

M.S. in Environment, Natural Resources, and Society
Graduate Handbook
AY 2025-26

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Introduction

Welcome to the Haub School! The purpose of this handbook is to provide clear guidance on the necessary steps to complete the M.S. in Environment, Natural Resources and Society. We offer this handbook as a supplement to the [University of Wyoming Catalog](#) and [Graduate Student Policies, Forms & Guidelines](#). It is your responsibility to familiarize yourself with this program handbook and broader university regulations. Additionally, this handbook describes campus resources, and program values, culture and expectations. This document is subject to annual revisions and updates.

Program Description and Degree Requirements

The Master of Science in Environment, Natural Resources and Society (ENRS) requires a 32 (plan A) or 30 (plan B) credit program of study.

Required Courses (17 or 15 cr.) include:

- ENR 5001 Orientation to ENRS (2 cr.)
- ENR 5100 Foundations of ENRS (3 cr.)
- ENR 5900 Capstone in ENR (3 cr.), prerequisite ENR 5100
 - Multiple course options available
- ENR 5921 Collaborative Practicum (3 cr.)

- ENR 5960 Plan A Thesis Research (4 cr.) or ENR 5961 Plan B Project (2 cr.)
- ENR 5870 Seminar (1 cr.) Fall and Spring

Elective Courses (15-17 cr.)

Fifteen to seventeen credits are available for electives, which will be selected in consultation between the student, advisor, and committee. Choose electives that inform your Plan A thesis or Plan B project. Below is an approved list of elective courses. If you are interested in a course not shown, discuss it with your academic and faculty advisor. The categories exist for ease of reference, but you do not need to take a course in each category. The course catalog is subject to yearly revisions and special topics may not be included below. The Haub School sends out a current course menu during advising season.

- **Social & Cultural Sciences**

- AGEC4720 - Water Resource Economics Credits:3
- AGEC5660 - Community and Economic Development Credits: 3
- AMST5030 - Ecology of Knowledge Credits: 3
- ANTH5260 - Anthropology of Food, Culture, and Nutrition Credits: 3
- ECON5410 - Seminar in Advanced Resource and Environmental Economics Credits: 1-3
- ENR5560 - Conservation Entrepreneurship Credits: 3
- ENR5600 - Campus Sustainability Credits: 3
- ENR5920 - Collaborative Practice Methods Credits: 3
- ANTH 5310 Environmental Anthropology Credits: 3
- ENR4040 - Conservation of Natural Resources Credits: 3
- GEOG5570 - Cultural Geography Credits: 3
- GEOG5590 - Geography of Conflicts Credits: 3
- GWST5450 - Ecofeminism Credits: 3
- NASC5650 - Place-Based Learning Credits: 3
- REWM5103 - Range and Ranch Recreation Credits: 3

- **Law & Policy**

- ENR5750 - ENR Law and Policy Credits: 3
- ENR5890 - Topics in Environment and Natural Resources Credits: 1-6
- ENR4052 - Federal Land Politics Credits: 3
- INST5455 - Energy Security Credits: 3
- LAW6660 - Environmental Law Credits: 3
- LAW6700 - Indian Law Credits: 3
- LAW6800 - Public Lands Credits: 3
- LAW6860 - Water Law and Policy Credits: 3
- LAW6865 - Natural Resources Law Credits: 3
- POLS5051 - Environmental Politics Credits: 3
- POLS5475 - Politics of Natural Resources in Latin America Credits: 3

- **Natural & Physical Sciences**

- BOT5280 - Paleobotany Credits: 4

- BOT5700 - Vegetation Ecology Credits: 4
- BOT5775 - Forest Ecology Credits: 4
- ENR4010 - Winter Ecology: Skills of the Winter Naturalist Credits: 1
- ENR5285 - Wildland Hydrology Credits: 3
- ENR5240 - Disease Ecology Credits: 3
- GEOG5440 - Advanced Global Climate Variability Credits: 3
- GEOG5450 - Fluvial Geomorphology Credits: 4
- PLNT5120 - Organic Food Production Credits: 3
- REWM5000 - Range Resource Management Credits: 3
- REWM5400 - Community Ecology Credits: 3
- REWM5580 - Rangeland Restoration Ecology Credits: 3
- REWM5710 - Watershed Water Quality Management Credits: 3
- REWM5750 - Wildlife Habitat Restoration Ecology Credits: 3
- RNEW5500 - Stable Isotope Ecology Credits: 3
- SOIL5150 - Forest and Range Soils Credits: 3

- **Communication**
- COJO5700 – Media, Science & Society Credits: 3
- ENR5270 - Writing and Reviewing Science Credits: 4
- ENR5450 - Negotiation Credits: 3
- ENR5870 - Graduate Seminar Credits: 1

- **Quantitative & Qualitative Methods**
- BOT5550 - Computational Biology Credits: 4
- COJO5070 - Quantitative Research Methods Credits: 3
- EDRE5600 Intro to Quantitative Research Credits: 3
- EDRE5640 Intro to Qualitative Research Credits: 3
- ENR5550 - Negotiation Analysis Credits: 3
- ENR5525 - Environmental Data Analysis Credits: 4
- ENR 5890 DataViz in Environmental Science Credits:2
- GIST5050 - Basics of Spatial Data Science Credits: 3
- GIST5100 - Foundations of Geospatial Information Science and Technology Credits: 3
- GIST5150 - Advanced Programming in Spatial Sciences Credits: 3
- STAT5050 - Statistical Methods for the Biological Science Credits: 3

Timeline for Degree Completion

The ENRS program typically takes two years, or four semesters, to complete. Summer and J-Term courses are not usually covered by graduate assistantships. Graduate students with assistantships must enroll in at least nine credits each semester. The University of Wyoming offers block tuition for full-time students. Graduate students enrolled in 9-12 credit hours will be billed for graduate block tuition. However, Graduate Assistants enrolled in nine credit hours will automatically be billed per credit. If you

do not want to take nine credits worth of coursework, you can enroll in thesis or practicum credits to bring your total credit enrollment to nine hours.

If you plan to take summer courses, please check with your advisor about whether your funding will cover those credits. If your assistantship includes summer funding, you will need to enroll in at least one credit over the summer.

YEAR ONE

Fall

- ENR 5001 Orientation to ENRS (2 cr.)
- ENR 5100 Foundations of ENRS (3 cr.)
- ENR 5870 Graduate Seminar (1 cr.)
- Elective(s) (1-3 cr.)

You may take one three credit elective, or several 1-2 credit electives.

Spring

- ENR 5900 Capstone in ENR (3 cr.) *various course options available*
- ENR 5870 Graduate Seminar: Thesis Development (1 cr.) *required for Plan B track students, strongly recommended for Plan A*
- Methods course (quantitative or qualitative) (3 cr.)
- Elective(s) (1-3 cr.)

Students should have a Committee Chair selected by the middle of the second semester and determine a Plan A thesis or Plan B project track. The Plan A or B proposal should be shared with your full Committee at the end of your second semester: see Committee Selection Guidelines for details

Summer

Optional: Short courses, field courses, practicum credits, thesis research. Most GA funding will not cover summer courses, but you will need to plan to take at least one credit if you are receiving summer funding.

YEAR TWO

Fall

- ENR 5921 Applied Collaborative Practicum (1-3 cr.)
- Plan B Project or Thesis Research (1-4 cr.)
- Elective(s) (1-3 cr.)

Submit Program of Study

Spring

- Plan B Project or Thesis Research (1-4 cr.)
- ENR 5921 Applied Collaborative Practicum (1-3 cr.)
- Elective(s) (1-3 cr.)

Defend thesis (Plan A and B)

Additional Details

- It is strongly suggested students enroll in a Research Methods course Year One.
- Applied Practicum credits and Thesis Research credits can be spread among semesters, or concentrated in the semester of your choice.
- Most students will enroll in Plan B Project or Plan A Thesis credits the final semester of Year Two.

Advising

The Haub School follows a co-advising model. Graduate students enrolled in ENRS receive academic advising from the Graduate Coordinator and a faculty advisor. All students must meet with the Graduate Coordinator the first and last semester of their graduate experience. The Graduate Coordinator advises all students on degree requirements.

Faculty Advisors, in addition to guiding students toward the completion of their thesis or Plan B project, will advise students on course offerings and provide general career guidance. In most cases, faculty advisors will also be a student's Committee Chair. For self-pay and/or Plan B track students, the Graduate Coordinator is the primary academic advisor until the selection of a Committee Chair, which should ideally occur before the end of the student's first semester in the program

The Graduate Coordinator is an academic advisor for all concurrent ENR graduate students.

Advising Timeline

- Meet with Graduate Coordinator upon acceptance
- Meet with Graduate Coordinator and/or Faculty Advisor during Advising Weeks (October & March)
- Meet with Graduate Coordinator at the beginning of student's fourth/final semester

Committee Selection Guidelines

Both thesis tracks require the selection of a Graduate Committee. The role of the Graduate Committee is to assist you in selection of research and project methods and interpretation of results. A student should typically select a Committee Chair by the end of the first full semester, and no later than the end of the second full semester. In most cases, your Committee Chair will be your faculty advisor. A student should select the rest of the Committee Members by the end of the second full semester (plan B students will do this as part of ENR 5870 Thesis Development Seminar).

Step 1: Select Committee Chair

The primary role of the committee chair or major professor is to serve as the supervisor overseeing the design, implementation, and completion of the thesis or project. Each graduate student will work in coordination with their committee chair to identify the remaining graduate committee members.

Committee chairs are responsible for chairing the committee meetings, including the final defense. The committee chair is the student's primary resource for completion of their thesis.

Step 2: Select Graduate Committee Members

The primary role of the graduate committee is to approve the program of study, assist the student with study design, review the thesis proposal, and review and approve the final thesis. In addition to the information below, please be familiar with the University of Wyoming Graduate Committee Formation Policy ([Graduate Student Forms](#)). The graduate committee, constructed by the student and chairperson, consists of at least three members from faculty approved by Academic Affairs to serve on master's committees:

- **Committee Chair** Faculty from Haub School. The Chair does not have to be tenure track faculty, but does need to meet the regulations of the Graduate School.
- **Outside Member** Faculty member of a department **other** than Haub School, even if they hold a joint appointment. Should be a tenured or tenure track professor.
- **Third Member** Faculty member of your choice.
- **Optional External Member** Person serving as an optional, fourth voting member. The external member is a faculty member at a peer institution or an individual holding professional expertise. The external member cannot replace the outside member.

Step 3: Plan A Thesis or B Project Proposal

The student must prepare a proposal that outlines the proposed Plan B thesis. The proposal should outline the following:

- Completed program of study form signed by the committee and submitted to Registrar;
- Purpose or need for the proposed research;
- Objectives of the thesis;
- Study Design – data collection, analytical methods; and
- Relevant literature

Additional proposal requirements and examples will be shared in the ENR 5870: Thesis Development course. The Graduate Committee also approves your Program of Study (POS) subject to approval by the Department Head and Registrar. The POS is viewed as an agreement between the student and the University. The GC is the body that determines if the conditions of the contract have been met. Further, the POS can be changed to reflect changes in course work, but this is a formal process requiring input and agreement from the Major Advisor(s), GC membership and other signers of the original POS.

Thesis Requirements: Plan A or Plan B

Students earning the M.S. in Environment, Natural Resources & Society must complete a Plan A research thesis or a Plan B project. Both Plan A and Plan B tracks lead to original thought, synthesis, or integration of relevant elements of scholarship on issues pertinent to environmental and natural resources management or policy. The Plan A thesis will incorporate original research and data analysis on an applied environmental or natural resource management problem. The Plan B project is somewhat more flexible and may take a variety of forms. The content and form of the Plan A or Plan B must be negotiated with the student's major advisor and graduate committee.

ENR 5870 Thesis Development is a one credit course offered spring semester, and is required for Plan B track students and strongly recommended for Plan A students. The class is designed to support thesis topic and outline design, committee development, interdisciplinary thesis research, and writing and publication.

Plan A or Plan B Defense

Both tracks require a defense examination.

The student should work with their committee chair to review preliminary drafts of their thesis or project. They should discuss timeline with their committee chair to assure sufficient iteration (at least a month prior to the defense date). Once the student has approval from his/her committee chair, he/she should provide the remaining members of the committee with a complete, final draft of their thesis. All members of the committee must receive the final draft thesis two weeks prior to the student's defense date.

At least one month prior to last day of classes of the students graduating semester, the student must schedule their thesis defense date with their committee. The student must reserve a room for their defense and they must then create and circulate a defense announcement flier at the Haub School that includes the thesis title, defense date, time, and location. A standard defense includes a 20-minute public presentation followed by a closed door committee session.

After a successful defense, the Graduate Committee will sign the [Report of Final Examination](#), which is typically due to the Registrar's Office on the last day of classes for the semester. The Dean of the Haub School also needs to sign the Report of Final Examination so the student should plan ahead accordingly.

Funding Your Graduate Experience: Assistantships, Scholarships & Fellowships

The Haub School provides a variety of ways to fund your graduate education, including graduate research or teaching assistantships and scholarships. The Haub School of Environment and Natural Resources has a limited number of graduate assistantships and scholarships per academic year. Assistantships are competitive, funded positions and can be either a teaching assistantship or a research assistantship. A full-time graduate teaching assistant is expected to work about 20 hours per week on their teaching duties. Research assistantships typically do not have obligations other than research. Full-time graduate assistantships pay for nine-twelve credit hours of tuition and fees, a stipend (\$1370/month), and health insurance during fall and spring semesters. The stipend will begin at the end of the first month of school, so it is important to budget for the first month of the program. Graduate assistantships typically do not cover summer enrollment, which is necessary (at least one credit) if you are receiving an assistantship during the summer. The length of assistantships and scholarships vary, but typically guarantee funding for the first year of the program, with the opportunity to renew for the second year. The specific terms of your funding opportunity will be outlined in an offer letter from the Haub School.

Self-Pay Students

If a student starts the program unfunded, opportunities may become available. Funding opportunities are posted on the [Haub website](#). New positions are typically posted starting in January for a fall semester start.

The current costs of attendance for graduate education can be found [here](#) in addition to other sources of financial aid.

Other scholarships and grants are available from the Haub School and beyond to cover tuition, research expenses, travel and other costs. Check out opportunities [here](#) and through [WyoScholarships](#).

Applied Practicum Guidelines

Each student is required to take three credits of ENR 5921 Applied Collaborative Practicum over the course of their graduate program. Through the practicum, students can engage directly with communities by attending public meetings, interviewing stakeholders, participating in collaborative projects, or other means. Students will work with their Haub School advisor to coordinate their practicum experiences. A preliminary conversation with the Graduate Coordinator and/or faculty advisor will be helpful for discussing project needs as well as your professional goals for this experience.

An important learning outcome of the ENRS degree is to critically engage with community stakeholders and decision makers in order to design and implement projects that are relevant and useful. Although projects/theses often benefit from relationship building and interaction with stakeholders, these activities are often not incentivized within academic curriculum. The practicum provides a way for students to receive credit and flexibility for doing important network and relationship-building work, learning from the experiential expertise of communities, and gaining professional experience and skills.

Action Steps

1. Preliminary conversation with advisor (faculty and/or academic)
2. Develop pitch and share with faculty and/or academic advisor
3. Register for practicum credit(s)
4. Complete applied experience
5. Complete deliverable
6. Share practicum experience with Haub Community (brown bag lunch, coffee hour, etc.)

ENR 5921 Course Information

Grade Mode: S/U

Format: Enroll in ENR 5921 through WyoCourses for the semester(s) in which you intend to complete practicum hours

Requirements: 3 credits

Registration: Instructor approval required. Request override in semester academic advising meeting.

Practicum Pitch

Your pitch must include:

- Justification statement
- Intended stakeholder (s)/potential collaborators
- Timeline
- Desired outcomes and intended deliverable

Pitch Deadlines to Enroll in Practicum Credits

March 15: Summer semester submission deadline

June 15: Fall semester submission deadline

November 15: Spring semester submission deadline

Completed Practicum Experience – per 1 credit hour of academic coursework, students must achieve a minimum of 30 hours of an appropriate, applied professional experience and/or engagement with a relevant community in a field relevant to environment and/or natural resources and/or related to the students’ thesis or final project.

Hours Tracking: An Excel spreadsheet or simple system that works for you can be helpful in logging your time. Ultimately, you are accountable for your hours. Having a tracking system in place can be a useful tool as you near the end of your practicum experience, and reflect on components relevant to your deliverable.

FAQs

I don’t know where to start! Seek out as many opportunities as possible, as early as possible. Ask your faculty and academic advisor for ideas, and activate your network of family and friends to seek out contacts and opportunities that will build your professional and applied experience portfolio. The ENRS program has a roster of contacts and organizations amenable to practicum students.

What “counts” as a practicum for ENRS? Experiences for the practicum vary across a wide range. We want you to have relevant, professional, and applied experiences that help you build your skills outside the classroom and move toward the professional goals you are beginning to identify. Relevant experience sometimes looks like attending public meetings, interviewing stakeholders or participating in collaborative projects or creative activities. The intent is for these credits to free up space in your schedule for travel, applied experiences and other opportunities away from campus or on an alternative timeline.

How is this different from thesis hours?

Thesis hours are intended for conducting and analyzing your research (firsthand data collection, modeling, reading literature, writing chapters...) directly related to your thesis question. As noted above, practicum hours free up space in your schedule to attend meetings, visit with stakeholders, etc. However, we recognize practicum hours and thesis hours can be complimentary and there may be some overlap.

Example student project deliverables include:

- Production of Spanish language materials about wildlife in Wyoming in tandem with Latinx community engagement

- Climate adaptation community needs assessment and stakeholder roster for Wyoming communities
- Set of recommendations for collaborative process
- Completion of the National Forest Foundation Conservation Connect Fellowship

Other Policies and Structures

Haub School Community

As a student in the Haub School, you are joining a community of thoughtful future leaders who come together from diverse fields to share expertise and collaborate on solutions to thorny environment and natural resources challenges. Graduate students are a community nested within this broader Haub network. This section describes the role of a cohort model and field experiences in community building structures and practices.

Some components of community building, such as ENR 5870 Graduate Seminar, are embedded in the curriculum. All graduate students are strongly encouraged to attend this seminar series. There are also opportunities for culture building extracurricular engagement such as brown bag lunches, happy hours, and a variety of events and film festivals the Haub School hosts throughout the year.

Cohort Model

The ENRS program follows a cohort model for graduate education. You will begin the program as a group in the Fall, and progress through the required coursework together. Students move through electives and research credits independently. Cohorts are shown to help graduate students excel, academically and professionally. Building this intentional learning community begins with the ENR 5001 field experience, detailed below. Students, instructors, and guests co-create the Haub learning community.

Field Experiences

“The field” is an educational setting “outside of the traditional classroom context” (Alagona & Simon, 2010) where curriculum-based learning takes place. Although “the field” is often a wilderness or natural setting, urban landscapes or other built environments are not excluded. We believe that hands-on, immersive field and international learning experiences are essential components of a comprehensive environment & natural resources education.

The field week intensive, a component of ENR 5001, is designed to introduce incoming graduate students to intricate and intractable social-environmental problems in Wyoming, ground them in the work and experience of graduate school, and build community in the incoming cohort. Exemptions to attendance will be limited, considered by the entire graduate committee, and should have a professional reason related to non-attendance.

If you need to request an exemption, please email ngautier@uwyo.edu and outline (in a few sentences) 1) why you can't attend, 2) how their excuse is related to their professional career, and 3) include an acknowledgement that they will miss out on an important culture and community building experience and how you plan to develop this separately from the intensive.

Learn more about other field and international courses [here](#).

Distance Learning

The required coursework for the ENRS degree is only offered in-person and is distinct from the required coursework offered for the online version of the degree. Some electives may be hybrid or online, but the first year of the program requires students to be on-campus. This supports the cohort model. An exemption request must be submitted for distance learning prior to Year One.

A distance exemption will only be approved for special circumstances such as a professional conflict. Exemption requests must be approved before the start of the semester.

If seeking a distance exemption, please submit a short essay describing how you will be involved in environmental management activities and/or related employment while at the distance, how your professional experiences will benefit other students in the program, and how you will work to cultivate community and connection despite the distance. Provide the period in which you seek to attend at the distance. Distance students fully engage in learning activities with faculty and residential students.

To request an exemption, submit a short essay to ngautier@uwyo.edu. The request will be shared with the Haub Graduate Program Committee for review.

Appeals

[University of Wyoming Graduate Student Appeals Policy](#)

University Resources

[University Counseling Center \(UCC\)](#): Located in Knight Hall, the UCC is open Monday-Friday from 8 am- 5 pm. They offer short-term, free support for full-time students. Telehealth and in-person services are available. Visit the UCC for more!

[WellSpring Counseling](#): Available to most in the university and the broader community. Services are free, and a variety of times are offered during the week. Visit the WellSpring website for more.

Psychology Center: Offering affordable services to the university and surrounding areas. Services include psychotherapy, assessment, and diagnostic clarification. Review the Psychology Center's page for more information.

The Writing Center: The Writing Center's mission is to help all members of the UW community (whether student, faculty, or staff) to become more effective and confident writers. The Center can help with all types of academic and work-related writing, and assist at all stages of the writing process, from brainstorming to revising a final draft.

[UW Food Share Pantry and Cabinets](#): The UW Food Share is open to anyone associated with the university. University of Wyoming, Knight Hall, Room 106. Hours of Operation: Monday and Thursday | 4:00 pm – 7:00 pm Saturday | 4:00 pm - 6:00 pm. Kendall and Beta House locations.

Graduate Student Network (GSN) This Registered Student Organization is focused on improving the professional and social aspects of being a graduate student. GSN activities include: For more information, visit their Facebook page.

[Campus Recreation](#): Home to the Half Acre Gym, The Wellness Center, and the Outdoor Program. Check out classes, trips, and wellness and stress management offerings.

[Student Health Center](#): The Student health center offers a variety of services including a full-service pharmacy, treatment and support for a variety of illnesses and injuries and preventative care.

[SAFE Project](#) offers free and confidential advocacy to students, staff, faculty, and the University of Wyoming survivors of domestic violence, sexual assault, stalking, and family violence. They can help with safety planning, campus and community referrals, academic support, support reporting to law enforcement and Title IX, protection orders, and more. The campus advocate, Dakota Metzger, can be found at Knight Hall 103 and can be reached either at campus@safeproject.org or 307-766- 3434. Visit them on their webpage.

[Diverse Graduate Student Network](#) This group is designed to be a space for diverse graduate students to come together to build community, develop professionally, participate in social events and meet other students from various disciplines.

The Ombudsman Office: The Office of the Student Ombudsman is an independent problem-solving and first-stop resource. This office serves to assist in conflict resolution support and to assist all students (undergraduate, graduate, and professional students) in handling conflicts or complaint processes for any matter of University relations.

Supplemental Materials

Requirements Checklist

- _ Select Committee Chair by end of first semester
- _ Determine Plan A or Plan B thesis track
- _Select Committee members
- _Graduate Committee Assignment Form
- _Thesis proposal
- _ Program of Study Form
- _ Schedule defense date
- _ Anticipated Graduate Date Form
- _ Defend these (Plan A or B)
- _ Report of Final Examination Form

Professionalism Guidelines for Graduate School and Work in the Field

[Lindsey Passenger Wieck](#)

Email and Communication

- **Check your university email regularly** for announcements related to class and professional opportunities, as well as for essential university communication.
- Use your **personal email** on your resume, LinkedIn, internship/job applications, website, or any other professional materials you create. Check this email regularly. This email address should be professional (first & last name, not a hobby or a silly nickname, etc.).
- **Reply promptly** to any emails requiring response. Use proper email etiquette.
(Resources: [Emailing your Professors](#) | [Emailing Professionally](#))
- **Proofread** emails, blogs, & other public materials online. These represent you and your brand.
- It's okay to send a **follow up email** as a *polite nudge* if the person has not replied. The length of time varies based on circumstance, but two business days for faculty, longer for professional contacts. Be patient: remember that your supervisor and coworkers have multiple duties.

Technology Use

- You may **use technology in the classroom** [except when expressly prohibited] to take notes, refer to e-readings, look up references, and work on tasks as directed. You should, however, create a plan to **limit distractions** (close tabs with social media, email, news sites, and off-task items, or install a Web Blocker (e.g. [Freedom](#)) if you struggle with self-control in this area).
- Be mindful of your use of **cell phones**, mobile devices, and other distractions.

Respect

- **Please respect your peers and other professionals in person and online.** No bullying or disrespect will be tolerated. If you are experiencing any problems, please speak with a faculty member or supervisor immediately, so we can work together to resolve any issues.
- All students have a right to an **education free of harassment.** Each of us also carries the responsibility of ensuring our peers are experiencing a harassment-free education. ([UW Harassment and Non-Discrimination Policy](#))
- Be an **active listener.** (Resource: [What Great Listeners Actually Do](#)). Be respectful of different points of views. Be calm and judicious in your responses.
- In this program, you will create a **professional presence online** (resumes, portfolios, LinkedIn, etc.). Remember, *nothing you post online is truly private*, and anything could be viewed by future employers. Consider the image you're cultivating before posting.

- On all **social media** accounts used in this program, including department accounts, as well as students' personal accounts used for assignments, etc., students are expected to uphold professional standards that meet university and professional codes of conduct.

Academic Honesty & Plagiarism

- *You are in a professional program, and thus should take the university [Student Code of Conduct](#) very seriously.* Please familiarize yourself with the guidelines for policies including academic honesty, plagiarism, cheating. The work you do in this program must be your own.
- Be sure to **cite your sources** to avoid issues of plagiarism and dishonesty.
- **Collaboration** is a key component of public history and will play a prominent role in our courses. When collaborating with other students, fairly attribute their contributions. Respect others' opinions, fairly divide work, and communicate regularly with your team.
- Talk to your professors or supervisors immediately if you have questions or doubts about what constitutes academic dishonesty. Plagiarism in courses will result in a failing grade, and the incident will be reported to the Dean's office.

Professional Conduct

- **Be humble.** Know what you know, but listen to learn more. We aspire that you'll leave this program with the understanding that there's lots more to learn, and that you can learn from people who aren't like you.
- **Show up prepared:** read for class, prepare for presentations or your work at an internship/job.
- **Networking** is a great way to develop contacts. It engages you in a professional community. Networking can happen digitally via twitter, email, etc. Networking also gives you facetime with the people who are actually hiring.
 - Keep in touch with your professors, your peers, and other professional contacts from your time in graduate school. These people can bolster your professional success.
- Have a **positive attitude.** People will respond to your attitude. Practice being interested in other people by asking them questions about their work. Always be **courteous.**
- **Follow through** if you say you'll do something. Don't promise more than you can deliver, but also don't sell yourself short.
- **Don't be late.** If it is impossible to be on time with something, communication is key. Let the person know as soon as possible and propose an alternative ("I could submit this on Thursday."). If it is a classroom assignment/project, communicate with your team members, if relevant, and talk with the professor before the due date to *ask* if an extension is possible.
 - Attend class. Don't be late to class, internships, and jobs. If you're going to be late, communicate with your supervisor ASAP **before** you're due to arrive.
- **Own your mistakes.** Learn from them. Take criticism for your mistakes in stride.
- Advice specific to internships and jobs:

- Ask for a list of responsibilities & expectations in writing.
- Ask what about the communication norms at an organization or office.
- Go to your supervisor with **solutions** instead of problems (X Problem + Y Solution. What do you think?)

Tips for Getting the Most out of this Graduate Program

- Make a **calendar** with important tasks + deadlines. Set alerts for *approaching* deadlines. Plan ahead – don't procrastinate! And then, check your calendar regularly to see what is coming.
- Start building yourself a "**brand**" by wearing your passion on your sleeve. Standing out helps you get ahead in this field and helps you surround yourself with other passionate people.
- Hand-write **thank you cards** to those who support your research & professional development (librarians, archivists, supervisors, reference writers, draft readers, etc.)
 - **Be kind and gracious** to the librarians, archivists, and others who support your research. Treat them as professionals. Express your gratitude to them, and remember that some may become potential bosses, colleagues, and mentors.
 - Similarly, be kind and gracious to community members and others you involve in your research and projects. They are sharing their time, their memories, and their lives with you – be sure to thank them and respect them.
- **Embrace opportunities** for further professional development – conferences, an additional internship, volunteering at public history institutions. All of these things will help you network and build a diverse range of experiences.
 - **Be ambitious.** Take on opportunities where you'll meet new people and try new things outside of your comfort zone.
 - Independent scholars and laypeople are doing interesting and valuable research and collecting in the public/local history world. Be open to these folks without academic credentials.
- **Attend department events and take advantage of university resources.** Take the lead in figuring out what you want or need from graduate school, internships, and new jobs, and take advantage of the resources and opportunities available to you.
- **Support your colleagues:** take the time to listen to them, go to coffee or a happy hour with them, attend events or presentations they organize. Discuss your successes and failures. They are your support network through grad school and beyond.
- **Self-Care:** Maintain your friendships, outside hobbies and routines, and your health. Graduate school is overwhelming, and can quickly take over your life. Get a good night's sleep. Your health and well-being still should be priorities!
- Be attuned to your **mental health.** Anxiety and stress can creep up on you. Please reach out if you're overwhelmed or need assistance. (Resources: [University Counseling Center](#))
- Don't undervalue what you've learned here. (e.g. "I've only taken one class in this subfield.") Sell your strengths, and keep a running list of your strengths & experiences on your portfolio/resume/linkedin.
- **Ask questions ASAP when you get stuck or you're confused.** It's better to ask early on, rather than staying stuck and not being able to continue on

Other Resources

- [NCPH Public History Navigator](#): Part II – How to Thrive in a Graduate Public History program
- [AHA Career Diversity Five Skills](#): Skills that will help you succeed both in and out of academia.
- [AASLH Statement of Professional Standards and Ethics](#)
- [Graduate Students Prepare...:](#) Advice from philosophy grad students & faculty to new students

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