2025-2026

DEPARTMENT OF EARTH SCIENCES

Undergraduate Student Handbook

Table of Contents

Introduction

Welcome to Earth Sciences!

Welcome to the Department of Earth Sciences at UConn! The earth sciences cover all aspects of the study of our planet, its history, and how it works. Our research extends from the Arctic to the Antarctic, from deep inside the earth to the edge of outer space. We add to this the dimension of time, from 4.5 billion years ago when the earth formed, to today, and on into the future.

As part of a land-grant university, our main mission is to provide quality instructional programs and research opportunities for undergraduate and graduate students. Our faculty members offer research opportunities in the areas of paleobiology, paleoclimate and paleoenvironment, surface processes, climate science, geodynamics, geophysics, hydrogeology, and tectonics. Our high faculty-to-student ratio means that you will be part of a community and not just a number. Our department is dedicated to maintaining a positive, inclusive environment, embracing diversity in all forms and rejecting any form of discrimination. We believe that the best science arises from the integration of diverse ideas and experiences.

Our undergraduate program focuses on the materials, processes, and histories of Earth as a planetary system, with a special emphasis on environmental change at geologic time scales. Students can opt to follow one of three tracks to suit their interest: Earth, Environmental, or Atmosphere. We offer B.S. and B.A. degrees, providing opportunities for students who wish to become professional earth scientists as well as those whose career plans would benefit from a grounding in the earth sciences. All students are strongly encouraged to gain in-depth experience along the way by participating in research or taking on internships. The GeoClub, open to all majors, is where students support each other and make lasting friendships.

We are currently entering the Anthropocene, a new epoch of earth history in which humans, with the ability to modify the land surface, impact biodiversity, and affect global climate, have become a major geologic force. As society faces critical issues related to climate change, energy security, natural hazards, and natural resource and waste management, the earth sciences have never been more relevant.

We are happy to have you join the UConn Earth Science community

Mission Statement

We are environmental scientists who study how the Earth works as a planet, what its history has been, and how this knowledge can benefit society. The mission of the Department of Earth Sciences is to advance research and prepare the next generation of scientific leaders and global citizens to solve the grand challenges of the 21st century, including climate change, geological hazards, finding water and other natural resources, and environmental degradation. We promote scientific research and public engagement that advances understanding of Earth system processes.

What is Earth Science?

Earth science is the broad study of our planet's systems, processes, and history, focused on understanding the planet's structure, resources, and changes over time. Geoscientists investigate everything from earthquakes and volcanoes to climate change, water resources, and the formation of natural resources like minerals and fossil fuels. Majoring in Earth Science is a great choice because it teaches you how to think critically across multiple disciplines while tackling some of the world's most pressing challenges. It isn't just about studying rocks—it's about understanding natural hazards, climate change, energy resources, and the history of our planet.

A degree in Earth Science gives you the skills to gather data, analyze complex systems, synthesize information, and communicate findings—abilities that are highly valued in today's job market. Career paths are diverse, spanning environmental consulting, natural resource management, hazard assessment, and sustainable energy. The job market for geoscientists is strong, driven by the growing need for sustainable resource use, climate adaptation, and resilient infrastructure. Whether in research, energy, government agencies, or private industry, an Earth Science degree opens doors to exciting and impactful careers.

Department Structure

Earth Administrative Team

Tracy Frank:	Professor and Department Head
Michael Hren:	Professor, Associate Head, and accelerated degree advisor
Christin Donnelly:	Educational Program Administrator
"Thor" Thorson:	Professor and Honors advisor
Julie Fosdick:	Associate Professor and Undergraduate Research Coordinator
Rebecca Laquitara:	Educational Program Assistant

A full list of faculty and staff can be found on our website

Find us online:
Website: https://earthsciences.uconn.edu/
Facebook: https://www.facebook.com/UConnEarthSciences
LinkedIn: https://www.linkedin.com/groups/13108394/

Department Events

Department emails containing information to students are sent via the Listserv (erth_undergrads-l@listserv.uconn.edu). This is the main form of communication. Please be sure to check your email regularly to ensure that you stay informed

Department seminars occur on select Fridays 12:30-2:00 PM, and you are invited to attend. Announcements will be posted around the department and sent via the listserv.

The department traditionally holds **special events**, including:

- Annual research fair and awards lunch, **The Geosymposium**, late in the spring semester.
- **Earth Science Fair**, an annual outreach event to share our discipline with the public. This is usually in the fall.
- **End of fall semester lunch**, an annual event to wrap up the fall semester.

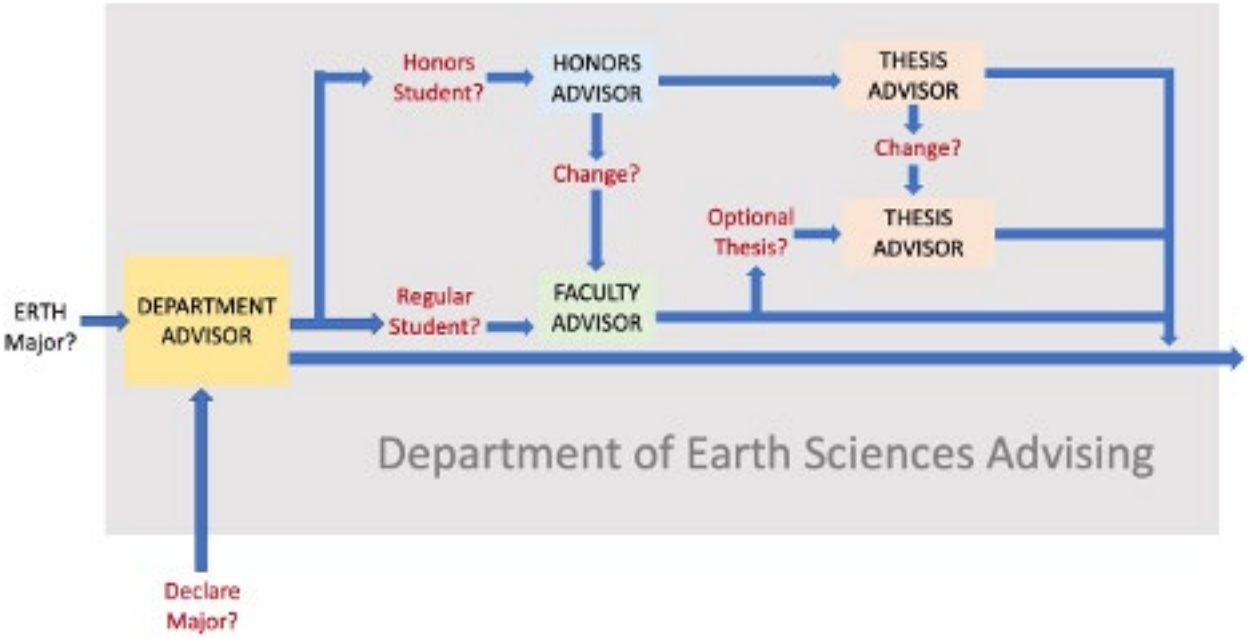
The GeoClub is a student organization that is open to all undergraduates with an interest in Earth Sciences. The club's mission is to establish a supportive community of peers, engage in scientific outreach, and collaborate on interdisciplinary projects related to Geosciences. The group often helps organize the Earth Science Fair in the fall. Other activities include movie nights, hiking, student seminars, and skills workshops.

Academics

Advising

Any student interested in Earth Sciences for any reason is encouraged to seek advice from our department. Our initial point of contact is Departmental Advisor, currently Christin Donnelly, a professional trained student advisor. She's available by email, phone (860-486-4432), or walk-in visits in Beach Hall 207. Our current department head, Tracy Frank, is also available to talk with at any time.

If you have declared a major in Earth Sciences or are thinking about it, please contact Christin at your earliest convenience. She looks forward to meeting each new student.



Department Advisor

The departmental advisor helps students in several ways. First, they: make sure you're properly welcomed; provide you with information and materials, such as this handbook; help you fill out any necessary forms and refer you to a faculty advisor. Second, they remain as the central point of contact for administrative concerns, such as declaring a major or minor, transferring credit, dealing with registration issues, and filing your final plan of study prior to graduation. They also help with internship possibilities, student funding, and department activities. Finally, they are always available for confidential conversations about student issues involving courses, professors, and other issues.

The Department Advisor is one of four discrete but overlapping undergraduate advising roles in the Department of Earth Sciences. The other four are:

Faculty Advisor - This is a required departmental role. Following your intake meeting with Christin, she will assign you a faculty advisor based on your expressed area of interest (if any), and the availability of faculty members. To the extent possible, she distributes students across the faculty to ensure that they have enough time for an advisee. Once referred, your faculty advisor will become your main academic advisor for the duration of your program -- helping you enroll in courses during registration, choose career options, and alert you to events and activities. Though it's usually best to stay with the same advisor, students who develop a specific interest may request to change their advisor to one more aligned with their interests. Christin can make this happen.

Honors Advisor - This is a required Honors Program role. If you are a major in the Honors Program, the department's Honors Advisor will automatically become your faculty advisor. Currently, this is Robert "Thor" Thorson. Please contact him as soon as it's convenient. He will also serve as your Faculty Advisor through graduation, unless you prefer a faculty member more aligned with your interest, or with one with whom you are doing research. Christin can make this happen. If you opt for a different department advisor, Thor will remain as your Honors advisor, given his programmatic and signatory responsibilities on behalf of the Honors Program.

Thesis Advisor - A senior thesis is *optional* for students not enrolled in the Honors Program. It provides any advanced undergraduate with the opportunity to conceive, carry out, complete, and write up a scientific research project under the supervision of a faculty member while receiving three credits. Usually, this results from a student having developed an individual relationship with a faculty member; perhaps while doing research in their lab, having a supervised internship, completing an independent study, or doing extra advanced work in one of their courses.

Officially, your thesis advisor is the faculty member who enrolls you in our graded 3-credit course *ERTH 4996W Undergraduate Research Thesis in Geoscience*.

A senior thesis is required for all students enrolled in the Honors Program. They will enroll in *4996W* and be advised by the Honors Advisor unless and until you find an alternative faculty member willing to serve in that role. In some cases, the advising responsibilities for an honors thesis is divided between one faculty overseeing the scientific content and another (likely the Honors Advisor) overseeing the written product through *4996W*.

With respect to letters of recommendation, it can be beneficial to have more than one advisor.

Other Advising

A student seeking advice in the Department of Earth Sciences need not be limited to their designated Departmental, Faculty, and Honors advisors. All of our faculty are pleased to advise students *ad hoc* as warranted. Though a student will have only one designated faculty advisor, many students are naturally and unofficially co-advised by other faculty. For example, a student may want to sample a range of faculty opinions regarding a particular course or career decision

In addition to departmental advising, there are many other advising centers across campus, notably the College of Liberal Arts and Sciences Academic Services Center, the Academic Center for Exploratory Students (ACES), the Center for Career Readiness and Life Skills, and the Honors Program Advising Office.

Earth Sciences Degree Description

From the UConn Course Catalog:

Majors in Earth Sciences focus on the materials, processes, and histories of Earth as a planetary system, with a special emphasis on environmental change at geologic time scales. Interest areas include global change, climate adaptation, water resources, planetary science, tectonics, paleontology and evolution, natural hazards, mineral and energy resources, surface processes, geophysics, and paleoclimatology.

Students may obtain a Bachelor of Science degree or a Bachelor of Arts degree. The Bachelor of Science degree has three tracks.

Student Learning Outcomes

1. Evaluate the interactions among the various components of the Earth System through geologic time and assess their collective impact on shaping the evolution of life, climate, and environment.
2. Analyze and explain the formation and distribution of common Earth materials and structures.
3. Interpret Earth systems, Earth history, or environmental issues using field observations, laboratory analyses, and quantitative data.
4. Work alone or in teams to create effective written, oral, and visual interpretations and evaluations of scientific inquiries for scientists and non-scientists.

Catalog Link

Choosing a Bachelor of Science or a Bachelor of Arts in Earth Sciences

Earth Sciences majors completing the B.S. and B.A. have access to all the same ERTH courses.

Bachelor of Science (B.S.)

The Bachelor of Science degree is structured to provide a comprehensive and rigorous education in Earth Sciences, emphasizing a strong foundation in science and mathematics. It is the standard STEM science training for those seeking careers as earth scientists. It focuses on the materials, processes, and histories of Earth as a planetary system, with a special emphasis on environmental change at geologic time scales.

Students pursuing the B.S. choose one of three tracks: *Earth*, *Environmental*, and *Atmosphere*.

The B.S. requires:

- 30 credits of Earth Science courses at the 2000 level and above
- at least 12 credits of related courses at the 2000 level in addition to the college B.S. requirements
- Completion of the College of Liberal Arts and Sciences B.S. requirements

This program is ideal for students aiming for professional careers as earth scientists in industry, government, or academia.

Bachelor of Arts (B.A.)

The B.A. degree offers a broader, interdisciplinary approach, providing an ideal option for:

- Students interested in Earth Sciences who do not wish to meet the math, physics, and chemistry requirements of the B.S. degree
- Students pursuing another major who want to complement their studies with an Earth Sciences focus beyond a minor

This degree focuses on the materials, processes, and histories of Earth as a planetary system, with a special emphasis on environmental change at geologic time scales.

The B.A. requires:

- 24 credits of Earth Sciences courses at the 2000 level or higher
- At least 12 credits of related courses at the 2000 level or higher
- Completion of the College of Liberal Arts and Sciences B.A. requirements

This degree provides flexibility for students interested in careers in education, policy, or other fields that benefit from a broad scientific literacy or those applying Earth Sciences to a double major.

When choosing between the B.S. and B.A. degrees in Earth Sciences, students should consider their career goals, interests in scientific depth versus interdisciplinary breadth, additional majors, and the type of educational experience they wish to pursue.

Earth Sciences B.S. Tracks

The three B.S. tracks in the Earth Sciences major serve as guides to help students choose courses that fit their area(s) of interest.

- **Earth Track** – Focuses on the fundamental aspects of Earth Sciences, including courses like Earth History and Global Change, Earth Structure, and Earth Materials. This track provides the most flexibility, which makes it ideal for students who join the major later in their academic career or are completing a double major or dual degree. Students interested in general Earth Sciences, geophysics, paleontology and related fields should also consider this track.
- **Environment Track** – Emphasizes environmental aspects of Earth Sciences, covering topics such as Earth Surface Processes, Environmental Geochemistry, and Ground Water Hydrology. Students interested in hydrology, environmental chemistry, environmental consulting, sustainability, archaeology, engineering and related fields should consider this track.
- **Atmosphere Track** – Provides students with a strong foundation in climate science. Students interested in climatology, oceanography, Earth system modeling, data analysis and related field should consider this track.

Students can declare their track via the Online Program Change form.

Plan of Study

Please refer to the Course Catalog for the most up to date Plan of Study.

Your specific requirements may be different based on your catalog year. Catalog year is the year you became a CLAS student. If you are unsure of your course requirements, please reach out to Christin Donnelly and/or your faculty advisor.

Research/Internship/Independent Study Credit Options

Earth Sciences majors can use up to 3 credits of research/internship/independent study credits toward their major requirements. Students may opt to take more than 3 credits as electives to gain additional research experience.

These courses include:

- ERTH 4989: Undergraduate Research in Geoscience
- ERTH 4990: Internship in Geoscience Field Study
- ERTH 4991: Internship in Geoscience Research Paper
- ERTH 4999: Independent Study

Research/Independent Study Credits

The Department of Earth Sciences strongly encourages students to become involved with undergraduate research. See "How to find research opportunities and internships" for more information.

When choosing which research course to enroll in, students should consult with the faculty member they intend to work with and their faculty advisor and/or Christin Donnelly.

General Guidelines:

- Enroll in ERTH 4999 (1-6 credits) if your research is not intended to lead to a thesis.
- Enroll in ERTH 4989 (3 credits) if your research is intended to result in a thesis (and you plan to take ERTH 4996W the following semester).

Internships Credits

ERTH 4990: Internship in Geoscience Field Study and ERTH 4991: Internship in Geoscience Research Paper, are to be used when a student is participating in an internship outside of UConn. Students must have a faculty coordinator to supervise the internship from an academic standpoint. Internships that earn credit cannot be paid.

Preparing for an Academic Advising Appointment

Academic advising is an essential resource for helping you navigate your degree, select courses, and plan your future. To make the most of your advising appointment, it's important to come prepared.

Finding Your Advisor:

Earth Sciences majors are required to meet with their advisor every semester prior to registering for courses for the next semester. You can find your advisor in StudentAdmin by clicking on "Academic Progress and Advising" on your student homepage.

- If you see only Christin Donnelly listed, you should meet with her for your advising
- If you see Christin Donnelly and a faculty member, you should meet with your faculty advisor first and follow up with Christin if you have questions after your faculty advisor meeting
- Christin is available to all Earth Sciences majors for drop in questions and/or appointments when faculty advisors are not available

Students should schedule a meeting with their advisor ahead of their enrollment appointment for the next semester. Enrollment appointments can be found in StudentAdmin by clicking on "Manage Classes" on your student homepage. Christin Donnelly will also send reminder emails each semester.

Preparing for Your Meeting

Review Your Degree Requirements

- Familiarize yourself with your program requirements and your progress toward graduation.
- Use tools like the **Academic Requirements Report** in StudentAdmin.
    - Find this in the "Academic Progress & Advising" screen

Reflect On Your Goals

- Think about your academic, career, and personal goals.
- Identify areas where you need guidance, such as selecting courses, exploring internships, or planning for graduate school.

Prepare Questions

- Write down specific questions or topics you want to discuss, such as:
    - Which courses should I prioritize for next semester?
    - Am I on track to graduate?
    - What opportunities are available for research or internships?
    - How can I prepare for graduate school or a specific career path?

Make a Tentative Course Plan

- It is helpful to arrive with an idea of the courses you still need to take and what you would like to register for in the upcoming semester

Arrive On Time and Be Open-Minded

- Punctuality shows respect for your advisor's time.
- Be ready to listen to advice and consider new perspectives.

Other Meeting Topics

- You might meet to discuss courses as well as other topics such as graduate school, education abroad, internships, academic struggles, etc…
- You might also schedule separate meeting(s) to discuss topics other than courses.
    - Please do not wait to discuss an urgent issue, contact your advisor to make an appointment ASAP
- Come prepared with any information you already have on the topic.

After the Appointment

- Follow Up on Next Steps: Complete any tasks or paperwork discussed during the appointment.
- Update Your Records: Keep notes on your advising session and update your academic plan accordingly.

Double Majors and Additional Degrees
https://advising.clas.uconn.edu/degree-options/#majors

Double Major

A double major allows students to complete majors in two different departments or plans in the College of Liberal Arts and Sciences.

Students fulfill the major requirements for both majors and earn the degree associated with their primary major. In cases where a student elects to earn a double major and one of the majors is a Bachelor of Science (BS) degree, the student is expected to meet the BS requirements of both majors unless the BS option is not offered in both majors.

Students must complete:

- Follow Up on Next Steps: Complete any tasks or paperwork discussed during the appointment.
    - A Double Major Declaration Form
    - All major requirements for both majors.
    - A minimum of 48 major credits at the 2000+ level without overlapping (The major consists of the 2000+ level coursework required to complete each program, for example 24 unique credits of ERTH + 24 unique credits of EEB)

Additional Degree

An additional degree allows students to complete majors in two different schools or colleges.

Both degrees may be from the College of Liberal Arts and Sciences, but typically one may be from another school or college at UConn. Students can earn a second degree either concurrently or after earning their first degree. Students are required to earn at least 18-degree credits higher than the degree with the higher minimum-credit requirement and must meet all requirements for each degree.

Students must:

- Meet all requirements for both degrees.
- Complete 18 unique additional credits more than the degree with higher minimum (e.g. School of Nursing and CLAS, CLAS requires 120 credits to graduate, 120 + 18 = 138 credits to graduate with both degrees); the only exception is for students in the Teacher Education Program offered through the Neag School of Education.
- All 18 credits for the additional degree must be at the 2000 level or higher.

How to declare an additional degree:

- Acquire an Additional Degree Petition Form from the Registrar's Office.
- Complete parts I and II on the form.
- Bring form to the major department of the additional major that is being added to obtain an advisor's signature.

Note: You will receive two degrees, one from each college and/or school.

Common Double Majors/Additional Degrees

Pursuing a double major can enhance your academic experience and expand your career opportunities. Combining Earth Sciences with another major allows you to develop interdisciplinary skills and gain unique perspectives tailored to your interests and goals. Below are some complementary double major combinations available at UConn that pair well with Earth Sciences:

Double Major	Why Complementary	Career Opportunities
Anthropology	Studies human cultures and their interactions with the environment, aligning with Earth Sciences in areas like archaeology and environmental change.	Environmental anthropologist, cultural resource manager, archaeological consultant.
Chemistry	Provides a deeper understanding of the chemical processes in Earth Sciences, such as geochemistry, environmental chemistry, and mineralogy.	Environmental chemist, geochemist, lab analyst.
Computer Science or Data Science	Equips students with programming and data analysis skills essential for modeling, simulation, and analyzing geospatial or environmental data.	Data scientist, GIS developer, software engineer in environmental tech.
Earth Science Education	Prepares students for teaching Earth Sciences, blending scientific knowledge with educational pedagogy.	Middle or high school science teacher, curriculum specialist.
Ecology and Evolutionary Biology	Explores biodiversity, ecosystems, and evolution, complementing Earth Sciences' focus on paleontology, climate change, and environmental systems.	Ecologist, environmental consultant, conservation biologist.
Environmental Engineering	Focuses on sustainable design, water quality, and pollution control, complementing Earth Sciences' emphasis on environmental systems.	Environmental engineer, hydrologist, sustainability consultant.
Environmental Science	Offers a multidisciplinary approach to studying ecosystems, sustainability, and human-environment interactions, enhancing Earth Sciences perspectives.	Environmental scientist, sustainability specialist, natural resource manager.
Geographic Information Science	Focuses on spatial data analysis, mapping, and visualization—key tools for applications like environmental modeling and resource management in Earth Sciences.	GIS analyst, remote sensing specialist, urban planner.
Marine Sciences	Examines ocean systems, marine geology, and climate interactions, providing an aquatic dimension to Earth Sciences studies.	Marine geologist, oceanographer, coastal resource manager.
Mathematics	Provides the analytical foundation for solving problems in Earth Sciences, such as geophysics and climate modeling.	Quantitative geoscientist, climate modeler, data scientist.
Natural Resources	Examines the management and conservation of natural resources, aligning with Earth Sciences topics like hydrology, climate adaptation, and environmental change.	Conservation scientist, environmental consultant, natural resource manager.

Physics	Develops an understanding of fundamental forces and mechanics, applicable to geophysics, planetary science, and climate modeling.	Geophysicist, planetary scientist, climate physicist.
Political Science	Explores environmental policy, resource management, and governance, providing a social science perspective to Earth Sciences applications.	Environmental policy analyst, government advisor, sustainability advocate.
Statistics	Equips students with skills to analyze and interpret data, critical for research in climatology, hydrology, and environmental monitoring.	Environmental statistician, data analyst, hydrologist.
Statistical Data Science	Focuses on extracting insights from big data, applicable to Earth Sciences areas like climate change modeling and natural resource analysis.	Data scientist, environmental data analyst, GIS specialist, climate modeler.

Transferring Credit

Admissions Website – Transferring Credit to UConn

Transfer Course Equivalencies

Many students choose to take courses at other colleges and Universities and transfer credit to UConn. Students should refer to the links above about rules for transferring credit and transfer credit equivalencies.

Transferring Earth Sciences Credit to UConn

Students may transfer Earth Sciences (ERTH) credits to UConn under specific circumstances, such as completing equivalent courses at another institution or participating in field camps.

Transfer Students

Students transferring to UConn who have taken Earth Sciences courses at their previous institution can request an evaluation of their credits.

- Course Evaluation Process:
    - Send course syllabi to **Christin Donnelly** (christin.donnelly@uconn.edu) for review by the Department's faculty reviewer.
    - The faculty reviewer will determine if the course is equivalent to an existing ERTH course.
    - If the course does not match an existing ERTH course, it may transfer as **generic ERTH credit**.

- Using Generic ERTH Credit:
    - Up to **3 credits of generic ERTH credit** may be applied toward the Earth Sciences major, subject to departmental approval.

Current Majors and Field Camps

Earth Sciences majors may participate in field camps at other universities and transfer those credits to UConn.

- Field Camp Credit Guidelines:
    - Up to **3 credits of field camp** may be applied toward the Earth Sciences major, at the Department's discretion.
    - Students should inform **Christin Donnelly** of their plans as soon as they are accepted into a field camp.
- Credit Transfer Process:
    - After completing the field camp, students must request a transcript from the host institution to be sent to UConn.
    - Notify **Christin Donnelly** upon transcript submission.
    - Christin will coordinate with the Admissions Office to ensure the credits are transferred and applied to the Earth Sciences major, if applicable.

Senior Thesis

Definition and Approval

For most students, a senior thesis is an individualized capstone experience that allows them to integrate the knowledge and skills gained from previous coursework. Typically, these are self-motivated students seeking a challenge and (or) a prominent bullet point on their academic resume. A thesis is especially helpful for those considering applying to graduate school.

Though the thesis must involve some sort of research and data interpretation, its main focus is on science communication, mainly through writing and technical illustration. Under normal circumstances, *ERTH 4996W Undergraduate Research Thesis in Geoscience* follows by a semester the graded 3-credit *ERTH 4989 Undergraduate Research in Geoscience*. But any preceding research experience can provide the basis for a senior thesis, including travel or a literature review. Officially an honors thesis in Earth Sciences is the written product of the course ERTH 4996W.

Types of Theses

A senior thesis must involve significant writing because it is a "W" course. But given the breadth of our discipline, this writing can take different directions as warranted by individual thesis advisors and student interest. To help bring some consistency to our program, we offer the following categories.

Scientific Research

This is the standard research-based thesis typical of most articles in primary scientific journals. The audience is the body of other scientists working in the same field. The logic is clear, the terminology exact, and the data sufficient.

Typically, the student interest zooms down to a specific research question that, in turn, is refined and clarified into a discrete HYPOTHESIS. Four our purposes, a hypothesis is a good question framed as a statement that yields a binary (yes/no) result either supporting or rejecting the statement. A hypothesis must also be original, relevant, and ethical.

Regardless of how they appear, most scientific articles follow a format that centers on a section called RESULTS. This is the fundamental outcome of the research, perhaps a set of observations, tables of data, or a technical illustration or map. The text is strictly explanatory, generally free of interpretation. Preceding the results is a section called METHODS, which explains how the results were obtained in such a way that they can be replicated by some other research group. Without a step-by-step methods, the research is not reproducible, and therefore not science. Following the results is a section of INTERPRETATION (often labeled discussion) that describes what the results mean in terms of the hypothesis or research question. The focus is not outward toward the discipline, but inward on the actual results. In sequence, these three parts --Methods, Results, Interpretations-- constitute the central trinity of most scientific papers.

Preceding this trinity is an INTRODUCTION, which can take many forms, but usually focusing on why this work is important, where it came from in terms of previous work, where and under what circumstances it was done, and how the research question came about. The hypothesis may be here or in the methods section. Following the trinity is the DISCUSSION. This section includes one or more of the following: an expansion of the interpretations outward away from the specific results to the discipline at large, suggestions for future research, problems encountered, implications, and so forth. At this stage, the paper includes the five-part sequence: Introduction, Methods, Results, Interpretations, Discussion. Often, there is a stand-alone short section off CONCLUSIONS that restate in short form whatever needs to be emphasized: that a method worked, that a hypothesis was

confirmed, or that a discovery has been made.

Bracketing five part sequence is the FRONT MATTER and BACK MATTER. Both of these are highly variable, depending on the required format of the submission. The front matter includes: Title, Authors, Attributions, Abstract, and Key Words. The back matter includes: References, Acknowledgments, and links.

For approval, a senior thesis in this category must have a research question, a hypothesis, references, results, methods leading to those results, and an interpretation/discussion of those results.

Literature Review

Reviews are an important part of science, but they do not follow the standard scientific methodology above. Instead, they are reference works that isolate a discrete subdiscipline or research question, identify and examine the recent relevant literature published about that subdiscipline, and synthesize that literature, identifying progress made and gaps in knowledge. A good review paper requires broad expertise. Hence, they are usually written by invited experts. The audience is a broad spectrum of disciplinary insiders.

This type of scientific paper provides a good model for a senior thesis for those who are more interested in a body of knowledge than the multi-step narrative of basic science. The expectation is not that the student is an expert, but that the process of doing a literature search and synthesizing it in writing is a valid learning objective for someone near graduation.

For approval, a senior thesis in this category must include a broad literature review of a discrete body of knowledge, several salient conclusions, and an extensive bibliography.

Tool Creation

Some students are inventors, drawn to creating useful tools for helping the scientific research enterprise move forward. Examples include original numerical models, classifications, graphical tools, AI mapping, or novel measurements for field or analytical work. Such tools are valid scientific outcomes because others can use them, or they can be a prototype for a subsequent tool. The audience consists of working researchers.

For approval, a senior thesis in this category would produce a useful tool, introduced and interpreted in writing.

Science Communication

The art of science communication --rather than the doing of science-- is an increasingly important part of most scientific disciplines. No longer can we let journalists and writers do this work for us. For example, the failure of U.S. policy to grapple with the consequences of carbon emissions has been far less about the science (which has been settled for decades) than the communication of that science to the body politic.

Increasingly, Earth science seniors, especially those pursuing a Bachelor of Arts degree, or who plan to apply their Bachelor of Science degree to other fields (like law, medicine, hazards management, education, etc.) may want a senior thesis that emphasizes science communication. The audience consists mainly of non-scientists and non-experts. This can take many forms, from videography to essays, audio-scripts, websites, story maps, etc., but fundamentally it boils down to science writing, rather than scientific writing.

For approval, a senior thesis in this category would fundamentally be grounded in good science, engage deeply with science writing, and extend outward to other media

Other

The four categories of senior theses described above are merely discrete examples of an unbounded spectrum. Whatever the student and advisor agree on is fine.

For approval a senior thesis in this category should be proposed to and approved by the department head, who may consult other faculty during the process.

Syllabus and Schedule

Before the end of the add-drop period during the semester in which the student is enrolled in 4996W, the thesis student and thesis advisor should have a written agreement, outline, or plan for the semester. It is expected that they will have regular meetings during the semester, with a default frequency of every other week in order to monitor progress and help guide the research. By mid-semester, the student should be advised of what grade they are on track to receive.

If the thesis is for an honors student, the schedule must take into account the strict delivery deadlines imposed by the Honors Programs and the time required for the Honors Advisor to review and approve the thesis before that deadline.

Publication

Before grades for ERTH 4996W are assigned, or before an Honors thesis is approved, the finished version of each senior thesis must be copied to the Department Advisor in PDF format. These theses will then be published internally by being uploaded to a permanent online archive accessible to Earth Sciences Faculty. This will allow the department head, the curriculum committee, the undergraduate committee, and all faculty access to a growing archive of theses to enhance transparency, and to provide examples for subsequent students to follow.

Ideally, a senior thesis will lead to publication beyond the department of Earth Sciences.

How to Find Research Opportunities and Internships

Want to get involved? Our faculty are engaged in active research across a wide range of themes in the Earth sciences, and there are numerous opportunities for undergraduate students. These experiences may range from providing assistance to a graduate student with their work to developing an independent senior research project (see Senior Thesis or Honors Thesis sections). Some opportunities may be completed for credit or hourly pay, and some opportunities are volunteer. In any case, undergraduate involvement is a vital part of our research programs, and we are always excited to provide students with hands-on experience in fieldwork, lab work, data analysis, computer modeling – you name it.

Some resources for finding research opportunities:

- Visit the Research Opportunities for Undergraduates page on our website for more information and a current list of projects in the Department of Earth Sciences, along with postings for internships and opportunities beyond the department.
- Contact the Undergraduate Research Coordinator Prof. Julie Fosdick (julie.fosdick@uconn.edu) for added guidance on finding the right research experience
- Complete our Undergraduate Questionnaire to express interest in research and potential matching with available opportunities.
- Review the Research Themes and associated faculty and facilities on our website to find out more about ongoing science and applied research.

Careers and Employment Outlook

Careers

Earth sciences open doors to a wide variety of careers across industries like environmental consulting, energy, education, research, and more. Here are some common career paths:

Environmental and Geosciences Careers

- **Environmental Consultant:** Working with companies to ensure projects comply with environmental regulations and assess environmental risks.
- **Geologist:** Studying the Earth's materials, processes, and history to locate resources or assess geologic hazards.
- **Hydrologist:** Examining water cycles, water quality, and availability to solve water-related issues.
- **Climate Scientist**: Researching climate patterns and changes to address global climate issues

Energy and Resources

- **Petroleum Geologist:** Exploring and extracting oil and natural gas resources.
- **Mineralogist:** Identifying and studying minerals for mining and industrial applications.
- **Renewable Energy Specialist:** Working in wind, solar, or geothermal energy development.

Natural Hazards and Risk Management

- **Seismologist:** Studying earthquakes and designing methods to mitigate their impacts.
- **Volcanologist:** Monitoring volcanic activity to predict eruptions and improve safety.

- **Disaster Risk Specialist:** Analyzing natural hazards to develop strategies for disaster preparedness.

Research and Academia

- **Earth Science Researcher:** Conducting studies to advance knowledge in areas like geology, paleontology, or oceanography.
- **Professor or Teacher:** Educating the next generation in earth sciences at schools, colleges, or universities.

Government and Policy

- **Environmental Scientist:** Working with agencies like the EPA to address pollution and sustainability issues.
- **Policy Advisor:** Helping governments make informed decisions on environmental and natural resource policies.
- **Cartographer/GIS Specialist:** Mapping and analyzing geographic data for urban planning, environmental monitoring, and navigation.

Other Specialized Fields

- **Oceanographer:** Exploring and understanding ocean systems, from marine biology to ocean currents.
- **Paleontologist:** Studying fossils to understand Earth's history and past lifeforms.
- **Soil Scientist:** Analyzing soil properties for agriculture, forestry, or land-use planning.

Emerging Fields

- **Sustainability Specialist:** Developing strategies for sustainable development and resource use.
- **Carbon Capture Expert:** Innovating ways to reduce greenhouse gas emissions.
- **Space Geologist:** Studying planetary materials and processes in space exploration.

These careers blend science with real-world problem-solving, often offering opportunities for fieldwork, lab research, and collaboration across disciplines.

Employment Outlook

The job outlook for earth scientists is generally positive, with employment opportunities expected to grow in the coming years. Here's an overview based on recent data:

Earth Scientists (aka Geoscientists): Employment is projected to grow by 5% from 2023 to 2033, aligning with the average growth rate for all occupations. This growth is driven by

the need for energy, environmental protection, and responsible land and resource management. Approximately 2,200 job openings are anticipated annually, primarily due to workforce turnover and retirements.

Environmental Scientists and Specialists like Earth Scientists: A projected growth of 6% from 2022 to 2032 is expected, slightly faster than the average for all occupations. This increase is attributed to the need for professionals who can monitor environmental health and develop sustainable practices. About 6,900 job openings are projected each year within this period.

Factors Influencing Demand:

- **Energy Sector**: The ongoing demand for energy resources, including traditional and alternative sources, contributes to the need to discover and develop suitable sites.
- **Environmental Protection**: Growing awareness and regulatory measures aimed at environmental protection and sustainability are driving demand to address issues like pollution control and natural resource management.

Overall, careers in earth sciences offer promising prospects, especially for those with relevant education and skills in emerging areas such as renewable energy and environmental sustainability.

Facilities and Services

Computer Requirements: Throughout your time at UConn a laptop computer will be required to complete assignments and communicate with your professors and peers. UConn has guidelines that outline the requirements for laptop computers. The Department of Earth Sciences does not have additional requirements beyond those outlined by the university. Please note that Chromebooks and iPads do not meet the minimum requirements outlined by the university. UConn IT offers loaner computers for students who have computer issues. These are available for one-week periods.

Software Requirements: You will also be required to have specific software installed on your personal computer. The most important software requirements is Microsoft 365 which will give you access to Microsoft Outlook (used to access your campus email), Microsoft Word, and Microsoft PowerPoint. Microsoft 365 is available to UConn students for free as part of your tuition and fees. In some upper-level courses there may be assignments that will require access to specific software. In these instances, software will be provided by the instructor, or you will be given access to a computer lab with workstations that have the appropriate software installed. A full list of software provided by the university is available here.

Library Services: During your time at UConn, you will have class research projects or independent study research credits that will require you to access information published in textbooks and journals. The UConn Library has many resources to assist students with finding and accessing these resources. The UConn Library also offers many additional services including study room rental, printing, scanning, and workshops. A full list of library services can be found here.

Expectations and Code of Conduct

Expectations

The Department of Earth Sciences values the participation of every member of our community and wants to ensure everyone has an enjoyable and fulfilling experience, both professionally and personally. Accordingly, all members of the Department of Earth Sciences are expected to show respect and courtesy to others at all times.

In addition to making group members feel safe and secure, diversity and inclusivity benefits us all. The greater the mix of people in our department, the greater the mix of skills, experiences, perspectives, and ideas. But the benefits of diversity and equality cannot be fully achieved without creating an inclusive environment.

Enjoyable, high-quality work can only be conducted when all participants feel safe, secure, and supported. We acknowledge the historically exclusionary and unsafe nature of geosciences for minoritized researchers, and this document especially serves to ensure that department members from these groups feel protected and included. All department members are thus expected to foster a harassment-free experience for everyone, regardless of gender identity and expression, sexual orientation, disability, physical appearance, body size, race, ethnicity, age, and/or religion. We have a zero-tolerance policy for harassment by and/or of members of our department in any form.

All members of the community are expected to conform to the following expectations:

- Students are expected to read and follow the UConn Student Code. The Student Code describes the types of acts that are not acceptable in an academic community as well as the general process by which they will be addressed.
- All members of the department are responsible for maintaining an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Students, faculty, and staff are expected to undertake all required training as well as read and adhere to the UConn Policy Against Discrimination, Harassment, and Related Interpersonal Violence. The policy covers sexual and gender-based harassment, sexual assault, sexual

exploitation, intimate partner violence, stalking, complicity, retaliation and inappropriate amorous relationships.

- All members of the Department are expected to abide by the https://geosciences.uconn.edu/dei/ department's diversity, equity, and inclusion values: *The UConn Department of Earth Sciences values diversity, prioritizes inclusion, and strives for justice and equity within our community and beyond. We embrace diversity in all forms and have zero tolerance for any form of discrimination or harassment. We believe that the best science arises from the integration of diverse ideas and experiences. Therefore, promoting and fostering diversity of all types is important to us.*
- As part of the international geoscience community, members of the Department of Earth Sciences endorse the American Geophysical Union Scientific Integrity and Professional Ethics Policy. Our department ascribes to the guidelines set out by AGU to the extent that they do not conflict with UConn policies.
- Be respectful to others, and do not insult or put down other members of the Department of Earth Sciences.
- Contribute to discussions with a constructive, positive approach.
- Be mindful of talking over others when discussing in groups and be willing to hear out the ideas of others.

All communication, be it online or in person, should be appropriate for a professional audience, and should be considerate of people from different cultural backgrounds. Sexual language and imagery are not appropriate. Harassment and sexist, racist, or exclusionary jokes are not tolerated.

Field Trip Protocols

Field trips add opportunities and challenges that extend beyond the classroom. The Department of Earth Sciences expects all faculty and students to abide by UConn's Student Code and to present themselves on field trips with maturity and respect for others as well as for the environment around them. The university and the department have a zero-tolerance policy for bullying, intimidation, and harassment in any form. The instructor should be made aware of any such behavior so that they can take steps to shut such behaviors down. Students who engage in such behaviors may be disqualified from attending further field trips and/or reported to the Student Conduct officer or other relevant authority at UConn.

In addition to these overarching expectations, the Department of Earth Sciences has specific policies on a number of important issues. These are listed below.

1. **Health needs.** All participants are required to complete the Health and Emergency Contact Form and make field trip leaders aware of special health conditions and medical needs. Field trip leaders will provide opportunities for confidential discussion with individual students. Health and medical needs should be discussed in advance of the trip. In particular, if you have a life-threatening allergy or chronic condition that may result in loss of consciousness, please be sure that at least two people on the trip (including the instructor) know your medical protocols. Students with disability assistance needs will need to arrange appropriate services and accommodations with faculty trip leaders and the UConn Center for Students with Disabilities professionals in advance of a trip. All trips must carry a full field first aid kit (available for check out in the main office).
2. **Safety is paramount.** Field trip participants must follow all safety rules and regulations indicated by the trip leader. A student who willfully endangers the safety and welfare of him/her/themself or another will be required to leave the field trip and return home at the student's own expense.
3. **Dress appropriately,** as specified by the instructor. In general, closed-toed shoes, preferably boots, are required, and long pants are a good idea. Protective eyewear is required when hammering rocks. Wear a helmet and/or safety vest if requested by the trip leader.
4. **Field trip activity time.** Field trip activity time begins and ends at the times set by the faculty member responsible for the specific course and day. If group travel is involved, field trip activity time starts at the designated time of departure and ends at group return to a predetermined location. Field trip activity time may be adjusted at short notice to accommodate unforeseen educational opportunities and needs or logistical difficulties, including for example, inclement weather or public transportation delays.
5. **Alcohol is not permitted during field trip activity time.** Students who violate this rule will be required to leave the field trip and return home at the student's own expense. No alcohol shall be transported in any vehicle (private, rented, or leased)

during the course of the field trip. Students of the legal drinking age who choose to consume alcoholic beverages outside of field trip activity time should exercise responsible behavior and should be alert and prepared for field trip activities at the beginning of each day.

6. **Marijuana use is not permitted.** No marijuana may be in the possession of, or used by, any person engaged in the field trip, nor shall it be transported in any vehicle (private, rented, or leased) at any time during the course of the field trip. The same rules apply for any other illegal drug. While Connecticut's constitution allows for specific legal possession and consumption of marijuana over the age of 21, because of UConn's status as a federal contractor and grant recipient and because marijuana use is still prohibited under federal law, the use and possession of marijuana is prohibited at all times. Students must also be fully aware that laws in Connecticut permitting legal possession and use of marijuana do not apply in other states and international locations.
7. **Tobacco use of any kind is prohibited in group field trip vehicles.** Smoking outside of vehicles is discouraged during field trip activity time. Fire prevention procedures should be followed by smokers during field trip activity time.
8. **No firearms or other weapons are allowed on any field trip.**
9. **All driving is to be done in accordance with state laws and UConn policies.** All students and faculty who operate vehicles for field trip activities must be recognized as qualified with a current driver's license and have been approved as a driver by UConn. Students should be aware that state laws change, and field activities not in Connecticut must be compliant with appropriate regulations.
10. **Vehicle use during off-hours.** Students will not be permitted to use UConn field trip vehicles during off-hours (i.e., after the field activity time is over) unless accompanied by a field trip leader and use is for the purpose of the said trip. In exceptional circumstances, as approved by the Department Head, faculty, including contracted graduate instructors, may be able to drive rental vehicles during weekends if this period is between field work/sessions, and they are not returning to UConn.
11. **Amorous relationships policy.** Students involved in amorous relationships should be fully aware of UConn's policies. Off-campus, overnight activities, including field trips and field sessions, are professional, educational opportunities and participants are expected to always use good judgement. Sleeping arrangements during off-campus, overnight activities may include hotels, hostels, dorms, and/or camping. Based on the range of accommodation, the department will outline expectations for sleeping arrangements for each trip to ensure the health, safety, and comfort of all participants. Generally, the department will avoid sleeping arrangements that group students of different genders. However, if students have particular needs or requests for sleeping arrangement assignments, students should discuss those needs or requests with the faculty member organizing the trip.
12. **Trip-specific policies.** Field trip leaders will establish rules and regulations for

specific trips and will make the final decision regarding whether any proposed activity is appropriate. Participants will be provided with additional requirements specific to each trip before departure and will comply with all rules and regulations established by the trip leader.

13. **Clean-up.** Immediately after their return from a field trip, all participants will be responsible for helping to clean vehicles and equipment and returning equipment to its proper spot in Beach Hall, as appropriate.

Laboratory Protocols

Individual faculty lead research groups maintain their own plans for their research groups and often lead their own discussions on diversity and inclusion or ways to address potential issues in the workspace prior to the arrival of new group members. Expectations for lab work and work progress will be laid out by the advisor/mentor and a typical meeting schedule will be established as a laboratory group and for individual meetings. Lab group supervisors are responsible for ensuring that everyone in their group has undertaken all safety training required by the university.

Engagement/attendance

How to be a Successful University Student

University life presents new challenges and opportunities. It can be an adjustment to learn how to navigate the University environment. Here are some tips the help you succeed as a University student:

1. **Understand How College Differs from High School**
   Transitioning from high school to college can be a big adjustment. Here's how they differ and how you can adapt:
   - **More Independence:** In college, you have more control over your schedule, but this also means taking full responsibility for managing your time and tasks.
   - **Different Class Structures:** College courses often have fewer meeting times but require more independent study. Professors may not remind you of deadlines as frequently as high school teachers.
   - **Higher Expectations:** College assignments and exams often focus on critical thinking and applying concepts rather than just memorization.
   - **Self-Advocay is Key:** Unlike in high school, you'll need to take the initiative to seek help, whether by attending office hours, contacting advisors, or using campus resources.
2. **Be Organized, Diligent and Proactive**
   - **Stay Organized:** Use a planner, calendar, or digital tools to track assignments,

exams, and deadlines. Review the syllabi for your courses at the start of the semester and revisit them regularly to make sure you understand requirements.

- **Review Course Materials Regularly:** Revisit lecture notes and readings consistently to reinforce your understanding. Find a way to actively engage with the material when reviewing, whether that is reorganizing notes, creating and reviewing study guides or flashcards, or some other strategy that works well for you.
- **Be Proactive:** Reach out to professors, teaching assistants, or peers for clarification before you fall behind.

3. **Develop Strong Study Habits**
    - **Adjust Your Study Techniques:** College-level work may require new strategies, like creating detailed study guides, attending review sessions, or collaborating with classmates.
    - **Use Campus Resources:** Take advantage of the many resources on campus to help you be successful academically. See the next section of this handbook for details about campus resources.
4. **Build a Support Network**
    - **Engage with Faculty:** Professors are valuable resources for academic advice and career mentorship—don't hesitate to connect during office hours.
    - **Find Your Community:** Join student organizations, study groups, or campus activities to build relationships and foster a sense of belonging.
5. **Manage Your Time Wisely**
    - **Prioritize Effectively:** Learn to balance academics, extracurriculars, and personal commitments by judging the urgency/importance of tasks.
    - **Plan Ahead:** Break larger assignments or study goals into smaller, more manageable steps to avoid procrastination. Plan out your day/week/month/semester to make sure you have time to accomplish everything on your list.
6. **Take Care of Yourself**
    - **Establish Healthy Routines:** Consistent sleep, balanced meals, and regular exercise are essential for your physical and mental well-being.
    - **Know When to Rest:** Burnout is common for students who overextend themselves. Schedule downtime to recharge.
    - **Ask for Support:** Utilize UConn's Counseling and Mental Health services if you feel overwhelmed.
7. **Stay Curious and Involved**
    - **Explore Opportunities:** UConn offers numerous ways to grow academically and personally. Take advantage of opportunities – there is so much available to you as a student that is not as easily at your fingertips once you leave the University. Attend events on campus that are interesting to you, take on an

undergraduate research project, study abroad, participate in an internship, join student organizations, etc…

- **Embrace Challenges:** Don't fear failure—each setback is an opportunity to learn and improve. You are here to be challenged so that you can learn and grow. Allow that to happen.

8. **Use Technology Wisely**
    - **Leverage Academic Tools:** There are so many digital resources that can enhance your learning experience. Learn about them, take advantage of them and make them work for you.
    - **Limit Distractions:** Set boundaries for social media and entertainment to maintain focus on your goals. Asdhf
9. **Reflect and Adjust**
    - **Regularly Reevaluate Goals:** Periodically check in with yourself to ensure your actions align with your goals.
    - **Adapt Your Strategies:** If something isn't working—whether it's a study method or a schedule—don't be afraid to make changes. Sometimes you need to try different strategies to find what works for you. What works for one person might not work for another. Stay flexible, be creative and don't give up!

UConn Campus Resources

Academic Support

1. **Academic Achievement Center (AAC)**
    - Offers academic coaching, workshops, and resources to help students succeed
    - Take advantage of Supplemental Instruction for courses that have high rates of D's, F's and Withdrawals, such as BIO 1107, CHEM 1127Q, MATH 1131Q and PSYC 1100.
        i. These sessions are taught by students who have succeeded in the courses and always receive excellent feedback from those who take part
2. **Writing Center**
    - Offers assistance with writing assignments, from brainstorming to revisions
3. **Quantitative Learning Center (Q Center)**
    - Provides tutoring and support for math, statistics, and other quantitative subjects
4. **Library Services**
    - Access to research materials, databases, study spaces, and librarian assistance
5. **Advising Centers**

- Faculty and staff advisors help with course selection, major changes, and academic planning
- Advisors can help you find resources even when they can't directly assist.
- CLAS Academic Services Center: https://advising.clas.uconn.edu/
- Academic Center for Exploratory Students: https://aces.uconn.edu/
- Undergraduate Advising: https://advising.uconn.edu/

Financial and Employment Support

1. **Center for Career Development**
    - Provides career coaching, résumé critiques, internship guidance, interview prep and job search resources
    - Organizes Career Fairs and other events
2. **Student Employment**
    - Helps students find on-campus jobs and work-study opportunities
3. **One Stop Student Services**
    - This office provides registration, financial aid and undergraduate admissions support and resources

Health and Wellness

1. **Student Health and Wellness (SHaW)**
    - Offers medical, mental health, and wellness services
    - Schedule appointments online or call 860-486-4700
    - Offers programs and events such as group therapy, mindfulness and meditation, pet therapy and yoga
2. **UConn Recreation**
    - Recreation Center
    - 200,000 square feet of recreation space including weights and fitness equipment, a 58 foot climbing wall, 2 swimming pools and 6 gym courts
    - Group fitness classes
    - Adventure Center
    - Outdoor activity rentals (snow, camping, hiking, biking, climbing and padding gear, games)
    - Cycle Share
    - Adventure trips (rock climbing, skiing, hiking, biking, canoeing, etc…)

Diversity and Inclusion

1. **Cultural Centers**
    - Includes the African American Cultural Center, Asian American Cultural Center, Puerto Rican/Latin American Cultural Center, Rainbow Center, Women's Center, Native American Cultural Programs and Middle Eastern Cultural Programs
    - Diversity Resources Website
2. **Center for Students with Disabilities (CSD)**
    - Provides accommodations and support for students with disabilities
3. **Veterans and Military Programs**
    - Provides support for prospective and current student veterans

https://studenthealth.uconn.edu/

Campus Life and Engagement

1. **UConn Student Activities**
    - Information on clubs, organizations, and events
    - Community Outreach
    - Student Clubs and Organizations
    - Events such as Homecoming, Family Weekend, HuskyTHON, Late Night, Spring Weekend and more

Safety and Support

1. **UConn Police Department**
    - Provides campus safety services and emergency response
    - Community outreach educational programming
2. **UConn ALERT**
    - Emergency notification system for campus-wide alerts
    - Make sure to visit the link to sign up to receive alerts
3. **Dean of Students Office**
    - Assists with personal and academic concerns, including advocacy and emergency situations

Technology Support

1. **ITS Help Center**
    - Assistance with email, software, hardware, and other IT issues

Professional Development

Geoclub

Undergraduate students are encouraged to join and participate in the activities of Geoclub, which specifically services the needs of UConn undergraduate students of Earth Sciences. Geoclub hosts a series of activities each semester, ranging from professional development workshops (on topics such as resumé preparation, software training, etc.), visits to museums, field trips, and other fun activities. Office-bearers of the club are elected annually by popular vote of members.

Earth Seminars

Undergraduate students are invited and encouraged to attend ERTH seminars, which are held on selected Fridays during semester, at 12.30, at a location to be announced in advance. Seminars cover a broad range of topics pertaining to the Earth Sciences.

Geological Society of Connecticut (GSC)

The Geological Society of Connecticut serves as a professional and social meeting place for all geoscientists in the region, whether student, professional, retired, or amateur enthusiast. The GSC hosts a number of functions every year, including field trips, lectures and symposia, picnics, and other events. GSC also awards student research grant scholarships on an annual basis to undergraduate or masters' students carrying out research on an aspect of Connecticut geology. They welcome as members anyone with an interest in the earth sciences. Visit the GSC at https://geologicalsocietyct.org

Geological Society of America (GSA)

The Geological Society of America (GSA) is the premier professional organization at a national level for geoscientists. GSA also has a number of regional organizations serving specific areas of the USA (we are in the Northeast Region). Annual scientific meetings are held by GSA and by each regional GSA group in locations that change each year. Regional GSA meetings are a fun, friendly, and relatively informal way to experience a scientific conference for the first time. GSA national meetings also provide many activities specifically for undergraduate students, particularly a Graduate Recruitment Fair where students can engage with representatives of universities with graduate programs when they are considering entering graduate school. GSA offers a great many services to members and encourages membership by undergraduate students. Visit GSA at https://www.geosociety.org