OUR HISTORY

For nearly 40 years, The School for Field Studies (SFS), one of the nation’s largest environmental study abroad programs for college undergraduates, has combined hands-on, interdisciplinary environmental studies with scientific research to explore sustainable solutions to critical environmental problems. SFS students work with local communities to discover practical ways to manage their natural resources, and in the process undergo a transformational experience that helps them to advance their careers as skilled professionals and to become globally aware citizens.

ORGANIZATION

- Nonprofit organization, founded in 1980
- School of Record: University of Minnesota
- Centers in Australia, Bhutan, Cambodia, Chile, Costa Rica, Kenya, Panama, Peru, Tanzania, and the Turks and Caicos Islands
- Over 19,000 alumni with careers in the private sector, government, academia, and environmental NGOs

WHO STUDIES WITH SFS?

- Students from over 170 schools attend SFS programs each year. SFS cohorts range in size from about 15 to 30 students per center.
- Students of all disciplines participate: biology, environmental science and studies, history, anthropology, political science, art, education, economics, pre-vet and pre-med, engineering, business, communications, regional studies, and many others
- SFS welcomes a diverse student body and creates an atmosphere that is open to different learning styles and perspectives, while encouraging students to think beyond the boundaries of their chosen academic disciplines and cultural perceptions
PROGRAMS

SEMESTER PROGRAMS

AUSTRALIA: Rainforest to Reef
BHUTAN: Himalayan Environment and Society in Transition
CAMBODIA: Climate Change, Ethics, and Conservation
CHILE: Wild Patagonia: Fire and Ice
COSTA RICA: Sustainable Development Studies
KENYA: Wildlife, Water, and Climate Resilience
PANAMA: Tropical Island Biodiversity Studies
PERU: Amazon Studies
TANZANIA: Wildlife Management Studies
TURKS AND CAICOS ISLANDS (TCI): Marine Resource Studies

SUMMER PROGRAMS

SUMMER SESSION I

AUSTRALIA AND NEW ZEALAND: Rainforests of New Zealand and Australia
BHUTAN: Forests in the Land of the Thunder Dragon
CAMBODIA: Elephants of the Cambodian Highlands
COSTA RICA: Biodiversity and Sustainable Food Systems
KENYA: Wildlife, Water, and Climate Resilience
PANAMA: Tropical Island Ecosystems: The Human Impact
TURKS AND CAICOS ISLANDS (TCI): Fundamentals of Marine Conservation

SUMMER SESSION II

AUSTRALIA: Watersheds of the Wet Tropics
BHUTAN: Big Cats of the Himalayas: Tracking and Conservation
COSTA RICA: Fundamentals of Sustainability Research
KENYA: Primates of the African Savanna
TANZANIA: Carnivores of the African Plains
TURKS AND CAICOS ISLANDS (TCI): Marine Megafauna

PROGRAM STRUCTURE

SEMESTER PROGRAMS

- Fall and spring semester options in all locations - 102 days (excluding Australia, which is 95 days)
- Students take three 4-credit courses focused on topics of ecology, natural resource management and conservation science, socioeconomics and environmental policy, and environmental ethics
- All programs except Australia and the Turks and Caicos Islands include an additional 2-credit language and culture course
- All programs culminate in a 4-credit Directed Research course including at least 10-15 days of field data collection with additional days for analysis, write-up, and presentations
- Program activities take place six days a week with at least part of one day devoted to community engagement, and one day off per week
- Some programs offer a five-day break and long weekends for independent travel; see individual program advising notes

SUMMER PROGRAMS

- Summer programs offered at all centers except Chile and Peru
- Two summer sessions (4 weeks, 4 credits each). Any Session I course can be paired with any Session II course to gain field experience in multiple countries and ecosystems
- Each four-week session is 4 semester-hour credits in environmental studies. In some cases these courses fulfill a field-study requirement, as they include extensive field components and touch on many topics covered in the semester programs
- Program activities take place six days a week with at least part of one day devoted to community engagement, and one day off per week
SFS was founded with the belief that stewardship of our planet is the responsibility of people all around the world. Addressing complex global issues requires the active inclusion of stakeholders with varying perspectives and identities. We recognize that to successfully address threats to our natural world, we must look beyond social constructs designed to divide us. Just as we value biodiversity in all of its forms, we value and engage with a multitude of diverse perspectives and people in the countries where we work and the students and staff we serve.

SFS strives to cultivate inclusive communities; encouraging student cohorts representing human diversity across the globe. Our programs aim to support every student, including those who identify as a racial or ethnic minority, members of the LGBTQIA+ community, first-generation college students, and students from all underrepresented groups or underserved communities. We continue to develop strategies to support all students from the time they apply, during their program, and beyond. SFS recognizes that when all students’ voices are valued and heard, confidence in academic ability thrives to the benefit of entire communities.

For more information about SFS initiatives to increase access and inclusiveness of a diverse student body, please contact Megan Telzrow, SFS’ Institutional Relations and Diversity Manager: mtelzrow@fieldstudies.org
ADMISSIONS

SFS encourages participation by students from all majors. Admissions are year-round and rolling, but early applications (up to a year in advance) are encouraged for acceptance into a student’s first-choice program. Each term, several programs typically reach a waitlist.

ELIGIBILITY

- 18 years of age
- GPA requirements: 2.8 (semester) and 2.6 (summer). Students with GPAs slightly below this mark are still encouraged to apply.
- Prerequisites:
  - Semester: One college-level biology, ecology, or environmental studies/ science course (or related coursework, as assessed by SFS) with a grade of C or better.
  - Summer: No course prerequisite
- Students are encouraged, but not required, to have taken coursework in statistics, anthropology, international development, and economics. Spanish coursework is recommended for students applying to Chile, Costa Rica, Panama, and Peru.

APPLICATION PROCESS

- No application fee
- Participation Approval Form and Transcript Request Form
- Online application form and essay responses
- SFS Financial Aid Application (optional)
- SFS Academic and Character References
- 30-minute phone interview with an SFS Admissions Counselor (scheduled once all other items have been submitted)
- Official transcript

The Participation Approval Form (PAF) should be signed by the student’s study abroad advisor. This form, and any others submitted by the advisor on the student’s behalf, should be scanned and sent to admissions@fieldstudies.org. SFS does not have an advisor portal with a login; advisor resources can be found on our website as outlined on Page 5. If you wish to receive a status update on a student’s application or an enrollment report, please contact your Institutional Relations Manager at www.fieldstudies.org/advisors/institutions.

FINANCIAL AID AND SCHOLARSHIPS

Each year, SFS awards over $650,000 in need-based financial aid. Aid packages are typically a combination of scholarships, grants, and loans. All students are eligible to apply for SFS financial aid regardless of whether they receive aid on their home campus, and all students who exhibit financial need will receive some form of aid from SFS. We encourage students to work closely with their home schools to identify what aid will transfer to an SFS program, and our website lists several external scholarship opportunities.

Students submit one SFS aid application that puts them into consideration for over 15 scholarships, grants, and loans (note that two scholarships require an additional essay). Aid applications are reviewed after the student is accepted into a program and has paid the Program Commitment Deposit. Our financial aid options include but are not limited to:

- Pell Grant Matching Scholarships
- Diversity Scholarships to support the participation of underrepresented groups in study abroad
- SFS Endowed Scholarships and Travel Grants
- Andreas Family Scholarships for students at public U.S. institutions
- Zero- and low-interest loans

fieldstudies.org/admissions/aid/
ACADEMIC MODEL

SFS programs are intense, invigorating, and fulfilling and are delivered by an all-star team of faculty and staff. Students on our programs examine firsthand the environmental issues faced by our host communities and the surrounding ecosystems, gaining important research and intercultural skills, making lifelong friends, and contributing to a growing body of international environmental research.

COURSEWORK

Courses are led by full-time, permanent SFS faculty members who are skilled teachers, field researchers, and mentors. Semester programs consist of four 4-credit upper division courses and a 2-credit language and culture course (Australia and TCI do not offer the 2-credit course) for 18 credits. Summer programs consist of one 4-credit upper division course per session with two sessions offered at most centers.

Course themes span biology, ecology, geography, socioeconomics and environmental policy, environmental ethics, conservation science, natural resource management, and field research. Course lectures and activities take place both in the classroom and in the field.

Grades are assessed through practical and written exams, quizzes, field exercises, presentations, homework, and final papers. SFS uses a letter grade scale (see a program manual for the full breakdown) and courses may not be taken on a pass/fail or audit basis. Sample syllabi for all courses can be found on the Advising Tools section of the SFS website. Each syllabus includes a course overview and content delivery outline, learning objectives, teaching methods, and a breakdown of the graded assignments and grading scheme.

SFS courses are accredited through the University of Minnesota Twin Cities. The amount and type (major, minor, elective) of credit students receive at their home institution for coursework done on an SFS program is determined by the home institution.

Students may request learning accommodations through the SFS Office of Academic Affairs (academics@fieldstudies.org). SFS will work with the student to determine the required level of accommodation and whether it can be safely and reasonably maintained on program.

GETTING INTO THE FIELD

The SFS model embraces active learning. SFS students get out of the classroom and actively engage with the surrounding ecosystems and communities, learning firsthand about topics like population dynamics, environmental stressors, resource availability, or impacts of climate change and building practical field skills like GIS, species identification, ecosystems survey methods, camera trapping, mist netting, research design, data collection, and scientific writing and presentation. Our program locations range from deep in the heart of the Amazon in Peru to the tropical coastline of Panama or the plains of the Serengeti in Tanzania.

COMMUNITY INVOLVEMENT

SFS is not a cultural immersion study abroad program as we focus on environmental studies and field research. However, we build long-term, collaborative relationships with the communities around our centers, and community members and local organizations often inform the direction of the SFS research agenda. Students benefit from these strong community connections both academically and culturally through interactions with the local staff on campus, cultural events and festivals, day or overnight stays with community families, environmental education activities, research presentation, or even pickup soccer matches.
**RESEARCH AT SFS**

SFS programs provide the foundation for students to critically examine today’s environmental issues in an international setting and conduct meaningful, hands-on research in a field setting. Each SFS center has developed a Strategic Research Plan (SRP) to examine key environmental issues in the region. During semester programs, as part of the Directed Research (DR) course, students work directly with a faculty mentor to identify a research question that falls under the umbrella of topics in the SRP. This approach allows students to address relevant, real-world environmental issues and contribute to a larger body of scientific knowledge. Here’s how it works:

The Directed Research course takes place during the final 4-6 weeks of the program and students spend at least 10-15 days collecting data in the field. The research our faculty and students conduct complies with the research ethics rules and guidelines in the country in which they are working, and when applicable, permissions are obtained for research on human subjects, animal subjects, and for the extraction of biological samples. Additional vetting for human subjects research is made by the SFS Office of Academic Affairs to ensure standards of ethical practice and protection of subjects are met.

While students attending summer programs with SFS will not complete the full Directed Research process due to time constraints, they will have the opportunity to develop a suite of field research skills that augments their undergraduate education and can be a resource for grad school applications or their careers.

**HEALTH AND SAFETY**

SFS is a leader in the study abroad industry in health and safety systems. SFS has a structured risk management program that takes care to manage the itineraries and logistics of students’ daily activities. Our small number of programs enables us to provide detailed attention to each group, and we tailor our risk management approaches to the specific needs of each of our field stations. This allows us to adapt to the dynamic changes of the natural and political world to both prevent and respond to risk quickly and soundly.

**STUDENT PREPARATION**

To best prepare students to travel and study abroad in a new environment, SFS uses a variety of tools to set clear expectations about environmental and cultural awareness, personal responsibility and conduct, and health and safety. When students are first accepted into the program, they are provided with a Field Preparation Guide that outlines SFS policies, best practices for mitigating personal safety risks,
health and safety in-country, and expectations for cultural adjustment. Prior to departure, SFS conducts a diligent medical screening to assess how we might be able to best support and accommodate any medical limitations or restrictions. Leading up to departure, students are required to complete a pre-departure exercise designed to help students begin to think about their identity, goals they’ve set for their time abroad, challenges they expect to face, and how they will take care of themselves and their peers during this transformative and challenging experience. Upon arrival to the SFS campus, students participate in an orientation where they are educated about the local community and culture, advised on ways to increase personal awareness and safety, oriented to the SFS policies, and provided with confidential channels for reporting any concerns.

**STAFF TRAINING**

Due to the remote locations of many SFS field sites, several SFS staff members at each center are Wilderness Advanced First Aid (WAFA) certified and trained on how to respond in the case of an emergency. Additionally, each SFS program is staffed with a full-time residential Student Affairs Manager (SAM) who is a certified Wilderness First Responder (WFR), sexual assault first responder, and the primary medical responder on campus. The SAM also coordinates program logistics, engages students in community outreach, advises and counsels students on group dynamics and adjusting to life abroad, and conducts on-site risk assessment and management.

**COMMUNICATION**

Each SFS field station is equipped with communications equipment, including cell phones, internet access, and a satellite phone. SFS Headquarters maintains a 24-hour emergency contact system and is in close contact with the staff at each field station. It is important to note that internet may occasionally be unavailable due to local provider or satellite issues.

**GLOBAL MONITORING**

SFS adheres to the Forum on Education Abroad Standards of Good Practice and continually monitors global risk and security using a variety of external resources, including the U.S. State Department and Overseas Security Advisory Council. These resources and diligent monitoring enable SFS to adapt to the dynamic changes of the natural and political world and respond to risk quickly and effectively.

**EMERGENCY ACTION PLANS**

Each SFS Center has a Risk Assessment and Management Plan (RAMP) that comprehensively documents emergency response protocols and contingency plans. The protocols list the locations and contact details for nearby medical clinics, advanced medical care, and emergency evacuation services as well as provide staff, who are trained in wilderness medicine, with guidance on how to respond to incidents or emergencies.

**ACCOMMODATIONS**

To read more about accommodating students with disabilities, mental health considerations, dietary needs and preferences, physical rigor of our programs, or our campus alcohol policy, visit our website: [www.fieldstudies.org/safety](http://www.fieldstudies.org/safety)
ADVISING TIPS FOR SFS PROGRAMS

An SFS program provides a once-in-a-lifetime learning experience, but it isn’t for everyone. In the following pages, we provide you with additional tools to reference as you work with students considering an SFS program. We’ve included some general tips below that apply to all of our programs, followed by advising tips for specific countries.

- Students should be passionate and curious about the natural world and committed to solving environmental issues like climate change.

- Flexibility is essential. Schedules can and do change due to weather, field conditions, or even the availability of community members or access to field sites.

- Programs are very structured, with little free time or time alone. SFS programming takes place 6 days a week. Several semester programs do offer a five-day break or long weekends for independent travel.

- Field station locations and characteristics differ between centers, but life at a field station can be rustic, and communal living can be challenging for some students. SFS programs are best suited for students who are excited to live and work as part of a team.

- Academic coursework in ecology, basic statistics, economics, cultural anthropology, and/or sociology, while not required, is great to have taken prior to the program.

- SFS programs are best suited for students who demonstrate a commitment and openness to learning about a different culture.

- Access to the same level of internet speed and popular (bandwidth heavy) social media sites will be more limited on program. We encourage students to ‘disconnect’ from their devices and social media platforms to give themselves a broader experience during their time abroad.

- Our programs are not like a typical college campus where participation is expected, but not necessarily mandatory. Students are expected and required to participate in all program activities (unless excused for medical reasons).

SFS PROGRAM LOCATIONS
**AUSTRALIA**

**CENTER FOR RAINFOREST STUDIES**

**LOCATION**  
Yungaburra, Queensland; foothills of the Atherton Tablelands, about 80 miles inland from Cairns

**FOCUS**  
Rainforest management; rainforest restoration; watershed management and downstream effects from rainforest to reef

**KEY TO KNOW**

- This program is most appropriate for students interested in rainforest ecology or botany, restoration, management, and climate change studies. Students keen on working with Indigenous groups/livelihoods (and some ecotourism) will also have a chance to do coursework in this realm.

- Though many places in Australia have access to modern amenities like high-speed internet, because of the physical location, this is one of the more remote SFS centers, with very poor telecommunications on-site.

- There is a lot of hands-on work and many active days in the field, including nursery work and tree planting, animal surveys, and interviews with local residents and tourists.

- Summer programming: Session I combines 10 days in New Zealand with the remainder in Australia; the course focuses on comparing and contrasting land management policies in Australia and New Zealand, and the involvement of Aboriginal and Māori peoples in these practices. Session II is in Australia only, and the course focuses on the ecology of watersheds, moving from the rainforest downstream to the Great Barrier Reef. Students may complete both sessions for 8 credits.

**PROGRAM HIGHLIGHTS**

- Summer Session I includes 10 days in New Zealand

- All students are exposed to and use GIS

- Strong ecology focus, e.g. plant identification, animal observations, work in nurseries that grow trees for rainforest restoration, and bird walks

- The location in the rainforest is magical - many endemic birds and nocturnal animals can be seen on-site - and is best suited for students who love an outdoor experience in a remote setting
FIELD TRIPS

- Multi-day excursion to Cape Tribulation and Daintree National Park, a UNESCO World Heritage Site and one of the world’s oldest rainforests
- Students in the Semester and Summer Session II programs have visits to the Great Barrier Reef during program time to learn about the links between riparian restoration and water quality on the reef. Sites may include Green Island and Orpheus Island (overnight excursion to James Cook University Marine Lab).
- Visit to the edge of the Outback (Semester only)

COMMUNITY INTERACTION

- Students visit local Aboriginal groups, gaining an understanding of Indigenous culture and their use and management of natural resources
- Homestay opportunity (two days with a local family; semester program only)
- Work with tree planting and conservation organizations
- End of semester public event for research presentations with partners and community members

BE PREPARED FOR...

- The “wet season” (our spring semester) can be really wet, but so can the “dry season.” Be prepared for rain and mold!
- Students should be prepared to encounter terrestrial leeches, snakes, spiders and insects, stinging trees, and other hazards of the rainforest. Safety protocols are covered in detail during orientation.
- Summer programs take place during winter in Australia and New Zealand; be prepared for cooler temperatures, especially cold and wet in New Zealand.
- In addition to being secluded, the Center is spread out, including long pathways through the forest between cabins, bathrooms, and main Center buildings throughout forested areas (up to a 15-minute walk between furthest points)
- There is no public transportation and no town within walking distance; students are encouraged to take hikes from the Center and take advantage of Center activities such as the volleyball court in their down time and on free Sundays. They may also collaborate with staff to organize trips away from the Center on Sundays or hire their own transportation.
BHUTAN

CENTER FOR HIMALAYAN ENVIRONMENT AND DEVELOPMENT STUDIES

LOCATION
Paro Valley, Paro District, Bhutan

FOCUS
Rural development linked to natural resources; ecology of Eastern Himalayan forests; community forestry; conservation; religion and culture of Bhutan

KEY TO KNOW

- Successful students will have had experience on outdoor expeditions, especially backpacking. The program is physically demanding because of the altitude and terrain.
- Students must be open to the possibility of changing itineraries. For example, delays or closures on Bhutan’s central highway or rescheduling activities due to festivals or public holidays.
- Non-academic program activities emphasize cultural and religious aspects of Bhutanese society.

PROGRAM HIGHLIGHTS

- Bhutan is considered one of the most exclusive travel destinations in the world
- Remote, mountainous terrain; field station at 7,000 ft and hikes up to 12,000 ft
- Students take a trek through mountain and riverine ecosystems, and spend a few nights camping in these remote areas
- Explore lower-elevation subtropical Himalayan broadleaf forests (around 4,000 ft above sea level)
- Semester program includes a two-credit religion and culture course
- Students experience local culture by attending festivals, witnessing traditional dance, and visiting monasteries

Hike up to the world-famous Taktsang Monastery, a Buddhist temple built into the cliffside of the Paro Valley. There are numerous temples in the Monastery, and students benefit from a guided tour by staff members. As no cameras are allowed inside the Monastery, this is a truly unique and special experience.
FIELD TRIPS

- Cultural trek through rural countryside; 1-2 nights are spent camping
- Extended expedition to Phobjikha Valley to visit high-altitude wetland ecosystems and learn about conservation initiatives
- Visit to the Haa Valley and experience rural Bhutanese lifestyles through overnight farm-stays
- Thimphu: students explore Bhutan’s capital city and present research findings at a nationally attended symposium
- Travel throughout Bumthang District, visiting the UWICER field station as well as culturally and religiously significant temples

COMMUNITY INTERACTION

- Partnerships with Bhutan Ecological Society (BES) and Ugyen Wangchuck Institute for Conservation and Environmental Research (UWICER)
- Sports with local students; learn about traditional sports like archery, lawn darts, and dance
- Students have access to Paro and can spend free time in town, which is walking distance from the Center.
- Stream and river clean-ups

BE PREPARED FOR...

- Studying in a country with little to no Western or outside influence
- Living at high altitude
- No independent student travel during days off, and no mid-semester break or weekends away
- Limited and unreliable communication outside of Bhutan; internet is sometimes down for hours at a time
- Variable weather; the summer programs run during monsoon season (wet and chilly); 4.3 inches of rainfall is average and temperatures typically range between a high of 70°F and a low of 50°F. The fall semester starts rainy and warm, becoming drier and cooler as the weeks progress. The spring semester starts drier and cooler and becomes wetter. While days are usually sunny and warm during the winter months, temperatures at night are below freezing. There are space heaters in the dorm rooms, but warm layers are a necessity.
- A very physically demanding program; students should be in excellent physical condition. Even casual walks can be tiring due to the elevation and terrain in some locations. Hiking is very challenging. Any sort of illness at altitude is difficult to manage, particularly respiratory illnesses, or history of past altitude illness.
- All students are required to receive the rabies pre-exposure vaccine series prior to departure for the program. This vaccine is a series of three shots over the course of 21-28 days and can be expensive if not covered by insurance.

COURSEWORK

All students take the full SFS program curriculum; there is no course selection or registration.

SEMESTER COURSES

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<td>Religion and Culture of Bhutan</td>
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<td>SFS 3040</td>
<td>Political and Socioeconomic Dimensions of Environment</td>
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<td>SFS 3050</td>
<td>Land Use, Natural Resources, and Conservation</td>
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<td>SFS 3060</td>
<td>Mountain Ecology</td>
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SUMMER I COURSE

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<td>SFS 3181</td>
<td>Himalayan Forests and Gross National Happiness</td>
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SUMMER II COURSE

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<tr>
<td>SFS 3191</td>
<td>Tracking and Conservation of Big Cats in the Himalayas</td>
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CAMBODIA

CENTER FOR CONSERVATION AND DEVELOPMENT STUDIES

LOCATION
Based in Siem Reap, with travel throughout Cambodia

FOCUS
The many ecosystems of the Lower Mekong Basin; baseline measurements of biodiversity; environmental ethics; rural livelihood changes; community participation in conservation; natural resource use and availability

KEY TO KNOW

- Students are primarily based in the Siem Reap area, but travel on extended expeditions throughout Cambodia
- Siem Reap is a moderately sized city with a lot of activity. This program is not located “off the beaten path.” Siem Reap is an easily walkable city with good infrastructure and many modern conveniences. Students have access to many vibrant local markets, craft shops, and local and Western restaurants.
- This program incorporates strong social science themes. In contrast to most other SFS programs, this semester program does not include an ecology course. Students will have opportunities to interview local villagers, park rangers, and NGO workers about their livelihoods and their environmental work.
- Students majoring in disciplines such as anthropology, history, sociology, religious studies, etc. may find this program especially intriguing due to the presence of Angkor temples and the history of the Khmer dynasties. The Environmental Ethics course explores the relationship between environmental justice and governance.
- English is spoken and understood by some locals, especially those involved in the tourism industry, and there is a population of expats and tourists.

PROGRAM HIGHLIGHTS

- Students spend about three weeks away from the Center traveling around Cambodia (semester program only)
- Semester program includes a two-credit language and culture course
- Students contribute to baseline biodiversity studies in the Tonle Sap Biosphere Reserve

Angkor is a UNESCO World Heritage Site and one of the most important archaeological sites in Southeast Asia. Siem Reap serves as the entry point to the Angkor complex, meaning students will participate in field activities at the site, and it is easily accessible on days off and free weekends for further exploration.
**FIELD TRIPS**

- Mondulkiri highlands: visit the Elephant Valley Project to learn about elephant conservation and behavior (summer students spend a large portion of the program at the elephant sanctuary)
- Extended expedition exploring many different regions of Cambodia, from the Mekong River, highlands, Phnom Penh, and down to the coast
- Tonle Sap Lake: spend time at the floating village of Prek Toal to learn about fishing families’ livelihoods and lake ecology
- Trip to Kratie to visit a turtle conservation center and observe endangered Irrawaddy dolphins
- Phnom Penh: learn about the cultural and political history of Cambodia

**COMMUNITY INTERACTION**

- Attend community festivals, pagodas, and traditional Apsara dance performances
- Engage with local communities, students, and NGOs on local environmental issues through educational outreach
- Homestay with a Cambodian family in a floating village on the Tonle Sap Lake (semester program only)

**BE PREPARED FOR...**

- Creatures and insects. Dengue fever is a concern. Students must wear DEET - natural repellant is not acceptable.
- Students with allergies (especially nut [cashew/peanut] or shellfish) or strict dietary restrictions/preferences (e.g. vegan) cannot be accommodated due to local cuisine preparation. Cuisine may be cooked in peanut/nut oils, beef broth is common, and shrimp can be present in some dishes. Particularly during the travel components of the program, there is no way to guarantee that these items are not present in meals.
- Snakes, including cobras, are present in the region. Students will be advised on safety precautions during orientation to mitigate risk.
- It will always be hot, except for slightly cooler evenings in February. The rainy season lasts from May to November, affecting summer and fall terms. The dry season runs from December to April, affecting the spring semester.
- Bars are easily accessible and can be a distraction to students who are not focused on academics.
- Personal travel while the program is in session (days/weekends off) may be limited. Students have two “non-program time” weekends during which they can travel in groups.
- Recent post-conflict nations have sad and traumatic histories. Students will be exposed to experiences and sites that some may find discomforting. The history of the Khmer Rouge is a difficult subject, particularly for people of Cambodian heritage. Students will notice some of the lasting effects of this era: missing limbs, presence of landmines, discussion with community members who may have memories of conflict.

**COURSEWORK**

All students take the full SFS program curriculum; there is no course selection or registration.

**SEMESTER COURSES**

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<td>Conservation Science and Practice</td>
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<td>SFS 3810</td>
<td>Ecosystems and Livelihoods</td>
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<td>SFS 3820</td>
<td>Environmental Ethics and Development</td>
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<td>SFS 4910</td>
<td>Directed Research</td>
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**SUMMER II COURSE**

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<tbody>
<tr>
<td>SFS 2080</td>
<td>Ecology and Conservation of Asian Elephants</td>
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fieldstudies.org/cambodia
## CHILE

### CENTER FOR CLIMATE STUDIES

| LOCATION | Based in the port city of Puerto Natales, the gateway to Torres del Paine National Park, with expeditions to northern Patagonia and neighboring Argentina |
| FOCUS | Climate change impacts, diverse ecosystems, environmental policy, and conservation in one of the world’s most iconic regions |

### KEY TO KNOW

- This program fills very early, so interested students are encouraged to apply at least ten months prior. Applicants should demonstrate an interest in studying in Patagonia beyond the fact that it is a “bucket list” travel destination.
- Students who would be an especially good fit for this program are those interested in studying climate change impacts in pristine glacial environments, and are excited by the remote and relatively untouched location of this program. Students with a background in climate science, geology, and earth systems are a good fit.
- Students should be prepared for cooler temperatures in Chile and the possibility for winter storms/strong winds. Temperatures during the fall and spring months range from highs in the 60s to lows in the 40s.
- Hiking on this program will be more challenging and technical due to the wind, ice, temperatures, and terrain. Students should be in excellent physical condition.
- Students will be on the move often during this program; there is extensive travel throughout the semester.
- There are no summer programs offered in Chile.

### PROGRAM HIGHLIGHTS

- Embark on a voyage from the Strait of Magellan through labyrinthine fjords, massive glaciers, and evergreen forests, to Cape Horn - the southernmost point of South America
- Excursion to northern Patagonia’s lakes region to study unique forests, active volcanoes, and massive blue whales
- This program will feel like quintessential SFS: relatively remote, wild open spaces, unforgettable vistas, and a rare opportunity to conduct research in an area of the world where the impact of climate change is visible.
FIELD TRIPS

- Torres del Paine National Park
- Tierra del Fuego, across the Strait of Magellan
- Perito Moreno Glacier in Argentina
- Northern Patagonia: Visit the Calbuco and Osorno volcanoes, Valdivian forests, Chiloe Island, and Puerto Montt to study salmon fisheries, sea lion colonies, and human-wildlife conflict

COMMUNITY

- Engage with local community members and NGOs on local environmental issues through educational outreach
- Attend cultural events and area festivals
- Students have access to Puerto Natales and can spend free time in town

BE PREPARED FOR...

- Patagonia’s summer months are December-February. Temps peak around 72°F. Winds are also at their highest during the summer months, so the temperature can feel a bit cooler.
- Spring is September-November, and temperatures can be as high as 64°F. In fall, March-May, average temps are 50°F. These can vary with sun exposure and wind speeds.
- Penguin colonies arrive to nest in areas we visit from September-March, so students in both semester programs will have the opportunity to see penguins. Students should be aware that our visits will coincide with the different rearing stages: mating, egg incubation, hatching, and caring for young.
- Because tourist destinations can be crowded during the summer months, students should book their off-program trips well in advance. Admissions counselors can help guide students through options.
- Weather changes rapidly in this region, and rain is always a possibility, so layers are key for staying dry and comfortable.
- Our Chile program is perhaps the most mobile of our offerings. This presents both a challenge and an opportunity. Students cover a vast area of the region, which means they are often on the move. They should be prepared for numerous multi-day trips, but also understand they will come away from the program with a thorough understanding of the diversity of landscapes, geological features, and sociopolitical and conservation initiatives within the expansive region of Patagonia.

COURSEWORK

All students take the full SFS program curriculum; there is no course selection or registration.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SFS 2001</td>
<td>Language, Culture, and Society of Chile</td>
<td>2</td>
</tr>
<tr>
<td>SFS 3081</td>
<td>Political and Social Dimensions of Conservation</td>
<td>4</td>
</tr>
<tr>
<td>SFS 3601</td>
<td>Earth Systems and Climate Science</td>
<td>4</td>
</tr>
<tr>
<td>SFS 3781</td>
<td>Patagonian Ecology</td>
<td>4</td>
</tr>
<tr>
<td>SFS 4910</td>
<td>Directed Research</td>
<td>4</td>
</tr>
</tbody>
</table>
COSTA RICA

COSTA RICA CENTER FOR SUSTAINABLE DEVELOPMENT STUDIES

LOCATION
Near the town of Atenas in the Central Valley - traditional/rural farming community

FOCUS
Sustainable development; ecotourism; agroforestry; protected areas management

KEY TO KNOW

✦ Students who are interested in sustainability, agriculture, tourism, forestry, human rights, and ornithology will be excited by the expertise of faculty and staff in Costa Rica. Students with a background in human rights and/or ecology are a good fit for this program.

✦ Students are encouraged to have taken one semester of college-level Spanish, but it is not required. A two-credit Spanish language and culture course is part of the program.

✦ Costa Rica is a small country with some opportunity to travel on days off, but students travel a lot within the program for day trips and overnight trips.

✦ The Center is NOT in the rainforest or cloud forest, but they are close by and will be visited. The program focuses on terrestrial conservation issues (not coastal or marine).

✦ The Center is on the outskirts of the quaint town of Atenas, a growing, suburban town. From the Center it is a 45-minute walk or a 10-minute taxi ride ($4-8).

PROGRAM HIGHLIGHTS

✦ The Center has its own organic garden, a Rainforest Alliance Certified™ sustainable farm, soccer field, swimming pool, basketball court, wood-fired pizza oven, trails, and more

✦ All students are exposed to and use GIS software

✦ Biodiversity modeling and observation; sustainability assessments

✦ Semester program has an additional two-credit language and culture course

✦ Field expedition to Panama, which allows for two-country comparisons in agriculture and conservation methods (semester only)

✦ SFS has an MOU with the Ministry of Energy, Environment, and Technology

✦ Students will visit several national parks, from volcanic peaks to cloud forests and tropical rainforests, to learn about tourism, management strategies, ecosystem health, and tropical forest ecology
FIELD TRIPS
- National parks (many, e.g. Braulio Carrillo National Park, Carara National Park)
- One-week field trip to Panama (semester only)
- Monteverde Cloud Forest Reserve
- Coffee farms (both small and large, organic/shade-grown, traditional) and banana plantations

COMMUNITY INTERACTION
- Interact with local farmers, government officials, etc
- Sporting and cultural activities
- Language exchanges with students from a local language school (semester program only)
- Daytime homestay opportunity (semester only) - students are encouraged to maintain contact with “day-stay” families, and families are invited for community dinners

BE PREPARED FOR...
- Students live in shared quarters with minimal personal space. Gaps at the top of the walls allow for greater ventilation but also means sound travels easily between rooms.
- Access to the beach is limited to mid-semester break and extended weekends away.
- Many English speakers live in nearby communities so Spanish practice takes some intentional effort.
- Cold water showers!
- Insects and snakes are prolific at the Center, and students need to be cautious and follow program guidelines to prevent illness and injury.

COURSEWORK
All students take the full SFS program curriculum; there is no course selection or registration.

SEMESTER COURSES
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SFS 2050</td>
<td>Language, Culture, and Society of Costa Rica</td>
<td>2 credits</td>
</tr>
<tr>
<td>SFS 3740</td>
<td>Principles of Resource Management</td>
<td>4 credits</td>
</tr>
<tr>
<td>SFS 3770</td>
<td>Tropical Ecology and Sustainable Development</td>
<td>4 credits</td>
</tr>
<tr>
<td>SFS 3820</td>
<td>Environmental Ethics and Development</td>
<td>4 credits</td>
</tr>
<tr>
<td>SFS 4910</td>
<td>Directed Research</td>
<td>4 credits</td>
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SUMMER I COURSE
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SFS 3141</td>
<td>Coffee, Chocolate, and Sustainable Development</td>
<td>4 credits</td>
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SUMMER II COURSE
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SFS 4930</td>
<td>Research Techniques and Strategies for Sustainability</td>
<td>4 credits</td>
</tr>
</tbody>
</table>
KEY TO KNOW

- The Center is in Kimana, a small, rural community where SFS has long-standing ties.

- This program would be best suited for students with a strong interest in wildlife conservation and natural resource management. Students with an interest in the relationship between conservation, tourism, and local livelihoods will find this location particularly interesting due to the Maasai community interactions.

- Our Kenya and Tanzania programs share common ground with a focus on large mammal ecology and conservation, but our Kenya program adds an additional lens through which students will examine environmental issues - water. The area around Kimana is densely populated with widespread agricultural activity, and access to water proves to be a challenge for communities and wildlife in this region.

PROGRAM HIGHLIGHTS

- Students learn field research techniques such as big game tracking, game counts, vegetation monitoring, interviewing, and assessment of water resources

- Rift Valley lakes and mountain highlands provide habitats for an astounding diversity of flora and fauna including the Big Five - lions, elephants, leopards, buffalo, and rhinos

- A two-week excursion to the SFS Center for Wildlife Management Studies in northern Tanzania, including expeditions to some of Tanzania’s most famous national parks, such as Serengeti. (Semester and Summer I only)

- Visit the Ngulia Rhino Sanctuary, a protected habitat for the critically endangered black rhinoceros

- Semester program includes a two-credit Swahili language and East African culture course

- The Center is a stunning campus with acres of Acacia trees and a view of Mt. Kilimanjaro
### FIELD TRIPS
- Amboseli National Park, known as the best place in the world to get close to free-ranging elephants
- Travel to Tsavo, Chyulu Hills, and other national parks during the semester to observe wildlife and the impacts of tourism and human activity in different habitats
- Two weeks in Tanzania, including exploration in the Serengeti, Tarangire and Lake Manyara National Parks, and the Ngorongoro Conservation Area (Semester and Summer I only)

### COMMUNITY INTERACTION
- Interact with Maasai pastoralists and local farmers to better understand human interactions with the natural environment of the region
- Day-long homestay with local Maasai families
- Interact with team members of the Amboseli Baboon Research Project (Summer II only)
- Participate in field research in collaboration with Nature Kenya and the Ornithology department of the Kenyan national museum (semester program only)

### BE PREPARED FOR...
- Students are not permitted outside the Center grounds after dark. Evening activities include scheduled social activities, games, dancing, movie nights, campfires, and reading at the Center.
- Time in the field is predominantly spent making observations from SFS vehicles - at least on safari and wildlife studies.
- Students spend a significant amount of time traveling during the program, but independent travel is limited to a couple days of free time in Arusha while switching between the Kenya and Tanzania centers. There is no mid-semester break.
- Living conditions at the field station are rustic. Food lacks the variety that students might be used to at home. Students may only have access to cold-water showers.
- Wireless internet is slow and unreliable at the field station, so contact with home is often limited. Occasional power outages may occur at the Center.
- Encounters with wildlife: snakes, spiders, insects, predators, curious primates, and more. Direct exposure to these creatures will be limited as much as possible, but the Center is right in the middle of three national parks.
- Kenya and Tanzania are in malaria zones. Malaria medication is optional, but recommended by the CDC.

### COURSEWORK
All students take the full SFS program curriculum; there is no course selection or registration.

### SEMESTER COURSES
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SFS 2060</td>
<td>Intro to Swahili Language and East African Tribal Communities</td>
<td>2 credits</td>
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<tr>
<td>SFS 3071</td>
<td>Human Dimensions of Conservation</td>
<td>4 credits</td>
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<tr>
<td>SFS 3720</td>
<td>Wildlife Ecology</td>
<td>4 credits</td>
</tr>
<tr>
<td>SFS 3751</td>
<td>Techniques in Natural Resource Management</td>
<td>4 credits</td>
</tr>
<tr>
<td>SFS 4910</td>
<td>Directed Research</td>
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### SUMMER I COURSE
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<tr>
<td>SFS 3500</td>
<td>Wildlife Management and Conservation</td>
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### SUMMER II COURSE
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SFS 3151</td>
<td>Primate Behavior and Ecology in East Africa</td>
<td>4 credits</td>
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</table>
PANAMA

CENTER FOR TROPICAL ISLAND BIODIVERSITY STUDIES

LOCATION | Isla Colón, the largest and most populous island in the Bocas del Toro Archipelago, a group of islands in the Caribbean Sea in northwest Panama

FOCUS | Tropical ecology of marine and terrestrial systems, with a focus on coastal and rainforest ecosystems; coupled with socioeconomic studies on communities and the impacts of tourism and development

KEY TO KNOW

- This program would be best suited to students with a strong background in ecology/biology (either terrestrial or marine), anthropology, or economics. Regardless of background, the best-fitted students will want exposure to marine and terrestrial ecology and the social sciences.
- The summer program in Panama, Tropical Island Ecosystems: The Human Impact, is focused both on the human elements of tourism and its ecological impacts. While students will be exposed to both the social and natural sciences, they should understand that this is not an ecology course.
- Students must be comfortable with being in the field and in a variety of marine and terrestrial environments.
- Swimming is an activity used heavily during program time for marine field research. Students who are poor- or non-swimmers should consider an alternative program or contact SFS Admissions. Students must take a swim test at the beginning of the program. Students who do not pass the swim test (which consists of swimming 10 pool lengths and a 10-minute open-water tread) will be required to wear life vests during all marine activities, limiting their ability to duck dive and get close enough to identify species.
- Panama is a small country with some opportunity to travel during the mid-semester break.
- Spanish, English, and Guari Guari (an English dialect similar to Patwa) are widely spoken throughout the archipelago.
- Bocas Town, the capital of Bocas del Toro, is a dynamic Caribbean town of about 5,000, and attracts over 150,000 tourists each year.

PROGRAM HIGHLIGHTS

- The numerous marine and terrestrial habitats provide a unique opportunity to study both biodiversity and human-ecosystem interactions
- The chance to witness the impacts of tourism and development on the environment and economy of a small, fragile island system
- Snorkeling on coral reefs and other coastal marine habitats to conduct health assessments and species inventories
- Semester program has an additional two-credit language and culture course
- The program begins in Panama City and allows for the exploration of culturally and historically important sites such as the Panama Canal and Casco Antiguo (a UNESCO World Heritage Site)
- The Center is located directly on the waterfront, with ample access to the ocean, as well as a pool on campus.
FIELD TRIPS

- Panama Canal - Miraflores Locks
- Local agro-forests and the large monoculture plantations producing bananas and cacao throughout the archipelago and on the mainland as well as a coffee farm in Boquete
- Four-day trip to the Pacific coast and mountain regions to compare different marine and forest habitats

COMMUNITY INTERACTION

- Opportunities to visit Indigenous communities to learn about their lifestyles, customs, and livelihoods
- Participate in targeted community engagement projects with communities on the archipelago. Activities may include the maintenance of forest trails, teaching swimming lessons, and creating sustainability programs.

BE PREPARED FOR...

- Wet! Bocas averages 137 inches of rain each year. Very humid and hot.
- Creatures and bugs (especially “chitra” or no-see-ums, which are not always deterred by insect repellent). Snakes, stingrays, army ants, jellyfish, and other organisms are present on the islands and students will have to follow program guidelines to prevent injury.
- Bars are easily accessible and can be a distraction to students who are not focused on academics.
- Access to Bocas Town from the Center is by water taxi or taxi. While the Center is along the main road to Bocas Town, students should be aware that walking into town takes about 45 minutes to an hour. A taxi ride costs $3 per person, one-way.
- Students will travel frequently by boat for field trips and classes. Students who are prone to seasickness may want to consider a different program option or plan to bring appropriate medication.

COURSEWORK

All students take the full SFS program curriculum; there is no course selection or registration.

SEMESTER COURSES

- SFS 2070 Language, Culture, and Society of Panama 2 credits
- SFS 3020 Environmental Policy and Socioeconomic Values 4 credits
- SFS 3740 Principles of Resource Management 4 credits
- SFS 3790 Tropical Coastal Ecology 4 credits
- SFS 4910 Directed Research 4 credits

SUMMER I COURSE

- SFS 3000 Tourism and Tropical Island Ecosystems 4 credits

fieldstudies.org/panama
### CENTER FOR AMAZON STUDIES

**LOCATION**
Iquitos region, with an excursion to the Sacred Valley and Cusco

**FOCUS**
Biodiversity and development in Western Amazonia; conservation; terrestrial ecology; political ecology; resource management over the millennia in the Sacred Valley

### KEY TO KNOW

- Strong academic emphasis on biodiversity; students should be prepared to embrace all forms of life, including ferns, insects, and mammals large and small.
- Strong emphasis on rural communities; students should be prepared to take an interest in what is important to the local population.
- Students will benefit from having any anthropology experience as well as having done prior biodiversity and/or ecology coursework. Students that want to experience a wide variety of ecotones, species, and communities will love this program. To see all these different lifeforms, a good amount of time is spent traveling. Students should be prepared to move around frequently.
- Some prior knowledge of and comfort with the Spanish language will enrich students’ experience. Students will have plenty of opportunity to practice, as few local people speak English, particularly in the lowland.
- While there are currently no summer programs offered in Peru, there is a high likelihood we will offer summer programming in the future.

### PROGRAM HIGHLIGHTS

- Study in the Amazon outside of Iquitos, the largest city not reachable by road, only accessible by airplane or riverboat
- Spend multiple days traveling down the Amazon River on a research vessel into one of Peru’s national reserves
- Learn and practice a series of different field techniques to collect data on biodiversity and habitats, such as species identification and setting up research plots and transects
- Additional two-credit language and culture course
- Students examine nature-society integrations, particularly with traditional Amazonian and migrant communities, and consider how agriculture, resource extraction, tourism, and rural development shape the natural landscape and socioeconomic conditions
- The Peruvian Amazon is home to the most bird species in the world, the third most mammals, and many butterflies and orchids
- Five-day semester break; students have the opportunity to travel to Machu Picchu on their own
FIELD TRIPS

- Multi-day boat excursion on the Amazon River to practice field research techniques and observe diverse species
- Allpahuayo-Mishana National Reserve: observe and record the behavior of specialist whitesand forest birds
- Excursion to the Sacred Valley area surrounding the modern city of Cusco to learn about the cultural and ecological history of the region and explore the highland cloud forests
- Walk along the world’s largest canopy walkway during a multi-day excursion to the Sucusari River Region.

COMMUNITY INTERACTION

- Participate in cultural exchange with self-identified Indigenous communities
- Environmental education; recycling and waste management; teaching English
- Local community partners: Instituto de Investigaciones de la Amazonia Peruana (IIAP), Universidad Cientifica del Peru (UCP), local NGOs and community members

BE PREPARED FOR...

- No WiFi at the Center. Students must ensure their laptops have an Ethernet port or bring an Ethernet adapter to connect to internet.
- Students should be comfortable being in hot, wet Amazon rainforest environments (lots of walking on muddy trails) as well as visits to highland areas with extreme weather, high altitude, and steep gradients. Students should be prepared to be trekking and doing research in these environments while wearing pants, long sleeves, and rubber boots. The Center is not air-conditioned.
- At the Center and in national reserve parks, creatures, bugs (especially no-see-ums), and tropical diseases (e.g. malaria) exist. Students must wear DEET - natural repellent is not acceptable. There is a strict dress code of full coverage from dusk until dawn, when insect-borne diseases are most prevalent.
- High elevations - students will travel to elevations of over 11,000 ft during the excursion to the highlands. This is a very physically demanding program, so students should be in excellent physical condition. Even casual walks can be tiring due to the elevation and terrain. Any sort of illness at altitude is difficult to manage, particularly respiratory illnesses, or history of past altitude illness.
- Personal excursions on days off require prior planning and there will be some out-of-pocket costs.
- Long, bumpy (but scenic) drives and boat rides. These are required to access remote field stations and remote field sites. Students who anticipate motion sickness should come prepared with appropriate medication.
- There are very few towns near the Center. Students will spend a lot of their downtime on campus.
- All students are required to receive the rabies pre-exposure vaccine series prior to departure for the program. This vaccine is a series of three shots over the course of 21-28 days and can be expensive if not covered by insurance.
TANZANIA

CENTER FOR WILDLIFE MANAGEMENT STUDIES

LOCATION
Moyo Hill Camp is a short drive from Lake Manyara National Park and Ngorongoro Conservation Area in northern Tanzania. Karatu is the closest town.

FOCUS
Wildlife management; human-wildlife conflict; land use changes and human livelihoods in northern Tanzania

KEY TO KNOW
- The Center is in the small roadside community of Rhotia, in northern Tanzania, and is close to three national parks and conservation areas.
- The program’s academic focus is on human-wildlife interaction and conflict, which allows students to study wildlife as well as the communities surrounding the national parks and within wildlife dispersal areas. This program is well-suited for students exploring wildlife studies, animal sciences, and pre-veterinary studies.
- There are frequent community engagement projects and opportunities to interact with the Iraqw, Maasai, and other communities through academic activities as well as day-long homestays.
- Both Swahili and English are official languages of Tanzania and are widely spoken.

PROGRAM HIGHLIGHTS

- Students learn field research techniques such as big game tracking, radio tracking, game counts, vegetation monitoring, and assessment of water resources
- Students will likely see many of the Big Five – African lions, African elephants, Cape buffalo, African leopards, and a possible (but rare) sighting of the black rhinoceros
- Weekly field exercises and research projects involve field trips and expeditions to world-famous parks
- Students take a multi-day camping expedition in Serengeti National Park
- Two-week excursion to the SFS Center for Wildlife and Water Studies in southern Kenya, including expeditions to some of Kenya’s most famous national parks (Semester and Summer I only)
- Semester program includes a two-credit Swahili language and East African culture course
- Our Center Director is a world-renowned lion researcher and conservationist

Both Swahili and English are official languages of Tanzania and are widely spoken.
FIELD TRIPS

- Weekly visits to national parks and conservation areas (e.g. Serengeti, Tarangire, and Lake Manyara National Parks, Manyara Ranch Conservancy and Ngorongoro Conservation Area)
- Maasai community visits
- Multi-day expeditions to the Serengeti, including a stop at Ngorongoro Crater
- Two-week visit to the SFS Center for Wildlife and Water Studies in Kimana, Kenya, with excursions to Amboseli and other parks in the region (Semester and Summer I only)

COMMUNITY INTERACTION

- Daily interaction with SFS staff members who come from many areas of northern Tanzania
- Visit traditional Maasai bomas (homesteads) in areas outside of the regular tourist routes
- Community service work in a local school
- Day-long homestay with a local Iraqw family
- Cultural visit to the Hadzabe foragers of Lake Eyasi

BE PREPARED FOR...

- Students are not permitted outside the Center grounds after dark. Evening activities include scheduled social activities, games, dancing, movie nights, campfires, and reading at the Center.
- Time in the field is predominantly spent making observations from SFS vehicles - at least on safari and wildlife studies.
- Students spend a significant amount of time traveling during the program, but independent travel is limited to a couple days of free time in Arusha while switching between the Kenya and Tanzania centers. There is no mid-semester break.
- Living conditions at the field station are rustic. Food lacks the variety that students might be used to at home. Students share small dormitory-style rooms and may only have access to cold-water showers. Flies, mosquitos, ants, and insects are part of daily life!

COURSEWORK

All students take the full SFS program curriculum; there is no course selection or registration.

SEMESTER COURSES

- SFS 2060 Intro to Swahili Language and East African Tribal Communities 2 credits
- SFS 3020 Environmental Policy and Socioeconomic Values 4 credits
- SFS 3710 Techniques in Wildlife Management 4 credits
- SFS 3720 Wildlife Ecology 4 credits
- SFS 4910 Directed Research 4 credits

SUMMER I COURSE

- SFS 3500 Wildlife Management and Conservation 4 credits

SUMMER II COURSE

- SFS 3121 African Large Carnivores: Ecology and Conservation 4 credits

fieldstudies.org/tanzania
**TURKS & CAICOS**

**CENTER FOR MARINE RESOURCE STUDIES**

**LOCATION**
South Caicos Island in the Turks and Caicos Islands

**FOCUS**

Marine ecology; sustainable fisheries management; conservation of critical marine habitats

**KEY TO KNOW**

- This is SFS’ only program with a complete focus on the marine environment. Students are able to study in a pristine underwater setting and spend a very substantial amount of time in the water, with excellent opportunities for snorkeling and scuba diving for academic purposes.

- Academically speaking, the most successful students have an extensive biology background, are familiar with statistics and Excel spreadsheets, and are truly interested in marine biology and research.

- Students will study the array of livelihood strategies on the island, from commercial enterprises to fisheries, and evaluate the impact of economic activities on the environment and economy of a small island community.

**PROGRAM HIGHLIGHTS**

- Snorkeling and scuba diving. Diving is not required, but semester and summer session I students have the opportunity to complete a PADI Open Water SCUBA certification at the Center. The PADI Advanced Open Water certification is also offered during the semester and summer session II programs. Additional fees apply for PADI certifications.

- Monitor health of the coral reef ecosystem and assess populations of native and invasive species

- Analyze effectiveness of marine protected areas and current conservation strategies in place to combat anthropogenic impacts of the tourism and fishing industries

- Encourage environmental education within the South Caicos community and evaluate public opinion of tourism and policy enforcement

- A strong connection with the South Caicos community provides many service and engagement opportunities.

- The Center is located directly on the waterfront, with ample access to the ocean, as well as a saltwater pool on campus.
FIELD TRIPS
- Daily snorkeling and diving field exercises in marine habitats, with visits to snorkel/dive sites such as the Grotto and Shark Alley.
- Multi-day excursion to the islands of Middle Caicos, North Caicos, and Providenciales to explore the variety of ecosystems in the TCI, including caves and protected wetlands (Semester only).

COMMUNITY INTERACTION
- Outreach at local schools to increase environmental awareness.
- Interviews with local fishers in an effort to understand the economic implications of regulations imposed for conservation of marine species.
- Swim and snorkel lessons for local children from the community offered at the Center.

BE PREPARED FOR...
- South Caicos is not a typical resort island. The island is very dry with low, prickly vegetation, limited tourist amenities, very few restaurants and shops, etc.
- This program is not a good choice for students who envision a beach or diving vacation. Students should come prepared for academic diving and snorkeling excursions that require a basic working knowledge of biology concepts.
- There are few opportunities to leave the island, and limited recreational activities are available, so there is a tendency for students to get “cabin fever.”
- Bars are easily accessible and can be a distraction to students who are not focused on academics.
- Living conditions at the Center are rustic. Students share small dormitory-style rooms and are allowed one freshwater shower per week (saltwater showers and ocean bathing available at all times). All laundry is washed by hand using salt water. Food is shipped from Miami every two weeks, so fresh fruits and vegetables are often in short supply. Lots of canned food and frozen vegetables.
- Insects such as ants and mosquitos are a part of daily life.
- The community is still in recovery from the Fall 2017 hurricanes - some construction is still underway.

FIELDWORK
- All students take the full SFS program curriculum; there is no course selection or registration.

SEMESTER COURSES
- SFS 3020 Environmental Policy and Socioeconomic Values 4 credits
- SFS 3730 Tropical Marine Ecology 4 credits
- SFS 3740 Principles of Resource Management 4 credits
- SFS 4910 Directed Research 4 credits

SUMMER I COURSE
- SFS 3530 Tropical Marine Ecosystems: Monitoring and Management 4 credits

SUMMER II COURSE
- SFS 3131 Marine Megafauna Ecology and Conservation 4 credits

fieldstudies.org/tci