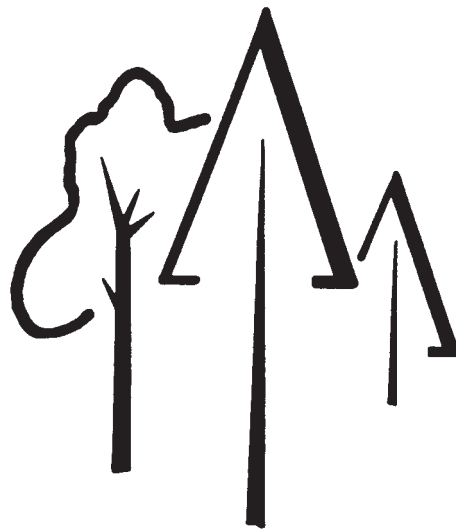


**DEPARTMENT
OF
FOREST ECOLOGY
AND MANAGEMENT**



**UNDERGRADUATE
STUDENT HANDBOOK**

2005

PREFACE

Welcome to the Department of Forest Ecology and Management! Whether you are a continuing student or are new to the university or the department, you have probably come to recognize that UW-Madison is a big place. We understand that you can easily be overwhelmed by the size of the university and the complexity of its many regulations and expectations. This handbook is intended to help make the Department of Forest Ecology and Management a little more "user friendly" for you. We want to help you understand curricular requirements of the Forest Science and Recreation Resources Management majors, how departmental policies and procedures affect you as a student, and what kinds of facilities and assistance you can expect from the department, the faculty and the staff.

Before you read on, we'd like to emphasize that this handbook is not meant to be just a book of rules. The faculty are committed to maintaining an open line of communication with students, so if you have questions or concerns about something that is not addressed in the handbook, or even about something that is, please feel free to discuss them with your student representatives, your adviser or other faculty.

Perhaps a few additional words of advice are appropriate here. UW-Madison makes an enormous array of resources available to you. These include the faculty, the courses they teach, the many libraries and computer laboratories across the campus, and many research labs. There are also a number of academic support programs such as the Greater University Tutoring Service (GUTS), the Chemistry Learning Center, the Mathematics Tutorial Program and the Writing Center. Additionally, there are several student support offices such as the Campus Assistance Center, which can help you improve your study skills and deal with test anxiety, and the McBurney Disability Resource Center, which provides a wide range of services to students with learning disabilities. Faculty and staff are happy to assist you, and we try to be sensitive to students who might need help. But it is also important for you to take the responsibility to ask for help when you need it.

In a similar vein, begin thinking about your career objectives early in your undergraduate tenure. You will have opportunities during vacations, during the summer months and even while classes are in session to meet resource professionals and to learn about their job responsibilities. We urge you to use these opportunities to your advantage.

The Faculty and Staff

Table of Contents

Preface	<i>i</i>
Philosophy of the Undergraduate Program	1
Educational Objectives of the Undergraduate Program	1
Academic Advising	2
Admission into Forest Ecology and Management	2
Assignment of Advisers	2
Advising Responsibilities	2
What You Can Expect Us to Do for You	3
What We Expect You to Do for Yourself and for Us	3
Planning a Semester Course Schedule	3
Registration and "Adviser Holds"	4
General Structure of the Undergraduate Degree Programs	4
Which Curriculum Is for You?	5
Interpreting Curriculum Sheets	6
Scheduling Courses	6
Special Features of the Forest Science Undergraduate Major	8
Forestry 655—Summer Camp	8
Forestry 657—Spring Trip	8
Professional Work Experience	9
Capstone Learning Experience	11
Senior Thesis	11
Double Majors/Double Degrees	12
Environmental Studies (IES) Certificate	12
Honors Degree Program	13
Scholarships/Awards	13
Department of Forest Ecology and Management	13
Organizational Structure	13
Undergraduate Participation in Departmental Governance	14
Faculty Meetings	14
Curriculum Committee	14
Grievance/Appeal Procedures	14

Departmental Policies	14
Role of the Secretaries	14
Confidentiality of Student Records and Grades	15
Telephones	15
Computer Facilities	15
Vehicles	15
Photocopying	16
Mail	16
Building/Room Keys and Passes	17
Equipment	17
Student Lounge/Reading Room	17
Use of Alcohol and Tobacco	17
Student Organizations	18
Alpha Zeta	18
CALs Ambassadors	18
Gamma Sigma Delta	18
Society of American Foresters (SAF) Student Chapter/Forestry Club	18
Xi Sigma Pi	18
Employment Assistance	19
Your Approach to the Job Search	19
Resume Preparation	19
Summer Employment/Internships	19
A Final Note	20
Appendix A: Professional Work Experience Guidelines	21
Appendix B: Grading Criteria for Senior Thesis	27

PHILOSOPHY OF THE UNDERGRADUATE PROGRAM

Our goal is to provide you with the scientific knowledge and analytical skills needed to become effective professional resource managers and decision makers. Toward that end, the curricula emphasize the importance of scientific and quantitative methods as basic underpinnings of a professional forestry and recreation resources management education and provide a balance between classroom instruction and field exercises. We believe that professional education should have a firm base in the sciences, but we also recognize the importance of providing a broadly based education. Accordingly, the curricula provide the freedom for you to elect courses in the natural and social sciences and humanities, as well as to choose free electives from among subjects that might interest you.

A well-rounded education requires you to become proficient in applying principles learned in the classroom to real world situations. You will have the opportunity to engage in applied problem solving in several courses as well as in the capstone experience that is required of all students. Oral and written communication skills are very important to a working professional, so we emphasize them continuously across the curricula. The strong research program in the Department of Forest Ecology and Management also provides unique opportunities for you to participate in research under the guidance of faculty if you so wish.

To give yourself the best opportunity to begin a successful and rewarding career when you graduate, you should plan on arranging for one or more professional work experiences. Getting out and seeing how things function in the working world can help you put into perspective and better appreciate what you learn in the classroom, help you identify the type of career for which you are best suited, and develop contacts that can be instrumental in helping you secure your first job. We believe so strongly in the value of real world experience that we have built into the curricula a requirement for a Professional Work Experience. Further details are provided in a later section titled "Professional Work Experience" (pages 9-10).

Finally, we encourage you to look beyond an entry level position and lay the groundwork for future professional advancement or graduate study. Challenge yourself by occasionally taking a more difficult course than is required. If you have low expectations of yourself, others will likely have a similar regard for your abilities. Do not be content with being "average." Finally, adopt the attitude that learning is a lifelong experience. Acquire the skills needed to grow intellectually and professionally for career advancement as well as for personal satisfaction. Keep abreast of new ideas and innovations in your field while looking beyond your immediate set of skills and responsibilities. It is likely that your own career will change dramatically as new knowledge is added to natural resource management practices and policies.

EDUCATIONAL OBJECTIVES OF THE UNDERGRADUATE PROGRAM

The Department of Forest Ecology and Management strives to help you meet the following undergraduate educational objectives:

- To develop an understanding of the scientific foundations of forest and recreation resources

conservation and management, and the social, economic and political context within which they take place.

- To enhance critical thinking and problem solving skills and the ability to apply knowledge from diverse disciplines to answer real world questions in forest and recreation resources conservation and management.
- To foster understanding of forest resources in a global setting and the knowledge and skills required for a career in international forest and recreation resources conservation and management.
- To develop the technical and communication skills needed by all professional managers.
- To encourage a commitment to professionalism and esprit de corps among students, faculty and alumni, and to instill a desire for life-long learning.
- To provide an effective small-college atmosphere within the setting of a large, world-class university.
- To prepare students for graduate studies, and to direct graduate students in advanced study and research in the ecology, conservation, management and utilization of forest resources.

ACADEMIC ADVISING

Admission into Forest Ecology and Management

The Department of Forest Ecology and Management follows the admission policies established by the University and the College of Agricultural and Life Sciences (CAL S) for students entering as freshmen or as transfer students. Transfers from another college or school on the Madison campus must have a minimum GPA of 2.0. Students transferring from other institutions must have sophomore standing (>24 credits) and a minimum GPA of 2.0. For more complete details on transfer policies, consult a faculty adviser or the Office of Academic Student Affairs, 116 Ag Hall, or see the college's home page at <http://www.cals.wisc.edu/>.

Assignment of Advisers

Every student in the college is assigned an individual academic adviser. All advisers in the Department of Forest Ecology and Management are members of the faculty. Unless you identify someone at the time you declare your major, you will be assigned a faculty adviser by the CAL S Office of Academic Affairs. You are free at any time in your undergraduate career to change advisers if you think that another adviser in the department might be more helpful in guiding you towards your specific goals. You may change advisers by completing a "change of advisor" form in Room 116 Ag Hall. However, you should not make an adviser change until you have spoken with your prospective new adviser so that he/she is aware of this decision.

Advising Responsibilities

Academic advising is a very important part of your undergraduate education. We emphasize that advising is a **shared** responsibility between you and your academic adviser. The following

guidelines are drawn partly from the UW-Madison Guidebook and partly from our personal experiences should help clarify what you can anticipate from us as faculty advisers and what we expect of you as advisees.

What You Can Expect Us to Do for You:

- Help you to identify and clarify your values, goals, and professional potential.
- Help you to understand the nature and purpose of a college education.
- Provide you with information about educational options and academic requirements, policies, and procedures.
- Help you to select a degree program and major that are consistent with your own goals, interests and abilities.
- Assist you to plan, monitor and evaluate your progress towards completing your degree program.
- Help you to identify and utilize the many resources of the University to meet your needs.
- Help you to locate opportunities for professional work experience during your undergraduate tenure.
- Assist you in applying for employment or entry to graduate studies upon graduation.

What We Expect You to Do for Yourself and for Us:

- Learn the requirements of your particular academic program, select courses that meet those requirements in an appropriate time frame, and monitor your progress toward graduation.
- Consult appropriate advisers who can address your specific questions or concerns.
- Schedule and keep academic advising appointments in a timely manner throughout your academic career (avoid seeking advising only during busy registration periods).
- Be prepared for advising sessions (for example, by bringing a list of questions or concerns, having a tentative course schedule in mind, and/or being prepared to discuss interests and goals with your adviser).
- Review your Degree Audit Reporting System (DARS) information periodically, especially during your junior and senior years, to be sure that requirements for graduation are being met.
- Take the opportunity to let faculty get to know you as a person. It is difficult for us to personalize a recommendation when the only thing we know about you is your grade in a course.
- Become involved in professional activities through student organizations and other societies.
- Follow up on advice, whether it is related to course selection, employment opportunities, or other academic matters and let us know the results.
- When in doubt about something, ASK QUESTIONS! If we cannot answer your questions immediately, we will help you find the answer using campus resources.

Planning a Semester Course Schedule

In general, you should seek to maintain a balance among subjects while creating a manageable workload. Be aware of prerequisites and requirements and the timing of course offerings (see "Scheduling Courses" below). Many courses have prerequisites, and it is usually best to com-

plete courses in a specific sequence that builds on principles and concepts learned in more basic courses. Try to do some “exploration” of courses and career alternatives during freshman and sophomore year, especially if you are not convinced that you’re on the right career path. This may involve choosing one or two courses related to – but different from – your intended major. Choose your electives thoughtfully and try not to “use up” all your free electives in your first year or two. It is a good idea to hold some electives in reserve until you have had an opportunity to determine where your career interests lie. Begin immediately to make decisions on your own, creating lists of first and second choices of courses. Then discuss these choices with your adviser to be sure that you haven’t overlooked something. The final decision about courses is yours, but make sure that it is an informed decision. Keep your adviser informed of any differences between what you agreed upon and the courses for which you actually register.

Registration and "Adviser Holds"

Each semester you are required to meet with your adviser and plan the next semester's course schedule. The department automatically places an "adviser hold" on your registration until you meet with your adviser and complete a pre-registration form. The “adviser hold” prevents you from registering; if you try to do so, you will be notified about the hold by My UW web-based registration system. The CALS Office of Academic Affairs also informs students about adviser holds well in advance of registration so even if you have such a hold, you should have time to get it removed before registration begins. However, we would very much appreciate it if you would use the designated advising period to meet with your adviser.

NOTE: There are other types of "holds" and "blocks" that can prevent you from registering, either in general or for a particular course; for example, the library may place a hold on registration if large fines accrue to your student account. Also, some courses require that you obtain the consent of the instructor before you will be permitted to register. These are not "adviser holds" but they may, nevertheless, prevent you from registering.

GENERAL STRUCTURE OF THE UNDERGRADUATE DEGREE PROGRAMS

The College of Agricultural and Life Sciences offers several degrees, each one of which may host several majors, and each major may have one or more “options.” The Forest Science major¹ can lead to either of two degrees; the Natural Resources degree or the International Agriculture and Natural Resources degree. The Natural Resources degree has multiple majors and options (below). The Recreation Resources Management major is also a Natural Resources degree but has only one option within the major. It is important for you to understand the differences among degrees, majors and options so that you can choose the one that is most appropriate for you.

¹The undergraduate Forest Science curriculum was first offered by the Department of Forestry in 1968 and accredited by the Society of American Foresters in 1971. In 1997, the department changed its name to the Department of Forest Ecology and Management. The Recreation Resources Curriculum was formerly managed by the School of Education but was placed under Forest Ecology and Management in 1996.

Which Curriculum Is for You?

Forest Science major. If you elect to complete a major leading to the Bachelor of Science in Natural Resources, you will be assigned an ANR classification (The acronym ANR stands for Agriculture-Natural Resources). Within this degree, the Forest Science major provides flexibility by allowing you to choose from among three "tracks" or options. All three of these options share a common core of natural and physical science, natural resources, and forestry course work, and provide you with an excellent grounding in the basic principles of forest resources management. However, there are some important differences among the options designed to give you a competitive edge in certain job markets. Completing any one of them does not automatically channel you into a specific career, but it is important to realize that by specializing in one area, you could also reduce your competitiveness for other types of jobs – there is no B.S. degree or major that can satisfy all possible career objectives. Read carefully the descriptions provided below and consult your adviser about which track might be best suited to your interests and career objectives.

There are five academic choices that students in Forest Ecology and Management can consider (below). The first three are options within the Forest Science major of the Natural Resources degree program,

1. The Forest Management option is designed for students interested in a “traditional” forestry program that emphasizes coursework in silviculture, inventory methods and management decision making. Students in this track often aspire to work as field foresters for public agencies, industry or as consultants.

2. The Forest Ecology option is designed for students interested in studying ecological processes in forest ecosystems. This option provides a core of forestry coursework together with additional chemistry, ecology and basic biology coursework. This option is recommended for students who may pursue graduate study or a career in research.

3. The Forest Conservation option is designed for students whose primary interest is conservation of forest ecosystems. Students complete a core of forestry courses together with additional coursework in ecology and biological diversity, conservation biology and resource policy and planning. Most students choosing this option are seeking a career with an organization such as The Nature Conservancy, or work with endangered resources.

4. The International Agriculture and Natural Resources degree program also has a Forest Science major; students in this degree program receive an AIN classification. The International curriculum is designed to prepare students for careers in forest resources management or policy outside North America. Included in the curriculum are foreign language requirements, electives with a global perspective on human-resource interactions and a requirement for an international experience, typically a “semester abroad.”

5. The Recreation Resources Management major is based within the Natural Resources degree program. This curriculum prepares students for professional positions in recreation

resource management organizations – typically park and natural area management - at the local, state and national levels. The program builds on a strong foundation of natural and social sciences and offers significant opportunities for work outside the classroom.

Interpreting Curriculum Sheets

The requirements for each degree and major are summarized on color-coded curriculum sheets which are available from your adviser. Pink sheets correspond to curricula leading to the B.S. in Natural Resources (ANR) degree and beige sheets to curricula that lead to the B.S. in International Agriculture and Natural Resources (AIN) degree. Simplified sequences of courses can also be found on the Four-Year Road Maps for each option; these do NOT contain all requirements and are provided as examples of possible schedules

Some curricular requirements are established by the University and apply to all students regardless of their major. Others are set by the college and department in which the major is offered. Together, these requirements constitute the curriculum.

The curriculum sheets function as your "contract" in the sense that if you satisfactorily complete all the requirements of the curriculum and maintain a cumulative GPA of at least a 2.0, you will be eligible to receive the corresponding degree. The CALS Office of Academic Student Affairs prepares Degree Audit Reports (so called DARS) for all students prior to their senior year as a check on your progress towards degree completion, and to bring any unfilled requirements to you and your adviser's attention.

Each curriculum sheet is dated and you are initially placed into the curriculum that is in effect at the time you enter the major. However, curricular requirements change over time. If you wish to change to a more recent curriculum sheet you may do so, but you should be aware that such a switch usually requires you to complete all of the requirements of the new sheet. This is important because not all changes will necessarily be to your benefit and you must accept both the positive and negative aspects associated with changing curriculum sheets. Please see your adviser or contact the CALS Office of Academic Affairs, Room 116 Agriculture Hall, if you have questions about how this may affect you.

If you are considering changing to a newer curriculum sheet, discuss the matter with your academic adviser to learn the potential advantages and disadvantages. If you decide to make a switch, your adviser will notify the CALS Office of Academic Affairs of the change.

Scheduling Courses

Students who enter the major early in their undergraduate career, carry at least 15 credits each semester, and exercise care in scheduling courses, can complete all requirements for the Forest Science curricula in four years. Our experience has been that most undergraduates enter the major as transfers, either from within the campus or from other institutions. This frequently means that the curriculum cannot be completed within four years, so advising and course scheduling are even more important to avoid unnecessary delays.

Most required courses are offered every year or even every semester. However, some low enrollment or highly specialized upper-level courses may be offered only once every two years. It is important to register for these less frequent offerings as soon as they are offered in order to complete degree requirements in a timely fashion. In general, you should plan to complete your semester's courses in a hierarchical fashion, choosing first those that are irregularly offered and filling in with those that are offered each semester.

Table 1. General timing of annual Forest Ecology and Management course offerings.

Course Number and Title	Offered	
	Fall	Spring
For 100 Introduction to Forestry	X	X
For 205 Scientific and Professional Computing in Natural Resources	X	
For 300 Biometry		X
For 301 Introduction to Aerial Photographic Systems	X	X
For 304 Remote Sensing Visual Image Interpretation and GIS Integration	X	X
For 305 Forest Operations		X
For 312 Wood Identification		X
For 313 Wood, Industrial Use and Society		X
For 402 Dendrology	X	
For 403 Geometric Analysis of Vertical Aerial Photographs	X	X
For 410 Silviculture		X
For 415 Tree Physiology	X	
For 515 Renewable Resources Policy		X
For 550 Forest Ecology	X	
For 590 Integrated Resource Management	X	
For 652 Decision Methods for Natural Resource Managers		X

Table 2. Timing of alternate-year Forest Ecology and Management course offerings.

Course Number and Title	Semester and Year Offered	When Best Taken
For 430 Agroforestry	Spring, Even Years	Jr or Sr Yr
For 450 Communities and Forests	Spring, Odd Years	Sr Yr
For 500 Insects & Diseases in Forest Management	Fall, Odd Years	Jr or Sr Yr
For 501 Forest Fire Behavior & Management	Spring, Odd Years	So or Jr Yr
For 565 Principles of Landscape Ecology	Spring, Odd Years	Between So and Jr Yrs
For 655 Forest Resources Practicum	Summer, Odd Years	Jr or Sr Yr
For 657 National Forest Management Practicum	Spring, Even Years	Jr or Sr Yr

Special Features of the Forest Science Undergraduate Major

Forestry 655—Forest Resources Practicum (Forestry Summer Camp)—3 credits

The Forest Resources Practicum introduces you to forest ecosystem concepts and processes, to basic field skills, inventory methods and operations, and to the socio-political and economic contexts within which forest and recreation resources management take place. The opportunity to interact with "real world" professionals also provides a perspective on natural resource careers that cannot be provided in the classroom. Finally, but by no means of any less importance, the summer camp experience serves an important social function. Living and working together with your fellow students and faculty in an informal field setting builds a sense of collegiality and shared experience, memories of which you will carry with you long after you leave the University.

The Practicum is a field course that is offered during the three-week Intersession immediately following the end of the Spring semester of even numbered years. This period typically includes the last week of May and the first two weeks of June. The camp is based at Kemp Natural Resources Station near Woodruff, WI, on the shores of beautiful Lake Tomahawk.

The Practicum consists of an integrated set of briefings, tours and field exercises covering: a) integrated assessment of forest resources, including vegetation, soils, wildlife, and water, b) plant identification and habitat classification, c) GIS and GPS uses in forest management, and basic field skills such as the use of compasses. Students are divided into teams at the beginning of the course and work in teams for most field exercises and camp responsibilities. Classes typically meet Mondays through Saturdays, with Sundays off. This is a more demanding schedule than for regular classroom courses, but the workload is not excessive if you keep up with assignments. Grades are based upon a combination of class participation, individual performance and team activities.

Forestry 657—National Forest Management Practicum (Southern Trip)—1 credit

The National Forest Management Practicum introduces you to forest ecosystems and resource conservation and management practices and issues in the Mid-South Region of the United States. As with summer camp (Forestry 655), the Southern Trip provides an opportunity to meet and discuss forest and recreation resource management with professionals outside the class room, and to share a common living and traveling experience with fellow students and faculty.

The Practicum is a field course that is offered the second semester of even numbered years. The trip takes place primarily during the Spring Break but may extend a day or two into the following week. Students travel with one or more faculty through Arkansas, Mississippi, Alabama, and parts of the Florida panhandle, stopping at various places along the way to learn about the different forested ecosystems encountered (southern pines, longleaf pine, upland and bottomland hardwoods) and how public and private landowners manage their respective holdings.

The Practicum consists of a set of preparatory lectures during the first half of the semester, the trip itself, and a post-trip debriefing. A typical daily schedule during the trip will include some travel, an on-site meeting with one or more local resource managers, and perhaps a field exercise involving collection of ecological information on the ecosystem being examined. The course does not have examinations; grades are based solely upon attendance and class participation.

Professional Work Experience—Competent professionals are able to transfer what they learn in the classroom to a variety of resource management situations. An important way for you to begin learning how to do this is by supplementing your undergraduate education with real world experience. Our faculty believe so strongly about this that we require you to complete at least one Professional Work Experience during your undergraduate tenure. However, we have provided some flexibility in how you may satisfy the Professional Work Experience requirement. General guidelines for the Professional Work Experience, together with information on reports, grading and evaluation can be found in Appendix A on beginning on page 22.

What is a Professional Work Experience? First, we might point out what it is not. It is not “just a summer job.” Many summer jobs provide little exposure to what you can expect to do as a professional resource manager. Nor do many such jobs establish contacts that help you get the job you want upon graduation.

An “ideal” Professional Work Experience should involve some of the same types of responsibilities you can expect to encounter when you join the work force, and should provide a variety of professional experiences. It should also involve some mentoring from the employer. The experience should not only teach you new skills or give you practice using skills you already possess, but should also expose you to new areas of knowledge about the organization/agency, the requirements of the job, or some aspect of resource management.

Internships—If the description presented above sounds much like that of an internship, that's because internships are designed to give you exactly the type of experience we would like to see you obtain. We recommend internships highly, and a Coordinative Internship (Forestry 399) may be used to satisfy the Professional Work Experience requirement. The majority of the Recreation Resources Management majors typically complete their Professional Work Experience via the internship. However, we recognize that not all students will have opportunity to complete an internship. In addition, while internships can be taken during any academic period, most are completed during the summer. And not every agency or employer is willing to develop a formal internship relationship with the university. Consequently, we have devised another way to fulfill the professional work experience requirement, one which involves a somewhat less formal arrangement with the employer and fewer credits of formal course work, but which we nevertheless believe can provide a valuable learning experience.

The Professional Work Experience should be one that involves a non-academic work setting; e.g., working for a forest products company or a public land management agency. However, some students who anticipate going on to graduate school obtain summer employment working in the research program of faculty or graduate students. We believe that even if you plan to go

on to graduate school, you would benefit from experience in the nonacademic world. We also recognize, though, that undergraduate research can be a valuable learning opportunity and we allow you to satisfy the Professional Work Experience requirement by completing a research experience under the guidance of a faculty member.

If you wish to conduct undergraduate research as your Professional Work Experience, you should be aware of two important conditions. First, you must gain the consent of a faculty adviser to work with you to develop and direct your research project. Faculty reserve the right to decline to participate in such an experience if they believe you are not capable of completing it successfully, or if they cannot identify a common interest with you. Second, if you also elect to do a Senior Thesis to fulfill your Capstone Learning Experience, it must be distinct from and completed in a different semester than your Professional Work Experience.

Regardless of whether you undertake *Undergraduate Research*, participate in a *Coordinative Internship*, or complete a *Professional Work Experience*, you are required to register for at least one credit of an appropriate course (e.g., 399 or 699) and to prepare a report on some aspect of the experience. Further details on the process you should follow, including the timing of registration for credits, and the format and content of the report can be obtained from your advisor.

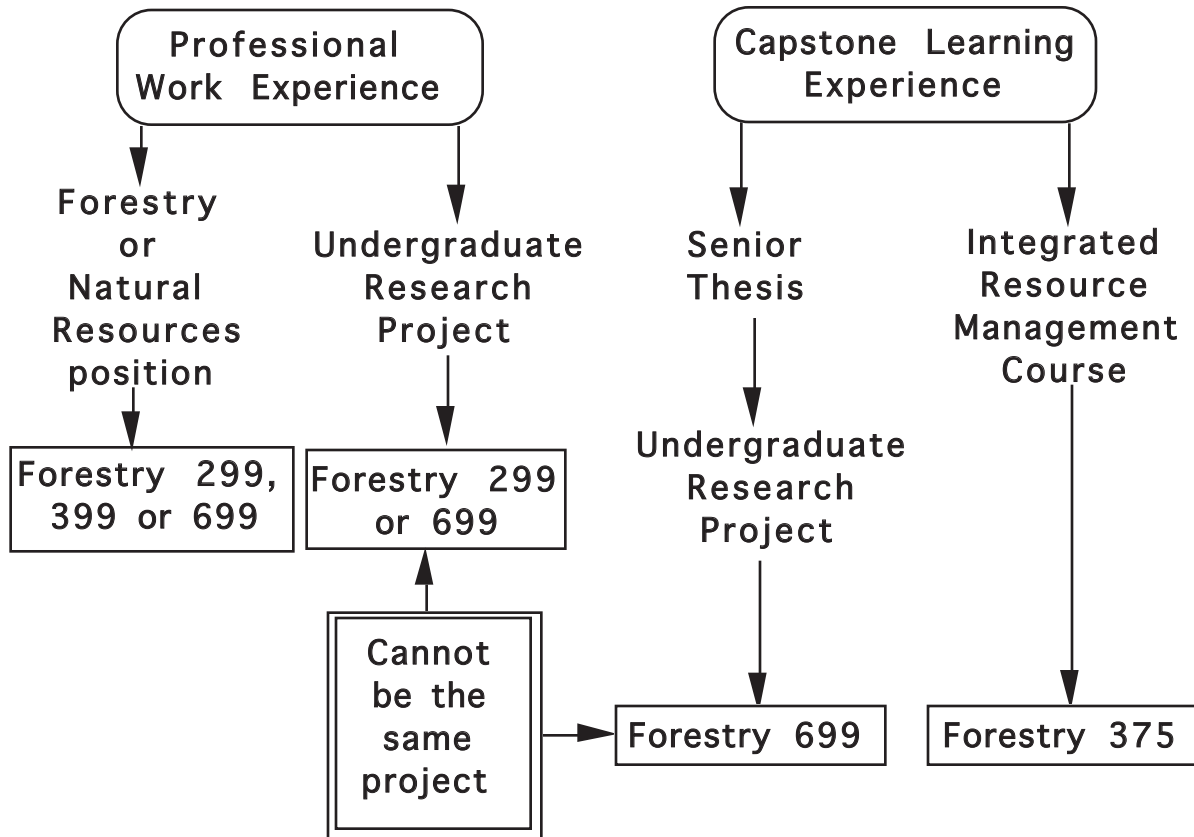


Figure 1. Relationship between alternatives for meeting the Professional Work Experience and Capstone Learning Experience requirements.

Capstone Learning Experience—All students pursuing majors in CALS must complete a departmentally approved Capstone Learning Experience. The purpose of the capstone is to provide a comprehensive learning experience that draws upon and integrates diverse bodies of knowledge within the undergraduate curriculum, and that reinforces teamwork, communication and applied problem solving skills. The capstone should also give you experience assembling information you will need to solve problems as a professional.

We have designated the Integrated Resource Management course (FOREST 590) as the principal means by which Forest Science majors fulfill the capstone requirement. While we expect most of you will choose to complete this course, we recognize that not all of you have identical interests and career goals. Consequently, for those of you who might wish to obtain more specialized knowledge and experience than can be provided in the capstone course and who meet the eligibility requirements, we offer an alternative capstone experience in the form of a Senior Thesis. Recreation Resource Management majors often complete the FOREST 590 course, but other options exist for fulfilling the capstone requirement, including a Senior Thesis. See your advisor for details.

Forest Science majors must complete either the capstone course or a Senior Thesis before they will be certified for graduation. You should schedule the capstone experience during your senior year. The Integrated Resource Management course is offered in the Fall semester if you wish to satisfy the capstone requirement with this course.

Senior Thesis

Students who have a cumulative GPA of 3.0 or higher, and who have secured the consent of a member of the faculty to supervise their thesis project, may complete a Senior Thesis for their capstone learning experience. The Senior Thesis involves registering for 2-4 credits of Forestry 699-Special Problems. Note: A Senior Honors Thesis (Forestry 681), which is available to and required of students enrolled in the University Honors Program, may be used to fulfill the capstone requirement. Consult your faculty thesis adviser for the appropriate number of credits for which to register. Your thesis adviser's conference number serves as the course section number when registering. If you elect to complete both a Senior Thesis to fulfill the Capstone Learning Experience and an undergraduate research experience to satisfy your Professional Work Experience, they must be scheduled in different semesters. It is NOT permissible to sign up for 4-5 credits of Forestry 699 in one semester and have this satisfy both requirements. Guidelines for grading a Senior Thesis are contained in Appendix B beginning on page 27.

You should declare your intent to complete a Senior Thesis before the end of your junior year (the earlier, the better!) and identify a faculty thesis adviser who will work with you on the project. Together with your thesis adviser, you should develop a one-page description of your proposed project. The project must be approved by the Forest Ecology and Management Curriculum Committee. Once your proposal has been approved, you are expected to complete the project.

A Senior Thesis is expected to be more than a literature review or term paper. It must demonstrate your ability to think critically; to synthesize and integrate diverse ideas and bodies of

knowledge in order to make decisions about and solve real world problems; and to appreciate the social, economic, scientific, ethical and professional dimensions of such problems. An ideal experience would also include an element of teamwork, perhaps with other undergraduate or graduate students, and preferably in a multi-disciplinary setting. The thesis must result in a written report and must be presented orally in a public setting such as a seminar. Your grade will be assigned by the thesis adviser.

Double Majors/Double Degrees

CALS permits students to work towards two undergraduate majors simultaneously, and many students choose to combine two compatible majors in this way. It is also possible to complete two undergraduate degrees simultaneously, but differing degree requirements make this more difficult. Both options require approval from the Office of the Associate Dean of Academic Affairs.

In order to "double major" when both majors are offered within CALS, you must declare one of the majors as your "home" department. Which major you choose to call the primary one is important because your degree designation will come from your primary department. Your transcript will indicate that you completed two majors. It is also possible for students in CALS to complete a second major within the College of Letters and Sciences, but there is a bit more paperwork involved because both colleges must approve the request.

You can also earn two undergraduate degrees simultaneously, but to do this you must secure the required approvals from the respective college dean(s) prior to your senior year in residence. If both degrees are from CALS, you must also have an adviser in both majors. A double degree entails additional course work and usually requires at least 150 total credits.

If you are contemplating pursuing multiple degrees or majors, consult your adviser or one of the academic deans in Room 116 Agriculture Hall, or visit the CALS web site at www.cals.wisc.edu for more information.

Environmental Studies (IES) Certificate

The IES Certificate Program is a campus-wide program that is designed to provide an interdisciplinary experience that broadens your knowledge and appreciation of environmental issues. The requirements of the Forest Science major and the IES Certificate dovetail quite nicely, especially for students in the Conservation option. Visit the IES web site at www.ies.wisc.edu/cert/ to learn more about the IES Certificate.

Students who complete the requirements of the IES Certificate Program receive both a degree and a certificate upon graduation; the certificate is noted on the academic transcript. If you think you might wish to pursue the IES certificate, consult your adviser or an IES certificate adviser. Application packets for the program are available in the IES Academic Programs Office in Room 70 Science Hall.

Honors Degree Program

The Department of Forest Ecology and Management participates in the college's honors program. Successful completion of the program results in an "Honors" designation on your diploma. Freshmen who wish to apply to the program must be in the upper ten percent of their high school class; transfer students and continuing students must have a cumulative GPA of 3.0 or higher. If you are interested in applying to the Honors Degree Program or want more information on program requirements consult your faculty adviser or the Office of Academic Student Affairs, 116 Agriculture Hall.

Scholarships/Awards

CALS offers numerous undergraduate scholarships. In addition to the general College scholarship pool, there are also several scholarships targeted specifically to Forest Science and Recreation Resources Management majors.

All students within the college are encouraged to apply for CALS scholarships. Do not assume that only students with the highest grade point averages are eligible for scholarships. Frequently, scholarship donors place special restrictions on the use of their money which greatly reduces the number of students who can qualify for the scholarship. For example, many scholarships can be awarded only to certain majors or to students from certain geographic locations such as counties or even specific communities. Even if your GPA isn't high, it is in your interest to apply in the event that you qualify on other grounds. Scholarship applications are available in 116 Agriculture Hall. The deadline for completing applications is February 1 in order to qualify for the Fall semester competition.

If you receive a scholarship, it is extremely important that you remember to write a short thank you note to the donor. This is not just a matter of common courtesy; it can also affect the donor's willingness to continue making future contributions to the scholarship program.

DEPARTMENT OF FOREST ECOLOGY AND MANAGEMENT

Organizational Structure

The Department of Forest Ecology and Management is administered by the Chair, Prof. Ray Guries, and an Associate Chair, Prof. Jeffrey Stier.

Many of the issues that arise in administering the department are dealt with collectively at faculty meetings. Faculty meetings are open to students unless they are declared to be "closed" as, for example, when confidential personnel matters are discussed. In addition, the department utilizes a number of committees to conduct business and some of these have provision for student representation. The committee of most direct relevance to undergraduate students is the Curriculum Committee, which is described below.

Undergraduate Participation in Departmental Governance

Faculty Meetings

Undergraduate students have the right to elect two representatives to participate in open faculty meetings. Traditionally, these representatives have been the President and one other officer of the Forestry Club/Student Chapter of the Society of American Foresters.

Curriculum Committee

The Undergraduate Curriculum Committee consists of five members, of which at least four must be faculty who are appointed by the department chair on an annual basis, plus one non-voting undergraduate student representative. The voting members elect the committee chair. The student member provides an important perspective on curricular issues and serves as a vital link between the students and the faculty. Elections for the undergraduate student member are to be conducted by the SAF Student Chapter/Forestry Club (see page 18 for a description of this student organization), and should provide for a regular member and an alternate.

The curriculum committee has responsibility for monitoring, evaluating and making recommendations to the department on the undergraduate curricula, preparing advertising for the undergraduate program, and developing programs for attracting and maintaining minority and disadvantaged students. The committee also considers proposals from faculty for new courses and changes to existing courses, and proposals from students for course substitutions and waivers. The committee treats all matters relating to individual students as confidential.

Grievance/Appeal Procedures

You do have grievance rights if you believe that you have been treated unfairly in an academic or non-academic matter. These rights are spelled out in the College's statement "Achieving Fairness: Grievance Procedures for Students in the College of Agricultural and Life Sciences," which is available from the Office of Academic Student Affairs, Room 116 Agriculture Hall. A fundamental principle underlying all departmental, college and university procedures for grievances is that you should first try to resolve the issue directly with the individual involved. Only if you try that avenue and find it unsuccessful should you proceed to the next higher administrative level with your grievance.

Departmental Policies

Role of the Secretaries

The secretaries provide valuable services to the faculty and students and should be treated with all the respect and courtesy you accord faculty and other staff. Secretaries will not ordinarily provide services to you directly; for example, you should not expect secretaries to take telephone messages for you unless it is an emergency situation, or to type materials or provide mail services for you unless it is connected directly to university business. However, there will be times when you may have a legitimate request related to academic registration, grade submission, student payrolls or to employment in the department. In such instances, you should inquire first with the department administrator in Room 120.

Confidentiality of Student Records and Grades

We adhere to the general university policy regarding the confidentiality of student records and grades, and we expect that you will also. This is especially relevant for those of you who serve as faculty representatives on the Curriculum Committee where matters involving specific students might be discussed.

Telephones

The use of departmental telephones for personal calls is prohibited by university policy. A public pay phone is available in the lobby of Russell Labs for general use. Department telephones may be used in the event of an emergency or if the call is directly related to departmental business; a "local calls only" phone is available in Room 101(Student Lounge) for such use. Please ask a member of the faculty or staff if you have questions about whether your use of a departmental telephone would be appropriate.

Computer Facilities

The Forest Ecology and Management computer laboratory is located in Room A120 Russell Labs. This is a departmental facility which is reserved for use by undergraduate and graduate forestry classes and students, and may also be used by non-forestry students who are enrolled in courses taught by forestry faculty.

During years past, we have experienced several mishaps with the computers, including virus infections and illegal installation of software. To protect our investment in equipment and to make sure that the computer facilities are available for your use, lock-out programs are installed on the computers in Room A120. We try to maintain computer security so that all undergraduate forestry students are authorized, but if you find you cannot log onto a computer, please speak with one of the faculty, or with the department Information Technology specialist in A140 Russell Labs.

To help control costs, we ask that you print all draft documents on the reverse side of used copy paper and use clean sheets only for final copies. Please note also that, while we do permit you to drink beverages in the computer lab, food is not permitted in the lab. We ask that you take special care not to spill liquids in the lab.

Vehicles

Department of Forest Ecology and Management vehicles may only be used for official university business such as research, instruction and administration. Undergraduates may not use this vehicle without the permission of a member of the faculty or the department administrator. It is university policy that all student or volunteer drivers must have a "Student or Volunteer Driver Authorization Form" on file with the university's Office of Risk Management prior to using any university vehicle. If you have a reason to operate a department vehicle, please contact the departmental office to be sure that you have the correct forms on file or to arrange to have them processed.

Drivers must sign out for all trips with the departmental vehicle, recording their name, date(s) of intended use, and general destination and purpose of the trip in the schedule book that is kept in the mailbox in Room 121 Russell Labs. If you travel outside Dane County, you must also complete one of the envelope forms provided with the schedule book. The envelopes should be returned to the department's financial specialist.

The key case for the vehicle contains one or more credit cards. Credit cards should be used only for gas and oil except in emergency circumstances such as a breakdown on the roadway. Charging food or other items to the gas cards is prohibited and you will be forced to reimburse the University for any such costs. Always fill the gas tank if it is less than half full when you return from a trip and enclose any charge slips in the envelope form. Also, be sure to notify a member of the faculty or staff if you notice any needed repairs.

The vehicle is typically parked in Lot 36, the ramp immediately behind Russell Labs. Please be sure to return the vehicle to this lot. Any parking or traffic tickets you might receive while using university vehicles are your responsibility! This includes any parking citations received for use of an unauthorized campus parking lot. The Department of Forest Ecology and Management will NOT pay parking citations.

Photocopying

A smooth functioning central office has frequent need for photocopy services. Under normal circumstances, we prefer that students not use the copy machine in Room 121 Russell Labs. Copy machines are available in Steenbock Library, as well as in numerous other locations across the campus. Access at these locations may actually be better, and the cost per page is lower than what we charge for personal use of the departmental machine by students and faculty.

Some Forest Ecology and Management courses require students to prepare materials, such as briefing papers or overhead slides, for use in class presentations. In such cases, the instructor will arrange for you to use the departmental copy machine and/or materials.

Mail

The department does not maintain mail boxes for undergraduate students and you should not have mail sent in care of the department unless it is connected directly to a class or work assignment. We do provide a mail box for the Forestry Club/SAF Student Chapter in Room 121.

The department will provide stationery and/or postage only for mail that involves official university business, and you should not ask the secretaries to handle personal mail for you. If you have reason to believe that something you are preparing for mailing qualifies as university business, check with a member of the faculty for authorization.

Building/Room Keys and Passes

Except on special occasions, the doors to Russell Labs are locked from about 6:00 pm until 7:00 am weekdays, and all day on weekends. During these times, you may be in the building if you have a valid building pass. If you have a valid reason to be in the building and use the facilities; e.g., you are participating in a faculty-sponsored research project, you may obtain a pass and appropriate keys from the departmental office. A deposit is required for each key that is issued.

Equipment

The department maintains an inventory of forestry field equipment. The equipment is primarily for use in the instructional program, but on occasion is used in connection with research and extension activities. If you need to use equipment for any of these purposes, you should arrange to check it out from Prof. Volker Radeloff. You are expected to return all equipment in a clean condition and in good working order. If equipment is broken or lost, report it immediately to Prof. Radeloff.

Student Lounge/Reading Room

Room 101 in Russell Labs has been set aside as a student lounge and reading room, and normally is available for your use at any time the building is open. The lounge/reading room is not intended as a study hall; for that, we recommend Steenbock Library. You will find the lounge contains several magazines a "local calls only" telephone, and a small refrigerator for short term (lunch) storage. We ask only that you leave the materials provided in the room and that you abide by the rules of common courtesy, such as keeping noise levels under control and cleaning up after yourself.

Use of Tobacco and Alcohol

We adhere to the general university policies regarding the use of tobacco and alcohol. All university buildings and vehicles are designated as smoke-free areas. This includes both student unions, indoor athletic facilities, University Hospital and Clinics and all university housing, as well as areas within 25 feet of entrances to university buildings. The only exceptions are designated hotel rooms in student unions and designated student rooms in university residence halls.

Consumption of alcohol by individuals who are of statutory age is permitted in some university facilities such as the Wisconsin Union. However, with minor exceptions, the consumption or possession of any open container of alcohol beverage is generally prohibited in all university buildings. This policy also applies to most university events, programs, activities and facilities including such activities and locations as the summer camp held at the Kemp Natural Resources Station and the Spring Trip (Forestry 657).

STUDENT ORGANIZATIONS

The campus is host to a large number of student organizations which span a wide range of interests and activities. We cannot describe all organizations available on the campus or even within CALS. While we believe that the organizations listed below are of possible relevance to forestry students, we encourage you to explore others that might be of interest.

Alpha Zeta

Alpha Zeta is a national honorary agricultural and life sciences fraternity open to undergraduate men and women students. Alpha Zeta seeks: a) to foster high standards of scholarship, leadership, character and fellowship, b) to render service to agricultural students and related institutions, and c) to promote the profession of agriculture.

CALS Ambassadors

CALS Ambassadors is a service, educational and social organization. Its purpose is to promote agriculture, life sciences and natural resources, and to serve the college, improve communication skills and enhance leadership qualities. Members serve as representatives of the College of Agricultural and Life Sciences, participating in public relations, recruitment activities, and alumni events. Ambassadors are also involved in visits to high schools, telemarketing, preview days, alumni activities, panel presentations, tours of the CALS campus, staffing exhibits, and various conferences.

Gamma Sigma Delta

Gamma Sigma Delta (GSD) is the honor society of agriculture. Nominations for membership are made by the faculty who believe that you meet the criteria of: a) being of high moral character, b) having been in residency at UW-Madison for at least one academic year before election, c) being in the upper 15% of your graduating class and having a cumulative GPA of at least 3.25 based on a minimum of two semesters of work at UW-Madison, and d) are expected to complete the requirements for graduation in the academic year in which you are being considered for membership.

Society of American Foresters (SAF) Student Chapter/Forestry Club

The SAF is the national professional forestry association. It has about 18,000 members nationally and 400 in Wisconsin. Membership in the Student Chapter is open to students who are preparing for careers in forestry or related natural resource areas. The chapter promotes academic, social and professional interests. Activities include fund raising to support scholarships and the extra costs associated with off-campus field courses, exchanging information on employment and internship opportunities, and arranging for guest speakers and field trips.

Xi Sigma Pi

Xi Sigma Pi is the national forestry honorary society with a membership of about 24,000 individuals. The objectives of the society are to secure and maintain a high standard of scholarship in forest resources management education, to work for the improvement of the forest resources management profession, and to promote a fraternal spirit among those engaged in activities related to forest resources. Membership is open to faculty as well as graduate and undergradu-

ate students. If you are a junior, senior or transfer student with a minimum of 74 credits, rank scholastically in the top 25% of your class or have a 3.0 cumulative GPA, and have completed 10 credits of forestry courses, you may be eligible for membership.

EMPLOYMENT ASSISTANCE

Your Approach to the Job Search

We emphasized earlier under Professional Work Experience how important it is for you to take responsibility for developing experience, skills and contacts that will help you pursue a career. These activities help make you attractive to prospective employers, but we also urge you not to be discouraged if your first job isn't exactly what you want to do for the rest of your career. Remember that most individuals change careers several times during their working life. The importance of flexibility and taking pride in doing a good job with whatever you do is reflected also in the words of Lisa Fraser,² a prominent college student advisor:

The most important thing to remember is that it isn't the career you choose that's important—no decision is irreversible or binding—it's the work ethic and attitude you display that will determine your success.

In our experience, the important things managers look for in their employees include: a) a positive attitude, b) a strong work ethic, c) a commitment to quality, d) a range of technical and communication skills and e) a willingness to learn. These are characteristics that all students can develop, regardless of their academic gifts.

Resume Preparation

The college provides a Disk Resume service for a one-time fee of \$10. This service provides immediate access to an entire electronic resume-building program. Each semester CALS also offers workshops in resume writing and other career services, such as job search strategies. Contact the CALS Office of Academic Affairs (Room 116 Agriculture Hall) for additional information on resume preparation.

Summer Employment/ Internships

The department's web site at www.forest.wisc.edu has a "jobs" page that contains notices and information regarding temporary and permanent employment opportunities. We update this page frequently and expect students to monitor it when they are seeking information about summer jobs and internships. In addition, the CALS Employment Opportunities Bulletin advertises a wide array of jobs in the agriculture and natural resource fields. You can sign up to receive this CALS publication in Room 116 Agriculture Hall. The cost is \$15 for 12 issues. Finally, a number of "free" web sites post notices of summer jobs in natural resources; a good search engine should turn up several.

The federal Office of Personnel Management (OPM) has a web site that you can access through the internet. You should visit OPM's web site at <http://www.usajobs.opm.gov>. It contains daily

²Fraser, Lisa. 1996. *Making Your Mark: The Right Start to College*, 6th Ed. Port Ferry, Ontario: LDF Publication Company.

federal job listings plus some state, local and even private opportunities. You can obtain application packages or apply electronically.

A Final Note

No handbook can be totally comprehensive. We have tried to highlight the issues and topics that we believe will be most useful and important to you during your undergraduate tenure in Forest Ecology and Management. If you encounter situations and/or questions that are not addressed in this handbook, please raise them with your adviser. And if you have suggestions for topics that you would like to see included in this handbook, please pass them along to the Chair, Prof. Ray Guries, or to the Associate Chair, Prof. Jeff Stier.

Appendix A: Professional Work Experience Guidelines

Procedures for Establishing a Professional Work Experience*

1. Meet with your faculty adviser and discuss the proposed work experience in advance to identify specific learning objectives. At this time your adviser might provide some preliminary readings or references relating to the prospective work experience (e.g., habitat classification, GIS, fire science, recreation management, urban street tree surveys, etc.). This initial meeting with your adviser is intended to help you get off to a good start and to begin thinking about some of the management issues you will likely encounter.
2. Together with your adviser and work supervisor, complete the Forestry Work Experience Certification Form.
3. Together with your faculty adviser, determine the appropriate academic term and number of credits of Forestry 299 or 699 for which you should register. The course selected may be taken concurrently with the work experience (in which case you might want to register as Forestry 399-Coordinative Internship), or upon its completion (in which case Forestry 299 or 699 would be appropriate). Select some facet of the work experience that can be treated as a cohesive subject to serve as the focus of your paper. Examples of such subjects might include: (a) the role of habitat classification in implementing ecosystem management on national forests, (b) the relative effectiveness of even-aged versus uneven-aged management in securing regeneration of certain tree species, (c) an evaluation of the effectiveness of prescribed burning in reducing the risk of conflagrations in western conifer forests, (d) alternative strategies for managing recreation activities in high-use recreation areas, or (e) strategies for reducing the impact of tree diseases in urban settings. This list is meant to be illustrative only; you are encouraged to be creative when selecting the subject of your learning experience and report.
4. There is no preset minimum length requirement for the report that will be appropriate for every situation. However, as a guide, a report prepared for a 1-credit independent study course is expected to be at least 10 pages in length and to include at least 10 citations of professional and/or scientific literature. The report should not read like a diary of the work experience or merely an essay on "what you did on your summer vacation." Instead, it should constitute a thorough and compelling treatment of the subject on which you are focusing. Organize the report by topic and have subheadings to clarify the organization of material. At the same time, however, the report should clearly convey your own evaluation of how the "theory" in the reference papers and/or that presented in courses matched up with or contradicted your personal experience. Wherever possible and appropriate, support your arguments and conclusions with your experiences as well as with references from the professional literature. It is this element of synthesis between the "real world" on the one hand, and the classroom and the literature on the other, that will distinguish this report from a regular term paper.
5. Your adviser will have sole responsibility for evaluating your paper and assigning the letter grade. To help you understand what is expected of you, grading criteria are outlined on the following page.

***Note:**

Since CALS has well-developed procedures for and provides assistance with Coordinative Internships, we will not repeat them here. See your faculty adviser or the CALS Internship Program Student Handbook for details. We note only that the criteria for grading the Professional Work Experience paper will also be applied to final reports for Coordinative Internships.

Criteria for Grading the Professional Work Experience Report*

A A typical report in this grade range provides an excellent treatment of the topic and demonstrates effective writing. The page length is met or exceeded and contains more than the minimum number of citations to professional and/or scientific literature. The report is focused and well-organized, and provides evidence of skillful synthesis of material from different sources. There is a clear discussion, with examples, of the reinforcement/contradiction between what is being taught in the class-room and what was observed on the job and/or read about in the literature. Conclusions are developed logically and are strongly supported with evidence. Ideas are expressed in language that is clear and precise, and grammatical errors are minimal. The report contains well-designed graphs, tables and other exhibits where appropriate.

B A typical report in this category provides an above average treatment of the topic and demonstrates above average writing skill. The page length is met or exceeded and contains more than the minimum number of citations to professional and/or scientific literature. The report is focused and well-organized, and provides some evidence of synthesis of material from different sources. There is good discussion, with examples, of the reinforcement/contradiction between what is being taught in the classroom and what was observed on the job and/or read about in the literature. Conclusions are developed logically and are supported with evidence. Ideas are expressed in language that is clear and precise, and grammatical errors are minimal. The report contains well-designed graphs, tables and other exhibits where appropriate.

C A typical report in this category provides a reasonable treatment of the topic and demonstrates average writing skill. The page length is met and contains the minimum number of citations to professional and/or scientific literature. The report often lacks focus or is somewhat disorganized, and/or provides only modest evidence of synthesis of material from different sources. There is little reinforcement/contradiction between what is being taught in the classroom and what was observed on the job and/or read about in the literature. Conclusions are not developed logically or are not supported with evidence. Ideas are expressed in language that is sometimes unclear or imprecise. There are persistent errors in grammar, mechanics, and vocabulary. The report contains graphs, tables and other exhibits where appropriate, but their meaning is not always clear.

D A report in this category is seriously deficient in several aspects. The requirement for page length is not met and/or the minimum number of citations to professional and/or scientific literature is not met. The report is disorganized, provides little evidence of synthesis of material from different sources, and fails to develop a coherent discussion of the topic. There is little or no reinforcement/contradiction between what is being taught in the classroom and what was observed on the job and/or read about in the literature. Conclusions are not developed logically and are not supported with evidence. Ideas are expressed in language that is unclear and imprecise. Severe and persistent errors in grammar, mechanics, and vocabulary hinder meaning. The report contains no graphs, tables or other exhibits even where appropriate, or contains few such exhibits and their meaning is confusing.

F A typical paper in this category is not turned in at all or, if turned in, is illegible, unintelligible or otherwise demonstrates skills far below those expected of university students.

**Note: Criteria will be applied as a cohesive set. Papers with characteristics intermediate between those provided for A and B, and B and C will be assigned the corresponding intermediate grades of AB and BC, respectively.*

Forestry Work Experience Certification Form

The following agreement is made between the cooperating firm or agency, the University of Wisconsin-Madison, Department of Forest Ecology and Management, and the student for the purpose of providing a professional forest resource-related work experience.

Student Name Major/Class

Student Career Objectives

Cooperating Firm/Agency

Address

Name of Field Supervisor Telephone No.

Faculty Adviser

The Department of Forest Ecology and Management enters into this agreement with the parties named above for the purpose of providing the student an opportunity to experience forestry or natural resource management operations. The specific learning objectives for this experience are as follows:

List general learning objective(s):

List specific work-related activities to be provided student (continue on separate sheet if needed):

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

Continues on next page

In addition, student will

a) Study or observe:

b.) Assist in:

Hours expected to work per week _____ for a period of _____ weeks.

From _____ to _____.

It is agreed that the firm/agency will extend an opportunity to the above named student to experience the areas of their operations as stated above. Any payment of wages or other consideration during the work experience will be arranged between the student and the firm/agency providing the experience. The agency agrees to supervise the student during the experience and to complete the evaluation form and return it to the Faculty Adviser upon completion of the experience.

Signatures:

Student _____ Date _____

Campus Address and Tel. No. _____

Field Address _____

Firm/Agency Field Supervisor _____ Date _____

Faculty Adviser _____ Date _____

Student Work Experience Evaluation Form

Student's Name _____

Instructions: Please place a check mark in the column that best rates the student in comparison with persons of similar age and educational preparation. If you cannot evaluate the student for a trait, check the "no opportunity to observe" box.

Rating guide: Below Average—seems to lack the particular trait or demonstrates it less frequently than her/his contemporaries; Average—no better or no worse than her/his contemporaries; Above Average—generally practices or demonstrates the trait at a level above her/his contemporaries; Superior—consistently demonstrates a high degree of achievement in respect to the particular trait. Seldom is exceeded by her/his contemporaries.

Note: Please do not return this form to the student. Send it directly to the Department of Forest Ecology and Management, 120 Russell Labs, 1630 Linden Drive, Madison, WI 53706

Trait	Below Average	Average	Above Average	Superior	No opportunity to observe
Preparation: scholarship, knowledge of field work					
Work performance: persevering, industrious, performs work promptly, independently and thoroughly					
Originality: demonstrates initiative and resourcefulness, uses imagination					
Critical Thinking: critically evaluates facts (or people, policies and situations), uses common sense					
Communications: ability to express herself/himself orally and in writing					
Capacity for Future Development: the potential for personal and professional growth					
Leadership: the capacity to assume responsibility, organize work and harmoniously execute a project with others					
Persuasiveness: the ability to influence the opinions of others					
Adaptability: the ability to evaluate and adapt to new or changing conditions					
Personality: makes a good impression on others, sociable, pleasant					
Personal Conduct: practices good manners, courteous, and considers feelings of others					
Personal Appearance: well-groomed, neat and orderly in dress and appearance					

How well do you know the student: Not at all ___ Slightly ___ Average ___ Fairly well ___ Very well ___

Remarks: Please use the back of the page. *A statement of your opinion of the student's greatest asset, talent or aptitude would be most helpful.*

Name and title

Date

Have you discussed this evaluation with the student?

Yes

No

Appendix B: Grading Criteria for Senior Thesis

A A typical paper in this category provides an excellent treatment of the topic and demonstrates effective writing. It is well documented with citations to professional and/or scientific literature. The paper is focused and well-organized, and provides evidence of skillful synthesis and integration of diverse bodies of knowledge from a variety of sources. Conclusions are developed logically and demonstrate consideration of societal, economic, ethical, scientific, and professional factors. Ideas are expressed in language that is clear and precise, and grammatical errors are minimal. The paper contains appropriate and well-designed graphs, tables and other exhibits.

B A typical paper in this category provides an above average treatment of the topic and demonstrates above average writing skill. It is well documented with citations to professional and/or scientific literature. The paper is focused and well-organized, and provides some evidence of synthesis and integration of diverse bodies of knowledge from a variety of sources. Conclusions are developed logically and demonstrate consideration of societal, economic, ethical, scientific, and professional factors. Ideas are expressed in language that is clear and precise, and grammatical errors are minimal. The paper contains appropriate and well-designed graphs, tables and other exhibits.

C A typical paper in this category provides a competent treatment of the topic and demonstrates average writing skill. It is documented with citations to professional and/or scientific literature, but additional references would have made for a stronger paper. The paper lacks focus or is somewhat disorganized, and provides little evidence of synthesis and integration of diverse bodies of knowledge from a variety of sources. Conclusions are not developed logically and/or demonstrate little consideration of societal, economic, ethical, scientific, and professional factors. Ideas are expressed in language that is sometimes unclear or imprecise. There are persistent errors in grammar, mechanics, and vocabulary. The paper contains appropriate graphs, tables and other exhibits, but they are not well-designed and their meaning is not always clear.

D A typical paper in this category is seriously deficient in several aspects. It contains few citations to professional and/or scientific literature. The paper is disorganized, provides little evidence of synthesis and integration of diverse bodies of knowledge from a variety of sources, and fails to develop a coherent discussion of the topic. Conclusions are not developed logically and/or demonstrate minimal consideration of societal, economic, ethical, scientific, and professional factors. Ideas are expressed in language that is unclear and imprecise. Severe and persistent errors in grammar, mechanics, and vocabulary hinder meaning. The paper contains no graphs, tables or other exhibits, or contains few such exhibits and their meaning is confusing.

F Not an option! You must complete the Senior Thesis with a passing grade in order to be certified for graduation.

Note: Criteria will be applied as a cohesive set. Papers with characteristics intermediate between those provided for A and B, and B and C will be assigned the corresponding intermediate grades of AB and BC, respectively.