



THE SCHOOL
FOR FIELD STUDIES

PERU

Program Manual

Updated June 2017

The School for Field Studies (SFS)

Center for Andes-Amazon Studies (CAS)

Sacred Valley and Pillcopata, Peru



Table of Contents

Table of Contents	2
Overview of SFS Programs	3
Unique Elements of SFS Programs:.....	3
The SFS Center for Andes-Amazon Studies (CAS)	5
Environmental Issues of the Region	5
SFS-CAS Strategic Research Plan.....	5
Semester Course Descriptions	6
Outcomes and Program Details of SFS Peru	7
Frequently Asked Questions (FAQ).....	8
Academic Affairs	9
Academic Expectations	9
Academic Credit	9
Obtaining an Official Transcript	10
Policies on Grading, Incompletes, and Withdrawal from Courses	11
Requesting Review of Final Grades	12
Requesting Accommodations for Learning and Physical Disabilities	13
Academic and Research Honesty Policy	13
SFS Intellectual Property, Data and Acknowledgement Policies.....	14
Requesting References from SFS Faculty.....	16
Representing SFS Experience on Your Résumé	16
Communications & Information Systems Policy	17
General Equipment Use:.....	17
Abuse of Systems:.....	18
Password Policies & Guidelines:	18
Student Rights and Responsibilities	18
SFS Rights Policy.....	18
Learning and Physical Accommodations	18
Confidentiality of Student Records.....	19
Contractual and Financial Obligations	20
Statement of SFS Responsibility	20
Program Changes	20
Course Cancellations.....	21
Billing Deadlines and Refund Policies	21
Loan Repayment Policies	22
Scholarship/Loan Student Reporting Requirement.....	22
Policy Regarding Outstanding Tuition Balances	23
Policy Regarding Other Outstanding Fees	23
Terms and Regulations Contract	23

Overview of SFS Programs

Note that as a condition for participation in an SFS program, you are required to document that you have read, understood, and accepted all academic, safety, administrative, and operational policies, rules, and requirements by reading and signing the SFS Terms and Regulations Statement.

SFS Mission Statement: SFS creates transformative study abroad experiences through field-based learning and research. Our educational programs explore the human and ecological dimensions of the complex environmental problems faced by our local partners, contributing to sustainable solutions in the places where we live and work. The SFS community is part of a growing network of individuals and institutions committed to environmental stewardship.

The School for Field Studies offers semester and summer programs (some locations) at our field stations around the world. The academically rigorous and interdisciplinary curriculum of each program is designed to allow students to actively discover and understand the complexities of local environmental, social, and economic issues. Through teaching and research, center faculty and staff introduce students to field research methods, data collection, and analysis, and they promote student interactions and reciprocity with local communities. The curriculum and research projects are driven by local needs and interests. SFS programs integrate academic, research, social, and community activities in a holistic education model.

Unique Elements of SFS Programs:

The Strategic Research Plan (SRP)

The SRP at each SFS field station is the overarching research directive that addresses critical local environmental challenges and explores local solutions working within the community. The SRP is generated by our faculty, local stakeholders and actors, and external research advisors. The SRP also provides the community and students with a framework for the program curriculum and influences how SFS courses, research, and outreach activities fit into the bigger picture of environmental conservation and sustainable development.

Courses

Semester programs include three, four credit disciplinary courses and a capstone Directed Research course. Some semester programs may also include a two credit Language and Culture course.

Core Disciplinary Courses: In semester programs, three core disciplinary courses provide the background information and skills needed to understand and address complex environmental issues. Each course is designed to provide students with transferable academic credit according to the U.S. University and College system. Courses are participatory in nature and are designed to stimulate inquiry and active learning. Faculty members often pose several case study questions to provide students with an interdisciplinary and holistic framework for their process

of inquiry into environmental and socioeconomic issues. Case studies and problem-based inquiry guide students through an analysis of an actual local environmental situation or dilemma. Throughout the integrated curriculum, students strive to understand the background, context, and relevance of local issues well enough to enable them to explore potential solutions and alternatives through research and critical thinking. Each course combines lectures, field exercises, assignments, tests, and research.

Directed Research (DR): The Directed Research course is the capstone of the semester program. Students conduct research that addresses key research questions defined in the SRP, and supports the community with environmental planning and action. Each student will join a faculty-led team that will carry out field research, data analysis and communication of results in one or more disciplines including: ecology, natural resource management, conservation science, environmental ethics, and socioeconomics. While the DR data is collected as a team, each student will develop specific aspects of the project into their individual papers (see Directed Research course description for more details). The core skills students will learn through the DR experience are field skills, analytical skills, communication skills and critical thinking, as well as team work and time management. Students present their findings from their Directed Research to classmates, key stakeholders, and other community members.

Field Experience

An important component of the SFS learning model is hands-on field experience. Field lectures, exercises and research help students to connect the conceptual material presented in the course to local realities, learn field research techniques, collect and analyze field data, and develop holistic and critical thinking skills.

Group Living

At SFS field stations, students live and work with other students and SFS staff. Residential life provides opportunities for students to develop and demonstrate leadership, good communication, teamwork, and other group-dynamics skills.

Connecting with the Local Community

Students engage in a variety of community service projects that are facilitated by the Student Affairs Manager (SAM) and / or other Community Liaison staff. The SAM works closely with the Center Director, faculty, community groups, and students to identify and select projects that will help students become grounded in the local context of the issues they are researching, and give back to the community.

The SFS Center for Andes-Amazon Studies (CAS)

SFS-CAS spends time in both the Sacred Valley of the Incas (around the modern city of Cusco) and at The Villa Carmen Biological Station—operated by the Amazon Conservation Association (ACA) and its sister organization, Asociación para la Conservación de la Cuenca Amazónica. The dramatic elevational gradient from the Sacred Valley in the Andean Highlands to Villa Carmen in the premontane tropical forests of the Amazon supports an incredible diversity of flora and fauna. Villa Carmen is an eight-hour drive northeast of Cusco, at an elevation of 2,500-4,000 feet above sea level, it is situated adjacent to the Manu Biosphere Reserve which supports a wide variety of habitats, including intact but disturbed rainforest, secondary forests, streams, rivers, and waterfalls.

Environmental Issues of the Region

The southeastern region of Peru is rich in natural resources, culture, and social networks. Nevertheless, the ecosystems, habitats, and species that comprise the biodiversity and provide ecosystem services to residents local and global are threatened by rapid and unplanned urban and peri-urban development, expansion of road system, unregulated logging and mining, and high-input agriculture. The social fabric of local communities is threatened by environmental degradation associated with these industries and inequities in rural development. Poverty in rural areas remains high and there are stark differences in access to health care, education, and water and sanitation.

This program seeks to understand both the conflicts and synergies of conservation and development. Students will gain a sense of the richness of the Andes-Amazon region—biodiversity, social and cultural diversity, and ecosystem services—while exploring strategies for sustainable livelihoods in this highly productive and diverse region of South America.

The interdisciplinary themes of socio-ecological resilience, environmental justice, and conservation will guide our inquiry. Through coursework, field exercises, and Directed Research, students will study people's dependence on the environment, examine the threats to the environment and to social networks, and explore the tools and strategies for mitigating the threats and promoting well-being among different communities. A strong component of the program will be examining the ecological patterns and processes that underpin the high diversity of the region.

SFS-CAS Strategic Research Plan

During our first few years of programming in Peru, our staff and students will be working with local actors and other stakeholders to identify a suite of conservation and development challenges in the region. Together we will define a list of priority issues that SFS can help to address through research, and this will comprise the new Center's Strategic Research Plan.

Semester Course Descriptions

<i>Course Title</i>	<i>Credits</i>	<i>Contact Hours</i>	<i>Course number</i>
Tropical Ecology of the Andes-Amazon	4	60	SFS 3830
Conservation Science and Practice	4	60	SFS 3800
Political Ecology of Developing Landscapes	4	60	SFS 3840
Directed Research	4	180	SFS 4910
Language, Culture, and Society of Peru	2	40	SFS 2090

Grades in SFS-CAS courses are determined via various assessments, such as exams, quizzes, practical examinations, field exercises, presentations, homework and final papers. The specific grading guidelines for each course will be presented in the course syllabus upon arrival to the Center. To download examples of past syllabi, please go to the program page on the SFS website and then to program details.

SFS 3830 TROPICAL ECOLOGY OF THE ANDES-AMAZON examines biodiversity from multiple scales, including regional, landscape, ecosystem, community, species, and genes. Students learn to: identify and characterize a variety of the diverse flora and fauna in the Andes-Amazon region, understand the patterns and processes that support this diversity, and appreciate the importance of biodiversity to people. Students examine the fundamental principles of tropical ecology through the study of a diverse mosaic of ecosystems, habitats, and species along elevational gradients, successional gradients, and geomorphic patterns.

SFS 3800 CONSERVATION SCIENCE AND PRACTICE introduces the concepts, tools, and incentives to effect conservation of the environment and natural resources. The field of conservation is focused on protecting biological diversity—including ecosystems, species, and genetic diversity—by promoting processes, both ecological and social, that support biodiversity. The course focuses on five core themes: what biodiversity is; why biodiversity is important; threats to biodiversity; strategies for conservation; and the concept of sustainability. We explore the practical aspects of conservation using local case studies, considering the array of conservation strategies in the region and using this lens to evaluate global concerns on a local scale.

SFS 3840 POLITICAL ECOLOGY OF DEVELOPING LANDSCAPES focuses on human interactions with and impacts on local natural systems, and vice versa. We consider these interactions through the interdisciplinary lens of political ecology, examining the political, economic, social, and historical factors of environmental issues and changes. The course provides the conceptual and practical skills and tools to critically examine and assess the human-environment nexus by exploring distinct cultures and socio-economic systems from the upper Andes to the Amazon basin. We also consider the theories and ethics of sustainable and unsustainable development, and the need to view these issues in ways that are inclusive and just.

SFS 4910 DIRECTED RESEARCH prepares students to distinguish hidden assumptions in scientific approaches and separate fact from interpretation, cause from correlation, and advocacy from objectivity. Students learn specific tools including: experimental design; field techniques; basic descriptive statistics; and parametric and non-parametric quantitative analysis. Emphasis is placed on succinct scientific writing, graphic and tabular presentation of results, and effective delivery of oral presentations.

SFS 2090 LANGUAGE, CULTURE, AND SOCIETY OF PERU provides two integrated modules: Spanish language instruction, and Peruvian society and culture. The language module offers listening, oral, and written practice of Spanish to increase students' communication and comprehension skills. The sociocultural module is designed to help students gain experience in the culture and therefore become more adept at working effectively in their community-based Directed Research efforts. Both modules emphasize the understanding of, and direct interaction with, the local communities with which the Center works. This exposure to culture and language is reviewed and processed through lectures, field exercises, community outreach, and classroom discussion.

PLEASE NOTE

Semester students will be presented with course syllabi and Directed Research project options once they arrive at the center. Students are also encouraged to check the website for updated materials as well as peruse past syllabi and projects.

Outcomes and Program Details of SFS Peru

In addition to learning various advanced ecological field skills, you will learn about many different aspects of biodiversity and development. Below is a list of field skills, field exercises, and topics from past semester programs that are often included (however, some topics may be added or removed depending on the needs of each individual program):

- Designing and implementing ecological research (including: testing hypotheses; gathering data; analyzing results; and writing up and presenting findings to local constituents)
- Comparing and contrasting biodiversity protection in private and national reserves
- Determining the effects of fragmentation and extraction on tropical flora and fauna
- Studying tropical ecology and assessing the costs and benefits of ecotourism on protecting biodiversity
- Learning about Peruvian culture and Spanish language
- Mentorship by faculty and other local experts, resulting in work that contributes to the 5YRP
- Learning data analysis and statistical techniques
- Completing applied GIS for spatial landscape data analyses
- Identifying plant and animal groups, and completing species counts and biodiversity assessments

- Learning and practicing vegetation sampling techniques and land use classifications
- Designing and implementing social surveys

Frequently Asked Questions (FAQ)

Q: How much time do we spend learning outside?

A: Many of our academic activities are field based. The actual amount will vary depending on the weather and other factors but you will spend time in the field during field lectures, field exercises, trekking, and botanical walks.

Q: What is the structure of the program and how much free time will I have?

A: Program activities, including classroom lectures, field lectures, discussions, field research, and community activities will occur six days a week. Students will have very few days off during the programs. The program is intensive and highly structured. On occasion we organize recreational and cultural activities for students. Students will not have the opportunity during the program to spend nights away from the program; although, in some programs, designated weekends off may be planned.

Q: What is the basis for grading the course?

A: Your grade will be assessed through a mix of written exams, quizzes, readings, papers, and other assignments; the specifics are described in the course syllabus (which you receive at the start of the program).

Q: Can I choose my own research project?

A: No. Students will work on projects identified by the Center staff and developed and led by SFS faculty, but you may choose between several projects.

Q: Is the research a group effort or individual work?

A: Students collaborate for field data collection and analysis, but the final paper is written individually even if multiple students work on the same research topic.

Q: Do we go on overnight field trips?

A: Yes, there are overnight field trips during the semester program such as a four day excursion to Manu National Park, two nights in the Sacred Valley near Cusco, and an excursion to the Wayquecha field station in the cloud forest.

Q: How much will we interact with the local community?

A: Community activities and hands-on work will occur and is associated with our academic learning. Exact content and amount are dependent on community group schedules.

Q: What recreational activities are available during the program?

A: Many students enjoy walking or jogging through town. Dancing classes, sports activities, and cooking workshops may be provided following the particular interest of the student group. During non-program days (which are not necessarily on a Sunday) and the mid-semester break students are welcome to pursue recreational activities.

Academic Affairs

Academic Expectations

Our goal at SFS is to create an academic atmosphere that encourages learning and involvement in and out of the classroom. All students are expected to actively participate in the courses, field research, residential life, and community service. Students come from a wide range of colleges and universities, as well as from a variety of academic backgrounds. There are English majors, ecology majors, pre-med students, economics majors, and many others. We view this diversity of backgrounds as a strength of our programs and a learning opportunity for our students. At SFS you will be intellectually challenged by faculty, your classmates, the community, and in areas unfamiliar to you. You will have the opportunity to take a leadership role in those subjects in which you have expertise. Students are expected to critically analyze the drivers of local environmental, social, and economic problems. Students also participate in field research and communicate their findings with the goal of providing information to decision-makers who can address those problems.

Academic Credit

SFS courses are accredited through the University of Minnesota: Twin Cities (U of M). Students in SFS programs are automatically registered at U of M, unless they come from SFS affiliated universities that grant direct credit (see below). Students registered through U of M receive their grades, credit, and transcripts from U of M.

U of M operates on a semester calendar, and all SFS courses are accredited accordingly. An SFS semester consists of four courses carrying four credits each, for a total of 16 credits. Students in Tanzania, Costa Rica, Panama, Peru, Cambodia, and Bhutan are enrolled in a fifth course, *Culture and Language*, for an additional two credits, bringing the semester total to 18 credits. At the conclusion of the program, U of M, or SFS for direct credit students, will send one official transcript to the home school of each student. Transcripts are not available until two to four weeks after the close of the SFS program.

Students from SFS-Affiliate Universities

Students from schools that have affiliate status with SFS typically receive academic credit for their SFS participation directly through their home institution. Applicants should check with their home school study abroad advisor or registrar to determine if they attend an affiliate school (you may also check our website). At the end of each program, SFS reports grades directly to the student's affiliated home institution. Each SFS course taken and grade received will appear on the student's regular transcript, which can be obtained through normal home institution procedures. Questions regarding these procedures or requests for information for acquiring course approval at home institutions should be directed to the SFS Admissions Office.

Credit Transfer

The amount and type (major, minor, elective) of credit students receive for coursework done on an SFS program is determined by their home institution. It is strongly recommended that

each student keep record of all completed tests, written papers, homework assignments, research papers, lecture notes, handouts, and reading assignments for the student's own future reference, and for possible discussions with faculty advisors. SFS does not assume responsibility for providing copies of these individual documents after students depart a center, with the exception of a student's grades on course assessment items and their final grade (as provided by the SFS faculty).

SFS cannot guarantee that students will receive credit for their SFS participation from their home institutions. Students should not assume that a prior student's success with credit transfer is a guarantee that their credits will transfer as well. It is the responsibility of the student to arrange credit transfer with their home school *prior* to SFS participation. Students intending to receive academic credit at their home institution should speak with their academic advisor about how to best proceed. Students should allow time to have their SFS program approved by their advisor and other appropriate personnel before the start of the program.

Why SFS Grades Matter!

Students who do not receive academic credit at their home institution (or only receive Pass/Fail credit) are encouraged to perform at their highest capacity while at SFS. Future graduate or other academic programs, as well as certain employers, may request your SFS transcript. Your SFS transcript will have your actual SFS grade (A, B, C, ...), and if you do not perform well at SFS, your poor grade may affect your future admissions or job applications.

Obtaining an Official Transcript

As part of the application process, students submit the Transcript Request Form (TRF). The information provided on this form is used when mailing transcripts at the end of the program.

STUDENTS WHO RECEIVE SFS TRANSCRIPTS

If you are a student from an Affiliate Institution that provides direct credit, you will receive your transcript directly from the SFS Registrar.

You can find out if your home school is a direct-credit SFS Affiliate here:
www.fieldstudies.org/advisors/partners

Your official grade report will automatically be mailed to your home school within 4 weeks of the completion of the semester program, or 4 weeks after completion of session 2 for summer programs. An unofficial student copy will also be mailed to your permanent address.

Additional Transcript requests should always be made directly through SFS as you will not have been registered for credit through our School of Record, the University of Minnesota. Please wait until your initial transcript has been received before requesting additional copies.

STUDENTS WHO RECEIVE UNIVERSITY OF MINNESOTA TRANSCRIPTS

If you are a student at a Non-Affiliate Institution or an Affiliate Institution that does not provide direct credit, you will have been registered for credits at our School of Record and will receive your transcript directly from University of Minnesota (U of M) Registrar.

Your grades will be reviewed by the SFS Dean after the end of the session and then sent to the U of M. At that point, it generally takes the U of M about 4-6 weeks after the end of the program (after the Summer 2 session for summer programs) to process the grades into transcripts.

Once they are processed, they will be sent to the address you indicated in your Transcript Request Form (TRF).

If you provided a personal address, instead of the address of your home school on the TRF, **please do not open the sealed transcript** envelope as you will need to deliver it intact to the appropriate office at your home school.

Additional Transcript requests should always be made directly through the University of Minnesota. You can find instructions here: http://onestop.umn.edu/grades_and_transcripts/official_transcripts/. Please wait until your initial transcript has been received before requesting additional copies.

Policies on Grading, Incompletes, and Withdrawal from Courses

SFS courses are rigorous, challenging, and the field based approach mandates that students demonstrate their knowledge of theory and practice by applying such theory and practice to actual problems. Because SFS exams are based on the application of knowledge and the synthesis of concepts and observations, the courses are generally thought of as difficult. Also, don't expect grading to be exactly the same as at your home institution—many students are surprised that different faculty often have different grading strategies. Be sure to engage with your SFS faculty at the beginning of the semester if you are unsure of the grading system.

Courses may not be taken on a pass/fail or audit basis. Letter grades will be reported to U of M and to SFS affiliate schools for every student. SFS does not "round-up" numerical grades (e.g., a final grade of 89.99% receives a letter grade of B+ and is not rounded up to 90.00, or A-). Letter grades, as determined by the SFS letter grade scale (below), are reported to U of M and SFS affiliate schools.

Letter Grade Scale

A	95.00-100.00%	B+	86.00 – 89.99%	C+	76.00 – 79.99%	D	60.00 – 69.99%
A-	90.00 – 94.99%	B	83.00 – 85.99%	C	73.00 – 75.99%	F	0.00 – 59.99%
		B-	80.00 – 82.99%	C-	70.00 – 72.99%		

Incompletes

In general, an incomplete is a temporary status for students who have temporarily left an academic program with the intent of completing outstanding coursework by a predetermined date. SFS programs are internationally-based, field-orientated, and require fulltime on-site participation in all program activities; therefore, SFS does not grant incompletes.

Early Departure

In the case of a student making a permanent departure from an SFS program without completing outstanding coursework, the following will apply:

- **Credit Policy:** SFS does not grant partial or incomplete credit. Due to the interdisciplinary nature of our programs, students must be present from the first day of orientation to the last day of wrap-up and presentations in order to receive credit for all courses. Any student who departs the program prior to completion will receive a “W” (“Withdrawn”) for the course. If the student must leave due to medical reasons and receives a medical withdrawal, some credit may be awarded at the discretion of the Office of Academic Affairs and the home institution.
- **Student Responsibility:** It is the responsibility of the student to contact their parents as well as make necessary arrangements with their home school regarding financial and credit implications as a result of their early departure.
- **Refund Policy:** See specifics in later section.

Requesting Review of Final Grades

It is the responsibility of the faculty to articulate how grades are determined. It is the responsibility of students to consider these explanations and, if there is a lack of clarity, to request clarification immediately, rather than after U or M grades are received.

Students who feel that there are grade inconsistencies should explain their concerns first to the relevant faculty in writing. Their explanation must be in writing and include both their reasons for requesting a grade review and their specific request. Faculty members have the obligation to respond fully, clearly, and promptly to any student grade inquiries. Students must raise their concerns directly with faculty while at the field site. If a satisfactory solution cannot be arranged between a student and her/his faculty, students may make a written request for an explanation of the faculty member’s decision for presentation to the Center Director for further consideration. The Center Director will review the case with the faculty member, and if a resolution cannot be made, the petition for a grade change will be forwarded to the SFS Dean of Academic Programs for review. The Dean's review will generally be limited to determining whether fair standards were set and followed. After a student departs a program (i.e., when the student physically leaves the Center), the only grade changes SFS will consider are those which involve mathematical or transcription errors.

Requesting Accommodations for Learning and Physical Disabilities

Students requesting physical and health accommodations should contact the SFS Safety and Student Life Department. Students requesting learning accommodations should contact the SFS Office of Academic Affairs. SFS will work with students, home institutions, and physicians to determine the required level of accommodation and whether or not it can be safely and reasonably maintained on program. While SFS strives to make accommodations for most disabilities, due to the remote nature of our programs, there are varying levels of accessibility, services, and accommodations at each SFS center.

Send physical disability accommodations requests to:

safety@fieldstudies.org

Or call: 800-989-4418

Send learning accommodations requests to:

SFS Dean of Academic Programs
The School for Field Studies
100 Cummings Center, Suite 534-G
Beverly, MA 01915

Or by email to:

academics@fieldstudies.org

Academic and Research Honesty Policy

SFS has adopted a zero-tolerance policy towards student cheating, plagiarism, data falsification, and any other form of dishonest academic and/or research practice or behavior (including but not limited to, standards set by any college or institution with which the student is associated). As a result, any SFS student found by SFS to have engaged in or to have facilitated academic and/or research dishonesty will receive no credit (0%) for that particular activity. The faculty make their best efforts to clearly state whenever collaboration between students in the preparation of work is deemed acceptable and the extent of collaboration that is permissible.

In addition to the zero percent (0%) mark for the particular activity, SFS reserves the right, using its sole and unfettered judgment about the severity or recurrence of the transgression, to expel a student from any program in which the student is participating. A student who is expelled from a program may receive a grade of "Withdrawn" (W) or "Failure" (F) for each of the courses of the program. The expelled student will not be entitled to any financial refund from the program.

SFS considers it appropriate to report to a student's principal academic organization any behavior that reflects on the character, integrity and/or academic ability of a student. Therefore, when a finding of academic dishonesty has been made, SFS will report the decision, as well as the sanction imposed, to any college or institution with which the student is associated, as well as to U of M, the school of record. Through participation in an SFS program, each student shall be deemed to have expressly waived any right to prevent such disclosure that might otherwise exist in law or by contract.

Nothing in this policy shall prevent any college or institution with which the student is associated from reviewing the violation and taking actions pursuant to its own policies on academic misconduct, including its policies on sanctions or the recording of an offense on a student's record.

SFS Intellectual Property, Data and Acknowledgement Policies

SFS strongly recommends that students keep copies of written papers, homework assignments, research reports, and other handouts from the faculty. The SFS office does not keep copies of these materials and cannot reconstruct paperwork after students return from the field.

In recognition of this institution's obligation to transfer technology and useful discoveries to local communities, fellow researchers, and society, SFS encourages the creation of scholarly works by SFS faculty, staff, and students as an integral part of its mission. This section should clarify the rules for ownership and use of data generated during the SFS program, and it presents guidelines for the production of scholarly works.

Data and Educational Materials Ownership

SFS is the owner of all academic products developed and research data collected by students while participating in an SFS program or through the use of facilities or funds provided by or through SFS. No student may utilize these data for any purpose other than scholarly works. This includes, but is not limited to, the production of i) required coursework outputs, ii) reports to approved SFS clients such as Directed Research papers and related products, iii) conference presentations, and sometimes iv) publications, and v) senior theses. The use of these data by students for undisclosed and unapproved personal benefit or commercial application, financially or professionally or in any other way, is not permitted.

Because the research projects conducted at the Center are linked to the Strategic Research Plan, and projects are defined and prioritized by Center faculty, the SFS faculty advisor is considered the principal investigator of the project. As a member of the research team, students who have collected data during their program period will have access to these specific data from their SFS program. Students should discuss their intent to use these data for the explicit purposes of developing senior theses or other scholarly works outside of SFS with their DR advisor, prior to use. In some instances, collected data may not be suitable for these purposes. Please see the next two sections for more specifics on using SFS data for scholarly works and theses.

Using SFS Data Outside of SFS

To avoid unauthorized use of SFS data beyond SFS, we require a formal process of requesting permission from the project's principal investigator to use data collected while at SFS to produce scholarly work or use in a thesis. Please submit a written request to the principal investigator, specifying the data to be used and what will be produced with the data. In most cases, the use of such data is not an issue at all, but in certain circumstances it may not be possible.

Scholarly Works

Students may pursue the production of scholarly works using SFS research *only under consultation with and approval by the project's principal investigator* (i.e. the faculty supervising the DR project) or if the principal investigator is no longer with SFS, then approval may be granted by the Center Director or the Dean of Academic Programs. SFS does require students to take the following steps in the development of scholarly works, including a senior thesis, conference presentation, or manuscript for publication:

1. Discuss proposed plans with SFS faculty or Center Director, preferably while still at SFS;
2. Formally request permission from the SFS faculty to use the data for scholarly work outside of SFS;
3. Develop an authorship plan and work plan with SFS faculty, and, in the case of a senior thesis, with their home institution advisor;
4. All authors prepare the scholarly work;
5. Acknowledgements (see below for example) and institutional affiliation details are determined in discussion with SFS and the student's home institution.

In all scholarly works submitted for publication and based upon SFS data, the authors, whether currently or previously students at SFS, are required to acknowledge SFS, the Center, and all SFS employees and students who were involved in the project. In addition, publications or presentations by SFS employees that are based on data obtained by students during the conduct of SFS program coursework will, at a minimum, give acknowledgement to SFS classes who contributed to the research and full acknowledgement to the students who made a significant contribution to the research. The inclusion of students as co-authors by faculty is optional and will be based on merit, contribution, and relevance.

Use of Data for Thesis

Students may have the opportunity to develop some aspect of their SFS Directed Research into a thesis at their home institution after the program. They may use the data for that purpose after consulting with their SFS faculty advisor but will not necessarily have access to additional data once they have completed their SFS program. Students should discuss this option with the SFS Admissions Counselor prior to starting the program and with the Center Director and the DR advisor once they start the program. It is also critical that the student discusses this option with their faculty advisor at their home institution before, during, and after their participation in the program. The responsibility for seeking clarity on research requirements from both institutions lies solely with the student.

The purpose of the Directed Research project is to contribute to a broad and ongoing research agenda that has been defined by local stakeholders and SFS staff. Therefore, we cannot cater the DR projects to independent student interests or academic requirements at a student's home institution. Similarly, since the DR paper and other research assignments are works produced for an SFS course, students must hand in original work, therefore we generally cannot accommodate using data from research conducted at the home institution. Students and home advisors should bear in mind that students will not have the opportunity to pursue independent research or research on a topic unrelated to the DR. Also, data collection is usually completed

as part of a team effort. We have had students discover when returning to their home institutions that their efforts when broken down as part of a team were not sufficient to fulfill a research requirement beyond that for which they were credited through SFS.

The SFS faculty advisor is solely responsible for assessing the content and quality of student work for the DR. Likewise, the student's thesis advisor at their home institution will be responsible for assessing subsequent work. It may be appropriate for students to invite their SFS advisor to serve on their thesis committee.

SFS Acknowledgement Policy

The appropriate acknowledgement of SFS is as follows:

"The Author gratefully acknowledge(s) the key [financial and/or field and/or logistical and/or other] support provided by The School for Field Studies (SFS) Center for [name and location of Center, e.g.: Center for Rainforest Studies, Australia]"

NOTE: In the case of both author address and acknowledgement, "The School for Field Studies (SFS)" is always identified and always placed before the name of the Center.

Requesting References from SFS Faculty

Some students request references from their SFS professors for graduate study or fellowship applications. Faculty are not obligated to write a student a letter of recommendation, and the decision to write the letter will be based on the professor's workload and student's SFS performance. Students are responsible for maintaining the contact information of their faculty and Center Directors. Since SFS instructors are frequently off in the field engaged in teaching or research, it may be difficult to contact them—expect a slow turnaround time and plan accordingly.

Representing SFS Experience on Your Résumé

Upon completing the SFS program you will have a number of skills and experiences that should serve you in your future studies and professional endeavors. SFS will have given you specific skills in intercultural competence, foreign language, field research, and data analysis that will make your résumé stand out. Thus, SFS encourages you to take full advantage of the SFS experience by representing your participation in the program on your résumé or curriculum vitae. See the box below for preliminary ideas, and study the materials provided in your closure packet upon your return stateside.

SFS on Your Résumé

Education

Study abroad: The School for Field Studies (SFS), [Name of course], [Name of SFS Center], [Location] (# credits, University of Minnesota: Twin Cities), [Program date].

E.g. The School for Field Studies (SFS), Tropical Rainforest Studies, Centre for Rainforest Studies, Queensland, Australia (16 credits, University of Minnesota: Twin Cities), Fall 2008.

Field Experience

[Year of experience] “[Title of your DR project]”, [brief description of the skills you developed; e.g., field survey of birds in forests and roadsides, scientific presentation]. [Location], [Time span; e.g., July-Aug].

E.g. 2008 “Growth rate of *Calycophyllum spruceanum* in fields and forests,” experimental design, field data collection, scientific writing and oral communication. Peru, Sep-Dec.

Communications & Information Systems Policy

The School for Field Studies is continually developing its technology infrastructure, providing exciting new possibilities for school-wide connectivity, research, and information sharing. The SFS IT Director is responsible for the development and management of these systems. In order to maintain the integrity, reliability, and performance of this foundation, all students must follow the policies and procedures shown below.

General Equipment Use:

- Always check with an SFS faculty member before attaching any personal (non SFS-owned) computers, laptops, printers, or other network devices to the network.
- Borrowed equipment, on and off premises, is the borrower's responsibility until returned.
- Students are expected to uphold the condition of any SFS IT equipment that he/she uses. Be careful not to expose equipment to food, liquids, excessive sunlight, heat, cold, humidity, or magnetic fields.
- Due to the varying weather conditions at our field stations, computers are subjected to a much harsher environment than they normally operate in. Data should be backed up regularly onto USB thumb drives in the event your computer fails during your program. SFS is not responsible for personal computers or providing a “loaner” to use but every effort will be made to accommodate your need on a case by case basis.

Abuse of Systems:

Abuse of systems is defined as an intentional action that threatens the stability, functionality, or performance of any SFS or non-SFS system. These prohibited actions include, but are not limited to:

1. Downloading or storing music, video, or large quantities of pictures/photographs for personal use.
2. Installing or running any software applications or executable files that are not provided by SFS.
3. Moving, reconfiguring, disabling, or removing SFS-owned equipment or software.
4. Gaining unauthorized access to or abusing SFS systems or any remote Internet systems. This includes spamming, hacking, virus distribution, or taking actions that compromise the security of any network system.
5. Using SFS systems to perform any activities that are illegal in the country where the employee is located. This may include gambling, making illegal purchases, or copying/distributing copyrighted material,
6. Accessing, downloading, uploading, saving, receiving, or sending material that includes sexually explicit content or other material containing vulgar, sexist, racist, threatening, violent, or defamatory language.
7. Deleting or changing digital documents without the consent of the document creator or owner. If the document creator or owner is not known or is not available, obtain a faculty member's approval before proceeding.

Password Policies & Guidelines:

Passwords are the keys to SFS resources and private student information.

Do not disclose any passwords to other individuals.

Do not e-mail passwords or record passwords where they may be easily obtained by others.

When you are finished using a computer, always log out before leaving.

Student Rights and Responsibilities

SFS Rights Policy

All members of The School for Field Studies community are entitled to certain basic rights. These rights include, but are not limited to, the right to live in an environment free from harassment based on race, religion, gender, handicap, ethnicity, sexual orientation, economic status, or national origin.

Learning and Physical Accommodations

SFS is prohibited by law from making any inquiries about learning and/or physical accommodations prior to an admissions decision. If a potential student voluntarily provides this information during the admissions process, it will be kept in strict confidence and will not affect admissions decisions. If you require learning and/or physical accommodations, please indicate that information during the medical review process. If you wish to request academic accommodation, documentation must be submitted in writing by a qualified professional prior to the start of the program.

Confidentiality of Student Records

Student Right of Access

The School for Field Studies maintains confidential files on all SFS students. These files contain material submitted as admissions requirements, financial aid application material, all contracts, medical records, and academic grades.

SFS reserves the right to request updated transcripts from accepted students at any time. Unless otherwise detailed in the terms of your acceptance, you are expected to maintain the academic standing achieved at your home institution (as evidenced by enrollment status and GPA) at the time of acceptance. SFS may rescind offers of acceptance made to students whose academic standing changes.

You are free to take reasoned exception to data or views offered in any course of study and to reserve judgment about matters of opinion. You are responsible for learning the content of any course of study for which you are enrolled. You have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, you are responsible for maintaining standards of academic performance established for each course in which you are enrolled, and for full participation in all aspects of the program.

Directory Information

Certain information, known as "directory information," may be released by SFS. This information includes your name, address, phone number, place and date of birth, major field of study, participation in officially recognized activities and teams, dates of attendance, awards received, and other similar information. If you do not wish this information released to others, you must make written notification of this to the SFS Admissions Manager.

The Admissions Office will prepare a list of students on each program. This list, containing names, home towns, email addresses, and home institutions, will be sent to each student approximately one month prior to the start of the program. If you do not wish to have your address or email included on this list, you must contact the SFS Admissions Office no later than two months prior to program departure.

Third Party Access

Based on education privacy laws, parents have no right of access to the records of students in post-secondary institutions.

Beyond the directory information mentioned above, only those faculty and employees of the educational institution who have a legitimate educational interest in your record may be permitted access to it. Information will not be released to any other parties without your written permission. In an emergency, information may be released if your health and safety is at stake, and if the person receiving the information is in a position to act on it.

If you wish to review your file, you must either make an appointment to do so with the Admissions Manager, or make a written request for a copy of specific information.

Evaluations

The faculty will complete written evaluations of each student at the end of each program. These evaluations are used in evaluating candidates for SFS internships, and are not made accessible to students or outside parties.

Questions regarding the above information should be directed to the Admissions Manager.

Contractual and Financial Obligations

Statement of SFS Responsibility

In organizing and managing these programs, The School for Field Studies, its agents, employees, and staff give notice that they act solely on behalf of and for the benefit of the participants, on the express agreement that SFS shall not be liable, financially or otherwise, for non-performance or unsatisfactory service; for the injury to persons including death; for loss of, or damage to property; for accident or delay; and/or for expenses arising from strikes, weather, quarantine, sickness, government regulation, civil unrest or war, or from any act or omission of its agents or employees, and/or airline, railroad, bus company, automobile rental agency, hotel, or other supplier of service.

The School for Field Studies is a not-for-profit, 501(c) (3) corporation located in Beverly, Massachusetts, U.S.A. All matters relating to or arising out of or involving in any way a student's 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. All courses, fees, and dates are tentative until verified and confirmed in writing by The School for Field Studies.

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

Program Changes

SFS programs are obviously different from a semester on your home campus, travel or adventure programs, and other study abroad programs. Each session is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although closely monitored, are beyond the control of SFS. For example:

Some programs take place in highly regulated and sensitive environments, usually requiring special permits.

Some projects depend on the goodwill and generosity of individuals and institutions which lend support.

Tenuous weather situations or natural disasters or changes in political conditions may require last-minute changes or cancellation of specific activities.

Faculty and staff changes occur due to health, personal matters, performance evaluations, and other factors.

SFS reserves the right to make changes before or during a program. Indeed, part of the challenge is in adapting to changing conditions and overcoming the obstacles they may present.

Course Cancellations

In rare cases, circumstances make it necessary to cancel a proposed course or program. In the event of a course cancellation prior to course commencement, SFS will refund any tuition or deposit monies you have paid. SFS will not refund any monies if a cancellation occurs once a program is in session; therefore, it is highly recommended that you investigate trip cancellation insurance. Circumstances that might precipitate a cancellation include political unrest, weather-related problems, or a medical epidemic or emergency.

Billing Deadlines and Refund Policies

The deadlines for tuition, room & board payments due to SFS are as follows:

SFS Summer I or Combined: April 1st

SFS Summer II: April 30th

SFS Fall Programs: June 1st

SFS Spring Programs: October 30th

Students will receive an invoice from our billing department about **30 days prior to these deadlines** via mail or email. You will not be allowed to participate in the program with an outstanding tuition balance. For applicants who apply after these deadlines, tuition is due upon receipt of the invoice.

If your home school will make these payments for you, we will send an invoice to your home school. Your acceptance email will indicate who is responsible for making these payments to SFS.

Application fees and Program Commitment Deposits are non-refundable.

Semester Refund Policy

Refund Policy for Semester Program Costs

If you withdraw by notifying SFS in writing the following amounts will be refunded:

- Withdrawal 61+ days prior to the first day of the program = 100% refund of total program cost (less deposit).
- Withdrawal 60 to 31 days prior to the first day of the program = 50% refund of total program cost (less deposit).
- Withdrawal 30 days prior to 14 days after the start of the program = 25% refund of total program cost (less deposit).
- Withdrawal 15 or more days after the start of the program, or if a student is asked to leave the program = no refund.

Summer Refund Policy

Refund Policy for Summer Program Costs (effective beginning Summer 2018)

If you withdraw by notifying SFS in writing the following amounts will be refunded:

- Withdrawal 30+ days prior to the first day of the program = 100% refund of total program cost (less deposit).
- Withdrawal 29 days prior to the start of the program = 29% refund of total program cost (less deposit).
- Withdrawal after the program starts = no refund.

Loan Repayment Policies

Each year, approximately 30% of the SFS student body is assisted with loans from the Merck Family Student Revolving and SFS private Loan Funds. The availability of loan funds is contingent upon the timely repayment of loans by previous borrowers to provide funding for new loan recipients. The repayment period for each loan is stipulated at the time the loan is made in the Loan Agreement. You are responsible for making monthly payments on your loans starting the month after your SFS program concludes. SFS will charge \$15.00 late fee for payments past due.

Any default loans for which payment is three months or more late will be reported to our collection agency. Grades and transcripts will be withheld from any student considered to be in default and the student's co-signer will be expected to assume payment.

If you are having temporary difficulty meeting your repayment obligation, you should contact the SFS Finance Department to arrange a mutually agreeable, revised payment schedule.

Scholarship/Loan Student Reporting Requirement

If you receive a scholarship or loan for an SFS program, you are required as part of your award contract to write a three to five-page report to SFS and your scholarship sponsors within one month of program completion. This paper should detail reasons for joining the program and activities in which you participated, and should address the value of the program, personally and academically.

Policy Regarding Outstanding Tuition Balances

No student having an outstanding tuition balance will be allowed to participate in an SFS program unless the Finance Department has approved. If funds due to you by your home school or through federal financial assistance are not available at the time the program departs for the field, you may be permitted to go into the field if you complete and sign a Deferred Payment Form, accepting personal responsibility for all outstanding tuition funds, including expected federal funds, and committing that the balance will be paid by the end of the program. No grades or transcripts will be awarded until all outstanding tuition funds are paid in full. Any payment received from a student with an outstanding tuition balance will be applied first to that balance.

Policy Regarding Other Outstanding Fees

You may occasionally incur expenses that are temporarily covered by the Center staff and/or faculty. This may include, but is not limited to, medical expenses, phone bills, and charges for damage done to SFS facilities and/or equipment. You must pay these expenses in full prior to your departure from the program. No grades or transcripts will be awarded until all outstanding fees are paid in full.

Terms and Regulations Contract

Note that as a condition for participation in an SFS program, you are required to document that you have read, understood and accepted all academic, safety, administrative and operational policies, rules and requirements by reading and signing the SFS Terms and Regulations Statement.