June 2017

Dear Rubenstein School Student:

Welcome to UVM and to The Rubenstein School of Environment and Natural Resources! The faculty, staff and I are excited that you are here, and look forward to ensuring that you get off to a great start.

The Rubenstein School is a community of students, staff and faculty who share a remarkable sense of camaraderie. The academic work is rigorous, but you will find ample support to meet the challenge. We are committed to creating a welcoming and respectful community, a vibrant learning environment, and nurturing a deep respect for diversity of all kinds. The Rubenstein School community upholds these values, whether in the classroom or lab, out in the field or in the community.

Your first year faculty advisor will play a key role in helping you find your way around the University. During Orientation, you will meet with her or him to discuss a schedule of classes for your first semester. I encourage you to seek the guidance from your advisor, regularly, throughout the year. More than anything, I hope that you will take charge of your learning, engage in the myriad of opportunities inside and outside of the classroom and enjoy these special years at UVM.

Please use this handbook to learn the basic information about the School and keep it as your key reference, now and in the future.

Best wishes for an exciting and engaging experience at UVM, in the Rubenstein School. We are thrilled to have you here and are eager to get to know you!

Sincerely,

Nancy E. Mathews
Dean
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Welcome to the Rubenstein School of Environment and Natural Resources!

OUR MISSION STATEMENT

The Rubenstein School of Environment and Natural Resources is a learning community with the mission to understand, nurture, and enrich the interdependence of humanity with healthy ecological systems.

To fulfill this mission, we seek to create a community that encourages an engaged, culturally diverse, and challenging learning environment that applies foundational knowledge from diverse fields, critical thinking, and integrative analyses to design a more sustainable society.

We have designed this handbook first and foremost to provide information you need to get started at UVM and the Rubenstein School. The handbook describes many aspects of the School, including information on the curriculum, advising (how to get it and why), enrolling in courses, key University support services, and favorite extracurricular activities of Rubenstein School students.

You will use this handbook frequently throughout your UVM career. The section on academic policies and procedures details the specifics of how things work in the Rubenstein School. There is information on our extensive internship program, on summer jobs, and career placement services. There is a directory of faculty and staff with office locations, phone numbers, and e-mail addresses. In addition, up-to-date information about the School is maintained on the School’s web site at http://www.uvm.edu/rsenr.

One of the first people you will meet in the Rubenstein School is your faculty advisor. The relationship between individual students and their advisors is of central importance to the supportive atmosphere of the School. Help is always available; you just have to ask. The administrative staff in the Dean’s Office and individual program offices are also eager to help. Come introduce yourself and let us get to know you.

OUR RUBENSTEIN SCHOOL COMMUNITY

The School is a thriving community of approximately 680 undergraduates, 125 graduate students, 45 faculty, and 35 research and administrative staff. At the undergraduate level, there are six academic programs: Environmental Sciences, Environmental Studies, Forestry, Natural Resources, Parks, Recreation, and Tourism, and Wildlife and Fisheries Biology. The Rubenstein School Graduate Program offers a Ph.D. in Natural Resources and a Master of Science in Natural Resources.

The Dean's Office and most faculty offices are housed in the George D. Aiken Center. Environmental Studies faculty have their offices in The Bittersweet, located on the southwest corner of South Prospect and Main Street.
COMMITMENT TO DIVERSITY
The Rubenstein School of Environment and Natural Resources is actively committed to diversity: biodiversity in natural communities and cultural diversity in human communities. We cultivate values aimed at maintaining the integrity of natural systems and achieving a sustainable human community in harmony with the natural environment. The Rubenstein School academic programs provide the scientific and philosophical bases for addressing critical issues in the use of renewable natural resources for commerce, recreation, and conservation.

BRIEF HISTORY OF THE SCHOOL
The University of Vermont long ago recognized the importance of providing educational opportunities in natural resource conservation and management. Efforts were initiated with forestry courses in 1888. From that beginning, natural resource curricula gradually evolved until, in 1973, the School of Natural Resources was established as one of eight degree-granting units within the University. In November 2003, after receiving a $15 million gift commitment from Stephen Rubenstein and his family, the name of the School changed to the Rubenstein School of Environment and Natural Resources, becoming the first endowed academic unit at the University.

High quality undergraduate instruction and advising in environmental and natural resources disciplines are our highest priorities. The emphasis on excellence in undergraduate natural resource programming is underscored by the School's administrative structure and a strong interdisciplinary core curriculum. Distinctions among disciplines are de-emphasized while the elements of a strong professional education are retained.

THE GEORGE D. AIKEN CENTER FOR NATURAL RESOURCES and the GREENING OF AIKEN PROJECT
The Aiken Center, which opened in 1982, was specifically designed to house the Rubenstein School of Environment and Natural Resources. The building's name honors Vermont's distinguished late senator and governor, George D. Aiken. In January 2012, the Aiken Center reopened as a completely renovated LEED Platinum Certified Green Building. The Rubenstein School community, along with William Maclay Architects and Planners, created a vision for a renovated Aiken Center that uses space more efficiently, reduces the School's ecological footprint, and houses occupants and greet visitors in a welcoming, healthy, and stimulating environment. One notable feature is a "Living Machine" that uses an ecologically designed system of living plants, bacteria and small animals to clean all of the waste generated in the building. The building is also extensively monitored to document its energy efficiencies, air quality, and other characteristics.

RUBENSTEIN ECOSYSTEM SCIENCE LABORATORY
The Rubenstein Ecosystem Science Laboratory, which opened in fall 1999, is a lakefront extension of the Aiken Center. It houses state-of-the-art facilities, including research laboratories for the study of contaminants, water and sediment quality, and aquatic biota including fish, invertebrates and algae. The eight laboratories provide researchers with the tools necessary to investigate and understand the ecosystem processes that determine ecological health and influence the quality of life for the human community in the greater Lake Champlain Basin. The facility also includes a large teaching laboratory equipped with modern analytical equipment and video microscopy.

Educational activities conducted in the Ecosystem Science Laboratory include lake studies, environmental sciences, and graduate student research activities. In addition, the building houses displays about current research activities in the laboratory, and hosts some of the public education programs run by the ECHO Lake Aquarium and Science Center.

FIELD WORK IS FUNDAMENTAL
The Rubenstein School of Environment and Natural Resources relies heavily on Vermont's natural landscapes -- its mountains, lakes, fields, and forests -- to provide students hands-on experience studying ecology and ecosystem processes. Outdoor learning experiences provide students with firsthand observation and a better understanding of good resource management practices. Although natural resources course work centers around classrooms and
laboratories, field trips are held often to nearby forests, lakes, streams, and other natural areas.

The MELOSIRA, a 45-foot research and teaching vessel, provides full access to Lake Champlain. Extensive use is also made of several parcels of wooded land -- hardwood and conifer stands located throughout the state -- which are managed by the School and cooperating agencies. The University's NATURAL AREAS include ten ecologically diverse sites -- the summit of Mt. Mansfield, Colchester Bog and various other bogs, ponds and forest ecosystems. The Environmental Program is responsible for the upkeep of these areas, a project that involves staff and students in research, site evaluation, and planning.

In addition to local field opportunities, the Rubenstein School offers many extended field courses (one-or two-week) during winter break, spring break, or early summer that provide students special opportunities to study outside of Vermont. Past offerings have included study of the wildlife of Florida or south Texas, arid ecosystems and water resource issues in Israel, environmental research in the Chesapeake Bay region, and ecotourism and environmental interpretation in Costa Rica or Sub-Saharan Africa.

ENVIRONMENT AND NATURAL RESOURCES RESEARCH and SCHOLARSHIP -- Student help wanted!

Our research and discovery are rooted in forests and fields, in soils and waters, in the cities and towns of the Green Mountain State, and around the world. We strive to prepare citizens for the future and create leaders who will succeed in a rapidly changing world, all the while recognizing that all life on earth is interdependent. The Rubenstein School targets high impact research opportunities to sustain the human/environment bond and promote thriving life worldwide. Faculty and students focus on complex challenges in such areas as —

- Freshwater ecosystems
- Renewable energy practice and policy
- Ecosystem services
- Sustainable forestry
- Conservation of biodiversity
- Global environmental resource equity

For the student who wants research experience, opportunities are ample. The Rubenstein School houses several research affiliates and partners: the USDA Forest Service Northern Research Station, Vermont Cooperative Fish and Wildlife Research Unit, Vermont Monitoring Cooperative, Vermont Water Resources and Lake Studies Center, Lake Champlain Sea Grant, the Northern States Research Cooperative, the Conservation Study Institute at the National Park Service, the Vermont Tourism Data Center and the Gund Institute for Environment. Almost all faculty have active research programs and welcome the participation of students in their research projects. Some are paid through the work-study program or project funds; others work for credit through independent study or internships.
GETTING STARTED
The Rubenstein School is your port of entry to the University. You are associated with the Rubenstein School because during the admissions process you selected as a prospective major one of those offered through this academic unit. We sincerely hope that what you find here is to your liking and that you will opt to continue as a Rubenstein School major. However, especially during the first two years of college, you will be selecting a wide array of classes, encountering subjects that are brand new to you, and discovering talents and interests that had previously gone unexplored. Many students in all academic units wind up changing their majors and we expect that to happen.

AN INVITATION TO BE DECIDEDLY UNDECIDED
The academic programs in the Rubenstein School are designed to give you a clear sense early on about what our majors emphasize. At the same time, you will be exploring widely and developing a solid foundation in the liberal arts. The School's academic programs and course scheduling are designed to accommodate transfer students and those undecided about an undergraduate major. Nearly a third of our first year students enroll as Undecided and postpone the decision on a specific major for up to four semesters. We encourage all students to be open to change based on clarifying perceptions about who they are and what specific majors -- and options within the majors -- have to offer.

PRACTICAL CONSIDERATIONS: “Do I need a computer?”
Rubenstein School students definitely use computers, and depending upon your choice of major, you may use one a lot. We do not require students to own a computer, and many students report doing just fine without one. The School's PC computer lab is available when classes are not using it, and other facilities are located throughout the campus. At mid-term and finals times, access can be challenging, but by planning ahead, it is possible to rely on the publicly available machines. If you do decide to buy a computer, the Computer Depot at the UVM Bookstore offers excellent discount prices and convenient on-campus service for Macs or PCs. Secure wireless access to the Internet is available to students in many locations across the campus.

YOUR DEAN'S OFFICE
The Dean's Office coordinates all administrative functions for the Rubenstein School of Environment and Natural Resources. If you have a question or concern and do not know where to turn, the Dean's Office is the place to go.

When in doubt, come to the Dean’s Office, 220 Aiken Center
—or—
Visit the Student Services website: www.uvm.edu/rsenr/student_services

Students' official records are maintained in the Dean's Office. Requests for things such as a leave of absence or course withdrawals are processed there. The Dean's office staff is knowledgeable about student support services and can help you identify appropriate resources both in the Rubenstein School and elsewhere on campus. When in doubt ask for Marie Vea-Fagnant, our Assistant Dean for Student Services.

YOUR FACULTY ADVISOR
ADVISING OVERVIEW
What is a faculty advisor? When we survey Rubenstein School students, they consistently tell us that what they want most from a faculty advisor is advice: advice about course selection, advice about majors, advice about career opportunities. Friendship and mentoring were also high on the list. Asked to assess the quality of advising they are receiving in the Rubenstein School, students were very positive. We want YOU to receive high quality academic advising too.
The relationship between individual students and their faculty advisors is of central importance to the supportive atmosphere of the School. **It is your responsibility to communicate regularly with your advisor to obtain assistance in clarifying and meeting educational, professional and personal goals.**

The relatively small size of the Rubenstein School permits many opportunities for student-faculty interaction in and beyond the classroom. Faculty advisors generally have fewer than 30 advisees making it possible for them to work closely with each individual student on course decisions, career exploration, part-time employment referrals, and academic and personal concerns. This direct contact can establish a good basis for future professional references as well as a friendship lasting beyond the college years.

FIRST-YEAR STUDENT ADVISORS: A full-time faculty member has been assigned as your faculty advisor. You will meet during Orientation and again during the first week of classes in the fall. This person will be your advisor throughout the first year (and into the second year too if you are still undecided about a major). The faculty who serve as advisors to first-year students have particular interest in working with students early in their college careers, helping to identify options and providing ample support.

UPPER-LEVEL STUDENT ADVISORS: Students who have decided on a major by the end of the first year will switch to a new faculty advisor, someone who specializes in advising upper-level students in a particular academic area. These faculty members enjoy sharing their knowledge of the professional job market and exploring options for graduate education.

TRANSFER STUDENT ADVISORS: Students who enter the University with a year or more of academic credits are immediately assigned to an advisor in their major. You will confer with this upper-level student advisor on course selection for the first semester and get together for a face-to-face advising session early in your stay at UVM. Sorting through transfer credit evaluations and finalizing how credits will be allocated toward fulfilling UVM degree requirements can be complicated. Your faculty advisor will be an especially important ally in completing this process.

**EXPECTATIONS OF ADVISEES**

Successful advising requires a substantial level of effort and commitment from the faculty advisor and from the advisee. The Rubenstein School faculty has articulated specific expectations for first-year students and for upper-level students.

**Responsibilities of first-year student advisees**

- To become familiar with information in the Rubenstein School Handbook, especially the sections on "Academic Policies and Procedures", "University Support Services", "Environment and Natural Resources Employment", and "Academic Programs and Degree Requirements".
- To meet with your advisor early in the first semester to start to plan your next four years.
- To be responsive to requests for advising meetings and to come prepared, especially for those dealing with course scheduling.
- To initiate contacts with your advisor when need arises.
- To honor all appointments and other commitments, or contact your advisor if unable to do so.

**Responsibilities of upper-level student advisees**

- To be aware of specific academic requirements for the major.
- To meet with your new advisor during the first two weeks of the fall semester sophomore year in order to review educational goals, personal accomplishments, and academic record to date.
- To schedule and attend a meeting with your faculty advisor prior to each semester's enrollment period.
- Annually, to meet with your advisor to discuss and review your four-year plan.
- To meet with your advisor, as desired, to receive assistance in requesting course substitutions or waivers, to change majors, or to seek advice on other matters, especially related to academic and professional goals.
● To complete -- with your advisor's assistance -- a Senior Records Check during the second semester of the junior year or at pre-registration during the first semester of your senior year.
● To honor all appointments and other commitments, or contact your advisor if unable to do so.

**HOW TO ARRANGE MEETINGS WITH YOUR ADVISOR**
The best way to meet with your advisor is to e-mail or call for an appointment or drop by during office hours. If you cannot reach your advisor, leave a message requesting a return call. It is important to realize that faculty are frequently away from their offices teaching, doing research, and participating in a wide array of service obligations. If you are having ongoing trouble making the connection, please ask Marie Vea-Fagnant in the Dean's Office for help.

**HOW TO CHANGE ADVISORS** Sometimes a particular student and faculty member turn out to be mismatched. Changing advisors is a simple process; just come to the Dean’s Office to make your request.

**KEEPING IN TOUCH**

**WHO IS MY ADVISOR?** If you can't remember your advisor's name, don't panic. Just go to the UVM website and click on “myUVM” in the top right corner. Log on with your user ID and password (same as your email log in). You will see your advisor's name on the “Advising” tab under “Academic Profile”. (NOTE: If your record states, “No advisor assigned,” contact the Dean’s Office at 656-1353 immediately.)

**E-MAIL KEEP UP WITH YOUR UVM EMAIL!** During the Orientation program, you will be setting up your own electronic mail account if you haven’t done so already. *We expect to communicate with you regularly via this medium, and nearly all official UVM communications will arrive via email.* Look for messages from your faculty advisor, Dean's Office, professors, Student Financial Services, and Student Life. NOTE: If you are used to receiving e-mail on a non-UVM e-mail account, please make arrangements to forward that mail to your UVM address or forward your UVM account to your preferred account. To set up your e-mail account, go to [www.uvm.edu/account](http://www.uvm.edu/account).

**FACULTY AND STAFF DIRECTORY** A full listing of faculty, staff, and graduate students in the Rubenstein School can be found on our website under Our Faculty, Staff, Students, Alumni, Board of Advisors. This is a great resource to look up the office location or contact information for your professors, TA’s, and Student Services staff, and also contains information about the research and expertise areas of people in our community.

**EVENTS IN THE RUBENSTEIN SCHOOL** Events are posted throughout the Aiken Center and announcements are distributed electronically to all RUBENSTEIN SCHOOL students, faculty, and staff. The calendar is also posted on the School's website under News and Events. You can also get information for events through our Facebook page or Instagram @uvm_rsenr.

**UPDATING ADDRESS, PHONE NUMBERS, NAME AND PRONOUN** PLEASE remember to notify the University whenever you change your address or phone number. To do this, log into “myUVM,” go to the “Registrar” tab, and select the appropriate option on the “Personal Information” menu. Please be sure to keep your Emergency Broadcast Numbers updated so you can be reached in the event of an emergency. Under “Personal Information” you can also choose the name and pronoun you would like your teachers and others at the University to use when addressing you.

**THE RUBENSTEIN SCHOOL NEWS** The Rubenstein School E-Newsletter is published quarterly during the school year, and is posted electronically on the Rubenstein School’s website under News and Events. The link to the newsletter is sent to everyone in the Rubenstein School community when a new issue is posted on-line. Coming events, School news and announcements, student activities, and student and faculty research are covered. Read this to find out what is going on in the Rubenstein School, and consider contributing articles about your experiences in internships, research and other activities.
ACADEMIC POLICIES AND PROCEDURES

■ ACADEMIC INTEGRITY

The principle objective of The University of Vermont policy on academic integrity is to promote an intellectual climate and support the academic integrity of the University. Academic integrity is an essential part of learning at UVM. UVM faculty, staff and students expect that students will conduct themselves in an ethical way while at the University and abide by the behavior written in Our Common Ground.

Offenses against academic integrity are any acts which would have the effect of unfairly promoting or enhancing one’s academic standing within the entire community of learners. Such acts are serious offenses, which insult the integrity of the entire academic community of the University. Any suspected violations of the policy will not be tolerated and all allegations will be forwarded to the Center for Student Conduct. The Dean of the Rubenstein School of Environment and Natural Resources wholeheartedly supports this policy.

To read the Code of Academic Integrity and to learn more about the Center for Student Conduct, please go to www.uvm.edu/cses.

■ PROFESSIONAL EXPECTATIONS

Use your classroom time and interactions with teachers and advisors at UVM to practice the skills you will need for your professional life. Arrive on time for your classes and be prepared to engage fully in the material being presented. During classes or meetings, your cell phone should be turned off so it does not distract you or interrupt the teacher or your classmates. Although you may sometimes want to bring your computer to class, use it in the classroom only for notes and class activities, not for instant messaging, checking email, or using the internet. The Rubenstein School is a friendly place, and some professors and advisors may invite you to address them by their first name; please be comfortable doing this, but remember to be respectful in all communications with your teachers and advisors, including email.

Experiential learning—including internships, service-learning courses, field work in the community, study abroad, and guest lecturers and presentations—will be a significant part of your time at UVM. You will be working alongside community partners and professionals in your field who can serve as references and networking contacts in the future. We expect the same high level of professionalism in the community and the classroom.

■ ENROLLING IN COURSES

WHEN DO YOU REGISTER? For your first semester at UVM, you sign up for classes during Orientation. Thereafter, students usually sign up a semester early –

- in NOVEMBER enroll for SPRING
- in APRIL enroll for FALL.

PREPARING TO REGISTER: Choices about courses, instructors and class schedules should be decided after careful review with your faculty advisor. The Schedule of Courses is available online each semester at the Registrar’s home page -- www.uvm.edu/registrar. When you have a tentative schedule written out, register for courses using the Web by logging into "myUVM,” and clicking on the “Registrar” tab.

NET ID PASSWORD: Forgot your password to log into “myUVM” or email? Click on “myUVM” and the appropriate link under “Need Help Logging In?” to reset your password.
DEGREE AUDIT TRACKING SYSTEM (Degree Works)

The Degree Audit Tracking System (Degree Works) produces an automated report that identifies specific requirements for your declared major and places already taken and in-progress courses into those requirements. The degree audit also indicates which requirements still need to be completed and provides a list of courses that can be taken to satisfy them. This is not an official document, but a tool to help you track your progress towards your degree. Many programs in RSENR require concentrations or plans of study that can only be fulfilled by courses that have been approved by an advisor. Please see your advisor to address any additions or corrections to your degree audit. To view your degree audit, log into “myUVM.”

COURSE ENROLLMENT and GRADING

DEADLINES exist for adding new classes to your schedule, dropping classes, and withdrawing from classes. These deadlines are real and must be met. It is very important to discuss any proposed enrollment changes with your faculty advisor. The official dates can be found each semester on the Registrar’s website -- www.uvm.edu/registrar – by clicking on “Important Dates.”

BILLING and FINANCIAL AID awards can be affected by enrollment changes. For example, if you withdraw from one class and add another, both classes continue to be counted for billing purposes; this can bump your Total Credit Hours for the semester over 18 and result in additional tuition charges. Check with the Student Financial Services Office to avoid unpleasant surprises.

ADDING AND DROPPING COURSES: The add/drop period extends through the first 10 days of classes. During this time you can change your schedule simply by accessing Web registration. If you decide to add a class, it is put onto your schedule and your transcript. Similarly, if you decide to drop a class, it is removed from your schedule and never shows up on your transcript. During the second week of the add/drop period instructor permission is required to add a course, but classes can still be dropped without permission.

LATE DROPS: You may not drop a course late unless you obtain a statement from the instructor that you have NEVER ATTENDED the course. If you have attended the course even once, and you do not drop it by the deadline, you need to withdraw to get out of the class (see below).

WITHDRAWALS: If you want to stop taking a course after the drop period, you may do so up until 4 p.m. Friday of the ninth week of classes. When you withdraw from a class, the course remains on your transcript with a grade of W. To initiate a withdrawal, log into “myUVM,” click on the “Registrar” tab, and choose the option to withdraw under the “My Classes” menu. You do not need anyone’s permission to withdraw from a class within the first nine weeks of a semester, but the instructor and your faculty advisor will be notified.

LATE WITHDRAWALS: Late withdrawals (after the tenth week of class) are seldom permitted. You may withdraw late only for extraordinary circumstances which are documented in writing, and are typically supported by a recommendation from the Student Health Center, Counseling and Psychiatric Services, or the Student Accessibility Services Office (SAS). These offices provide a recommendation for action, but they cannot approve a withdrawal; responsibility for approving all late withdrawals rests with the School. To initiate a request, contact Marie Vea-Fagnant in the Dean’s Office.

If an emergency gets in the way of your ability to complete coursework, discuss the situation with your instructor, faculty advisor, or the Dean’s Office immediately!

INCOMPLETES: A grade of incomplete may be granted for a course in which work is not completed due to extraordinary circumstances beyond the student's control. To receive an incomplete, you need to provide written documentation of the circumstances. Contact Marie Vea-Fagnant in the Dean's Office for assistance.
• Both the Dean's Office and instructor must agree to grant an incomplete.

• It is the STUDENT's responsibility to check with the Dean's Office to see if the incomplete has been approved.

• It is the STUDENT's responsibility to meet with the instructor and determine the nature of the outstanding requirements and set a deadline for completing these requirements. The deadline must be before the beginning of the corresponding semester of the next academic year.

• It is the INSTRUCTOR's responsibility to verify with the Dean's Office that the reason has been documented and to submit the request for the grade of Incomplete online.

SP/UP GRADES: SP (Satisfactory Progress) and UP (Unsatisfactory Progress) are grades used for courses with a linkage in credit or coursework over multiple semesters (e.g. internship, practicum, or thesis credits). A grade of SP earns credit, and can later be changed to a letter grade; a grade of UP does not earn credit and may only be changed to a letter grade of F. Rubenstein School students may not graduate with a grade of SP for any course that is fulfilling a Rubenstein School major requirement, a Rubenstein School General Education or Core requirement, or is counting towards the total required credits for graduation.

■ TRANSFERRING CREDIT FOR COURSES TAKEN AT ANOTHER INSTITUTION
The Office of Transfer Affairs (360 Waterman, 656-0867) coordinates transfer credit evaluation, but ultimately each academic program or department determines if a transfer course is equivalent to one in its department.

If you transfer to UVM from another college or university, the Office of Transfer Affairs will coordinate which courses transfer. If you have questions about their decisions, discuss them with your advisor. See page 6 for instructions on how to find the name of your advisor. It is sometimes possible to get changes made if you provide additional information.

If you plan to take courses at another institution after you have entered UVM (e.g. summer courses or Study Abroad), get approval for these courses before you take them. Getting prior approval will eliminate many problems which might occur about the transfer of credit. The Undergraduate Domestic Pre-Approval form can be found on the Registrar’s website. If you take a course without getting prior authorization, saving the course syllabus, notes and exams will be helpful in gaining transfer approval.

■ CHANGING MAJORS
Changing majors is usually easy. As long as your grade point average is C+ or better, you will be able to transfer into virtually any major on campus. If your grades are low, however, you may have difficulty. Most academic units, including the Rubenstein School, will not admit a student to a new major if that student is on academic probation.

Within the Rubenstein School: Talk to your first-year or current advisor about the major you are interested in; you may also want to meet with the Program Director for the major you want to enter. To change your major officially, visit the Registrar’s page, http://www.uvm.edu/registrar/ and click on “Forms” and select “Declare your Major/Minor/Concentration.”

To switch to a major in another academic unit: Contact the college or school’s Dean’s Office responsible for the major you want to enter. Each college and school has its own way of handling the administrative details.

■ REQUESTING SUBSTITUTIONS OR WAIVERS
The faculty must approve any substitution or waiver of course requirements for your academic program. Your advisor can help you write a petition. Rubenstein School faculty committees review and act on requests from individual students for waivers or substitutions of General Education or Core Curriculum requirements. To initiate
a request, pick up the required form from the Dean's Office or download a copy at the Undergraduate Resources section at www.uvm.edu/rsenr/student_services. For requests relating to all other requirements in your major, contact the Program Director.

ENSURING GRADUATION REQUIREMENTS ARE MET
ULTIMATELY, IT IS YOUR RESPONSIBILITY TO ASSURE THAT ALL REQUIREMENTS ARE MET. You need to read and follow the catalogue carefully, and you need to confer regularly with your advisor. If you have questions about requirements, you should promptly consult your advisor.

Intent to Graduate—Junior Records Check: At the end of your junior year (when you are in your sixth semester or when you have earned more than 80 total credits), you will need to complete the Intent to Graduate—Junior Records Check form. The form is available on the Student Services website, and you can also pick up a copy of the form in the Dean's Office, 220 Aiken. You will need to schedule a time to meet with your academic advisor to review and sign the form. On the Intent to Graduate—Junior Records Check form you will indicate the courses remaining to be completed for your degree and when you intend to graduate. It is extremely important that you and your advisor carefully complete this form as it is used by the Dean's Office to certify that all your requirements have been completed and you are eligible to graduate.

SCHOLARSHIP -- Celebrating Excellence

DEAN'S LIST
Students who complete 12 or more credit hours in courses in which grades of A, B, C, D or F have been given, who obtain a semester grade point average of at least 3.0, and who stand in the top 20 percent of their class in the Rubenstein School are placed on the Dean's List for that semester. These students receive a letter from the Dean indicating their attainment of this honor.

LATIN HONORS
The Bachelor's degree may be conferred with special recognition of high academic standing, by vote of the UVM Faculty Senate. Within the graduating class, the top 1% receives summa cum laude; the following 3% receive magna cum laude; the next 6% receive cum laude. Honors are calculated on all grades received at UVM. The total number of awards may not exceed 10% of the graduating class in each school or college.

ACADEMIC ACHIEVEMENT AWARDS
Each spring the Rubenstein School of Environment and Natural Resources holds an honors celebration in late April to recognize those students whose academic achievement has been particularly noteworthy. Some of the awards presented are:

- Alpha Zeta  National society recognizing outstanding students in agriculture and environment
- Mortar Board  National society recognizing outstanding scholarship, leadership and service
- The Holcomb Natural Resource Prize
- The Lola Aiken Award in Natural Resources
- C. Suzanne Whitmore Writing Award
- Dale Bergdahl Scholarship (Forestry)
- William R. Adams Forestry Award
- Luther E. Zai Memorial Award
- Lewis Ralph Jones Award
- Margaret Crosby Scholarship (Vermont residents)
- Society of American Foresters, Green Mountain Division, Outstanding Forestry Student
- New England Outdoor Writers Association Scholarship
- Environmental Sciences Outstanding Achievement Award
Environmental Sciences for Outstanding Service
Alan W. McIntosh Scholarship (Environmental Sciences)
Natural Resources Academic Achievement Award
Environmental Studies Achievement Award
Parks, Recreation, and Tourism Academic Achievement Award
Parks, Recreation, and Tourism Student Achievement Award
Wildlife Bio-Ecology Award
Wildlife Society Achievement Award
Frederick Chu Memorial Prize (Wildlife)
Dean's Book Awards (outstanding juniors)
Kate Svitek Memorial Award

LOLA AND GEORGE D. AIKEN SCHOLARS
High achieving, highly motivated incoming first-year students in the Rubenstein School are invited to apply to join the Lola and George D. Aiken Scholars Program. The goal of the Aiken Scholars Program is to provide an opportunity for first year students in the Rubenstein School to begin to define themselves as environmental professionals, and to connect their academic interest in the environment to their residential and extracurricular lives. Active participation in the Aiken Scholars Program gives students the opportunity for enriching coursework, mentoring relationships, and independent study. The Aiken Scholars Program provides a framework for academic and community engagement in the Rubenstein School, at UVM, and in the larger community, and supports students who want to become strong and confident leaders. Benefits include the Aiken Scholars seminar in their first year, priority status for the Aiken Scholars housing, an initiation fee paid for an honorary society membership, and the optional Honors spring seminar course.

UNIVERSITY HONORS COLLEGE
The University's Honors College offers an intensely focused, academically challenging environment for some of the university's most outstanding undergraduate students. The fall of 2004 was the inaugural year of the Honors College. First-year students admitted into the Honors College are selected based on their high school academic achievement. The Honors College also welcomes applications for admission from sophomores who have achieved minimum grade-point averages of 3.4 at the end of their first year at the University. Sophomore admission requires an application form, a letter of recommendation from a UVM faculty member, a transcript from first-year classes, and a brief essay. Up to 100 sophomores will be admitted to the Honors College annually.
(For degree requirements, see page 38)

LOW SCHOLARSHIP CONSEQUENCES
The Rubenstein School of Environment and Natural Resources emphasizes academic excellence and the development of professional responsibility. Professors, faculty advisors, and administrative staff are committed to working with each student to maximize prospects for success. If a student is failing, that reality needs to be confronted so that appropriate support can be attained.

At the conclusion of each semester, the Rubenstein School Honors and Studies Committee meets to evaluate the academic performance of students and recommends appropriate action to the Dean. Policies adhered to conform to the General Information section of the UVM Catalogue.

ON TRIAL
On Trial is an intermediate status between good standing and dismissal. Circumstances under which a student is placed on trial are:

1. Student has failed half or more of the credit hours for which the student was enrolled during the semester;
2. Student's semester grade point average is below 2.00 or

3. Student has been readmitted to the University after having been dismissed for low scholarship.

A letter will be sent to each student placed on trial detailing the conditions of that student's situation. This letter will also include the conditions that will result in dismissal for low scholarship. A student is removed from trial when the stipulated conditions are attained.

**DISMISSAL**

A student may be dismissed for low scholarship if the stipulated on-trial conditions are not met. A student may also be dismissed for low scholarship for failing half or more of the hours for which the student was enrolled in a given semester, or for earning below a 1.00 semester grade point average. The letter of dismissal will include the requirements for readmission, and instructions for appeal of the decision.

**STUDENT SERVICES can make your life easier!**

UVM offers extensive support services designed to enhance your college experience. During the Orientation Program, you will be hearing about many of them, and if you are like most new students, you will probably only half listen. When the time comes that you need such services, you will quickly learn how very helpful they can be. These services are funded with your University tuition; use them. We want to highlight a few offices which Rubenstein School students have found to be especially valuable.

**THE RUBENSTEIN SCHOOL DEAN'S OFFICE** is here to help students navigate the many processes and opportunities in RSENR and across UVM. If you have questions about your major, are looking for a form or an internship, need help or encouragement of any kind, or simply want to visit, we are here to help. Our Student Services staff are housed in both Aiken Center and the Bittersweet Building (Environmental Studies). Visit the website for information about our many services.

Location: 220 Aiken  Phone: 656-2911  Web: www.uvm.edu/rsern/student_services

Bittersweet House  Phone: 656-4055  Web: www.uvm.edu/envprog

**TUTORING CENTER** provides a wide array of academic support services, nearly all offered free of charge. **Study Skills** tutors can help individual students create a study system, including time management, note taking, test taking, and more. **Supplemental Instruction**, a form of group study, is available for large enrollment courses such as Biology 1 and Chemistry 31. **Subject area tutoring** is available for most introductory level subjects, and is FREE for all UVM students. Over 1000 students use The Tutoring Center each year, and 50% of these are first-year students.

Location: 244 Living/Learning Commons  Phone: 656-4075  Web: www.uvm.edu/learnco

**THE WRITING CENTER** provides one-on-one support to students at any stage of the writing process.

Location: Bailey/Howe Library  Web: http://www.uvm.edu/wid/writingcenter/

**STUDENT ACCESSIBILITY SERVICES (SAS)** provides an array of support services for students with documented disabilities. Before any accommodations can be made available, however, the student must communicate their need to the SAS staff. It is important to realize that the University is not responsible for making accommodations for students who have not declared their disabilities. **Information provided to the Admissions Office during the application process is confidential and does not go to SAS unless the student initiates the transferal.** If you have a history of learning difficulties -- or if you are encountering difficulties for the first time -- SAS is here to help.

Location: A 170 Living/Learning  Phone: 656-7753  Web: www.uvm.edu/access
THE CAREER CENTER supports students and graduates in identifying and attaining their career and life-long learning goals by offering comprehensive career development services. The Career + Experience Hub on the 1st floor of the Davis Center has Drop-In hours Monday-Thursday from 1-4 pm and Fridays from 1-3 pm. The Career Center in the 2nd floor of the Davis Center and is also open 8 am-4:30 pm to schedule an appointment to meet one-on-one with a Career Counselor. Anna Smiles-Becker, the Rubenstein School’s Career Counselor and Internship Coordinator, has offices in both the Aiken Center and Career + Experience Hub and meets with students in both locations. Please see the Office of Experiential Learning section below for more information.

Location: 220G Aiken (Anna Smiles Becker) Phone: 656-3002
1st Floor Davis Ctr. (Career + Experience Hub) Phone: 656-3450 Web: www.uvm.edu/career

COUNSELING AND PSYCHIATRY SERVICES (CAPS) serves the personal and mental health needs of UVM students. The Center staff provides individual and group counseling. The most frequently considered issues are relationships, depression/anxiety, academic concerns, family problems, sexuality, alcohol and drug use, confidence building, and future planning. Strict confidentiality is maintained and all services are free. Counseling staff are on call 24 hours each day of the year for consultation about mental health emergencies.

Location: 146 So. Williams Street Phone: 656-3340 Web: www.uvm.edu/~chwb/psych (corner of Main Street)

CENTER FOR STUDENT CONDUCT seeks to foster student accountability and skill development in the areas of conflict resolution, dialogue, identity development and restorative practices. In doing so, they hope to help students develop self-awareness, and ultimately become more responsible, respectful and engaged community members.

Location: Nicholson House Phone: 656-4360 Web: http://www.uvm.edu/sconduct/

MOSAIC CENTER FOR STUDENTS OF COLOR (MCSC) provides resources and support to help meet the academic, cultural, social, and emotional needs of African, Latino/a, Asian, Native American, Multiracial, and New American students. The Center also offers information and programs to promote a just multiracial campus climate. Several student groups meet at the Center -- Alianza Latina, the Asian American Student Union, the Black Student Union, and the Multiracial Student Group.

Location: Living/Learning E 140 Phone: 656-7882 Web: https://www.uvm.edu/mcsc/

LGBTQA CENTER provides a space to join with others at UVM to inspire personal growth and empowerment; nurture community; educate for social justice; and advocate for liberation—the freedom to live openly in an affirming community—for all people who are lesbian, gay, bisexual, transgender, or questioning, and everyone who aspires to be their advocates.

Location: Allen House Phone: 656-8637 Web: www.uvm.edu/~lgbtqa

WOMEN’S CENTER is a place to build community, make new friends, access resources and services, and learn more about the work in service of building an inclusive and safe campus. If you’re looking to get involved or are struggling with a personal issue, the Women's Center is here to help you out. They provide advocacy services, empower women and their allies to use their voices, raise awareness about the critical issues facing women, and highlight their many accomplishments.

Location: 34 South Williams St. Phone: 656-7892 Web: www.uvm.edu/~women

OFFICE OF INTERNATIONAL EDUCATION advises UVM students on study abroad opportunities. Their mission is to promote international understanding, global citizenship and cultural diversity. For students wishing to study abroad, the office facilitates placements in over 80 different programs throughout the world, including 10 of UVM’s own exchange programs.

Location: Living/Learning B 101 Phone: 656-4296 Web: www.uvm.edu/oie
EXTRACURRICULAR ACTIVITIES

The University Student Government Association officially recognizes over 150 student clubs. For a complete list of student clubs and contact information go to www.uvm.edu/sga. There is something for everyone!

Rubenstein School Student Activities -- GET INVOLVED!

Rubenstein School students are encouraged to participate in organizations within the School and to attend Rubenstein School-sponsored seminars and programs. A weekly calendar of events -- THIS WEEK IN THE RUBENSTEIN SCHOOL -- is distributed electronically to all students, faculty, and staff. Coming events are advertised in the Rubenstein School News monthly newsletter and in notices posted throughout the building. The student lounge has club bulletin boards and a blackboard where meeting announcements are also posted.

The Student Advisory Board (SAB) meets with the Dean of the School throughout the year. This group of approximately 14-20 students provides an ongoing connection with the faculty and administration. They provide insight on issues including core curriculum, teaching and academic advising. Interested students should contact the SAB Co-Chairs or Marie (Marie.Vea-Fagnant@uvm.edu or 656-3003) in the Dean’s Office.

The Rubenstein School has a chapter of SEEDS (Strategies for Ecology Education, Diversity and Sustainability), a student group affiliated with the Ecological Society of America (ESA) that “promotes an ecology profession with wide representation to ensure environmental understanding and a sustainable future for all.” Members of SEEDS participate in service and other activities, and have opportunities to attend the national ESA conference and apply for exciting field experiences and internships.

The Rubenstein School's Diversity Task Force (DTF) was created in 1991. This volunteer group of faculty, staff, and students is committed to issues of diversity and was instrumental in the creation of the School's Diversity Plan. Through regular meetings and community activities scheduled during the academic year, the DTF generates and contributes to the development of ideas for diversity initiatives in curricular and other programming and events in the Rubenstein School.

The Rubenstein School Seminar Series features prominent environmental and natural resources professionals from across the country. Students, faculty, and research staff for presentations followed by lively question and answer sessions.

Members of the student chapter of The Wildlife & Fisheries Society carry conservation education beyond the campus through public displays and presentations to school and community groups. They take active stands on current environmental issues and often supply useful input to state and national legislators. Selected students may also participate in intercollegiate wildlife conclaves designed to test their knowledge of the environment and wildlife biology.

The Rubenstein School Stewards program gives students a venue to build strong leadership and other professional skills. Through events, service and activities, the Stewards strive to build a stronger Rubenstein community by welcoming all students, supporting undergrads throughout their years in RSENR, and helping students prepare to graduate. The Stewards work with the Dean’s Office, community organizations, and with prospective students; support the student community via peer advising, community building events, and sustainable initiatives; and help to prepare undergrads for graduation through internship promotion, resume building, and more. Rubenstein School Stewards are selected through a competitive interview process.

The Rubenstein School Graduate Association (RGSA) sponsors a Mentoring Program to connect undergraduate students to graduate students in the School. These mentoring relationships can help students explore opportunities beyond college, prepare for graduate school applications, or even get involved in research with graduate students.
The UVM Student Chapter of the Society of American Foresters (SAF) seeks to "advance the science, technology, education, and practice of professional forestry in America and use the knowledge and skills of the profession to benefit society". The chapter sponsors guest speakers, educational trips, and recreational activities which are open to all students.

VSTEP (Vermont Student Environmental Program) encourages environmentally and socially just actions on campus and in the state and nation. One of the group's major achievements is the development of a highly successful university-wide recycling program.

Rubenstei School students hold memberships in other national professional societies: the Water Resources Research Association, Soil Conservation Society of America, National Recreation and Park Association, and American Fisheries Society. Student participation is also welcomed in local environmental groups. These include the Lake Champlain Committee, Vermont Institute of Natural Sciences, Vermont Natural Resources Council and Vermont chapters of the Audubon Society, Sierra Club and Appalachian Mountain Club.

OFFICE OF EXPERIENTIAL LEARNING

INTERNSHIPS  RESEARCH  JOBS  CAREERS

www.uvm.edu/rsenr/experiential_learning_rubenstein_school

The Office of Experiential Learning (OEL) works with students, faculty, and community partners to facilitate and support high impact engagement through internships, service-learning courses, study abroad, and applied research. These experiences prepare Rubenstein School students to become effective environmental leaders and engaged citizens by developing problem-solving, critical thinking, communication, and professional skills. Our programs also foster skills in cultural competency so that our graduates may work inclusively across diverse communities and perspectives.

Anna Smiles-Becker, Career Counselor and Internship Coordinator, Aiken 220G, Anna.Smiles-Becker@uvm.edu

Here is a quick list of experiential learning opportunities here in the Rubenstein School:

Service-learning classes are phenomenal opportunities to combine academic and community work. Approximately 30 service-learning classes are taught in the Rubenstein School and through these classes, students combine service in the community with classroom instruction and a focus on personal reflection and the development of civic and personal responsibility. All service-learning courses are noted with an “SL” in front of the course name on the Registrar’s Page. If you have questions about service-learning courses, please contact Margaret Burke, Community Based Learning Coordinator, Margaret.Burke@uvm.edu.

Internships are important experiences that can help you gain skills and explore careers of interest to you. On average, approximately 80% of undergraduates in the Rubenstein School participate in at least one formal internship experience. Students may conduct an internship as early as summer after the first year and likely engage in many other experiential opportunities before they graduate. Internships may be paid or unpaid, for credit or not for credit. Historically, more than half of internships conducted by RSENR students are paid. Students interested in earning credit for an internship need to complete an Internship Learning Contract prior to the start of the internship. Discussion of how the internship credit may count toward a major or concentration needs to be had with a student’s academic advisor or the academic program director. Set up a time to meet with Anna to talk about internship opportunities – it’s never too early!

Research and fieldwork opportunities are great opportunities to learn about a project/area of work in great detail and gain valuable research skills. Faculty and graduate students often look to undergraduate students to assist them with their research. Students can earn credit for research opportunities, and similar to internships, credit needs to be
arranged prior to the start of the research by completing a Learning Contract. For more information about research opportunities please contact Anna.

**Federal Work-Study** positions are available on campus and in the local community. These federally funded positions are an excellent way to gain work experience in a professional environment. Students must apply for Work-Study funding through the financial aid process at the University. Students who are eligible for Work-Study typically receive their award amounts in late-Spring to Summer. Contact UVM Student Financial Services for details on the program. For assistance in locating a work-study position or to process the required paperwork, contact Anna.

**Students in all majors are strongly encouraged to undertake professionally related internship, research and/or work experience** in order to test career objectives, acquire hands-on skills and develop self-confidence and maturity. These experiences also enable students to establish networks of professional contacts who can assist in securing permanent employment after graduation. It is never too early to start and remember, **credit needs to be arranged prior to the start of an internship or research experience**. Stop by the Dean’s Office and make an appointment to meet with Anna.

- **Parks, Recreation, and Tourism** is the only major in which students are required to complete an internship. Students are offered internship placements in ski and four-season resorts, theme parks, and public and semi-private recreational areas. Eligibility requirements vary, but in most cases applicants should be juniors. The internship may occur during either the fall or spring semester or during the summer and generally lasts the length of the semester or summer period. Students may earn up to six credits while on internship assignment. David Kaufman (204B Aiken) administers these placements for Rubenstein School students. **Your internship must be approved in advance, and required documentation must be complete.**

**HOW TO FIND A JOB or INTERNSHIP -- Resources for your search**

**THE OFFICE OF EXPERIENTIAL LEARNING WEB PAGE** There are several tools now available on Office of Experiential Learning’s web page to assist with your search for an internship, summer job, or full-time employment:

- Check it out: [www.uvm.edu/rsenr/experiential_learning_rubenstein_school](http://www.uvm.edu/rsenr/experiential_learning_rubenstein_school)

**CAREER COUNSELOR AND INTERNSHIP COORDINATOR FOR THE RUBENSTEIN SCHOOL** Anna Smiles-Becker works with students to identify internship and research opportunities, formulate job search strategies for employment in the environmental and natural resources fields and prepare resumes and cover letters. Look for her in the Dean’s Office, 220G Aiken Center or email her at Anna.Smiles-Becker@uvm.edu.

**FACULTY ADVISORS** in all programs are excellent resources for job information. Let your advisor know what you are interested in doing.

**THE RUBENSTEIN STEWARDS** are great resources and they want to talk with you! The Stewards are your peers who have experience/training in resume and cover letter review as well as internship and job searching. They are also happy to talk with you about classes and majors. Please go hang out with them in Aiken 219!

**THE RUBENSTEIN SCHOOL STUDENT RESOURCE AREA** Located inside the Dean’s Office, the Resource Area houses books and guides to assist students seeking internship, research or job experience. References include directories of environmental employers, resume writing guides, as well as information on the federal job application process. There are also graduate school catalogues for schools with environmental programs and information on Study Abroad and summer study programs.
UVM CAREER CONNECTION ON LINKEDIN is a group that gathers members of the UVM community and its friends around issues of career development. Alumni, students and friends of UVM interested in professional networking, offering career advice or sharing employment opportunities are invited to join. There is an Environmental Work subgroup on LinkedIn that is populated by many Rubenstein alums and students. Many of the Career Connection group and Environmental subgroup members are happy to talk with you about their own career paths and to offer advice about the current job market.

THE CAREER CENTER AND CAREER + EXPERIENCE HUB Don't forget to take advantage of the full array of career related services and resources available at UVM's Career Center in Davis Center 204 and the Career + Experience Hub on the 1st floor of the Davis Center. Assistance is provided in determining career objectives, resume writing, interview preparation, and identifying employment opportunities. Of special interest to Rubenstein School students might be:

• Career Counselors – For your convenience, several Career Counselors are on hand to answer any questions regarding jobs. Call 656-3450 to schedule an appointment. Drop-In hours at the Career + Experience Hub are Monday through Thursday 1-4 pm and Fridays 1-3 pm during the academic year.

• Catamount Job Link (CJL) is an on-line jobs & internships database available to all UVM students. Access to the database can be found at the Career Services web page: www.uvm.edu/career

• Special event programming such as the Job Fair each semester, Internship Hop, and alumni networking events in New York City, Boston, Washington, DC and Burlington provide to students the opportunity to meet with potential employers. Career Services offers regularly scheduled workshops on Resume & Cover Letters, Interviewing Skills and Job Search Strategies. They also provide advising in such areas as Pre-Law, Pre-Health, Grad School admission, and non-profit work. Dates and locations can be found on the Career Services web page: www.uvm.edu/career

• Students can also take part in on-campus interviews with employers that visit campus.

ACADEMIC PLANNING AND ADVISING RESOURCES

On the Rubenstein School website you will find many tools to help you get the most out of your time here, including:

• Eight Semester Sample Major Plans (found on your major’s website)
• 4 Year Plan for Career Success (found on the Student Services website under “Forms”) – Sample Follows
• Four Year Advising Checklist (found on the Student Services website under “Forms”) – Sample Follows
• Links to UVM Support Services websites
• Answers to many of your questions!!
RSEN R Four Year Advising Checklist

Student Name:
Advisor:
Expected Graduation Date:

FIRST YEAR

Academic Advising and Administrative Tasks:

☐ Confirm major choice (typically by the middle of spring semester)
  • Utilize the Change of Major/Minor/Concentration form to declare or change majors, minors, or concentrations
  • Students who want to switch out of RSEN R should meet with someone in the School/College they wish to transfer into

☐ Discuss plan for General Education Three Course Sequence—submit the form to add these courses to the degree audit if ready (form available under RSEN R Student Services/Academic Resources)

Student Support and Mentoring:

☐ Discussion of academic support services
  • Tutoring Center (Tutoring, Study Skills Program, Supplemental Instruction)
  • Writing Center
  • Math Help Sessions

☐ Discussion of other support resources
  • Rubenstein School Dean’s Office
  • Counseling and Psychiatric Services
  • Center for Health and Wellbeing
  • Student Accessibility Services
  • Women’s Center
  • LGBTQA Center
  • MOSAIC CENTER FOR STUDENTS OF COLOR
Community Engagement:

☐ 4 Year Plan for Career Success—discuss the First Year Plan (Learn About Yourself) and select items to pursue:

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•
•
•

☐ Volunteer on campus or in the local community. Join a student club or organization.

☐ Start thinking about study abroad—talk to Anna Smiles-Becker, visit OIE website

☐ Explore Office of Experiential Learning website. Start thinking about summer plans (volunteer, internships, research jobs)—make an appointment with Anna Smiles-Becker.

☐ Consider applying to be an RSENR Steward or SAB member. Consider applying to the Honors College. (Spring semester)

Additional Notes:
UVM 4 YEAR PLAN FOR CAREER SUCCESS
Rubenstein School of Environment and Natural Resources
FIRST YEAR: EXPLORE

Get to know UVM & Vermont

- Join campus clubs and organizations and volunteer.
- Get to know faculty and staff members.
- Take classes in different areas of study.
- Learn about your community—go to concerts and plays, talk with people and ask lots of questions.
- Connect with diverse groups & resources.

MAKE A PLAN AND TAKE ACTION

- Check out Wildlife Society or VSTEP
- Go to your advisors’ office hours
- Go on an Outing Club trip
- Like the RSENR Community Facebook page

Discover your interests, values, and skills

- Read media, textbooks, newspapers, books, blogs, or journals related to interesting career areas.
- Develop your communication skills in and out of class.
- Identify 3 skills that will help you reach your goals, and plan how to acquire them through undergraduate research, service learning, part-time jobs and more!
- Use interest inventories to identify interests and careers.

Explore majors and careers

- Talk to advisors, faculty, career counselors or mentors about majors, study abroad, & careers.
- Explore majors, courses and requirements on-line or attend Major Choice Fair/ workshops.
- Explore career options by major & plan for Pre-Health & Pre-Law pathways if interested.
- Draft a college résumé
- Log onto Catamount Job Link—UVM's database of jobs, internships and employers.
- Attend 2 Career Center workshops or programs (Resume Building, Internship Hop, Alumni Networking)
- Look at internships/research descriptions on OEL Website
- Attend RSENR lecture series
- Attend Resume Building Workshop at C+E Hub or talk with Rubenstein Stewards
- Upload a resume on Catamount Job Link
- Join the RSENR Grad Mentoring Program

Winter Break

- Talk to professionals (family, friends, acquaintances, alumni) about their work.
- Talk to friends/ family with careers/ interest in the environment.

Following summer

- Work/volunteer/job shadow in your area of interest.
- Informational interview 3 professionals that work in your field of interest.
ACADEMIC PROGRAM
DEGREE REQUIREMENTS
2017-2018 UVM CATALOGUE

Academic programs in the Rubenstein School include four kinds of requirements: UNIVERSITY, GENERAL EDUCATION, CORE CURRICULUM, and MAJOR.

■ UNIVERSITY REQUIREMENTS
There are University requirements which must be fulfilled by all UVM degree candidates, regardless of school or college affiliation:

1. Diversity Course Requirement
2. Foundational Writing and Information Literacy Requirement
3. Sustainability Requirement
4. Minimum cumulative grade point average of 2.00
5. 30 of the last 45 hours of academic credit applied toward the degree must be earned at UVM

■ GENERAL EDUCATION REQUIREMENTS
The Rubenstein School general education requirements are designed to enhance a student's ability to assimilate and analyze information, think and communicate clearly, and respect multiple perspectives. These requirements are flexible in order to encourage creativity in meeting educational goals. Fulfilling general education requirements will account for approximately one-quarter of your total program. This is work that can be spread throughout the four-year sequence, though there are distinct advantages to taking certain classes early on. Also, some majors have specific requirements that should be considered as you make selections; you often can simultaneously fulfill a general education and a major requirement with a single course.

All students must complete each of the following general education requirements¹. PLEASE REVIEW THE DETAILED REQUIREMENTS FOR YOUR MAJOR, AS THEY VARY BY PROGRAM.

1. WRITING²
   ENGS 1 or HCOL 85 (3 cr.)

2. SPEAKING
   SPCH 11, CALS 183, or NR 21 (2 or 3 cr.)

3. RACE AND CULTURE IN NATURAL RESOURCES³
   NR 6, NR 207, and 3 credits from the approved list of D1 or D2 diversity courses (6 cr.)

4. MATHEMATICS⁴
   MATH 9 or higher, but NOT MATH 17 (3 cr.)

5. STATISTICS⁵
   NR 140, STAT 111, STAT 141 or STAT 211 (3 or 4 cr.)

6. Three courses in a self-design sequence
   Each student defines a learning objective and selects at least 9 credits from departments outside the Rubenstein School to meet that objective. This sequence of courses must be approved by your advisor before the completion of four semester or 60 credit hours (although the timeframe may be extended for transfer students).
CORE CURRICULUM REQUIREMENTS

The core curriculum of the Rubenstein School represents a body of knowledge, skills, and values that the faculty believe is central to the study of natural resources and the environment. The core curriculum’s eight required courses (23 total credits) cut across all academic programs within the School, integrating the natural and social sciences in an effort to approach full understanding and resolution of natural resource and environmental issues. The sequence of the core curriculum is shown schematically in the diagram below:

IMPORTANT NOTES:

1. With the exception of the third Race and Culture course chosen from the approved list of University Approved Diversity courses, no single course may be used to satisfy more than one of the above requirements.

2. This requirement also fulfills the University Writing and Information Literacy Requirement. In addition to ENGS 1 and HCOL 85, students may use any other course approved to count for the University Requirement.

3. This requirement also fulfills the University Diversity Requirement. Internal and external transfer students to RSENR may take any 3-credit Category D1 course from the University Approved Diversity courses to substitute for NR 6 and NR 207, and any 3-credit Category D1 or D2 course to complete the University Diversity Requirement.

4. Requirement varies depending on major choice.

5. NR 140 is required for WFB, FOR, NR, and ENSC majors.
CORE CURRICULUM COURSE DESCRIPTIONS

NR 1 and NR 2 provide an introduction to the study of natural resources and the environment from natural and social science standpoints. Internal and external transfer students to RSENRR substitute NR 95, VT: Natural & Cultural History for NR 1 and NR 2. At the completion of these courses, students should (1) have a basic understanding of the School’s integrated approach to natural resources and the environment, (2) be better prepared to make informed decisions about their academic majors, and (3) be prepared to advance to an intermediate level of study in natural resources. The intermediate courses in the sequence, NR 103 and NR 104, emphasize ecosystems and social systems, respectively. NR 205 and NR 206 focus directly on integrated and holistic management. In NR 205, students integrate natural and social science to understand environmental management principles and policies. In NR 206, the capstone course taken senior year, students are challenged to synthesize and apply the interdisciplinary knowledge, skills, and values they have learned to contemporary natural resources and environmental issues. NR 6 and NR 207 explore how social justice and environmental issues are intertwined, and help students become culturally competent in an increasingly diverse world.

NR 1
Natural History and Field Ecology
Introduction to the dynamics of the natural world. Basic concepts of biological, chemical, physical, and ecological sciences and the application and interpretation of the quantitative measurements are presented within a natural history context. (4 credits)

NR 6
Race and Culture in Natural Resources
Introduces the first-year student to issues of race and culture and their relevance to society, natural resources, and the environment. (2 credits)

NR 2
Nature and Culture
Introduction to natural resources and the environment from a social/cultural perspective. Emphasis on environmental history, values, and ethics with application to natural resource and environmental policy. (3 credits)

NR 95
VT: Natural & Cultural History
Introduction to environment and natural resource issues beyond the scope of exiting courses. (4 credits)

NR 103
Ecology, Ecosystems, and Environment
Major ecological concepts and their application. Analysis of form, structure and function of organisms, populations, communities, ecosystems and landscapes. (3 credits)

NR 104
Social Processes and the Environment
Social science theories and their application to environmental issues. Analysis of issues using theories of government, economics, and social movements. Emphasis on integrating frameworks to analyze environmental issues. (3 credits)

NR 205
Ecosystem Management: Integrating Science, Society, and Policy
Integration of natural and social science into ecosystem management and policy. Consideration of ecosystem integrity, ecosystem degradation, human needs and values and the application of management principles within a holistic context. (3 credits)

NR 206
Environmental Problem Solving and Impact Assessment
Group dynamics, impact assessment, risk assessment and decision making. Emphasis on the process of solving complex environmental problems, interdisciplinary team work, and the National Environmental Policy Act. (4 credits)

NR 207
Power, Privilege and Environment
The senior level multicultural experience combines synthesis and personal reflection with a forward-looking perspective about how issues of diversity and equity will influence the lives of students after they graduate. (1 credit)
MAJOR REQUIREMENTS

Major requirements are the additional courses that you must take in order to graduate in a specific discipline. The Rubenstein School of Environment and Natural Resources awards degrees in six majors; several of these include distinct options, each of which has somewhat different requirements. The choices are:

- **Environmental Sciences**
  - Agriculture and the Environment
  - Conservation Biology and Biodiversity
  - Ecological Design
  - Environmental Analysis and Assessment
  - Environmental Biology
  - Environmental Chemistry
  - Environmental Geology
  - Global Environmental and Climate Change
  - Water Resources

- **Forestry**
  - Natural Resources
    - Integrated Natural Resources
    - Resource Ecology
    - Resource Planning

- **Wildlife and Fisheries Biology**
  - Fisheries Biology
  - Wildlife Biology

MINORS

A minor is a secondary concentration of course work, outside the area of the major. Some UVM academic programs require students to have a minor, but the Rubenstein School of Environment and Natural Resources does not. We do, however, offer minors in:

- **Environmental Studies**
- **Forestry**
- **Geospatial Technologies**

- **Parks, Recreation, and Tourism**
- **Sports Management**
- **Wildlife Biology**

These minors are available to students from any academic unit on campus. Rubenstein School students are also welcome to complete minors in academic departments outside the School.
ENVIRONMENTAL SCIENCES
The demand for environmental scientists has increased dramatically in recent years. State and federal regulations addressing water pollution, solid waste management, air quality and global climate change, and environmental impact assessment have created a substantial demand for personnel with strong basic and applied scientific backgrounds. Large companies are hiring environmental scientists to help them respond to environmental regulations. Consulting firms are growing rapidly, and they are employing scientists with specific skills to work on multi-disciplinary teams. The need for environmental scientists trained to tackle environmental problems will continue to increase.

The interdisciplinary Environmental Sciences major combines a natural science-based core curriculum with hands-on experience needed to identify, analyze, and solve environmental problems arising from human activity. Blending hands-on field and laboratory instruction with real-world environmental internship, research, and study abroad opportunities, students acquire the skill set needed to tackle complex environmental problems. With the School's emphasis on such cutting-edge areas as ecological design, restoration of damaged ecosystems, and environmental assessment, Environmental Sciences graduates are equipped with the knowledge to protect the health and integrity of our terrestrial, aquatic, and urban ecosystems.

Prior to the junior year, students select a concentration designed to provide greater depth of knowledge in a particular aspect of the field. Concentrations are offered in Agriculture and the Environment, Conservation Biology and Biodiversity, Ecological Design, Environmental Analysis and Assessment, Environmental Biology, Environmental Chemistry, Environmental Geology, Global Environmental and Climate Change, and Water Resources.

Internships: Experiential learning is strongly recommended. Students are encouraged to do a professionally oriented internship under joint supervision of faculty and business, regulatory, or community representatives.

Students may enroll in the Environmental Sciences major through the Rubenstein School of Environment and Natural Resources, the College of Agriculture and Life Sciences, or the College of Arts and Sciences. Majors in the College of Arts and Sciences complete ENSC 1, 130, and 160, while those in the College of Agriculture and Life Sciences and the Rubenstein School complete all five Environmental Sciences Foundation Courses and major requirements. General education and other school-based requirements differ.

Program Director: Professor Jen Pontius, 205C Aiken, 802-656-3091

DEGREE REQUIREMENTS
All students who enroll in the Environmental Sciences major in the Rubenstein School must fulfill the following requirements for graduation:

1. Complete the Rubenstein School's core curriculum.
2. Complete the Rubenstein School's general education requirements.
3. Complete a minimum of 120 credit hours of courses.
4. Complete the Environmental Sciences minimal basic science/quantitative coursework:

   BCOR 11 and 12, Exploring Biology (8 cr.)
   CHEM 31 and 32, General Chemistry 1 and 2 (8 cr.)
   CHEM 42, Introduction to Organic Chemistry* (4 cr.)
   GEOL 55, Environmental Geology
   - or - PSS 161, Introduction to Soil Science (4 cr.)

   (cont. on p. 26)
MATH 19 and 20, Calculus I and Calculus II** (6 cr.)
NR 140, Applied Environmental Statistics (4 cr.)
- or - STAT 141, Basic Statistical Methods** (3 cr.)

*Students interested in areas such as environmental analysis and assessment should consider taking more advanced courses such as CHEM 141/142.
** Also fulfills a Rubenstein School general education requirement.

5. Complete the Environmental Sciences foundation courses:

ENSC 1, Introduction to Environmental Sciences (3 cr.)
ENSC 9, Orientation to Environmental Sciences* (1 cr.)
ENSC 130, Global Environmental Assessment (3 cr.)
ENSC 160, Pollutant Movement through Air, Land, and Water (4 cr.)
ENSC 201, Recovery and Restoration of Altered Ecosystems (4 cr.)
ENSC 202, Applied Environmental Analysis and Assessment (4 cr.)

*Internal and External Transfer students to ENSC are exempt from ENSC 9

6. Complete focus track requirements (14 credits) in Agriculture and the Environment, Conservation Biology and Biodiversity, Ecological Design, Environmental Analysis and Assessment, Environmental Biology, Environmental Chemistry, Environmental Geology, Global Environmental and Climate Change, and Water Resources. A list of courses approved for each track is available from the Program Director or from the ENSC website [http://www.uvm.edu/~ensc/](http://www.uvm.edu/~ensc/). Students may also elect a self-designed track in a particular area of interest.

ENVIRONMENTAL STUDIES

Environmental Studies is an interdisciplinary major, which combines required introductory and intermediate core courses with a individual-designed program of study chosen to meet individual learning goals. Intermediate core breadth courses teach important knowledge and offer perspectives in the natural sciences, social sciences, and humanities in local, national, and global contexts. Students complete a culminating nine-credit senior capstone thesis, internship, or advanced course option.

The Environmental Program at the University of Vermont was established in 1972 to meet the need for greater understanding of the ecological and cultural systems supporting all life on earth. This broadly interdisciplinary program is a campus-wide program serving students in four colleges across the university. The faculty are committed interdisciplinary thinkers drawing on the sciences, social sciences, and humanities to create a lively hub, addressing local and global issues with equal concern. We believe in collaborative problem solving and the power of human imagination to create a more sustainable future.

The Environmental Program offers a major in Environmental Studies that can be pursued in three different colleges, including the College of Agriculture and Life Sciences, the College of Arts and Sciences, and the Rubenstein School of Environment and Natural Resources. Students can choose which college/school best suits their broad educational needs and then pursue the Environmental Studies major from within that college. While major requirements differ slightly from college to college, the core curriculum is the same. Following the introductory courses and working closely with faculty advisors, each student creates an individually designed major plan. This learning plan culminates in a final capstone thesis, project, internship, or advanced level course sequence usually carried out in the senior year.

Many graduates pursue graduate or professional degrees; others enter employment in public and private sectors as consultants, educators, ecologists, planners, analysts, field researchers, farmers, green energy specialists, sustainability coordinators, writers and activists. Common choices for graduate programs include environmental education, biodiversity
and endangered species, natural areas management, environmental policy and law, mediation, landscape restoration, wetlands protection, land conservation and land use planning, sustainable development, gender studies, ecotourism, and environmental communication.

**Program Director:** Nathan Sanders  Bittersweet  802-656-4055  
**Program Administrative Support:** Cathy Trivieres  Bittersweet  802-656-4055  
**Student Services Coordinator:** Elizabeth (Ibit) Wright  Bittersweet  802-656-0176

**DEGREE REQUIREMENTS**
All students who enroll in the Environmental Studies major in the Rubenstein School must fulfill the following requirements for graduation:

1. Complete the Rubenstein School’s core curriculum.
2. Complete the Rubenstein School’s general education requirements.
3. Complete a minimum of 120 credit hours of courses.
4. Complete the Environmental Studies major core courses:
   - ENVS 1 SU: Introduction to Environmental Studies (4 cr.)
   - ENVS 2 SU/D2: International Environmental Studies (4 cr.)
   - ENVS 101 Academic Planning Workshop (1 cr.)
   - Breadth Courses: (9 cr. total)
     - Natural Science: ENVS 195 Applied Ecology -or- ENVS 188 Sustainability Science (3 cr.)
     - Social Science: ENVS 141 Ecolog. Economics -or- ENVS 195 Env. Policy and Activism (3 cr.)
     - Humanities: ENVS 167 Global Env. History -or- ENVS 195 Env. Lit. Arts and Media (3 cr.)
   - Senior Capstone (9 cr.)
5. Complete an individually-designed program:
   - Twenty-one (21) credits of approved environmentally-related courses at the 100- or 200-level, including three credits at the 200-level). These courses may be chosen from disciplines across the University, and are in addition to the Rubenstein School’s core and general education requirements.
   - Visit the Environmental Program website for useful academic planning tools: [www.uvm.edu/envprog](http://www.uvm.edu/envprog)

**ENVIRONMENTAL STUDIES MINOR REQUIREMENTS**
A minimum of 17 credit hours is required. Students must earn at least a 2.0 cumulative GPA in their Environmental Studies minor courses to earn a minor in Environmental Studies. Courses required are:

   - ENVS 1, Introduction to Environmental Studies (4 cr.)
   - ENVS 2, International Environmental Studies (4 cr.)

9 credits of ENVS at the 100-level or above. Of the 9 credits, one non-ENVS course at the appropriate level may be substituted with the approval of the student’s advisor and the Environmental Program.
FORESTRY

The Forestry Major trains students to meet the needs of the 21st century, which include managing forests for resilience, adaptation, and climate mitigation. Guided by the Green Forestry Education Initiative principles, students learn how to tackle the ever increasing demands and pressures placed on the world's forests while sustaining the many services forest ecosystems provide. The program attracts students who want a career working outdoors, excel at math and science, learn by doing, and can embrace both the fundamentals of traditional forestry and emerging perspectives in the field. The Forestry major provides students with an education in ecologically responsible forestry, emphasizing the complex landscapes of the northeastern United States, while also stressing global context and change. Students develop the ability to coordinate and manage all aspects of sustainable forestry through an education that combines a strong foundation in natural and social sciences with hands-on field classes, internships, research experience, and forest management projects.

A student-proposed, faculty-approved, area of concentration provides curricular flexibility and addresses the individual interests of the Forestry major. This concentration may be an individually designed area of emphasis such as forest ecosystem health, forest ecology, consulting forestry, or urban forestry; or a professionally appropriate University minor such as wildlife biology, botany, or international development; or a study abroad experience that has a clear environmental and natural resources emphasis.

We emphasize experiential learning through extensive field instruction on University-owned forestland near the campus, the Green Mountain National Forest, and other public as well as private forests throughout Vermont. We strongly encourage students to gain valuable career-oriented experience while earning academic credit by assisting with ongoing forestry field or laboratory research, or through internship opportunities with public agencies and private organizations.

Gradients may be employed as resource professionals on public forests, consultants to private forest landowners, or managers of industrial forest lands; or they may choose related employment with organizations such as the Peace Corps, or land conservation groups; or they may pursue certification for secondary school education in biological and natural sciences; or they may decide to continue their education at the master's or doctoral level. To enhance their professional employability, students are strongly encouraged to pursue, and are assisted in finding, forestry internship and summer employment opportunities.

Program Director: Professor Anthony D’Amato, 204 Aiken

DEGREE REQUIREMENTS

All students who enroll in the Forestry curriculum must fulfill the following requirements for graduation:

1. Complete the Rubenstein School’s core curriculum.
2. Complete the Rubenstein School’s general education requirements.
3. Complete a minimum of 124 credit hours of courses.
4. Complete the required Forestry courses:

   PBIO 4, Introduction to Botany (4 cr.)
   - or - BIOL 1 and 2, Principles of Biology (8 cr.)
   CHEM 23, General Chemistry (4 cr.)
   MATH 18, Basic Mathematics* (3 cr.)
   NR 140, Applied Environmental Statistics* (4 cr.)

(cont. on p. 29)
FOR 111, Natural Resource Ecology and Assessment 1 (4 cr.)
FOR 112, Natural Resource Ecology and Assessment 2 (4 cr.)
PSS 161, Introduction to Soil Science (4 cr.)
A course in Economics or Ecological Economics (3 cr.)
NR 143, Introduction to Geographic Information Systems (3 cr.)
FOR 21, Dendrology (4 cr.)
FOR 122, Forest Ecosystem Analysis** (4 cr.)
FOR 223, Multi-Resource Silviculture (4 cr.)
FOR 235, Forest Ecosystem Health (4 cr.)
FOR 182, Advanced Forestry Seminar (1 cr.)
FOR 233, Management of Forest Woodlots (3 cr.)
FOR 272, Sustainable Management of Forest Ecosystems (4 cr.)

* Also fulfills general education requirement.
** Field intensive course OFFERED ONLY DURING THE SUMMER SESSION—ADDITIONAL TUITION & FEES CHARGED.

5. Complete a Forestry area of concentration:
Twelve additional credit hours of student-proposed, faculty-approved¹ course work addressing individual interests of the student. The concentration may be self-designed² such as forest ecosystem health, forest ecology, consulting forestry, public forestry administration, or international development; an appropriate University minor; or a natural resource oriented study abroad experience.

¹ Must be endorsed by the student's advisor and approved by the Forestry faculty prior to the last 3 semesters of study.
² At least 9 credits are to be at the 100-level or higher.

FORESTRY MINOR REQUIREMENTS
A minimum of 16 credit hours is required, with at least 9 at the 100-level or higher. Applications for the minor must be filed no later than June 1 of the year preceding graduation. Students must earn at least a 2.0 cumulative GPA in their Forestry minor courses to earn a minor in Forestry. Required courses:

FOR 21, Dendrology (4 cr.)
FOR 111, Natural Resource Ecology and Assessment 1 (4 cr.)
FOR 223, Multi-Resource Silviculture (4 cr.)
Additional FOR courses to total 16 credit hours.*

*Note: Rubenstein School students may not count FOR 1 towards completion of Forestry minor.

GEOSPATIAL TECHNOLOGIES
With the advent of high resolution satellite imagery, desktop software for GIS and remote sensing, and inexpensive GPS receivers, geospatial technologies are currently on the forefront of a revolution which incorporates huge volumes of data from a multitude of sources tied to a location on the Earth and analyzes that data using new and innovative methods which incorporate relationships in time and space. The application of these technologies is no longer limited to the military and federal government; the applications are unlimited and the market for this technology is booming. Geospatial technologies provide new and evolving expertise for addressing the major environmental issues of our time by transforming data into geographically-referenced information.

A minor in Geospatial Technologies provides knowledge of Geographic Information Systems (GIS), remote sensing,
Global Positioning Systems (GPS), and spatial analyses. The tools offered by these technologies are essential in the acquisition, integration, and analysis of geographically-referenced data and applicable to a wide array of environmental issues at local to global scales. Complementing their major field of study, an enhanced understanding of geospatial technology will provide students with the expertise necessary to meet the demands of their diverse careers in the global workplace.

**Participating Faculty:**
RSENR – Gillian Galford, Jarlath O’Neil-Dunne, and Brian Voigt
GEOGRAPHY – Beverley Wemple, Lesley-Ann Dupigny-Giroux, Shelly Rayback, and Meghan Cope
GEOLOGY – Paul Bierman
CIVIL ENGINEERING - Donna Rizzo
COMPUTER SCIENCE – Alison Pechenick

**GEOSPATIAL TECHNOLOGIES MINOR REQUIREMENTS**
The courses for the minor include three required courses and at least two elective courses for a minimum of 15 required credits. At least 9 credit hours must be at the 100-level or above. At least half of the courses (8 credits) used to satisfy the minor must be taken at UVM. Students must earn at least a 2.0 cumulative GPA in their Geospatial Technologies minor courses to earn a minor in Geospatial Technologies. The courses for the minor include:

**Required Courses (3):**
1) Introduction to Geospatial Technologies (select one course)
   - CE 10, Geomatics (4 cr.)
   - GEOG 81, Geotechniques (3 cr.)
   - ENSC 130, Global Environmental Assessment (3 cr.)
   - GEOL 151, Geomorphology (3 cr.) – cross listed as GEOG 144

2) Geographic Information Systems (select one course)
   - NR 143, Introduction to Geographic Information Systems (3 cr.)
   - GEOG 184, Geographic Information: Concepts and Applications (3 cr.)

3) Remote Sensing (select one course)
   - NR 146, Remote Sensing of Environment (3 cr.)
   - GEOG 185, Remote Sensing (3 cr.)

**Elective Courses (2):**
Select either two courses from Group A or one course each from Group A and Group B.

**Group A**
- GEOG 287, Spatial Analysis (3 cr.)
- NR 243, GIS Practicum (3 cr.)
- NR 245, Integrating GIS and Statistics (3 cr.)
- GEOG 281a, Satellite Climatology/Land Surface Applications (3 cr.)
- GEOG 281b, Advanced GIS Applications (3 cr.)
- NR 242, Advanced Spatial Techniques (1-3 cr.)

**Group B**
- CS 21, Programming in Python (3 cr.)
- CS 8, Intro to Web Site Development (3 cr.)
- CS 148, Database Design for the Web (3 cr.)
- CS 189, Computer Science for Geospatial Technologies (3 cr.)
- ENGR 2, Graphical Communication (2 cr.)
- CDAE 101, Computer Aided Drafting and Design (3 cr.)
The Natural Resources Curriculum combines course work from disciplines inside and outside the Rubenstein School to produce an individualized major focused on an ecological theme or the human-environment relationship. Students concentrate in Resource Ecology, Resource Planning, or Integrated Natural Resources. They take foundational courses in natural or social sciences and then tap into upper-level and field-based courses to focus in areas such as aquatic ecology; terrestrial ecology; environmental policy, economics and law; community-based resource planning; environmental education; sustainability and resource management; and energy and environmental systems. Most students incorporate internship, research, and/or study abroad experiences into their academic program. Graduates are competitive for positions in the environmental field in a range of settings. They also are prepared to pursue graduate studies in environment and natural resources including advanced study in the natural sciences and in law, urban, regional and community planning, and public administration. Students may choose to concentrate their studies in Resource Ecology or Resource Planning, or to develop an individualized program of study in Integrated Natural Resources.

The Resource Ecology option explores the biology and ecology of plants and animals in both aquatic and terrestrial systems and allows students to select courses around specific individual interests. Students can concentrate their studies on areas such as conservation biology, ecosystem analysis, or ecological dimensions of environmental quality.

The Resource Planning option explores interactions among individuals, communities, and society with nature, resources and the environment. It allows students to select courses around specific individual interests such as natural resource planning and community, policy and economic dimensions of resource planning, and international dimensions of resource planning.

The Integrated Natural Resources (INR) option provides a broad natural resources education, giving students considerable flexibility in selecting courses. It is for students who have strong interests in natural resources and the environment, clear academic direction, and the motivation to develop a well-focused, personally meaningful course of study. Students in INR have developed concentrations in Environmental Education, Sustainable Resource Management, Resource Conservation, International Resource Issues, and Spatial Analysis of Natural Resources.

Program Director: Professor Clare Ginger, 308F Aiken, 802-656-2698

DEGREE REQUIREMENTS
All students who enroll in the Natural Resources curriculum must fulfill the following requirements for graduation:

1. Complete the Rubenstein School’s core curriculum.
2. Complete the Rubenstein School’s general education requirements.
3. Complete a minimum of 120 credit hours of courses.

Resource Ecology option:

Required Basic Science courses (31-34 credits, depending on Chemistry courses taken):

- BIOL 1 and 2, Principles of Biology (8 cr.)
- GEOL 1, Earth System Science (4 cr.)
- or - PSS 161, Introduction to Soil Science (4 cr.)
- MATH 19, Fundamentals of Calculus I * (3 cr.)
- NR 140, Applied Environmental Statistics * (4 cr.)

(cont. on p. 32)
CHEM 23, Outline of General Chemistry (4 cr.)
  - or - CHEM 31 and 32, General Chemistry 1 and 2 (8 cr.)
CHEM 26, Outline of Organic and Biochemistry (4 cr.)
  - or - CHEM 42, Introduction to Organic Chemistry (4 cr.) - or - CHEM 141 and 142, Organic Chemistry (8 cr.)
FOR 111, Natural Resource Ecology and Assessment 1 (4 cr.)
NR 143, Introduction to Geographic Information Systems (3 cr.)
  - or - NR/FOR 146, Remote Sensing of Natural Resources (3 cr.)

*Also fulfills general education requirement.

Option Electives -- ecology or ecology-related courses (27 credits): In consultation with an academic advisor, student chooses 27 additional credits from an approved list of courses available on the RSEN R Student Services website, http://www.uvm.edu/rsenr/student_services, under Forms, Policies, Advising, Support (sub link is Program Specific Forms for Natural Resources). In choosing courses, students pursue interests in the biology and ecology of plants and animals in aquatic and terrestrial systems. They may concentrate their studies in areas such as conservation biology, ecosystem analysis, or ecological dimensions of environmental processes and quality.

Any course substitution request should be approved prior to the end of the add/drop period for the semester in which the student enrolls in the substitution course.

Resource Planning option:

Required distribution courses (21-22 credits):
  PSYS 1, General Psychology
    - or - PSYS 111, Learning, Cog. & Beh. - or - PSYS 130, Social Psyc. - or - PSYS 150 Develop. Psyc. (3 cr.)
  CDAE 2, D2: World Food, Pop., & Develop. (3 cr.)
    - or - ENVS 2, D2: International Environmental Studies (4 cr.)
  POLS 21, American Political System
    - or - POLS 41, Introduction to Political Theory - or - POLS 51, Intro International Relations (3 cr.)
  SOC 1, Introduction to Sociology
    - or - SOC 11, Social Problems (3 cr.)
  PHIL 10, Introduction to Philosophy (Ethics or Ethics of Eating)
    - or - CDAE 208, Agricultural Policy and Ethics - or - ENVS 178, Environmental Ethics (3 cr.)
  ANTH 21, D2: Cultural Anthropology
    - or - GEOG 50, D2: World Regional Geography (3 cr.)
  EC 11, Principles of Macroeconomics
    - or - EC 12, Principles of Microeconomics - or - CDAE 61, Principles of Community Development (3 cr.)

Option Electives (27 credits): In consultation with an academic advisor, student chooses a minimum of 27 additional credits from an approved list of courses available on the RSEN R Student Services website, http://www.uvm.edu/rsenr/student_services, under Forms, Policies, Advising, Support (sub link is Program Specific Forms for Natural Resources). In choosing these courses, students pursue interests in interactions among individuals, communities, and society with nature, resources, and the environment. They may concentrate their studies in areas such as natural resource planning and community, policy and economic dimensions of resource planning, and international dimensions of resource planning.

Any course substitution request should be approved prior to the end of the add/drop period for the semester in which the student enrolls in the substitute course.
Integrated Natural Resources option:

Option Required courses (minimum of 9 credits):
Students select from a list of approved courses, at least one course in each of three areas: biology/ecology; NR courses in social sciences and communications; and quantitative and analytical methods. These courses are IN ADDITION to those taken to fulfill RSENR’s general education requirements. The list of approved courses is available on the RSENR Student Services website, http://www.uvm.edu/rsenr/student_services, under Forms, Policies, Advising, Support (sub link is Program Specific Forms for Natural Resources).

Individualized Program of Study (minimum of 39 credits):
The student develops an Individualized Program of Study composed primarily of intermediate level RSENR courses (ENVS, ENSC, FOR, NR, PRT or WFB prefix). This must include at least twenty-four credits inside the School and no more than six credits below the 100-level. With careful selection of courses, students develop concentrations such as Environmental Education, Sustainable Resource Management, Environmental Health, and Spatial Analysis of Natural Resources.

All programs of study must be endorsed by the advisor, then approved by the faculty. If not approved, the student may not continue in the INR option and must seek another major. The program of study is to be completed by the end of the sophomore year (60 credits). Transfer students with more than sixty credits must have a program of study approved as part of the transfer application. It is expected that transfer students will be active in the Program for at least two years (four semesters) after transferring into the INR option. Any course substitution request should be approved prior to the end of the add/drop period for the semester in which the student plans to enroll in the substitute course.

PARKS, RECREATION, AND TOURISM
The field of Parks, Recreation and Tourism is growing! People are increasingly interested in the health benefits of recreation, leisure, and sports – and are also concerned about balancing the public’s desire for recreation and tourism provision with the need for both economic and environmental sustainability. Parks, Recreation and Tourism blends studies of the environment, environmentally-based tourism, and outdoor recreation to train students to become leaders in the diverse fields of Parks, Recreation, and Tourism. The Parks, Recreation, and Tourism program offers students professional preparation in planning and managing outdoor recreation and tourism resources in combination with a well-rounded liberal education.

Required courses include a balanced mix of Public Outdoor Recreation and Private Outdoor Recreation and Tourism courses. Public recreation resources include parks, forests, wilderness areas, and other outdoor recreation environments at the local, regional, state, and federal government levels. Private resources include entrepreneurial settings like ski areas, campgrounds, hotels and resorts, and natural resource-based recreation facilities. An internship is a required part of the PRT program at UVM. Internship opportunities provide valuable work experiences and assist students with career planning, provide education not offered in campus course work, often lead to professional contacts, and sometimes transition to full time jobs. Past PRT graduates are employed in the management of ski areas, private campgrounds, marinas, four-season resorts, travel businesses, and local, state, and national parks and outdoor recreation places.

Program Director: Walter Kuentzel, 308E Aiken, 802-656-0652
DEGREE REQUIREMENTS
All students who enroll in the Parks, Recreation, and Tourism Program must fulfill the following requirements for graduation:

1. Complete the Rubenstein School’s core curriculum.
2. Complete the Rubenstein School’s general education requirements.
3. Complete a minimum of 120 credit hours of courses.
4. Complete Parks, Recreation, and Tourism foundation courses:
   - One 3-credit course in humanities (Classics, History, Philosophy, Religion)
   - One 3-credit course in communications (Art, Art History, English Literature, Foreign Language, Music, Theater, World Literature)
   - One 3-credit course in social sciences (Anthropology, Economics, Geography, Political Science, Psychology, Sociology)
   - One 4-credit laboratory course in natural sciences (Astronomy, Biology, Chemistry, Geology, Physics, Plant Biology). NR 1 does not count towards this requirement.
5. Complete the following Parks, Recreation, and Tourism (PRT) courses and internship requirements:
   The PRT curriculum encompasses a balanced mix of classes appropriate to Public Outdoor Recreation, as well as Private Outdoor Recreation and Tourism, as shown in the lists that follow. Courses provide students with the educational tools necessary to enter the field in either the public domain or private enterprise. Students take all 12 of the courses listed below, including the mandatory internship, plus three professional electives.

General required courses:

PRT 1, Introduction to Recreation and Tourism (3 cr.)
PRT 191, Parks, Rec, and Tourism Practicum (3-6 cr.)

**Internship must be approved by your adviser in advance with required documentation complete.**

THREE PROFESSIONAL ELECTIVE COURSES chosen in consultation with an advisor. (9 cr.)

Public Outdoor Recreation required courses (5 courses):

PRT 138, Park and Recreation Design (4 cr.)
PRT 149, Wilderness Education and Leadership (3 cr.)
PRT 235, Outdoor Recreation Planning (3 cr.)
PRT 240, Park and Wilderness Management (3 cr.)
PRT 255, Environmental Interpretation (3 cr.)

Private Outdoor Recreation required courses (5 courses):

PRT 50, Tourism Planning (3 cr.)
PRT 157, Ski Area Management (4 cr.)**
PRT 158, Resort Marketing and Management (3 cr.)
PRT 230, Ecotourism (3 cr.)
PRT 258, Entrepreneurship in Recreation and Tourism (3 cr.)

*PRT 149 includes an additional course fee to cover travel expenses.
**PRT 157 includes a required week of class during the Winter Session, prior to the start of the Spring semester.
**PARKS, RECREATION, AND TOURISM MINOR REQUIREMENTS**

A minimum of 15 credit hours is required, including:
- at least 9 credits to be selected from PRT 1, 50, 138, 149, 157, 158; and
- at least 6 credits to be selected from PRT 230, 235, 240, 255, 258.

Students must earn at least a 2.0 cumulative GPA in their Parks, Recreation, and Tourism minor courses to earn a minor in Parks, Recreation, and Tourism.

**SPORTS MANAGEMENT**

The Sports Management minor is sponsored by the Rubenstein School of Environment and Natural Resources, in collaboration with the College of Agriculture and Life Sciences, the College of Education and Social Services, and the Grossman School of Business. The minor is for students who aspire to include the management of sporting endeavors, including entrepreneurial sports ventures, professional, amateur, interscholastic, intercollegiate, community recreation, and youth sport organizations into their majors. Career paths may lead students to minor or major league sport management or marketing, working as an administrator in college or high school sports, owning or managing a fitness club, working in event facilities management, etc. The Rubenstein School, as the sponsoring unit on campus, seeks to cultivate an awareness and enhanced understanding of the interaction between human activities, like sports and recreation, and the natural environment.

**SPORTS MANAGEMENT MINOR REQUIREMENTS**

The courses for the minor include three required courses and at least three elective courses, one from each category, for a minimum of 18 required credits. At least half the courses must be taken at UVM. Students must earn at least a 2.0 cumulative GPA in their Sports Management minor courses to earn a minor in Sports Management. The courses for the minor include:

**Required Courses (3): 9 credits total (no prerequisites)**
- EDPE 220, Sport in Society (3 cr.)
- EDPE 101, Sports Management (3 cr.)
  - or – EDPE 241 at 3 credits (EDPE 241 is a fee-based spring break travel course)
- PRT 235, Outdoor Recreation Planning (3 cr.)

**One of the following Management courses, 3 credits total**
- BSAD 120, Organizational Behavior and Leadership (3 cr.)
- EDPE 055, Careers in College Athletics (3 cr.)
- EDPE 230, Philosophy of Coaching (3 cr.)
- PRT 157, Ski Area Management (3 cr.)

**One of the following Marketing/Communications courses, 3 credits total**
- BSAD 150, Marketing Management (3 cr.)
- CDAE 168, Marketing: Community Entrepreneurs (3 cr.)
- CDAE 119, Event Planning for Athletics (3 cr.)
- CDAE 024, Fundamentals of Public Communication (3 cr.)
- PRT 158, Resort Management and Marketing (3 cr.)

**One of the following Entrepreneurship courses, 3 credits total**
- BSAD 137, Entrepreneurial Leadership (3 cr.)

(cont. on p. 36)
BSAD 138, Entrepreneurship: Business Planning (3 cr.)
CDAE 166, Introduction to Community Entrepreneurship (3 cr.)
CDAE 267, Strategic Planning: Community Entrepreneurs (3 cr.)
PRT 258, Entrepreneurship, Recreation and Tourism (3 cr.)

OTHER INFORMATION
Consult your major advisor for any applicable course-major restrictions and information regarding the use of one course to meet multiple degree requirements. Majors in Parks, Recreation and Tourism, or Business Administration may double count at most two courses from the Sports Management minor towards the major.

WILDLIFE AND FISHERIES BIOLOGY
The Wildlife and Fisheries Biology curriculum focuses on the biology, ecology, management, and conservation of animal populations that range from species common enough to be hunted/fished to species that are endangered. Management strategies include direct manipulation of populations or indirect manipulation through alteration of habitat. Courses emphasize applied ecology and techniques for bringing populations into balance, and provide hands-on experience in labs and field trips. All Wildlife and Fisheries Biology majors complete the same core of courses during the first year. As sophomores, students elect either the Wildlife Biology or the Fisheries Biology option.

Since competition for jobs in this profession is high nationwide, students are encouraged to continue their studies at the graduate level. The four-year curriculum does provide an excellent background for many wildlife and fisheries-related positions. These employment possibilities range from traditional game and fish management careers to administrative, interpretative and research positions in private conservation organizations, state conservation agencies, or federal agencies such as the U.S. Fish and Wildlife Service, National Biological Survey, Bureau of Land Management, National Park Service, Department of Defense, or the Peace Corps. Privately-owned environmental consulting firms and planning agencies also employ wildlife and fisheries biologists to carry out environmental impact assessments.

Program Director: Professor James Murdoch, 312H, Aiken, 802-656-2912

DEGREE REQUIREMENTS
All students who enroll in the Wildlife and Fisheries Biology curriculum must fulfill the following requirements for graduation:

1. Completion of the Rubenstein School’s core curriculum.
2. Completion of the Rubenstein School’s general education requirements.
3. Completion of a minimum of 120 credit hours of courses.
4. Completion of the Wildlife and Fisheries Biology professional core courses:
   MATH 19, Fundamentals of Calculus I (3 cr.)
   - or - MATH 21, Calculus I* (4 cr.)
   NR 140, Applied Environmental Statistics * (4 cr.)
   BIOL 1 and 2, Principles of Biology (8 cr.)
   - or - BCOR 11 and 12, Exploring Biology (8 cr.)
   CHEM 23, Outline of General Chemistry (4 cr.)
   CHEM 26, Outline of Organic and Biochemistry (4 cr.)
   - or - CHEM 42, Introduction to Organic Chemistry (4 cr.)
   (cont. on p. 37)
FOR 111, Natural Resource Ecology and Assessment 1 (4 cr.)
NR 143, Introduction to Geographic Information Systems (3 cr.)
WFB 117, Scientific Writing and Interpretation (3 cr.)
WFB 161, Fisheries Biology (4 cr.)
WFB 174, Principles of Wildlife Management (3 cr.)
WFB 224, Conservation Biology (4 cr.)

* Also fulfills general education requirement

5. Completion of option requirements in Wildlife Biology or Fisheries Biology.

**Wildlife Biology** option courses:
FOR 21, Dendrology (4 cr.)
WFB 130, Ornithology (3 cr.)
WFB 131, Field Ornithology** (2 cr.)
WFB 150, Wildlife Habitat and Population Measurements** (1 cr.)
BIOL 217, Mammalogy (4 cr.)

Two courses (one must have a lab§) selected from:
PBIO 109, Plant Systematics§ (4 cr.)
WFB 271, Wetlands Wildlife§ (4 cr.)
WFB 283, Terrestrial Wildlife§ (4 cr.)
WFB 141, Field Herpetology (4 cr.)
WFB 275, Wildlife Behavior (3 cr.)
WFB 279, Marine Ecology (3 cr.)

A relevant study abroad, internship, or research experience may potentially count towards this requirement with approval of the Program Director.

** Field intensive courses OFFERED ONLY DURING SUMMER SESSION—ADDITIONAL TUITION & FEES CHARGED.

**Fisheries Biology** option courses:
WFB 261, Fisheries Management (3 cr.)
WFB 232, Ichthyology (3 cr.)
NR 250, Limnology (4 cr.)
NR 280, Stream Ecology (4 cr.)

Two courses selected from:
WFB 271, Wetlands Wildlife (4 cr.)
-- or -- NR 260, Wetlands Ecology and Management (3 cr.)
WFB 279, Marine Ecology (3 cr.)
BIOL 264, Community Ecology (3 cr.)
WFB 141, Field Herpetology (4 cr.)

A relevant study abroad, internship, or research experience may potentially count towards this requirement with approval of the Program Director.

**WILDLIFE BIOLOGY MINOR REQUIREMENTS**
A minimum of 15 credit hours is required. Students must earn at least a 2.0 cumulative GPA in their Wildlife Biology minor courses to earn a minor in Wildlife Biology. Required courses:
WFB 130, Ornithology
- or – WFB 232 Ichthyology - or – WFB 141 Herpetology
WFB 174, Principles of Wildlife Management
WFB 271, Wetlands Wildlife
- or - WFB 283, Terrestrial Wildlife

Choose additional courses to total at least 15 credits:
** Field intensive courses OFFERED ONLY DURING SUMMER SESSION—ADDITIONAL TUITION & FEES CHARGED.

Pre / co-requisites: BIOL 1 and 2, Principles of Biology (8 cr.) - or - BCOR 11 and 12, Exploring Biology (8 cr.) and NR 103 Ecology, Ecosystems & Environ (3 credits) - or – BCOR 102 Ecology and Evolution (4 credits)

HONORS COLLEGE REQUIREMENTS
If students complete all four years of Honor College requirements (or three years for students accepted as sophomores) in addition to their school or college major requirements, they will graduate as an Honors College Scholar. The following requirements should be discussed with your academic advisor.

First Year and Sophomore Year
The Honors College experience begins with a three-credit seminar in the fall of the first year, HCOL 85: The Pursuit of Knowledge, and continues with a three-credit special topics seminar in the spring, HCOL 86. Each semester of the second year, students take a three-credit honors seminar (HCOL 185 and HCOL 186), choosing from an extensive slate of offerings created for Honors College students by schools and colleges throughout the university. In the junior and senior year, the Honors College requirements are determined within the home school or college to focus more intensively on a field of study related to your major.

Junior Year
SEE: http://www.uvm.edu/honorscollege/junior/senior_curriculum
All HCOL students in RSENR take ENVS 201 (Research Methods, 3 credits), regardless of program or major. This course covers research methods, project design, and thesis planning, and culminates in the preparation of a literature review and thesis proposal. ENVS 201 is offered in both semesters, and ideally is taken in the second semester of junior year. Students who are abroad in the junior year may be able to take the course in fall of the senior year.
RSENR Honors students are also required to take NR 199 (Honors Seminar, 1 credit) during the spring of their junior year. Those spending spring semester abroad during junior year may arrange to take NR 199 during their sophomore year or senior year.
While RSENR students may choose a thesis advisor through these courses, students most frequently identify their advisors through specialized coursework in their program and major.
Students planning to study abroad during their junior year should consult with their advisors and the Rubenstein Honors College coordinator, Associate Dean Allan Strong (Allan.Strong@uvm.edu) to plan ahead for completing required courses. ENVS students planning to study abroad should consult with Elizabeth "Ibit" Wright (ewright@uvm.edu) in the Environmental Program offices.

Senior Year
During the final year, students carry out their senior thesis or research project. A total of 6 credits will be earned for this work between fall and spring semester through registration in one of the following discipline areas:
- ENSC 299 Environmental Sciences Honors
- ENVS 202/203 Honors Thesis
- FOR 299 Honors
- NR 299 Honors
- PRT 299 Parks, Rec and Tourism Honors
- WFB 299 Wildlife & Fisheries Honors
Susan Swenson Barbuto, UVM ’76, of Franklin Lakes, New Jersey, is a community educator and advocate for sustainability. Susan earned a MS degree from Columbia University in 1982. She has been a local Shade Tree and Environmental Commissioner, Rutgers University Environmental Steward, Master Gardener, and educator with the local "Volunteer in the Parks" program. She has taught an environmental film class at a local community college, participated in the Ramapo College Masters in Sustainability program, and received an Award of Excellence from the New Jersey Learns Education for Sustainability/Cloud Institute. Formerly, Susan was a hospital social worker in New York City and adjunct faculty member at Columbia University. Susan is a former UVM parent.

Thomas Berry, policy advisor and field representative for Vermont U.S. Senator Patrick Leahy, is an ex-officio member of the Board. Tom advises Senator Leahy on agriculture, conservation, energy, and natural resource issues in the Senator’s Burlington, Vermont office. Tom previously served for ten years in a similar role on staff for the late Vermont U.S. Senator James Jeffords. Tom worked at the Rubenstein School, as an associate faculty member, from 2007 to 2009 while on staff with The Nature Conservancy in Vermont.

Mark Biedron, UVM ’74, of Oldwick, New Jersey is the co-founder of the Willow School, a green school for grades K-8. He is a LEED (Leadership in Energy and Environmental Design) certified professional. Mark serves as President of the New Jersey State Board of Educators.

David Blittersdorf, UVM ’81, of Charlotte, Vermont, is Chair of the Board of Advisors. He is the President and CEO of AllEarth Renewables, a Vermont-based company that designs and manufactures residential-scale, grid-connected wind and solar renewable energy systems. He also is the founder and past CEO of NRG Systems, Inc., a manufacturer of wind measurement equipment and software for the worldwide wind energy industry. David is treasurer of the Small Wind Certification Council and the Distributed Wind Energy Association, and he is a member of the Board of Advisors for the Union of Concerned Scientists.

Sally Bogdanovitch, SNR ’77, of Paul Smiths, New York, is an Associate Professor at Paul Smith’s College and a certified forester through the Society of American Foresters (SAF). Sally was named a SAF Fellow, the highest honor bestowed upon SAF members to recognize sustained leadership and exemplary advancement of the forestry profession. She is a board member and recent past Vice President for the Empire State Forest Product Association, and a board member for Northern Woodlands magazine. She is a member of the Adirondack Community Trust and a natural resources consultant.

John Douglas, of Stone, Vermont, is a consultant. He is a 30-year veteran of the ski industry and has served as president of Atomic Ski Company, marketing director of Rossignol Ski Company, and as a board member of Ski Industries of America.

Mickey Fearn, of Raleigh, North Carolina is a Professor of Practice in North Carolina State University’s School of Natural Resources. He has been a parks, recreation, and conservation professional for over 45 years. He served as the National Park Service’s Deputy Director for Communications and Community Assistance 2008-2013. Before joining the National Park Service, Mickey directed the City of Seattle’s Innovation Project and Neighborhood Leadership Program, managed Seattle’s Race and Social Justice Initiative, and created programs to address youth violence and to reconnect young people with nature. For 12 years, he served as commissioner of Parks and Recreation for the state of Washington. Mickey has worked for the Governor of California, the California Department of Parks and Recreation, and the Mayor of Oakland, California. He earned a BA in Recreation and Park Administration from California State University and a MS in Recreation and Leisure Studies from the University of Oregon.

Gina Fiorile, RSENR ’18, of Saranac Lake, New York, is an Environmental Studies major and member of the Aiken Scholars Program in the Rubenstein School. Gina was awarded an Environmental Merit Award by the EPA on Earth Day of 2015 and was recently honored at The White House as a Champion of Change for Climate Education and Literacy.

Kay Henry, of Waitsfield, Vermont, is co-founder of the Northern Forest Canoe Trail, a 740-mile series of waterways stretching from Maine to New York. She is the former owner of the Mad River Canoe Company. She is the former owner of the Mad River Canoe Company.

Crea Lintilhac, UVM-MS ’78, of Shelburne, Vermont, is a trustee of the Lintilhac Foundation. She earned a Master’s degree from UVM in 1978 and is a member of the RSENR Lake Studies Advisory Committee and the Water Center Advisory Committee. Crea also serves as an officer and trustee of several environmental advocacy boards in Vermont. She is a UVM parent and a member of the board’s Executive Board of Advisors.
Deborah Markowitz, UVM ’83, of Montpelier, Vermont, is the former Secretary of the Vermont Agency of Natural Resources and is serving as a Visiting Professor in the Rubenstein School. She is the former Vermont Secretary of State and was the founding director of the Vermont League of Cities and Towns Municipal Law Center. Deb has served on numerous state and national boards and commissions and is the founder of the Vermont Women’s Leadership Initiative, and Vermont Parks Forever – the Foundation for Vermont State Parks. She has been recognized nationally for her leadership by being awarded an Aspen Institute Rodel fellowship. Deb is a graduate of the University of Vermont (1983) and earned her Juris Doctorate degree from the Georgetown University Law Center (magna cum laude, 1987).

Will Raap, of Shelburne, Vermont, is founder and chairman of Gardener’s Supply Company and the Intervale Foundation, and a board member of the Vermont Sustainable Jobs Fund, Vermont Natural Resources Council, and Vermont Sustainable Agriculture Council. Will is co-founder and chairman of the Board of Restoring Our Watershed, a nonprofit organization working in the Nandamojo River Valley of Guanacaste, Costa Rica, and Chair of Earth Partners, is a consortium of ecologists and soil scientists working to restore degraded ecosystems around the world.

Elias Rosenblatt (RSEN RFB & ENSC ’10), of Burlington, Vermont, is a Ph.D. student in the Rubenstein School working to develop advanced monitoring methods and decision making tools for Vermont’s moose population in the face of a changing climate and landscape. Elias earned a dual degree in wildlife and fisheries biology and environmental sciences as a Lola Aiken Scholar in the Rubenstein School, while gaining experience working with a number of wildlife and fish species. After graduating from UVM, Elias began working as a field ecologist for the Zambian Carnivore Programme, working to assess the status and future for important carnivore populations in the country and region. In 2016, Elias received his M.S. in Wildlife and Fisheries Management from Montana State University for his research evaluating the impacts of illegal bushmeat poaching and legal trophy hunting on key Zambian lion and leopard populations. Along with his research and education, Elias has instructed courses on ecology and wildlife biology methods to secondary and university students. Elias was awarded the Steven Rubenstein Graduate Fellowship in 2016 for his proposed research as an incoming Ph.D. student in the Rubenstein School.

Andrew Rubenstein, of Boonton, New Jersey is a benefactor of the Rubenstein School of Environment and Natural Resources. Andrew is the Managing General Partner of Rubenstein Properties. He is also managing board member of the Steven and Beverly Rubenstein Charitable Foundation, Inc.

Beverly Rubenstein, of West Orange, New Jersey, is a benefactor of the Rubenstein School of Environment and Natural Resources. She is a trustee of the Rubenstein Family Foundation and former member of the UVM National Campaign Steering Committee.

Gary Simpson, UVM ’76, of New York, New York, is Chief Operating Officer of Windmill Capital. Mr. Simpson co-founded Windmill Capital in September 1998 and is responsible for all legal, compliance, marketing and administrative areas of the firm. He has invested extensively in hedge funds and private partnerships. Mr. Simpson has over 25 years of experience as an entrepreneur and executive in a variety of companies and sectors including real estate, construction and venture capital. He has extensive project management experience and has managed over one billion dollars of construction work, including the restoration of Ellis Island and the construction of the Brooklyn Navy Yard cogeneration plant.

Carolyn Crowley Stimpson, of Princeton, Massachusetts, is Vice President of Resort Services at her family’s-owned Wachusett Mountain Ski Area in Princeton, Massachusetts. Stimpson oversees customer service, tickets, communications, information technologies and rentals and is also President of MTNside Ski and Ride Shop at Wachusett. Additionally, she is co-owner and a board member at the Crowley family’s 5th generation Polar Beverages in Worcester, Massachusetts. Her son Christopher graduated in 2016 from the Rubenstein School’s Parks, Recreation and Tourism program where son Sam is now an undergraduate. The Crowley family contributed a substantial gift to the School in 2015 to enhance student experiential learning outside the classroom through valuable internships.

Alicia Taylor, RSEN R’05; of Burlington, Vermont, is the Program Manager at CarShare Vermont. Launched in 2008, this Burlington based non-profit is on a mission to provide an affordable, reliable, and convenient alternative to private car ownership. Before heading into the world of sustainable transportation, Alicia served as an AmeriCorps VISTA with the City of Burlington, and most recently as the Coordinator of Off-Campus Services in UVM’s Office of Student & Community Relations. In both of these roles, she worked to improve student-neighbor relations and quality-of-life in neighborhoods through creative community development initiatives. Alicia is a native Vermonter and grew up in Jeffersonville.

1 The Rubenstein School of Environment and Natural Resources was formerly called the School of Natural Resources (SNR).