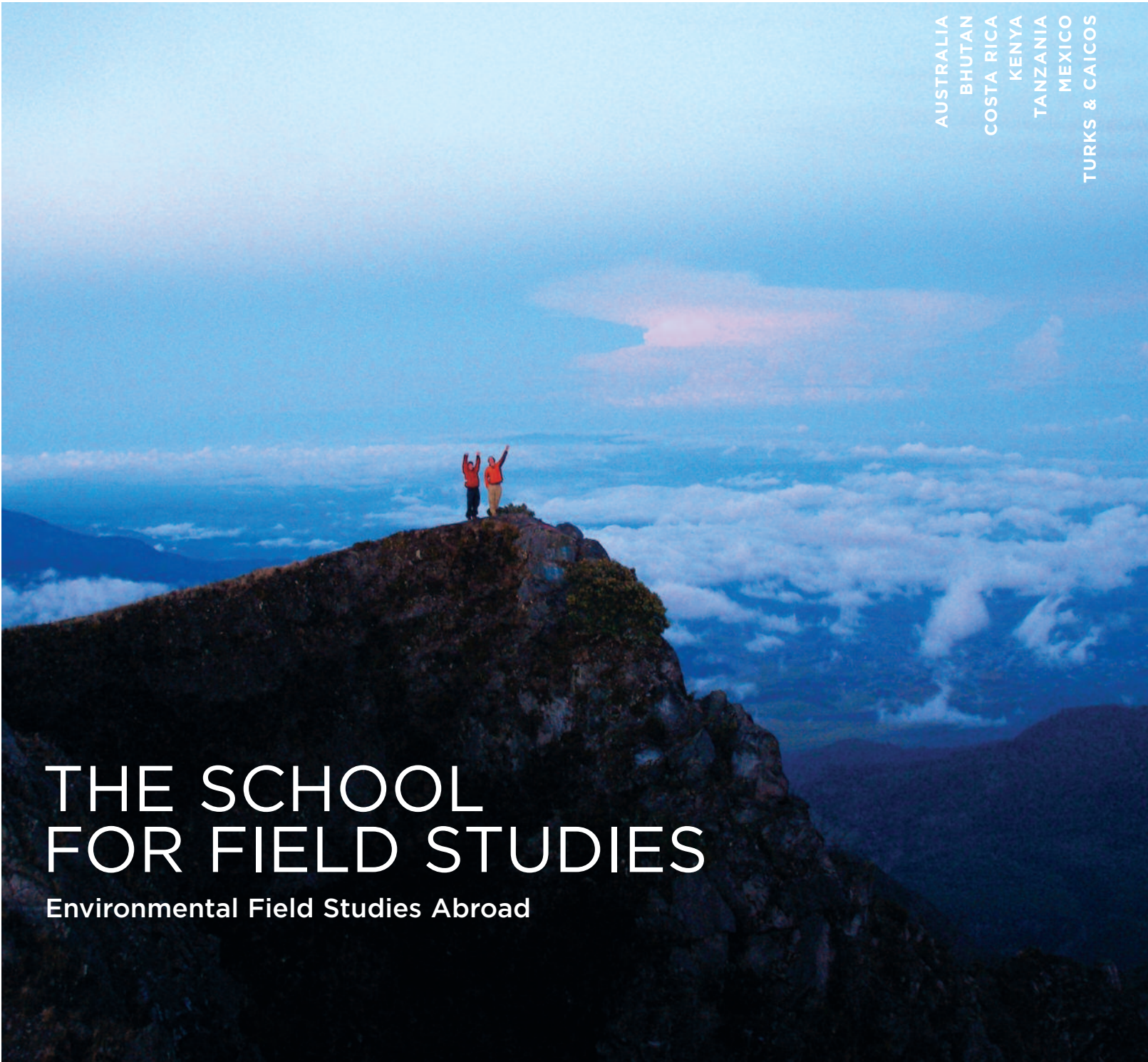


11

SEMESTER & SUMMER PROGRAMS

AUSTRALIA
BHUTAN
COSTA RICA
KENYA
TANZANIA
MEXICO
TURKS & CAICOS

A photograph of two people standing on the peak of a dark, rocky mountain. Below them is a vast expanse of white clouds, and in the distance, more mountain ranges are visible under a blue sky with some light clouds. The scene is captured during the day, with soft lighting.

THE SCHOOL FOR FIELD STUDIES

Environmental Field Studies Abroad

WHERE WE STAND

As crude oil spewed into the Gulf of Mexico in the spring of 2010 and a tarry muck invaded estuaries and beaches along the coast, the former CEO of BP, Tony Hayward, proclaimed, "We will make this right." This slogan, part of a \$50 million public relations campaign, was a tough sell for a crisis without resolution in sight.

The media immediately cast a spotlight on the perceived failure of top leadership to accept responsibility and urgently find a solution. The explosion of the Deep Water Horizon drilling rig, and the subsequent leak, had unfolded into a circus of finger pointing, squandering our collective patience. From giant domes to underwater robots, unsuccessful attempts to engineer a workable solution cast doubt on the preparedness of those in charge. In a Washington Post poll a month and a half after the spill, 69% of Americans negatively rated the federal government's response while BP's response drew even broader criticism.

Frustration toward high-level decision-makers during

the Gulf events called to mind reaction to the global irresolution on display in Copenhagen, Denmark in December 2009. As world leaders assembled to produce a binding international treaty to reduce the emissions that warm our planet, the world tuned in. But instead of forging collaboration on a global crisis, talks ended in contentious political gridlock.

When the public becomes disillusioned with their leaders' inability to solve urgent problems, frustration can lead to desperation, and sometimes conflict. Consider the indigenous people of the Niger Delta, who have borne arms for decades against the corporate and government powers allegedly responsible for annual oil spills in their waters, similar in scope to that of the Gulf.

These examples demonstrate the necessity of proactive and collaborative community-based action to effect positive environmental changes.

In the spring of 2010, the Maasai people of Kimana, Kenya achieved a workable solution to an environmental





crisis that threatened their survival. In the wake of severe drought and the rapidly melting ice fields of Mount Kilimanjaro—a main water source—the Maasai gathered a cross-section of community organizations, including The SFS Center for Wildlife Management Studies, to enact a viable water management plan. Success in this case not only involved three years of comprehensive research and analysis but also accountability and participation at every level of society, from government officials and small business owners to irrigation canal foreman and school administrators.

In 2009, The SFS Center for Coastal Studies in Mexico was chosen to help lead a three-year restoration program for a protected marine reserve, set up as a no-fishing zone by the local Bahía Magdalena fishing community. Heavy fishing has resulted in a significant decrease in the annual catch of lobster and abalone by over 80% since the 1970's. Together with various community organizations, SFS has provided specialized training to cooperative members on underwater techniques to monitor and evaluate the reserve, a first step toward the

sustainable management of fisheries. These local community organizations have also provided SCUBA training to the children of cooperative members, hoping that someday they will be environmentally aware leaders within their own communities or abroad.

In the United States more than 14,000 SFS alumni from all walks of life are active members of their communities, tackling critical, local issues. They add their informed perspectives to discourse on a variety of global, environmental issues from climate change and deforestation to biodiversity loss and the degradation of marine resources.

As we mark the 30th anniversary of SFS, we salute the growing network of individuals and institutions addressing environmental crises that can often be overwhelming in complexity and scope. Those who join SFS in the field understand that in order to thrive within healthy ecosystems, accountability and a sense of environmental stewardship must exist throughout all levels of society.



Program Overview

The School for Field Studies: A Legacy of Environmental Leadership

In the early 1980s, some of our nation's top colleges and universities introduced environmental studies into their curricula, pioneering the notion that effective stewardship of our planet and its limited resources must include not only scientists but also informed and concerned individuals from all walks of life, and in all professions.

In the summer of 1981, we sent our first group of 75 students into the field. Today, with 30 years of education and research behind us, we are widely known as the premiere environmental study abroad program. Through our network of field stations, students have learned how to collaborate with local community partners to address critical environmental problems and create long-term solutions.

Who Studies with SFS?

SFS is not just for biology majors. We encourage students from many disciplines—environmental science, biology, liberal arts, economics, pre-vet and pre-med, engineers, business administration, communications, and many others to join our programs around the world. We welcome a diverse student body and promote an atmosphere open to different cultures and perspectives. Students come to us with a broad spectrum of backgrounds and experiences.

Educational Approach

Our interdisciplinary approach to education is designed so that students learn through experience. In our case-based learning approach students explore and evaluate local situations, and through classroom activities, field exercises and directed field research projects they learn the value of collaborating with peers and the local community to develop practical, workable solutions to environmental problems. They are also given the opportunity to participate in another culture and learn field research skills by working side-by-side with an international faculty and staff.

Semester Program Structure

Semester programs run for approximately 95 days, including a 5-day midterm break. We compress a 16-week semester into 14 weeks, so be prepared for a very intensive but rewarding learning experience! Every semester program includes three topical courses—ecology, resource management, socioeconomics, and on some programs, a culture and language course—delivered through classroom and field lectures and exercises, group projects, and other activities; and the Directed Research course, including field research, data analysis, write-up and presentation. Students are enrolled in all four courses at four credits each. Academic activities occur six days a week with at least part of one weekday devoted to a community service activity.

Objectives of the SFS Academic Program

Our semester programs help students identify and analyze local environmental issues, explore options for solving problems, and understand the decision-making process for taking action. The three topical courses prepare students for the Directed Research projects in the field by providing the conceptual foundations and building technical field and analytical skills critical for field research. Research plans are designed in partnership with local stakeholders. Our Five Year Research Plans lay out a road map of environmental challenges and research priorities, defining program curricula. Students help achieve SFS research goals by conducting first-rate field research on topics defined in the plan and projects designed by the faculty.

Admission

SFS has rolling admissions year-round, and completed applications are considered on a first-come, first-served basis. Programs fill quickly, so we encourage you to submit your completed application early to ensure admission into the program of your choice. For details on how to apply, please refer to page 26. You can now apply on-line from our Web site: www.fieldstudies.org.

Curriculum and Credit

Most students from SFS Affiliate and Consortium schools receive credit directly from their home institutions. All other students are registered at and receive credit from Boston University, which accredits our programs. See page 28 for details.

Field Skills Taught in Our Programs

Students will learn a suite of skills and analytical techniques useful for both natural and social science field research. Potential field methods include species identification, animal behavior observations, habitat assessment and mapping, water quality assessment, ecological restoration techniques, and animal and plant population sampling techniques, all in a variety of ecosystems, including forests, coral reefs, and savannah. Both quantitative and qualitative social science field research methods will be used, including structured questionnaires, informal interviews and participant observation for social network analysis, cost-benefit studies, and ethnography. Descriptive and inferential statistics are used in data analysis and hypothesis testing.

Summer Courses

Summer students gain four credits in four intense weeks of field study except in our Bhutan course, which carries 6 credits. Our summer programs include lectures, field exercises, research, and field trips.

Financial Aid

Approximately one-third of our students receive SFS financial aid in the form of scholarships and loans. All SFS aid is need-based. If you need financial assistance, please submit an SFS financial aid application (available on our Web site: www.fieldstudies.org) as soon as possible. You should consult with your home school to determine whether you may use your institutional and federal financial aid. Additionally, you may be able to receive additional funding from your home institution. You must apply early to be considered for SFS financial aid. For details regarding financial aid and program costs, please refer to page 27.

Language Preparation

All SFS courses are taught in English. However, your interaction with the local community will be greatly enhanced if you have local language conversation skills. Costa Rica, Mexico and Kenya semester students will receive two additional credits (20 contact hours of language instruction; 20 hours of lecture, field, and community activities) for our culture and language courses. You will need to have completed at least one semester of college-level Spanish in order to participate in our Costa Rica semester program.

Faculty Profiles

KENYA + TANZANIA

Center for Wildlife Management Studies

MOSES MAKONJIO OKELLO, CENTER DIRECTOR

Ph.D., Wildlife Ecology and Management, University of Alberta (Canada)

JOHN WARUI KIRINGE, ASSOCIATE PROFESSOR IN WILDLIFE ECOLOGY, KENYA

Ph.D., Wildlife Ecology and Conservation Biology, University of Leicester (UK)

SALATON TOME, LECTURER IN ENVIRONMENTAL POLICY, KENYA

M.Phil., Environmental Studies and Human Ecology, Moi University (Kenya)

SHEM MWASI, LECTURER IN WILDLIFE MANAGEMENT, KENYA

Ph.D., Ecology and Resource Conservation, Wageningen University (The Netherlands)

JOHN MWAMHANGA, LECTURER IN ENVIRONMENTAL POLICY, TANZANIA

M.Sc., Community Economics Development, Southern New Hampshire University (USA)

EMMANUEL GERETA, LECTURER IN WILDLIFE ECOLOGY, TANZANIA

Ph.D., Norwegian University of Science and Technology (Norway)

TBA, LECTURER IN WILDLIFE MANAGEMENT, TANZANIA

AUSTRALIA

Center for Rainforest Studies

MONI CARLISLE, CENTER DIRECTOR

M.A., Environment, Development and Public Policy, University of Sussex (UK)

TIMOTHY CURRAN, ASSOCIATE PROFESSOR IN FOREST MANAGEMENT

Ph.D., Plant Ecology, The University of New England (Australia)

SIGRID HEISE-PAVLOV, LECTURER IN RAINFOREST ECOLOGY

Dr. rer. nat., Terrestrial Ecology, Martin Luther University (Germany)

ROHAN WILSON, LECTURER IN ENVIRONMENTAL POLICY

Ph.D., Ecology, Australian National University (Australia)

COSTA RICA

Center for Sustainable Development Studies

GERARDO AVALOS, CENTER DIRECTOR

Ph.D., Biology, University of Missouri, St. Louis (USA)

EDGARDO ARÉVALO, LECTURER IN TROPICAL ECOLOGY

Ph.D., Ecology, University of Lausanne, (Switzerland)

ACHIM HÄGER, LECTURER IN RESOURCE MANAGEMENT

Ph.D., Forest Sciences, University of Göttingen (Germany)

SERGIO MOLINA, LECTURER IN ENVIRONMENTAL POLICY

Ph.D., Natural Resources Science and Management, University of Minnesota (USA)

MEXICO

Center for Coastal Studies

GUSTAVO HINOJOSA, CENTER DIRECTOR

Ph.D., Marine Ecology, Queen's University of Belfast (Northern Ireland)

VERÓNICA CASTAÑEDA, LECTURER IN RESOURCE MANAGEMENT

Ph.D., Marine Biology, Northwestern Center for Biological Research (CIBNOR) (Mexico)

EDUARDO NAJERA, LECTURER IN COASTAL ECOLOGY

Ph.D., Natural Resource Management and Conservation Ecology, Auckland University of Technology (New Zealand)

ANDREW SCHNELLER, LECTURER IN ENVIRONMENTAL POLICY

Ph.D., Environmental Education, University of Arizona (USA)

TURKS & CAICOS ISLANDS

Center for Marine Resource Studies

JOHN A. B. CLAYDON, CENTER DIRECTOR

Ph.D., Marine Biology, James Cook University (Australia)

EVA TOTH, LECTURER IN RESOURCE MANAGEMENT

Ph.D., Ecology and Evolutionary Biology, Rice University (USA)

ANNEMARIE KRAMER, LECTURER IN MARINE ECOLOGY

Ph.D., Zoology, University of Salzburg (Austria)

PETE PARKER, LECTURER IN ENVIRONMENTAL POLICY

Ph.D., Natural Resource Recreation and Tourism, University of Florida (USA)



Safety is a Priority

Any educational experience, whether attending a college or university in the United States or studying abroad, carries with it inherent risks. These could include injury, illness, or even death.

SFS continually strives to create an outstanding safety strategy. We begin by surveying the hazard landscape based on where we operate and the activities in which we engage our students. We have in-house expertise with a full-time Safety Director, Safety Coordinator, and a Student Life Coordinator, whose primary responsibilities are to oversee the SFS Safety Program. We are one of the few study abroad organizations to provide all of our field staff with emergency medical training (minimally a 36 hour Wilderness Advanced First Aid course). Also, each Center has a Student Affairs Manager (SAM) whose primary responsibility is program safety, which includes oversight of all SFS safety systems, educating the students in risk management, facilitating the student community, and providing support for each student. Each SAM is required to have a current certification as a Wilderness First Responder (72 hours of medical training). We have Risk Assessment Management Plans in order to anticipate and prevent incidents. We have contingency plans in place to respond to incidents should they occur. We have excellent communications and information acquisition systems, including a satellite phone at each of our Centers and 24/7 phone coverage for the field. We conduct regular internal safety reviews. Besides our training requirements and staffed positions, we also have a Safety Advisory Group comprised of experienced professionals with medical, international, and risk management expertise.

Highlights to the SFS Approach to Program Safety and Risk Management:

- Safety Director: full-time professional focusing on systems creation, training and consulting.
- Safety Coordinator: full-time professional focusing on the day to day coverage of the field.
- Student Life Coordinator: full-time professional focusing on facilitating student life in the field.
- Student Affairs Manager (SAM): each field station's SAM is responsible for promoting safety in our programs through the ongoing presentation of a risk management and judgement curriculum. This includes an overview of all local risks and the review of a number of case studies. Part of their goal is to foster intercultural competence to assist our students in their navigation of an unfamiliar environment. The SAM also serves as the primary on-site medical person.
- Excellent information acquisition.
- Excellent communications systems including satellite phones at each Center.
- 24/7 phone coverage support for the field.
- Training: all field staff are provided with a Wilderness Advanced First Aid course (36 hours of emergency medicine); SAMs are required to have a minimum of a 72 hours Wilderness First Responder.
- Safety Advisory Committee: comprised of experienced professionals with medical, international, and outdoor program expertise.



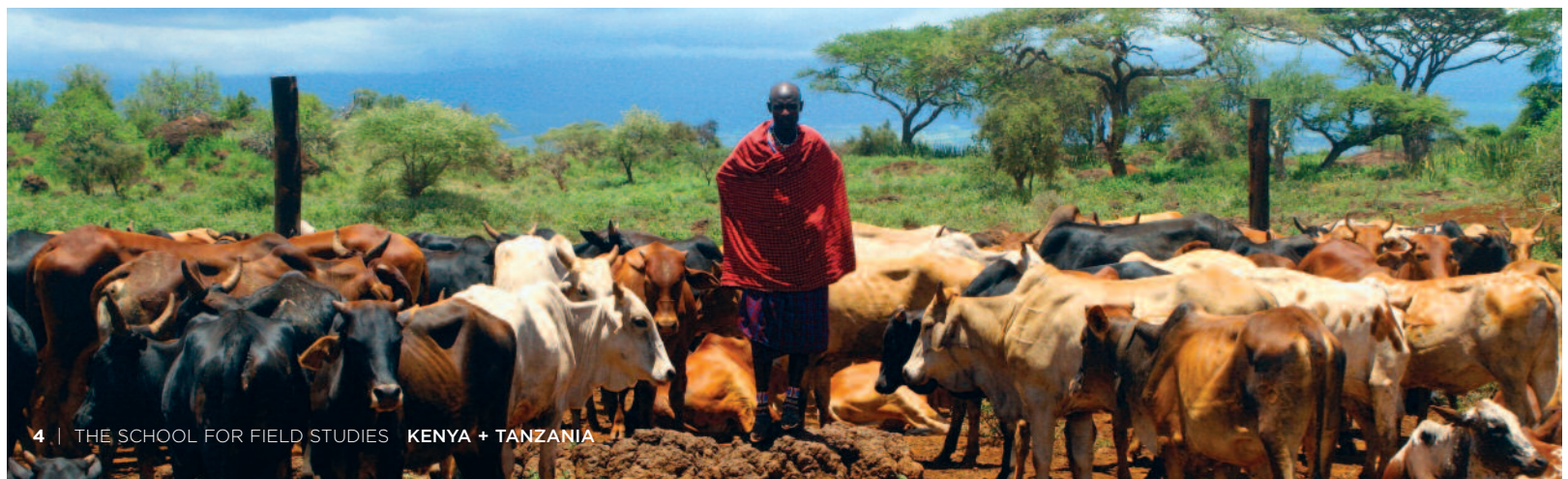
KENYA + TANZANIA

EAST AFRICA

SEMESTER PROGRAM DATES

Spring 2011: January 31 – May 5

Fall 2011: September 5 – December 8



Wildlife Management Studies

Current conservation and rural development practices on the Maasai steppe – in the southwestern region of Kenya and northern Tanzania – are influenced by shifting land-use patterns and socio-economic changes occurring in the Maasai and other human populations. The traditional nomadic, pastoral lifestyle of the Maasai has helped to maintain the integrity of open grasslands, serving as a critical migration corridor between Kenya's and Tanzania's national parks and community wildlife sanctuaries for wide ranging wildlife species such as elephant, giraffe, and zebra. That traditional lifestyle is dramatically changing to a more sedentary agro-pastoral one in both countries. Permanent homesteads, land sub-division, and extensive agriculture exerts more pressure on the region's natural resources, including water, productive grasslands, and wildlife. The competition for scarce resources has ecological, social and economic costs, including fragmentation of critical wildlife dispersal areas, breakdown in land administration, disparities in land ownership, and human-wildlife conflict. Even in protected areas, negative impacts of habitat restriction, tourism, administrative decisions, and poaching are endangering biodiversity.

We strive to understand the socio-economic, political, and environmental drivers and implications of land reform for wildlife conservation and rural livelihood in these changing landscapes in Kenya and Tanzania. Students will evaluate and promote the management of wildlife dispersal areas, productive grazing lands, reliable water points, and safe homesteads to help wildlife survive and the Maasai and their neighbors to meet current and future livelihood needs.



THE SFS CENTER FOR WILDLIFE MANAGEMENT STUDIES

The Center for Wildlife Management Studies operates in two locations, one in southwestern Kenya near Amboseli National Park, and one in Tanzania, neighboring Lake Manyara National Park.

In Kenya, SFS students live at our Kilimanjaro Bush Camp (KBC) in the remote foothills of Mount Kilimanjaro, near the town of Kimana. KBC is an excellent site for examining land use and conservation issues in and around nearby national parks. The camp is nestled within a lush zone of yellow acacia trees with clear undergrowth giving a perfect view of the magnificent vegetation mosaic. Students sleep in thatched-roof *bandas*, with a main building, or *chumba*, which houses a dining room, kitchen, and a classroom.

While camped at our field station in Tanzania, students will live in the Manyara area, about ten minutes drive from Lake Manyara National Park and a half hour from the famous Ngorongoro National Park. This wonderfully scenic area, world-renowned for its beauty, geography, history and wildlife, is perched on an escarpment overlooking the Rift valley and the Ngorongoro Hills, with plenty of hiking trails to enjoy.



Kenya + Tanzania Program Description

OUR RESEARCH

Northern Tanzania and southern Kenya, home to world famous national parks such as Amboseli, Tsavo, Tarangire, Lake Manyara, Kilimanjaro, Arusha, Serengeti, and the Ngorongoro conservation area, offer a tightly packed hub of wildlife conservation. This extremely scenic area, which is the center of tourism in East Africa, has been the home of the Maasai people for centuries. The two regions share some bio-physical characteristics and cultural elements, but subtle and distinct differences in conservation and development policy, soil and vegetation composition, water resource availability, and culture provide an opportunity for comparing and contrasting wildlife management studies between these two regions. In this two-country program, students will compare and contrast the socio-economic, policy, and environmental drivers and implications of demographic change, land reform, and wildlife populations for wildlife conservation and rural livelihood.

Despite the seeming negative trends on availability and quality of habitat and resources for wildlife and livestock on the Maasai steppe, there

are many opportunities for effective conservation, natural resource management, and rural development. The diverse habitat surrounding the SFS camps is used by wildlife as migration corridors among protected areas. The Maasai, and now other settlers, depend on this same area as a communal grazing zone for livestock and for growing food. As a result, they often face economic hardship due to crop damage from migrating wildlife, loss of livestock, and resource depletion. Pollution and climate change also threaten the already strained water supply and the health of numerous species of birds and animals. Thus, the Center research is framed by the needs of both human communities and dispersing and migrating wildlife in the region. Our curriculum and research agenda focus on determining how changes in land use and resource availability in the Maasai steppe ecosystems can be managed in such a way as to foster the well-being of local communities whilst safeguarding and promoting biodiversity conservation.

Through classroom and field activities, students will contrast the conservation issues in the Tarangire-Manyara ecosystem of northern Tanzania with those in the Amboseli-Tsavo ecosystem in Kenya, just north of Mount Kilimanjaro. In this two-country program, students will begin their study at one field station, gaining general knowledge about the wildlife in the region, the pastoralist lifestyle, and principles of wildlife management. Just shy of the half-way point in the semester, students will travel overland to the other field station to apply the foundational knowledge of wildlife management to delve into the specific issues in that region. They will conduct the Directed Research in the final month of the program at the second field site. Students will visit multiple protected areas and group ranches at both sites.

Field Research, Lectures, Exercises, and Skills Development

Field expeditions might include:

- Manyatta: rare opportunity to glimpse Maasai culture, including rural settlements not usually visited by tourists. Musical ceremonies, demonstrations in fire-making, dances by Maasai morans (warriors), and lessons in spear throwing.
- Amboseli and Tsavo National Parks: multi-day excursions illustrating the management implications of high concentrations of animals in a confined area. The impact of the elephants, whose trumpeting punctuates the night, are clearly visible by daylight.
- Lake Manyara National Park: Large mammal identification, baboon ecology, threats to wetlands from tourism, land use changes and local resource uses.
- Tarangire National Park: Multiple day excursions on animal counting, wildlife management, lion ecology and behavior, conservation models and preservation of corridors.
- Ngorongoro Conservation Area: A day trip to learn integrated management, inclusion of indigenous communities in management, large mammal ecology, animal identification and the role of vulcanicity in species diversity.

COURSES

Semester students are registered in five academic courses accredited through Boston University:

Course No.	Name	Credits
BI/EE(NS) 371	Techniques in Wildlife Management	04
BI/EE(NS) 372	Wildlife Ecology	04
EE(SS) 302	Environmental Policy and Socioeconomic Values	04
EE 491 or 492	Directed Research	04
LE 205E	Introduction to Swahili Language and East African Tribal Communities*	02



- Serengeti National Park: Multi-day field expedition to learn about human-wildlife conflicts, large mammal ecology, large mammal diseases, large mammal migrations.
- Sample of field research skills development: habitat assessment and mapping, species identification, research design, data collection, valuation methods, census of populations, GIS, transect and patch sampling, animal behavior observations, geology and soil identification.

Student Directed Research Project Examples

- Economic analysis and socio-cultural ramifications of cultural manyattas adjacent to protected areas.
- The role of privately owned conservation areas in Maasai group ranches as nuclear areas for potential wildlife dispersal and migration routes within the Amboseli Ecosystem in Kenya.
- Range condition, trend and productivity in the Maasai group ranches of the Amboseli region of Kenya.
- Impact of humans and large mammals such as elephants on plant communities in group ranches and implications of these on wildlife conservation and human livelihoods.
- Subdivision of the Maasai group ranches and their implication on land-use and wildlife conservation.
- Tourism impact in national parks and local investments.
- Baboon ecology.
- Large mammal density and diversity.
- Role of communities in conservation.
- Wildlife dispersal and corridor use.

Student Research Contributions

- Collaboration between SFS and Kimana Group Ranch members on a project funded by the European Union through the Community Development Trust Fund entitled Kimana Community Water Resource Conservation. The main objective of the project is to enhance water use and management of water catchment areas while improving local livelihoods.
- Collaboration of SFS, KWS and tourism investors in the ecosystem for encouragement of wise tourism practices that conserves biodiversity and benefits local communities.
- Collaboration of SFS with Tanzania National Parks Authority and Ngorongoro National Park.
- Collaboration of SFS with District Councils of Monduli and Karatu in Tanzania.

Get Involved with the Local Community

- Presentations of research findings to community stakeholders.
- Visits to local markets and a neighboring boma (Maasai homestead) for traditional Maasai celebrations, a lecture on culture and artifacts, jewelry making with Maasai mamas, conducting interviews for research work.
- Visit to Iraqw community in Karatu, Tanzania.
- Community service work in local schools, hospitals, orphanages, and with a local women's group.
- Visits to an elephant orphanage and a giraffe center.

*Introduction to Swahili Language and East African Tribal Communities (LE 205E)

offers listening, oral, and written practice of Swahili at the beginner level of proficiency. This training will enhance student communications with Maasai, and increase the immersion experience. The socio-cultural module helps students develop a more refined understanding of East African tribal culture and our community partners.



SFS AT WORK

In Maasailand, indigenous trees are being cut down for agricultural development and the harvesting of charcoal. This deforestation, in combination with a long drought, has resulted in widespread soil erosion, habitat loss, and a negative impact on the health of humans, livestock, and wildlife. Soil degradation threatens the water supply and dust bowls are causing respiratory and vision complications.

To counter this disturbing trend, our faculty and students are planting trees in partnership with local elementary schools and community members. Local conservation organizations grow saplings of indigenous species like Acacia and Balanites in nurseries and sell them to SFS for the reforestation effort. Plantings have taken place in degraded sites in Kimana, Mbirikani, and Kuku Group Ranch, as well as along major rivers such as the Noltresh and Kikarangot.

Tree plantings, in conjunction with student research, have increased awareness in the region on the important role of trees in maintaining a healthy environment. Many communities have begun to speak openly against tree destruction. These shifting attitudes will hopefully lay the groundwork for future reforestation and conservation projects.



COSTA RICA

ATENAS

SEMESTER PROGRAM DATES

Spring 2011: January 31 – May 5

Fall 2011: September 5 – December 8



Sustainable Development Studies

ENVIRONMENTAL ISSUES

Costa Rica is internationally recognized for its efforts to ensure biodiversity conservation and protect natural resources. The country supports more than 5% of the world's biodiversity and boasts 230 protected areas (about 26% of the country). The cloud forests, rainforests, volcanoes, and the mountain tops shelter as many as 9,000 plant species, including at least 1,500 species of orchids alone. More than 1,000 species of butterflies and 883 bird species, such as quetzals, toucans, hummingbirds, and scarlet macaws are found throughout Costa Rica's various tropical ecosystems. The magnificent beaches bordering both coasts are among the world's largest known nesting sites for sea turtles. The country, however, has experienced significant resource degradation linked to population growth, industry, and development – all of which threaten this tropical paradise.

While Costa Rica's recent transition from an agriculture-based to a service economy presents opportunities that could benefit the whole country, it also implies emerging threats to biodiversity and the well-being of the human population. Climate change and the infrastructural development for productive and recreational activities present some of the most critical challenges facing the country. The re-organization of land-use practices is an urgent imperative as the rapid conversion of rural agricultural landscapes into urban areas, the consequent loss and fragmentation of forests, inappropriate waste disposal, and the increased demand for water and other natural resources provoke future social conflict and environmental degradation.



THE SFS CENTER FOR SUSTAINABLE DEVELOPMENT STUDIES

The Center is located within a small mango and orange farm on a hillside with spectacular views overlooking the fertile Central Valley. Facilities include a central administration building, an outdoor classroom, an organic garden and greenhouse with hydroponics, a patio, and a swimming pool. Students live in a dormitory (up to four to a room). There is a classroom, small laboratory, and a computer room with Internet access. Our campus is part of the small neighborhood of La Presa/Los Angeles. The friendly town of Atenas is only three miles from campus while Costa Rica's tropical forests, beaches, mountains, and volcanoes are within a day's travel.



Costa Rica Program Description

OUR RESEARCH

Costa Rica is currently undergoing a period of rapid economic and social change. As this resource-rich, wonderfully bio-diverse country continues along a path of rapid development, it is increasingly influenced by global policy such as the Central American Free Trade Agreement (CAFTA) and foreign markets. Costa Rica's economy has shifted from one based chiefly on agriculture to one driven by services, such as ecotourism, and industrial exports. At the same time, rapid rural-to-urban conversion is straining natural resources in ecologically fragile areas. The country is at a critical juncture as resource management decisions are being made in an effort to keep pace with competitive global markets. Our goal is to study different development and resource management models that protect the biodiversity of Costa Rica's ecosystems while promoting socioeconomic benefits for its people.

Students will examine the effects of globalization on classic development issues such as agriculture, biodiversity protection, economic development,

urban sprawl, population growth, waste management, and water resources. This program will focus on evaluating the success of Costa Rica's world-renowned land and biodiversity management systems and developing alternative strategies for economic development and biodiversity conservation, such as land-use planning, organic agriculture, and conservation outside of protected areas. Visits to cloud forests, dry forests, volcanoes, lowland rainforests, and plantations offer opportunities to examine management schemes, identify the benefits of protected areas, and determine which systems offer the best option for economic development, the maintenance of cultural norms, and the preservation of biodiversity. Understanding the forces driving Costa Rica's policies as well as those driving ecological changes will be key as students analyze potential solutions for Costa Rica and the Central American region.

Field Research, Lectures, Exercises, and Skills Development

- Nicaragua: An extended field expedition to compare and contrast development and resource use issues between the two countries.
- Camping trips to explore rare and threatened tropical dry forest ecosystems in the national parks of the Guanacaste Province to study one of the most sustainable management models for protected areas in Latin America.
- Visit National Parks to investigate people and relations and the pressures of ecotourism on small gateway communities. Learn about cloud forest ecology.
- Learn about bioindicators of ecosystem health and rainforest ecology.
- Develop management policies by continuing our long-term bird monitoring programs and analyzing the impact of the road as a barrier and source of mortality for the fauna in Carara and Santa Rosa National Parks.
- Participate in research projects using surveys, interviews, and other investigative methods to better understand people's perceptions about their surrounding environment. Learn the pros and cons of social science research design and techniques.
- Visit Monteverde Cloud Forest Reserve, a famous private reserve in Latin America initiated by donations, and examine the impacts of heavy visitation.
- Develop field research skills in ecological sampling for plants, birds and invertebrates; rapid rural appraisal; habitat assessment and mapping; species identification; infrastructure assessment in protected areas; and survey and interview techniques.

COURSES

Semester students are registered in five academic courses accredited through Boston University:

Course No.	Name	Credits
EE(NS) 377	Tropical Ecology and Sustainable Development	04
EE(SS) 303	Economic & Ethical Issues in Sustainable Development	04
EE(NS) 374	Principles of Resource Management	04
EE 491 or 492	Directed Research	04
(LS) 205E	Language, Culture, and Society of Costa Rica*	02



Student Directed Research Project Examples

- Management practices of Carara National Park in response to increased tourism.
- Evaluation of the socioeconomic benefits of Costa Rica's national parks for neighboring communities.
- Impact of road traffic noise on the avifauna of national parks.
- Evaluation of ecosystem services, such as biodiversity conservation and carbon sequestration, in agroforestry systems.
- Assessment of public perceptions on the problems and solutions associated with environmental impacts resulting from climate change, urbanization, or management of solid wastes.

Costa Rica Program Prerequisites

Applicants for the semester program in Costa Rica must be at least 18 years of age, in good academic standing and must have completed a college-level course in Spanish, as well as ecology or environmental studies, and are encouraged to have taken coursework in international development, economics, or anthropology prior to participation.

Language, Culture and Society of Costa Rica

(LS) 205E offers listening, oral, and written practice of Spanish at beginner, intermediate, and advanced levels of proficiency. Written grammar and vocabulary exercises help students develop Spanish language skills and tools required for their coursework and research projects. The socio-culture module helps students develop a more refined understanding of Costa Rican culture.

Student Research Contributions

- Completion of the Management Plan of the Cerro Atenas Protected Zone: evaluation of the ecological status of freshwater springs.
- Evaluation of the impact of invasive species on plant diversity at the Municipal Forest of Atenas.

Get Involved with the Local Community

Conversations and collaborations with local residents, small business owners, and farmers to better understand their perspectives and needs provide the framework for SFS research plans.

Activities might include:

- Monitoring and maintaining trail infrastructure at the Municipal Forest integrating local schools and conservation organizations.
- Long-term community projects: U.S. culture and English taught in the elementary school, environmental education at the Municipal Forest, and recycling projects.
- Establishment of nurseries of native tree species, and reforestation projects with local conservation organizations.
- Soccer games, community festivals, and short homestays.



SFS AT WORK

Costa Rica is a leader in biodiversity conservation through habitat protection in its extensive system of national parks and protected areas. Fully one-quarter of the country has been designated as protected land, making it an attractive destination for ecotourists.

Carara National Park is located in the central pacific region 60 miles from San José. It was established in 1978, and it is particularly popular due to ease of access and a high biodiversity. Projections indicate that by 2015, there will be up to 35,000 more tourists visiting this park.

Our faculty and students work with the officials of Carara National Park to create and update visitor management plans that will mitigate negative environmental effects of this increasing visitation. Together we initiated a long-term bird monitoring program to examine the distribution and abundance of bird species, identifying those that could serve as indicators of habitat quality and those that may be of special interest to visitors. In addition, we have been investigating the impact of noise generated by road traffic on local birds. Due to their reliance on vocalization for communication, birds may be particularly affected by the volume of road traffic.



MEXICO

BAHÍA MAGDALENA

SEMESTER PROGRAM DATES

Spring 2011: January 31 – May 5

Fall 2011: September 5 – December 8



Conserving Marine Resources & Coastal Ecosystems

ENVIRONMENTAL ISSUES

Bahía Magdalena, on the southern tip of the Baja peninsula, is considered one of the most productive coastal lagoons on the Pacific coast of Mexico. Due to its high productivity and amazing biodiversity, the World Wildlife Fund has ranked Bahía Magdalena as one of the nine most important coastal habitats needing protection in all of Mexico. It is one of the world's most important habitats for California gray whales and several species of endangered sea turtles. Extensive sea grass beds and mangrove stands, intertidal sand and mudflats, barrier islands, and large rocky shore areas make for outstanding richness of biodiversity. The area is home to pods of bottlenose dolphins and large groups of sea lions. Over 100 species of migratory and resident birds use the Bay at various times of the year. Given its complexity, Bahía Magdalena is also a delicately balanced ecosystem, sensitive to anthropogenic pressures, including over-fishing and climate change.

This coastal lagoon is suffering the same fate as most coastal and marine environments the world over: declining fisheries and habitat degradation. Local inhabitants have noticed that once abundant fisheries such as lobster and abalone, and sea turtles, have decreased drastically, creating a negative effect on local livelihoods. Drivers of these problems include overexploitation of resources, pollution, and urban development. The Bahía Magdalena region has undergone development as a tourist and retirement destination for people around the world. On the one hand, this development provides incentive to protect the attractive and productive ecosystems of the Bay. The result, however, is overexploitation of Bay resources and degradation of natural habitat. Students investigate real challenges in conservation and natural resource management, and provide the local community with valuable information for achieving goals of biodiversity conservation and sustainable development.



THE SFS CENTER FOR COASTAL STUDIES

The Center looks out over beautiful Bahía Magdalena and lies on the outskirts of the fishing community of Puerto San Carlos on the west coast of the Baja peninsula. Bahía Magdalena stretches for 124 miles along the coast with spectacular sunsets draping the mountains of the off-shore islands in orange and purple shadows. Students share four-person cabins. Additional facilities include a computer room, lounge, classroom, laboratory, kitchen, dining and study areas, a bath/shower house, and faculty housing.



Mexico Program Description

OUR RESEARCH

Our research is focused on promoting sustainable development and use of resources in Bahía Magdalena through biodiversity conservation and natural resource management. Students engage in research on habitats, species and economic development opportunities, with the goal of defining management priorities and development management plans for habitats, key species, and fisheries.

Our unique location on the Pacific coast allows students in the spring semester to work directly on gray whale conservation. Other marine mammals such as dolphins and sea lions are studied year round to understand their population dynamics and interactions with fisheries. Intensive research is carried out on sea turtles all year long. Sea turtles have economic, cultural, and ecological importance in the region. Despite strong regulations against their exploitation, green turtles are still frequently poached for their meat, and many become tangled in fishing lines and nets. A complex interaction of social and cultural factors, lack of protected areas

and sanctuaries, inadequate enforcement of existing regulations, and economic hardship in local communities has led to the continued exploitation and the rapid decline of sea turtle populations throughout Mexico.

Students gather data on the condition of Bay habitats that are critical to marine mammals, fisheries and the turtles' lifecycle, monitor the demographic and behavioral characteristics of turtle populations, and gain more insight into the role of the turtle in the social, cultural, and economic lifestyle of the local community. Student research, in partnership with the local community, conservation groups and governmental agencies, is contributing to the development of a conservation and management plan for sea turtles.

Field Research, Lectures, Exercises, and Skills Development

- Magdalena Island: learn about the fascinating culture of a small, communal fishing cooperative, as well as to gather information on marine mammals and sea turtle mortality rates.
- Intertidal zone: Isla Magdalena to illustrate the incredible diversity of local marine life.
- Camping trips to explore the area's rich biodiversity, stark dunes, and pristine white beaches, day trips to various reefs, deserts, oases, and mangroves.
- Travel to different Marine Protected Areas in the south of the Baja Peninsula.
- Interact with researchers and conservation groups in the region (conservation in action).
- Collecting GIS data for projects that in turn will help the local government and community to design community-supported conservation areas.
- Visits to three different natural protected areas in the state of Baja California Sur to compare and contrast management approaches and economic opportunities.
- Mangrove restoration.
- Field research skills: population sampling, research design, data collection, habitat assessment and mapping, stock evaluation methods, photographic ID of whales, diversity assessments, species identification, environmental exercises.
- Development of qualitative research skills through primary and secondary research that includes: observations, interviews, discussions, analysis of trace evidence, and questionnaires.
- Basic and intermediate Spanish skills developed in our Spanish classes.

COURSES

Semester students are registered in five academic courses accredited through Boston University:

Course No.	Name	Credits
BI/EE(NS) 379	Coastal Ecology	04
EE(NS) 374	Principles of Resource Management	04
EE(SS) 303	Economic & Ethical Issues in Sustainable Development	04
EE 491 or 492	Directed Research	04
LS 206E	Language, Culture, and Society of Mexico	02



Sea Kayaking Skills Building

With our new fleet of sea kayaks, students will explore Magdalena Bay, gaining access to micro-habitats, including sea grass beds and mangrove forests. Kayaks provide a more sustainable way to study coastal and marine environments. All students will receive paddling techniques, rescue, and navigation instruction before visiting areas for data collection and field lectures.

Student Directed Research Project Examples

- Economic benefit and socioeconomic analysis of whale watching in Bahía Magdalena.
- Assessment and monitoring turtle populations.
- Marine mammal abundance, distribution, and behavior during breeding season in Bahía Magdalena.
- Statewide survey of communities to better understand interactions with environmental media and conservation groups.
- Analysis of the socioeconomic effects of proposed marine protected areas on the community.
- Development of tourist alternatives to conserve Puerto San Carlos and its environment.
- Creation of the diagnosis of the current status of the artisanal main fisheries in San Carlos.

Student Research Contributions

- Monitoring and Evaluation of a fishing cooperative's Voluntary Marine Reserve to allow for the recovery of abalone and lobster.
- Hosting a symposium of research organizations active in conserving the Bay to develop collaborations among Mexican and international researchers.
- Water quality analysis funded by The David and Lucile Packard Foundation, which resulted in the development a water quality and green sea turtle monitoring program and alternative disposal recommendations, including the installation of a waste water filtration system at a local cannery that had been seriously polluting the Bay.
- Gray whale population study, which has lead to a safe increase in whale watching permits and better adherence to regulations.

- Joint SFS, government, and local fishers' exploration of alternative shrimp net designs to reduce by-catch and destruction of the fragile Bay bottom.
- Socioeconomic analysis of blue crab fishery, providing valuable data to the Puerto San Carlos Office of Fisheries to assist in developing management strategies.
- Sea turtle research leading to increased awareness and stewardship.

Get Involved with the Local Community

- Participation in the Puerto San Carlos Gray Whale and Sea Turtle Festivals.
- Teaching English classes and environmental education for local school children.
- Participation in folkloric dance classes, Mexican holiday celebrations, short home stays, and hosting community events at our field station to deepen students' experience of a different culture and connection with the local community.
- Participate on the project "Cuidando Puerto San Carlos" that involves environmental education and the first recycling program in town.

Special note: Due to our community focus and extensive interaction with the people of Puerto San Carlos, applicants are strongly encouraged to develop their conversational Spanish skills in preparation for this program.

LANGUAGE, CULTURE, AND SOCIETY OF MEXICO (LS 205E)

contains two distinct but integrated modules. The Spanish language module offers listening, oral, and written practice of the Spanish language at beginner, intermediate, and advanced levels of proficiency. Students will engage in oral and written grammar and vocabulary exercises and develop Spanish language skills and tools required for their research projects. The socio-culture module helps students develop a more refined understanding of Mexican culture and the communities with which we work. Lectures, field exercises, and other activities help students develop strategies and skills for working with people in a community-based research context, and further help them to assist with community extension projects.



SFS AT WORK

Cooperativa Magdalena, the oldest fishing cooperative in the Baja region, voted unanimously on May 31, 2009 to designate a 1,300 hectare Voluntary Marine Reserve in order to allow its key fisheries to recover.

Voluntary Marine Reserves are no-fishing areas closed to fishing by fishermen. They aim to increase the abundance and size of both commercial and non-commercial species inside the area. The SFS Center for Coastal Studies, in collaboration with local non-profit organizations and institutions, including the Universidad Autónoma de Baja California Sur, will advise the Cooperative on the program through monitoring and evaluation. SFS faculty members are providing specialized training to cooperative members on underwater scientific surveys, such as line transects, uniform point contact, fish visual evaluations, and other techniques to measure abundance and size of abalone.

The Center has also provided SCUBA training to the children of Cooperative members and will seek their active participation in the underwater surveys. "They are the future of the cooperative and hopefully they will better understand the importance of regulations for a sustainable fishery. Their love for the region and interest on the future of their families makes them extraordinary speakers for the rest of their community," said Dr. Hinojosa, director at the Center.



AUSTRALIA

ATHERTON TABLELANDS

SEMESTER PROGRAM DATES

Spring 2011: January 31 – May 5

Fall 2011: September 5 – December 8



Tropical Rainforest Studies

ENVIRONMENTAL ISSUES

Rainforests are among the Earth's most important and diverse ecosystems, yet thousands of acres disappear each day, mostly as a result of human activity. Along with the loss and fragmentation of rainforest areas due to practices such as timber felling and farming, global climate change is very likely contributing to accelerating the loss of plant and animal species. The potentially devastating effect of climate change is playing out in north Queensland, where climate models predict a significant rise in local temperatures over the next century that would result in a nearly 50 percent extinction rate among endemic species in affected areas. A threat of this magnitude to such a diverse section of the continent places nearly half of all Australian bird species and endemic mammals at risk for extinction.

For thousands of years, the tropical rainforest of Queensland has been home to about 19 indigenous tribes, along with numerous primitive plant species, birds, and marsupials found nowhere else in the world. Giant strangler figs, abundant vines and epiphytes, large pythons, colorful parrots, giant cassowary, bandicoots, and tree kangaroos fill these forests with color, sound, and complexity. Northeastern Queensland's ancient rainforests preserve millions of years of evolutionary history, though sadly, these repositories have been greatly affected by habitat loss, fragmentation, and climate change. The eastern seaboard of northern Australia once supported extensive rainforests, but logging, mining, and agricultural production have destroyed and disrupted rainforest habitats and the traditional land of Aboriginal people. Today, over much of the area, only fragments of the original forests remain.

Australia confronted the threat of rainforest loss much faster than most tropical countries, and continues to be a global frontrunner in recognizing the significance of ecosystem services provided by healthy rainforests. Still, the integrity and survival of these rainforests hinge upon developing management solutions that consider larger-scale impacts, including global climate change, while also providing economic benefits for the local community.



THE CENTER FOR RAINFOREST STUDIES

The Center lies on the edge of the Atherton Tablelands in the heart of the traditional land of the Yidinji people. Protected World Heritage forests and farmland surround the rolling, tropical site. Student cabins are nestled within mature rainforest, which comprises a third of the property's 153 acres. Sightings of tropical birds, bandicoots, pademelons, primitive musky rat kangaroo, amethystine pythons, and other unique rainforest species are common. The site is alive with the sounds of the rainforest. Students share furnished eight-person cabins with adjacent shower and bathroom facilities. The main building of the field station has a computer laboratory, Internet access, and a student common room.



Australia Program Description

OUR RESEARCH

While representing only a small percentage of the world's rainforest, the astonishing biodiversity of Australia's rainforest and the country's dynamic conservation efforts make Queensland an extraordinary laboratory for studying rainforest management and restoration. Recent cyclones have further damaged the remaining rainforest fragments, raising questions on how to manage these hyper-disturbed areas. Management strategies developed here may serve as a model for conserving other rainforests around the world.

The ecological and economic benefit of rainforests are increasingly well understood, but much less is known about rainforest ecosystem dynamics and the ability to restore a rainforest once it has been cleared. Our goals are to help understand the dynamics of rainforest ecosystems, including potential impacts of global climate change, and in turn develop rainforest restoration strategies that benefit both ecosystems and human communities.

Student research addresses a critical local and regional environmental problem—loss and fragmentation of once extensive rainforests—and

examines environmental policies related to the issue on local and national levels. SFS staff and students, in collaboration with local landholders and stakeholder organizations, focus on enhancing the condition of tropical rainforests, as well as determining how to regenerate and restore the rainforest on the Atherton Tablelands. Students learn field research techniques as they collect data on topics as diverse as potential responses of biotic communities to global climate change, habitat use and animal behaviors, resilience to cyclonic events, land-use, local resident involvement in restoration projects, and cost effective and ecologically beneficial methods of restoration. Student work represents a vital contribution toward broader studies on global climate change, ecological integrity of rainforest fragments, and developing restoration practices to maximize rates of plant growth and colonization by fauna. Students are actively involved in either replanting initiatives or site maintenance with local land-care groups.

Field Research, Lectures, Exercises, and Skills Development

- Chillagoe: camp in the Outback and explore caves, rock formations, remnant dry rainforests, and eucalypt savannah. Learn firsthand about the history of the Barabaram people.
- Cape Tribulation: walk through lowland rainforests, giant sedges with peppermint stick insects, mangrove forests, and palm forests; traverse the Daintree River, notorious for its crocodiles; visit the canopy tower at the Daintree Discovery Centre; sample and examine an array of forest types across the landscape.
- Lend a hand at the TREAT (Trees for the Evelyn and Atherton Tablelands Inc.) nursery.
- Learn about the geology and historical biogeography of the Atherton Tablelands.
- Assess seedling recruitment of restored tropical rainforest at revegetation sites.
- Examine growth and mortality of tropical rainforest species.
- Sample plant functional traits and their effect on drought, frost, and cyclone resistance.
- Examine fauna in endangered plant communities.
- Field research skills development includes: GIS, rainforest management strategies, seedling propagation, social science research methods (e.g. interviewing and surveys), transect and patch sampling, data recording and analysis, valuation methods, research design, plant functional trait sampling, restoration techniques.

COURSES

Semester students are registered in four academic courses accredited through Boston University:

Course No.	Name	Credits
BI/EE(NS) 369	Rainforest Ecology	04
EE(NS) 370	Principles of Forest Management	04
EE(SS) 302	Environmental Policy and Socioeconomic Values	04
EE 491 or 492	Directed Research	04



Student Directed Research Project Examples

- Using plant functional traits to predict drought and cyclone resistance.
- Assessing the population status and habitat preferences of freshwater turtles
- Micro bat use of rainforest fragments.
- Use of restored and natural rainforests by rainforest birds.
- Patterns of colonization of restored rainforest by vertebrates.
- Using scats and scratch marks to investigate habitat use by tree kangaroos.
- Determining carbon sequestration values of rainforest restoration.
- Monitoring the Peterson Creek revegetation project.
- Evaluating policy instruments that are used to tackle environmental problems.
- Determining carbon sequestration values of rainforest restoration.

Student Research Contributions

Understanding local views on the ecological and socio-economic challenges facing the community of north Queensland is key to our mission. Our on-going research and close ties with community stakeholders allow students to make meaningful contributions including:

- Assisting community members with planting more than 15,000 trees over the last few years, some of which were grown from seed at our field station, to restore degraded forests, improve water quality, and sequester carbon.
- Assessment of tree seedling recruitment and growth working toward recommending best practices for achieving a successful restoration.
- Assisting community members with restoration of more than one mile of rainforest from grassland along the lower Peterson Creek.

Get Involved with the Local Community

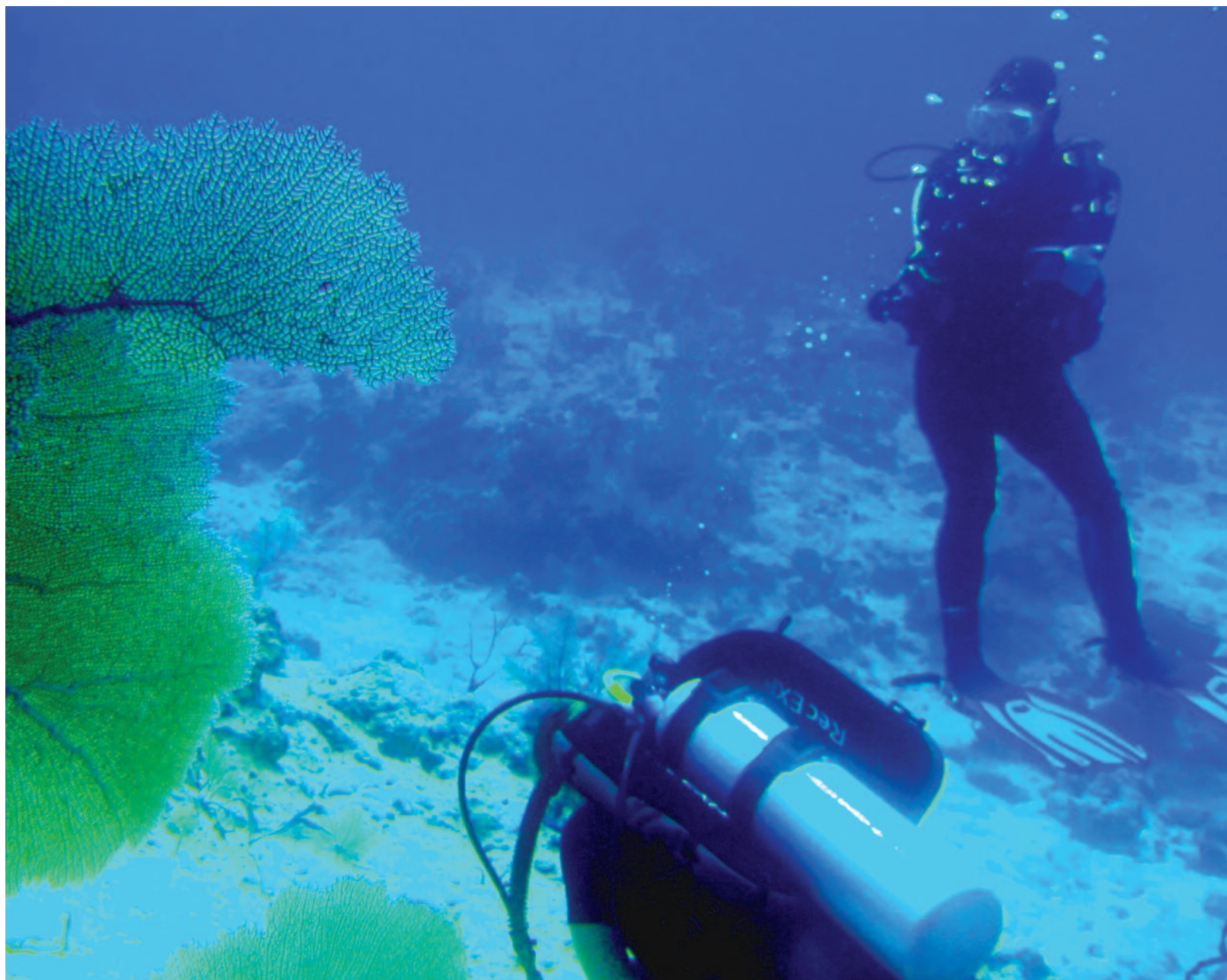
Conservation, resource use, and rainforest restoration are extremely important to local farmers, resource managers, and concerned community groups. With the results of our research, we offer advice to local decision-makers and create linkages between our staff and the stakeholders involved in rainforest restoration and management. SFS students enjoy getting involved in community volunteer projects and social activities such as:

- Community service trips to help local conservation groups and communities plant rainforest trees.
- Participating in annual community fauna surveys such as the crane count (October) and spectacled flying-fox counts (November).
- Attending special lectures on tree kangaroos, spectacled flying fox, rock wallaby, cassowary, and other local wildlife in conjunction with local conservation groups.
- Hosting community dinners and participating in short home stays.
- Bush dances, community festivals, visiting the Malanda theatre, socializing at the local pubs and sporting competitions, such as lawn bowling with Aussies.
- Meeting with Aboriginal elders of the Yidinji, Ngadon Jii, and Barbaram tribes to learn more about their culture and their effort to reclaim their role in land management.
- Learning how to make and play didgeridoos.



SFS AT WORK

Our students continue to work with the local land-care and catchment management groups TREAT (Trees for the Evelyn-Atherton Tablelands), Barron River Catchment Group, Terrain NRM, and the Wet Tropics Management Authority on rainforest restoration and corridor rejuvenation. Students contribute technical expertise by providing some species of rainforest seedlings from the on-site Center nursery in addition to planting trees. We are a valuable partner in the Green Corridor initiative to re-vegetate the entire length of the Barron River (the largest catchment area across the Wet Tropics); our students and staff have been instrumental in planting tens of thousands of trees across the region. Revegetation efforts have resulted in increased native habitat, restored agricultural lands and effective management against invasive plant species. Invasives (and ferals) jeopardize the resilience of the rainforests fragments that remain and are one of the largest threats to rainforest revitalization across the Wet Tropics. Once isolated fragments of World Heritage forest are now connected via corridors resulting in vital remnants of protected rainforest conservation for future generations. Present research at the Center continues to examine which species are being monitored using these restored corridors as new habitat.



TURKS & CAICOS

SOUTH CAICOS, BRITISH WEST INDIES

SEMESTER PROGRAM DATES

Spring 2011: January 31 – May 5

Fall 2011: September 5 – December 8



Marine Resource Management Studies

ENVIRONMENTAL ISSUES

For the tourists who flock here, the Turks and Caicos Islands (TCI), which lie at the southeastern end of the Bahamian archipelago, are a diving and angling paradise. But beneath the turquoise waters, a delicate ecosystem is under assault. The clear waters of the TCI are considered to be among the world's top ten diving destinations. Nearly 50 species of coral and more than 350 fish species, including spotted eagle rays, sharks, groupers, and snappers are easily spotted in the clear warm waters just steps from our field station. Nearby sea grass beds, mangrove forests, sandy shoals, and deep reefs lend a patchwork appearance to the miles of shallow blue waters that surround the Islands.

This diverse marine environment supports the TCI economy directly and indirectly through fisheries and tourism. The diversity and health of island, coastal, and ocean habitats, including mangrove, seagrass, coral reef, sand banks, and deep, open ocean contribute to the value of TCI fisheries and tourism through the ecosystem functions that they perform. The TCI have an extensive network of over 30 established protected areas to promote the sustainability of natural and historic resources, with four in close proximity to our location on South Caicos. However, lack of scientific knowledge, local understanding, and environmental stewardship hinders management of resources and the effectiveness of these protected areas. Demand for marine resources is expected to increase with the onset of tourism on this small island, creating pressure on marine populations and ecosystems. Without scientific quantification and environmental education, the existence of many of these resources is threatened. SFS has a critical role to play during the next five years by quantifying social and ecological baselines, conducting on-going monitoring, and helping to mitigate change to the marine environment through research and education.



THE SFS CENTER FOR MARINE RESOURCE STUDIES

The Center, located just steps from a crystal clear ocean laboratory, is adjacent to Cockburn Harbour, a town of about 1,100 residents. Our field station sits on elevated land about 40 feet above the water and looks directly out over the sea. Within a three-mile radius are coral reefs, mangrove islands, sea grass beds, carbonate platform flats, and deep water diving. The main facility has a dining area, kitchen, classroom, computer room, and a veranda with spectacular ocean views. Students share living quarters in two residence wings. We are fully equipped for marine operations with access to docks, motor boats, a compressor, and plenty of tanks and weights for SCUBA diving.



Turks & Caicos Program Description

OUR RESEARCH

SFS is working with the TCI government's Department of Environment and Coastal Resources (DECR) and the National Park Service to develop management strategies to help conserve marine biodiversity and provide economic opportunities for island residents. Student field research is helping to provide the local government, community, and tourism developers with recommendations that will help sustain the economic, social, and ecological stability of South Caicos.

With so many local residents dependent upon marine resources for their livelihood, along with increasing resource consumption by tourists, finding viable options for managing fisheries and conserving critical habitats, including coral reefs, is crucial. Snorkeling and SCUBA diving in waters surrounding South Caicos, students learn field research techniques to identify a wide range of marine organisms and habitats, and learn about marine ecology and coastal ecosystems. Students grapple with the challenges of balancing the economic needs of the fishing community with fisheries management and analyze the costs and benefits of potential new fisheries. Assessing the

pros and cons of resource management and habitat conservation options, and their associated social and economic implications, brings students face-to-face with the real-life dilemmas for governmental regulators and the residents of South Caicos.

TCI has an extensive network of 33 protected areas, but little is known about their function and effectiveness. With the Admiral Cockburn Land and Sea National Park and East Harbour Lobster and Conch Reserve on their doorstep, students evaluate the concept and practice of marine protected areas (MPAs) as a resource management tool. Students help monitor the condition of the spectacular coral reefs, both inside and outside the MPAs, using scientifically rigorous monitoring techniques. Through field exercises and research, students study essential marine habitats; assess the status and level of local fishing efforts; monitor the effects of tourism and habitat destruction; study marine species interactions; and investigate the feasibility of recycling programs along with other issues related to marine natural resource management and local livelihood.

Reef fish stocks need protection

The growing tourism industry in the TCI as a whole is increasing the demand for reef fish on restaurant menus. Local fishers on South Caicos recognize this market and commercial sale of certain reef fish species is rapidly increasing. Apart from having established "no-take" marine protected areas and banning spear fishing, there are currently no regulations in place to manage the harvest of reef fish. It is critical for the TCI to establish a comprehensive management plan for reef fish species so that they can be harvested in a sustainable manner to avoid population declines.

Field Research, Lectures, and Exercises

- SCUBA or snorkeling for field research and species identification exercises.
- Fish, coral, sea grass, and mangrove identification.
- Ecosystem functioning and anthropogenic impacts.
- Habitat enhancement and restoration.
- Lecture from DECR on the TCI government fisheries regulations and enforcement.
- Lecture and site tour from local tourism developer on plans for constructing a resort.
- Field research skills development may include: marine organism behavioral observations; biodiversity assessment; survey design and interviewing techniques; environmental impact assessment; MPA assessment; data collection and analysis; scientific writing and oral presentation; peer evaluation and review; snorkel and SCUBA skills; GIS; cost/benefit analysis; valuation methods; habitat assessment and mapping; species id; habitat enhancement and restoration.

COURSES

Semester students are registered in four academic courses accredited through Boston University:

Course No.	Name	Credits
BI/EE(NS) 373	Tropical Marine Ecology	04
EE(NS) 374	Principles of Resource Management	04
EE(SS) 302	Environmental Policy and Socioeconomic Values	04
EE 491 or 492	Directed Research	04



Student Directed Research Project Examples

- Population size assessment of potentially commercial finfish species around South Caicos.
- Finfish dock landing.
- Coral reef ecology, including growth, survival, and recruitment.
- Baseline biodiversity surveys in critical habitats.
- Interactions between mangrove and sea grass faunal communities.
- Ecology of Nassau grouper.
- Local perceptions of tourism and fishing industries.
- Feasibility studies for recycling programs on South Caicos and the TCI.
- Habitat enhancement and restoration.

Student Research Contributions

- Lobster, conch, and finfish stock assessments have provided important information for government agencies.
- Natural resource workshop with the DECR and the National Park Service to provide the TCI government workers with training on coral reefs, lobster biology, marine fishes, turtles, and sharks.
- Working with the DECR, Protected Areas Department, and local businesses to develop a protocol for coral reef monitoring and queen conch distribution.
- Applying baseline data to examine reef health trends, species interactions, and impacts of coral diseases.
- Students present findings at the South Caicos Environmental Forum, run and hosted by SFS to disseminate findings to the local community.

Get involved with the Local Community

We are dedicated to helping the community conserve its natural resources and develop sustainably. Students become involved with the community learning about the Caribbean culture and the challenges they face. Community activities may include:

- Providing swimming lessons and environmental education for local children.
- Reading, tutoring, and volunteer projects at the local library and grade school.
- Teaching English to Haitians and Dominicans to help their integration into the community.
- Creating public service announcement films and beach clean ups to raise environmental awareness.

SCUBA Certification

It is not necessary to use SCUBA to participate in our program — many students choose to snorkel instead. If you intend to use SCUBA, however, you must be certified before arrival. Divers and snorkelers must bring their own SCUBA and snorkeling equipment (with certification, insurance, etc). Weights and tanks are provided on-site at no cost.



SFS AT WORK

After Hurricanes Hannah and Ike ravaged the TCI in the fall of 2009, SFS began installing artificial reef structures ("Reefballs") to restore marine reefs around the island of South Caicos. SFS students and faculty create, deploy, and study underwater groupings of Reefballs, which provide new habitats for coral, fish, and other marine organisms. These dome-shaped concrete structures with a Swiss-cheese of holes are designed to imitate natural reef formations, giving nature a jump-start by supplying what would take many years of biological growth to accomplish, and providing a medium to promote new growth. They provide ideal habitats for fish, lobsters, and other marine life, which move in soon after deployment.

South Caicos is fringed by one of the more pristine marine habitats in the Caribbean. These reef areas face die-off due to the effects of global warming, unsustainable and destructive fishing practices, and physical destruction due to storms and anthropogenic factors such as unregulated development. It takes thousands of years for a reef to form naturally, and the degradation or outright destruction of a reef can be devastating to ocean and coastal life, with entire ecosystems being wiped out.



Summer Programs

SUMMER 2011 PROGRAM DATES

Session I: June 6 – July 5

Session II: July 11 – August 9

There are no application deadlines. However, students are urged to submit their application early as programs fill quickly and applications are reviewed on a first-come, first-served basis, except for the Eastern Himalayan Forests and Rural Livelihoods course in Bhutan, which has a February 1, 2011 deadline. Please see our Web site for updated information.

Overview

Our month-long, four-credit summer programs combine interdisciplinary lectures with field research exercises and expeditions.

Students in summer programs assist our faculty in conducting research designed to support local communities in natural resource management decision-making.

Each course carries four college-level credits in environmental studies, except for the Bhutan program, which carries 6 credits. In some cases, the summer course may fulfill a university's field-study requirement. There are no pre-requisites for summer courses. The majority of summer participants are college undergraduates, but motivated high-school seniors, gap year students, and recent college graduates may also participate.

Please visit our Web site at www.fieldstudies.org or call 800.989.4418 to order a complete summer course catalog.

Summer Program Descriptions

AUSTRALIA/NEW ZEALAND

Rainforest ecosystems are a "hot spot" for faunal and floral biodiversity and provide humans with clean air, water, food, and medicines, yet thousands of acres disappear each day. Large areas of Northeastern Queensland in Australia were once covered in spectacular tropical rainforests, preserving millions of years of evolutionary history. Agricultural and residential development, however, have destroyed and disrupted rainforest habitat, leaving only fragments of some rainforest types, which are too small or isolated to sustain some species. Similarly, only fragments of northern New Zealand's ancient forests remain to house the endemic fauna and flora.

This summer program offers two four-credit courses, which can be taken individually or back-to-back to provide a thorough introduction to biodiversity conservation techniques and the socioeconomic factors influencing land management in two unique areas.

SESSION I: TROPICAL RAINFOREST MANAGEMENT STUDIES IN NEW ZEALAND & AUSTRALIA

Students compare and contrast the ecological, geographical, social, economic, and historical factors that have shaped natural resource management in far north Queensland and northern New Zealand. These two countries share a similar Gondwanan history; however, indigenous and European settlement patterns and economic development significantly differ between the two countries. In New Zealand, students discover the critically endangered flora and fauna of northern New Zealand and the factors that have led to their disjunct populations. In Australia, students take their New Zealand experiences and examine similarities and differences in political structure, land use patterns, and biogeography.

SESSION II: TECHNIQUES FOR RAINFOREST RESEARCH IN AUSTRALIA

Examining the effects of fragmentation in highly endangered rainforest systems, students explore Australia's tropical rainforests and develop effective rainforest research skills while learning about rainforest conservation.

BHUTAN

EASTERN HIMALAYAN FORESTS AND RURAL LIVELIHOODS

Bhutan's government has recently shifted from a monarchy to a constitutional democracy, opening the door for devolution of authority over natural resources to regional governments and communities. Since the majority of the population resides in rural areas, sustainable management of natural resources is critical for achieving the dual goals of poverty alleviation and biodiversity conservation.

Students travel across Bhutan learning about Bhutanese culture, Buddhist philosophy, and environmental issues. Trekking across valleys and ridges and through villages students will gain an intimate knowledge of the local environments and rural livelihoods, and conduct research on Bhutan's priority environmental concerns and conservation strategies in several priority areas, including community and private forest management, human-wildlife conflict in agricultural areas, and pollution.

COSTA RICA

The ongoing transition from an agriculture-based to a service economy, climate change, and accelerated infrastructure development threaten Costa Rica's biodiversity and society. A reorganization of resource use and waste management practices is urgently needed to maintain healthy and functioning ecosystems in Costa Rica.

This summer program offers two four-credit courses that may be taken individually or back-to-back to provide a thorough introduction to the sustainability of tropical ecosystems as well as field research techniques for addressing conservation questions.

SESSION I: SUSTAINING TROPICAL ECOSYSTEMS: BIODIVERSITY, CONSERVATION, AND DEVELOPMENT

Students will address key aspects of sustainable development strategies in Costa Rica. Students will learn about historical and current aspects of sustainable development strategies in Costa Rica, tropical ecosystem function and connectivity, as well as the impacts of development on the environment and on society. Field exercises and lectures introduce students to models of economic development and biodiversity conservation in and around Costa Rica's protected areas and provide a practical introduction to research design and methods for achieving conservation goals.

SESSION II: APPLIED RESEARCH TECHNIQUES AND STRATEGIES TOWARD SUSTAINABILITY IN COSTA RICA

Students learn about the ecological, resource management, and socioeconomic factors impacting protected areas and surrounding regions in Costa Rica. The focus is on developing relevant research questions that address these local issues related to sustainability. Students will be directly involved in designing and conducting field research on a topic of immediate relevance to local clients and proposing alternative approaches toward sustainable development in an effort to help address challenges to conservation goals.

KENYA

COMMUNITY WILDLIFE MANAGEMENT

Land use changes in the Maasai group ranches in southern Kenya are driven by various socio-economic, cultural, and political factors. The integrity and quality of habitats for indigenous wildlife is also severely compromised and cannot sustain natural ecological processes necessary to maintain the high density and diversity of wildlife species.

Students will examine how land-use practices within Maasai group ranches can be sustainably managed to promote both local economic livelihoods and wildlife conservation. Students will gain a general overview of cultural perceptions, conservation issues, wildlife dispersal areas, and biodiversity conservation in Kenya while meeting and interviewing wildlife managers and members of the Maasai community.



TANZANIA

COMMUNITY WILDLIFE MANAGEMENT

Northern Tanzania, home of world famous national parks such as Tarangire, Lake Manyara, Kilimanjaro, Arusha, Serengeti, and the Ngorongoro conservation area, offers a tightly packed hub of wildlife conservation. This is an extremely scenic area and is the center of tourism in the East African region. Traditional pastoralism is also practiced here in what has been the home of the Maasai people for centuries. Northern Tanzania is a place where many local communities interact with wildlife daily, providing an excellent opportunity to examine some of the challenges and opportunities of conservation in Tanzania, comparing them to those in Kenya.

Students will be exposed to a rich array of issues related to wildlife management and conservation, presented by SFS faculty and guests who have field experience and knowledge of the area. Field lectures and field trips will comprise a critical component of this summer program. Tourism will be an important theme as we examine the integration of wildlife conservation and human development in East Africa.

MEXICO

CONSERVATION OF COASTAL DIVERSITY AND THREATENED MARINE TURTLES IN BAHÍA MAGDALENA

Bahía Magdalena is among the largest remaining intact coastal wetland/lagoon systems along the Pacific coast of the Americas. But despite nearly two decades of conservation efforts, some species of sea turtle are sliding toward extinction worldwide. A complex interaction of social and cultural factors, such as lack of protected areas in the region, lack of sufficient enforcement of existing regulations, and economic hardship in local communities, has led to the continued exploitation and the rapid decline of sea turtle populations. Students examine the ecological, societal, and economic issues surrounding sea turtles and other natural resources in Bahía Magdalena.

TURKS AND CAICOS ISLANDS

MARINE PROTECTED AREAS: MANAGEMENT TECHNIQUES AND POLICIES

The turquoise waters surrounding the TCI are abundant with marine life and are considered to be among the world's top 10 diving destinations. The reefs harbor an incredible array of marine life — resources that have proven to be critically important for this island community. The importance of these reefs has not guaranteed their survival, however, and the reefs face pollution, dredging, dumping, and damage from boats and divers. Students assist in the creation and/or monitoring of artificial reefs using Reefball™ technology to enhance or restore reef habitats. Students explore the effectiveness of marine protected areas in defending biodiversity and critical habitats, and in effect the socioeconomic sustainability of the local community.

For semester and summer course numbers and descriptions, please visit our website at www.fieldstudies.org.

New Summer Program Highlights

BHUTAN

Eastern Himalayan Forests and Rural Livelihoods

Nestled in the remote and rugged mountains of the eastern Himalayas, Bhutan boasts a culture and traditional lifestyle that is still richly intact and permeates all strands of modern day secular life. SFS is offering an incredible, and rare, opportunity for students to experience this magical place.

With Bhutan's shift from a monarchy to a constitutional democracy, the devolution of authority over natural resources to regional offices and communities ensued. Since the majority of the population resides in rural areas, sustainable management of natural resources is critical for achieving the dual goals of poverty alleviation and biodiversity conservation in this country where transportation routes and communication lines limit access to markets. Partnering with the Ugyen Wangchuck Institute for Conservation and Environment, our students and faculty will help the Institute with research projects concerning community and private forest management, the role of non-timber forest products in rural livelihood, human-wildlife conflict in agricultural areas, and pollution of fields and waterways.

TANZANIA

Community Wildlife Management

Students will study conservation issues in the Tarangire-Manyara ecosystem of northern Tanzania, focusing on the influence of bio-physical and socio-economic factors on wildlife and other natural resources within this ecosystem. Students will conduct field exercises in large mammal identification and animal behavior, the relationships between vegetation and wildlife dispersal, and perspectives on wildlife by rural community residents. Field trips to Lake Manyara, the Ngorongoro-Serengeti ecosystem, and local communities will round out their understanding of the conservation and resource management issues of the region. Tourism will be an important theme as we examine the integration of wildlife conservation and human development in East Africa.

Visit our Web site for more information.



Admissions Requirements & Instructions

APPLY ONLINE NOW

When to Apply

The School for Field Studies reviews applications on a rolling basis, beginning approximately one year before the session begins. While there is no admissions deadline for semester programs, students should apply early to ensure admission to their program of choice. Semester students should check with their home institution regarding school-specific deadlines. Decisions are generally available within two to four weeks of the date when your application becomes complete. Review cannot begin until all application materials have been received.

Before You Apply

Our programs will likely be very different from your traditional academic experience and traditional study abroad program. Before applying, be sure to read the program components and relevant information. Please contact the SFS admissions office at 800.989.4418 with any questions regarding our programs. Be sure to check with your home school about their deadlines and requirements for study abroad.

Requirements and Policies

Applicants for semester programs:

- Must be at least 18 years of age, in good academic standing, have completed at least one college-level ecology or biology course, and are encouraged to have taken coursework in statistics, international development, economics, and one semester of college prior to the start of the program. Gap year students are welcome to apply. For more details please contact the admissions office.
- Applicants for the semester program in Costa Rica must have completed a college-level course in ecology or environmental studies, and are encouraged to have taken coursework in international development, economics, or anthropology, and must have one college-level course in Spanish prior to participation.

Applicants for summer programs:

- Must be at least 16 years of age, in good academic standing, and have completed at least their junior year of high school prior to the start of the program.

Applying to SFS

1. Review program information and prerequisites located in the catalog or at www.fieldstudies.org. Please feel free to call 800.989.4418 if you need help deciding which program is right for you.
2. Collect necessary materials to complete your application:
 - **SFS APPLICATION FOR ADMISSION.** You may apply online or download the application PDF from our website.
 - **PARTICIPATION APPROVAL FORM** to be completed by your study abroad advisor. If you attend one of SFS' Affiliate Institutions, the form must be completed by the designated Affiliate representative. A list of Affiliate institutions and representatives can be found on the SFS website or in this catalog.
 - **NON-REFUNDABLE APPLICATION FEE OF \$45** (credit card or check made payable to The School for Field Studies).
 - **CURRENT, OFFICIAL TRANSCRIPTS** from all schools attended. It is not necessary for college students to submit high-school transcripts after a full academic year of college coursework has been completed.
 - **SFS ACADEMIC REFERENCE FORM** to be completed by a teacher, professor, or academic advisor who is well acquainted with your current academic performance.
 - **SFS CHARACTER REFERENCE FORM** to be completed by someone who knows you well, such as another academic source, a job supervisor, volunteer advisor, athletic coach, etc. It is **not appropriate** for this reference to be completed by a relative, peer, or family friend. You may submit your references online using our online application, or download a pdf.

Please return your application materials to:

The School for Field Studies
10 Federal Street, Ste. 24
Salem, MA 01970-3876
admissions@fieldstudies.org
Fax 978.741.3551

After You Apply

Once an application is received, you will be contacted by email with information about any missing materials. If your application is incomplete, it is your responsibility to follow up on any missing materials. SFS is unable to begin the application review process until all necessary materials are received. To expedite the completion of your application, we suggest that you submit all of your application materials together. Once your application is complete, we will contact qualified candidates to schedule a short, informal phone interview. Admissions decisions are generally available within two to four weeks of completing your application. You should apply early to allow sufficient time for your application to be processed. Please note that final acceptance to all programs is contingent upon medical approval. If you would like to check the status of your application materials received by SFS, please refer to the SFS website to the "Application Checklist."

Medical Approval and Disability Information

PHYSICAL EXAMINATION AND MEDICAL INSURANCE

All acceptances are contingent upon medical approval. You must submit an online medical review form and an SFS physical examination and authorization form signed by a qualified medical professional, within two weeks of acceptance. Please refer to the SFS Web site (www.fieldstudies.org) for information about the medical approval process. Students with late medical forms may forfeit their space on a program. All medical forms will be reviewed by the SFS safety office. You must be able to meet the physical challenges presented by SFS programs without undue risk to yourself or others. Academically qualified individuals may be disqualified from participating on medical grounds. You will not be allowed to join an SFS program without proof of current medical insurance.

Disability Information

Students with disabilities are welcome on SFS programs. However, students with disabilities requesting accommodations are responsible for notifying the SFS safety director of physical disabilities and the SFS dean of learning disabilities. Notification of disability must be made in writing and submitted within one week of acceptance. Please be aware that the level of accessibility, services, and accommodations to which you may have access at your home campus may not be available overseas. Please refer to the appropriate SFS academic handbook for more information, or call us at 800.989.4418 for further assistance.

Dietary Restrictions

If you have any special medically related dietary restrictions, you must contact the SFS safety director within one week of acceptance and document the restrictions on your online medical review form. Students with special dietary preferences (vegetarian, vegan, etc.) should discuss these with their admissions counselor during the interview process.

Non-discrimination Policy

SFS admits students of any sex, religion, race, color, national or ethnic origin, sexual orientation, or economic status to all the rights, privileges, programs, and activities generally accorded or made available to students of SFS and does not discriminate on the basis of sex, religion, race, color, sexual orientation, national or ethnic origin, physical or mental disability, or other protected status in the administration of its educational policies, admissions policies, scholarship loan programs, and other School-administered programs. SFS is an equal opportunity institution.

Tuition, Financial Aid, & Scholarships

Financial Aid

SFS awards approximately \$300,000 in scholarships annually. A key component of our mission is to ensure that as many interested and eligible students as possible are able to participate in our programs. Since our founding in 1980, close to 14,000 students have participated in our programs in all corners of the world. For many students, program and travel costs can make participation out of reach. Therefore, we've developed a range of financial resources to support our students.

SCHOLARSHIPS

SFS General Scholarship Fund: awards are need-based. All SFS students are eligible to apply. Maximum \$5,000 for semester; \$2,000 for summer.

Andreas Family Foundation Scholarship: awards are need-based. Eligibility is limited to students attending US public institutions and is for semester programs only. Maximum award \$6,000. Andreas Family Fund Scholarship Application Deadlines: October 15 for spring programs; March 15 for fall programs.

Stephen F. Lee Memorial Scholarship

Stephen F. Lee, an SFS alumnus, intern then faculty member, developed a passion for the marine environment as an SFS student. This scholarship, established by his family, is awarded to financially deserving students attending our summer or semester programs. Preference is given to students who attend an SFS marine focused program.

Heather Jo Leibowitz Memorial Scholarship for Kenya

Awards from this endowed scholarship are need-based and available only to students on the Kenya program. In remembrance of Heather, preference will be given to students who have a commitment to making a difference in the lives of resource dependent communities in Kenya.

McKee Scholarship

This endowed scholarship was made possible by the generosity of Charles D. McKee, a member of the SFS Board of Trustees and father of SFS Alumni Heidi and Nina McKee. It is awarded on an annual basis to a financially deserving student attending any SFS summer or semester program.

Tozer Scholarship

This endowed scholarship was made possible by the generosity of Elizabeth F. and W. James Tozer, Jr. Zibby and Jim are long-standing supporters of SFS, where Jim is a distinguished, former member of the SFS Board of Trustees. The Tozer Scholarship is awarded to students who otherwise could not afford to attend one of our programs.

Fountain Scholarship

This endowed scholarship provides tuition assistance to those SFS applicants who (a) have spent the substantial part of their childhood and teenage years growing up in an urban/city environment (whether in the US or internationally); (b) demonstrate financial need; and (c) demonstrate a commitment and concern for environmental issues. This scholarship is made possible by the generosity of SFS alumnus and noted film director of *The Fountain* and *The Wrestler*, Darren Aronofsky.

SFS Travel Grants: need-based awards meant to help offset the cost of travel to SFS programs. Preference will be given to those students participating in Kenya and Australia programs, where the cost of airfare is significantly higher than other SFS programs.

LOANS

Zero Interest Loans

Created through the generosity of the Merck Family Foundation. Semester loans must be repaid within two years and summer loans within one year of program completion.

Low Interest Loans

This low interest loan program is designed to assist semester students in bridging the gap between current financial resources and total program cost. This loan is set at a competitive market rate with manageable repayment terms. Many applicants receive aid through their home schools or other outside sources. You may qualify for SFS assistance even if you are not receiving aid from your home school.

If you will need financial assistance please complete an SFS Financial Aid Application as soon as possible. Financial aid applications are reviewed following acceptance. For an application or more information on how to qualify for assistance, please call the SFS admissions office at 800.989.4418 or visit www.fieldstudies.org.

SEMESTER STUDENTS: A growing number of schools allow students to take institutional financial aid off-campus.

Check with your financial aid office to see what aid you can apply to your SFS program. Please look into applying for additional funds, including loans, through your home school, including your study abroad office, prior to applying for SFS aid. Because the credits you earn for your SFS participation will, in all likelihood, be applied toward your degree, your school should be able to process a Stafford Loan to assist your SFS participation. If you encounter difficulty in arranging to use federal financial aid funds for your SFS program, please contact the SFS admissions office at 800.989.4418 and we will do our best to assist you.

Deposits and Tuition

Payment of a non-refundable program deposit is due 10 business days following acceptance to an SFS program. Semester: \$650; Summer: \$450. All deposit payments are non-refundable EXCEPT in cases where SFS financial aid is sought.

Students who are accepted on a contingency basis and elect to pay the deposit are NOT eligible for a deposit refund should the student fail to meet the required contingency. Final tuition payment is due no later than 60 days prior to the start of the program.

You must complete and return the financial aid application within 10 business days of acceptance to qualify for refund status on your program deposit. See the SFS Web site for a complete description of our refund policies.

SEMESTER COSTS FALL 2010 – SPRING 2011

Program	Tuition	Room & Board	Total Program Cost
Kenya + Tanzania	\$13,500	\$4,290	\$17,790
Australia	\$13,500	\$4,140	\$17,640
Turks & Caicos	\$13,500	\$3,880	\$17,380
Costa Rica	\$13,500	\$3,565	\$17,065
Mexico	\$13,500	\$3,565	\$17,065

Fall 2011 Program costs will be announced in March 2011 and posted to the SFS website.

SFS Refund policies are available on the website, and for complete course budgets, including out-of-pocket expenses, please visit www.fieldstudies.org.

SUMMER COSTS 2011

Program	Tuition	Program Fees	Total Program Cost
Kenya	\$3,500	\$1,175	\$4,675
Tanzania	\$3,500	\$1,825	\$5,325
Australia	\$3,500	\$1,130	\$4,630
New Zealand/Australia	\$3,500	\$1,740	\$5,240
Turks & Caicos	\$3,500	\$895	\$4,395
Costa Rica (per session)	\$3,500	\$670	\$4,170
Mexico	\$3,500	\$670	\$4,170
Bhutan	TBD	TBD	TBD

Academic Credit

SFS participants are registered at and receive transcripts from Boston University, which accredits SFS programs. Students from SFS Affiliate and Consortium schools usually receive credit directly from their home institutions.

SFS courses are approved and assigned course numbers by Boston University. Our semester programs in Australia and The Turks and Caicos Islands incorporate four courses and carry a total of 16 semester-hour credits in biology or environmental studies. Our semester programs in Costa Rica, Kenya + Tanzania, Tanzania and Mexico carry 18 semester-hour credits in biology or environmental studies from Boston University. Summer courses carry four semester-hour credits in environmental studies except for our Bhutan program, which carries 6 credits. Participants receive an official transcript from Boston University approximately eight weeks after the conclusion of the program for delivery to the office responsible for credit transfer at their home institution.

Students come from more than 300 colleges to attend SFS programs each year and most are able to transfer credit for their participation. The final decision regarding credit and grade transfer rests with your home institution. Check with your advisor/registrar before applying to learn how your SFS course work will be applicable for credit in your degree program. If you have questions regarding credit transfer, please call the SFS admissions office at 800.989.4418.

The SFS Affiliate Program

Students from Affiliate institutions receive preferential admission and financial aid from SFS. Affiliate schools typically provide direct academic credit for SFS participation and have pre-approved our courses for credit. Each Affiliate school has at least one SFS representative who is available to provide on-campus advising on our programs. Applicants from Affiliate schools must obtain permission to participate from their campus Affiliate representative. The SFS Participation Approval Form is available on the SFS website: www.fieldstudies.org.



Current SFS Affiliate Member Schools

Please refer to the SFS website for an up-to-date listing of Affiliate Representatives at your school.

Albion College
Albright College
Alfred University
Arizona State University
Associated Colleges of the South
Austin College
Belmont Abbey College
Bennington College
Boston University
Brandeis University
Cedar Crest College
Clark University
Colby College
Colby-Sawyer College
College of Charleston
College of the Holy Cross
College of Santa Fe
Connecticut College
Cornell University
Davidson College

Denison University
DePauw University
Dickinson College
Elizabethtown College
Elon University
Emory University
Gonzaga University
Grinnell College
Guilford College
Hollins University
Kenyon College
Lehigh University
Lenoir-Rhyne College
Meredith College
Miami University
Mount Holyoke College
Mt. Olive College
Muhlenburg College
Northern Arizona University
Oregon State University

Pennsylvania State University
Purdue University
Pacific Lutheran University
Rochester Institute of Technology
Saint Michael's College
San Diego State University
Santa Clara University
Scripps College
Southern Methodist University
Smith College
SUNY/College of Environmental Sciences and Forestry
Sweet Briar College
Texas A&M University
Texas Tech University
The Ohio State University
Trinity College
University of Denver
University of Georgia
University of Massachusetts

University of Miami
University of Minnesota/Twin Cities
University of New England
University of North Carolina/Chapel Hill
University of Redlands
University of Richmond
University of San Diego
University of Southern California
University of St. Thomas/Minnesota
University of Utah
University of Wisconsin/Madison
Washington and Lee University
Wellesley College
Wells College
Western Oregon University
Westminster College
Whitman College
Wright State University



EXPECTATIONS & RESPONSIBILITIES

STUDENT CONDUCT

Students are expected to conduct themselves in a mature and responsible manner.

The School for Field Studies reserves the right to require any participant to withdraw from any program at any time if the field station staff deem the student's conduct to be detrimental to or incompatible with the interest, harmony, comfort, safety, or welfare of the program — including abuse of alcohol or use of drugs not authorized by a medical doctor, or uncooperative or disruptive behavior. Students who are expelled or depart early from the program will be withdrawn from all courses and will not receive credit.

RESPONSIBILITY

In organizing and managing these programs, SFS, its agents, employees, and staff shall not be liable, financially or otherwise, for among other things, non-performance or unsatisfactory service; injury to persons including death, loss of, or damage to property; for accident or delay; and/or expenses arising from strikes, weather, quarantine, sickness, government regulations; or from any act or omission of its agents, contractors, and/or airline, railroad, bus company, automobile rental agency, hotel, or other suppliers of service.

SFS is a charitable corporation located in Salem, Massachusetts, U.S.A. All matters relating to, arising out of, or involving in any way your relationship with SFS shall be governed by Massachusetts law and any legal dispute shall be determined by a Massachusetts

court. SFS reserves the right to refuse any applicant admission to any program if s/he is deemed unsuited for the program for any reason and at anytime during the admissions process. All courses, fees, and dates are tentative until verified and confirmed in writing by SFS.

PROGRAM CHANGES

SFS operates in a variety of environments. As a result, there are various factors that may have an effect on a program such as tenuous weather conditions, access to highly regulated and sensitive environments, or changes in political conditions. SFS reserves the right to make changes before or during a program. Indeed, part of your challenge lies in adapting to changing conditions and overcoming the obstacles they may present.



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