



school of forestry

& environmental studies

student handbook

2011–2012

yale university

Welcome

This Handbook has been compiled by the F&ES Student Services Department to acquaint you with the resources of the School, its academic programs and regulations, and the responsibilities that come with being a member of the F&ES family of students, staff, and faculty. This handbook can be accessed on the web at www/environment.yale.edu and should be referred to as the need arises.

It is the goal of the Student Services Department to assist you during your time here as a student. We especially invite you to visit with the Director of Student Services, Joanne DeBernardo, if you have any questions about the program, any personal or confidential issues, or if there is any incident that occurs to your person or personal belongings while on campus, in New Haven, or while you are traveling.

The School is proud that the people you will meet here comprise a very diverse mix of cultures and backgrounds from around the globe. Our international composition contributes immensely to the academic and social fabric of daily life here. Mutual respect among colleagues of differing social, religious, and ethnic values is expected. Beyond that, however, we hope that you contribute and embrace the intercultural milieu of the School.

TABLE OF CONTENTS

Administrative Information

F&ES Academic Calendar 5

Rules, Regulations/Facilities

House Rules & Regulations 7

Building Hours 7

Student Study and Lounge Areas 7

Classroom Use 7

Security 7

Weapons Policy 8

Alcohol Policy 8

Facilities Information 11

Student Office Space 11

Copy Machines 11

Mail/Mailboxes 11

Bulletin Boards 11

Pets: 4-Footed and 2-Wheeled 11

Equipment Use 12

Greeley and Marsh Shops 12

School Vans 12

Registration/Academic Regulations & Policies

Registration 13

Academic Advisors 13

Course Registration 13

Project Course Registration 13

Course Withdrawal 14

International Student Registration 14

Continuing Registration Status 14

Academic Regulations and Policies 15

Credit and Tuition Requirement 15

Audit Policy 15

Grading System 16

Incomplete Grade Policy 16

Scholastic Requirements 17

Field Trip Policy 18

Leave of Absence Policy	18
Personal Leave of Absence	20
Medical Leave of Absence	20
Leave of Absence for Parental Responsibilities	21
Grades & Transcript Policy	21
F&ES Forms	22

Professional and Academic Ethics Code

Professional and Academic Ethics Code	23
Disciplinary Policies & Procedures	25
Penalties	28
Reconsideration of Disciplinary Decisions	29
Student Appeal Procedure	30
F&ES Student Support for Grievances	31

University Policies

University Policies	33
Student Grievances	33
Sexual Harassment Policies	33
Implementation of Title IX	34
University Policy Statement on Student Records (Buckley Amendment)	36

Master's Degree Programs

Master's Degree Programs	37
Master of Environmental Management	38
One-year Mid Career Master's Degrees	42
Master of Forest Science	44
Master of Environmental Science	44
Master of Forestry	49
Joint Degree Master's Programs	57
Joint Degree Master's Programs	57
Joint Degree Program Policies	58
Contacts for Joint Degree Program	60
Areas of Faculty Research	61

F&ES Academic Calendar 2011–2012

FALL TERM 2011

THURS.–SAT., AUG. 4–6	Orientation for International Students
SUN., AUG. 7	Orientation for Summer Modules
AUG. 8–AUG. 25	Training Modules in Technical Skills and Orientation Events
MON., AUG. 29	Dean’s Welcoming Address Academic Orientation, 1st Year Students (Mandatory) <i>(9:00 AM–12:00 PM, Burke Auditorium)</i>
TUES., AUG. 30	Course Expo, 9:00 AM
WED., AUG. 31	Fall Term Classes Begin, 8:30 AM
WED., SEPT. 14	Course Registration Closes
WED., SEPT. 21	Add/Drop Period Ends
FRI., NOV. 18	Fall Recess Begins, 5:30 PM
MON., NOV. 28	Classes Resume, 8:30 AM
FRI., DEC. 2	Classes End, Reading Period Begins, 5:30 PM
DEC. 12–DEC. 16	Final Examinations
FRI., DEC. 16	Winter Recess Begins, 5:30 PM

SPRING TERM 2012

WED., JAN. 4	Fall Semester Grades Due
MON., JAN. 9	Spring Term Classes Begin
MON., JAN. 16	NO CLASSES, Martin Luther King Holiday
TUES., JAN. 24	Course Registration Closes
TUES., JAN. 31	Add/Drop Period Ends
FRI., MAR. 2	Spring Recess Begins, 5:30 PM
MON., MAR. 19	Classes Resume, 8:30 AM
MON., APR. 23	Classes End, Reading Period Begins, 5:30 PM
MAY 1–7	Final Examinations
MON., MAY 14	Spring Semester Grades Due for Graduating Students
MON., MAY 21	University Commencement
FRI., MAY 25	Spring Semester Grades Due for Continuing Students

House Rules & Regulations

- BUILDING HOURS** All buildings are open and staffed from 8:30 AM to 5:00 PM weekdays during the academic year and 8:30 AM to 4:30 PM weekdays during the summer. After hours, access is by ID card only.
- STUDENT STUDY AND LOUNGE AREAS** The best measure of whether a building qualifies as green may not be the solar photovoltaic array on the roof or the ground-source heating and cooling system, but whether people enjoy being there. If a building is not popular, is not liked, does not have social capital, it's not going to work. On those grounds, the early evidence suggests that Kroon Hall works. The bright open spaces on the top floor of the building have become the hub of student activity and a central location for environmental activities across the university. The Knobloch Environment Center, with its high-vaulted ceiling, 55-foot-high glass wall that overlooks a grassy quad and provides abundant natural light, and comfortable seating, has changed the social dynamic of the school and itself has become integral to the success of events that it hosts. On the ground floor, the Ordway Learning Center has ample space for quiet study, contains over a dozen study carrels, three meeting rooms, several computer stations and access to a wireless network, all the while providing views of the building's south courtyard.
- The lounge and kitchenette on the first floor of Sage Hall are also available for student use for rest and relaxation. Please help keep these areas as clean as possible by picking up after yourself. This room is open for study, group meetings, etc.
- CLASSROOM USE** Seminars and small meetings may be held in the classrooms when they are not in use for classes, faculty meeting, faculty or administrative committee meetings. All rooms must be reserved by completing the request form on the School's intranet at <http://environment.yale.edu/myfes>. For further assistance, contact Mariann Adams, Administrative Assistant, Student Services, Room 103, Kroon Hall, 432-5126, mariann.adams@yale.edu.
- SECURITY** It is important to realize that the School is located in an urban environment in which crime is not uncommon. We at F&ES are

deeply concerned about your safety at the School. F&ES has a Safety and Security Committee, and its members include F&ES faculty, staff and students; a Student Safety Subcommittee, co-chaired by the committee chair and a student co-chair, meets monthly and deals with all aspects of student safety.

Your Yale ID has been coded to give you entry to all F&ES buildings. Please contact facilities at fesfacilities@yale.edu or 432-2099 if your ID does not work on any of the doors.

Please observe some basic security considerations: Never leave your personal property—and especially a laptop computer—unattended, and always check to see that doors are locked when you leave a building after hours. Also, please check that windows, especially at ground level, are locked.

WEAPONS POLICY No illegal weapons, toxic substances, or illegal substances are allowed on F&ES property or at school events.

ALCOHOL POLICY Yale School of Forestry & Environmental Studies (F&ES) is a community of adults, and the responsible consumption of alcohol has a place within school- and student-organized events. Nevertheless, in view of the importance of promoting and encouraging the responsible use of alcohol in the School of Forestry & Environmental Studies, the liability issues connected with alcohol service and consumption, and the need for full compliance with Connecticut state law, the following policies and procedures have been adopted by F&ES effective immediately.

In accordance with Connecticut state law, alcoholic beverages may be dispensed only to individuals who are 21 or more years old and may not be dispensed to any intoxicated person.

Alcohol may be served/consumed only in the context of school- or officially recognized club-sponsored events and may not otherwise be served/consumed on the F&ES campus.

The “F&ES campus” includes all F&ES buildings, courtyards and surrounding grounds.

1. The Office of Student Services must be informed in advance of school- or officially recognized club-sponsored events at

which alcohol will be served. Approval is contingent on clear designation of the organization sponsoring the event as well as the individuals in charge of the event.

2. The Office of Student Services reserves the right to limit the amount of alcohol purchased and/or served at any event.
3. Beer and wine are the only alcoholic beverages that may be served. Mixed drinks or other “hard” alcoholic beverages are not permitted. School funds may not be used for the purchase of alcoholic beverages without prior notification. School funds may also not be used to fund private parties, whether or not alcohol is served. “School Funds” are any funds held in or disbursed from Yale University accounts; they include but are not limited to funds from corporate sponsors or from other school or student fundraising activities.
4. Alcohol that is purchased with school funds, and that is served on the F&ES campus at the major events (Halloween, Holiday, End-of-Year parties, and the FC Auction) must be served by a bartender who is certified by TIPS or a similar organization, who is not an F&ES student, and who remains on duty for the entire length of time that alcohol is served. An F&ES student who has TIP certification may serve alcohol at the regular TGIF events.
5. Only one drink at a time may be served to each individual.
6. Whenever alcohol is served, appropriate quantities of non-alcoholic beverages and substantial finger food must be available at the same location. Potato chips, pretzels, etc., do not meet the requirement for “substantial” food. Consult the Office of Student Services for guidance.
7. Alcohol served on the F&ES campus must be consumed within the room or area in which the event is held; taking open containers of alcohol to other rooms or areas is not permitted.
8. A reasonable charge may be collected at events where beer and wine are served to cover the cost of attendance includ-

ing food, alcoholic beverages and non-alcoholic drinks. If a charge is imposed, it must be imposed on all attendees regardless of whether they consume alcoholic beverages.

9. When a club or other student organization sponsors an event at which alcohol is served, a designated club member(s) must be present to receive the alcohol from the vendor and must remain throughout the event. Alcohol that is not consumed at the end of an event must either be removed by the vendor or secured in the Office of Student Services under the supervision of a member of the Student Services professional staff.
10. The sponsoring student club or organization will be held responsible for any damages to physical facilities incurred as a result of the event. Costs of repairs may be assessed to the student club or organization and its officers individually.

The goal of this policy is to ensure the safety and security of all attendees at school- or officially recognized club-sponsored events, as well as university property. In those instances in which an individual appears to be intoxicated, F&ES encourages students to assist each other and also their guests, either by contacting the University Health Service (432-01230 if the person's condition appears serious, or by helping to arrange transportation home.

Please see the information on Helping an intoxicated person at http://www.yale.edu/yhp/med_services/health_ed/alcohol-reference.html

It is imperative that an intoxicated person does not drive. Students are encouraged to be especially vigilant about this issue and to call a cab or enlist the help of sober friends to take the impaired person home or to the University Health Service in such instances.

Facilities Information

STUDENT OFFICE SPACE Limited student study and office space is available in all of our buildings. In Kroon Hall, the Knobloch Environment Center is meant for socializing, but students have also embraced it as a study space. The Ordway Learning Center on the ground floor also has ample quiet study space. Students working on the Ph.D. degree are given first priority for office space and are assigned by the Doctoral Program Office.

COPY MACHINES A student copy machine is located on the ground floor of Kroon Hall, as well as many other locations throughout the university. Instructions for setting up accounts are at each location. Malfunctions should be reported to *feshelpdesk@yale.edu* or 203-432-2099.

MAIL/MAILBOXES The official address of the School is Yale School of Forestry and Environmental Studies, 195 Prospect Street, New Haven, Connecticut 06511.

While mailboxes on the ground floor of Kroon Hall are provided for each student, the use of the school address for the receipt of personal correspondence and packages is discouraged. Mail is not forwarded during vacation or breaks. If you expect important mail and know you will be away, ask a resident friend to forward it. Do not use the school's address for receiving valuable items as thefts have occurred in the past, and the school is not responsible for lost or stolen items. It is recommended that students purchase personal property insurance to cover the loss or theft of their property; see www.yale.edu/finance/controller/riskman/special_programs.html for more information.

BULLETIN BOARDS Do not use furniture or doors for posting information or for leaving messages, as tape often damages the surfaces. There are bulletin boards in Kroon and Sage Halls for student use. Please see the Director of Student Services for other bulletin board use.

PETS 4-FOOTED AND 2-WHEELED PETS of any variety (walking, flying, swimming, or slithering), may not be brought into any of the buildings at any time. Please clean up after your pet when necessary on F&ES grounds.

MOTORCYCLES are never to be brought inside any building. (Fire Marshall requirements dictate this. The danger is obvious.)

BICYCLES should be left in the bicycle racks outside various buildings and may not be parked or stored inside any of the School

buildings in halls, closets or locked against railings. Bicycles should always be locked and registered with campus police (there is an online form at www.yale.edu/police).

ROLLERBLADING and SKATEBOARDING are not allowed on F&ES grounds or within any building.

EQUIPMENT USE Students must secure permission from faculty members to operate in any laboratory. Equipment must not be transferred from one laboratory to another without specific permission; please contact fesfacilities@yale.edu if moving equipment.

School instruments and equipment should be handled intelligently and with respect. If you are not familiar with a piece of equipment, please do not use it until you receive appropriate instructions.

Report at once to the instructor in charge and to fesfacilities@yale.edu or 432-2099 all accidents and/or breakdowns involving school equipment. Damage to the building or equipment due to carelessness or negligence of a student will be charged to him or her.

GREELEY AND MARSH SHOPS The shop in the basement area of Greeley Laboratory is provided for work officially related to academic programs. Use of the shops for personal projects is not permitted. All shop users are required to comply with University safety regulations, and to have complete University shop training and certification. Students are expected to clean up after their activities.

SCHOOL VANS The School has five vehicles available for School use. These vehicles are used primarily by the faculty of the school in its program of instruction and research. Student uses for individual research projects require permission of an F&ES faculty member. You must complete a driver awareness course (offered to new students during MODs or please refer to www.yale.edu/finance/controller/riskman/programs/driversAwareness.html to drive any Yale vehicle. F&ES vehicles may be reserved through the F&ES intranet, MyFES. Please take note of the special requirement and fees as shown on the MyFES/transportation website. Students will also be required to schedule in-person training with F&ES Facilities staff before driving any of these large vehicles. Please call 432-2099 to schedule an appointment.

Registration

ACADEMIC ADVISORS The Registrar will assign a faculty member to serve as your academic advisor during your *first semester* at Yale.

The role of an academic advisor is to provide guidance for your overall program of study in fulfillment of Master's degree requirements. Importantly, this includes offering advice on the selection of courses that best tailors your professional training at F&ES to your past experience and career aspirations.

Because *you are welcome to seek professional advice from any F&ES faculty member*, it is not crucial that the disciplinary expertise of your academic advisor correspond with your personal area of professional interest. Nonetheless, the Registrar will do her best to assign you to an advisor of your choice.

By February 15 of the second semester, students must identify a faculty member and formalize an advising relationship for the rest of the time at Yale. Note that the faculty advisor does not have to be the project advisor—but it would be encouraged to link academic and project advising.

COURSE REGISTRATION F&ES course registration is available at www.yale.edu/sis for each student in a Master's Degree program. Complete instructions for on-line registration are available in the Registrar's Office. Pre-registration is not required. It is advised that you attend one or more classes prior to registering for a course.

A penalty of \$25 will be charged for late registration; please be sure to register on time!

The Add/Drop period ends one week after registration. An exception is made for those courses that have varying start dates—students may add/drop these courses for a one-week period after the course(s) start date. Add/Drop forms are available outside Room 108, Kroon Hall. Changes to your course selections cannot be made after the Add/Drop period.

PROJECT COURSE REGISTRATION A Project Course is a master's project or an independent study course with an F&ES faculty member. The faculty member does not have to be your academic advisor. Course numbers are listed in the F&ES School Bulletin. Each professor has a

master's project course number and an independent study course number. You should register for your project courses during the normal registration period. A Project Course Description Form with the signature of the faculty with whom you are doing the project must be submitted to the Registrar's Office by the end of the Add/Drop Period.

COURSE WITHDRAWAL	Students may withdraw from a course after the Add/Drop period and <i>without</i> the course appearing on the transcript by the midterm— October 21, 2011 , for fall semester; March 2, 2012 , for spring semester. A “W” is recorded on the transcript for courses dropped <i>after</i> these midterm dates. The last day of classes is the final date to withdraw from a course—(December 2, 2011 , for fall semester; April 23, 2012 , for spring semester). Students may change enrollment in a course from Credit to Audit or from Audit to Credit through the final day of classes. For all enrollment changes submitted after the Add/Drop period through midterm will have a \$25 fee assessed and changes made after the midterm dates will have a \$35 fee assessed. <i>No changes will be made after the final date of classes in a given semester.</i>
INTERNATIONAL STUDENT REGISTRATION	International students are required to complete a non-academic registration at the Office of International Students and Scholars, 246 Church Street (203.432.2305) prior to registering and enrolling in Yale courses.
CONTINUING REGISTRATION STATUS	Master's students who wish to pursue their research through a six-month or one-year internship are permitted to do so and are considered enrolled on a full-time basis (students are entitled to continue membership in the Health Plan and defer student loans). Upon return, the student will register as a full-time student and pay tuition for the period needed to complete his/her degree requirements. Students may not register for regular course work while on continuous registration status. A fee of \$1,250 per term will be charged to the student wishing continuing registration status.

Academic Regulations and Policies

CREDIT AND TUITION REQUIREMENT

Satisfactory results in courses totaling 48 credits and four semesters of full tuition are required for the two-year master's degree programs. Satisfactory results in courses totaling 24 credits and two semesters in residence are required for completion of one-year master's degree programs.

For joint degree candidates: three semesters of full tuition and a minimum of 12 full courses (36 credits, equivalent to one and one half years in residence) must be taken while enrolled at F&ES eight courses of which must be taken at the School of Forestry and Environmental Studies. The student's course schedule must meet the curriculum requirement of one of our programs that should be so designated on the registration form.

Only work completed under the supervision of a Yale University faculty member is accepted as credit toward these degrees.

A full semester course load normally consists of four courses totaling 12 or more course credits. Taking more than five courses in a semester is strongly discouraged and rarely approved. Anyone seeking to take more than five courses must have approval by the Associate Dean for Academic Affairs.

AUDIT POLICY

The basic requirement for recording an official Audit is attendance at a minimum of two-thirds of the class meetings, but the instructor may make additional requirements and may, in fact, require that the student do all of the work of the class including exams. However, if the instructor requires more than two-thirds attendance, auditing students should be so informed early in the semester. Part-time students are permitted to audit one course per semester.

At the end of the semester, the instructor is asked to certify whether or not auditing students have satisfactorily completed the course. Satisfactory completion is defined as meeting the two-thirds attendance standard and the work requirements (if any) set by the instructor. Only audits certified as satisfactory are entered on the student's transcript.

GRADING SYSTEM The system used at the School of Forestry and Environmental Studies to evaluate the work done in regular and project courses provides for grades of H (Honors), HP (High Pass), P (Pass), and F (Fail). This is a subjective classification, based on the professor's overall appraisal of the student's work.

HONORS Work of exceptional character, not only as indicated by examinations, reports, and project work, but coupled with assurance of the student's ability to perform work of similar character in association with professionals, following graduation. (Approximate numerical range 90–100)

HIGH-PASS Work of outstanding character, as indicated by examinations, reports, and project work, coupled with an indication of interest, attitude, and ability decidedly above average. (Approximate numerical range 80–89)

PASS Work of acceptable professional character, as indicated by examinations, reports, and project work, including satisfactory completion of all work assigned. (Approximate numerical range 70–79)

FAIL Work below professional character, or failure to complete assigned work on time without adequate reason. If a student fails a course, it may not be made up. (Approximate numerical threshold 69)

SATISFACTORY COMPLETION (sc) Is used to record the required summer training modules and any modules taught during the academic year by a faculty member.

COURSE WITHDRAWAL (w)

CREDIT/FAIL (CR)

Grade point averages and class rank are not calculated nor are any numerical equivalents assigned to grades.

INCOMPLETE GRADE POLICY It shall be generally understood that all of the work to be done by any students in a given semester shall be completed, with all reports, papers, and examinations in the hands of the instructor, on or before the final day of that semester. No exceptions may be granted in the case of students expecting to receive any

degree at the conclusion of the semester involved. Any course recorded as incomplete (TI) must be completed in the next semester or the TI becomes a failure.

A student who wants an extension of time beyond one semester must apply, before the end of the semester, in writing, to the instructor for permission to use all or part of the ensuing vacation for the completion of specific named items of work. The granting of any such extension of time shall be at the discretion of the instructor and the Associate Dean for Academic Affairs. Extensions beyond the end of a given vacation period can be made only in the event of illness or other problems beyond the control of the student. Failure to comply with these procedures will result in reduction of grades or failure in the courses involved.

An Incomplete grade can only be recorded in cases where permission for an extension of time has been granted. If an extension has not been granted, incomplete work shall be recorded as fail.

The practice of reporting temporary minimum grades shall be restricted to cases in which a student has finished all required work but there has not yet been time for the instructor to evaluate it.

Appeals for departure from these procedures involving unfinished required work shall be to the faculty Masters Program Committee.

**SCHOLASTIC
REQUIREMENTS**

If a student has failed two or more courses (regardless of credit weight), and in the absence of extenuating circumstances, he/she will be considered ineligible for the master's degree based on that record, and will be obliged to withdraw. This applies to students enrolled in all F&ES degree programs including joint degree programs. Extenuating circumstances may include illness, personal problems, or death in the immediate family. All students receiving F grades will have their case reviewed by the Masters Program Committee. This Committee will make recommendations to the full faculty on a case-by-case basis.

If a student receives a Fail grade for any semester, a copy of his or her transcript will be sent to the Academic Advisor and to the Masters Program Committee. The student will be consulted about the reasons for substandard performance and counseled regarding corrective action that may improve academic achievement.

A student who has one “Incomplete” course will be in the same category as one with one “Fail” course, except that the faculty may give the student the option either to complete the work or to obtain a degree immediately with the “Incomplete” shown as a “Fail” on the record.

Continuation of studies by a masters student who has failed to qualify for the degree at the end of the approved program of study is subject to the following rules: (a) the masters degree will be awarded only upon completion of satisfactory work done in residence at the School of Forestry and Environmental Studies—other evidence of professional competence or graduate course work at other institutions will be considered irrelevant for this award; (b) a student whose course requirements are unfulfilled for any reason may be allowed to complete the work by vote of the faculty. Each case will be considered separately, and voted upon when the student’s master’s degree is first withheld. Students who have failed two or more courses will not be eligible to continue in residence.

FIELD TRIP POLICY School-sponsored field trips shall be regarded in the same way as conventional classes but as ones which are in session, day and night, from beginning to end. It shall be the special duty of faculty members on such trips to encourage the kind of professional attitude and responsible behavior that will bring credit to the School, all participants, supporting entities, and the hosts of the tours.

LEAVE OF ABSENCE POLICY Students are expected to follow a continuous course of study at the School of Forestry and Environmental Studies. However, a student who wishes or needs to interrupt his or her study temporarily may request a leave of absence. There are three types of leave—personal, medical, and parental—all of which are described below. The general policies that apply to all types

of leave are:

1. Any student who is contemplating a leave of absence should see the Director of Student Services to discuss the necessary application procedures.
2. All leaves of absence must be approved by the Director of Student Services and the Associate Dean of Academic Affairs. Medical leaves also require the written recommendation of a Yale Health physician, as described below.
3. A student may be granted a leave of absence of one to two years. Any leave approved by the Director of Student Services and the Associate Dean for Academic Affairs will be for a specified period.
4. A student on leave of absence may complete outstanding work in any course for which he or she has been granted extensions. He or she may not, however, fulfill any other degree requirements during the time on leave.
5. A student on leave of absence is not eligible for financial aid, including loans; and in most cases student loans are not deferred during periods of non-enrollment. International students who apply for a leave of absence should consult with OISS regarding their visa status.
6. A student on leave of absence is not eligible to use of any University facilities normally available to enrolled students.
7. A student on leave of absence may continue to be enrolled in Yale Health by purchasing coverage through the Student Affiliate Coverage plan. In order to secure continuous coverage from Yale Health, enrollment in this plan must be requested prior to the beginning of the term in which the student will be on leave or, if the leave commences during the term, within thirty days of the date when the leave is approved. Coverage is not automatic; enrollment forms are available from the Member Services Department of Yale Health, 203.432.0246.
8. A student on leave of absence must notify the Director of Student Services in writing of his or her intention to return

at least eight weeks prior to the end of the approved leave. In addition, if the returning student wishes to be considered for financial aid, he or she must submit appropriate financial aid applications to the School's financial aid office to determine eligibility.

9. A student on leave who does not return at the end of the approved leave, and does not request and receive an extension from the dean, is automatically dismissed from the School.

**PERSONAL
LEAVE OF
ABSENCE**

A student who wishes or needs to interrupt study temporarily because of personal exigencies may request a personal leave of absence. The general policies governing all leaves of absence are described above. A student who is current with his or her degree requirements is eligible for a personal leave after satisfactory completion of at least one term of study. Personal leaves cannot be granted retroactively and normally will not be approved after the tenth day of a term.

To request a personal leave of absence, the student must apply in writing before the beginning of the term for which the leave is requested, explaining the reasons for the proposed leave and stating both the proposed start and end dates of the leave and the address at which the student can be reached during the period of the leave. If the Director of Student Services and the Associate Dean for Academic Affairs find the student to be eligible, the leave will be approved. In any case, the student will be informed in writing of the action taken. A student who does not apply for a personal leave of absence, or whose application for a personal leave is denied, and who does not register for any term, will be considered to have withdrawn from the School.

**MEDICAL
LEAVE OF
ABSENCE**

A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence with the approval of the Director of Student Services and the Associate Dean for Academic Affairs on the written recommendation of a physician on the staff of University Health Services. The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward his or her degree requirements is eligible for a

medical leave any time after matriculation. The final decisions concerning a request for a medical leave of absence will be communicated in writing by the Director of Student Services

The School of Forestry and Environmental Studies reserves the right to place a student on a medical leave of absence when, on the recommendation of the chief of Student Health or the chief of the Department of Mental Health and Counseling, the dean of the School determines that the student is a danger to self or others because of a serious medical problem.

A student who is placed on medical leave during any term will have his or her tuition adjusted according to the same schedule used for withdrawals (see Tuition Rebate and Refund Policy). Before re-registering, a student on medical leave must secure written permission to return from a Yale Health physician.

**LEAVE OF
ABSENCE FOR
PARENTAL
RESPONSIBILITIES**

A student who wishes or needs to interrupt study temporarily for reasons of pregnancy, maternity care, or paternity care may be granted a leave of absence for parental responsibilities. The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward his or her degree requirements is eligible for parental leave any time after student matriculation.

Any student planning to have or care for a child is encouraged to meet with the Director of Student Services to discuss leaves and other short-term arrangements. For many students, short-term arrangements rather than a leave of absence are possible. Students living in University housing units are encouraged to review their housing contract and the related policies of the Graduate Housing Office before applying for a parental leave of absence. Students granted a parental leave may continue to reside in University Housing to the end of the academic term for which the leave was first granted, but no longer.

**GRADES &
TRANSCRIPT
POLICY**

Requests for transcripts must be in writing to the Registrar indicating the correct mailing address. Typically, a week's notice is required. There will be a charge of \$5 per transcript.

24-HOUR PROCESSING CHARGE

An additional \$10 per address will be added to the transcript and delivery charges for all requests that require processing in a less than 24-hour period.

Unofficial transcripts also will be issued upon written notice of one week; no payment is required.

Requests for copies of undergraduate or other graduate school transcripts in student files will not be honored unless they will be used within the Yale University community. To obtain copies, a week's notice is required.

Letters of Recommendation that are used to gain admission to the School may not be used for any other purpose in compliance with the Buckley Amendment.

F&ES
FORMS All forms used by the Registrar's Office—Transcript Request, Change of Advisor, Add/Drop, and Program Review—can be picked up in Kroon Hall, Room 108, or printed from the web at http://environment.yale.edu/current/registrars_office_forms.

Professional and Academic Ethics Code

Students at the Yale School of Forestry & Environmental Studies are preparing themselves for professional and academic careers. As such, they must develop and maintain the highest standards of ethical behavior and professional integrity. Any violation of the rules set out below calls into question the student's ability to maintain high ethical standards and thus is considered a serious offense by the faculty. These regulations and procedures indicate some of the actions that the faculty considers inappropriate for members of an academic community. Among the offenses subject to disciplinary action are the following:

1. Cheating and plagiarism. Plagiarism and cheating are understood to include all forms of misrepresentation in academic and professional work, such as:
 - a) failure to acknowledge ideas and phrases used in an essay or report that were gained from another writer, including the internet (any direct quotation must be specifically attributed and any other reliance on a reference must be acknowledged);
 - b) laboratory or field report that misrepresents the work actually done;
 - c) submission of the same paper in more than one course unless explicit permission from the instructors has been obtained in advance;
 - d) use of work prepared by another person or by a hired writer;
 - e) use of prepared notes in an examination or communicating with another person during an examination (including take-home examinations) unless specifically authorized by the instructor;
 - f) unauthorized use of electronic files belonging to another person

2. Sexual harassment as defined by University Policies.
3. Misconduct at a formal inquiry. Deliberate and knowing misrepresentation or lying at a formal inquiry conducted by School or University authorities.
4. Unauthorized or fraudulent use of services or facilities (such as computer services or the Yale telephone system).
5. Library offenses. Unauthorized removal, stashing or sequestering, defacing, mutilating or theft of library materials or willful or repeated failure to respond to recall notices.
6. Serious violations of the person, the property, the privacy, or the individual rights of members or guests of the University, including the right to freely express one's views.
7. Exploitation or deception of the University community in any form.
8. Illegal behavior directed against the University community, its members, or guests.

GROUP WORK VERSUS INDIVIDUAL EVALUATION In some cases, F&ES courses will involve group work, interaction, and even joint work products. In most cases, however, students are required to submit papers and/or examinations that are not collaborative efforts. If any doubt exists that collaboration is permitted, students should consult the relevant professors.

With information easily transferable via computer file, students must be especially diligent when accounting for sources consulted. Faculty members should make clear to students their expectations about when written work is to be exclusively the students own versus when it is to be collaborative, when texts and other references may or may not be consulted, and when past work (or work in other courses) may or may not be drawn upon. In the absence of clear statements to the contrary, the presumption is that the faculty expect papers and examinations to be exclusively the work of an individual student prepared originally for the course. The F&ES Disciplinary Committee will deal with instances when faculty expectations about such matters are violated and with any other instances in which deception is

used in academic work. Any instance of academic dishonesty is considered to be an extremely serious violation.

Students are encouraged to disclose fully information about collaborators on group projects and to check with the faculty member teaching the course regarding the appropriateness of collaboration in instances when there is any ambiguity about the faculty member's expectations.

**DISCIPLINARY
POLICIES &
PROCEDURES**

F&ES DISCIPLINARY COMMITTEE The Dean shall appoint a Disciplinary Committee consisting of the faculty and staff members of the Masters Program Committee and three student representatives. The student representatives shall serve on a particular case if the student who is the target of the inquiry so chooses. The Disciplinary Committee shall have jurisdiction over any violation of the F&ES Professional and Academic Ethics Code as enumerated above. The Committee shall report to the faculty on each case that results in the finding of a violation including the student(s) involved, the offenses that occurred, and the penalties imposed. The same information, without student names, will be shared with the F&ES community as a whole.

RECUSALS At the beginning of the investigation the Disciplinary Committee Chair will inform Committee members of the individual(s) involved in the case. Committee members will be invited to excuse themselves from the case if there is a conflict of interest. If a Committee member is excused, the Chair will recommend to the Dean a successor for temporary appointment to the Committee for participation in the matter. At the beginning of the investigation, the Chair will inform the student whose conduct is in question of the procedures that will be followed and will notify the student of the membership of the Committee. Within one day after receiving that notification, the student may object to member(s) as prejudiced by stating in writing the basis for this objection. On receipt of this objection, the Chair will rule on whether the member should be recused from taking part in the proceedings and, if this is done will recommend to the Dean a successor for temporary appointment to the Committee for participation in the matter. A decision of the Chair not to recuse the challenged member

will be communicated to the student, who may within one day after receiving the notice appeal the decision to the Dean. The Dean's decision to deny or grant the appeal will be final.

DISPOSITION WITHOUT A FORMAL HEARING When a student admits a violation and requests a disposition without a formal hearing, the Chair of the Disciplinary Committee, in consultation with the Dean, will decide whether to grant the request and if it is granted, will decide on the appropriate penalty for the violation and notify the student in writing. If the student desires, he or she will have an opportunity to talk with the Committee Chair before a decision about the appropriate penalty is made. If the student is dissatisfied with the penalty assigned, he or she may, within seven days after receiving notice of the penalty, request a formal hearing before the Disciplinary Committee solely on the issue of the penalty. At such a hearing, the Committee may uphold the Committee Chair's decision, assign a lesser penalty or assign a more severe one. In the absence of such a request for a formal hearing on the penalty, the proposed decision will be final.

DISPOSITION THROUGH A FORMAL HEARING All disciplinary matters shall proceed through the formal process outlined below if the student denies the charges or if a request for disposition without a hearing is denied.

PROCESS The Disciplinary Committee will collect the facts relevant to each complaint under consideration and make judgments on whether an infraction or violation has been committed and on its seriousness to the community. Based on these judgments, the Committee will choose a penalty which it deems appropriate to the offense. It shall also inform the faculty of its actions in such a manner as to protect the identity of individuals who are the recipient of penalties.

Although deviations may be taken by the Chair when appropriate to a given case, the following steps are customary:

1. The work of the Committee normally begins when a member of the University community (faculty, student, or staff) brings a possible violation or infraction to the attention of

any F&ES Administrator or Faculty member, who shall refer the matter to the Chair of the Disciplinary Committee. The Chair shall request a statement of facts from both the person bringing the charge forward and the charged student as well as copies of any materials pertinent to the complaint.

2. Based on these materials, the Chair in consultation with the Director of Student Services shall decide whether the offense, if the charge is true, is of sufficient seriousness to warrant the attention of the Committee. Should that be the case, the Chair shall inform the student who is the subject of the complaint in writing. At the same time the student will be given a copy of the Committee Policies and Procedures to apprise the student of his or her rights: (a) to appear before the Committee, (b) to be accompanied by any member of the University community to act as his or her advisor*, (c) to examine any and all written materials being provided to the Committee as soon as possible, and ordinarily at least forty-eight hours in advance of the meeting, so that the student may have ample opportunity to question or refute them. At the beginning of a meeting with the student who is the subject of complaint, the Chair will review the Procedures of the Committee and the process to be followed in meetings with the Committee.
3. The Committee will endeavor to conduct its business in such a way as to protect the privacy and personal integrity of all individuals who are involved with the case. Hearings shall be conducted according to the procedures outlined. In addition, it will seek to make its judgments as promptly as is consistent with the need to establish the facts of the case and to come to judgments based on these facts.
4. The Committee will seek to make its decisions by consensus. When consensus is impossible, a majority vote will be taken. No decision shall be made without a quorum of Committee members (defined as a majority of both faculty and students present and participating).
5. If the Committee finds an infraction or violation, it will then decide on an appropriate penalty. To provide for some

consistency in penalties year by year, the Committee shall study the files and inform the Committee of penalties meted out in similar cases of prior years. Penalties will be set based upon the severity of the infraction, rather than the impact of such penalty on the student's personal situation.

6. The Committee shall inform the Dean of its proposed conclusion and penalty. The Dean will determine whether the Committee's conclusion is supported by the evidence. If the Dean determines that the conclusion is not supported by the evidence, the Dean will remand the decision of the Committee for further fact-finding or deliberation. The Dean shall also review the proposed penalty and may approve it or reduce it if he or she deems a lesser penalty to serve the cause of justice.
7. Unless remanded by the Dean after review, the finding of an infraction or violation is set, as is the penalty upon the Dean's concurrence.
8. The Committee Chair will inform those against whom complaints have been made of the penalty to be imposed within twenty-four hours of the Dean's final decision.

PENALTIES The following penalties are among those which may be imposed by the faculty, arranged in order of increasing severity:

REPRIMAND A written statement of censure that will remain on the student's record until the student leaves the School and will then be expunged.

RESTRICTION Denial of the use of certain University facilities or of the right to participate in certain activities or privileges.

DISCIPLINARY PROBATION The student is in official jeopardy. The commission of a serious offense while on probation will normally result in suspension or expulsion. A permanent notation is made on the student's record as to the period of probation but not the reason.

SUSPENSION Separation from some or all functions of the School for a stated period. A permanent notation is placed on the student's record and indicates the nature of the suspension.

EXPULSION The student is permanently and irrevocably expelled from the School or from one or more courses. A permanent notation is made on the student's record. Expulsion from a course will result in failing the course.

**RECONSIDER-
ATION OF
DISCIPLINARY
DECISIONS**

Disciplinary decisions approved by the Dean upon recommendation of the Disciplinary Committee take effect immediately. Students may, however, request review of any such decisions as described below. The decision will remain in effect unless and until changed by the Dean.

THE COMMITTEE OF REVIEW There shall be a Committee of Review, which will hear appeals of the results of the formal hearing process outlined above. The Committee of Review will be composed of three faculty members appointed by the Dean who are not on the Disciplinary Committee and one student appointed by the Dean with advice from the Director of Student Services Committee (if the student charged so requests) who is not a member of the Disciplinary Committee.

REQUEST FOR REVIEW A student who has been assigned a penalty by the Dean after a hearing by the Disciplinary Committee and who believes that the decision, in matters of fact or the assignment of penalties, is inconsistent with precedent or otherwise in error may submit a written request for review to the Chair of Disciplinary Committee within one week of being notified of a final decision. The Committee of Review will have access to all the written records of the Disciplinary Committee. The Committee of Review may hold an additional hearing and/or request specific information from the charged or other parties to the matter at hand. The hearing shall be conducted according to the procedures below.

POSSIBLE ACTIONS BY THE COMMITTEE OF REVIEW In response to such a request, the Committee of Review will have the right to (1) decline to take action; or (2) make a revised recommendation to the Dean. The Dean shall then impose the revised

proposed penalty or one less severe if he or she deems a lesser penalty to serve the cause of justice.

POSSIBLE REASONS FOR REQUESTING RECONSIDERATION It is anticipated that in the large majority of cases, the Review Committee will decline to take action. It will propose a revised disposition only in cases where it believes that (1) some pertinent evidence was not taken into account; (2) long-standing precedents, in decisions of culpability and the assignment of penalties, were ignored; (3) errors in procedure may have substantially affected the decisions; (4) certain key principles of the University were not sufficiently considered in the original decision.

STUDENT ATTENDANCE AT THE HEARING The hearing shall be closed except for the members of the Disciplinary Committee, including at the determination of the charged student/student members. The charged student may bring an advisor.* The student may bring a reasonable number of witnesses or others whose testimony may be illuminating as to the facts and circumstances at issue.

**APPEAL
PROCEDURE**

DOCUMENTS Members of the Committee will be given (at the time or prior to the hearing) all documents relevant to the case. These materials will be provided to the student at least 48 hours before the hearing.

OPENING STATEMENTS The Chair of the Disciplinary Committee will open the proceedings by reviewing the charges in the presence of the student. The student will then be asked to respond to the charges and make such other comments that he/she deems appropriate. Members of the Committee may question the student as to the facts of the case.

DISPUTE AS TO FACTS Typically the inquiry focuses on the significance and interpretation of the facts rather than on their existence. Those who reported the possible violation shall also be available for questioning. Witnesses, if any, can be questioned either by the student or by the Committee.

DELIBERATION At the conclusion of the hearing, the student will be asked to withdraw and the Committee will decide whether

a violation has occurred and what penalty is appropriate. The Committee's decision will be recorded in the minutes and will be communicated to the student, both orally and in writing within 24 hours.

DOCUMENTATION The Chair of the Committee shall designate a secretary who shall keep minutes of the hearing and of all Committee meetings. These minutes and any other Committee documents, materials, or records shall be maintained in a locked file in the Director of Student Services' Office. These materials will be made available only to Disciplinary Committee members and to outside authorities as required by law.

***ROLE OF THE ADVISOR** In the F&ES disciplinary process, the student's advisor is not an advocate, but rather a source of support to the student. The advisor may help the student in preparing for the meeting with the Disciplinary Committee and may accompany the student to the meeting. During the meeting, the advisor may quietly suggest questions or issues for the student to raise with the Committee. The advisor does not participate directly in the meeting.

**F&ES
STUDENT
SUPPORT FOR
GRIEVANCES**

During your stay at F&ES, you may have a problem that you wish to discuss with someone on the staff. In the past, students have had problems with the School's or Yale's bureaucracy, with the direction of the School, with the behavior of a faculty, student or staff, or with personal problems outside of School, to mention a sample. These problems may be chronic or acute, may be very troublesome or just annoyances. There are routes you can use to seek assistance. Talk to your friends, to faculty and staff whom you trust. Often a talk with a thoughtful individual will help you understand better how your experiences are bothering you. Joanne DeBernardo, Director of Student Services, and James Saiers, Associate Dean for Academic Affairs, are always willing to listen. Some problems have specific committees and procedures, notably academic cheating and sexual harassment. Please get in touch with Joanne DeBernardo immediately if these problems arise.

University Policies

**STUDENT
GRIEVANCES**

University-wide grievance procedures are published in their entirety in the *Weekly Bulletin and Calendar*, which is distributed to each student in September. A copy is on file in the Director of Student Services' Office.



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Definition of Sexual Misconduct, Sexual Consent, and Sexual Harassment

Definition of Sexual Misconduct

Yale University is committed to maintaining and strengthening an educational, working, and living environment founded on civility and mutual respect. Sexual misconduct is antithetical to the standards and ideals of our community and will not be tolerated. Yale aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies. Sexual misconduct incorporates a range of behaviors including rape, sexual assault (which includes any kind of nonconsensual sexual contact), sexual harassment, intimate partner violence, stalking, and any other conduct of a sexual nature that is nonconsensual, or has the purpose or effect of threatening, intimidating, or coercing a person or persons. When there is a lack of mutual consent about sexual activity, or there is ambiguity about whether consent has been given, a student can be charged with, and found guilty of, committing a sexual assault or another form of sexual misconduct.

Much sexual misconduct includes nonconsensual sexual contact, but this is not a necessary component. Threatening speech, which is sufficiently serious to constitute sexual harassment, for example, will constitute sexual misconduct. Photographs, video, or other visual or auditory records of sexual activity made without explicit consent constitute sexual misconduct, even if the activity documented was consensual. Similarly, sharing such recordings without explicit consent is a form of sexual misconduct. For example, forwarding a harassing electronic communication may also constitute an offense. Sexual misconduct also includes a violation of Yale's [Policy on Teacher-Student Consensual Relations](#).

[The University-Wide Committee on Sexual Misconduct](#) (UWC) will formally and informally address allegations of sexual misconduct. Many forms of sexual misconduct are also prohibited by Connecticut and federal law including Title IX of the education amendments of 1972, and could result in criminal prosecution or civil liability.

Definition of Sexual Consent

Sexual activity requires consent, which is defined as clear, unambiguous, and voluntary agreement between the participants to

engage in specific sexual activity. Consent cannot be inferred from the absence of a "no"; a clear "yes," verbal or otherwise, is necessary. Although consent does not need to be verbal, verbal communication is the most reliable form of asking for and gauging consent, and students are thus urged to seek consent in verbal form. Talking with sexual partners about desires and limits may seem awkward, but serves as the basis for positive sexual experiences shaped by mutual willingness and respect.

Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition. Consent cannot be obtained by threat, coercion, or force. Agreement given under such conditions does not constitute consent.

Consent must be clear and unambiguous for each participant throughout any sexual encounter. Consent to some sexual acts does not imply consent to others, nor does past consent to a given act imply ongoing or future consent. Consent can be revoked at any time. For all of these reasons, sexual partners must evaluate consent in an ongoing fashion and should communicate clearly with each other throughout any sexual encounter.

Definition of Sexual Harassment

Sexual harassment is antithetical to academic values and to a work environment free from the fact or appearance of coercion. It is a violation of University policy and may result in serious disciplinary action. Sexual harassment consists of nonconsensual sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature on or off campus, when: (1) submission to such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing; or (2) submission to or rejection of such conduct is used as the basis for employment decisions or for academic evaluation, grades, or advancement; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating or hostile academic or work environment. Sexual harassment may be found in a single episode, as well as in persistent behavior. Conduct that occurs in the process of application for admission to a program or selection for employment is covered by this policy, as well as conduct directed toward University students, faculty, or staff members. In addition, conduct by third parties (i.e., individuals who are neither students nor employees, including but not limited to guests and consultants) is covered by this policy. Both men and women are protected from sexual

harassment, and sexual harassment is prohibited regardless of the sex of the harasser. Sexual harassment is a matter of particular concern to an academic community in which students, faculty, and staff are related by strong bonds of intellectual dependence and trust. If members of the faculty, whether professors or teaching fellows, or other Yale employees, introduce sex into a professional relationship with a student, they abuse their position of authority. See the University's [Policy of Teacher-Student Consensual Relations](#).

Policy on teacher-student consensual relations

The integrity of the teacher-student relationship is the foundation of the University's educational mission. This relationship vests considerable trust in the teacher, who, in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between teacher and student must be protected from influences or activities that can interfere with learning and personal development.

Whenever a teacher is or in the future might reasonably become responsible for teaching, advising, or directly supervising a student, a sexual relationship between them is inappropriate and must be avoided. In addition to creating the potential for coercion, any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may impair the learning environment for other students. Finally, such situations may expose the University and the teacher to liability for violation of laws against sexual harassment and sex discrimination.

Therefore, teachers (see below) must avoid sexual relationships with students over whom they have or might reasonably expect to have direct pedagogical or supervisory responsibilities, regardless of whether the relationship is consensual. Conversely, a teacher must not directly supervise any student with whom he or she has a sexual relationship. Undergraduate students are particularly vulnerable to the unequal institutional power inherent in the teacher-student relationship and the potential for coercion, because of their age and relative lack of maturity. Therefore, no teacher shall have a sexual or amorous relationship with any undergraduate student, regardless of whether the teacher currently exercises or expects to have any pedagogical or supervisory responsibilities over that student.

Teachers or students with questions about this policy are advised to consult with the University's Title IX Coordinator, the Title IX Coordinator of his or her school, the department chair, the appropriate dean, the Provost, or one of his or her designees. A student or other member of the community may lodge a formal or informal complaint regarding an alleged violation of this policy with the University's Title IX Coordinator, with the Title IX Coordinator of his or her school, or with the University-wide Committee on Sexual Misconduct.

Violations of the above policies by a teacher will normally lead to disciplinary action. For purposes of this policy, "direct supervision" includes the following activities (on or off campus): course teaching, examining, grading, advising for a formal project such as a thesis or research, supervising required research or other academic activities, serving in such a capacity as Director of Undergraduate or Graduate Studies, and recommending in an institutional capacity for admissions, employment, fellowships or awards. "Teachers" includes, but is not limited to, all ladder and non-ladder faculty of the University.

It also includes graduate and professional students and postdoctoral fellows and associates only when they are serving as part-time acting instructors, teaching fellows or in similar institutional roles, with respect to the students they are currently teaching or supervising. "Students" refers to those enrolled in any and all educational and training programs of the University. Additionally, this policy applies to members of the Yale community who are not teachers as defined above, but have authority over or mentoring relationships with students, including athletic coaches, supervisors of student employees, advisors and directors of student organizations, Residential College Fellows, as well as others who advise, mentor, or evaluate students.

[REDACTED]

[REDACTED]

**IMPLEMENTATION
OF TITLE IX**

Title IX of the Education Amendments of 1972 prohibits sex discrimination in Federally assisted education programs. The law states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

A brief synopsis of some of the major provisions of the act should give you a better idea of what this means for you as a Yale student:

1. Each School must designate a person responsible for implementation of the regulations. For the School of Forestry and Environmental Studies that person is Joanne DeBernardo.
2. Schools may use no publications which suggest by their text or illustrations that applicants, students, or employees are treated differently on the basis of sex.
3. Schools may not regulate access to any educational program, nor apply any rules concerning the treatment of students on the basis of sex.
4. Schools may not discriminate on the basis of sex in counseling or advising students about course selection.

5. Schools may not offer different types or amounts of assistance or other forms of financial aid on the basis of sex.
6. Schools may not provide any assistance or facilities to any foundation, organization or person which grants financial aid in a manner discriminatory on the basis of sex.
7. Schools may give no financial support to any organization which restricts membership on the basis of sex, including single-sex honorary societies but excluding social clubs (such as fraternities or sororities which are tax exempt and the active membership of which is primarily students in attendance).
8. Schools must provide on-campus housing of comparable quality, cost and availability to both sexes.
9. Schools must provide locker rooms, toilets, and other facilities of comparable quality and availability to both sexes.
10. Schools which provide financial support for intramural athletics must do so comparably for both sexes.
11. Schools must not regulate access to extra-curricular activities on the basis of sex.
12. Materials used in student job counseling must not differ according to the sex of the student.
13. Schools must not give students employment advice or counseling which discriminates on the basis of sex.
14. Schools may not render placement services to any agency, organization, or person which discriminates on the basis of sex in its employment practices.
15. Schools must have a grievance procedure for the prompt resolution of complaints alleging actions which would be in violation of the regulations.

**UNIVERSITY POLICY
STATEMENT ON
STUDENT RECORDS
(BUCKLEY
AMENDMENT)**

The entire Buckley Amendment is published each year in the September issue of the *Yale Weekly Bulletin and Calendar*. It is also available in the Registrar's Office, Room 108, Kroon Hall. The Buckley Amendment addresses the confidentiality of student records and the student's right to review his or her educational record.

Master's Degree Programs

The Master's programs of the School of Forestry and Environmental Studies (F&ES) prepare students for professional practice or doctoral studies in environmental management or science or natural resource management or science. All two-year master's programs have the following elements in common:

- 1. Completion of the summer training modules in technical skills prior to the first fall term in residence*
- 2. Completion of the summer internship/research after the first year of studies*
- 3. A minimum of two full academic years in residence*
- 4. 48 credits of courses with satisfactory results*
- 5. A minimum of eight full courses (24 credits) selected within F&ES.*

Four two-year Master's degrees are offered:

- 1. Master of Environmental Management*
- 2. Master of Environmental Science*
- 3. Master of Forest Science*
- 4. Master of Forestry*

Each of these degrees can serve as preparation for either professional employment or doctoral study.

For individuals with a record of significant professional accomplishment and over seven years or more of relevant experience, a one-year option is available for the Master of Environmental Management degree and Master of Forestry degree.

Master of Environmental Management

The Master of Environmental Management degree (MEM) prepares students for careers in environmental policy and analysis, green business, design and planning, conservation and stewardship, education, consulting, and journalism. The program requires coursework from the diverse perspectives of the natural and social sciences, with a focus on the complex relationships among science, management, and policy. The purpose of the program is to provide students with a scientific understanding of ecological and social systems that can be applied in a policy or management context. Students are also expected to hone their capacities as leaders and managers through summer internships, professional skills courses, and other opportunities.

Students pursuing the MEM degree complete courses in four major areas: Foundations, Integrative Frameworks, Electives, and the Capstone. Students are also encouraged to take advantage of Professional Skills offerings to build their management and leadership expertise. Students should work with their advisor and identify other faculty or professional mentors who can help them craft a focused course of study that builds on their interests and experience and that meets their specific career goals.

The MEM has five components:

- 1. up to five Foundations courses; (9-15 credits)*
- 2. an Integrative Frameworks course (3 credits)*
- 3. capstone course or project (3 credits)*
- 4. 9 to 11 electives (27-33 credits)*

FOUNDATIONS

These courses provide a common foundation of concepts, principles, and tools that all MEM students must learn to excel as professional environmental managers. The Foundations courses also cover concepts and principles that are treated as assumed knowledge in many of the School's advanced elective offerings. Students should therefore ensure that they put in place quickly the foundational work needed for success in their future course of study. Offered in the fall, students are expected to take on average three Foundations courses in their

first year, leaving those two Foundations courses that are more peripheral to their focus to the second year. The Foundations courses are:

1. F&ES 530A Ecosystems and Landscapes
2. F&ES 515A Physical Sciences for Environmental Management
3. F&ES 505A Economics of the Environment
4. F&ES 510A Introduction to Statistics in the Environmental Sciences
5. F&ES 520A Society and the Environment: Introduction to Theory and Method **or** F&ES 535A Social Science of Development & Conservation

**INTEGRATIVE
FRAMEWORKS**

Integrative Framework courses explore the social, economic, political, and scientific interrelationships of some of today's most pressing environmental issues. These team-taught courses build on the Foundations courses by illustrating how practices, methodologies, and perspectives from multiple disciplines must be integrated to provide holistic answers to the challenges posed by environmental problems. Participation in the Integrative Framework courses will help students refine their goals and interests and illuminate gaps in understanding, which, in turn, will inform their decisions on advanced coursework. Students are required to take one Integrative Frameworks course in either their first or second year. The Integrative Frameworks courses are

F&ES 600B Linkages of Sustainability

F&ES 610A Science to Solutions: How Should We Manage Water?

F&ES 630B Global Resources, International Resources Exchanges, and the Environment

ELECTIVES

Students will take at least nine advanced elective courses in their two years at F&ES. Most elective courses build on knowledge that students gain in the Foundations courses.

F&ES elective courses are organized in the F&ES Bulletin by topic and appear on the School's website according to area of specialization and faculty instructor. Elective courses can also be drawn from schools or programs outside of F&ES. Students should plan their course of electives to develop expertise in an area of specialization relevant to their career goals, with the assistance of their advisor, the Career Development Office, and other mentors.

CAPSTONE Each MEM student is required to participate in a Capstone project or course. The Capstone experience focuses on applied problem solving and relies on the application of knowledge, methodological approaches, and interpretive techniques gained from courses taken during the earlier stages of the MEM.

The following Capstone courses will be offered in 2011–2012:

F&ES 965B Advanced Readings: Social Science of Development and Conservation

F&ES 966B Entrepreneurial Approach to Environmental Problem Solving

F&ES 952B Property Rights & Natural Resource Management

F&ES 950A Life-Cycle Assessment Practicum

F&ES 953A/B Business and the Environment Clinic

F&ES 954A Management Plans for Protected Areas

F&ES 955A Research Analysis, Writing, and Communication

As the Capstone relies on integration of a body of knowledge, most Capstone courses have prerequisites. Students may enroll in more than one Capstone course, but only a Capstone course taken in the second year of the program fulfill the Capstone requirement for students matriculating in 2011.

Students may work alone on a Capstone project. The Capstone project originates with the student, with input and advice

from relevant faculty. Each Capstone project requires an official faculty advisor, who works closely with the student, but need not be the same as the student's academic advisor. A Capstone project may involve providing a service to a client (e.g., a government agency, company, not-for-profit, or individual); applied, non-academic approaches to exploring environmental problems, such as film-making, journalism, or community-based projects; or a research project that culminates with a paper suitable for publication in a scientific or trade journal. In some cases, a Capstone project may involve group work with five or fewer F&ES students. Capstone projects, like Capstone courses, provide students with an opportunity to integrate academic study and research with real-world, hands-on problem solving.

**PROFESSIONAL
SKILLS
CURRICULUM**

Environmental leaders require more than academic mastery to solve environmental problems, they must become superb managers and leaders of organizations. Recognizing this need, F&ES has developed a Professional Skills Curriculum to supplement the regular academic offerings. Professional Skills offerings in 2011–2012 consist of instruction in organizational and project management, negotiation and conflict resolution, oral and written communications, and financial management. The focus is on developing leadership, building toolkits of techniques and professional habits, and honing strategic and management skills. Each offering is a one credit, half semester course:

F&ES 575A Foundations of Environmental Leadership and Management

F&ES 576A Negotiations and Conflict Resolution Skills for Environmental Professionals

F&ES 577B Environmental Communication

F&ES 578B Financial Concepts for Environmental Management

**SAMPLE
COURSE OF
STUDY**

	1st Semester	2nd Semester	3rd Semester	4th Semester	Total
1. Foundations	3		0-2		3-5
2. Integrative Frameworks		1			1
3. Electives	1	3	2-4	3	9-11
4. Capstone				1	1
5. Professional Skills	(1)	(3)			(4)
Total	4	4	4	4	16

**ONE-YEAR
MIDCAREER
MASTER'S
DEGREES**

The mid-career MEM and MF degree programs are intended to permit practicing environmental and forest managers to build upon their work experience and to learn additional skills that will enable them to pursue their career goals more effectively. To this end, those admitted into the program must have at least seven years of directly relevant professional experience in the environmental or forestry fields that is sufficient to provide a corpus of experiential learning equivalent to one year of academic study at F&ES. So that the admissions committee may fairly judge each applicant's work record in light of this requirement, it is incumbent upon the applicant to explain how this work experience has provided him/her with a strong foundation in environmental or forestry science, management or policy. Relevant work experience is not the sole criterion for admission into this degree program; the breadth of prior academic training is also considered, and those applicants who are better prepared are more likely to succeed in this competitive admissions process. For the one-year MF degree only, an undergraduate degree in forestry or closely allied discipline is usually required.

The mid-career degree program is not an option for persons seeking to make an abrupt change in the direction of their careers. Nor is it suitable for those who have acquired seven or more years of work experience that is tangentially related to environmental or forest management. Normally, voluntary services will not be considered equivalent to career experience needed for acceptance into this degree program.

The one-year mid-career Master of Environmental Management and Master of Forestry degree programs have less structured curricula than the two-year programs. Attendance at the Training Modules is expected, and the successful completion of 24 credits of coursework and independent study is required. One year in residence is normally expected, as is initial enrollment at the start of the fall semester.

Master of Forest Science (MFS)

Master of Environmental Science (MESC)

The Master of Forest Science and the Master of Environmental Science degree programs are designed for students wishing to conduct scientific research that contributes toward basic and applied knowledge. The Master of Forest Science degree is intended for those students wishing to work in forest-related topics; and the Master of Environmental Science degree is intended for students wishing to work in non-forest related environmental issues. These Science degrees are intended to provide students a deeper disciplinary focus than the MEM degree, while holding to the core value of F&ES that students should be allowed flexibility in course selection in order to meet their educational goals. The course of study includes formalized training in the philosophy and practice of science. Training is provided through key courses in combination with extended research. The scientific research required for this degree will be conducted in close collaboration with an F&ES faculty advisor. Therefore students must have a commitment from a faculty advisor before being admitted to these degree programs.

Students should select courses that provide training in science as a way of systematically asking questions about the social and natural world. Students should come away with an understanding of the basic philosophy of science and broad appreciation for the various components of scientific methodology, including systematic observation, hypothesis formulation and hypothesis testing. Students should also come to understand the challenges presented when studying systems in the context of anthropogenic environments and human populations, the link between study design and analysis of data, and the relationship between science and society. The course of study should also give students grounding in scientific and professional ethics.

Students should think of their two-year program as an integrated whole, which begins with an emphasis on theory, research design, and methods in the first year (ideally directed

towards the submission of funding proposals during the second semester, for research carried out during the following summer), with the second year emphasizing data analysis and write-up leading to publishable scholarly work. In addition to conducting an extensive research project, students will be expected to gain proficiency in six major areas of instruction, with the understanding that in some fields more than one of these areas may be covered within a single course. Students should consult their academic advisors regarding selection of courses within F&ES, as well as elsewhere in the university, to meet these requirements. The signature of the student's faculty research advisor, attesting to the appropriate selection of courses to fulfill these requirements, will be required on the student's MESC/MFS Program Review Form.

Areas of Instruction

THEORETICAL FOUNDATION

Mastery of a body of theoretical literature is necessary to develop a research question, complete research, and write a publishable report. The specific body of literature that must be mastered varies depending on the student's specialization. Faculty advisors have their specializations and teach the theory of that specialization in separate courses. There are as many options here as there are faculty members.

SCIENCE METHODOLOGY

Science is a systematic process aimed at gaining reliable and defensible knowledge in as objective a manner as possible. Mastery of the scientific enterprise requires a solid grounding in the philosophy underlying the different aspects of scientific methodology (i.e., induction, hypothesis formulation, deduction and systematic hypothesis testing) and appreciation of their limitations. Students should also learn the steps one takes to develop a rigorous research proposal, including how to formulate an interesting research question and how to develop a research plan that elaborates the systematic steps that will be followed to answer the question. Finally, students should gain understanding of professional ethics and norms of conduct in executing research and reporting scientific data.

STUDY DESIGN

There are many ways that scientific research can generate data and insights about the environment. But a rigorous data gathering process is predicated on proper a priori study design. Students are, therefore, expected to study how to elaborate the theoretical principles related to the study they plan to execute as well as apply the design principles in their discipline. Appropriate courses could include statistical sampling methodology, experimental design, the design and execution of questionnaires, polls and surveys, and qualitative research methods.

ANALYTICAL SKILLS

The form of data analysis is highly variable across disciplines owing to variability in the methods and instruments by which data are gathered and the way data are analyzed to answer research questions. But the skill to elucidate patterns in data, generate hypotheses based on the data, and to use data to adjudicate among competing research hypotheses, is a universal requirement across the sciences. Accordingly, students will be expected to be broadly trained in the use of both qualitative and quantitative data analysis techniques. After gaining such training, students will be free to employ the data analysis methods in their projects as appropriate for their disciplines. Appropriate courses should include a statistics course as well as course coverage of other topics, as appropriate such as analysis of data from textual and archival sources, analysis of survey data, quantitative analysis of experimental data, or mathematical modeling of biophysical processes. All such coursework should provide training beyond the introductory level so that research that requires statistical analysis, hypothesis testing, or statistical modeling can be conducted in a credible manner. Every year, many intermediate or advanced courses are taught within F&ES and throughout the University, especially in the Departments of Economics, Statistics and Biostatistics, Anthropology, Sociology, and Political Science. Analytical skills may also be learned in one-on-one project courses with the research advisor.

TECHNICAL SKILLS

Coursework may be required to attain technical skills needed to execute a particular research project. Appropriate coursework may range from field courses, training in measurement and sample analysis techniques to foreign language proficiency.

APPLICATION OF SCIENTIFIC KNOWLEDGE

In keeping with the School's mission of engagement with the real world, students are expected to undertake coursework that addresses the application of scientific data to environmental problem solving. Appropriate coursework could provide students understanding of the social, political, economic perspectives of environmental management, and/or the application of data in the policy-making and management process.

Independent Research

Students must complete extensive, independent research under the guidance of the research advisor to fulfill their degree requirements, so each student must enroll in independent research courses to receive credit for this research. Course numbers for independent research are provided near the end of the School Bulletin. These are distinct from independent study courses (course numbers are listed near the end of the Bulletin), which are additional to, and not intended for, fulfillment of the research requirement of the individual's MFS or MESC degree program. Students may enroll in a sequence of one or more of these courses to complete their research and they may sign up for three or more credits per semester depending on the research effort.

Students are expected to complete, at a minimum, a substantial scholarly piece that culminates from the principles of study design, execution and analysis of data learned in other courses. The scholarly piece should report on the study's theoretical context, major research questions, design, execution and findings. This may take the form of a single research article or a collection of several chapters (drafts of which may be written in regular courses). Whatever form it takes, the expectation is that the MESC or MFS research will produce by the end of the

program a significant piece of scholarship that is publishable in a peer-reviewed journal or other forum.

RESEARCH PRESENTATION

An important part of conducting research is communicating research findings to the wider scientific community. Therefore, as part of their degree requirement, students must present the findings of their research at the annual Masters Student Research Colloquium. Students will receive a grade of Satisfactory Completion for this effort.

Master of Forestry

The MF degree is intended for students wishing to pursue professional careers in the management and policy of forest resources. These professional opportunities can be private-sector forest management—corporate or consulting; public-sector forest management—federal, state, county, local government; stewardship, education, non-governmental organizations, and international organizations. Two themes dominate the structure of the Master of Forestry curriculum: multiple disciplinary exposure and progressive integration and synthesis of knowledge.

These themes are represented by three educational stages:

STAGE ONE Basic Knowledge, is the development of an information base. This can be described as a process of assimilating knowledge, understanding values, and comprehending the relationships between knowledge and values that form essential concepts and hypotheses within the biological, social, and physical disciplines. This stage can be regarded as the baseline upon which the remaining framework for synthesizing and integrating knowledge for management decisions is built. This curriculum encourages students to understand the resource, people and science before developing management and policy solutions.

STAGE TWO Frameworks and Skills for Integrating Knowledge, provides many of the analytical techniques and tools for synthesis and analysis. This stage includes courses that teach techniques and frameworks as well as quantitative skills that master both temporal and spatial measurement of resources and human behavior.

STAGE THREE includes both Synthesis and Analysis of Knowledge and the Capstone. Generally, students take these courses during their second-year. Both are designed to address and prepare students for solving important problems and resource conflicts in a real world. Courses concerning Resource Management focus on increasing the students ability to ask relevant questions, in useful sequences, and to gather data to answer these questions. These courses are designed to maintain high

faculty-student and student-student interaction. A significant group project component is expected in these courses, some being client driven while others are research reports or assessments. These projects are intended to be of high professional/academic caliber, publishable as part of the School's communications or in recognized journals. Another category concerning professional knowledge strives to provide aspects of forestry that broaden and add to the students knowledge base from a professional perspective. The topic areas selected do not necessarily address basic or advanced perspectives within a discipline or management issue.

The Capstone course in our program addresses leadership, among other management skills, a characteristic that we have sought to strengthen in all of our students since the inception of the School. This can be a formal seminar or a project course that strengthens an individuals analytical, communication, and publication skills. In addition all MF students are required to take an evening session on professional ethics and encouraged to take a session in conflict resolution.

During summers students are encouraged to learn technical and management skills through the Apprentice Forester Program at the School Forests, and independent management and research projects that can lead to publications.

Electives allow the student to choose a variety of courses, or to concentrate on a particular area as a specialization. Specializations are constructed by the students and his or her advisor. Their focus should be a particular land use or management issue concerning forest resources. The flexibility of course choice within the required topic areas of the MF curriculum also allow the student to tailor required courses to a desired specialization. Sample specializations: 1) community development and social forestry in urban or rural environments; 2) protected areas management; 3) extension and education; 4) finance, consulting and business around forest products and services; 5) watershed health, ecosystem services, and restoration; 6) tropical forest ecology and management; and 7) agroecology and agroforestry.

The Master of Forestry is a professional degree reviewed and accredited by the Society of American Foresters (SAF). It is the policy of the School to insure that each student's program conform to the Standards set by the SAF. The Master of Forestry program coordinator is Professor Mark Ashton. Students should formally notify the program coordinator of their intent to do the MF. Should you have questions about the program course requirements please seek advice and counsel from the program coordinator in consultation with your advisor. Forms may be obtained from the program coordinator for crosschecking each student's individualized course of study against SAF Standard II. (See <http://www.safnet.org/educationrecognition.cfm> for further details).

**MASTER OF
FORESTRY
ONE YEAR
PROGRAM**

Professionals pursuing the one year Master of Forestry degree are interested in acquiring new skills and broadening their perspectives, are people whose career objectives are in the general area of forest management and administration, and wish to fill known voids in their educational backgrounds. Admission to this program will be granted by the admissions committee only to individuals who appear to be able to achieve the level of professional competence represented by the Master of Forestry degree in one year of residence work. A minimum of one year in residence and eight full courses (24 credits) is required for completion of this program.

Students in this program are not required to elect any specific courses, or meet any course distribution requirements. Participation in all or part of the summer training modules in technical skills is optional. Students will be required to elect one-half of their courses in the School of Forestry and Environmental Studies and will have to develop course programs acceptable both to their faculty advisor and to the MF Coordinator. Deviations from the four full course (12 credit) school requirement that have faculty advisor support can be made only via petition to the curriculum committee.

ADMINISTRATION **Master of Forestry Curriculum**

Students are required to choose courses in different topic areas of the biological, physical, and social science sections of basic knowledge.

- Students with previous relevant coursework may petition their advisor to waive courses that they have had for requirements under A and B. This has to be clearly apparent—for example: a student who majored in economics as an undergraduate should not need to do the economics requirement; or a student with a forestry undergraduate major should not need to take silviculture. No substitutions will be allowed for requirements under C and D. No student will be required to repeat previously taken coursework.
- The resource management and leadership/project seminars will involve a significant group and individual project components respectively.
- The MF coordinator will determine each year which courses offered that year fit each of the topic descriptions.
- The one-year MF program is a custom program and will be developed between student and advisor, with program approval by the MF coordinator.
- Joint degree programs are available with the School of Management, the Law School, Divinity, Architecture, and Public Health. Individuals participating in joint programs are subject to the joint school agreements and approval of the MF coordinator.

Courses Offered That Meet the Master of Forestry Curriculum

(Bracketed courses [] will not be offered during the academic year 2011–2012.)

A. BASIC KNOWLEDGE

BIOLOGICAL SCIENCES (Three courses in total from any four topic areas)

TOPIC AREA 1 *Tree Physiology, Morphology and Taxonomy*

F&ES 654A Structure, Function and Development of Trees and Other Vascular Plants

[F&ES 731B] Tropical Field Botany

F&ES 656B Physiology of Trees and Forests

F&ES 671A Natural History and Taxonomy of Trees

TOPIC AREA 2 Forest, Ecology and Ecosystem Processes

F&ES 732A Tropical Forest Ecology: The Basis for Conservation and Management

F&ES 530A Ecosystems and Landscapes

[F&ES 733B] Ecosystems Pattern and Process

TOPIC AREA 3 Forest Dynamics

F&ES 660A Forest Dynamics: Growth & Development of Forest Stands

TOPIC AREA 4 Wildlife and Community Ecology

[F&ES 737A] Biodiversity Conservation

[F&ES 738A] Aquatic Ecology

[F&ES 500A] Landscape Ecology

F&ES 740B Dynamics of Ecological Systems

TOPIC AREA 5 Forest Health

F&ES 650B Fire: Science and Policy

[F&ES 651B] Forest Ecosystem Health: Urban to Wilderness

PHYSICAL SCIENCES (Two courses in total from any of three different topic areas)

TOPIC AREA 1 Soils and Geology

[F&ES 709A] Soil Science

G&G 210A Physical and Environmental Geology

TOPIC AREA 2 Hydrology

F&ES 515A Physical Sciences for Environmental Management

[F&ES 714B] Environmental Hydrology

F&ES 708A Biogeochemistry and Pollution

F&ES 719A River Processes & Restoration

[F&ES 724B] Watershed Cycles & Processes

TOPIC AREA 3 *Biometeorology*

F&ES 703B Climate and Life

G&G 322A Introduction to Meteorology and Climatology

SOCIAL SCIENCES (Two courses in total from different topic areas)

TOPIC AREA 1 *Social and Political Ecology & Anthropology*

F&ES 836A Agrarian Societies: Culture, Society, History and Development

F&ES 535A Social Science of Development and Conservation

F&ES 520A Society & Environment; Intro to Theory & Method

TOPIC AREA 2 *Policy Science & Law*

F&ES 739A Species and Ecosystem Conservation: an Interdisciplinary Approach

F&ES 824B Environmental Law and Policy

F&ES 826A Foundations of Natural Resource Policy & Management

F&ES 820B Local Environmental Law and Environmental Planning

[F&ES 525A] The Politics and Practice of Environmental and Resource Policy

F&ES 829B International Environmental Policy Governance

**B. FRAME-
WORKS AND
SKILLS FOR
INTEGRATING
KNOWLEDGE**

ECONOMICS (One course)

F&ES 680A Forest and Ecosystem Finance

F&ES 804A Economics of Natural Resource Management

F&ES 802B Valuing the Environment

F&ES 505A Economics of the Environment

MEASUREMENT (One course)*

F&ES 725A Remote Sensing of Land Cover and Land Use Change

F&ES 755B Modeling Geographic Space

F&ES 756A Modeling Geographic Objects

[F&ES 751A] Sampling Methodology and Practice

F&ES 753B Regression Modeling of Ecological and Environmental Data

F&ES 510A Introduction to Statistics for the Environmental Sciences

F&ES 758B Multivariate Statistical Analysis

*It is strongly recommended to select two courses—one concerning GIS and spatial technology and the other involving sampling design and statistics.

SILVICULTURE (One course)

F&ES 659B Principles in Applied Ecology: the Practice of Silviculture

**C. SYNTHESIS
AND ANALYSIS OF
KNOWLEDGE**

RESOURCE MANAGEMENT (One course)

F&ES 954A Management Plans for Protected Areas

F&ES 657B Managing Resources

[F&ES 667B] Rapid Assessment in Forest Conservation

F&ES 819B Strategies for Land Conservation

[F&ES 963B] Emerging Markets for Ecosystem Service

PROFESSIONAL SKILLS

F&ES 576A Negotiation and Conflict Resolution Skills for Environmental Professionals

F&ES 669B Forest Management Operations for Professional Foresters

PROFESSIONAL KNOWLEDGE AND FIELD TRIPS* (One course)

(Examples—most advanced level courses are acceptable)

F&ES 886A Greening Business Operations

F&ES 550A Natural Science Research Methods

F&ES 745A Environmental Writing

*Students are required to go on at least one extended (week plus) field trip concerning forest resource management

D. CAPSTONE CAPSTONE (One course)

F&ES 837B Seminar on Leadership in Natural Resources and the Environment

F&ES 955A Seminar in Research Analysis, Writing and Communication.

Or a project course (or equivalent) with a significant product that is published and presented at a professional meeting.

In between the first and second years, students are strongly encouraged to select internships such as those offered by the Global Institute of Sustainable Forestry, the Tropical Resources Institute and the Tropical Resources Institute and the Urban Resources Initiative. These internships provide real field and professional experience and compliments student coursework and area of focus. One such opportunity that most Master of Forestry students take is the Apprentice Forestry Program organized by the School of Forests, which is registered on the student's transcript.

Joint Degree Master's Programs

JOINT DEGREE MASTER'S PROGRAMS

For students seeking professional certification in two related fields, the School encourages the consideration of our joint Master's Degree programs.

Yale University contains ten professional schools facilitating the possibility of combining professional degrees from two Schools within Yale. Joint degree programs are available with the School of Architecture (Master of Architecture), School of Divinity (Master of Arts and Religion), Graduate School (Master of International Relations and Master of International and Development Economics), School of Law (Juris Doctor), School of Management (Master of Business Administration), and School of Public Health (Master of Public Health).

For students interested in a joint environment/law degree, the School has joint-degree programs with Pace University School of Law and Vermont Law School, in addition to the existing joint degree program with Yale Law School.

In general, the terms of residence required for students admitted to a joint degree program are reduced by two semesters—one from each school. Thus, when combining two degree programs, each normally requiring four semesters of residence, the student may complete both degrees in three years—three semesters at F&ES and three semesters at the sister school. Students should not do the three semesters at either of the schools consecutively.

For students pursuing a joint degree with three-year programs at Architecture and Law, students may complete both degrees in four years (three semesters at F&ES and five semesters at the sister school). Again, students should **not** do the three semesters at F&ES consecutively.

For the International and Development Economics joint degree program students spend three semesters at F&ES and two semesters at IDE.

For any joint degree program, students must meet normal admission criteria and curriculum requirements in both schools. The academic program, tuition credit and financial

aid requirements of the students in a joint degree program will be divided between the Yale or outside units. In all cases, the student must complete three full terms of residence equaling 36 credits, with eight full courses (24 credits) selected within F&ES and three full terms of tuition must be paid to the School of Forestry and Environmental Studies. All core requirements must also be fulfilled.

To allow for a thorough integration of the two programs, students enrolled in the three year joint degree programs with Architecture, Divinity, International Relations, Management, and Public Health should spend the first academic year (two semesters) at one school followed by the second academic year at the other school. During the final year of study, students will be enrolled in each school for one semester.

Students enrolled in the four year joint degree programs with Architecture and Law normally spend the first year and often the second year at the sister school before coming to F&ES for their third year. During the fourth year students enroll for one semester at each school.

For those enrolled in the Graduate School's one year International Development Economics program, please contact the F&ES Registrar.

**JOINT DEGREE
PROGRAM
POLICIES**

All joint degree students should contact the F&ES Registrar for specific detailed planning of their programs.

For questions about these and other joint-degree programs, please consult the F&ES Registrar or the Admissions Director.

1. Any student who wishes to apply for a Joint Degree should do so only after consultation with his/her advisor.
2. The Registrar must be notified immediately in writing of the intention to apply.
3. The outcome of the application should be reported to the Advisor and the Registrar in writing.

4. Anyone who drops out of a Joint Degree program should do so only after consulting with the advisor and should then inform the Registrar of each school in writing.
5. All Joint Degree students must file the appropriate F&ES program of study and registration forms each semester.

Contacts for Joint Degree Programs

MASTER OF BUSINESS ADMINISTRATION	SOM	Director of Student & Academic Studies, Sherilyn Scully 135 Prospect Street, 432-6012
	F&ES	Bradford Gentry 195 Prospect Street, 432-9374
MASTER OF PUBLIC HEALTH	EPH	Associate Dean for Student Affairs, Anne Pistell 47 College Street, 785-6260
	F&ES	Professor Michelle Bell 195 Prospect Street, 432-9869
JURIS DOCTOR	Law	Associate Dean, Natalia Martín 201 SLB, 432-7646
	F&ES	Bradford Gentry 301 Prospect Street, 432-9374
MASTER OF INTERNATIONAL DEVELOPMENT ECONOMICS	Economics	Professor Robert Evenson 27 Hillhouse Avenue, 432-3626
	F&ES	Professor Robert Mendelsohn 195 Prospect Street, 432-5128
MASTER OF INTERNATIONAL RELATIONS	International and Area Studies	Director of Graduate Studies, Cheryl Doss 34 Hillhouse Avenue, Luce Hall, 432-9395
	F&ES	Professor Michael Dove 195 Prospect Street, 432-3463
MASTER OF ARTS AND RELIGION	Divinity	Associate Academic Dean, Emilie Townes 409 Prospect Street, 432-5308
	F&ES	Professor James Saiers 195 Prospect Street, 432-5121
MASTER OF ARCHITECTURE	Architecture	Professor James Axley 32 Edgewood Avenue, 432-2283
	F&ES	Professor Alex Felson 195 Prospect Street, 436-5120

Areas of Faculty Research

The Yale School of Forestry & Environmental Studies recognizes that institutionally it is as important to solve problems for local watersheds as it is to address issues related to global climate change. To address such a wide range of environmental challenges, the School of Forestry & Environmental Studies has identified nine focal areas that represent the scope and depth of environmental research conducted by the faculty of the School.

ECOLOGY, ECOSYSTEMS & BIODIVERSITY

Mark Ashton, Graeme Berlyn, Mark Bradford, Ann Camp, Susan Clark, Gordon Geballe, Timothy Gregoire, John Grim, Xuhui Lee, Peter Raymond, David Skelly, Oswald Schmitz

THE SOCIAL ECOLOGY OF CONSERVATION AND DEVELOPMENT: ASSESSING SOCIAL AND ENVIRONMENTAL CHANGE

Mark Ashton, Robert Bailis, Carol Carpenter, Benjamin Cashore, Susan Clark, Amity Doolittle, Michael Dove, Paul Draghi, Gordon Geballe, John Grim, Karen Hebert, Anthony Leiserowicz, Florencia Montagnini, Chadwick Oliver, Karen Seto, Mary Evelyn Tucker, John Wargo

FORESTRY, FOREST SCIENCE, AND THE MANAGEMENT OF FORESTS FOR CONSERVATION AND DEVELOPMENT

Mark Ashton, Graeme Berlyn, Mark Bradford, Ann Camp, Benjamin Cashore, Susan Clark, Peter Crane, Michael Dove, Paul Draghi, Bradford Gentry, Timothy Gregoire, Xuhui Lee, Robert Mendelsohn, Florencia Montagnini, Chadwick Oliver, Oswald Schmitz

GLOBAL CHANGE SCIENCE AND POLICY

Paul Anastas, Robert Bailis, Mark Bradford, Ann Camp, Benjamin Cashore, Susan Clark, Paul Draghi, William Ellis, Daniel Esty, Thomas Graedel, John Grim, Xuhui Lee, Robert Mendelsohn, Peter Raymond, Oswald Schmitz, Mary Evelyn Tucker, Nadine Unger

ENVIRONMENT, HEALTH, AND POLICY

Paul Anastas, Shimon Anisfeld, Michelle Bell, Gaboury Benoit, Graeme Berlyn, Florencia Montagnini, John Wargo

INDUSTRIAL ENVIRONMENT MANAGEMENT

Shimon Anisfeld, Marian Chertow, William Ellis, Daniel Esty, Gordon Geballe, Thomas Graedel, Arnulf Grubler, Reid Lifset

POLICY, ECONOMICS AND LAW

Paul Anastas, Benjamin Cashore, Marian Chertow, Susan Clark, William Ellis, Daniel Esty, Bradford Gentry, Reid Lifset, James Lyons, Robert Mendelsohn, John Wargo, Julie Zimmerman

URBAN ECOLOGY AND ENVIRONMENTAL DESIGN

Paul Anastas, James Axley, Gaboury Benoit, Marian Chertow, Alex Felson, Gordon Geballe, Bradford Gentry, Thomas Graedel, Karen Seto.

WATER SCIENCE, POLICY, AND MANAGEMENT

Shimon Anisfeld, Gaboury Benoit, Richard Burroughs, Mary Beth Decker, Bradford Gentry, James MacBroom, Peter Raymond, James Saiers, David Skelly, Julie Zimmerman

