours of lecture and three hours of laboratory per week.

Fundamentals of the morphology, taxonomy, life histories, ecology and symbiotic relationships of fungi. Fall.

Note: Credit will not be granted for both EFB 440 and EFB 640.

EFB 641. Phytopathology (3)

Two hours of lecture and discussion, and three hours of autotutorial laboratory per week. 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 643 Plant Virology (3)

Two hours of lecture and three hours of laboratory per week. 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 or permission of instructor.

Note: Credit will not be granted for both EFB 443 and EFB 643.

EFB 644. Biogeography (4)

Three hours of lecture per week. Earth history (plate tectonics, etc.), topography and geographic variation in environmental conditions influence species and communities. Major geographic patterns in biological diversity and strategies for conserving native species are presented. Students design and conduct independent biogeographic study utilizing information available in the literature. Fall, even years. Prerequisite: General ecology or permission of instructor.

Note: Credit will not be granted for both EFB 444 and EFB 644.

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: General Ecology.

Note: Credit will not be granted for both EFB 445 and EFB 645.

EFB 646. Ecology of Mosses (3)

Two hours of lecture per week and one three-hour laboratory or field trip. A study of taxonomic diversity, ecological adaptations and the roles of bryophytes in ecosystems. Spring.

Note: Credit will not be granted for both EFB 446 and EFB 646.

EFB 662. Animal Physiology: Environmental and Ecological (3)

Three hours of lecture, discussion and exercises per week, 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. Fall and Spring.

Prerequisite: EFB 661 or permission of instructor.

Note: Credit will not be granted for both EFB 462 and EFB 662.

EFB 681. Aquatic Ecosystem Restoration and Enhancement (2)

One and three-quarter hours of lecture and discussion per week and three field experiences. Guiding principles for ecological restoration of freshwater aquatic ecosystems focusing on effects of nutrient

loading, sedimentation, flow alteration, and habitat loss. Factors leading to loss of aquatic resources and effectiveness of techniques to restore habitat and fauna are analyzed. Student presentation of a relevant topic and field excursions to perturbed areas and recent restoration projects are required. Fall, odd years.
Prerequisites: none. Directed towards graduate students in areas involving aquatic sciences and management.

EFB 684. Mammalian Winter Ecology (2)
Six-day field course conducted during March break in the Adirondack Mountains of New York. The course explores ecological adaptations of mammals for surviving the winter in northern latitudes. Students are in the field daily. Modern housing/dining facilities are provided at the Adirondack Ecological Center. There is a course fee. Students are required to submit a final paper. Spring.
Prerequisite: General Ecology.
Note: Credit will not be granted for both EFB 484 and EFB 684.

EFB 685. Ecology of Mammals of the Adirondack Mountains (2)
One week, field-based course with 15 hours of lecture and 45 hours of field/laboratory work. Focus on Adirondack mammals, their life histories, adaptations and habitat requirements. Emphasis on experiential learning where participants live trap, mark, and release small mammals, mist net bats, and employ radio telemetry techniques to understand the habits of mammals. Course is designed for college teachers and graduate students with teaching responsibilities. Fall (late summer).

EFB 687. Fisheries Science and Management (3)
Three hours of lecture per week. Introduction to the biology, ecology, quantitative assessments, conservation, and management of fish species targeted in fisheries. Includes models and empirical studies of population dynamics, life history theory, population growth, mortality, production, exploitation, and management. Critical synthesis project required. Fall.
Prerequisites: Calculus and either Limnology or Ichthyology or permission of instructor.
Note: Credit will not be granted for both EFB 487 and EFB 687.

EFB 692. Ecology and Management of Waterfowl (3)
Three hours of lecture per week. 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 and Spring.
Prerequisite: EFB 483.

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.
Prerequisites: EFB 490 and EFB 491 or graduate status.
Note: Credit will not be granted for both EFB 493 and EFB 693.

EFB 733. Techniques in Plant Physiology (2-4)
One hour of lecture and variable lengths of laboratory (three to nine hours) per week. 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.
Prerequisites: EFB 531 and biochemistry with laboratory.

EFB 796. Topics in Environmental and Forest Biology (1-3)
Special instruction, conference, advanced study, and research in selected subject areas. A written 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. A written report required. Fall and Spring.

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 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.

ELE—ELECTRICAL ENGINEERING

These courses are taught at Syracuse University's College of Engineering and Computer Science. Descriptions will be found at www.syr.edu/publications/undergradcat.

ENS—ENVIRONMENTAL SCIENCE (GRADUATE)

ENS 596. Special Topics in Environmental Science (1-3)
Experimental or special coursework in Environmental Science for beginning graduate students, fifth year, and seniors with appropriate academic background. Subject matter and methods will vary. Fall or Spring.

ENS 601. Water Resources Management (3)
Three hours of lecture and discussion per week. 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 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. Fall.
Prerequisites: Coursework in psychology, sociology and environmental policy are recommended.

ENS 607 Wetland Practicum (2-3)
Two hours of lecture and three hours of group learning per week. Provides students with a working knowledge of wetland management, emphasizing wetland delineation, functional assessment and mitigation with module problems with reports required for each module. Two credits for completion of two modules ; three credits for completion of three modules. Fall.

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 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 per week. Forces and vectors, moments, equivalent force systems, free bodies, structures, section properties. Fall. Prerequisites: Integral calculus and general physics.

ERE 222. Engineering Mechanics—Dynamics (2)

Two hours of lecture per week. 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)

Four hours of lecture per week. 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. Fall. Prerequisites: Algebra, derivative and integral calculus.

ERE 225. Engineering Graphics (1)

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. Introductory course in graphics as a communication language and analytic/design tool for engineers. Fall and Spring. Prerequisites: Trigonometry and computer literacy.

ERE 296. Special Topics in Engineering (1-3)

Provides experimental, interdisciplinary, or special coursework at the freshman and sophomore levels within the field of environmental resources engineering. Subject matter and course format vary from semester to semester and section to section. Fall and Spring.

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)

Four hours of lecture per week, first half of the semester. 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 for credit to students who have successfully completed FCH 360 or equivalent.

ERE 362. Mechanics of Materials (3)

Three hours of lecture per week. Theories of stress, deformation and stability of common structural materials subjected to various force systems. Spring.

Prerequisites: Integral calculus and statics.

ERE 371. Surveying for Engineers (4)

Three hours of lecture and three hours of laboratory per week. The principles of plane surveying and position determination for engineers. Subject matter areas include introduction to the theory of measurement and errors, reference surfaces, coordinate systems and datums, horizontal and vertical measurements, traversing and computations, construction surveying including circular and parabolic curves, property and public land surveys, the analysis and treatment of systematic and random errors, foundations and applications of global positioning systems. Laboratory fieldwork and computations culminate in a topographic map. Fall.

Prerequisite: Calculus.

ERE 385. Mechanical Design (3)

Three hours of lecture per week. 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 221; Co-requisites: ERE 222, ERE 362.

ERE 440. Water Pollution Engineering (3)

Two hours of lecture and three hours of laboratory per week. Introduction to the physical, chemical and biological parameters of wastewater treatment processes and to the principles of the unit operations involved. Study of the design parameters and design procedures of wastewater treatment systems. Fall.

Prerequisite: Physics.

ERE 441. Air Pollution Engineering (3)

Three hours of lecture and discussion per week. 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 and Spring.

Prerequisites: FCH 360, MAT 397, PSE 371.

ERE 445. Hydrologic Modeling (3)

Three hours of lecture per week. Deterministic and stochastic models of hydrologic phenomenon. Model development and the use of computer programming to construct, manipulate, and interpret hydrologic models. Theoretical and analytical approaches to describing hydrologic processes, including precipitation, evapotranspiration, infiltration, surface runoff, percolation, groundwater movement and discharge, and streamflow. Distributed, semi-distributed, and lumped parameter models and techniques for model calibration and validation. Fall.

Pre- or co-requisite(s): Introductory computer programming.

Note: Credit will not be granted for both ERE 445 and ERE 645.

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 (GIS). Topics will include data acquisition and specification, data processing, data manipulation, and analysis, information output, and selecting and implementing GIS. Fall. Note: Credit will not be granted for both ERE 450 and ERE 550.

ERE 496. Special Topics (1-3)

Lectures, readings, problems and discussions. Topics in environmental or resource engineering as announced. Fall and/or Spring.

ERE 501. Bioprocess Microbiology (3)

Two hours of lecture and three hours of laboratory/discussion per week. Topics include general microbiology, enzymology, enzyme kinetics, biochemistry, metabolic regulation, microbial growth and product formation (with general stoichiometry), media formulation and bioprocess design including batch, fed-batch, and continuous modes, techniques for product recovery and purification, and mammalian cell lines/culture. Microbiological growth media, batching, and the operation of bench-top bioreactors and various analytical instrumentation. Fall.

Prerequisites: Permission of instructor; basic understanding of chemistry and biology; appropriate quantitative skills.

ERE 502. Bioseparations (3)

Three hours of lecture per week. Cell disruption, solid liquid separations, centrifugation, chromatographic techniques (gel filtration, affinity, ion exchange), and membrane processes. Extraction. Crystallization and drying. Aseptic filtration. Fall.

Prerequisite: ERE 501.

Note: Credit will not be granted for both ERE 502 and BPE 420.

ERE 503. Bioprocess Plant Design (3)

Three hours of lecture per week. Topics covered include integration of process and support systems and equipment; concepts of facility design integrating Good Manufacturing Practice (GMP), equipment and systems cleanability, people flow, product protection, capital investment, and operating costs. This course will focus towards facility design in the biopharmaceutical industry. Spring.

Prerequisites: ERE 502, ERE 542 or equivalents.

ERE 506. Hazardous Waste Management (3)

Three hours of lecture and discussion per week. Systematic control of generation, storage, transport, treatment and disposal of hazardous waste. Applicable hazardous waste regulations. Pollutant transport mechanisms. Technology design to investigate, control emissions and remediate sites. Urban economic redevelopment impacts. Fall. Pre- or co-requisite(s): Chemistry and biology. Permission of instructor for seniors in good standing.

ERE 515. Production and Operation Management (3)

Three hours of lecture/discussion per week. Basic productivity issues and simulation modeling. Topics include basic productivity theories, construction productivity tools, and the discrete-event simulation model. Through independent research students select construction activities and develop a computer simulation model to optimize construction operations by identifying and correcting inefficient operation. Spring.

Prerequisite: Three credits of any physical or analytical engineering, or permission of instructor.

Note: Credit will not be granted for both ERE 515 and WPE 315.

ERE 519. Green Entrepreneurship (3)

Three hours of lecture/discussion per week. Explore challenges and goals of creating a start-up venture in environmental science or technology. Recognize trends in the marketplace, and where commercial opportunities can be created. Analyze feasibility and potential to create a sustainable venture. Other topic areas include critical success

factors and key start-up issues unique to science and technology firms. Spring.

Pre- or Co-requisites: FOR 207 Introduction to Economics or equivalent; or permission of instructor.

ERE 525. Construction Methods and Equipment (3)

Three hours of lecture/discussion per week. Analysis of heavy construction operations and related environmental concerns. Production calculations, means and methods selection and operating costs of heavy construction equipment are addressed. The economics of equipment use are analyzed. The use of a digitizer in earthwork quantity takeoff is explored. The outcome of the course is to select the most cost efficient and performance efficient method and equipment. A term paper is required. Fall.

Note: Credit will not be granted for both ERE 525 and WPE 350.

ERE 531. Construction Safety (3)

Three hours of lecture/discussion per week. Occupational Safety and Health practices in the construction industry. An overview of the U.S. Department of Labor, Occupational Safety and Health Regulations, 29 CFR 1910 and 29 CFR 1926. Comprehensive review of: general safety and health requirements, hazard communication, confined space entry, lockout/tagout programs, workplace violence, personal protective equipment, fire protection, signs and barricades, rigging, small tools — hand and power, welding and cutting, electrical, fall protection, scaffolding, cranes, mobile equipment, excavation and trenching, steel erection, stairways and ladders and permissible exposure limits. A term paper is required. Fall.

Note: Credit will not be granted for both ERE 531 and WPE 331.

ERE 534. Transport Phenomena (3)

Three hours of lecture per week. Principles of heat and mass transfer as applied to the bioprocess industries. Topics include conduction, convective heat and mass transfer, diffusion of both steady-state and transient situations, analogies for heat and mass transfer, boundary layers, porous media transport, heat and mass transfer analysis. Discussion of specific bioprocess examples. Spring.

Note: Credit will not be granted for both BPE 335 and ERE 534.

ERE 535. Cost Engineering (3)

Three hours of lecture/discussion per week. Statistics, cost of money, rates of return, cash flow, budget development, cost tracking, productivity and progress, constructability and value engineering, change control and risk analysis. Synthesis research report on a cost engineering topic required. Fall.

Note: Credit will not be granted for both WPE 335 and ERE 535.

ERE 540. Engineering Hydrology and Hydraulics (3)

Three hours of lecture per week. Introduction to water resources engineering. Hydraulics processes explored include pipe flow, open-channel flow, flows within control structures, and flow through porous media. Hydrologic processes explored include scaling rainfall across time and space, computing the timing and magnitude of watershed run-off, and routing flood waves through detention basins and streams. Engineering analysis to link hydrologic and hydraulic systems and use probability distributions to access the system failure. Spring.

Note: Credit will not be granted for both FEG 340 and ERE 540.

ERE 542. Bioreaction Engineering (3)

Three hours of lecture/discussion per week. Bioprocess kinetics, reaction engineering, mass and energy balances, stoichiometry, enzyme kinetics, growth and product synthesis kinetics, mass transfer effects, bioreactor analysis and design, instrumentation and control, batch processing, bioreactor scale-up, agitation, oxygen delivery, heat removal and kinetics of sterilization (clean and sterilization in place – CIP and SIP). Spring.

Prerequisites: Mass and Heat Transfer, or Transport Phenomena

Note: Credit will not be granted for both ERE 542 and PBE 421.

ERE 543. Construction Estimating (3)

Three hours of lecture/discussion per week. Definition and explanation of estimating/bidding theory and process. The processes for reviewing and interpreting contracts, specifications and blueprints as well as their role in the estimating/bidding process. Perform a quantity take-off. Create a final estimate/bid, including the appropriate General Conditions and Markups. Several projects based on the concepts listed above as well as utilizing either a spreadsheet or Timberline Precision Estimating. A term paper describing how the relevant topics of the course fit a specific industry application, and production of an additional project based on Timberline Precision Estimating software or equivalent are required. Spring.

Prerequisites: Estimating experience or permission of instructor.

Note: Credit will not be granted for both ERE 543 and WPE 343.

ERE 548. Open Channel Hydraulics (3)

Three hours of lecture and discussion per week. Classroom instruction and exercises introduce advanced concepts in open channel hydraulics, including the energy and momentum principles, critical flow, uniform flow, flow profiles, and unsteady flow, as appropriate. Students will prepare a research paper describing their work on an independent project. Fall.

Note: Credit will not be granted for both FEG 448 and ERE 548.

Pre- or co-requisites: Fluid mechanics or permission of instructor.

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 (GIS). Topics will include data acquisition and position specification, data processing, data manipulation, and analysis, information output, and selecting and implementing GIS. Readings with written assessment will be assigned from the current literature. Participation in a group project is required. Fall.

Note: Credit will not be granted for both ERE 450 and ERE 550.

ERE 551. GIS for Engineers (3)

Two hours of lecture and three hours of laboratory per week. Introduction to fundamental concepts in geographic information systems (GISs) with a focus on engineering applications. Fundamental concepts and development of geographic information systems including models and georeferencing systems used to represent and characterize spatial data. Data processing including collection and preprocessing, data management, spatial analysis and manipulation, and data output. Necessity and utility of spatial data in engineering design analysis. Fall.

Prerequisite: Calculus.

Co-requisite: ERE 371 or equivalent.

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: Physics and calculus or permission of instructor.

Note: Credit will not be granted for both FEG 352 and ERE 552.

ERE 561. Engineering Thermodynamics (3)

Three hours of lecture per week. Principles of classical thermodynamics applied to engineering practice. First and second laws; heat effects; property functions and their correlation; physical and chemical equilibrium; solutions and mixtures; equations of state. Compressible flow. Electrolyte solutions. Thermodynamic analysis of processes and systems via case studies and computer simulation. Compressible flow and/or thermodynamics of electrolyte solutions. Spring.

Prerequisites: Physics and Calculus.

Note: Credit will not be granted for both PSE 361 and ERE 561.

ERE 563. Photogrammetry I (3)

Two hours of lecture and discussion; three hours of laboratory and discussion per week. 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. Spring.

Prerequisite: ERE 371.

Note: Credit will not be granted for both FEG 363 and ERE 563.

ERE 565. Principles of Remote Sensing (4)

Three hours of lecture and three hours of laboratory and discussion per week. Introduction to water resources engineering. A qualitative and quantitative introduction to the fundamentals of acquiring, analyzing and utilizing remote sensing data. Introductory concepts and methods in digital image processing and photogrammetry. Spring.

Prerequisite: ERE 371 Surveying for Engineers or permission of instructor.

Note: Credit will not be granted for both FEG 365 and ERE 565.

ERE 566. Global Positioning Systems I (1)

Three hours of lecture per week for the first six weeks of the semester. 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 and computer literacy.

Pre- or co-requisite(s): ERE 371 or equivalent and computer literacy.

ERE 570. Principles of Mass and Energy Balances (3)

Three hours of lecture per week. 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. Computer simulation of steady and non-steady state process systems. Fall.

Prerequisites: Physics, Calculus, and General Chemistry.

Note: Credit will not be granted for both PSE 370 and ERE 570.

ERE 571. Fluid Mechanics (3)

Three hours of lecture per week. Fluid statics. Principles of mass, energy and momentum balance. Bernoulli's equation. Application to pipe flows, flow measurement and porous media. Movement of particles in fluid media. Rheology of fluids and suspensions typical in the pulp and paper industry (pulp, black liquor, etc.) Filtration and sedimentation of fibrous and particulate suspensions. Characteristics of pumps. Flow systems with economic considerations. Analysis of some papermaking operations such as drainage, dewatering, vacuum dewatering and wet pressing. Fall.

Prerequisites: Physics, Chemistry, Calculus.

Note: Credit will not be granted for both PSE 371 and ERE 571.

ERE 580. Coordinate Systems for GIS (1)

One hour of lecture per week. Basic principles and procedures related to earth coordinate systems. Topics include ways to specify locations, reference systems (datums), common earth coordinate systems, coordinate transformations, and general approaches to determining location in the field. Spring.

Pre- or co-requisites: Mathematical preparation in geometry, trigonometry, analytical geometry. Knowledge or experience with mapping or GIS.

ERE 585. Microscopy and Photomicrography (3)

Two hours of lecture, one hour of demonstration, and three to five hours of laboratory per week. Principles of light microscopy and photomicrography with extensive laboratory practice. Fall.

Prerequisite: Permission of 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, two-and-one-half hour laboratory per week; 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.

Note: Credit will not be granted for both WPE 410 and ERE 610.

ERE 615. Lean Project Management (3)

Three hours of lecture/discussion per week. Lean production theory and the Lean project management system and their relations to the Architect, Engineering, and Construction industries. Topics include the Toyota production system, lean principles, the Last Planner System, and supply chain management. Through independent research students learn how to identify and improve the value stream of the construction process. Fall.

Prerequisite: Three credits of management or permission of instructor.

Note: Credit will not be granted for both ERE 615 and WPE 415.

ERE 630. Computer Applications in Construction Management (1-3)

Guided individual study. Projects that will be estimated, scheduled or managed exclusively by industry-standard, construction-related software, including Timberline Precision Estimating, Quest Earthworks, Quest for Contractors, Primavera Project Planner, SureTrak Project Manager by Primavera and Expedition by Primavera. A final report with annotated bibliography is required. Spring.

Prerequisite: Permission of instructor.

Note: Credit will not be granted for both ERE 630 and WPE 430.

ERE 641. Biomass Energy (3)

Three hours of lecture per week. Historical, current and future uses of biomass as a source of renewable energy for the production of bioenergy, biofuels and bioproducts. Characteristics of biomass, their conversion to different forms of energy and end products and an assessment of their sustainability. Spring.

Prerequisite: ESC 525, ESC 535 or permission of instructor.

Note: Credit will not be granted for both BPE 441 and ERE 641.

ERE 643. Water Pollution Engineering (3)

Two hours of lecture and three hours of laboratory per week. Introduction to the physical, chemical and biological parameters of wastewater treatment processes and to the principles of the unit operations involved. Study of the design parameters and design procedures of wastewater treatment systems. Fall.

Prerequisites: Physics and CHE 356 or permission of instructor.

Note: Credit will not be granted for both ERE 440 and ERE 643.

ERE 645. Hydrologic Modeling (3)

Three hours of lecture per week. Deterministic and stochastic models of hydrologic phenomenon. Model development and the use of computer programming to construct, manipulate, and interpret hydrologic models. Theoretical and analytical approaches to describing hydrologic processes, including precipitation, evapotranspiration, infiltration, surface runoff, percolation, groundwater movement and discharge, and streamflow. Distributed, semi-distributed, and lumped parameter models and techniques for model calibration and validation. Fall.

Pre- or co-requisite(s): Introductory computer programming.

Note: Credit will not be granted for both ERE 445 and ERE 645.

ERE 652. Remote Sensing Interpretation (3)

Two hours of lecture supplemented with individual and group projects per week. Principles and procedures for processing modern remote sensing imagery for extracting useful information. Types and characteristics of modern sensors, geometric transformation and restoration, enhancement and interpretation of digital imagery, and fundamental aspects of assessing the accuracy of remote sensing analyses. Spring.

Prerequisite: ERE 552 or equivalent.

ERE 653. Construction Planning and Scheduling (3)

Three hours of lecture/discussion per week. The use of Gantt, Activity on Node, Precedence Diagram, PERT and Linear schedules. Identification of activities and duration analyses of these activities. Update schedules, plan and assign resources, plan cost and schedule. Schedule development is performed both manually and with industry accepted software. A term paper describing how the relevant topics of the course fit a specific industry application and an additional project utilizing the software are required. Fall.

Prerequisite(s): Estimating experience and/or equivalent scheduling experience.

Note: Credit will not be granted for both ERE 653 and WPE 453.

ERE 654. Construction Project Management (3)

Three hours of lecture/discussion per week. How to define and properly identify company organizational structures. Project delivery systems, integration of estimating, bidding, scheduling and cost control into the management process. How safety, quality control, value engineering, procurement, labor relations and insurance and bonding requirements are integral parts of a construction project. A term paper describing how the relevant topics of the course fit a specific industry application and a project based upon Expedition project management software are required. Spring.

Prerequisites: ERE 653, equivalent experience or permission of instructor.

Note: Credit will not be granted for both ERE 654 and WPE 454.

ERE 658. Construction Contracts and Specifications (3)

Three hours of lecture/discussion per week. The types of construction contracts used in the construction industry from the owner, contractor, subcontractor and supplier viewpoints. Types of required insurance and the remedies available to contractors are presented. The process of bidding and negotiating from the legal perspective is covered along with contract administration. Specifications are introduced by type and the requirements of each type are discussed based on current industry-accepted standards. A term paper describing how the relevant topics of the course fit a specific industry application is required. Spring.

Prerequisite: Permission of instructor.

Note: Credit will not be granted for both ERE 658 and WPE 455.

ERE 664. Photogrammetry II (3)

Two hours of lecture and three hours of laboratory per week. 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.

Note: Credit will not be granted for both FEG 464 and ERE 664.

ERE 667. Process Control (3)

Three hours of lecture per week. Presents an introduction to the principles of process control. Linear analysis, Laplace transforms, and nonlinear simulation are presented and applied to feedback, and feedforward control. Examples of process simulation, accuracy and stability of control are drawn from paper industry processes. Process identification using numerical techniques and MATLAB. Fall.

Prerequisite: Differential Equations.

Note: Credit will not be granted for both PSE 477 and ERE 667.

ERE 670. Principles of Pulping and Bleaching (3)

Two hours of lecture and three hours of laboratory per week 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. Spring.
Prerequisites: Organic, physical and analytic chemistry.

ERE 672. Colloidal and Interface Science Applications in Papermaking (3)

Three hours of lecture per week. Provides the student with the fundamental principles of Colloidal and Interface Science as it relates 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. Spring.
Pre- or co-requisite: Physical chemistry.

ERE 676. Management in the Paper Industry (3)

Three hours of lecture per week. 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. The student will critically review selected literature and present their findings. Spring.
Note: Credit will not be granted for both PSE 456 and ERE 676.

ERE 677. Paper Properties (4)

Three hours of lecture, three hours of laboratory per week 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 among paper manufacturing methods, papermaking additives, test results and the ultimate properties desired in the finished paper. Fall.
Prerequisite: Permission of instructor.
Note: Credit will not be granted for both PSE 465 and ERE 677.

ERE 678. Paper Coating and Converting (3)

Three hours of lecture per week. 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: ERE 677.
Note: Credit will not be granted for both PSE 466 and ERE 678.

ERE 679. Papermaking Processes (3)

Two hours of lecture and three hours of laboratory per week. Study of the papermaking process from theoretical and practical standpoints featuring the operation of the pilot paper machines. Emphasis is on the fundamentals of stock preparation and paper machine operations, papermaking process and product design, evaluation of the finished product, and the collection and analysis of process data. An independent project is required in conjunction with the undergraduate paper machine runs. Spring.
Pre- or co-requisite(s): PSE 300, PSE 370, ERE 677.
Note: Credit will not be granted for both PSE 468 and ERE 679.

ERE 682. Transport Processes (3)

Two hours of lecture and three hours of laboratory per week. 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: WPE 387 or permission of instructor.
Note: Credit will not be granted for both ERE 682 and WPE 326.

ERE 685. Transmission Electron Microscopy (5)

Two hours of lecture, two hours of laboratory/demonstration per week, 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. Spring.
Prerequisite: Permission of instructor.

ERE 686. Wood-Water Relationships (3)

Two hours of lecture and three hours of laboratory per week. 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 instructor.

ERE 691. Air Pollution Engineering (3)

Three hours of lecture and discussion per week. 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 instructor. Note: Credit will not be granted for both ERE 441 and ERE 691.

ERE 760. Analytical Photogrammetry I (3)

Two hours of lecture and three hours of laboratory per week. Mathematical theory of photogrammetry including space resection, orientation, intersection and aerial triangulation. Spring.
Prerequisites: FEG 363, APM 360 and FEG 464.

ERE 770. Biodegradation of Wood (3)

Two hours of lecture and one hour of demonstration/discussion per week. Biology of lignicolous fungi and their effects on wood properties. Anatomical, chemical and biotechnological aspects of the three major types of wood decay. Spring.
Prerequisite: Permission of instructor.

ERE 785. Scanning Electron Microscopy (5)

Two hours of lecture/demonstration/laboratory per week. 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. Fall and Spring. Prerequisite: Permission of instructor.

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 instructor.

ERE 797. Seminar (1-3)

1.) Forest engineering topics. 2.) Paper science and engineering topics. 3.) Wood products engineering topics. Fall and Spring.

ERE 798. Research in Environmental and Resource Engineering (Credit hours to be arranged)

1.) Independent research topics in forest engineering.
2.) Independent research topics in paper science and engineering.
3.) Independent research topics in wood products engineering. Fall, Spring and Summer.

ERE 898. Professional Experience/Synthesis (1-6)

A supervised, documented professional work experience in the Master of Professional Studies degree program. Fall, Spring or Summer.
Prerequisite: Approval of proposed study plan by advisor, Department, and any sponsoring 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.

ESC—ENVIRONMENTAL SCIENCE

ESC 132 Orientation Seminar (1)
One hour of lecture or discussion each week. Introduction to campus facilities, personnel, lower-division curriculum, and upper-division study options within the Environmental Science program. Fall.

ESC 325. Energy Systems (3)
Three hours of lecture per week. An interdisciplinary overview of human-dominated energy systems. Topics include traditional extractive approaches, sustainable energy systems, energy return on investment, thermodynamics, energy flow analysis, resource supply, utilization rates, and environmental issues. Students are introduced to the multiple disciplines required to evolve more sustainable systems. A full-day field trip. Fall.
Prerequisites: EFB 120, FCH 150, and PHY 211.
Note: Credit will not be granted for both ESC 325 and ESC 525.

ESC 335. Renewable Energy (3)
Three hours of lecture/discussion per week providing an overview of the role of renewable energy in the context of energy supply. Sustainable sources of heat, power and fuels will be covered and compared in terms of economic and environmental impacts. A one-day field trip of renewable projects is required. Spring.
Prerequisite: ESC 325.
Note: Credit will not be granted for both ESC 335 and ESC 535.

ESC 422. Energy Markets and Regulation (3)
Three hours of lecture/discussion per week concerning markets and regulation of energy. Topics include: the economics of energy markets, industry restructuring, and the development of markets for energy efficiency and renewable power. The role and impacts of energy regulation on markets will also be examined. Fall.
Prerequisite: ESC 325.
Note: Credit will not be granted for both ESC 422 and ESC 622.

ESC 450. Renewable Energy Capstone Planning (1)
One-hour group meeting every two weeks. This course will afford the student an opportunity to select a topic, in conjunction with the instructor, for detailed investigation in Capstone II. Each student will work individually with the instructor to arrive at a feasible project. Fall.
Prerequisites: ESC 325 and ESC 335.
Co-requisite: ESC 422.

ESC 460. Renewable Energy Capstone (2)
One half-hour meeting per week. Students will synthesize information from courses in the Renewable Energy minor by performing research and preparing a scientific report on topics related to renewable energy and energy. The research will consist of literature review/analysis, modeling, field work or laboratory research. Spring.
Prerequisite: ESC 450

ESC 525 Energy Systems (3)
Three hours of lecture per week. An interdisciplinary overview of human-dominated energy systems. Topics include traditional extractive approaches, sustainable energy systems, energy return on investment, thermodynamics, energy flow analysis, resource supply, utilization rates, and environmental issues. Students are introduced to the multiple disciplines to evolve more sustainable systems. A full-day field trip. Fall.

Prerequisites: EFB 120, FCH 150, PHY 211 or equivalent or permission of instructor.

Note: Credit will not be granted for both ESC 325 and ESC 525.

ESC 535. Renewable Energy (3)
Three hours of lecture/discussion per week providing an overview of the role of renewable energy in the context of energy supply. Sustainable sources of heat, power and fuels will be covered and compared in terms of economic and environmental impacts. A one-day field trip of renewable projects is required. Spring.
Prerequisite: ESC 325 or equivalent.
Note: Credit will not be granted for both ESC 335 and ESC 535.

ESC 622. Energy Markets and Regulation (3)
Three hours of lecture/discussion per week concerning markets and regulation of energy. Topics include: the economics of energy markets, industry restructuring, and the development of markets for energy efficiency and renewable power. The role and impacts of energy regulation on markets will also be examined. Fall.
Prerequisites: ESC 325 or equivalent or permission of instructor.
Note: Credit will not be granted for both ESC 422 and ESC 622.

ESF—COLLEGEWIDE

ESF 109 Honors Seminar in Environmental Science and Forestry (1)
One hour of lecture/discussion per week. Sequential presentations by ESF. Exploration of science, engineering, design, management and social science applied to regional, national and global issues. A written report and presentation is required. Fall.
Prerequisite: Admission to the lower division Honors Program.

ESF 200. Information Literacy (1)
Three hours of lecture/discussion per week for five weeks. Introductory course for students of all levels and all curricula to the basic research process for information retrieval and management. Emphasis on electronic bibliographic and Internet research tools. Fall and Spring.

ESF 300. Introduction to Geospatial Information Technologies (3)
Two hours of lecture and three hours of laboratory per week. A theoretical and practical course providing an introduction to the uses and limitations of geospatial information technologies, including geographic information systems (GIS), global positioning systems (GPS) and remote sensing, for environmental science and natural resources management applications. Fall and Spring.

ESF 309. Honors Exploration Seminar (1)
One hour of group discussion or seminar per week for seven weeks and two additional, individual meetings. Selection and refinement of honors thesis project topic, development of project plan and start of research. Fall and Spring.
Prerequisite: Admission to the ESF Upper Division Honors Program.

ESF 332. Seminar for New Transfer Students (No Credit)
One hour of weekly lectures and discussions per week 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 an honors presentation of their work. Fall and Spring.
Prerequisite: Admission to ESF Honors Program.

EST—ENVIRONMENTAL STUDIES

EST 132. Introduction to Environmental Studies (3)
Three hours of lecture, discussion and analytical activities per week. Gateway course for EST majors. Introduction to the study of environmental problems in the social sciences and humanities. Topics:

pollution, conservation, preservation, human health, ecosystem health, limits to growth, sustainability, ecosystems, population, energy, risk and traditional knowledge. Fall.

EST 200. Cultural Ecology. (3)

Three hours of lecture/discussion/oral presentations per week. Students develop skills and fluency in preparing, delivering and evaluating multicultural and traditional environmental management and decision-making. Emphasis is on situations encountered in the environmental professions. Case studies pose ethical questions, which challenge students to apply theory and analysis to each case. Topics also include interactions of culture and environment, relationship between traditional and scientific knowledge and co-management as multicultural decision making. Self-evaluation and peer evaluations are emphasized. Fall or Spring.

EST 201. US History Reconstruction to the Present (3)

Three hours of lecture/discussion per week. History of changes occurring in America post 1865 including land use, government, economic and international relations. Spring.

EST 220. Urban Ecology (3)

Two hours lecture/discussion, three hours of outdoor laboratory per week. Explores the city from an ecosystems perspective. Addresses the role and importance of science, engineering, the design professions, and community participation in creating livable communities. Environmental equity and justice are addressed. Fall.

EST 221. Introduction to American Government (3)

Three contact hours per week. 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 245. Nature and Popular Culture (3)

Three hours of lecture and discussion per week. An interdisciplinary exploration of the meanings of nature expressed in North American popular culture and of the implications of those meanings for environmental affairs. The expression of dominant 20th century Western ideologies of humanism and consumerism through such phenomena as advertising, nature shows, tourism, theme parks, zoos, rodeos, feature films, weather reports, lawns and the World Wide Web are identified using a mix of cultural studies and philosophy. Fall.

EST 296. Special Topics in Environmental Studies (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.

EST 301. Leadership through Mentoring (1)

Biweekly meetings with instructors and with first-year student groups. Advanced leadership training for students in the ESF Peer Mentoring Program. Use of on-line resources to augment person-to-person interactions and group meetings. Fall.
Prerequisites: Upper division class standing, participation in the Peer Review Mentoring Program, and successful completion of Orientation Leader training.

EST 321. Government and the Environment (3)

Three hours of lecture and discussion per week. 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.

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)

Three hours of lecture and discussion per week. The historic and cultural origins and evolution of this complex, multifaceted social phenomenon called 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 toward nature, even within the United States environmental movement. Fall.

EST 366. Attitudes, 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 status.

EST 388. Psychological Principles of Risk Communication (3)

Three hours of lecture and discussion per week. Presents socio-psychological principles and theoretical underpinnings guiding the applied social science approach to environmental risk communication issues. Three overlapping themes will be considered and linked: how communities cope with environmental hazards, how risk information is cognitively processed and evaluated and how risk communication influences perception, evaluation and behavior. Spring, even years.
Prerequisite: Upper-division status.

EST 390. Social Processes and the Environment (3)

Three hours of lecture and discussion per week. 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 393. Environmental Discourse and Communication (3)

Three hours of lecture and discussion per week. Considers the role of communication and political discourse in shaping perceptions of nature and environmental issues/problems. Explores a variety of interpersonal, group, organizational and mass communication theories and a wide range of environmental discourses using examples of written, visual, broadcast, and electronic communication. Spring.
Prerequisite: Junior standing, and either EST 245 or permission of instructor.

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. Fall and Spring.

EST 401. Tools for Urban Problem Solving (1)

Two hours lecture/discussion for eight weeks. Develops skills in the following areas: (1) problem solving, (2) leadership and

management, (3) communications, (4) conflict management, (5) team building, (6) partnerships, (7) ethics, (8) diversity. Fall.

EST 426. Concepts of Sustainable Development (3)

Three hours of lecture/discussion per week. Presents the ecological and development principles and theoretical underpinnings guiding local and global initiatives for sustainable development. Four overlapping themes will be considered and linked: the relationship between patterns of wealth, poverty and environmental quality; the role of efficiency in reducing environmental impacts; the theme of frugality and sufficiency in advancing development; and questions of environmental equity and the quality of development. Fall
Prerequisite: Upper division status.

Note: Credit will not be granted for both ENS 626 and EST 426.

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 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 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 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 status and written approval of an internship contract by major professor, curriculum director and field supervisor.

EST 550. Environmental Impact Analysis (3)

Three hours of lecture per week. The law, administration and natural/social science basis of the environmental impact assessment process in the federal government and New York state. Spring.
Prerequisite: Graduate matriculation or permission of instructor.

EST 600. Foundations of Environmental Studies (3)

Three hours of lecture/discussion per week. Examines frameworks for understanding and solving environmental problems. Familiarizes students with the epistemological foundations of environment-society relations. Considers multiple methodological and analytical strategies. Uses a case study method to exemplify key principles. Fall.
Prerequisites: Undergraduate courses in general ecology, environmental science and policy or communication theory.

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

Three hours of lecture and discussion per week. Provides a critical overview of survey methods used to study human dimension of environmental problems. Explores fundamental theories, techniques, and applications of environmentally related social survey research processes. Design of original survey research and critical assessment of existing research. Spring, odd years.
Prerequisite: Undergraduate basic statistics course.

EST 605. Qualitative Methods (3)

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

EST 608. Environmental Advocacy Campaigns and Conflict Resolution (3)

Three hours of lecture and discussion per week. Addresses complex dynamics, strategies, and tactics of 1) organized campaigns by grassroots to international organizations to advocate for particular environmental policy and 2) processes that seek to resolve, manage, or prevent environmental conflicts when appropriate. Readings, simulations, projects, and case study analysis. Fall.

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

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

EST 612. Environmental Policy and Governance (3)

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

EST 625. Wetland Management Policy (3)

Three hours of lecture and discussion per week. International, national, and local wetland management and conservation issues. Application of methods of policy research, critical evaluation and design of wetland management issues including delineation, functional evaluation, wetland banking, and property rights issues. Research paper required. Fall, odd years.
Prerequisite: EFB 542 or equivalent.

EST 626. Concepts and Principles of Sustainable Development (3)

Three hours of lecture and discussion per week. Presents ecological and development concepts and theory guiding local and global initiatives for sustainable development. Four overlapping themes are considered and linked: the relationship between patterns of wealth, poverty and environmental quality; the role of efficiency in reducing environmental impacts; frugality and sufficiency in advancing development; and questions of environmental equity and the quality of development. Fall.
Note: Credit will not be granted for both EST 426 and EST 626.

EST 628. Great Lakes Policy and Management (3)

Three hours of lecture and discussion per week. Provides a comprehensive understanding of environmental policy and management in the Great Lakes. Emphasizes how scientific knowledge of conditions in the Great Lakes is used by policy makers in the Canadian and U.S. federal governments and the states and provinces. Intended both for policy- and science-oriented students. Spring, even years.

EST 635. Public Participation and Decision Making: 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 decision making. Spring.

EST 640. Environmental Thought and Ethics (3)

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

EST 645. Mass Media and Environmental Affairs (3)

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

EST 650. Environmental Perception and Human Behavior (3)

Three hours of lecture and discussion per week. Application of environmental perception and human behavior paradigms and theories in understanding the causes and potential solution strategies to environmental issues. Interdisciplinary approach utilizes concepts, theories and research from disciplines including environmental psychology, sociology, anthropology, and risk perception to understand the myriad influences on human behavior as it relates to environmental impacts. Spring.

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

One to three hours of lecture and discussion per week. Experimental and developmental courses in new areas of interest to environmental studies faculty and graduate students not covered in regularly scheduled courses. Fall and Spring.

EST 702. Environmental and Natural Resource Program Evaluation (3)

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

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

One to three hours of classroom instruction per week. Lectures and discussions, seminars, conferences and group research on advanced topics of special or current interest to environmental studies faculty and graduate students. Fall and Spring.

EST 797. Environmental Studies Seminar (1-3)

One to three hours of classroom instruction/discussion per week. Discussion of current topics and research related to environmental studies. Fall and Spring.

EST 798. Problems in Environmental Studies (1-3)

One to three hours of supervised individual activity per week. Individualized, special study of environmental studies subjects and issues. Comprehensive oral or written report required for some problems. Fall, Spring and Summer.

EST 898. Professional Experience (1-12)

Variable number of hours of professional experience per week. Professional experience which applies, enriches and/or complements formal coursework. Graded on an "S/U" basis. Fall, Spring, and Summer.

EST 899. Master's Thesis Research (1-12)

One to 12 hours of supervised individual activity per week. Research and independent study for the master's degree and thesis. Fall, Spring, and Summer.

ETS—ENGLISH AND TEXTUAL STUDIES

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

FCH—CHEMISTRY**FCH 132. Orientation Seminar: Chemistry (1)**

One hour of lecture and discussion per week. Introduction to campus resources available to ensure academic success. Introduction to chemistry as a field of inquiry. Introduction to laboratory safety. Fall.

FCH 150. General Chemistry I (3)

Three hours of lecture per week. This first semester general chemistry course is organized around the physical and chemical properties of matter. It introduces the atomic structure of elements, the kinds of bonds in chemical compounds, how atomic ratios in molecules form the basis for the stoichiometry of reactions, thermodynamics and discusses the principles of chemical reactivity. Fall.

FCH 151. General Chemistry Laboratory I (1)

Three hours of laboratory per week. Basic laboratory techniques will be emphasized through experiments dealing with the density of solids and liquids, atomic ratios and mass combining ratios, atomic structure and the periodic table, calorimetry, chemical reactivity, geometric structure of molecules, formation of coordination compounds, and paper chromatography. Fall.

Prerequisite: FCH 150.

FCH 152. General Chemistry II (3)

Three hours of lecture per week. The second course in general chemistry continues the development of chemical reactivity by focusing on chemical kinetics and chemical equilibrium. Aqueous phase processes are emphasized and are applied to precipitation and solubility equilibria, acid/base dissociation phenomena, and fundamental electrochemical reactions. Spring.

Prerequisite: FCH 150.

FCH 153. General Chemistry Laboratory II (1)

Three hours of laboratory per week. Concepts of chemical kinetics and equilibrium processes will be reinforced through experiments in titrimetric analyses, determinations of K_a and K_{sp} values, investigation of rate constants and reaction orders, buffer preparations, oxidation/reduction reactions and qualitative analyses. Spring.

Prerequisites: FCH 150, FCH 151. Co-requisite: FCH 152.

FCH 210. Elements of Organic Chemistry (4)

Three hours of lecture and four hours of laboratory per week including pre-laboratory instruction. Nomenclature, preparation, and important reactions of functional groups and classes of organic compounds including examples relevant to biology. Isomerism and stereochemistry topics of biomolecules. Quantative study of weak acids and weak bases. Lab techniques include compound manipulations, extractions, distillations, chromatography, synthesis, and calculation of yields. Spring.

Prerequisite: One year of General Chemistry.

FCH 221. Organic Chemistry I (3)

Three hours of lecture per week. 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: FCH 150, FCH 151, FCH 152, FCH 153.

FCH 222. Organic Chemistry Laboratory I (1)

Four hours of laboratory including pre-laboratory instruction per week. Laboratory safety. Melting and boiling points, distillation, recrystallization, thin-layer and column chromatography, isolation of natural products, organic synthesis and spectroscopy. Fall.

Co-requisite: FCH 221.

FCH 223. Organic Chemistry II (3)

Three hours of lecture per week. 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.

FCH 224. Organic Chemistry Laboratory II (1)

Four hours of laboratory including pre-laboratory instruction per week. 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. Co-requisite: FCH 223.

FCH 325. Organic Chemistry III (4)

Two hours of lecture, one six-hour laboratory per week. 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 per week. 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 per week. Includes discussion on electrochemistry, principles of quantum mechanics, statistical mechanics, chemical kinetics, and basic spectroscopy. Spring.
Prerequisite: FCH 360.

FCH 380. Analytical Chemistry I: Gravimetric, Titrimetric and Potentiometric Analysis (3)

Two hours of lecture and one three-hour laboratory per week. 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 taken concurrently or permission of instructor.

FCH 381. Analytical Chemistry II: Spectroscopic, Chromatographic and Electroanalytical Instrumental Techniques (3)

Two hours of lecture and one three-hour laboratory per week. 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 361, FCH 380 taken concurrently or permission of instructor.

FCH 384. Spectrometric Identification of Organic Compounds (1-2)

Two hours of lecture and discussion per week. 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 per 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 410. Inorganic Chemistry (3)

Three hours of lecture per week. An introduction to the bonding, structure and reactivity of transition metals and main group elements. Topics will include but are not limited to covalent molecular structures, coordination chemistry, organometallic chemistry, catalysis, bioinorganic chemistry and solid state materials. Spring, even years.
Prerequisite: One year of general chemistry, one year of organic chemistry.

FCH 440. Introduction to Chemical Ecology (3)

Three hours of lecture with discussion per week. 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: Credit will not be granted for both FCH 440 and EFB 412.

FCH 495. Introduction to Professional Chemistry (1)

The professional chemist's 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. 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. A written report on data, procedures, results and conclusions. Fall and Spring.

FCH 510. Environmental Chemistry I (3)

Three hours of lecture per week. 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 geo-chemistry. Spring.
Prerequisites: An introductory course in physical chemistry is required and a short course in computer programming is recommended.

FCH 511. Environmental Chemistry II (3)

Three hours of lecture per week. 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. Fall.
Prerequisite: Chemistry through physical chemistry or permission of instructor.

FCH 515. Methods of Environmental Chemical Analysis (3)

One hour of lecture and six hours of laboratory per week. 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 524. Topics in Natural Products Chemistry (3)

Three hours of lecture and discussion per 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 per week. 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 per week 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. Co-requisite: FCH 530 with permission of instructor.

FCH 532. Biochemistry II (3)

Three hours of lecture per week. 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 per week 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 550. Polymer Science: Synthesis and Mechanisms (3)

Three hours of lecture per week. 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 per week; laboratory reports, final exam. Twelve experiments covering the main topics of polymer synthesis (four weeks), molecular weight determination (four weeks), and characterization (four 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. Co-registration in FCH 552 is recommended.

FCH 552. Polymer Science: Properties and Technology (3)

Three hours of lecture per week. 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. 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 per 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 lecture per week. 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 630. Plant Biochemistry (3)

Three hours of lecture and discussion per week. 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, FCH 532.

FCH 650. Statistical Physics and Chemistry of Macromolecules (3)

Three hours of lecture per week. Topics to be discussed are chain statistics, polymer thermodynamics, scaling theory, colloidal particles, viscoelasticity and the glass transition. Spring, even years.

Prerequisites: FCH 360 and FCH 552 or equivalent; consent of instructor.

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. Fall and Spring.

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 written 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 of lecture, discussion and/or exercises per week. Introduction to campus resources available to ensure academic success. Introduction to engineering as a design profession. Fall.

FEG 133. Introduction to Engineering Design (3)
Two hours of lecture and three hours of group instruction per week. An introduction to the engineering profession, including design, communication, ethical and professional behavior, teamwork and data analysis. Learning is reinforced through study, conduct and critique of design exercises related to environmental resources engineering. Spring.

FEG 275. Ecological Engineering I (3)
Two hours of lecture and three hours of group instruction per week. Overview of ecological engineering theory and practice. Key concepts, empirical models, and case studies of ecological engineering. Living machines, treatment wetlands, bioremediation, municipal composting, agroforestry, traditional ecological knowledge, emergy analysis, and ecosystem restoration. Spring.
Prerequisites: one semester each of calculus, biology, chemistry, and ecology. Forest Engineering students only or by permission of instructor.

FEG 300. Engineering Design (1)
One hour of lecture or three hours of laboratory per week. 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 335. Numerical and Computing Methods (3)
Three hours of lecture per week. An introduction to numerical and computing methods commonly used in engineering. The coverage includes equation solving, optimization, curve fitting, numerical integration and differentiation and the solution of both ordinary and partial differential equations. Focus will be on problem solving and algorithm development. Fall.
Prerequisite: APM 485 Differential Equations/Matrix Algebra.

FEG 340. Engineering Hydrology and Hydraulics (4)
Three hours of lecture and three hours of laboratory and discussion per week. Introduction to water resources engineering. Hydraulics processes explored include pipe flow, open-channel flow, flows within control structures, and flow through porous media. Hydrologic processes explored include scaling rainfall across time and space, computing the timing and magnitude of watershed runoff, and routing flood waves through detention basins and streams. Engineering analysis to link hydrologic and hydraulic systems and use probability distributions to assess the system failure. Spring.
Pre- or co-requisite: MAE 341 or equivalent.
Note: Credit will not be granted for both FEG 340 and ERE 540.

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 status.

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. Spring.
Prerequisites: Junior status, physics and calculus or permission of instructor.
Note: Credit will not be granted for both FEG 352 and ERE 552.

FEG 363. Photogrammetry I (3)
Two hours of lecture and discussion, three hours of laboratory per week. 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.
Note: Credit will not be granted for both FEG 363 and ERE 563.

FEG 365. Principles of Remote Sensing (4)
Three hours of lecture and three hours of laboratory and discussion per week. Introduction to water resources engineering. A qualitative and quantitative introduction to the fundamentals of acquiring, analyzing and utilizing remote sensing data. Introductory concepts and methods in digital image processing and photogrammetry. Spring.
Prerequisite: ERE 371 Surveying for Engineers.
Note: Credit will not be granted for both FEG 365 and ERE 565.

FEG 410. Structures (4)
Three hours of lecture, three hours of computation laboratory and discussion per week. 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 per week. An introduction to mensuration, harvesting operations, methods analysis, mechanization, and interrelationships between the production and silvicultural aspects of harvesting is presented. Fall.
Prerequisites: FOR 321, ERE 362.

FEG 430. Engineering Decision Analysis (3)
Three hours of lecture per week. Classical engineering economics: time value of money, nominal and effective interest, and present worth, annual worth, rate of return, and benefit-cost ratio comparison techniques. Identification and evaluation of alternative investment and borrowing decisions, including the role of inflation, depreciation, taxes and uncertainty. Investment theory including the potential risks and rewards associated with investments options. Simulation and optimization techniques to aid in management decisions. Fall

FEG 437. Transportation Systems (3)
Two hours of lecture and three hours of laboratory per week. 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 337, FEG 340.

FEG 448. Open Channel Hydraulics (3)

Three hours of lecture and discussion per week. Classroom instruction and exercises introduce advanced concepts in open channel hydraulics, including 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, senior standing.

Note: Credit will not be granted for both FEG 448 and ERE 548.

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: ERE 351, FEG 420.

FEG 464. Photogrammetry II (3)

Two hours of lecture and three hours of laboratory per week. 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.

Note: Credit will not be granted for both FEG 464 and ERE 664.

FEG 468. Solid Waste Management (3)

Three hours of lecture and discussion per week. Introduction to solid waste regulations, social economic, environmental and technical factors. Design of solid waste management systems, including collection, recycling, composting, energy recovery, land disposal, leachate treatment, and stormwater control. Field trips. Fall.

Prerequisites: chemistry, biology, soil science, engineering hydrology.

FEG 475. Ecological Engineering II (3)

Three hours of lecture/seminar/discussion per week. Two field trips. Hands-on construction, operation and monitoring of ecological treatment systems. Emphasizing constructed wetlands and ponds for wastewater treatment and reuse, with minor topics selected by students. Design exercises for treatment of sewage, stormwater runoff, landfill leachate, or agricultural wastewater. Fall.

Prerequisite: ERE 440 or equivalent.

FEG 489. Forest Engineering Planning and Design (3)

Two hours of lecture and three hours of laboratory per week. 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 status 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 instructor.

FIA—FINE ARTS

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

FOR—FORESTRY (RESOURCES MANAGEMENT)

FOR 132. Orientation Seminar: Forestry (1)

One hour of lecture/discussion per week. Jointly taught by ESF Student Affairs staff and faculty in forestry. Student Affairs provides an introduction to ESF and to skills necessary for success. The faculty member briefly describes 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 Forest Resources Management and the Dual EFB/FOR programs. Fall.

FOR 202. Introduction to Sociology (3)

Three hours of lecture per week. 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 and Spring.

FOR 203. Western Civilization and the Environment (3)

Three hours of lecture per week. General interdisciplinary overview of the development and evolution of Western civilization and its relevance to environmental and natural resource issues. Exploration of various defining moments throughout several millennia. Historical and contemporary influences of the Western tradition. Basic timeline and themes of Western civilization in relation to perceptions of the natural world and treatment of the environment. Meets the General Education requirements for Western Civilization. Spring.

FOR 204. Natural Resources in American History (3)

Three hours of lecture/discussion per week. Introductory survey of American history from colonization through the nineteenth and twentieth centuries, with attention to natural resources. Considers the impact of defining moments in American history on natural resources and analyzes their implications on contemporary resource use, allocation and management. Exposure to historiography, historical research and analysis. Fall.

FOR 207. Introduction to Economics (3)

Three hours of lecture per week. Coverage of basic theory in micro-economics and macroeconomics. Application of theory and economic models to problems at the firm and national policy levels. Exploration of topics in money and banking, globalization and economic development. Fall and Spring.

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. Fall or Spring.

FOR 301. Adirondack Forest Ecology and Dendrology (1)

Intensive 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 region. Natural and cultural history of the area as it affects the growth and development of forest vegetation. Summer.

FOR 303. Introduction to Forest Resources Measurements (3)

Ten hours of lecture and 30 hours of laboratory per week for approximately three weeks. Summer Program in Field Forestry. Principles and methods used in the measurement of spatial and vegetative attributes of forest landscapes. Course stresses development of field ability in the areas of overland navigation, timber measurements, and habitat measurements. Summer.

Prerequisite: FOR 301.

FOR 312. Sociology of Natural Resources (3)

Three hours of lecture per week. 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. The forest as an integrated social and biological community. Spring.

FOR 321. Forest Ecology and Silviculture (3)

Two hours of classroom lecture with weekly three-hour trips and labs to forests across Central New York. Survey of forest tree and stand ecology (silvics) and silviculture concepts, applications and implications for treatment of forest stands for various values. Experiential learning emphasized through a strong field component of assessing vegetation, site quality and land use history variables, and treatment alternatives to create different forest conditions. For students outside forest resources management curriculum; not open to students taking FOR 332 and FOR 334. Fall.

Prerequisite: Botany or general biology.

Note: Credit will not be granted for both FOR 321 and FOR 521.

FOR 322. Forest Mensuration (3)

Two hours of lecture and three hours of laboratory per week. Principles and methods used in the measurement of standing trees, forest stands, forest products and growth. The application of sampling designs and analysis for forest valuation and inventory planning. Fall.

Prerequisites: FOR 303 or equivalent, APM 391 or equivalent.

FOR 323. Forest Biometrics (3)

Three hours lecture per week. Statistical techniques for analyzing problems in forest resource management including hypothesis testing, analysis of variance, simple and multiple linear regressions, and weighted least squares regression. Spring.

Prerequisite: APM 391 or equivalent.

FOR 324. Natural Resources Information Systems (3)

Two hours of lecture and three hours of laboratory per week. Introduction to, and foundation in the use of, the concepts and principles of geographic information systems, remote sensing, and global positioning systems, with particular emphasis in forest resource management applications. Spring.

FOR 332. Forest Ecology (3)

Two hours of lecture and three hours of lab per week. Introduction to principles of ecology as they relate to forest ecosystems. Autecology and tree physiology from a whole plant perspective. Synecology presented from an applied perspective including the role of human activities and management interventions on ecosystem function from local to global levels. Fall.

Prerequisite: EFB 226 (General Botany).

FOR 333. Natural Resources Managerial Economics (3)

Three hours of lecture per week. Applying economic tools and models to natural resource management decisions. Identifying and defining the economic information necessary to help in making better business decisions with respect to managing natural resources. Spring.

Prerequisite: FOR 207 or equivalent.

Note: Credit will not be granted for both FOR 333 and FOR 533.

FOR 334. Silviculture (4)

Three hours of lecture and three hours of lab per week. The practice of silviculture in managing stands to serve various landowner interests. Field trips and exercises provide opportunities to see examples of silvicultural methods under different management scenarios, and to learn and practice techniques for analyzing forest stands and developing prescriptions for their treatment. Fall.

Note: Credit will not be granted for both FOR 334 and FOR 534.

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-climates. 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.

Note: Credit will not be granted for both FOR 338 and FOR 538.

FOR 340. Watershed Hydrology (3)

Three hours of lecture per week. Basic principles of physical hydrology, including the movement of water through hydrologic reservoirs on global and watershed scales, measurement and quantification of hydrological data, runoff generation processes and water quality in the natural environment. Course content includes precipitation, evapotranspiration, streamflow generation, and fundamentals of groundwater flow. Fall.

Prerequisites or Co-requisites: Soils and/or Introductory Geology.

Note: Credit will not be granted for both FOR 340 and FOR 540.

FOR 345. Introduction to Soils (3)

Two hours of lecture and three hours of lab per week. Introduction to the fundamentals of soil science in the context of soil as an ecosystem component. Fall.

Prerequisite or Co-requisite: 1 semester of Introductory Chemistry.

Note: Credit will not be granted for both FOR 345 and FOR 545.

FOR 356. Introduction to Raster GIS Analysis (3)

Two hours of lecture/discussion and three hours of laboratory per week. An application of raster Geographic Information System technology to the solution of spatial problems in the fields of planning, forest management, landscape architecture, biology, ecology, and engineering. Students learn how to obtain raster geographic data, convert it to different spatial coordinates, carry out series of spatial overlay analyses, produce effective maps, and write effective reports. Spring.

Note: Credit will not be granted for both FOR 356 and FOR 556.

FOR 357. Practical Vector GIS (3)

Two hours of lecture/discussion and three hours of laboratory per week. This course teaches the application of vector Geographic Information System technology to the solution of spatial problems and the analysis of spatial data in the fields of planning, forest management, landscape architecture, biology, ecology, and engineering. Students will learn how to obtain geographic data, convert it to different spatial coordinates, carry out spatial queries and overlay analyses, produce effective maps, and write effective reports. Fall.

Note: Credit will not be granted for both FOR 357 and FOR 557.

FOR 360. Principles of Management (3)

Three hours of lecture per week. This course focuses on the basic theories, concepts, principles and functions of modern management and administration, with an emphasis on the four functions of management: leading, planning, organizing, controlling. The four functions of management are applied to the public and private sectors, as well as for profit and not-for-profit organizations. Environmental management systems, corporate ethics and social responsibility and systematic problem solving are among the principal topics emphasized. Fall.

Note: Credit will not be granted for both FOR 360 and FOR 560.

FOR 370. Timber Management (4)

Three hours of lecture and three hours of laboratory per week. An introduction to methods for organizing and regulating forests for timber production, growth and yield, timber harvest scheduling, timber sale contracts, and the role of timber management in forest management. Spring.

Prerequisites: FOR 322 and FOR 334. Co-requisite: FOR 333.

FOR 372. Fundamentals of Outdoor Recreation (3)

Three hours of lecture per week. 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 placed on common resource and social problems faced by area managers, and how they integrate solutions into their plans. Spring and Fall.

FOR 373. Forest Operations (4)

Three hours of lecture and three hours of lab per week. Overview of forest roads and timber harvesting; planning, construction, and maintenance of forest roads; economic and environmental characteristics of harvesting systems; and the role of forest operations in the broader context of forest management. Fall.

Prerequisite: FOR 321 or FOR 334.

FOR 415. Forestry Consulting and Wood Procurement (3)

Two hours of lecture, two hours of laboratory, and one hour of independent study per week. This course is designed to provide the skills and professionalism to succeed as forestry consultants and wood procurement foresters. Introduction to the structure of the forest products industry in the United States and more specifically the issues and challenges surrounding wood supply and forest management. Field exercises provide students the opportunity to assume the role of both a forestry consultant and wood procurement forester. Fall.

Note: Credit will not be granted for both FOR 415 and FOR 615.

FOR 430. Agroforestry (3)

Two hours of lecture and three hours of laboratory per week. The productivity of stands of trees as well as aggregations of agricultural and forest tree crops in tropical and temperate agroforestry systems are examined from an ecophysiological perspective with an emphasis upon species and species-site interactions. Quantitative techniques and local agroforestry field trips are integrated with lecture material to develop an ecological understanding of the basis for sound agroforestry as well as plantation management. Fall, odd years.

Prerequisites: FOR 332, FOR 323 or equivalent.

Note: Credit will not be granted for both FOR 430 and FOR 630.

FOR 433. Silviculture Workshop (3)

Three hours of classroom or six hours field instruction, and three hours independent study per week. Advanced study of silviculture in managing stands to serve a variety of landowner objectives. Enhanced problem-solving skills related to stand analysis and prescription making. Field exercises provide practical experience in implementing silvicultural prescriptions. Spring.

Prerequisite: One prior course in silviculture.

FOR 442. Watershed Ecology and Management (3)

Three hours of lecture and discussion per week. Introduction to watershed ecology and stream ecosystems. Interactions and linkages among upland, riparian and stream processes. Management and restoration associated with multiple uses of forest and range lands. Explore influences of spatial and temporal scale, watershed and network position, disturbance regimes, and global change. Fall.

Note: Credit will not be granted for both FOR 442 and FOR 642.

FOR 443. Forest Hydrology (3)

Three hours of lecture per week and occasional field trips. Fundamental hydrological processes relevant to forested watersheds, including the occurrence, distribution and movement of water through the hydrologic cycle as precipitation, evapotranspiration and runoff. The focus will be on scientific hydrology, with critical examination of research techniques as applied to the study of forested catchments. Students will conceptualize, execute and interpret hydrologic investigations. Linkages to biogeochemistry will also be explored. Fall.

Prerequisites: FOR 340 or equivalent, with permission of instructor.

Note: Credit will not be granted for both FOR 443 and FOR 643.

FOR 455. Forest Genetics and Tree Improvement (3)

Two hours of lecture and three hours of lab per week. General principles of genetics as applied to conservation and utilization of genetic diversity of forest tree species. Topics include selection of

elite trees, pollen testing, tissue culture and seed propagation, field-test design, and germplasm conservation and utilization. Spring.

Prerequisite: EFB 307, or FOR 334, or FOR 321 or permission.

Note: Credit will not be granted for FOR both 455 and FOR 655.

FOR 460. Managing Vegetation Using Integrated Pest Management (3)

Two hours of lecture, two hours of laboratory, and one hour of independent study per week. Understanding and managing vegetation using principles and practices of Integrated Pest Management. A variety of problem plants (pests or weeds) is considered, including trees, in the context of various terrestrial, non-crop ecosystems; natural areas; cultural landscapes and historic sites; and recreational trails, roadside, railroad, pipeline and powerline corridors. Individual research and management projects. Regular field trips and labs. Spring.

Note: Credit will not be granted for both FOR 460 and FOR 660.

FOR 465. Natural Resources Policy (3)

Three hours of lecture per week. Analysis of roles of government in natural resources policy. Examination of policy process model as applied to natural resources. Analysis of private lands, public lands, forest, wildlife, endangered species, water, fire, certification, and sustainability policies. Focus is on U.S. natural resources policies. Spring.

FOR 473. Planning and Management of Outdoor Recreation Areas (3)

Two hours of lecture, two hours of lab, and one hour of independent study per week. Planning, designing, and managing outdoor recreation facilities such as trails and campgrounds within forest and other natural resource recreation areas. This service-learning course provides an outdoor recreation area planning experience through community and/or organizational service. Emphasis is on the functional relationship between facility design and unit management planning. Spring.

Prerequisite: FOR 372.

Note: Credit will not be granted for both FOR 473 and FOR 673.

FOR 475. Human Behavior and Recreation Visitor Management (3)

Three hours of lecture per week and a one-day field trip. Applies sociological and psychological concepts to: 1) individual preferences for recreation activities and settings, 2) description of recreation visitor behavior, 3) sources of management problems, 4) developing direct and indirect visitor management practices, and 5) recreation planning decisions necessary to manage recreation settings and experiences. Students have the opportunity to apply concepts to personal recreation experiences. Spring.

Prerequisite: FOR 372 or equivalent.

Note: Credit will not be granted for both FOR 475 and FOR 675.

FOR 476. Ecotourism and Nature Tourism (3)

Three hours of instruction per week. Overview of ecotourism and nature tourism programs and efforts around the world. Community, business, and organizational structures necessary for managing ecotourism and nature tourism programs are discussed, as are related environmental, social, and economic impacts. One-day field trip. Fall.

Prerequisite: FOR 372.

Note: Credit will not be granted for both FOR 476 and FOR 676.

FOR 478. Wilderness and Wildlands Management (3)

Three hours of lecture per week. One, two-day, overnight field trip. Review of the state and federal legislation and agency policies that frame the planning and management of public lands designated as wilderness or wildlands. Emphasizes stewardship and management for protection of natural resources and human values. Concepts include carrying capacity, preservation of ecological conditions and processes, visitor management, dispersed recreation management, human values and benefits, and planning frameworks. Fall.

Prerequisite: FOR 372 or equivalent.

Note: Credit will not be granted for both FOR 478 and FOR 678.

FOR 480. Urban Forestry (3)

Three hours of lecture per week. Evaluation and management of urban greenspace resources, with emphasis on urban trees, in the context of other values and management processes in urban areas. Class practice in evaluating urban greenspace and tree resources. Spring.

Prerequisite: Junior or senior status in any Forest and Natural Resources Management programs or permission of instructor for juniors and seniors in other programs.

Note: Credit will not be granted for both FOR 480 and FOR 680.

FOR 487. Environmental Law and Policy (3)

Three hours of lecture per week. Introduction to the approaches used in U.S. environmental law. Analysis of common law and statutory designs and strategies used to address environmental problems. Examination of common law environmental remedies, Clean Air Act, Clean Water Act, Endangered Species Act, hazardous waste, and other environmental laws. Fall.

Prerequisite: Junior standing and course in American government or American history.

Note: Credit will not be granted for both FOR 487 and FOR 687.

FOR 488. Natural Resources Agencies and Administration (3)

Three hours of lecture per week. Advanced examination of the public agencies responsible for the management of natural resources and the political and legal constraints on their powers and procedures. Analysis of agency rule making, agency adjudication, disclosure of information, political controls over agencies, judicial review of agency action, and laws administered by natural resource agencies. Spring.

Prerequisite: Junior or senior status and a course in American government or American history, or natural resources or environmental policy.

Note: Credit will not be granted for both FOR 488 and FOR 688.

FOR 489. Natural Resources Law and Policy (3)

Three hours of lecture per week. An introduction to the law governing the management of natural resources. Examination of the history and constitutional basis of natural resources law, wildlife and biodiversity law, protected lands law, water law, rangelands law, minerals law, and forest law. Spring.

Prerequisites: Junior or senior status and FOR 465 or FOR 488 or a course in American government, natural resources or environmental policy, environmental law.

Note: Credit will not be granted for both FOR 489 and FOR 689.

FOR 490. Integrated Resources Management (3)

One hour of lecture, three hours of laboratory, and three hours of supervised work per week. This capstone course emphasizes the assimilation, integration, and interpretation of the biophysical and socioeconomic sciences. It provides students with the opportunity to integrate skills and knowledge accumulated from professional and supporting coursework. A written comprehensive management plan, also presented orally in the field and classroom, provides the central vehicle by which students demonstrate their abilities as future natural resource managers. Spring.

Prerequisite: Senior status in Forest and Natural Resources Management.

FOR 495. Undergraduate Teaching Assistance (1-3)

Undergraduate students gain experience as teaching assistants. They assist the instructor with the teaching and learning experience, assist students with learning course concepts, and mentor students on how to succeed in an undergraduate course. Responsibilities vary by section and instructor. Fall and Spring.

Prerequisite: Permission of instructor. Prior completion of course to be assisted with grade of B or better.

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 FOR 496 designation are available for student perusal. Fall, Spring and Summer.

FOR 498. Independent Study in Forest Resources Management (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 GPA of at least 2.50 and approval of the adviser and instructor.

FOR 499. Independent Study/Internship in Forest Resources Management (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 adviser. Guidance will be provided by a faculty committee. Final written report is required for record. Limited to seniors in forest resources management. Fall, Spring and Summer.

Prerequisite: Must have a cumulative GPA of at least 3.00.

FOR 513. Adirondack Forest Ecology and Management (2-3)

One-week, field-based examination of sustainable forest management in the Adirondacks, framed by concepts and issues associated with plant and wildlife ecology, silviculture, and forest management. Contemporary research on central Adirondack forests is featured based on work at the Huntington Wildlife Forest. Emphasis is on experiential learning via a series of trips to, and laboratories in, the forest. Fall (late summer).

Note: Credit will not be granted for both EFB 513 and FOR 513.

FOR 521. Forest Ecology and Silviculture (3)

Two hours of classroom lecture with weekly three-hour trips and labs to forests across Central New York. Study of the conceptual underpinnings and application of forest ecology via explorations of the environmental complex and silvicultural systems. Experiential learning is emphasized through a strong field component of assessing vegetation, site and land use history variables, and treatment alternatives to create different forest conditions. Provides a study of trees as individuals and communities, and how we can manipulate them both using planned methods and techniques to affect sustained production of a wide variety of forest ecosystem benefits, services, and values. Fall.

Prerequisite(s): Botany or general biology.

Note: Credit will not be granted for both FOR 321 and FOR 521.

Note: Not open to students taking FOR 534.

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. Requires the ability to swim. Spring.

Prerequisite: EFB 320.

FOR 533. Natural Resources Managerial Economics (3)

Three hours of lecture per week. An introductory course applying economic tools and models to natural resource management decisions. Identifying and defining economic information necessary

to help in making better business decisions with respect to managing natural resources. Systematically analyzing the economic tools and models used in natural resources management. Spring.
Prerequisite(s): FOR 207 or equivalent and APM 105 or equivalent or permission of the instructor.
Note: Credit will not be granted for both FOR 333 and FOR 533.

FOR 534. Silvicultural Practice (4)

Three hours of lecture and three hours of laboratory per week. The practice of silviculture in managing stands to serve various landowner interests, and explore the conceptual framework for those practices. Field trips and exercises provide opportunities to see examples of silvicultural methods under different management scenarios and to learn and practice techniques for analyzing forest stands and developing prescriptions for their treatment. Laboratory projects include reports that explore the conceptual and technical rationale for silvicultural decisions. Fall.
Note: Credit will not be granted for both FOR 334 and FOR 534.

FOR 535. Advanced Forest Soils (3)

Three hours of lecture/discussion 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 332 or beginning courses in soils and silviculture.

FOR 538. Meteorology (3)

Three hours of lecture/discussion per week. 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-climates. 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 micro-scale, emphasis is on describing conditions and projecting change. Fall.
Note: Credit will not be granted for both FOR 338 and FOR 538.

FOR 540. Watershed Hydrology (3)

Three hours of lecture per week. The course covers basic principles of physical hydrology, including the movement of water through hydrologic reservoirs on global and watershed scales, measurement and quantification of hydrological data, runoff generation processes and water quality in the natural environment. Course content includes precipitation, evapotranspiration, streamflow generation, and fundamentals of groundwater flow. Students are expected to apply course concepts to an independent research project. Fall.
Prerequisite or Co-requisite: Soils and/or Introductory Geology.
Note: Credit will not be granted for both FOR 340 and FOR 540.

FOR 545. Introduction to Soils (3)

Two hours of lecture and three hours of laboratory per week. Introduction to the fundamentals of soil science in the context of soil as an ecosystem component. Fall.
Prerequisite or Co-requisite: one semester of Introductory Chemistry or permission of instructor.
Note: Credit will not be granted for both FOR 345 and FOR 545.

FOR 546. Forest Soil Genesis, Classification, and Mapping (3)

Three hours of lecture per week during the first two-thirds of the semester. The last third of the semester is devoted to fieldwork and production of a soil map. Models of soil genesis, application of the U.S. system of soil taxonomy, and soil mapping. Spring.
Prerequisite: Introductory course in soil science.

FOR 556. Introduction to Raster GIS Analysis (3)

Two hours of lecture/discussion and three hours of laboratory per week. An application of raster Geographic Information System technology to the solution of spatial problems in the fields of planning, forest management, landscape architecture, biology, ecology, and engineering. Students learn how to obtain raster geographic data,

convert it to different spatial coordinates, carry out spatial overlay analyses, produce effective maps, and write effective reports. Students complete a final project, prepare a comprehensive report and present the results to the class. Spring.
Note: Credit will not be granted for both FOR 356 and FOR 556.

FOR 557. Practical Vector GIS (3)

Two hours of lecture/discussion and three hours of laboratory per week. This course teaches the application of vector Geographic Information System technology to the solution of spatial problems and the analysis of spatial data in the fields of planning, forest management, landscape architecture, biology, ecology, and engineering. Students will learn how to obtain geographic data, convert it to different spatial coordinates, carry out spatial queries and overlay analyses, produce effective maps, and write effective reports. Students complete a final project, prepare a comprehensive report and present the results to the class. Fall.
Note: Credit will not be granted for both FOR 357 and FOR 557.

FOR 558. Advanced Topics in GIS (3)

Two hours of lecture/discussion and three hours of laboratory per week. This course builds on knowledge gained in introductory vector GIS courses and provides instruction in data structures, data models, between layer topologies, and geographic editing. Spring.
Prerequisite: FOR 357 or FOR 557 or equivalent experience with vector GIS.

FOR 560. Principles of Management (3)

Three hours of lecture per week. This course focuses on the basic theories, concepts, principles and functions of modern management and administration, with an emphasis on the four functions of management: leading, planning, organizing, controlling. The four functions of management are applied to the public and private sectors, as well as for profit and not-for-profit organizations. Environmental management systems, corporate ethics and social responsibility and systematic problem solving are among the principal topics emphasized. Graduate students lead the discussion of case studies and have a separate recitation section. Fall.
Prerequisite: graduate status.
Note: Credit will not be granted for both FOR 360 and FOR 560.

FOR 615. Forestry Consulting and Wood Procurement (3)

Two hours of lecture, two hours of laboratory, and one hour of independent study per week. This course is designed to provide the skills and professionalism to succeed as forestry consultants and wood procurement foresters. Introduction to the structure of the forest products industry in the United States and more specifically the issues and challenges surrounding wood supply and forest management. Field exercises provide students the opportunity to assume the role of both a forestry consultant and wood procurement forester. Fall.
Note: Credit will not be granted for both FOR 415 and FOR 615.

FOR 620. Silvicultural Concepts and Applications (3)

Three hours of lecture or six hours of field studies and three hours of independent study per week. Advanced study of silviculture, including the conceptual basis for designing prescriptions to serve a variety of landowner objectives. Concurrent independent work on assigned projects enhances problem-solving skills related to stand analysis and prescription making. Reports articulate the conceptual basis for recommendations, and discuss likely outcomes based upon findings from research and computer simulations. Field exercises provide practical experience in implementing silvicultural prescriptions. Spring.
Prerequisite: previous studies in silviculture at the baccalaureate or higher level.

FOR 626. Plant Tissue Culture Methods (3)

Two hours of lecture and discussion and three hours of laboratory. Introduction to plant tissue culture for biotechnology research and as a propagation method. Emphasis will be on learning laboratory

instrumentation and techniques for establishing cell cultures, producing transgenic cell lines, and regenerating whole plants. In addition to the scheduled lab exercises, an independent micropropagation or transformation project will be required. Fall. Prerequisite: Permission of instructor. Note: Credit will not be granted for both BTC 426 and FOR/EFB 626.

FOR 630. Agroforestry (3)

Two hours of lecture and three hours of laboratory per week. The productivity of stands of trees as well as aggregations of agricultural and forest tree crops in tropical and temperate agroforestry systems are examined from an ecophysiological perspective with an emphasis upon species and species-site interactions. Quantitative techniques and local agroforestry field trips are integrated with lecture material. Critically analyze ecological factors as the basis for sound agroforestry as well as plantation management. Fall, odd years. Prerequisite: FOR 332 or FOR 323 or equivalent. Note: Credit will not be granted for both FOR 430 and FOR 630.

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). Prerequisite: FOR 446. Note: Background in physical and biological sciences recommended.

FOR 642. Watershed Ecology and Management (3)

Three hours of lecture and discussion per week. Introduction to watershed ecology and stream ecosystems. Interactions and linkages among upland, riparian and stream processes. Management and restoration associated with multiple uses of forest and range lands. Explore influences of spatial and temporal scale, watershed and network position, disturbance regimes, and global change. Students will apply course concepts to an independent research project. Fall. Note: Credit will not be granted for both FOR 442 and FOR 642.

FOR 643. Forest Hydrology (3)

Three hours of lecture per week and occasional field trips. Fundamental hydrological processes relevant to forested watersheds, including the occurrence, distribution and movement of water through the hydrologic cycle as precipitation, evapotranspiration and runoff. The focus will be on scientific hydrology, with critical examination of research techniques as applied to the study of forested catchments. Students will conceptualize, execute, interpret, and synthesize results from hydrologic investigations. Linkages to biogeochemistry will also be explored. Students are expected to develop detailed field investigations. Fall. Prerequisite: FOR 540 or equivalent, with permission of instructor. Note: Credit will not be granted for both FOR 443 and FOR 643.

FOR 645. Hydrological Techniques (2)

One hour of lecture and three hours of laboratory per week. 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. Note: Credit will not be granted for both FOR 445 and FOR 645.

FOR 655. Advanced Forest Genetics and Tree Improvement (3)

Two hours of lecture and three hours of laboratory per week. General principles of genetics as applied to conservation and utilization of genetic diversity of forest tree species. Topics include selection of elite trees, pollen testing, tissue culture and seed propagation, field-test design, and germplasm conservation and utilization. An independent research problem will be undertaken by the student. Spring. Prerequisite: permission of instructor. Note: Credit will not be granted for both FOR 455 and FOR 655.

FOR 660. Managing Vegetation Using Integrated Pest Management (3)

Two hours of lecture, two hours of laboratory, and one hour of independent study per week. Understanding and managing vegetation using principles and practices of Integrated Pest Management. Variety of problem plants (pests or weeds) are considered, including trees, in the context of terrestrial, non-crop ecosystems: natural areas; cultural landscapes and historic sites; and recreational trail, roadside, railroad, pipeline and powerline corridors. Individual research and management projects. Regular field trips and labs. Spring. Note: Credit will not be granted for both FOR 460 and FOR 660.

FOR 665. Natural Resources Policy (3)

Three hours of lecture per week. Analysis and application of political, policy formation, and policy administration theories to natural resources. Examination of drivers of U.S. natural resources policies. Analysis of private lands, public lands, forest, wildlife, endangered species, water, fire, and certification policies. Focus is on U.S. natural resources policies. Spring. Prerequisite: graduate standing.

FOR 670. Resource and Environmental Economics (3)

Three hours of lecture per week. An introductory course in resource and environmental economics. Apply economic theories and models to analyze decisions concerning the use of forest, marine, and water resources and to analyze policy tools for mitigating pollution created as a result of production and consumption. Fall. Prerequisite: A course in economics.

FOR 673. Planning and Management of Outdoor Recreation Areas (3)

Two hours of lecture, two hours of laboratory, and one hour of independent study per week. Planning, designing, and managing outdoor recreation facilities such as trails and campgrounds within forest and other natural resource recreation areas. This service-learning course provides an outdoor recreation area planning experience through community and/or organizational service. Emphasis is on the functional relationship between facility design and unit management planning, as well as the unit management planning process. Spring. Prerequisite: FOR 372. Note: Credit will not be granted for both FOR 473 and FOR 673.

FOR 675. Human Behavior and Recreation Visitor Management (3)

Three hours of lecture per week and a one-day field trip. Applies sociological and psychological concepts to: 1) individual preferences for recreation activities and settings, 2) description of recreation visitor behavior, 3) sources of management problems, 4) developing direct and indirect visitor management practices, and 5) recreation planning decisions necessary to manage recreation settings and experiences. Students have the opportunity to apply concepts to personal recreation experiences. Lectures concurrent with FOR 475, additional lectures, reading, and data analysis required. Spring. Prerequisite: graduate standing, instructor permission. Note: Credit will not be granted for both FOR 475 and FOR 675.

FOR 676. Ecotourism and Nature Tourism (3)

Three hours of instruction per week. Overview of ecotourism and nature tourism programs and efforts around the world. Community, business, and organizational structures necessary for managing ecotourism and nature tourism programs. Environmental, social, and economic impacts. One-day field trip. Graduate level readings, assignments, and exams. Fall. Prerequisite: FOR 372. Note: Credit will not be granted for both FOR 476 and FOR 676.

FOR 677. Recreation Research Theory and Application (3)

Three hours of lecture per week. The major components of this course are: 1) how to apply a theoretical construct to create operational

definitions used in social science, 2) identification of the interdisciplinary approaches/theories used to investigate social/recreation behavior, and 3) a comparison of the various methods used in social research. Students have the opportunity to apply class objectives to their personal research. Fall.

Prerequisite: graduate standing, instructor permission.

FOR 678. Wilderness and Wildlands Management (3)

Three hours of lecture per week and one, two-day, overnight field trip. Reviews the state and federal legislation and agency policies that frame the planning and management of public lands designated as wilderness or wildlands. Emphasizes the use of wilderness research information for adaptive management approaches to stewardship of and planning for protection of natural resources and human values. Fall.

Prerequisite: FOR 372 or equivalent.

Note: Credit will not be granted for both FOR 478 and FOR 678.

FOR 680. Urban Forestry (3)

Three hours of lecture per week. Evaluation and management of urban greenspace resources, with emphasis on urban trees, in the context of other values and management processes in urban areas. Class practice in evaluating urban greenspace and tree resources, development of a research paper on urban forestry. Spring.

Prerequisite: Permission of instructor.

Note: Credit will not be granted for both FOR 480 and FOR 680.

FOR 687. Environmental Law and Policy (3)

Three hours of lecture per week. Introduction to the approaches used in U.S. environmental law. Analysis of common law and statutory designs and strategies used to address environmental problems. Critically analyze common law environmental remedies, Clean Air Act, Clean Water Act, Endangered Species Act, hazardous waste, and other environmental laws. Fall.

Prerequisite: Course in American government or American history.

Note: Credit will not be granted for both FOR 487 and FOR 687.

FOR 688. Natural Resources Agencies and Administration (3)

Three hours of lecture per week. Advanced examination of the public agencies responsible for the management of natural resources and the political and legal constraints on their powers and procedures. Analysis of agency rule making, agency adjudication, disclosure of information, political controls over agencies, judicial review of agency action, and laws administered by natural resource agencies. Analysis and application of natural resource law agencies and public administration peer-review literature. Spring.

Prerequisite: A course in American government, American history, or natural resources or environmental policy.

Note: Credit will not be granted for both FOR 488 and FOR 688.

FOR 689. Natural Resources Law and Policy (3)

Three hours of lecture per week. An introduction to the law governing the management of natural resources. Examination of the history and constitutional basis of natural resources law, wildlife and biodiversity law, protected lands law, water law, rangelands law, minerals law, and forest law. Analysis and application of natural resources law research and commentary. Spring.

Prerequisites: FOR 665 or FOR 488/688 or a course in American government, natural resources or environmental policy, environmental law.

Note: Credit will not be granted for both FOR 489 and FOR 689.

FOR 690. Seminar and Workshop on Natural Resources Policy and Management (3)

Six hours of discussion, seminar and group project laboratory work per week. Individual and team projects on policy and management to demonstrate the integration of principles and concepts. Oral and written presentations required. Spring.

Pre- or co-requisites: FOR 560, CMN 531.

FOR 694. Writing for Scientific Publication (3)

Three hours of lecture and discussion per week. Students will improve their skills in technical reporting by preparing a manuscript suitable for submission to a scientific journal. Topics include selection of an appropriate journal, design of effective figures and tables, sequential preparation of sections of the manuscript, writing tips, peer review and ethical issues. Fall and Spring.

Prerequisite: Permission of instructor.

FOR 695. Research Methods for Natural Resources (3)

Three hours of lecture and discussion per week. The conduct of scientific research in natural resources. Students design research questions and write a feasible research proposal. Issues include researchable questions, scientific literature, theory, practice, design, measurement, and analysis. Fall.

Pre- or co-requisite(s): Graduate student standing.

FOR 720. Theoretical Foundations of Natural Resources and Environmental Policy (3)

Three hours of lecture/discussion per week. Examination of theoretical foundations of the use of reason, the scientific method, and deductive reasoning in advancing human knowledge and understanding. Investigation of theories of scientific progress and scientists' role in testing, refuting, subdividing, and superseding theory. Analysis of major political science, economic, and behavioral foundations of natural resources and environmental policy, such as rational choice theory, game theory, institutionalism, systems theory, and chaos theory. Research papers required. Spring

Prerequisite: A graduate course in public policy, natural resources policy or environmental policy.

FOR 753. Advanced Natural Resource and Environmental Policy (3)

Three hours of lecture and discussion per week. 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.

Note: Highly desired is previous coursework in public policy, natural resource or environmental policy, environmental law, public administration or property law.

FOR 770. Ecological Economics and Policy (3)

Three hours of seminar per week. A transdisciplinary approach to understand the interface of human and ecological systems, includes concepts and methods of ecologists, economists, and social scientists. Focus is on historical, conceptual and epistemological foundations. Draws on contemporary economic and policy thought, evolutionary biology, ecology, systems theory, social psychology, and environmental ethics. Spring.

Prerequisite: Graduate coursework in ecology or economics; doctoral student standing, or permission of instructor.

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 101. Trigonometry for Natural Resource Technicians (3)**

Forty hours of lecture and sixteen hours of recitation conducted over a four-week period. A review of selected geometry and algebra topics, and an introduction to trigonometry and its applications. Emphasis on pythagorean theorem, quadratic equations, rectangular coordinate systems, right triangle trigonometry, oblique triangle trigonometry, the Law of Sines, the Law of Cosines and the graphing of trigonometric functions. Graphic calculator required. Summer.

FTC 105. Tree and Forest Biology (4)

A four-week summer program having 45 hours of lecture and 45 hours of lab. An introduction to the biology of trees and the diversity of animal life commonly found in forests. Field labs concentrate on biological relationships in Adirondack forests. Summer.
Pre- or co-requisite(s): Four credits in biology.

FTC 200. Dendrology (3)

Thirty-eight hours of lecture, 40 hours of field lab. A study of the distinguishing characteristics, growth features, distribution, site associations, commercial importance, and natural history of the major tree species of North America. Students will learn to identify forest species by both common and scientific names, from leaf, twig, or bark samples. Students learn seasonal field identification skills and see the habitats, associates, and place in succession of the predominant forest tree, shrub and herbaceous species in the Adirondack region. A number of exotic species will also be introduced. Fall.

FTC 202. Introduction to Surveying (4)

Fifty hours of lecture and 52 hours of field and laboratory time. An introduction to the theory and practice of plane surveying. Emphasis is on developing individual skills through small crew projects and 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, introduction to map use and preparation, U.S. Public Land Survey System, and concepts of deed descriptions and record-keeping procedures. Students tour the record room at the county courthouse. 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. Introduction to Forest Measurements and Statistics (4)

Sixty hours of lecture and 45 hours of field and laboratory time. A study of the tools and techniques used to measure primary forest products and inventory forest resources. Timber and wildlife habitat measurements are stressed, as is the professional presentation of forest inventory data in the form of technical reports. Various forest sampling and statistical methods are used and compared. Students

participate in several field-oriented, hands-on exercises that reinforce the concepts and skills. Fall.

Pre- or co-requisites: FTC 200, FTC 202, FTC 208.

FTC 206. Forest Ecology (4)

Fifty-one hours of lecture and 53 hours of field time. Study of climate and soil factors and how these factors affect individual trees and the interaction of both within the forest community and the forest ecosystem. Competition between forest species is covered in detail. The course introduces students to cover type mapping. Students present a detailed analysis of a forest transect in both written and oral form. Fall.

FTC 208. Spatial Analysis of Forest Resources (5)

Sixty-two hours of lecture and 65 hours of laboratory/field study. An introduction to computers and computer software commonly used in forestry and surveying. Interpreting ground features from aerial photographs. Making horizontal measurements from photographs. Producing maps using digital photo mapping software. Reading and interpreting maps and route surveys. Drafting skills are developed. Students must complete each unit within the course. Fall.

FTC 210. Leadership and Forest Technology (4)

Forty-two hours of lecture and 58 hours of laboratory time. Provides students with technical competence and decision-making abilities. Students receive training in the proper use, design, construction and maintenance of forest hand tools, chainsaws, and skidding equipment. Maps and route surveys, trail development, first aid and CPR are covered. Students learn about company and agency organization; the selection, placement, training, and evaluation of workers; managing crews and the techniques of foremanship; and human relations in the workplace, with emphasis on the special personnel problems of the forest and surveying industry. Safety hazards and the prevention, classification, and reporting of accidents are covered. A student must satisfactorily complete each unit within the course to receive a passing grade. Fall.

FTC 211. Silviculture (5)

Sixty hours of lecture and 80 hours of field laboratories. An introduction to silviculture and water resources management. In silviculture students learn about the regeneration and tending of forest stands, study the various silvicultural treatments used in the Northeast, and are introduced to silvicultural systems in other major forest regions. Lectures and field labs in water resources cover measurements taken at weather stations, snow courses, stream-gauging stations, and other stream sample points. The hydrologic cycle, concept of flow, and the water balance equation are studied in detail. Students learn the forest management practices used to control erosion and water quality. A student must satisfactorily complete both units within the course to receive a passing grade. Spring.

FTC 213. Forest Inventory Practicum (2)

Six hours of lecture and 64 hours of field and laboratory time. In this course a practical field problem requires students to use professional methods of collecting, analyzing and presenting forest resources inventory data. Inventory of the timber resource and the development of a forest type map are emphasized. Spring.
Pre- or co-requisite: FTC 204.

FTC 215. Timber Harvesting, Transportation, and Utilization (5)

Fifty-eight hours of lecture and 88 hours of laboratory. Acquaints the student with the basic harvesting methods and techniques, with emphasis on the Northeast, and explains how harvesting fits in with other forest uses. Students gain technical competence in timber sale contract administration and basic timber appraisal. Students also learn to administer, locate, design, construct and maintain a forest gravel road. Covers the various tissues of forest trees and how their growth and development are affected by internal and external factors. Differences in stem structure of the important commercial tree species

are studied in the laboratory and then related to commercial uses of the wood. Spring.

Pre- or co-requisites: FTC 208, FTC 210.

FTC 217. Forest Protection (5)

Sixty-one hours of lecture and 44 hours of field instruction covers insects, tree diseases, and fire. Tree diseases are identified and impacts within the forest community discussed. Tree damaging insects are observed and pest management measures introduced. Fire ecology, behavior, prevention, and control are addressed. DEC-administered Federal Work Capacity Tests certify "Red Card" qualification. Spring. Prerequisite(s): FTC 200, FTC 204, FTC 206, FTC 208, FTC 210.

FTC 219. Introduction to Wildlife and Recreation Management (4)

Forty hours of lecture and 58 hours of field and laboratory time. Study of forest wildlife and recreation resources, their importance to humans, and the basic history, concepts and principles of wildlife management and forest recreation management. Technical aspects of managing wildlife and recreation resources to be emphasized include the field identification of bird and amphibian sounds, the development of environmental interpretation programs, trail and campground layout and construction, and resource inventory techniques. Students improve their communication skills by presenting papers and speeches on wildlife and recreation topics. Spring.

FTC 221. Forest Management (3)

Thirty-eight hours of lecture and 48 hours of laboratory and field-work. Addresses the common problems met in organizing a forest property to best meet the goals of ownership. Techniques of growth and resource monitoring and the gathering and use of forest records are stressed. Examples and case studies of forest management and production activities are presented. A final project involves the application of information from many other FTC courses in a plan of management activities for an assigned forest property. Spring. Pre- or co-requisites: FTC 204, FTC 206.

FTC 223. Introduction to Water Resources (1)

Ten hours of lecture and 16 hours of laboratory time. An introduction to water resources covering measurements taken at weather stations, snow courses, stream-gauging stations and other stream sample points. The hydrologic cycle, concept of flow and the water balance question are studied in detail. Students learn the management practices used to control erosion and water quality. Spring. Prerequisite: FTC 202.

FTC 251. Advanced Surveying Measurements and Computations (5)

Fifty-five hours of lecture and 60 hours of field and laboratory time. Advanced survey measurements and computational techniques including traverse calculations, rectangular coordinates, statistical analysis of surveying data, state plane coordinates, meridian determination, partition of land, trigonometric leveling and horizontal control are explored. Students will make the necessary surveying measurements in the field and be expected to complete various surveying measurements using a programmable calculator and computer. Spring. Pre- or co-requisite: FTC 202.

FTC 253. Survey Law (3)

Thirty-five hours of lecture and 30 hours field and laboratory time. 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. Spring. Pre- or co-requisite: FTC 202.

FTC 255. Boundary Surveying (3)

Thirty hours of lecture and 45 hours of field and laboratory 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 a retracement survey and use the compiled data in a mock trial. Spring. Pre- or co-requisite: FTC 253.

FTC 257. Construction and Topographic Surveys (3)

Twenty-five hours of lecture and 60 hours of field and laboratory time. A study of the various methods and techniques used to perform construction and topographic surveys and develop topographic maps. 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. Students complete a topographic mapping project and develop maps both by hand and by computer-aided drafting techniques. Spring.

FTC 259. Introduction to Computer Aided Drafting and Design (4)

Fifty hours of lecture and 60 hours of field and laboratory time. An introduction to the concepts and procedures of using AutoCAD in conjunction with surveying programs to produce boundary, topographic and construction survey maps. Significant laboratory time dedicated to hands-on experience with software and hardware. Spring.

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 SFT. A maximum of six credit hours may be taken by any student in total. Semesters as arranged. Fall, Spring or Summer.

GEO—GEOGRAPHY

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

GOL—EARTH SCIENCES

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

HST—HISTORY

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

LIN—LINGUISTICS

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

LIT—LITERATURE IN TRANSLATION

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

LSA—LANDSCAPE ARCHITECTURE

LSA 132. Orientation Seminar: Landscape Architecture (1)

One hour of lecture, discussion and/or exercises per week. 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 182. Drawing Studio (3)

Six hours of studio and one hour of lecture per week. This drawing course introduces the students to materials, techniques and components of drawing, architectural elements and figure drawing. Fall and Spring.

Prerequisite: Landscape architecture students or permission of instructor.

LSA 205. Art, Culture and Landscape I (3)

Three hours of lecture per week. The course will examine the evolution of cultural expression in the arts and allied design professions. Lectures will emphasize the interrelationships between the arts and their cultural contexts from prehistory to the Renaissance. Spring.

LSA 206. Art, Culture and Landscape II (3)

Three hours of lecture per week. The course will examine the evolution of cultural expression in the arts and allied design professions. Lectures will emphasize the interrelationships between the arts and their relation to cultural contexts from the Renaissance to the present day. Spring.

LSA 220. Introduction to Landscape Architecture (3)

Three hours of lecture per week. LSA 220 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 226. Foundation Design Studio I (4)

Five hours of studio and one hour of lecture per week. Studio time devoted to demonstrations, exercises and projects. Content focuses on skills and knowledge necessary to visualize and communicate 2-D and 3-D design ideas using appropriate traditional or digital graphic tools, techniques and technology. An emphasis is placed on the development of a working graphic and spatial design vocabulary and an introduction and application of fundamental design principles and the design process. Fall.

Prerequisite: LSA 182 or permission of instructor.

LSA 227. Foundation Design Studio II (4)

Five hours of studio and one hour of lecture per week. Studio time is devoted to demonstrations, exercises and projects. Content focuses on the expansion of skills and knowledge necessary to visualize and communicate 2-D and 3-D design ideas. An emphasis is placed on the development of a working understanding of the design process and its application toward the synthesis of design form in the landscape. Spring.

Prerequisite: LSA 226 or permission of instructor.

LSA 300. Computer Graphics I (3)

Five hours of lecture, demonstration and assisted lab per week. Knowledge and skills are developed in basic digital graphic techniques common to visualizing and communicating design ideas. Methods include 2-D graphics (drawing and image processing), 3-D graphics (modeling and rendering), and content assembly and conveyance (desktop publishing, electronic publishing, business presentations and printing). Fall and Spring.

Prerequisite: Undergraduate standing in landscape architecture or permission of instructor.

Note: Credit will not be granted for both LSA 300 and LSA 500.

LSA 301. Computer Graphics II (3)

Three hours of lecture and lab per week. Knowledge and skills are developed in advanced processing techniques for digital photography, photorealistic visual simulation and 3-D modeling. Methods include 2-D drawing and image processing; 3-D modeling, rendering, animation, video and VR; and content assembly and conveyance using electronic publishing and business presentations. Fall and Spring.

Prerequisite: LSA 300 or permission of instructor.

Note: Credit will not be granted for both LSA 301 and LSA 501.

LSA 311. Natural Processes in Design and Planning (3)

Three hours 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 land-form, soil, slope, hydrology, climate, energy and general ecological issues as common elements influencing landscape design and the land use decision-making process. Sources and uses of environmental data are discussed. Fall.

Note: Credit will not be granted for both EST 311 and LSA 311.

LSA 312. Place/Culture/Design (3)

Three hours of lecture/discussion per week. Introduction to the interpretation of common places – streets, plazas, shopping malls, neighborhoods, parks, etc. – as expressions of culture. The course uses an interdisciplinary cultural studies approach to analyze the cultural processes and practices that shape places and applies these understandings in the context of design professions. Course requirements include readings, discussions, projects, reports and examinations. Field trips may be scheduled. Fall.

LSA 326. Landscape Architectural Design Studio I (5)

Seven hours of studio and one hour of lecture per week. This course will instruct those enrolled in the processes 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 and 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 site design decision-making. Occasional local field trips will be utilized. Fall.

Prerequisites: LSA 182, LSA 226, LSA 227 and LSA 311 (or their equivalent) with grades of "C" or better, or permission of instructor.

LSA 327. Landscape Architectural Design Studio II (5)

Seven hours of studio and one hour of lecture per week. This course addresses intermediate to advanced level site design, including 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 solutions. (Student field trip and materials expenses \$300-\$400).

Prerequisite: LSA 326 with a minimum grade of "C" or better, or permission of instructor.

Co-requisite: LSA 342.

LSA 342. Landscape Architectural Construction Technology (4)

Three hours of lecture and three hours of studio/laboratory per week. Lectures, project, 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 343. Landscape Materials and Structures (3)

Three hours of lecture and discussion per week. This course introduces the properties of various "hardscape" design materials used in landscape architectural construction, as well as the appropriate structural systems and design detailing typical for design elements. Occasional local field trips. Spring.

LSA 405. History of Landscape Architecture (3)

Three hours of lecture per week. Historical study and style analysis of Western culture on environmental design, and changing attitudes and relationships to the environment. Non-Western influences on Western culture. Study of historical personalities as well as periods that are of environmental concern up to the modern period. Spring. Prerequisites: LSA 205 and LSA 206 and BLA status, or permission of 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 per week are 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. Note: Credit will not be granted for both LSA 410 and LSA 610.

LSA 422. Landscape Architectural Design Studio III (5)

Seven hours of studio and one hour of lecture per week. This course introduces and applies concepts urban and regional planning, environmental planning, and landscape ecology, in the context of large-scale landscape architectural, community, and urban design. Emphasis will be placed upon the application of appropriate technologies and strategies to foster environmentally and economically sustainable community forms, as well as greater environmental and social equity. Occasional field trips to illustrate various design solutions. (Student field trip and materials expenses \$300-\$400). Spring. Prerequisites: LSA 327 with a minimum grade of "C" or better, or permission of instructor.

LSA 423. Landscape Architectural Design Studio IV (5)

Seven hours of studio and one hour of lecture per week. LSA 423 addresses the final refining stages of small-scale site design, design detailing, precise layout and grading, selection of individual plant specimens and other materials, and the production of "working drawings" or contract documentation. Projects will include development of a complete set of working "contract documents," including layout plans, grading plans, planting plans and design details and specification. Occasional field trips to illustrate various design solutions. (Student field trip and materials expenses \$300-\$400). Spring. Prerequisite: LSA 422 with a minimum grade of "C" or better, or permission of instructor.

LSA 424. Preparation for Off-Campus Design Thesis Studio (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 Design Thesis Studio (3)

Three hours of lecture and/or discussion per week. The initial orientation and exploration of suitable landscape architecture or environmental studies topics for study during LSA 460. Students undertake a detailed literature review, identify and refine research/study methods and prepare a detailed study proposal, including logistical details for LSA 460 – Off-Campus Design Thesis Studio. Spring. Prerequisite: LSA 424 and senior BLA standing, or permission of Off-Campus Program Director.

LSA 433. Planting Design and Practice (3)

Two hours of lecture and three hours of laboratory/field exercises per week. This course concentrates on the identification, selection, and spatial design applications of local woody shrubs and vines and herbaceous plant materials. Concepts covered include ecological relationships of local plants; ornamental plant materials use and identification; plant culture, propagation, and maintenance; transplanting; planting plans and specifications; and planting design and composition. Fall. Note: Credit will not be granted for both LSA 433 and LSA 633.

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 311 or permission of instructor. Note: Credit will not be granted for both LSA 451 and LSA 651.

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. Spring. Prerequisites: Upper division standing in landscape architecture or permission of the instructor. Note: Credit will not be granted for both LSA 455 and LSA 655.

LSA 460. Off-Campus Design Thesis 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 Department. Fall and Summer. Prerequisites: LSA 423 and LSA 425 with a minimum grade of "C" or a proposal, study plan and equivalent instruction approved by Off-Campus Program Director.

LSA 461. Off-Campus Final Presentation Seminar (1)

One hour of seminar per week. Seminar time devoted to individual presentations and critique. Content focuses on individual projects undertaken as a component of LSA 460. Spring. Prerequisite: LSA 460.

LSA 470. Thematic Landscape Design Studio (6)

Eight and one-half hours of studio and one hour of lecture per week. Studio time devoted to demonstrations, exercises and projects. Content focuses on different themes, topics, and scales each year, traditionally addressing sub-disciplines in landscape architecture such as urban design, community design and planning, ecological design and restoration and cultural landscape preservation. Spring. Prerequisite: LSA 423 or permission of the instructor. Note: Credit will not be granted for both LSA 470 and LSA 670.

LSA 480. Seminar in Urban Design (3)

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 instructor.

Note: Credit will not be granted for both LSA 480 and LSA 680.

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.

Note: Credit will not be granted for both LSA 481 and LSA 681.

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 instructor.

LSA 496. Special Topics in Landscape Architecture (1-6)

One to three hours of class meetings per week. 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. Fall and Spring.

Prerequisite: Permission of instructor.

Note: Credit will not be granted for the same topic in LSA 496 and LSA 696.

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 instructor.

LSA 500. Computer Graphics I (3)

Five hours of lecture and lab per week. Knowledge and skills are developed in basic digital graphic techniques common to visualizing and communicating design ideas. Methods include 2-D graphics (drawing and image processing), 3-D graphics (modeling and rendering), and content assembly and conveyance (desktop publishing, electronic publishing, business presentations, and printing). Additional readings and a supplementary research component. Fall and Spring.

Prerequisite: Graduate standing in landscape architecture, or permission of instructor.

Note: Credit will not be granted for both LSA 300 and LSA 500.

LSA 501. Computer Graphics II (3)

Three hours of lecture and lab per week. Knowledge and skills are developed in advanced processing techniques for digital photography, photorealistic visual simulation and 3-D modeling. Methods include 2-D drawing and image processing; 3-D modeling, rendering, animation, video and VR; and content assembly and conveyance using electronic publishing and business presentations. Additional readings and a supplementary research component. Fall and Spring.

Prerequisite: LSA 500 or permission of instructor.

Note: Credit will not be granted for both LSA 301 and LSA 501.

LSA 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: Graduate status in landscape architecture or permission of instructor.

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 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: Graduate status in landscape architecture or permission of 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: Graduate status in landscape architecture and LSA 600, LSA 552, or permission of instructor.

LSA 605. History of Landscape Architecture (3)

Three hours of lecture per week. Historical study and style analysis of Western culture on environmental design, and changing attitudes and relationships to the environment. Non-Western influences on Western culture. Study of historical personalities as well as periods that are of environmental concern up to the modern period. Additional readings and a supplementary research/writing component. Spring.

Note: Credit will not be granted for both LSA 405 and LSA 605.

LSA 610. 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 per week are 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.

Note: Credit will not be granted for both LSA 410 and LSA 610.

LSA 611. Natural Processes in Planning and Design (3)

Two hours and 40 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 decision making process. Fall.
Prerequisite: Graduate status in landscape architecture or permission of 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: Graduate status in landscape architecture, concurrent enrollment in LSA 601 or permission of 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: Graduate status in landscape architecture, LSA 601, LSA 611, LSA 615, or permission of instructor.

LSA 621. Design Studio IV—Community Design and Planning (4)

Nine hours of studio and one hour of lecture and 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 permission of instructor.

LSA 625. Orientation for Off-Campus Experiential Studio (2)

This course includes two hours of lecture and 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 633. Planting Design and Practice (3)

Three hours of lecture per 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. Fall and Spring.

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.
Note: Credit will not be granted for both LSA 445 and LSA 645.

LSA 650. Behavioral Factors of Community Design (3)

Three hours of lecture and discussion per week. 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 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: Graduate status in landscape architecture or permission of instructor.

LSA 651. Comprehensive Land Planning (3)

Three hours of lecture and one hour of discussion per week. The legal and historical basis of planning. 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 community design. Term paper required. Spring.
Note: Credit will not be granted for both LSA 451 and LSA 651.

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 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. Students enrolled in LSA 655 will also produce a graduate project portfolio. Spring.
Prerequisite: Graduate status in landscape architecture or permission of instructor.
Note: Credit will not be granted for both LSA 455 and LSA 655.

LSA 670. Thematic Landscape Design Studio (6)

Eight and one-half hours of studio and one hour of lecture per week. Studio time devoted to demonstrations, exercises and projects. Content focuses on different themes, topics, and scales each year, traditionally addressing sub-disciplines in landscape architecture such as urban design, community design and planning, ecological design and restoration and cultural landscape preservation. Additional readings and a supplementary research/writing component. Spring.
Prerequisite: LSA 423 or permission of instructor.
Note: Credit will not be granted for both LSA 470 and LSA 670.

LSA 680. Seminar in Urban Design (3)

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 instructor.

Note: Credit will not be granted for both LSA 480 and LSA 680.

LSA 681. Cultural Landscape Preservation (3)

Two hours of presentation and one hour of discussion per week. This course provides an overview and introduction to cultural landscape preservation and the general preservation movement in the United States. The 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 instructor.

Note: Credit will not be granted for both LSA 481 and LSA 681.

LSA 696. Special Topics in Landscape Architecture (1-6)

One to three hours of class meetings per week. 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. Additional readings, supplementary research and writing assignments. Fall and Spring.

Prerequisite: Permission of instructor.

Note: Credit will not be granted for the same topic in LSA 496 and LSA 696.

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. Fall.

Pre- or co-requisite: Audit LSA 220 and graduate status in landscape architecture or permission of 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.

Prerequisites: Fast Track BLA/MS 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 teamwork, as well as consideration of multidisciplinary contributions and interdisciplinary work. This studio is the final studio for all MLA students. Fall.

Prerequisite: LSA 621 or permission of instructor.

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 MS candidates. Summer and Fall.

Prerequisites: LSA 625 and LSA 799 with a grade of B or better.

Note: Credit will not be granted for both LSA 460 and LSA 760.

LSA 796. Special Topics in Landscape Architecture (1-3)

One to three hours of lecture per week. 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 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 instructor.

LSA 799. Capstone or Thesis Proposal Development (3)

One hour of lecture/seminar and two hours of tutorial per week. Students develop and defend a proposal for their MLA capstone projects or MS thesis. Fall or Spring.

Prerequisite: LSA 640 or permission of instructor.

LSA 800. Capstone Studio (6)

One hour of lecture/seminar and 15 hours of studio per week.

Students complete an academic landscape architecture investigation or professional-level project. Public presentations and comprehensive project documentation are required. Grades on an "S/U" basis. This is the final MLA studio prior to graduation. Fall or Spring.

Prerequisite: LSA 799.

LSA 898. Professional Experience (1-12)

A supervised external professional work experience that 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 (1-12)

Research and independent study for the master's degree and thesis. Graded on an "S/U" basis. Fall, Spring and Summer.

MAT—MATHEMATICS

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

MAX—MAXWELL SCHOOL

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

PAF—PUBLIC AFFAIRS

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

PHI—PHILOSOPHY

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

PHY—PHYSICS

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

PSC—POLITICAL SCIENCE

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

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 201. The Art and Early History of Papermaking (3)

Two hours of lecture and three hours of studio per week. This paper-making course provides a historical (Asia – Far East) and artistic perspective in both lecture and studio formats. History lectures will include the influence of paper art form in non-Western cultures. Studio lessons may vary but generally will include historical papermaking by hand as well as more modern techniques in the creation of paper art forms. Fall.

PSE 300. Introduction to Papermaking (3)

Three hours of lecture per week. 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 302. Pulp and Paper Laboratory Skills (1)

Three hours of laboratory per week. Introduction to the laboratory skills necessary for subsequent PSE courses as well as necessary "survival" skills for their summer and co-op work experiences. Skills covered include pulp sampling and analysis, freeness, consistency, handsheet preparation, and physical and optical testing. A demonstration run of the pilot paper machine is part of this course. Fall. Pre- or co-requisite: PSE 300 (concurrent registration).

PSE 304. Mill Experience (2)

Twelve weeks full time pulp or paper mill employment approved by the Department between the junior and senior years. The student must submit a comprehensive report to fulfill this requirement. Fall, Spring and Summer. Pre- or co-requisites: PSE 300, PSE 302.

PSE 305. Co-op Experience (2)

One semester full-time pulp or paper mill experience. Work experience as an engineering intern on company-assigned projects. Traditionally, the student works for a semester and adjacent summer also taking PSE 304. The student must submit a comprehensive report and give a presentation to fulfill this requirement. Fall and Spring. Pre- or co-requisites: PSE 300, PSE 302.

PSE 350. Pulping and Bleaching Processes (3)

Three hours of lecture. Technological and chemical consideration of pulping and bleaching of raw materials used in the paper industry. Includes consideration of the pulping and bleaching processes and related chemistry. Discussions of related operations, e.g., chemical recovery, are included. Spring. Pre- or co-requisites: PSE 300, FCH 221, FCH 223.

PSE 351. Pulping and Bleaching Laboratory (2)

One hour lecture and three hours laboratory per week. Discussion of: pulping and bleaching processes, effect of chemical and physical variables on the wood components and pulp properties, and the chemistry involved. Experiments in pulping, bleaching and pulp evaluation. Spring. Pre- or co-requisites: FCH 223, FCH 360, PSE 350.

PSE 361. Engineering Thermodynamics (3)

Three hours of lecture per week. Principles of classical thermodynamics applied to engineering practice. First and second laws;

heat effects; property functions and their correlation; physical and chemical equilibrium; solutions and mixtures; power and refrigeration cycles. Thermodynamic analysis of processes and systems via case studies and computer simulation. Spring.

Prerequisites: MAT 296, FCH 152, PHY 211.

Note: Credit will not be granted for both PSE 361 and ERE 561.

PSE 370. Principles of Mass and Energy Balance (3)

Three hours of lecture per week. 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.

Pre- or co-requisite(s): PHY 211, MAT 296 (or concurrent), FCH 152.

PSE 371. Fluid Mechanics (3)

Three hours of lecture per week. Fluid statics. Principles of mass, energy and momentum balance. Bernoulli's equation. Application to pipe flows, flow measurement and porous media. Movement of particles in fluid media. Rheology of fluids and suspensions typical in the pulp and paper industry (pulp, black liquor, etc.). Filtration and sedimentation of fibrous and particulate suspensions. Characteristics of pumps. Flow systems with economic considerations. Fall.

Prerequisites: PHY 211, MAT 296, FCH 152.

Note: Credit will not be granted for both PSE 371 and ERE 571.

PSE 372. Heat Transfer (3)

Two hours of lecture and/or demonstration per week. 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, PSE 371.

PSE 436. Pulp and Paper Unit Operations (3)

Two hours of lecture and three hours of laboratory per week. Applications of momentum, heat, and mass transfer to operations in the pulp and paper industry. Topics include pulp flow, heater and heat exchanger design, black liquor evaporation, humidification, steam systems, paper and pulp drying, gas absorption, pulp washing, leaching, and extraction. Laboratory exercises include paper drying, pulp washing and cleaning, heat exchanger operations, and gas absorption for liquor preparation. Spring. Prerequisites: PSE 361, PSE 370, PSE 371, BPE 335.

PSE 456. Management in the Paper Industry (3)

Three hours of lecture per week. 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. Note: Credit will not be granted for both PSE 456 and ERE 676.

PSE 465. Paper Properties (4)

Three hours of lecture, three hours of laboratory and discussion per week. Evaluation and study of the physical, optical, and chemical properties of paper and the interrelationships existing among paper manufacturing methods, papermaking additives test results and the ultimate properties desired in the finished paper. Fall.

Prerequisite: PSE 300.

Note: Credit will not be granted for both PSE 465 and ERE 677.

PSE 466. Paper Coating and Converting (3)

Three hours of lecture per week. 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: Credit will not be granted for both PSE 466 and ERE 678.

PSE 467. Papermaking Wet End Chemistry (3)

Three hours of lecture per week. 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 wet end 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 status in paper science and engineering program or permission of instructor.

PSE 468. Papermaking Processes (3)

One hour of lecture, six hours of laboratory per week. Laboratory study of the papermaking process, with emphasis on operation of the semi-commercial Fourdrinier 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 balances. Results of each paper machine run are evaluated in seminar-type discussions. Spring.

Prerequisites: PSE 300, PSE 370, PSE 465.

Note: Credit will not be granted for both PSE 468 and ERE 679.

PSE 473. Mass Transfer (3)

Three hours of lecture per week. The study of mass transfer, humidification, air conditioning, drying, gas absorption, distillation, leaching, washing and extraction. Fall. Prerequisites: PSE 370, PSE 371, PSE 372.

PSE 477. Process Control (3)

Three hours of lecture per week. Presents an introduction to the principles of process control. Linear analysis, Laplace transforms, and nonlinear simulation are presented and applied to feedback, and feedforward control. Examples of process simulation, accuracy and stability of control are drawn from paper industry processes. Fall. Prerequisite: APM 485 or equivalent.

Note: Credit will not be granted for both PSE 477 and ERE 667.

PSE 480. Engineering Design Economics (3)

Three hours of lecture per week. 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.

Prerequisites: PSE 370, MAT 296.

PSE 481. Engineering Design (3)

Three hours of lecture per week. 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. Prerequisites: PSE 371, PSE 372, PSE 480.

Pre- or co-requisite: PSE 473.

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.

REL—RELIGION

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

SOC—SOCIOLOGY

These courses are taught at Syracuse University's College of Arts and Sciences. Descriptions will be found at www.syr.edu/publications/undergradcat.

WPE—WOOD PRODUCTS ENGINEERING**WPE 132. Orientation Seminar: Construction Management and Wood Products Engineering (1)**

One hour of lecture and discussion per week. Introduction to campus resources available to ensure academic success. Fall.

WPE 303. Construction Management and Wood Products Engineering Internship (1-3)

Full or part-time employment with an organization that involves the student in an educational experience in a professional establishment. A resident faculty member must serve as the student's academic sponsor. A study plan that describes the internship's educational goals must be submitted prior to its commencement. Fall and Spring. Prerequisite: Upper-division status.

WPE 315. Production and Operation Management (3)

Three hours of lecture per week. Basic productivity issues and simulation modeling. Students will learn basic productivity theories, construction productivity tools, and discrete-event simulation modeling. In addition to basic lectures, students are asked to select construction activities and develop computer simulation models to optimize construction operations by optimizing resource allocation. Spring. Prerequisite: Junior or senior status.

Note: Credit will not be granted for both ERE 515 and WPE 315.

WPE 322. Mechanical Processing (3)

Two hours of lecture and three hours of laboratory per week. 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 Treatment of Wood (3)

Two hours of lecture, three hours of laboratory per week. Basic wood-moisture relationships, wood shrinkage and swelling, permeability, thermal conductivity, wood drying and preservation treatments, and fire retardancy. Flow of fluids, heat and water vapor are treated as analogous phenomena related to the cellular structure of wood. Laboratory studies in relative humidity measurement, wood-moisture relations, relationships between wood permeability and drying and treatability, industrial wood drying, dry kiln operation and preservation treatments, and fire retardancy. Spring. Prerequisite: WPE 387 or permission of instructor.

Note: Credit will not be granted for both WPE 326 and ERE 682.

WPE 330. Building Codes and Zoning Practices (3)

Three hours of lecture per week. 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)

Three hours of lecture/discussion per week. Occupational Safety and Health Practices in the construction industry with coverage of the U.S. Department of Labor, Occupational Safety and Health Regulations (CFR 1910 and 1926 Standards). Detailed study of Construction Safety and Hazardous Communications programs, personal protective equipment, tools, electrical power, ladders and scaffolding, floor and wall openings, cranes and power equipment. Special problems related to concrete work, erection and demolition. Fall.

Note: Credit will not be granted for both WPE 331 and ERE 531.

WPE 332. Mechanical and Electrical Equipment (3)

Three hours of lecture per week. 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)

Three hours of lecture/discussion per week. Statistics, cost of money, rates of return, cash flow, budget development, cost tracking, productivity and progress, constructability and value engineering, change control and risk analysis. Fall.

Prerequisite: Upper division standing or permission of instructor.

Note: Credit will not be granted for both WPE 335 and ERE 535.

WPE 342. Light Construction (3)

Three hours of lecture per week. Elements of structural design, light-frame construction, blueprint reading and estimating. Fall or Spring.

WPE 343. Construction Estimating (3)

Three hours of lecture/discussion per week. Basic estimating/bidding theory and process. The processes for reviewing and interpreting contracts, specifications and blueprints and their role in the estimating or bidding process. How to perform a quantity takeoff, be able to create a final estimate/bid including the appropriate General Conditions and Markups. Several projects based upon the concepts are assigned on the material listed above as well as utilizing either a spreadsheet or Timberline Precision Computer Estimating. Spring.

Prerequisite: WPE 342 or permission of instructor.

Note: Credit will not be granted for both WPE 343 and ERE 543.

WPE 350. Construction Methods and Equipment (3)

Three hours of lecture/discussion per week. The study of production, methods of operation and costs of heavy construction equipment. Analysis of heavy construction operations. Economics of equipment use. Fundamentals of decision making involved in the selection of methods and equipment that will result in the most effective and efficient performance on a project. Fall.

Note: Credit will not be granted for both WPE 350 and ERE 525.

WPE 376. Decay of Wood Products (3)

Two hours of lecture and one hour of demonstration/discussion per week. Degradation of wood by fungi and other biological agents. Emphasis on the effects of decay on wood properties and methods of decay prevention. Spring. Pre- or co-requisite: WPE 386 or WPE 387.

WPE 386. Structure and Properties of Wood (2)
Two hours of lecture per week. 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 per week. 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 per week. 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 per week. 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 per week. Identification of woody and nonwoody papermaking fibers. Spring.

Prerequisite: WPE 387.

WPE 400. Introduction to Forest Products (3)

Three hours of lecture per week. Characteristics of the products of the forest tree and manufacture of wood products. Spring.

WPE 404. Timber Design Project (3)

Three hours of lecture/laboratory per week. 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: ERE 362, CIE 325, or permission of instructor.

WPE 410. Computer-Aided Design and Drafting (3)

One-half hour lecture, two-and-one-half hours laboratory, and a minimum of six hours additional laboratory per week 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. Spring.

Prerequisite: General knowledge of manual drafting.

Note: Credit will not be granted for both WPE 410 and ERE 610.

WPE 413. Computer-Aided Senior Project (3)

Three hours of lecture per week. 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.

WPE 414. Computer Applications in Engineering (3)

Three hours of lecture per week. Microcomputer applications in a broad spectrum of selected topics in engineering sciences and practice. Hands-on experience is emphasized. Coursework is directed toward solving real-life engineering problems. Software is provided and used. No computer programming or skills are required. Spring.

Prerequisite: FEG 410.

WPE 415. Lean Project Management (3)

Three hours of lecture per week. Overview of Lean production theory and the Lean project management system and their relations to the AEC (Architect, Engineering, and Construction) industries. Topics include the Toyota production system, lean principles, the Last Planner System, and supply chain management. Fall.

Prerequisite: Junior or senior status.

Note: Credit will not be granted for both ERE 615 and WPE 415.

WPE 422. Composite Materials (3)

Two hours of lecture, three hours of laboratory per week. 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.

Prerequisite: WPE 387.

Note: Concurrent or prior completion of ERE 362 is desirable.

WPE 430. Computer Applications in Construction Management (1-3)

Guided individual study. Projects are estimated, scheduled and/or managed exclusively by industry standard construction-related software, including Timberline Precision Estimating, Quest Earthworks, Quest for Contractors, Primavera Project Planner, SureTrak Project Manager by Primavera and Expedition by Primavera. Final report covers entire project. Fall and Spring.

Prerequisite: Senior standing or permission of instructor.

Note: Credit will not be granted for both WPE 430 and ERE 630.

WPE 444. Materials Marketing (3)

Three hours of lecture and discussion per week. Fundamentals of marketing forest products, building and construction industry materials, including products, markets, distribution, segmentation, pricing, promotion and sales. Specific focus is on the unique nature and issues of forest products and building materials; vertical and horizontal integration, distribution channels, market segmentation and product positioning strategies. Fall.

Prerequisite: FOR 207 Introduction to Economics or equivalent.

WPE 453. Construction Planning and Scheduling (3)

Three hours of lecture/discussion per week. The use of common types of schedules: Gantt, Activity on Node, Precedence Diagram, PERT and Linear. Identification of activities and performance duration analyses of these activities. Updating of schedules, resource planning and assignment, cost planning and scheduling are all covered. Schedule development is performed both manually and with industry-accepted software. Fall.

Prerequisite(s): WPE 343 and/or estimating experience or equivalent scheduling experience.

Note: Credit will not be granted for both WPE 453 and ERE 653.

WPE 454. Construction Project Management (3)

Three hours of lecture/discussion per week. How to define and properly identify company organizational structures and project delivery systems. Integration of estimating, bidding, scheduling and cost control into the management process. Safety, quality control, value engineering, procurement, labor relations and insurance and bonding requirements as integral parts of a construction project. Projects based upon Expedition project management software. Spring.

Prerequisites: WPE 343, WPE 453, senior standing or permission of instructor.

Note: Credit will not be granted for both WPE 454 and ERE 654.

WPE 455. Construction Contracts and Specifications (3)

Three hours of lecture/discussion per week. The types of contracts used in the construction industry. Analysis of the contractor, designer and owner 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.

Note: Credit will not be granted for both WPE 455 and ERE 658.

WPE 487. Wood Chemistry and Physics (3)

Two hours of lecture and three hours of laboratory per week. Wood chemistry and physical properties described in relation to the practical function of wood products. The methodologies used to explore these relationships; including microscopy, mechanical testing, and chemical analysis and their interpretation. Fall.

Prerequisite: WPE 387.

WPE 497. Senior Seminar for Wood Products Engineering Majors (3)

Three hours of seminar per week. 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. Written report required. Fall, Spring and Summer.

Prerequisite: Permission of instructor and advisor.

Notes

