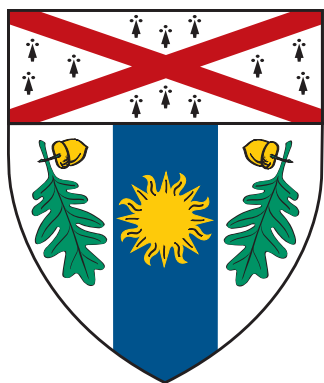


School of the Environment 2025–2026



BULLETIN OF YALE UNIVERSITY

Series 121 Number 13 August 20, 2025

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CALENDAR

The following dates are subject to change as the university makes decisions regarding the 2025–2026 academic year. Changes will be posted online on the School of the Environment's website.

FALL 2025

Aug. 8	F	International Student Orientation
Aug. 11–14	M–TH	Orientation events and MODs for all incoming students
Aug. 18	M	Fall 2025 course registration opens
Aug. 18–21	M–TH	Orientation events and MODs for all incoming students
Aug. 26	T	Orientation events for all incoming students Community Day for all YSE students Fall 2025 preferred-course registration deadline
Aug. 27	W	Fall full-term and Fall-1 courses begin
Sept. 1	M	Labor Day; classes do not meet (make-up classes are managed separately by each course and are not centrally scheduled)
Sept. 9	T	Last day to add a Fall-1 or full-semester course
Sept. 16	T	Last day to drop a Fall-1 course without penalty
Oct. 3	F	Fall-1 courses end
Oct. 6	M	Fall-1 final examinations begin
Oct. 10	F	Fall-1 final examinations end
Oct. 14	T	October recess begins, 7:30 p.m.
Oct. 17	F	Last day to add a Fall-2 course
Oct. 20	M	Fall-2 classes begin; full-term classes resume, 8:20 a.m.
Oct. 24	F	Midterm Last day to drop a Fall-2 or full-semester course without penalty
Nov. 21	F	November recess begins, 7:30 p.m.
Dec. 1	M	Classes resume, 8:20 a.m.
Dec. 5	F	Classes end; reading period begins, 5:30 p.m. Last day to withdraw from a Fall-2 or full-semester course with penalty, 5 p.m.
Dec. 11	TH	Final examinations begin, 7 p.m.
Dec. 17	W	Fall term ends; winter recess begins 5 p.m.

SPRING 2026

Jan. 2	F	Fall-term grades due
Jan. 5	M	Spring 2026 registration opens, 8 a.m.
Jan. 11	SU	Spring 2026 preferred-course registration deadline
Jan. 12	M	Spring full-term and Spring-1 courses begin, 8:20 a.m.
Jan. 19	M	Martin Luther King Jr. Day; classes do not meet (make-up classes are managed separately by each course and are not centrally scheduled)
Jan. 26	M	Last day to add a Spring-1 or full-semester course
Jan. 30	F	Last day to drop from a Spring-1 course without penalty, 5 p.m.
Feb. 20	F	Spring-1 courses end, 7:30 p.m.
Feb. 23	M	Spring-1 final examinations begin

Feb. 27	F	Spring-1 final examinations end
Mar. 2	M	Spring-2 courses begin
Mar. 6	F	Midterm; spring recess begins, 7:20 p.m. Last day to drop a Spring-2 or full-semester course without penalty
Mar. 23	M	Classes resume, 8:30 a.m.
Apr. 24	F	Classes end; reading period begins, 5:30 p.m. Last day to withdraw from Spring-2 or full-term course with penalty, 5 p.m.
Apr. 30	TH	Final examinations begin, 7 p.m.
May 6	W	Final examinations end; Spring-2 and Spring full-term ends, 5:30 p.m.
May 12	T	Spring-term grades due for graduating students
May 18	M	University Commencement
May 31	SU	Spring-term grades due for continuing students

THE PRESIDENT AND FELLOWS OF YALE UNIVERSITY

President

Maurie Dee McInnis, B.A., M.A., Ph.D.

Fellows

Gina Rosselli Boswell, B.S., M.B.A., Columbus, Ohio (*June 2029*)

Michael James Cavanagh, B.A., J.D., Philadelphia, Pennsylvania (*June 2026*)

Maryana Felib Iskander, B.A., M.Sc., J.D., Round Rock, Texas (*June 2029*)

William Earl Kennard, B.A., J.D., Charleston, South Carolina (*June 2026*)

Frederic David Krupp, B.S., J.D., Norwalk, Connecticut (*June 2028*)

Carlos Roberto Moreno, B.A., J.D., Los Angeles, California (*June 2026*)

Felicia Norwood, B.A., M.A., J.D., Indianapolis, Indiana (*June 2030*)

Carter Brooks Simonds, B.A., M.B.A., Greenwich, Connecticut (*June 2031*)

Joshua Linder Steiner, B.A., M.St., New York, New York (*June 2030*)

David Li Ming Sze, B.A., M.B.A., Hillsborough, California (*June 2030*)

Jaime Brooks Teevan, B.S., S.M., Ph.D., Bellevue, Washington (*June 2031*)

Marta Lourdes Tellado, B.A., Ph.D., New York, New York (*June 2028*)

David Anthony Thomas, B.A., M.A., M.A., Ph.D., Atlanta, Georgia (*June 2027*)

Neal Steven Wolin, B.A., M.Sc., J.D., Washington, D.C. (*June 2029*)

His Excellency the Governor of Connecticut, *ex officio*

Her Honor the Lieutenant Governor of Connecticut, *ex officio*

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Maurie Dee McInnis, B.A., M.A., Ph.D.

Provost

Scott Allan Strobel, B.A., Ph.D.

Secretary and Vice President for University Life

Kimberly Midori Goff-Crews, B.A., J.D.

Senior Vice President for Operations

Jack Francis Callahan, Jr., B.A., M.B.A.

Senior Vice President for Institutional Affairs and General Counsel

Alexander Edward Dreier, A.B., M.A., J.D.

Vice President for Finance and Chief Financial Officer

Stephen Charles Murphy, B.A.

Vice President for Alumni Affairs and Development

Joan Elizabeth O'Neill, B.A.

Vice President for Human Resources

John Joseph Whelan, B.A., J.D.

Vice President for Facilities, Campus Development, and Sustainability

Jack Michael Bellamy, B.S., M.S.

Vice President for Information Technology and Campus Services

John Patrick Barden, B.A., M.B.A.

Vice President for Communications

Jean Renee Kopkowski, B.A.

FACULTY AND ADMINISTRATION

OFFICERS OF ADMINISTRATION

Maurie McInnis, President of the University
Scott Strobel, Provost of the University
Ingrid C. Burke, Carl W. Knobloch, Jr. Dean
Mark S. Ashton, Senior Associate Dean of the Forest School
Michelle Bell, Senior Associate Dean of Research
Bradford S. Gentry, Senior Associate Dean of Professional Practice
Ken Gillingham, Senior Associate Dean of Academic Affairs
Danielle Dailey, Chief of Staff and Associate Dean of Faculty Affairs
Annise Dobson, Director of Research Programs
Kevin Doyle, Executive Director, Office of Career and Professional Development
Sonya Forrester, Associate Dean of Student Affairs
Kristin Floyd, Associate Dean of Development and Alumni Services
Wendi Hicks, Assistant Dean of Enrollment Management and Financial Aid
Denny Kalenzaga, Director of Finance and Administration
Melanie Quigley, Assistant Dean of Strategic Initiatives
Matthias Schildwachter, Assistant Dean of Academic Affairs
Paige Stein, Executive Director of Strategic Communications

BOARD OF PERMANENT OFFICERS

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Mark S. Ashton, Ph.D., Morris K. Jesup Professor of Silviculture and Forest Ecology and Senior Associate Dean, The Forest School
Michelle L. Bell, Ph.D., Mary E. Pinchot Professor of Environmental Health and Professor of Environmental Health, School of Public Health; Senior Associate Dean of Research; and Director of Doctoral Studies
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Justin Farrell, Ph.D., Professor of Sociology and Professor in the Institution for Social and Policy Studies and Department of Sociology

Eli Fenichel, Ph.D., Knobloch Family Professor of Natural Resource Economics and Professor in the Institution for Social and Policy Studies

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Xuhui Lee, Ph.D., Sara Shallenberger Brown Professor of Meteorology and Director, Yale Center for Earth Observation

Anthony Leiterowitz, Ph.D., JoshAni-TomKat Professor of Climate Communication and Director, Yale Project on Climate Change Communication

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Oswald J. Schmitz, Ph.D., Oastler Professor of Population and Community Ecology and Professor of Ecology and Evolutionary Biology

Karen Seto, Ph.D., Frederick C. Hixon Professor of Geography and Urbanization Science and Director, Hixon Center for Urban Sustainability

David K. Skelly, Ph.D., Frank R. Oastler Professor of Ecology; Professor of Ecology and Evolutionary Biology; and Director, Yale Peabody Museum of Natural History

Dorceta E. Taylor, Ph.D., Wangari Maathai Professor of Environmental Justice and Director, Justice, Equity, Diversity, and Sustainability Initiative

Gerald Torres, J.D., Dolores Huerta and Wilma Mankiller Professor of Environmental Justice and Faculty Director, Yale Center for Environmental Justice

John P. Wargo, Ph.D., Tweedy/Ordway Professor of Environmental Health and Politics

Julie B. Zimmerman, Ph.D., Professor of Green Engineering; Professor of Environmental Engineering; Vice Provost for Planetary Solutions; and Deputy Director, Center for Green Chemistry and Green Engineering

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Brianna Castro, Ph.D., Assistant Professor of Urban Sustainability

Nyeema Harris, Ph.D., Knobloch Family Associate Professor of Wildlife and Land Conservation

Sparkle Malone, Ph.D., Assistant Professor of Ecosystem Carbon Capture

Arianna Salazar Miranda, Ph.D., Assistant Professor of Urban Planning and Data Science

Luke Sanford, Ph.D., Assistant Professor of Environmental Policy and Governance

Yuan Yao, Ph.D., Associate Professor of Industrial Ecology and Sustainable Systems and Director, Center for Industrial Ecology

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 Shimon C. Anisfeld, Ph.D., Senior Lecturer II and Research Scientist in Water Resources and Environmental Chemistry
 Peter Boyd, B.A., Lecturer
 Amity Doolittle, Ph.D., Senior Lecturer II in Political Ecology
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 Jonathan D. Reuning-Scherer, Ph.D., Senior Lecturer in Statistics and Data Science

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 Luke Meyer Browne, Ph.D., Associate Research Scientist
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 Seulkee Heo, Ph.D., Associate Research Scientist
 J. Nicolas Hernandez-Aguilera, Ph.D., Associate Research Scientist
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 Jiyoung Son, Ph.D., Associate Research Scientist
 Fengchao Sun, Ph.D., Associate Research Scientist
 Talbot Trotter III, Ph.D., Associate Research Scientist
 Stephen Wood, Ph.D., Research Scientist and Lecturer
 Yan Zhu, Ph.D., Associate Research Scientist

LECTURERS AND INSTRUCTORS

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Todd Cort, Ph.D., Senior Lecturer in Sustainability, School of Management

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Lindsay Crum, M.E.M., Chief Manager of Sustainability Operations and Strategic Data and Lecturer

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A. Carla Staver, Ph.D., Associate Professor of Ecology and Evolutionary Biology

Vasilis Vasiliou, Ph.D., Susan Dwight Bliss Professor of Epidemiology and Professor of Ophthalmology and Visual Science

Harvey Weiss, Ph.D., Professor of Near Eastern Languages and Civilizations

Ernesto Zedillo, Ph.D., Professor in the Field of International Economics and International Relations and Frederick Iseman '74 Director, Yale Center for the Study of Globalization

A MESSAGE FROM THE DEAN

This year, the Yale School of the Environment is commemorating its 125th anniversary with the theme “Leadership, Innovation, and Impact” in recognition of the far-reaching influence our alumni, faculty, staff, and students have had and continue to have on every dimension of environmental science.

Since our founding in 1900 as The Yale Forest School to our present as the Yale School of the Environment, our school has been at the forefront of environmental science and scholarship, training generations of leaders who have tackled some of the most pressing challenges of their time. Today, we continue to build on this solid foundation by providing research, teaching, and public engagement aimed at creating a more sustainable world.

Our faculty, students, and alumni are bringing a science-to-solutions focus to tackling the climate crisis, biodiversity loss, and a wide scope of critical environmental issues. They are engaged in novel cross-disciplinary scholarship and practice in energy policy, ecosystem science and biogeochemistry, hydrology, urban science, green chemistry, environmental justice, and environmental economics, among many other areas. The teaching and study of forestry has been, and remains, a core strength. The Forest School at YSE is a hub for practitioners and land stewards in forest-related fields worldwide, bringing together multidisciplinary research and practice to find solutions to the challenges that face the world’s forests.

Our alumni—who today number more than 5,800—are tackling complex, high-stakes environmental, social, and economic challenges in every corner of the world. They work in NGOs, government, industry, academia, law, public health, and communications, among other sectors. Our highly engaged alumni network is an invaluable resource for students, providing mentorship and support as they prepare to make their own impact in the environmental sphere.

In the past several years, we have made great progress in expanding our capacity to address global environmental challenges in many areas. In 2022, YSE partnered with the Three Cairns Group to launch the Three Cairns Climate Program for the Global South. The cornerstone of the program is Three Cairns Scholars, which allows YSE to meet 100 percent of the demonstrated tuition need for qualified master’s students from the Global South who are committed to combating climate change in their home countries and regions. At the Class of 2025 Commencement, the twenty scholars who made up the program’s inaugural cohort were awarded master’s degrees. The Three Cairns Fellows program, which supports mid-career environmental professionals from the Global South seeking to enroll in select YSE online certificate programs, admitted its third cohort in 2024–2025.

In the fall of 2023, we were thrilled to be able to launch the Bekenstein Climate Leaders Program, which, through a combination of scholarships, internship stipends, and postgraduate incentives, will help make it more affordable for emerging climate leaders across YSE and Yale to pursue high-impact careers in areas of high need, such as government and the nonprofit sector. With the window of time to reduce emissions

rapidly closing, the initial primary focus of the Bekenstein Climate Leaders Program will be on climate change mitigation.

To help prepare urban policymakers and practitioners to implement innovative climate solutions, YSE and the Hixon Center for Urban Sustainability launched a new certificate program in Urban Climate Leadership in 2024. Karen Seto, the Frederick C. Hixon Professor of Geography and Urbanization Science, and Mark Ashton, senior associate dean of The Forest School and the Morris K. Jesup Professor of Silviculture and Forest Ecology, co-lead the nine-month program. The Clean and Equitable Energy Development (CEED) Certificate Program, which was co-developed by The Yale Center for Business and the Environment and the Yale Center for Environmental Justice, also welcomed its inaugural cohort in the fall of 2024. The twelve-week program, designed for long-time and burgeoning energy professionals, covers foundational energy concepts, environmental and climate justice topics and issues, approaches to energy justice, and the practical aspects of energy project development. In 2025, YSE added the Green Chemistry for Climate and Sustainability Certificate to its growing portfolio of online certificate programs. Developed by the Center for Green Chemistry and Green Engineering at Yale (CGCGE), the program prepares professionals to implement safe chemicals and processes and help lead the chemical sector in addressing sustainability and climate concerns while simultaneously maximizing product function. The certificate program is lead by Paul Anastas, the Teresa and H. John Heinz III Professor of the Practice of Chemistry for the Environment and director of CGCGE at Yale, and Julie Zimmerman, vice provost for Planetary Solutions and professor of green engineering.

We are tremendously proud of our past 125 years of impact, bringing innovation and leadership to environmental challenges, as well as all of the advances we are making at the present time. Whether it is addressing the challenges of global urbanization or pioneering a novel method of observing how plants adjust the pressure within their cells in response to the environment, I have no doubt that we can and will continue this great work long into the future, propelling us toward another 125 years of “Leadership, Innovation, and Impact”!

Indy C. Burke
Carl W. Knobloch, Jr. Dean
School of the Environment

SCHOOL MISSION

The Yale School of the Environment aspires to lead the world toward a sustainable future with pioneering research, teaching, and public engagement on society's evolving and urgent environmental challenges.

Our mission is grounded in seven fundamental values:

Excellence We promote and engage in pathbreaking science, policy, and business models that build on a fundamental commitment to analytic rigor, data, intellectual integrity, and excellence.

Leadership We attract outstanding students nationally and internationally and offer pioneering curricula that impart the knowledge and skills needed to lead in a range of environmental sectors and professions.

Sustainability We generate knowledge that will advance thinking and understanding across the various dimensions of sustainability.

Community We are a community that finds strength in its collegiality, diversity, independence, and commitment to excellence and lifelong learning.

Diversity We celebrate our differences and identify pathways to a sustainable future that respects diverse values including equity, liberty, and civil discourse.

Collaboration We foster collaborative learning, professional skills development, and problem solving—and we strengthen our scholarship, teaching, policy work, and outreach through partnerships across the university and beyond.

Responsibility We encourage environmental stewardship and responsible behavior on campus and beyond.

In pursuit of our mission, we:

- Build on 125 years of work bringing science-based strategies, ethical considerations, and conservation practices to natural resource management
- Utilize systems thinking and approach problems from interdisciplinary perspectives
- Integrate theory and practice—and develop innovative solutions to society's most pressing environmental problems
- Address environmental challenges at multiple scales from local to global and multiple settings from urban to rural and from managed to wild—including working lands and landscapes
- Draw on the depth of resources at Yale and its network of alumni that extends across the world
- Create opportunities for research and policy application as well as professional development through a structure of faculty-led centers and programs
- Provide a neutral forum to convene conversations on difficult issues that are critical to progress on sustainability

- Bring heightened focus to the most significant threats to a sustainable future, including climate change, the corresponding need for clean energy, biodiversity loss, and the increasing stresses on our natural resources

HISTORY OF THE SCHOOL OF THE ENVIRONMENT

The school was established in 1900 as “The Yale Forest School” with a founding gift from the family of Gifford Pinchot, B.A. 1889, LL.D. 1925, a pioneer in the conservation movement who would later become the first head of the U.S. Forest Service. Through Pinchot’s vision and the work of the Forest School, Yale led the way in creating a new model of forest management and natural resource conservation, educating many of the nation’s first foresters—a vanguard of professionals who shaped our modern understanding of conservation, environmental education, and public lands. In fact, during its first four decades, the school would produce the first four U.S. Forest Service chiefs.

Over the past century, the school has grown from a more narrowly focused forestry program to an international institution with a diverse array of students from across the world graduating each year. In 1972, in recognition of its increased scope, the school changed its name to the Yale School of Forestry & Environmental Studies.

Then, on July 1, 2020, the School again changed its name to the Yale School of the Environment (YSE) to better reflect its established role as a leader in environmental scholarship and practice.

At the same time, the school established The Forest School at the Yale School of the Environment in recognition of its founding mission and because the teaching and study of forestry and forest science remain one of its core strengths. YSE students learn the principles of natural resource management through the innovative research and sustainable practice occurring at the nearly 11,000 acres of actively managed forests in Connecticut, New Hampshire, and Vermont that constitute Yale Forests.

In addition to forest science and management, research and teaching at the Yale School of the Environment cover a broad range of environmental disciplines, including ecology, ecosystems, and biodiversity; environmental justice; environmental management and social ecology in developing societies; green chemistry and green engineering; global change science and policy; health and environment; industrial environmental management; policy, economics, and law; urban science, environmental planning, design, and values, among others.

The school has more than 5,600 alumni who are working across the globe on a range of environmental challenges. They work in NGOs, government, business, academia, law, public health, and communications, among numerous other sectors.

Over the past two decades, the school has strengthened its connections within the wider Yale community and with external partners, introducing joint programs with Yale Law School and with the Yale Schools of Engineering & Applied Science, Management, Public Health, and Architecture, as well as with partner universities including Pace Law School, Vermont Law School, and Tsinghua University in China.

During the 1990s, YSE established and invested in a range of new centers, programs, and initiatives to expand its work beyond faculty research and classroom learning. Today, they number more than twenty and serve as dynamic foci for outreach to

alumni, wider professional audiences, and community organizations on critical issues such as climate change, environmental justice, tropical forestry, environmental communication, industrial ecology, and urban ecology, among others.

In 2017, YSE unveiled an ambitious new Strategic Plan. Among the plan's goals was the development of new curricula that track current and evolving strengths; increased programs and hiring to address environmental equity and diversity issues; a new emphasis on research and training in environmental communication; and expanded interdisciplinary research. Since then, the school has adopted a new curriculum for the Master of Environmental Management program, which places more emphasis on subject specialization while maintaining its signature flexibility; introduced the Yale Center for Environmental Communication. The school also is continuing to develop and strengthen strategic initiatives focused on environmental data, urban science, and environmental health and justice. In 2019, YSE launched Yale's first online certificate programs—Tropical Forests Landscapes through its Environmental Leadership and Training Initiative and Financing and Deploying Clean Energy through the Yale Center for Business and the Environment. YSE has continued to develop new online programs for career professionals and has launched certificates in Urban Climate Leadership; Clean and Equitable Energy Development; and Green Chemistry for Climate and Sustainability. To date, YSE's certificate programs have trained more than 1,000 professionals globally on conservation and sustainability.

In 2020, the school welcomed to the faculty Dorceta Taylor and Gerald Torres, two of the country's preeminent scholars in the field of environmental justice. In 2024, they were awarded YSE's first endowed chairs for environmental justice. In 2020, Yuan Yao also joined the faculty as an assistant professor of industrial ecology and sustainability systems. In 2021, Luke Sanford, whose research examines environmental stewardship from a political science perspective, was named assistant professor of environmental policy and governance. In 2023, Sparkle Malone, an expert on disturbance ecology and ecosystem dynamics, and Paulo Brando, an internationally recognized expert in tropical ecosystems, joined the faculty. In 2024, the school welcomed Arianna Salazar-Miranda, an expert in urban data science to the faculty.

In 2021, a \$100 million gift from FedEx to Yale helped to establish the Yale Center for Natural Carbon Capture (YCNCC), which focuses on developing natural solutions for reducing atmospheric carbon. Liza Comita, the Davis-Denkman Professor of Tropical Forest Ecology, served as the inaugural co-director of the center, along with David Bercovici, the Frederick William Beinecke Professor of Earth and Planetary Sciences. In 2025, Peter Raymond, the Oastler Professor of Biogeochemistry, was named to succeed Comita as co-director. Professors Malone and Brando, whose positions are supported by YCNCC, also serve on its Scientific Leadership Team, as do YSE faculty members Mark Ashton, Mark Bradford, Sara Kuebbing, James Saiers, and Julie Zimmerman.

In 2022, the Yale School of the Environment partnered with the Three Cairns Group to launch the Three Cairns Climate Program for the Global South, a transformative initiative aimed at supporting the next generation of environmental leaders. Established with a historic gift from the Three Cairns Group, the cornerstone of the program is the Three Cairns Scholars program, which allows YSE to meet 100 percent of the demonstrated tuition need for qualified master's students from the Global South who

are committed to combating climate change in their home countries and regions. The Three Cairns Fellows program expands access to YSE's highly regarded online certificate programs. The gift supports the Urban Climate Leadership certificate program and the development of a certificate program in environmental data science for climate solutions, both with a focus on the Global South.

In 2024, an exciting gift from Anita and Joshua Bekenstein '80 to YSE, the largest in the school's history, established the Bekenstein Climate Leaders Program. This transformative, university-wide program aims to increase the ranks of Yale graduates in climate leadership roles and accelerate the pace of climate action. Through a combination of scholarships, internship stipends, and post-graduate incentives, the program will help make it more affordable for emerging leaders to pursue high-impact careers in areas of high need, such as government and the nonprofit sector.

In 2025, YSE highlighted its 125th anniversary with the theme "Leadership, Innovation, and Impact." Anniversary celebrations included a social media campaign featuring students and alumni, a photo essay in *Canopy* magazine, and anniversary-themed activities at events and conferences throughout the year.

LEADERSHIP FOR SUSTAINABILITY

Through its scholarship, teaching, practice, and power to convene, the Yale School of the Environment (YSE) is a leader in the development and implementation of sustainable practices locally and globally. The school creates new knowledge in the science of sustainability and new methods of applying that knowledge to environmental management and sustainable development, including the restoration of degraded environments.

On the Yale campus, the school has stepped up as a model in the sustainable use of resources and materials and has helped develop strategies and programs to achieve sustainability goals campus-wide. In 2016, Yale committed to becoming carbon neutral by 2050. The university formed a task force to review and propose ambitious goals for reducing emissions, with a specific charge to explore how Yale could achieve net-zero carbon emissions. YSE's Kroon Hall is a LEED platinum building. The Yale Carbon Charge, an initiative born in a YSE classroom and developed in part by YSE faculty and students, has grown into a first-of-its-kind campus-wide effort to reduce energy use through the use of internal carbon pricing.

In 2019, the university created a new multidisciplinary laboratory, the Yale University Carbon Containment Lab, which is developing and supporting innovative, scalable solutions to the climate challenge. In 2024, the CCL spun off from Yale University to become an independent nonprofit.

Yale's Center for Natural Carbon Capture, established in 2021 with a \$100 million gift from FedEx, focuses on developing interventions that enhance the Earth's natural abilities to store carbon through biological and geological processes, and other methods that model natural processes. The interdisciplinary center is part of the university's broader Planetary Solutions Project.

Since its inception, the school has been working on the sustainable management of forests across the world—for biological diversity, for natural resource production, and, most recently, for carbon storage. For more than twenty years, the YSE-based Urban Resources Initiative (URI) has promoted community-based land stewardship, urban forestry, and green job training in the city of New Haven, planting more than 10,000 trees to help reduce heat island impacts and provide shade and green space. The Hixon Center for Urban Sustainability offers interactive tool kits—Climate-Ready City, Green City, Healthy City, and Built Environment—practitioners can use in adapting solutions to meet the challenges facing existing cities as well as those not yet built. “Animating the Carbon Cycle,” an interactive platform developed by YSE and the Global Rewilding Alliance, presents quantitative estimates of the significant carbon drawdown potential of healthy wildlife populations and restored ecosystems. Each year, YSE students and faculty work with landowners in northeastern Connecticut to promote sustainable forestry practices as part of the Quiet Corner Initiative. Many YSE students work as research assistants at the Yale Office of Sustainability, on projects ranging from sustainable materials management to climate resilience, all of which directly support the university's Sustainability Plan 2025. Established in 1998, the Center for Industrial Ecology at YSE, which integrates many aspects of the circular economy and sustainability, brings together Yale staff, students, visiting scholars,

and practitioners to develop new knowledge at the forefront of the field of industrial ecology. Research is carried out in collaboration with other segments of the Yale community, other academic institutions, and international partners.

Classroom learning often extends into local communities, where students have helped officials with climate resilience and adaptation strategies, green infrastructure development, and sustainable land stewardship and resource management plans. Their work has addressed a sweeping array of complex environmental challenges from dealing with lead-contaminated water in Flint, Michigan, to endangered species conservation in China. Our alumni also continue this commitment to sustainability in all its forms through their leadership in academic research, major corporate initiatives, government programs, and the nonprofit sector.

MASTER'S DEGREE PROGRAMS

Two-Year Master's Degree Programs

The School of the Environment offers four two-year master's degrees: the professionally oriented Master of Environmental Management (M.E.M.) and the Master of Forestry (M.F.), and the research-oriented Master of Environmental Science (M.E.Sc.) and Master of Forest Science (M.F.S.). The M.F. and M.F.S. programs are administered within the Yale Forest School. All the master's degree programs vary in their level of prescription, but all are sufficiently flexible to accommodate the diverse academic backgrounds, professional experiences, and career aspirations of a large and vibrant student body. The program curricula draw from more than 150 courses taught by more than fifty YSE faculty, as well as from courses taught elsewhere at Yale. Each student's course of study is customized through consultation with a faculty adviser who guides the student's learning experience from the first week at Yale until graduation. The master's degree programs require a minimum of two years in residence, 48 credits of coursework at Yale, a summer internship or research experience, and completion of the Training Modules in Technical Skills prior to the student's first term (see below).

MASTER OF ENVIRONMENTAL MANAGEMENT

The Master of Environmental Management curriculum draws from coursework in the natural and social sciences and focuses on the complex relationships among science, management, and policy. The purpose of the program is to provide students with an in-depth understanding of natural and social systems that can be applied to environmental and natural resource problem-solving in a policy or management context. In addition to coursework, students are expected to hone their capacities as leaders and managers through summer internships, professional skills courses, and other opportunities.

The M.E.M. curriculum requires students to focus on an area of specialization, while still offering the flexibility to tailor their course programming in a way that exposes them to other disciplines and subject areas. This structure assures that students develop both depth and breadth in their course study. All M.E.M. students take the Fall-1 Perspectives course (ENV 553) followed by either the continuation of Perspectives in Fall-2 (ENV 554) or ENV 762, Foundations of Applied Math for the Environment. Students must also demonstrate interdisciplinary conversancy through either taking or satisfying waiver requirements for four 1.5-credit foundational-knowledge courses (ENV 511, ENV 512, ENV 521, and ENV 522), and a 1.5-credit basic statistics course (ENV 728). During their second year of study, students complete a capstone course or project. They round out their experience with general electives and a selection of at least four Professional Skills Modules.

Specializations are designed to ensure that students obtain sufficient depth in their chosen area of study. The specializations are:

1. Business and the Environment
2. Climate Change Science and Solutions
3. Ecosystem Management and Conservation
4. Energy and the Environment

5. Environmental Policy Analysis
6. Industrial Ecology and Green Chemistry
7. People, Equity, and the Environment
8. Urban
9. Water Resource Science and Management

Specialization requirements account for 18 of the 48 total credits required for the M.E.M. degree, made up of two core courses and four electives, and it is possible to add a second specialization. Students will be asked to choose their specialization at the end of their first term of study, and this specialization will be listed on their transcript upon completion. Students may also propose a self-designed specialization path in collaboration with a faculty adviser and the senior associate dean of academic affairs.

MASTER OF FORESTRY

The Master of Forestry program trains professionals for the protection, management, and restoration of native forests and woodlands and associated human-made forest ecosystems (urban trees, agroforests, plantations); and for mediating and resolving the conflicting values of society that concern forests and associated ecosystems. Since 1900, the Master of Forestry program has provided leadership in the education of professional foresters. It is the oldest continuing forestry program in the Western Hemisphere. Almost all the early foresters in North America had their roots at Yale, including Aldo Leopold, M.F. 1909, and nine of the first twelve chiefs of the USDA Forest Service.

Master of Forestry graduates have pursued a variety of professional opportunities in forestry. Most start as general practitioners in management and, with experience, move through management to become policymakers and organizers. Some graduates use the degree as preparation for advanced study in doctoral programs.

The broad objective of the two-year M.F. program is realized by requiring a multidisciplinary suite of formal coursework coupled with a progressive synthesis of knowledge in a significant project. Coursework is supplemented through an array of local, regional, national, and international field trips to witness the practice of forestry in diverse settings. Real-world professional experience is provided through the Yale Forest and summer internships at a wide variety of resource management and policy organizations. Opportunities to engage in discussion with forest leaders are provided through workshops, meetings with visiting speakers of national and international repute, and involvement in the School's programs such as the Yale Forest Forum, the Forests Dialogue, the Tropical Resources Institute, and the Urban Resources Initiative.

The teaching objectives of the M.F. program are (1) to integrate knowledge about forests, natural resources, and society to form a sound basis for making management decisions; (2) to provide electives and other educational opportunities to specialize by focusing on a particular land use or management issue concerning forest ecosystem management; and (3) to provide opportunities for independent problem solving, critical thinking, and self-development. Students take a mixture of natural, social, and quantitative science courses, culminating in the second year with courses in integrated resource management and leadership. Flexibility in the choice of courses within the core curriculum, as well as choice of electives, allows each student to tailor the program to a desired specialization. Sample specializations have included community development

and social forestry; protected areas management; extension and education; consulting forestry; business; watershed health and restoration; tropical forest management; agroforestry; and industrial forest management.

The Master of Forestry degree is accredited by the Society of American Foresters (SAF). A minimum of two full years in residence and sixteen full courses (48 credits) is required for completion of this program.

MASTER OF ENVIRONMENTAL SCIENCE/MASTER OF FOREST SCIENCE

The Master of Environmental Science and the Master of Forest Science degree programs are expressly designed for students wishing to conduct research that contributes to basic and applied knowledge in any of the fields taught at YSE, such as ecology, hydrology, social ecology, economics, industrial ecology, or policy. These degrees are intended to facilitate a deeper disciplinary focus than the Management degrees, while allowing students the flexibility in course election that will allow them to meet diverse educational goals. The Master of Environmental Science is intended for students who wish to work broadly in different fields of environmental science. The Master of Forest Science is intended for students who wish to work in forest-related topics.

The course of study for both degrees includes formalized School-level training in the philosophy and practice of science. Training is provided through key courses in combination with extended project research and disciplinary and nondisciplinary electives. The scientific research required for this degree will be conducted in close collaboration with a YSE faculty adviser. *Therefore students must have a commitment from a faculty adviser before being admitted to these degree programs.* The Master of Environmental Science and Master of Forest Science programs require the student to produce a “scholarly product.” This product may take the form of a traditional master’s thesis or a paper(s) submitted to a refereed journal.

TRAINING MODULES IN TECHNICAL SKILLS (MODS)

All incoming master’s students participate in MODs, shorthand for field modules, which offer students the opportunity to participate in experiential learning. MODs will take place during August, with students rotating among different modules over the course of two weeks. Participating in MODs is a graduation requirement and an important opportunity to engage with classmates and build relationships.

Five-Year Program for Yale College and Yale-NUS College Students

The School of the Environment offers joint-degree, five-year options (with one year at YSE) that culminate in a baccalaureate and master’s degree intended for students who want to pursue careers in an environmental field. The joint-degree option is available to all undergraduates in Yale College and to environmental studies majors at Yale-NUS College (please note the program with Yale-NUS is no longer accepting new applicants). The program provides well-prepared students with accelerated graduate training in environmental science, management, and policy. Eligible students may apply for either a Master of Environmental Management (M.E.M.) or Master of

Environmental Science (M.E.Sc.) degree. The program is built on careful integration of a student's undergraduate curriculum with graduate requirements. Graduates have become highly successful leaders within governments, corporations, nonprofit organizations, and academia.

Yale students interested in the five-year joint-degree program should apply to the program at the end of the fall term of their senior year, or in the two years immediately following graduation. Students in the five-year M.E.M. program are encouraged to take a gap year or two away from academia between completing their undergraduate degree and beginning study at YSE. Applicants interested in applying to the M.E.Sc. should make an appointment to talk to the YSE Office of Admissions at admissions.yse@yale.edu prior to applying.

Joint-Master's-Degree Programs

The School of the Environment supports several curricula that work concurrently toward two degrees from different academic units of Yale University. Opportunities for development of joint-degree programs exist with the School of Architecture, Divinity School, Law School, School of Management, School of Public Health, School of Engineering & Applied Science, Jackson School of Global Affairs, the International and Development Economics program of the Graduate School's Department of Economics, and three programs offered by the Graduate School and coordinated through the MacMillan Center (African Studies, East Asian Studies, and European and Russian Studies). Joint-degree programs with Pace Law School and Vermont Law School constitute additional options. Applicants are urged to apply to both units at the same time. All of these programs are subject to the following general guidelines.

Applicants must apply to, and be accepted by, both units of the university according to normal admissions procedures. A minimum of one and one-half years (three full-time terms) and 36 credits is required at the School of the Environment. While the joint-program requirements vary in length (see below), it is recommended that students spend a complete academic year (two terms) at one school, the following academic year at the other school, and then split the remaining terms between the two schools.

Upon successful completion of the formal joint-degree program, the student will be awarded one of the four YSE master's degrees, together with the joint degree. The joint-degree programs, sponsoring Yale academic units, and associated residency requirements (which are in addition to the three-term requirement of YSE) are as follows:

1. School of Architecture: Master of Architecture I (five terms); Master of Architecture II (three terms).
2. Divinity School: Master of Arts in Religion (three terms); Master of Divinity (five terms).
3. Schools of law (Yale Law School, Pace Law School, and Vermont Law School): Juris Doctor (five terms).
4. School of Management: Master of Business Administration (three terms).
5. School of Public Health: Master of Public Health (three terms).

6. School of Engineering & Applied Science (Graduate School of Arts and Sciences): Master of Science (two terms).
7. Jackson School of Global Affairs: Master of Arts (three terms).
8. Department of Economics, International Development and Economics program (Graduate School of Arts and Sciences): Master of Arts (two to three terms).
9. African Studies (Graduate School of Arts and Sciences): Master of Arts (three terms).
10. East Asian Studies (Graduate School of Arts and Sciences): Master of Arts (three terms).
11. European and Russian Studies (Graduate School of Arts and Sciences): Master of Arts (three terms).

To view specific requirements for each joint-degree program, visit <https://environment.yale.edu/academics/masters/joint-degrees>. For additional questions about these joint-degree programs, please contact the YSE Office of Admissions at info.yse@yale.edu or 800.825.0330.

JOINT-DEGREE PROGRAM WITH TSINGHUA UNIVERSITY

YSE offers a three-year joint-degree program with Tsinghua University School of Environment in China. This program consists of one and one-half years (three terms) at Tsinghua working toward a Master of Environmental Engineering and one and one-half years (three terms) at Yale working toward a Master of Environmental Management, Master of Environmental Science, Master of Forestry, or Master of Forest Science. Students who begin their program at YSE will spend one year (two terms) at YSE, followed by one and one-half years (three terms) at Tsinghua, and then conclude their program with one-half year (one term) at YSE. Students who begin their program at Tsinghua will spend one year (two terms) at Tsinghua, one and one-half years (three terms) at YSE, and then conclude their program with one-half year (one term) at Tsinghua.

Applicants must apply to, and be accepted by, both YSE and Tsinghua University under normal admissions procedures. For questions about this joint-degree program, please contact the YSE Office of Admissions at info.yse@yale.edu or 800.825.0330.

Part-Time Program

Students who wish to obtain a degree through the part-time option must complete the same curriculum as full-time students. Students must complete two part-time terms to equal a full-time term regardless of meeting credit requirements. Students must enroll for 6 to 8 credits per term and must complete the degree requirements within five years of matriculation. Part-time tuition will be \$13,387.50 per term for the 2025–2026 academic year. Part-time programs are not eligible for Yale visa sponsorship.

Special Students

For those who do not wish to pursue a degree program, YSE offers the option of special-student status. Special students may be registered for a period as short as one term and may enroll in a minimum of one course or elect to take a full load of four courses per term. Please note that international applicants who are not coming through

a preestablished Memorandum of Understanding between a partner university and Yale University will likely not be able to participate in the special-student program. Special students may not be eligible to participate in the summer Training Modules in Technical Skills (MODs). Under normal circumstances, no one may hold special-student status for more than one academic year. No degree or certificate is granted for special-student course work. Students will receive official transcripts of course work completed. For information on tuition for special students, see the chapter Tuition, Fees, and Other Expenses.

Special students wishing to matriculate in a degree program after completing courses will need to apply and be admitted through the YSE admission process described in the chapter Admissions: Master's Degree Programs. Course credits earned while in special-student status will not be applied toward any degree credit requirements, and any fees paid while in attendance as a special student will not be applied toward degree tuition requirements.

DOCTORAL DEGREE PROGRAM

The Doctor of Philosophy (Ph.D.) degree is conferred through the Yale Graduate School of Arts and Sciences. Work toward this doctoral degree is directed by the Environment department of the graduate school, which is composed of the faculty of the School of the Environment. Doctoral work is concentrated in areas of faculty research, which currently encompass the following broad foci: agroforestry; biodiversity conservation; biostatistics and biometry; climate science; community ecology; ecosystems ecology; ecosystems management; energy and the environment; environmental and resource policy; environmental anthropology; environmental biophysics and meteorology; environmental chemistry; environmental ethics; environmental governance; environmental health risk assessment; environmental history; environmental law and politics; environmental management and social ecology in developing countries; forest ecology; green chemistry and engineering; hydrology; industrial ecology; industrial environmental management; plant physiology and anatomy; pollution management; population ecology; resource economics; silviculture; social ecology; stand development, tropical ecology, and conservation; sustainable development; urban ecology; urban geography; urban land cover change; urban planning; and water resource management.

The Ph.D. program is administered jointly by the Yale Graduate School of Arts and Sciences and the Yale School of the Environment. More information about the program is available at <https://environment.yale.edu/academics/doctoral> and <https://gsas.yale.edu/programs-of-study/environment>.

REQUIREMENTS FOR THE DOCTORAL DEGREE

All courses listed in this bulletin are open to students working toward the doctoral degree. Additional courses are available in other departments—e.g., Anthropology; Chemistry; Earth and Planetary Sciences; Ecology and Evolutionary Biology; Economics; Management; Mathematics; Molecular, Cellular, and Developmental Biology; Political Science; Sociology; and Statistics and Data Science—and are listed in the bulletin of the graduate school.

A doctoral committee will be appointed for each student no later than the student's second term in the program. The committee consists of a minimum of two faculty members from the Yale University community. When appropriate for their research areas, students are encouraged to suggest committee members from other universities or institutions. Doctoral students work under the supervision of their doctoral committees. The committee should be chaired or co-chaired by a YSE ladder faculty member.

Students are required to take the Doctoral Student Seminar (ENV 900) during the first year of their program.

Two Honors grades must be achieved before a student is eligible to sit for the qualifying examination. In addition, students are expected to serve four terms (ten hours per week) as teaching fellows, in partial fulfillment of their doctoral training.

A written and oral qualifying examination is required upon completion of the course requirements. Students are expected to take the examination by the end of their second year, although this can be extended to the third year in cases with appropriate extenuating circumstances. At the time of the qualifying examination, the student must present a prospectus of the research work proposed for the dissertation. Successful completion of the qualifying examination and submission of the prospectus will result in admission to candidacy.

The senior associate dean of research for YSE serves as the director of doctoral studies, and may be consulted if questions arise.

Before beginning work, the student must secure approval from the student's committee and the DDS for a proposed program of study and for the general plan of the dissertation. Appropriate advanced work is required. Courses chosen should form a coherent plan of study and should support research work for the proposed dissertation.

The dissertation should demonstrate the student's mastery of the chosen field of study as well as the ability to do independent scholarly work and to formulate conclusions that may modify or enlarge previous knowledge.

Candidates must present themselves for the oral defense of the dissertation at such time and place as the student, the DDS, and the committee determine. Upon completion of the dissertation, the candidate must make unbound copies of the dissertation available to the faculty. Copies of the approved dissertation must be submitted to the graduate school.

COMBINED DOCTORAL DEGREE

Department of Anthropology

The School of the Environment offers a combined doctoral degree with Yale's Department of Anthropology. The purpose of the degree is threefold: it combines (1) the disciplinary identity and strengths of the Anthropology department with the interdisciplinary character and possibilities of YSE, especially in terms of bridging the social and natural sciences; (2) the strengths in ecological and environmental studies of YSE with the social science strengths of the Anthropology department; and (3) the Anthropology department's strengths in theory with the emphasis within YSE on linking theory with policy and practice. The combined doctoral degree offers its graduates great flexibility when entering the marketplace. They can represent themselves as anthropologists and/or environmental scientists, as theoreticians and/or practitioners. They have the credentials to apply for policy-oriented positions with international institutions, as well as academic positions in teaching and research. The academic program of each student in the combined-degree program is to some extent tailored specifically to that student's particular history, interests, and needs, but all combined-degree students are expected to follow the program's general guidelines.

Prospective combined-degree students must initially apply either to Anthropology or to the doctoral program in Environment (not both) and check the combined-degree box on the application form. Students should communicate with faculty in both programs during the year prior to application, and they should apply to the program where their credentials and faculty contacts offer the greatest chance of admission. The program is

extremely competitive, accepting one or two students per year out of dozens who apply. (Note: most successful applicants to YSE hold a prior master's degree.)

Once a student is accepted in either Environment or Anthropology, the application file is sent to the second department for consideration. A positive decision at this point amounts to acceptance into the combined-degree program. (A negative decision, which is rare in any case, does not affect the student's prior admission into the first program.) Students admitted into the combined-degree program will be allocated to the department to which they initially applied as their primary administrative home, but they will enter Yale as members of the combined-degree program. A student who does not apply to the combined-degree program at the time of their initial application to Yale may still apply after matriculating at Yale, but this should be done as soon as possible in their first term on campus.

Detailed guidelines for the combined-degree program can be found on the YSE website at <http://environment.yale.edu/doctoral/degrees/combined-anthropology>. The program coordinators are Michael Dove (YSE) and Kalyanakrishnan Sivaramakrishnan (Anthropology).

New York Botanical Garden

The School of the Environment offers a combined doctoral degree with the New York Botanical Garden, which is funded by the Lewis B. Cullman Fellowship. The objective is to train biological scientists to use an interdisciplinary approach to solving problems associated with tropical environments.

Areas of study include agroforestry and forest management, ecosystem analysis, economic botany, economic evaluation of tropical resources, ethnobotany, plant biodiversity and conservation, social processes affecting management of natural resources, tropical field studies, and tropical silviculture.

Information about the combined doctoral degree can be found on the YSE website at <https://environment.yale.edu/academics/doctoral/combined-nybg>.

SUBJECTS OF INSTRUCTION

Courses offered by the School of the Environment are described below. The letters “a” and “b” following the course numbers indicate fall- and spring-term courses, respectively. Courses with bracketed titles will not be offered during the 2024–2025 academic year.

Project courses involve individually assigned advanced field or laboratory work, or literature review, on topics of special interest to the student; credits and hours for these projects are determined for each student in consultation with the instructor.

Courses throughout the university are generally open to students enrolled in the School of the Environment, subject to limitations on class size and requirements for prerequisites.

COURSE DESCRIPTIONS

At YSE, new courses are often added after this bulletin is printed. Please visit our website at <https://resources.environment.yale.edu/courses> for an updated list. See also Yale Course Search at <https://courses.yale.edu> for many other environmental courses in other Yale departments.

ENV 511a, Ecological Foundations for Environmental Managers

This course gives students a fundamental mechanistic understanding about the way abiotic (e.g., climate) and biotic (e.g., resources, competitors, predators) factors determine pattern in the distribution and abundance of species. Students learn how individuals within a species cope with changing environmental conditions by altering their behavior, making physiological adjustments, and changing the allocation of resources among survival, growth, and reproduction. Students learn how populations of species coexist within communities and how species interactions within communities can drive ecosystem functioning. Students also learn how ecologists use scientific insight to deal with emerging environmental problems such as protecting biodiversity, understanding the consequences of habitat loss on species diversity, and forecasting the effects of global climate change on species population viability and geographic distribution. 1½ Course cr

ENV 512a, Microeconomic Foundations for Environmental Managers

This six-week course provides an introduction to microeconomic analysis and its application to environmental policy. Students study how markets work to allocate scarce resources. This includes consideration of how individuals and firms make decisions, and how policy analysts seek to quantify the benefits and costs of consumption and production. We consider the conditions under which markets are beneficial to society and when they fail. We see that market failure arises frequently in the context of environmental and natural resource management. The last part of the course focuses on the design of environmental and natural resource policies to address such market failures. The course is designed to cover basic knowledge of economics analysis and prepare students for ENV 834 and other more advanced offerings. 1½ Course cr

ENV 521a, Physical Science Foundations for Environmental Managers

This required foundational course provides students with the physical science basics that they need to understand and manage environmental problems. The course draws on climatology, environmental chemistry, geology, hydrology, meteorology, oceanography, and soil science. Focus is on understanding both the underlying concepts and how they apply to real-world environmental challenges. Useful both as a freestanding course and as a gateway to a wide spectrum of intermediate and advanced courses. 1½ Course cr

ENV 522a, Social Science Foundations for Environmental Managers

In this course, we investigate the role of culture, history, ethics, and governance in shaping varying perspectives on the natural world and management strategies for environmental resources. We explore the following questions: What does it mean to be an environmental steward in a world filled with social, political, and economic inequalities? Can we weave together multiple “ways of knowing” to better manage natural resources? Is it possible to balance the need for social and environmental change in a manner that is both place-based and responsive to global concerns? What would it look like to incorporate non-economic measures of human well-being into our decision making? Can a rights-based approach to natural resource management succeed in the twenty-first century? 1½ Course cr

ENV 550a, Natural Science Research: From Idea to Proposal

The course guides students through the process of developing an individualized research project in close partnership with their faculty adviser. We focus on writing a research proposal, which prepares students to apply for competitive research funding and is required of all M.E.Sc./M.F.S. students. In doing so, we cover critical reading of the literature, narrowing a broad topic of interest to a feasible research project, proposal writing, and a high-level introduction to the philosophy of science. Students engage in peer review throughout the course and present their completed proposals to the class at the end of the semester. 3 Course cr

ENV 551a, Research Methods for Qualitative Inquiry

This course covers approaches to designing and implementing qualitative research with a focus on understanding complex questions that lie at the nexus of people and the environment. Qualitative research is critical to understand the interconnected patterns and processes in the social world that cannot be reduced to quantitate data or mechanistic explanations. The methods covered in this course include interview techniques; document analysis of texts and social artifacts such as maps, images, public documents and archival material; ethnographic techniques such as observation and writing thick description; and participatory action tools that support community-based approaches to research. The strategies of inquiry of qualitative research we learn about include ethnography, oral history, participatory action research, and case study research. Finally, we probe the practice of social science research by engaging in a range of ethical and practical decisions that a researcher will encounter when examining the nature of the human condition. 3 Course cr

ENV 553a, Perspectives: Environmental Leadership

This course equips you with core leadership and systems-thinking tools to help you navigate YSE, Yale, and your future career with increased clarity and confidence, regardless of the specialization path you may take. Both leadership and systems-thinking tools are grounded in fostering an increased appreciation of

your unique perspective and the valuable perspectives of others. Through study of frameworks and reflection accompanied by peer-to-peer discussion, you will firmly establish a connection between a questioned and confirmed articulation of *purpose*, clarified *prioritization*, visualized *potential*, and maximized *progress* to effect positive change at individual, organizational, and system levels. The course also highlights opportunities for greater depth provided by other courses and activities across the school, including ENV 554 in Fall 2. An additional intended outcome is that you all feel welcome at YSE, appreciative of others, and confident you belong in an inclusive larger learning community of YSE. 3 Course cr

ENV 573a, Urban Ecology for Local and Regional Decision-Making

Urban ecology is the interdisciplinary study of urban and urbanizing systems from local to global scales. While urban ecology shares many features with the biological science of ecology, it emphasizes linkages with social, economic, and physical sciences and the humanities. Geographically, the subject includes central and edge cities, suburbs of various ages and densities, and exurban settlements in which urban lifestyles and economic commitments are dominant. In application, urban ecology can be useful as a social-ecological science for making cities more sustainable, resilient, and equitable. Emerging “grand challenges” in urban ecology include the development of robust approaches to and understanding of (1) integrated social-ecological systems in urban and urbanizing environments; (2) the assembly and function of novel ecological communities and ecosystems under novel environmental conditions; (3) drivers of human well-being in diverse urban areas; (4) pathways for developing healthy, sustainable, and disaster-resilient cities; and (5) co-production of actionable science for policy, planning, design, and management. 3 Course cr

ENV 592a, Documentary Film Workshop Charles Musser

This workshop in audiovisual scholarship explores ways to present research through the moving image. Students work within a Public Humanities framework to make a documentary that draws on their disciplinary fields of study. Designed to fulfill requirements for the M.A. with a concentration in Public Humanities. 3 Course cr

ENV 594a, Global Carbon Cycle

Carbon is one of the most abundant elements in the universe, the building block for all of biochemistry, and the energy exchange material for the Earth's metabolism. Over the past two hundred years, people have mined fossil carbon to power the global economy, leading to profound transformations in the cycling of carbon among land, oceans, and atmosphere and disrupting Earth's climate. This course explores in detail the cycling of labile carbon among the major biogeochemical reservoirs. We spend roughly four weeks each on land and oceans and spend the final four weeks exploring carbon-climate interactions, including engineered carbon dioxide reduction. The course involves quite a bit of mathematics and computation. All are encouraged to register, but please be aware of the quantitative approach. 3 Course cr

ENV 603a, Environmental Data Visualization for Communication

Welcome to the Information Age! It is now much easier to generate and access more data than ever before. Yet, our ability to manage, analyze, understand, and communicate all this data is extremely limited. Visualization is a powerful means of enhancing our abilities to learn from data and to communicate results to others, especially when informed by insights into human behavior and social systems. Developing the quantitative skills necessary for analyzing data is important, but for

addressing complex and often urgent environmental problems that involve diverse audiences: understanding how to effectively communicate with data is equally essential for researchers, policymakers, and the public alike. This course is for students who wish to gain an understanding of the principles, tools, and techniques needed to communicate effectively with data. The course primarily uses the programming language R. Students are required to demonstrate basic proficiency in this software before or during the course. Resources for learning R are provided. Classes consist of short lectures about principles of design, data preparation, and visual communication, discussions about examples from the news and scientific literature, guest lectures, peer critiques, and hands-on individual and collaborative group activities. Throughout the semester, we use Excel, PowerPoint, R, Tableau, and other tools to develop visualizations using diverse datasets. Students also work with a dataset of their own choice or from a partner organization to develop a final project consisting of a poster, infographic, report, dashboard, story map, or related product. Enrollment is limited and application is required. 3 Course cr

ENV 604a, Public Health Entrepreneurship

This is a case based course about innovation and entrepreneurship for health equity and drivers of health. Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, racism, gender and other biases and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, healthy foods, safe environments, and health care. We refer to these as drivers of health. COVID-19 has brought to light for many the complexities in drivers of health, and the role of entrepreneurship and cross-sectoral collaboration in eliminating health disparities. 1½ Course cr

ENV 610a, Managing Ecosystems for Climate Change Solutions

This course explores the scientific foundations and practical strategies for managing ecosystems to contribute to climate change mitigation. Grounded in ecosystem ecology and with a focus on tropical regions, the course examines how the conservation of intact ecosystems, the active management of disturbed systems, and the restoration of degraded areas can reduce carbon emissions, enhance carbon sequestration, and support climate resilience. Students engage with core ecological concepts, analyze global and tropical carbon cycles, and explore the mechanisms – biophysical, ecological, and implementation-focused – through which ecosystems influence climate. The course builds from foundational scientific knowledge to applied case studies, hands-on data analysis, and evaluation of policy-relevant approaches. 3 Course cr

ENV 612a, Transforming Global Value Chains for Sustainability: The Case of Fashion and Textiles

This course investigates what it means to create sustainable and resilient global value chains, with fashion and textiles serving as a primary case. We explore key questions about the relationship between global trade, governance, environmental management, and supply chain design. Rather than presuming fixed answers, students are invited to critically assess emerging frameworks, institutional challenges, and innovation strategies to advance environmental, economic, and social sustainability. Through a comparative and systems-based lens, we seek to understand how sustainability can be embedded within global production and consumption networks. 3 Course cr

ENV 625b, Writing Workshop

This course is aimed at helping students improve their writing. The goal is to develop writing skills and make students better able to communicate their work and ideas through writing that is clear, accessible, and free of jargon. Students are required to write every week throughout the course: short assignments (600–800 words) each week, and one longer assignment (1,500–2,000 words) due at the end of the term.

1½ Course cr

ENV 626b, Writing for Publication in the Natural Sciences Simon Queenborough

This course is intended to give students insights into the process of writing natural science manuscripts. The course guides students through writing a paper and ends the term with a submitted manuscript. We also consider various strategies for writing, accountability, time management, and productivity. The course is aimed at students in the natural sciences with analyzed data that they want to write up for publication.

3 Course cr

ENV 629b, North American Drylands: Ecology and Land Use William Lauenroth

The first half of the course consists of lectures about the causes of the geographic distribution of North American drylands and their ecology. The second half consists of reading and discussing scientific papers about past, present, and future land use. Students lead the discussions. While we cover the breadth of drylands, in the second half we emphasize ecosystems in which big sagebrush is the dominant plant species.

Enrollment limited to twelve. 3 Course cr

ENV 630b, The Physical Science of Climate Change Peter Raymond and Xuhui Lee

The course provides students with core knowledge on the processes controlling the earth's climate system. The first half of the class focuses on the four components of the earth climate system, providing a knowledge base on the atmospheric energy and water budgets and the roles of anthropogenic greenhouse gases, the oceans, land and cryosphere in altering these budgets. Students also learn how to run a climate GCM (general circulation model). The second half of the class focuses on impacts of climate change on a number of societal sectors including natural ecosystems, energy use, water resources, the food system and the built environment. 3 Course cr

ENV 631a, Poverty, Environment, and Inequality

This course explores the relationship between poverty, environment, and social inequality. It examines how race and class interact in American rural and urban environments to produce or sustain inequalities. The course examines how structural factors and community characteristics influence environmental outcomes. Students begin by examining the relationship between degraded environments and poor schooling. They examine the environmental hazards that exist in or adjacent to urban and rural public schools. Students will analyze inner-city and poor rural communities as they examine disinvestment, the concentration of poverty, efforts to disperse the poor, and the potential for community revitalization. Students examine homelessness and the ways in which climate disasters impact housing experiences. The course also examines another aspect of poverty: the issue of food security; it looks at the rise in community gardening in poor communities as an attempt to combat lack of access to healthy food. Students examine residential segregation and zoning and study the spatial inequalities that arise from the siting of hazardous facilities in minority and low-income urban and rural communities. The course examines the classic environmental justice question: which came first the facilities or the people? It examines economic

questions related to costs of hosting noxious facilities and if and how communities can seek compensation to host such facilities. The course also examines the quandary communities face when presented with economic models that seek to provide compensation – the question of the long-term health of the people and environment takes center stage as community residents seek to determine how to balance economic development with concerns about sustainability. Students analyze water, energy, and climate justice. 3 Course cr

ENV 633a, Critical Race Theory

This class studies critical race theory from its origins to its current expression. Understanding the deep interconnections between race and law, and how race and law are co-constitutive, is the project of critical race theory. One of the central claims of critical race theory is that racial subordination is not a deviation from the liberal legal ideal but is, unfortunately, part of its expression. We focus on the origins of the critique that is central to the development of the theory and contrast its analysis with conventional analytic frameworks on race and American law and society. Because it is a positive theory but also driven by a normative vision, we explore the possibility of transforming the relationship between law and racial power. The law is not the only site of critical race theory; it has had a significant impact on other disciplines in the social sciences. We examine those impacts as well. 3 Course cr

ENV 635b, Renewable Energy Project Finance Daniel Gross

The course is intended to be a practicum, exposing students to real-world tools of the trade as well as the theory underlying them. In place of a textbook, students are provided with approximately 400 pages of actual project documents used for a U.S. wind energy project. Through weekly homework assignments, students develop the skills necessary to construct a detailed financial model, largely comparable to what would be used by an investment firm, project developer, or independent power producer. Modeling skills include sizing debt capacity, sensitivity analysis, stochastic forecasting, taxes, and the creation of financial statements. Lectures also provide an introduction to risk management, energy market dynamics, alternative contractual structures, financial structuring, and the core engineering and risks inherent in the most common renewable energy technologies. This course is primarily online but may include four to six in-person sessions, pending the instructor's availability to travel. While cross-listed at the School of Management, it follows the YSE academic calendar. Admission requires an application. 3 Course cr

ENV 645a, Urbanization, Global Change, and Sustainability

Urbanization and associated changes in human activities on the land (*land use*) and in the physical attributes of Earth's surface (*land cover*) have profound environmental consequences. Aggregated globally, these effects constitute some of the most significant human impacts on the functioning of Earth as a system. This course examines the interactions and relationships between urbanization and global change at local, regional, and global scales with an emphasis on the biophysical aspects of urbanization. Topics include urbanization in the context of global land use change, habitat and biodiversity loss, modification of surface energy balance and the urban heat island, climate change and impacts on urban areas, urban biogeochemistry, and urbanization as a component of sustainability. Emphasis is on management of urban areas *worldwide* or at national scales for planetary sustainability. 3 Course cr

ENV 646b, Regenerative Agriculture Systems Stephen Wood

Agriculture systems both depend and have a profound impact on the natural and human environment. There is widespread recognition of the need for agriculture systems to be more regenerative: regenerative food producing systems are ones that contribute to the improvement of the environment and to human wellbeing, not just avoid damages. The aim of this course is to explore what makes food producing systems regenerative. While there is a lot of momentum around the framing of “regenerative agriculture,” there is not a lot of detail about what actually makes a system regenerative. The goals of the course are to: provide technical understanding of the science of agricultural systems; develop practical experience applying this science to real world scenarios of strategy development in agriculture; and increase exposure to practitioners at the interface of agriculture and the environment. 3 Course cr

ENV 652b, Wood: Structure and Function Craig Brodersen

This course focuses on the extraordinary diversity of wood anatomy at the cellular level, and on the practice of dendrochronology that allows students to take advantage of predictable, inter-annual variability in tree growth to reconstruct environmental history. The primary focus of the course is on common northeastern trees and other commercially important timber species. A primary goal is to participate in the development of a master tree-ring chronology for the School Forests. Enrollment limited to ten with permission of the instructor. Prerequisites: basic statistics and a background in tree physiology and anatomy are strongly recommended. 3 Course cr

ENV 653b, Maple: From Tree to Table Joseph Orefice

This course covers the cultural, industrial, and sustainable practices of nontimber forest products through the lens of maple sap and syrup. Maple sugar is a forest product unique to northeastern North America, and it has seen a resurgence in interest as global consumers seek nutritious, natural, and sustainably produced foods. This course covers the booming industry and culture around maple syrup, from backyard operations through modern 100,000-tap investment operations. Maple producers are on the front lines of climate change and forest health threats. The course provides students with the knowledge of how challenges related to forest health and climate change are directly impacting maple producers and how these producers are learning to adapt in ways that are environmentally friendly, ecologically sound, and financially competitive in a global market. 1½ Course cr

ENV 659b, The Practice of Silviculture: Principles in Applied Forest Ecology P Mark Ashton

The scientific principles and techniques of controlling, protecting, and restoring the regeneration, composition, and growth of natural forest vegetation and its plantation and agroforestry analogs worldwide. Analysis of biological and socioeconomic problems affecting specific forest stands and design of silvicultural systems to solve these problems. Applications are discussed for the management of wildlife habitat, bioenergy and carbon sequestration, water resources, urban environments, timber and nontimber products, and landscape design. Four to six hours lecture. One-hour tutorial. Seven days of fieldwork. Recommended: some knowledge of soils, ecology, plant physiology, human behavior, and resource economics. 4 Course cr

ENV 660a, Forest Dynamics

This course introduces the study of forest stand dynamics—how forest structures and compositions change over time with growth and disturbances. Understanding the

dynamic nature of forest stands is important for creating and maintaining a variety of critical ecosystem services sustainably and synergistically, including sustainable supplies of wood products, biodiversity and wildlife habitats, water, wildland fire, forest restoration and others. Through readings, lectures, field observation, and discussions we will explore forest development processes and pathways, concentrating on the driving mechanisms and emergent properties including natural and human disturbances. Non-YSE students must apply and get instructor permission.

3 Course cr

ENV 668b, Field Trips in Forest Resource Management and Silviculture P Mark Ashton

Seven- to twelve-day field trips to study the silviculture and forest management of particular forest regions. In previous years, classes have visited Slovenia, Germany, Austria, the United Kingdom, British Columbia, and, in the United States, the southern Coastal Plain and Piedmont, and the Allegheny, Appalachian, Adirondack, and Green mountains. Enrollment limited to sixteen.

ENV 670b, Southern Forest and Forestry Field Trip Joseph Orefice and P Mark Ashton

This course augments our forestry curriculum by providing a forum for viewing and discussing forestry and forest management with practitioners. The trip provides M.F. candidates and other interested students with an opportunity to experience the diversity of southeastern forested ecosystems and ownership objectives ranging from intensively managed pine plantations to restoration and protection of endangered habitats. Students discuss forest management issues—including forest health, fragmentation, policy, law, and business perspectives—with landowners and managers from large industries, nonindustrial private landowners, TIMOs, federal and state land managers, NGOs, and forestry consultants. We also tour sawmills, paper mills, and other kinds of forest products processing facilities, active logging operations, and, weather permitting, participate on prescribed fires. Not least, we experience the unique cultures, food, and hospitality of the southeastern United States.

ENV 671a, Dendrology: Woody Plant Taxonomy and Identification

Dendrology literally translates as “the study of trees” and integrates morphology, phenology, ecology, biogeography, and the natural history of tree species. In this course students learn how to identify the major temperate woody plant families, with a focus on eastern North American species. Students learn to identify by sight using morphological and ecological traits of over 100 woody plant taxa, using an ecosystem focused approach for plant identification. Besides learning how to identify species, we discuss principles of plant ecology, biogeography, phylogenetic community structure, and natural history in each ecosystem. Class periods consist of practical field and laboratory skills used in plant taxonomy and field lecturing. Weather permitting, we are outside in the field/forest for most class periods. Limited to thirteen. 3 Course cr

ENV 677b, Ecological Restoration Marlyse Duguid

This course is intended as a broad overview of restoration ecology. We use the framework of ecosystem science to understand how and why humans facilitate the recovery of degraded ecosystems. We balance discussions on the theory, background, and application of restoration ecology with topics related to the implementation of restoration projects (e.g., planning, evaluation, and policy). These various concepts are integrated through the discussion of case studies presented by a variety of practitioners

and scientists working across different systems (coral reefs, wildlife, fire, wetlands, etc.) and with diverse perspectives so that students get a broad exposure to the breadth and depth of scholarship and work in the field. Limited to fifteen. 3 Course cr

ENV 679a, Plant Ecophysiology

This course focuses on the physiological ecology of plants and their interaction with the biotic and abiotic environment, understood through the lens of first principles. We use a quantitative approach to demonstrate the linkages between photosynthesis, growth, and carbon allocation at the tissue and whole plant level, which can then be scaled up to forests and ecosystems. We also focus on specific physiological and anatomical adaptations plants use to survive in the many varied habitats on Earth. Enrollment limited to twenty-four. 3 Course cr

ENV 683b, Seminar in Tropical Forest Restoration P Mark Ashton

This seminar is focused on the biological and social science, management, and policy governing reforestation in tropical regions. Topics covered include the ecology and management of native species plantations and second-growth forests; the social drivers of and barriers to restoration; and the methodological protocols of gathering and assessing social, economic, and cultural values. A particular emphasis is placed on tropical Asia and Latin America. Part of this course is taught online, part in a series of weekly discussions. Optional 1-credit field trip on dry tropical forest restoration, Azuero, Panama. Enrollment limited to twenty. Prerequisite: ENV 659. 3 Course cr

ENV 688b, Forest Management and Operations Joseph Orefice

This course provides students with an opportunity to understand many aspects of forest management, especially as it relates to multiple-use forestry. Course content includes understanding and critique of forest inventory, and students are introduced to growth and yield concepts. Forest planning and optimization for objectives such as forest products and carbon are covered. Stewardship of forestland is discussed, as are legal aspects to land ownership and forest conservation. Included are sections focused on forest operations. Students gain experience in the diverse elements and aspects of forest harvesting. The course is taught from the perspective of what a forester should know about harvesting, which includes logging safety, timber harvesting operations and sale administration, legal dimensions of harvesting, planning and maintaining forest access systems, timber procurement and appraisal, logging costs and analysis, and environmental and social influences. Field experiences complement lecture material. 4 Course cr

ENV 692a, Science and Practice of Temperate Agroforestry

This course explores the science and practices of temperate agroforestry, covering current knowledge of agroforestry science and shedding light on the myths and assumptions that have yet to be tested regarding the integration of trees in agricultural systems. The course begins with an overview of modern agriculture to help us better understand why agroforestry systems have potential to improve the sustainability of farming systems. We also cover the social science regarding agroforestry and why it has not been widely adopted. Silvopasture and forest farming systems are the primary focus, but windbreaks, alley cropping, and riparian forest buffers are also covered. The field of agroforestry has struggled with the promotion of hypothetical practices; this course introduces students to real-world production agroforestry systems and helps

them better contribute to financially viable and environmentally sound agricultural operations. 3 Course cr

ENV 695a, Yale Forest Forum Series: A History of People, Forests, and Forestry

The Forest School continues its series on a history of forests, people and forestry. This fall series focuses on scientific forestry, from sustained yield to ecosystem management. The second part in this series explores the history of “scientific forestry,” tracing its origins in early-modern European views of nature, where scientific expertise was seen as a tool for dominion over the natural world and its colonial expansion. The course examines how European forestry practices influenced the development of forestry in the United States during the nineteenth century and how the profession gained ground in North American universities (including with the founding of the Yale Forest School in 1900). Focusing on the twentieth century, we trace the transformation of forestry from its early focus on protection and recovery of forests in the West to timber and sustained yield forest management particularly in the South and far West to the development of an ecosystem and ecological approach to managing our nation’s forests. Through this lens, we evaluate forestry in the United States by considering its successes and also its problematic legacies in relation to Native American dispossession and settler colonialism. From the Eastern United States in the colonial period to the upper Midwest and eventual expansion to the US South and Pacific Northwest in the early twentieth century, we follow the roots of land use and forestry and explore how the profession evolved with advances in modern genetics and ecosystem forestry, culminating in the watershed legislation of the 1970s, including NEPA, the Endangered Species Act, and the National Forest Management Act, which laid the foundation for a new era in forest management. 1½ Course cr

ENV 705a, Climate Change: Simple, Serious, and Solvable A. Scott Denning Simple: Earth’s climate is determined by the balance of radiation inputs and outputs at planetary scale. Greenhouse gases produce a radiation imbalance that forces change. Basic physics and paleoclimate agree that modern changes are enormous. Serious: Impacts of twenty-first-century climate change on weather, drought, fires, famines, and floods pose the greatest threat to ecosystems in millions of years and the worst threat to the global economy since the Black Death. Worse, the changes are essentially permanent. Solvable: Rapid and complete decarbonization of the global energy system is feasible and affordable, but politically difficult. We consider economic, policy, and engineering solutions and finish by examine cultural narratives about solutions. 3 Course cr

ENV 708a / ENVE 6400a, Aquatic Chemistry David Kwabi

A detailed examination of the principles governing chemical reactions in water. Emphasis is on developing the ability to predict the aqueous chemistry of natural and perturbed systems based on a knowledge of their biogeochemical setting. Focus is on inorganic chemistry, and topics include elementary thermodynamics, acid-base equilibria, alkalinity, speciation, solubility, mineral stability, redox chemistry, and surface complexation reactions. Illustrative examples are taken from the aquatic chemistry of estuaries, lakes, rivers, wetlands, soils, aquifers, and the atmosphere. A standard software package used to predict chemical equilibria may also be presented. 3 Course cr

ENV 709a, Lectures, Discussions, and Applications of Soil Science

Topics cover the structure and functioning of soils, and how this relates to soil fertility, carbon accounting, climate feedbacks, and ecosystem function in a changing environment. 3 Course cr

ENV 713a, Coastal Ecosystems

An examination of the natural processes controlling coastal ecosystems, the anthropogenic threats to the health of these systems, and the potential for restoration. Coverage of estuaries, seagrass meadows, macroalgal forests, rocky shores, coral reefs, and mangrove swamps, with a special emphasis on tidal marshes. The course covers a wide range of physical, chemical, and ecological processes. Anthropogenic impacts covered range from local to global and include chemical pollution, climate change, habitat destruction, hypoxia, invasive species, nutrient enrichment, sea-level rise, and overfishing. 3 Course cr

ENV 723a, Wetlands Ecology, Conservation, and Management

Wetlands are ubiquitous. Collectively they cover 370,000 square miles in the United States and globally encompass more than five million square miles. Most points on a map are less than one kilometer from the nearest wetland. Yet wetlands are nearly invisible to most people. In this course we explore wetlands in all of their dimensions, including the critical services they provide to other systems, the rich biodiversity they harbor, and their impact on global climate. Additionally, wetlands are linchpin environments for scientific policy and regulation. The overarching aim of the course is to connect what we know about wetlands from a scientific perspective to the ways in which wetlands matter for people. 3 Course cr

ENV 730a, Environmental Data Science in R: Introduction to Data Integration and Machine Learning

In today's world, understanding environmental data and making informed decisions based on it is crucial for addressing complex environmental challenges. This course serves as an introductory exploration into the integration of environmental data using R programming language coupled with machine learning techniques. Participants gain hands-on experience in handling, analyzing, and interpreting environmental datasets, with a focus on leveraging the power of R for data integration and predictive modeling. 3 Course cr

ENV 734b, Biological Oceanography Mary Beth Decker

Exploration of oceanic ecosystems and how these environments function as coupled physical/biological systems. Ocean currents and other physical processes determine where nutrients are available to support primary production and where organisms from plankton to top predators occur. Includes discussion of anthropogenic impacts, such as the effects of fishing and climate change on marine ecosystems. Recommended prerequisite: college-level biology or ecology course. 3 Course cr

ENV 742b, Fundamentals of Working with People Stuart DeCew

Environmental scientists and environmental managers are working to transform environmental outcomes by changing institutional and human behavior. Research indicates time and time again that teams are important for tackling these important challenges. From developing research projects to building a business or NGO, teams can lead to better, more efficient output because they incorporate various perspectives and benefit from a wider range of skill sets. But developing and deploying effective

teams is an art and a science, full of its own challenges. It requires a deep understanding of self, including one's own strengths, blind spots, priorities, and needs. It also requires reflection, empathy, communication, and collaboration. This course aims to introduce students – particularly scientists and environmental managers – to the theory and practice of team management. Through a series of lectures, simulations, reflections, discussions, and exercises, students will increase their ability to: (1) Understand themselves and other individuals; (2) Form and lead diverse teams; (3) Influence the actions of the organizations within which they are working; (4) Collaborate with others affecting the resources about which they care. 3 Course cr

ENV 744b, Conservation Science and Landscape Planning Oswald Schmitz

This advanced course applies ecological principles to understand and manage biodiversity and attendant ecosystem functioning and services in the anthropocene. The course addresses the ethical and functional basis for conservation and fosters thinking about why and how humans ought to share the planet with nonhuman life. It covers scientific principles such as evolution, life-history and the viability of species, species endangerment and extinction risk, the kinds of biodiversity, the spatial distribution of biodiversity, the functional roles of species in ecosystems, vulnerability and risk assessments, and valuing biodiversity and ecosystem services. The course applies these principles to the exploration of such topics as biodiversity's role in the functioning and sustainability of ecological systems, restoration of environmental damages, conserving biodiversity in dynamic landscapes, adapting landscapes to climate change, balancing conservation with urban development and agriculture, and renewable energy siting. It provides students with the quantitative skills to conduct population viability analyses, geospatial analyses of the distribution of biodiversity across landscapes, vulnerability analyses, and decision analysis to balance trade-offs among multiple objectives of human land development and biodiversity conservation. Prerequisites: ENV 602 or equivalent course in population or community ecology, F&ES 755 or equivalent course in GIS, and ENV 728 or equivalent course in statistical analysis of biological data. A course in economics or applied math for environmental studies is strongly encouraged. 4 Course cr

ENV 750a, Writing the World

This is a practical writing course meant to develop the student's skills as a writer. But its real subject is perception and the writer's authority – the relationship between what you notice in the world around you and what, culturally speaking, you are allowed to notice. What you write during the term is driven entirely by your own interest and attention. How you write is the question at hand. We explore the overlapping habitats of language – present and past – and the natural environment. And, to a lesser extent, we explore the character of persuasion in environmental themes. Every member of the class writes every week, and we all read what everyone writes every week. It makes no difference whether you are a would-be journalist, scientist, environmental advocate, or policy maker. The goal is to rework your writing and sharpen your perceptions, both sensory and intellectual. Enrollment limited to fifteen. 3 Course cr

ENV 752a, Ecology and Conservation of Tropical Forests

Tropical forests contain extraordinarily high biological diversity and provide critical ecosystem services with complex interactions with humans. This course focuses on the structure, function, and diversity of intact and degraded tropical forests, with an emphasis on ecological processes that shape plant and animal communities in these

unique and diverse ecosystems. We also discuss the major threats to tropical forests, as well as examples of tropical forest recovery following disturbance. The course involves a mix of lectures, classroom activities, and student-led discussions. Students who successfully complete this course are given priority for ENV 717, Tropical Field Ecology (field trip course). 3 Course cr

ENV 756a, Modeling Geographic Objects

Modeling Geographic Objects teaches the use of Geographic Information Systems (GIS), a collection of hardware and software tools that allow users to visualize and analyze geographic data in its spatial configuration. Geographic data is modeled spatially as drawings of discrete objects (vector) or as images of continuous space (raster). MGO focuses on the former, mapping the relationships among objects in space: cities, rivers, buildings, districts, parcels, trees, etc. Students learn the theory of geospatial analysis alongside practical methods for acquiring, manipulating, displaying, and analyzing cartographic data. 3 Course cr

ENV 757a or b, Data Exploration and Analysis Jonathan Reuning-Scherer

Survey of statistical methods: plots, transformations, regression, analysis of variance, clustering, principal components, contingency tables, and time series analysis. The R computing language and web data sources are used. 3 Course cr

ENV 759a, Power, Knowledge, and the Environment: Social Science Theory and Method

Introductory graduate course on the social science of contemporary environmental and natural resource challenges, paying special attention to issues involving power and knowledge. Section I, overview of the course. Section II, disasters and environmental perturbation: pandemics, and the social dimensions of disaster. Section III, power and politics: river restoration in Nepal; the conceptual boundaries of resource systems, and the political ecology of water in Mumbai. Section IV, methods: the dynamics of working within development projects; and a multi-sited study of irrigation in Egypt. Section V, local communities: representing the poor, development discourse, and indigenous peoples and knowledge. The goal of the course is to develop analytic distance from current conservation and development debates and discourse. This is a core course for M.E.M. students in YSE, and a core course in the combined YSE/Anthropology degree program. Enrollment is capped. 3 Course cr

ENV 760b, Conservation in Practice: An International Perspective

This seminar focuses on the practice of wildlife and wildlands conservation, examining key topics from the dual perspectives of academic literature and actual field experiences; bringing together interdisciplinary thinking; and drawing on examples from Africa, Asia, Latin America, and North America. The thematic outline of the seminar is organized around three fundamental questions in nature conservation: What are we trying to save—and why? How is this being done—and how has it changed over time? What lessons are we learning—and what overarching issues remain problematic? Specific topics include how different players define and value wildness; selection and prioritization of conservation targets; comparisons of various species and landscape conservation approaches; and governance and decision-making in conservation, including ties between conservation and development and community-based conservation. During the term, students work in small teams to assess one of several current case studies—integrating biological, social, economic, and governance considerations—to propose an effective path forward for conservation. Participation

and leadership are key, as the seminar is discussion-based and approximately 25 percent of the sessions are student-led. Evaluation is based on participation, presentations, and a final paper. 3 Course cr

ENV 761a, Negotiating International Agreements: The Case of Climate Change

Susan Biniaz

This class is a practical introduction to the negotiation of international agreements, with a focus on climate change. Through the climate lens, students explore cross-cutting features of international agreements, the process of international negotiations, the development of national positions, advocacy of national positions internationally, and the many ways in which differences among negotiating countries are resolved. The seminar also examines the history and substance of the climate change regime, including, *inter alia*, the 1992 UN Framework Convention on Climate Change, the 1997 Kyoto Protocol, the 2009 Copenhagen Accord, the 2015 Paris Agreement, the UAE Consensus, and other recent developments. There are two mock negotiations. 3 Course cr

ENV 762a, Foundations of Applied Math for the Environment (FAME)

The language of mathematics is an important leg in the stool of interdisciplinary research and analysis, and many graduate courses at YSE involve mathematical content. However, many graduate students have not taken a math course in years, and their math skills are rusty. Furthermore, many graduate-level mathematical concepts may be entirely new. Experience suggests that many students either opt out of taking courses they are truly interested in or muddle through, struggle with the math, and miss important concepts. FAME is meant to help students refresh or acquire new math skills and succeed in content and provide a foundational “toolbox” for graduate-level courses. FAME provides a structured opportunity to learn a range of mathematical concepts used in environmental research. The course assumes that, at a minimum, students took college algebra (and have been exposed to calculus). Concepts are presented heuristically in a “how to” and “why” approach with examples from environmental research and policy questions. The goal is for students to be conversant and have intuition about (*i.e.*, to demystify) why logs, exponents, derivatives, integrals. Also covered is a bit of history of math and an introduction to computer programming. 1½ Course cr

ENV 763b, Applied Math for Environmental Scientists (AMES)

AMES is a continuation of FAME. It is intended for students who wish to round out their graduate level applied math toolbox and start building mathematical models. Topics covered show up in many graduate courses as if students had formal training in them. This provides students with on ramps to important concepts like linear algebra, optimization, stability analysis, and differential equations. This course is especially helpful for students considering or starting a Ph.D. 1½ Course cr

ENV 764a, American Cosmologies

This course equips students to recognize and analyze how moral and cultural worldviews shape the way Americans understand nature, make policy, and define national purpose. Drawing on sociology, philosophy, and religious studies, students examine how sacred values guide decisions across sectors often seen as technical or rational, from environmental science to land management. The course centers the North American West – not as a regional niche but as a powerful lens for understanding how American belief systems collide, adapt, and endure. We trace these dynamics

through public land conflicts, ecotourism, spiritual movements, unlikely forms of cooperation, and cultural responses to death and extinction. Students learn to analyze cultural systems, write persuasively, build confidence speaking, and engage across political and moral divides with nuance and clarity. Don't take this course if you're not ready to do heavy reading, challenge your assumptions, and engage in open debate.

3 Course cr

ENV 767b, Tools for Conservation Project Design and Management

As wildlife and wildland conservation programs have multiplied and grown in size, conservation organizations have sought methods to improve strategic project planning, assessment of progress, cross-project comparison, learning of lessons, and transparency for donors. To address these challenges, major nonprofit organizations have collaboratively designed a set of decision-support tools for planning field projects and programs and for monitoring their progress, summarized in the "Open Standards for the Practice of Conservation" (<http://cmp-openstandards.org>). Use of these tools has allowed organizations to more clearly articulate strategies, define priority actions, critically assess success, manage adaptively, and derive lessons—all of which help to improve effectiveness. Students in this course explore a mutually reinforcing suite of these project tools: their underlying principles are introduced, students practice the techniques, and current case studies from field conservation are examined to explore tool utility. Students synthesize use of these design tools in a final project design focused on a single case study of their choice. The suite of decision-support tools covered includes situation (logic) models for project design, stakeholder assessments, threats and opportunities analysis, conservation target identification, and monitoring frameworks. Students gain experience in design of projects and their monitoring, as well as familiarity with budgeting. Evaluation is based on class participation, regular assignments, and a final project design paper. 3 Course cr

ENV 773a, Air Pollution Control Drew Gentner

An overview of air quality problems worldwide with a focus on emissions, chemistry, transport, and other processes that govern dynamic behavior in the atmosphere. Quantitative assessment of the determining factors of air pollution (e.g., transportation and other combustion-related sources, chemical transformations), climate change, photochemical "smog," pollutant measurement techniques, and air quality management strategies. 3 Course cr

ENV 789b, Energy and Development

This course delves into the relationship between energy use and economic development, at a household, national, and global scale. The course provides both a quantitative and qualitative understanding of poverty, energy demand, and the relationship between the two. Students grapple with different income and multidimensional poverty and standard of living indicators, and with GDP and its limitations as a human development measure. They learn about energy poverty in various parts of the world and about energy consumption patterns with rising income. Students study actual household survey and national statistics data on consumption and energy use, and are exposed to cutting-edge research on standard of living measures and their embodied energy needs. The course covers basic models for household energy transitions and appliance diffusion. This is a seminar course, wherein students are expected to present readings in class. The course involves one term project and presentation, which may be quantitative or qualitative. Prerequisites: basic math,

Excel, and microeconomics. Those selecting technical projects should have basic R or other data manipulation skills. 3 Course cr

ENV 795b, Nature as Capital: Merging Ecological and Economic Models

Students learn concepts and develop skills in natural resource economics including thinking about natural resources as capital assets with a specific link to quantitative measures that may be useful in assessing sustainability. Students gain a working knowledge of concepts necessary to apply capital theory to ecosystems and develop a skill set sufficient to build dynamic bioeconomic models that can help them approximate the value of changes in ecosystems. Students also learn computational tools in Excel and R in dynamic optimization, which are useful for forward-looking decision-making. Application focus on natural resources and conservation questions. 3 Course cr

ENV 796b, Biopolitics of Human-Nonhuman Relations

Advanced graduate seminar on the “post-humanist” turn toward multi-species ethnography. Section I, introduction to the course. Section II, perspectivism: ontological theory and multi-species ethnography; human consciousness and the environment; and mimesis in human-prey relations. Section III, entanglements: translating indigenous knowledge; the history of natural history; and the politics of environmentalism. Section IV, metaphors: non-human imagery in political discourses; and geologic/volcanic imagery. Section V, student selections of readings; and student presentations of their seminar papers. Section VI, conclusion: plants as teachers; and a lecture by the course TF. Three hour lecture/seminar. Enrollment capped. 3 Course cr

ENV 800b, Energy Economics and Policy Analysis

This course examines energy policy issues that pertain to the environment, with a focus on providing tools for analyzing these issues. A primary objective is to apply economics to particular issues of energy markets, environmental impacts, investment in renewables, and other energy issues such as transportation and energy efficiency. We cover the economic and technical considerations behind a particular energy policy issue and then discuss a related article or case study. Prerequisites: ENV 512 (or equivalent background) and at least one course on energy. 3 Course cr

ENV 805a or b, Seminar on Environmental and Natural Resource Economics

This seminar is based on outside speakers and internal student/faculty presentations oriented toward original research in the field of environmental and natural resource economics and policy. Presentations are aimed at the doctoral level, but interested master's students may enroll with permission of the instructors. 1½ Course cr

ENV 807a, Corporate Sustainability: Strategy and Management

This survey course focuses on the policy and business logic for making environmental issues and sustainability a core focus of corporate strategy and management. Students are asked to analyze when and how sustainability leadership can translate into competitive advantage by helping to cut costs, reduce risk, drive growth, and promote brand identity and intangible value. The course seeks to provide students with an introduction to the range of sustainability issues and challenges that companies face in today's fast-changing marketplace. It introduces key corporate sustainability terms, concepts, tools, strategies, and frameworks based on the overarching theory that the traditional profit-maximizing mission of business (often called *shareholder primacy*) is giving way to a new vision of *stakeholder responsibility* that still seeks to provide good

returns to the enterprise's owners but also acknowledges obligations to employees, suppliers, customers, communities, and society more broadly. The course combines lectures, case studies, and class discussions on management theory and tools, the legal and regulatory frameworks that shape the business-environment interface, and the evolving role of business in society. It explores how to deal with a world of diverse stakeholders, increasing transparency, and rising expectations related to corporate environmental, social, and governance (ESG) performance. Self-scheduled examination. 3 Course cr

ENV 811a, Pricing and Managing Sustainable Assets

This is an applied course on the metrics, indicators and tools used by businesses to implement strategically relevant Corporate Social and Environmentally Responsibility (CR) or Sustainability programs. The purpose of this course is to introduce students to the knowledge and tools used by practitioners in CR. Although this course explores details of the CR strategy implementation, it is designed to link CR to the overall business drivers and is therefore relevant for any potential corporate manager or consultant. Non-SOM students taking a YSOM course are assessed a fee for copyright charges. The fee is \$30 for a full-semester course and \$15 for a half-semester course. Students enrolled in either the YSOM course number or the cross-listed course number will be charged. 3 Course cr

ENV 814a, Energy Systems Analysis

This three-credit lecture course offers an overview of all aspects of energy systems and their interaction with society and the environment. The course provides students with a comprehensive theoretical and empirical knowledge base about energy systems in the world. This course describes and explains the basics of energy and the laws that govern it, the different components of an energy system (supply technologies, delivery systems, and demand), the institutions that govern the energy sectors, the role of energy in development, its impact on climate change, and an understanding of the key challenges of an energy transition towards a sustainable future. The course has a specific emphasis on electricity systems, how they are operated and governed, and how they have to be transformed to tackle climate change. Students receive a unique exposure to energy issues in the Global South. This course provides students with basic analytical tools and knowledge to formulate and solve energy-related decisions at an individual, national, and global scale and to understand and critique ongoing policy dialogues on energy and climate. 3 Course cr

ENV 816a, Electric Utilities: An Industry in Transition

The U.S. electric utility industry is a \$400 billion business with capital expenditures on the order of \$100 billion per year to replace aging infrastructure, implement new technologies, and meet new regulatory requirements. A reliable electricity infrastructure is essential for the U.S. economy and the health and safety of its citizens. The electric industry also has a significant impact on the environment. In the United States, electric power generation is responsible for about 40 percent of human-caused emissions of carbon dioxide, the primary greenhouse gas. Electric utilities in the United States are at a crossroads. Technological innovations, improving economics, and regulatory incentives provide a transformational opportunity to implement demand-side resources and distributed energy technologies that will both lower emissions and improve service to customers. Such significant changes could, however, disrupt existing utility business models and therefore may not be fully supported by incumbent utilities. This course

focuses on the issues, challenges, risks, and trade-offs associated with moving the U.S. utility industry toward a cleaner, more sustainable energy future. We explore how utilities are regulated and how economic factors and regulatory policies influence outcomes and opportunities to align customer, environmental, and utility shareholder interests to craft win-win-win solutions. 3 Course cr

ENV 821a, Environmental Policy Making: From Local to Global

This course focuses on policy making around environmental issues. We explore and analyze institutions at all levels of government, from community management of forests to global management of greenhouse gas emissions. We also explore a variety of environmental case studies. Students learn to examine issues and institutions through the lens of the actors involved, their incentives, and the information they have. The course includes a simulation taking place over multiple weeks at which students negotiate an international environmental agreement. 3 Course cr

ENV 824b, Environmental Law and Policy

This course provides an introduction to the legal requirements and policy underpinnings of the basic U.S. environmental laws, including the Clean Air Act, Clean Water Act, and various statutes governing waste, food safety, and toxic substances. Students examine and evaluate current approaches to pollution control and resource management as well as the “next generation” of regulatory strategies, including economic incentives, voluntary emissions reductions, and information disclosure requirements. This course investigates mechanisms for addressing environmental issues at the local, regional, and global levels, and explores the intersection between environmental and energy law and policy. Students gain an understanding of overarching legal and policy concepts, such as federalism, administrative procedure, separation of powers, environmental justice, judicial review, and statutory interpretation. 3 Course cr

ENV 831a, Urban Planning Strategies for Sustainable Development

This class explores how urban planning strategies shape the function and sustainability of cities. Students will examine key approaches, including proximity-based planning (such as the 15-minute city, superblocks, and transit-oriented development) and community-driven interventions (such as tactical urbanism and informal mobility). Through lectures and case studies, the course traces the historical origins and evolution of these strategies, the motivations behind their adoption, and their intended and unintended impacts on urban sustainability. In a final project, students synthesize comparative evidence to evaluate the conditions that shape the effectiveness of these strategies. The course provides knowledge relevant for careers in policy, environmental management, urban planning, and related fields. 3 Course cr

ENV 834b, Environmental Economics and Policy

This is a course in environmental and natural resource economics and policy. It covers both general methodological principles and specific applications. Rather than serving as a standard course in environmental and natural resource economics, the material is tailored specifically to master’s students pursuing professional degrees in environmental management. The course therefore has a focus on environmental problem solving in the real world. Topics covered include, but are not limited to, evaluation of environmental policies (e.g., standards, taxes, cap-and-trade); cost-benefit analysis and its critiques; nonmarket valuation (ecosystem services, revealed and stated preferences); discounting and macroeconomic perspectives on climate

change; management of nonrenewable resources (oil, minerals, etc.); management of renewable resources (forests, fisheries, etc.); land and biodiversity conservation; the relationship between development, trade, and the environment; strategic incentives for international environmental agreements; and environmental behavioral economics. Prerequisite: ENV 512 or equivalent. 3 Course cr

ENV 835a and ENV 835Eb, Seminar on Land Use Planning

Land use control exercised by state and local governments determines where development occurs on the American landscape, the preservation of natural resources, the emission of greenhouse gases, the conservation of energy, and the shape and livability of cities and towns. The exercise of legal authority to plan and regulate the development and conservation of privately owned land plays a key role in meeting the needs of the nation's growing population for equitable housing, energy, and nonresidential development as well as ensuring that critical environmental functions are protected from the adverse impacts of land development. This course explores the multifaceted discipline of land use and urban planning and their associated ecological implications. Numerous land use strategies are discussed, including identifying and defining climate change mitigation and adaptation strategies, including affordable housing, community revitalization, energy development and siting, equitable community engagement, transit-oriented development, building and neighborhood energy conservation, distressed building remediation, jobs and housing balance, coastal resiliency, and biological carbon sequestration. The course also explores how recent events impact these planning issues. The focus is on exposing students to the basics of land use and urban planning, especially in the United States but also internationally, and serving as an introduction for a YSE curricular concentration in land use. The majority of classes highlight guest speakers who are professionals involved in sustainable development, land conservation, smart growth, renewable energy, and climate change management. Some synchronized classes are held online to accommodate guest speakers around the country and outside of the US. 1½ Course cr per term

ENV 835Eb, Seminar on Land Use Planning

Land use control exercised by state and local governments determines where development occurs on the American landscape, the preservation of natural resources, the emission of greenhouse gases, the conservation of energy, and the shape and livability of cities and towns. The exercise of legal authority to plan and regulate the development and conservation of privately owned land plays a key role in meeting the needs of the nation's growing population for equitable housing, energy, and nonresidential development as well as ensuring that critical environmental functions are protected from the adverse impacts of land development. This course explores the multifaceted discipline of land use and urban planning and their associated ecological implications. Numerous land use strategies are discussed, including identifying and defining climate change mitigation and adaptation strategies, including affordable housing, community revitalization, energy development and siting, equitable community engagement, transit-oriented development, building and neighborhood energy conservation, distressed building remediation, jobs and housing balance, coastal resiliency, and biological carbon sequestration. The course also explores how recent events impact these planning issues. The focus is on exposing students to the basics of land use and urban planning, especially in the United States but also internationally,

and serving as an introduction for a YSE curricular concentration in land use. Guest speakers are professionals involved in sustainable development, land conservation, smart growth, renewable energy, and climate change management. 1½ Course cr

ENV 836a / ANTH 6841a / HIST 8160a / PLSC 7790 / SOCY 7170a, Agrarian Societies: Culture, Society, History, and Development Louisa Lombard and Marcela Echeverri Munoz

An interdisciplinary examination of agrarian societies, contemporary and historical, Western and non-Western. Major analytical perspectives from anthropology, economics, history, political science, and environmental studies are used to develop a meaning-centered and historically grounded account of the transformations of rural society. Team-taught. 3 Course cr

ENV 840a / GBL 7170, Climate Change Policy and Perspectives

This course examines the scientific, economic, legal, political, institutional, and historic underpinnings of climate change and the related policy challenge of developing the energy system needed to support a prosperous and sustainable modern society. Particular attention is given to analyzing the existing framework of treaties, law, regulations, and policy—and the incentives they have created—which have done little over the past several decades to change the world’s trajectory with regard to the build-up of greenhouse gas emissions in the atmosphere. What would a twenty-first-century policy framework that is designed to deliver a sustainable energy future and a successful response to climate change look like? How would such a framework address issues of equity? How might incentives be structured to engage the business community and deliver the innovation needed in many domains? While designed as a lecture course, class sessions are highly interactive. Self-scheduled examination. 3 Course cr

ENV 850a, International Organizations and Conferences

This course focuses on the historic, present, and future roles of international environmental conferences. Through guest speakers, assigned readings, and discussions, students explore conferences including IUCN’s World Conservation Congress, the UN’s Convention on Biological Diversity, UNFCCC’s climate change conference, the UN Environment Programme (UNEP), and the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). Students, along with visiting alumni and guest speakers, discuss the roles and impacts of the various conferences in international environmental decision-making and the future of international conferences in a post-COVID world. The course also assesses the potential for improved equity, justice, and inclusion in international conferences, organizations, and their secretariats. Students attending fall conferences (in person or virtually) develop work plans to be completed during the conference under the guidance of their host delegations and the instructor. 3 Course cr

ENV 878a, Climate and Society: Past to Present

Seminar on the major traditions of thought and debate regarding climate, climate change, and society, drawing largely on the social sciences and humanities. Section I, overview of the course. Section II, disaster: the social origins of disastrous events; and the attribution of societal “collapse” to extreme climatic events. Section III, causality: the revelatory character of climatic perturbation; politics and the history of efforts to control weather/climate; and nineteenth–twentieth-century theories of environmental determinism. Section IV, history and culture: the ancient tradition of explaining differences among people in terms of differences in climate; and cross-

cultural differences in views of climate. Section V, knowledge: the study of folk knowledge of climate; and local views of climatic perturbation and change. Section VI, politics: knowledge, humor, and symbolism in North-South climate debates. The goal of the course is to examine the embedded historical, cultural, and political drivers of current climate change debates and discourses. This course can be applied towards Yale College distributional requirements in Social Science and Writing. The course is open to both graduate and undergraduate students. Enrollment capped. 3 Course cr

ENV 884a, Industrial Ecology

Industrial ecology studies (1) the flows of materials and energy in industrial and consumer activities, (2) the effects of these flows on the environment, and (3) the influences of economic, political, regulatory, and social factors on the flow, use, and transformation of resources. The goals of the course are to define and describe industrial ecology; to demonstrate the relationships among production, consumption, sustainability, and industrial ecology in diverse settings, from firms to cities to international trade flows; to show how industrial ecology serves as a framework for the consideration of environmental and sustainability-related aspects of science, technology, and policy; and to define and describe tools, applications, and implications of industrial ecology. 3 Course cr

ENV 894a, Green Building: Issues and Perspectives

Our built environment shapes the planet, our communities, and each of us. Green buildings seek to minimize environmental impacts, strengthen the fabric of our cities and towns, and make our work and our homes more productive and fulfilling. This course is an applied course, exploring both the technical and the social-business-political aspects of buildings. Topics range from building science (hygrothermal performance of building enclosures) to indoor environmental quality; from product certifications to resilience (robust buildings and communities in the face of disasters and extended service outages). The purpose of the course is to build a solid background in the processes and issues related to green buildings, equipping students with practical knowledge about the built environment. Extensive use is made of resources from BuildingGreen, Inc., one of the leading information companies supporting green building and green building professionals. The course takes a “joint-discovery” approach with substantial emphasis on research and group project work, some fieldwork, and online individual testing. There are too many topics within green building to cover in one term, so the course is broken down into two sections. The first six weeks focus on the following topics, led by the instructor and/or an expert guest lecturer: building science, materials, indoor environmental quality, rating programs and systems, resilience, systems integration. The second half of the course focuses on selected topics driven by students and their particular interest/academic focus. The class meets once a week, with the instructor available to students that same day. Enrollment limited to twenty. 3 Course cr

ENV 900a, Doctoral Student Seminar and Responsible Conduct of Research

This course provides the foundation for doctoral study at the School of the Environment. Students learn what it means to do scholarly research as well as become adept with philosophy of science and research methodology and proposal writing, as a basis for exploring diverse approaches to formulating and addressing research questions. Students work with their advisers to put these concepts and principles into practice to develop the basis for their dissertation research (including building

bibliography, identifying and crafting research questions, formulating research hypotheses, and drafting a research proposal). Students further learn about funding opportunities and procedures for submitting grants. The course also covers professional ethics and responsible conduct of research, including ethical approaches to inquiry and measurement, data acquisition and management, authorship and publication, peer review, conflicts of interest, mentoring, collaborative research, and animal and human subjects research. Finally, the course explores ethical ways to advocate for the application of scholarly knowledge in the interest of environmental problem solving. Weekly assigned readings support concepts and issues addressed in class. Students present their embryonic research ideas in class and use feedback from the group to further develop their ideas. 3 Course cr

ENV 902a, Environmental Anthropology Colloquy

A biweekly seminar for Dove doctoral advisees and students in the combined YSE/ Anthropology doctoral program. Presentation and discussion of grant proposals, dissertation prospectuses, and dissertation chapters; trial runs of conference presentations and job talks; discussion of comprehensive exams, grantsmanship, fieldwork, data analysis, writing and publishing, and the job search; and collaborative writing and publishing projects. 3 Course cr

ENV 951b, Strategic Environmental Communication

Strategic communication is a powerful means of achieving an organization's mission, especially when informed by insights into human behavior and social systems. By the end of this course, students are able to develop communication strategies and apply insights from the social and behavioral sciences to improve the effectiveness of their communication campaigns. Enrollment limited to twelve. 3 Course cr

ENV 953b, Sustainable Business Capstone Consulting Clinic

The intended outcome of this course is to provide you with a 'capstone' experience; consulting to an organization in its early formative years, confronting real-life challenges at the intersections of starting-up, business strategy, and environmental sustainability; all with regular contact with the Founder/Founding team of an entrepreneurial venture started by recent alumni or current student Founders. The course is designed for you to apply tools and insights gained in this and other courses to a defined project; creating deliverables that will be useful to the entrepreneurs leading their organization. It is designed to help prepare anyone who wishes to become a consultant after graduation; though it is also intended to be useful for those that intend to engage with consultants in their careers post-Yale and may be considering becoming an entrepreneur themselves. In short, there is hopefully something in it for many of you! Enrollment by Application. 3 Course cr

ENV 954a, Management Plans for Protected Areas

A seminar that comprises the documentation of land use history and zoning, mapping and interpretation, and the collection and analysis of socioeconomic, biological, and physical information for the construction of management plans. Plans are constructed for private smallholders within the Quiet Corner Initiative partnership managed by the Yale School Forests. In the past, plans have been completed for the Nature Conservancy; Massachusetts Trustees of Reservations; town land trusts; city parks and woodlands of New Haven, New York, and Boston; and the Appalachian Mountain Club. Ten days fieldwork. Enrollment limited to twenty. Must also register for ENV

957, Field Skills in Land Stewardship. Prerequisite: ENV 659 or permission of the instructor. 3 Course cr

ENV 955a or b, Seminar in Research Analysis and Communication in Forest Ecology

A seminar for students in their second year working on research projects. Students start by working through the peer-review publication process. They identify the scope and scale of the appropriate journal for their work. They then work on their projects, which comprise data and projects in applied forest ecology. Discussions involve rationale and hypothesis testing for a project, data analysis techniques, and reporting and interpretation of results. It is expected that manuscripts developed in the course are worthy of publication and that oral presentations are of a caliber for subject-area conferences and meetings. Extensive training in writing and presenting work is provided. 1 credit option is available for incoming students only. Must be taken for 3 credits to count as a capstone course. Limited to twelve. Prerequisite: ENV 659 or permission of the instructor. 3 Course cr

ENV 956b, Strategies for Land Conservation

This is a professional seminar on private land conservation strategies and techniques, with particular emphasis on the legal, financial, and management tools used in the United States. The seminar is built around presentations by guest speakers from land conservation organizations. Speakers are assigned topics across the land conservation spectrum, from identification of target sites, through the acquisition process, to ongoing stewardship of the land after the deal is done. The tools used to protect land are discussed, including the basics of real estate law, conservation finance, and project/organization management. Students are required to undertake a clinical project with a local land conservation organization. Enrollment limited to twenty-five; preference to second-year students if limit reached. 3 Course cr

ENV 957a, Field Skills in Land Stewardship

An intensive technical and field ecology seminar that is taught in combination with ENV 954. In this course students learn field skills that contribute to the base set of information used in assessment, planning, prescription writing, and management of forest and open space. Students learn to identify plants; interpret surficial geology, soils, and hydrology; and read the land for use history. Assessments learned in a series of field exercises comprise forest health and invasive surveys, wildlife habitat evaluations, and soil surveys and wetland delineation. This culminates in understanding and developing a site classification. Lastly, students learn field inventory and sampling techniques in data collection for soils, geology, plants, and wildlife habitat. 3 Course cr

ENV 959a, Clinic in Climate Justice and Public Health

In the course, interdisciplinary student teams carry out applied projects at the intersection of climate justice, law and public policy, and public health. Each team works with a partner organization (e.g., state agency, community organization, other nongovernmental organization) to study, design, and implement a project, typically through community-based participatory research practices. The course affords the opportunity to have a real-world impact by applying concepts and competencies learned in the classroom. This course should be of interest to graduate and professional students across the University and is open to Yale College juniors and seniors. In addition, this course is one of the options available to students to fulfill the practice requirement for the M.P.H. degree at YSPH and the capstone requirement for the

M.E.M. degree at YSE. Students who plan to enroll must complete an application, which will be used to match each student with a clinic project. Check the course's Canvas site or contact the instructor for more information. Prerequisite: EHS 547 or permission of the instructor. Not open to auditors. 3 Course cr

ENV 962a, Public Lands and Tribal Natural Resources

This is a graduate-level course. This course has no prerequisites. Admission to the course requires an application. It is designed for students at the Yale School of the Environment, the Law School, the School of Management, and the Divinity School. The course is open to Yale College undergraduates and graduate students from elsewhere in Yale with the approval of the instructor. This course builds upon a foundation of understanding of Tribal resource management and federal Indian law, the trust duty and tribal sovereignty and focus on the depth of Tribal comanagement strategies and partnership building. The course utilizes the Bears Ears as a case study and discusses Tribal resources related topics including private philanthropy and conservation, forestry, water, multi-stakeholder activism, congressional relations, political considerations and outdoor retailers. We also investigate the relations between tribes, states, and private actors in this sector. 3 Course cr

ENV 966a, Sustainability Implementation: Change Management in Institutional Settings

Yale's formal sustainability efforts are nearing the two-decade mark, with the Office of Sustainability established in 2005, but the work to make the campus more sustainable has been going on far longer. From sending food scraps to pig farmers in the 1800s, to responding to energy crises and crashes with infrastructure changes, to establishing early recycling programs in the 1980s, the University's work has deep roots, if not always the comprehensive impact some would desire. This YSE Capstone course provides students with the opportunity to learn about this long history of effort to improve the University's sustainability and engage in the real act of change management in current efforts on campus. Exploring change management theory and learning from many on campus experts, students work in groups, bringing a diversity of experiences and knowledge to the table to tackle real and wicked problems in our midst. In taking on these timely projects, students have the opportunity to tangibly impact Yale's ongoing efforts to fully embrace sustainable operations while experiencing the friction, joy, disappointment, learning, and challenge that are all part of working to make real change happen. 3 Course cr

ENV 971b, Land Use Clinic

The Land Use Clinic gives students the opportunity to explore a variety of specific land use topics that are of current concern and relevance to the field, to the curriculum, and to society, including renewable energy, natural resources, rural-based land uses, watershed management, agriculture, and sustainable urban planning. In our rapidly changing political environment, strategies that focus on the local level are increasingly more important to achieving our global sustainability goals. Students work with the clinic professor and practitioners in the field to develop papers, research memoranda, and publications on a selected topic. The clinic professor and guest speakers conduct skill-based workshops focused on the tools and techniques needed to pursue a career in community land use planning. Some synchronized classes are held online to accommodate guest speakers around the country and outside of the U.S. The clinic includes a field trip over spring break and is available by application only. Applications

are available at the beginning of the fall semester, and selections are made no later than November 1. 3 Course cr

ENV 975b, Field Craft: Writing Society, Science, and Nature

This course develops students' skills in writing and publishing, with a mandatory field trip at its core. Students complete a self-driven writing project aimed at publication, with work both before and after the trip. The course welcomes projects from any field, including but not limited to social sciences, humanities, and natural sciences. The course fulfills the M.E.M. capstone but is open to all students. In prior years, students have published scholarly journals articles, op-eds in reputable news outlets (e.g. *NYT* in 2024), thesis chapters, book manuscripts, documentaries, podcasts, and creative non-fiction essays. The course emphasizes narrative craft for both scholarly and general public writing. 3 Course cr

ENV 979b, Climate Solutions Capstone: Subnational Actors

Recent scientific reports from the IPCC and the US National Climate Assessment on the impacts of global warming provide a stark warning of the future our planet faces unless we make dramatic and meaningful greenhouse gas reductions by 2030 – approximately 50 percent reductions below 2010 levels. The scale and scope of the challenge will require concerted effort from across all parts of civil society. This client-based capstone course will explore how states, cities, companies, and/or institutions can meaningfully engage in decarbonization to address the climate crisis. Students work in teams with clients from the government, private, non-profit, and academic sectors. Clients are updated every year, but recent representative clients have included the State of Connecticut Public Utilities Regulatory Authority, the City of Ithaca, the U.S. Climate Alliance, Sustainable CT, Yale University, a clean energy angel investor fund, and similar organizations. Students analyze, model, and/or implement decarbonization policies and programs in key sectors, including electricity, buildings, transportation, materials management, and/or carbon capture and sequestration. The course starts with introductory sessions on the climate crisis, as well as sessions on teamwork and consulting skills. Most classes are split between a seminar-style discussion led by one of our client/hosts on their innovative subnational decarbonization activities, and time for students to work on their projects, with opportunities for feedback and guidance from the instructor and each other. At the end of the term, the students present their findings and recommendations to their client/hosts and each other. 3 Course cr

ENV 982b, Green Engineering and Sustainable Design Julie Zimmerman

Study of green engineering, focusing on key approaches to advancing sustainability through engineering design. Topics include current design, manufacturing, and disposal processes; toxicity and benign alternatives; policy implications; pollution prevention and source reduction; separations and disassembly; material and energy efficiencies and flows; systems analysis; biomimicry; and life cycle design, management, and analysis. 3 Course cr

Modules

ENV 001a, Self to System

Students work to gain the tools needed to thoughtfully design and maximize an impactful path through YSE, Yale University, and to their careers and lives beyond Yale. Students work through their own personal motivations and variety of lived experience.

This MOD is designed to help students appreciate themselves and those around them and prepare them to maximize their time at YSE. o Course cr

ENV 002a, Science to Solutions

Students work to understand different strategies for knowing how to collect primary data; how to evaluate evidence; how to generate, visualize, and communicate alternative solutions; and how to iterate, monitor, and adaptively manage solutions. Students then opt into one of two pathways: A New Haven experience or Yale-Myers Forest experience. o Course cr

THE FOREST SCHOOL

The Forest School at the Yale School of the Environment is the oldest continuous professional graduate forestry school in the nation. For 125 years, Yale's forestry program has been at the forefront of developing approaches to the practice of forestry, generating knowledge about forests, and promoting the values forests bring to people's livelihoods and well-being.

Forestry has been at the heart of the school since its inception in 1900, when it was founded as The Yale Forest School by Gifford Pinchot and Henry S. Graves, with founding gifts from both individuals and the Pinchot family. From the beginning, The Yale Forest School has found its home in Marsh Hall at the top of Science Hill. During its first four decades, the school graduated the first four chiefs of the U.S. Forest Service; created the first field experience for incoming students (MODs) at Grey Towers, the Pinchot family home in Milford, Pennsylvania; and was gifted its first research and demonstration forest in 1908, which now comprises six forests that cover over 11,000 acres combined. In 1921, the school changed its name to the Yale School of Forestry, a name that changed again in 1972 to the Yale School of Forestry & Environmental Studies. In July 2020, the name changed to the Yale School of the Environment; at the same time, the school established The Forest School at the Yale School of the Environment in recognition of the school's founding mission and the continued importance of forestry.

VISION AND MISSION

After its establishment, The Forest School at YSE approved its vision and mission to guide the school into the future.

Vision

We seek to lead in advancing science and educating professionals to develop collaborative research, policy, and practice that address vital and compelling issues facing forests and people globally. We strive to do so justly and equitably, elevating a diversity of voices, and in respectful relationships with the land and one another.

Mission

Rooted in place-based experiential learning and rigorous research, The Forest School within the Yale School of the Environment educates scientists and practitioners to apply forest ecology and social dynamics in their work around the globe. We are a hub for connecting forests and people across disciplines, cultivating collaborations, initiatives, and research that underscore the importance of forests within the broader environmental field. As a school community, we train leaders in the field to be systems thinkers with dynamic and adaptive expertise, developing sustainable solutions for the critical challenges of our time.

The Forest School is guided by its Management Team, which is composed of core staff and faculty, as well as leaders from affiliated YSE centers, programs, and initiatives. These individuals are committed to oversight of The Forest School and the forestry curriculum as well as (1) collectively implementing the vision and mission; (2)

strategic direction of academics, research, and affiliated centers and programs; and (3) developing programming for the school.

FOREST-RELATED EDUCATION AND YSE COMMUNITY ENGAGEMENT

The Forest School has a dedicated core faculty, including twelve endowed professorships committed to forestry in perpetuity. TFS also prescribes the curricula of the forestry degrees granted by YSE, including a Master of Forestry (MF), which is accredited by the Society of American Foresters and is intended for students wishing to pursue professional careers in the management and policy of forest resources, and a Master of Forest Science (MFS), which is designed for students wishing to conduct scientific research that contributes toward basic and applied knowledge. Doctoral degrees are managed by YSE, though doctoral students work with TFS-related faculty on cutting-edge forest related research in a five-year, fully funded program.

Our education and training activities are rooted in place-based knowledge of the U.S. Northeast—centering applied forest ecology and social sciences—with a global scope spanning a spectrum of forest landscapes and societies. The Forest School offers numerous experiential learning opportunities for students, including field trips, stakeholder and community engagement, on-the-ground research at multiple local and international sites, and a summer forest apprenticeship. The summer apprenticeship, known as Forest Crew, is a twelve-week program held each summer at Yale-Myers Forest that trains students in forest management and land stewardship. TFS also offers an urban forestry apprenticeship through the Urban Resources Initiative's GreenSkills program where students help plant trees and care for New Haven's urban forests.

TFS also manages Yale Forests, which are used for teaching and training. Yale Forests cover nearly 11,000 acres in seven separate forests across New England, providing educational and research opportunities focused on science-based management to promote ecological regeneration. At 7,840 acres, Yale-Myers is the largest of the seven school-managed forests and the single largest piece of property used for educational purposes by Yale University.

TFS also serves as a hub for researchers and practitioners in forest-related fields worldwide, bringing together the best science and practices to find solutions to the challenges that face the world's forests and people today. The school's cross-disciplinary research informs the practices and solutions collaboratively developed for students, faculty, and centers, programs, and initiatives. Programs for practitioners, land stewards, and YSE students are offered through the centers and programs that call The Forest School home, including the Environmental Leadership & Training Initiative (ELTI), The Forests Dialogue (TFD), Tropical Resources Institute (TRI), Urban Resources Initiative (URI), Yale Applied Science Synthesis Program (YASSP), and Yale Forests.

The Yale Forest Forum

The Yale Forest Forum (YFF), founded in 1994, is the convening body and the events hub of The Forest School serving as an outreach arm to the world. YFF serves as a forum for engagement, learning, and discussion on the most pressing topics and challenges related to forests and forest landscapes today. Over the past few years, YFF

has hosted some of the largest virtual events at Yale; for instance, in collaboration with *Orion* magazine, Yale Forum on Religion and Ecology, and Yale Environmental Humanities, TFS has been hosting an author-speaker series exploring environmental humanities, nature writing, and human relationships with forests.

The YFF guest speaker series is the longest continuously running speaker series at the Yale School of the Environment. Participants come from a wide range of organizations and perspectives, including government, NGOs, academia, and businesses, working at scales from local to international. YFF has transformed the speaker series into semester-long themed public webinars and a student seminar for credit; this past year's topics included: "Conserving Mature and Old-Growth Forests in a Changing Climate" and "A History of People, Forests, and Forestry." Learnings from these series are published in the *YFF Review*.

Student Interest Groups

Student Interest Groups (SIGs) also have a long history and relationship with The Forest School. Yale's chapter of the International Society of Tropical Foresters (ISTF) was first founded in 1989 as part of a global network of forestry and natural resource practitioners and professionals focused on the tropics. Highlighting the intersectionality of tropical forestry, students across disciplines, programs, and degrees participate in the group. Yale ISTF is best known for its annual conference, which is the longest running student-organized conference at Yale. In 2025, Yale ISTF held its thirty-first annual conference, which was themed "Governing Resilient Tropical Forest Systems." Yale ISTF has also served as a hub for the global ISTF network, which dissolved in the 1990s but is now reforming, in part based on the Yale chapter's enduring model.

The Yale Temperate Foresters (YTF) SIG includes Yale student members of the Society of American Foresters, the Forest Stewards Guild, and other professional associations focused on North America's temperate forests. YTF serves as a hub for temperate forest-focused students, with longstanding traditions of attending the Society of American Foresters annual national convention, harvesting holiday trees from Yale-Myers Forest, and social events.

Centers and Programs

Forestry-affiliated YSE centers and programs include:

Environmental Leadership & Training Initiative Born out of The Forest School, ELTI empowers people to design and implement land use practices that conserve and restore tropical forests and native tree cover in human-dominated landscapes.

Forest Fellows Program The Forest School is home to a cohort of postgraduate forestry students who continue their learning and training through short-term positions and receive mentorship from staff and faculty. This program further allows graduates to refine their skills and enter the job market with enhanced experience.

The Forests Dialogue TFD provides international leaders in the forest sector with an ongoing, multi-stakeholder dialogue platform and process focused on developing

mutual trust, shared understanding, and collaborative solutions for sustainable forest management and conservation.

Tropical Resources Institute TRI supports interdisciplinary, problem-oriented masters and doctoral student research on the most complex challenges confronting the conservation and management of tropical environments and natural resources worldwide.

Urban Resources Initiative Recognized for tree planting and greenspace restoration, URI is a nonprofit and a program of The Forest School dedicated to community forestry, environmental education, and training and capacity building activities in New Haven.

Yale Applied Science Synthesis Program Centered on generating science to support decision making, YASSP produces quantitative, reputable, scientific syntheses that guide and inform land management for pragmatic stewardship of forest and agricultural lands.

Yale Forests Yale Forests is The Forest School's home for teaching, learning, and researching in the field. The Yale Forests cover nearly 11,000 acres in seven forests across the U.S. Northeast. In addition to providing educational and research opportunities, we use science-based management to promote the ecological regeneration of the areas of the forests that are harvested for timber to balance conservation, research, and harvesting goals over the long-term. Special programs of Yale Forests include the Quiet Corner Initiative, Maple Education & Extension Program, and the Northeast Forest Farmers Coalition.

CENTERS AND PROGRAMS AT THE SCHOOL OF THE ENVIRONMENT

Teaching, research, and outreach at the Yale School of the Environment are greatly enhanced by the centers and programs that have been initiated by faculty over the years. The centers and programs, each with a different concentration, are a key component of a student's learning experience. They allow students to gain hands-on clinical and research experience through funded student internships and projects, coordination of faculty research in areas of common interest, and creation of symposia, conferences, newsletters, and outreach programs.

Centers and programs are funded primarily through private foundations, nongovernmental organizations, state and federal agencies, international granting agencies, and private corporations. The nature and number of centers and programs evolve over time, reflecting faculty and student interest. Under the current organizational structure, each program falls under the umbrella of a center, which enables further collaboration and resource sharing.

CENTERS

Center for Green Chemistry and Green Engineering at Yale

<https://greenchemistry.yale.edu>

The Center for Green Chemistry and Green Engineering is integrated across three Yale schools: the School of the Environment, the School of Arts and Sciences, and the School of Engineering and Applied Sciences. It is a unique academic community spanning multiple disciplines, including chemistry, chemical and environmental engineering, materials science, environmental studies, biology, toxicology, health sciences, and policy. The center's mission is to advance the science and practice of green chemistry and engineering as a means to create a more sustainable future. It achieves this by fostering collaboration among researchers, educators, and students from diverse fields.

Center for Industrial Ecology

<https://cie.research.yale.edu>

The Yale Center for Industrial Ecology (CIE) features an interdisciplinary, international team with backgrounds in environmental, social, and policy sciences, engineering, and management. Researchers at CIE study the stocks, flows, and transformations of physical resources in systems at various scales, from materials and products to factories, cities, and globally. The center is dedicated to developing and promoting research, teaching, and outreach in industrial ecology. It aims to understand and improve the sustainability of industrial systems and their interaction with the environment.

Environmental Leadership and Training Initiative

<https://elti.yale.edu>

The Environmental Leadership and Training Initiative (ELTI) aims to build capacity for conserving and restoring tropical forest landscapes in ways that support biodiversity and livelihoods. ELTI offers applied, action-oriented training and follow-up leadership support to accelerate conservation and restoration actions. The training program includes place-based, experiential field courses in five primary countries and online courses for a global audience. By empowering people from various sectors and backgrounds, ELTI seeks to foster effective strategies for tropical forest landscape conservation and restoration.

Hixon Center for Urban Sustainability

<https://hixon.yale.edu>

The Hixon Center for Urban Sustainability provides a collaborative forum for scholars, students, and practitioners to improve urban ecosystem management. It is committed to applying theory in practice and bridging scientific knowledge with practical solutions. The center focuses on creating vibrant, healthy, and equitable cities through integrated research, teaching, and outreach. Its work contributes to advancing sustainable urban ecosystems in the United States and around the world.

Justice, Equity, Diversity, and Sustainability Initiative

<https://jedsi.yale.edu>

The Justice, Equity, Diversity, and Sustainability Initiative (JEDSI) explores the relationship between social inequalities, lived experiences, and environmental outcomes. JEDSI currently focuses on eight primary research areas: environmental grantmaking; environmental history; environmental justice; food justice; institutional demographics; urban and the environment; outdoor experiences; and green infrastructure. The initiative's programs also include the New Horizons in Conservation Convening; the Yale Conservation Scholars-Early Leadership Initiative; and the People of Color Environmental Professionals Database. It seeks to examine and address the complex interplay between social and environmental issues. Through research, teaching, and practice, JEDSI aims to foster a more just and sustainable future.

The SEARCH Center: Solutions for Energy, Air, Climate, and Health

<https://search-center.yale.edu>

The SEARCH Center (Solutions for Energy, Air, Climate, and Health) aligns scientific research and technology with the EPA's goals of protecting human health and the environment. Based at Yale University, the center involves a collaboration with Johns Hopkins University and researchers from several other institutions. It focuses on addressing the challenges related to energy, air quality, climate change, and public health. The SEARCH Center's interdisciplinary approach aims to develop innovative solutions to complex environmental problems.

The Forests Dialogue

<https://theforestsdialogue.org>

The Forests Dialogue (TFD) provides a platform for international leaders in the forest sector to engage in ongoing multi-stakeholder dialogue. TFD aims to develop mutual trust, a shared understanding, and collaborative solutions for sustainable forest management and conservation. It has expanded its focus to include all actors across the landscape, not just the forest sector. Hosted by Yale University, TFD seeks to reduce conflict among stakeholders over the use and protection of vital forest resources.

Tropical Resources Institute

<https://tri.yale.edu>

The Tropical Resources Institute's mission encompasses research, training, and networking. It supports interdisciplinary student research on the conservation and management of tropical environments and resources. The institute trains students to be leaders in this field by bridging natural and social sciences with theory and practice. It provides a forum to connect Yale's initiatives in applied research, partnerships, and programs in the tropics.

Ucross High Plains Stewardship Initiative

<https://highplainsstewardship.com>

The Ucross High Plains Stewardship Initiative (UHPsi) promotes land stewardship and conservation in the American West. It mentors students on applied research and management projects in collaboration with Western partners. UHPsi's interdisciplinary projects address conservation challenges in the region. Students gain knowledge and skills in natural resource management and Western issues through the initiative's experiential learning framework.

Urban Resources Initiative

<https://uri.yale.edu>

The Urban Resources Initiative (URI) is a partnership between a nonprofit and the university, focusing on community participation in urban ecosystem management. It recognizes that sustainable management relies on local residents' meaningful participation. URI facilitates this participation, including working with neighborhood leaders and interns to restore local lands. The program aims to empower communities in managing urban ecosystems.

Yale Applied Science Synthesis Program

<https://synthesis.yale.edu>

The Yale Applied Science Synthesis Program (YASSP) connects researchers, policymakers, and land managers to address applied questions on land management's impact on ecosystem services. The program collaborates with partners to inform sustainable land management practices. YASSP's work emphasizes the regional context of local management decisions to maximize ecosystem benefits. It focuses on services such as carbon storage, sustainable food production, and biodiversity.

Yale Center for Business and the Environment

<https://cbey.yale.edu>

The Yale Center for Business and the Environment (CBEY) is a hub for creating sustainable solutions to challenges facing human and natural systems. CBEY aims to inspire and accelerate the transition to a just and thriving world by connecting people, ideas, and resources. It fosters business and cross-sector solutions to global challenges. The center's mission is to support the development of innovative approaches to environmental sustainability.

Yale Center for Environmental Communication

<https://environment.yale.edu/research/centers/environmental-communication>

The Yale Center for Environmental Communication (YCEC) researches the factors influencing environmental attitudes and behavior. It engages the public in environmental science and solutions through various initiatives, including Yale Environment 360 and Yale Climate Connections. YCEC aims to build public and political will for environmental solutions. It supports a global network of organizations working toward this goal.

Yale Center for Environmental Justice

<https://ycej.yale.edu>

The Yale Center for Environmental Justice (YCEJ) is a collaboration between the Yale School of the Environment and Yale Law School. YCEJ works with partners across Yale and in communities around the world to remedy the key drivers of injustice while cocreating generative solutions for a more just and sustainable world through education and capacity building, research, and its impacts.

Yale Center for Environmental Law and Policy

<https://envirocenter.yale.edu>

The Yale Center for Environmental Law and Policy (YCELP) is a joint initiative between Yale Law School and the Yale School of the Environment. YCELP advances rigorous approaches to environmental decision-making across disciplines and scales. It fosters collaboration on environmental law and policy issues and facilitates a joint-degree program for law students. The center provides opportunities for research, education, career development, and social engagement.

Yale Forest Forum

<https://yff.yale.edu>

The Yale Forest Forum (YFF) is the special events hub of The Forest School at the Yale School of the Environment. YFF hosts a weekly speaker series with diverse perspectives from government, NGOs, businesses, and academia. The series covers a range of topics related to forest management and conservation. Each series culminates in the YFF Review, summarizing the talks and key learnings.

Yale Program on Climate Change Communication

<https://climatecommunication.yale.edu>

The Yale Program on Climate Change Communication conducts research on public knowledge, attitudes, and behavior regarding climate change. It engages the public in partnership with various organizations through initiatives like Yale Climate Connections. The program aims to understand and influence the factors that shape public responses to climate change. It seeks to inform and engage the public in climate science and solutions.

PARTNERSHIPS

The School of the Environment is a multidisciplinary learning center with tremendous resources, both within and outside the School. The school is engaged in partnerships that range from alliances with other Yale programs and schools to formal agreements with many external organizations and universities. These relationships enrich the school and add important dimensions to the YSE learning experience.

Within Yale

Yale Center for Natural Carbon Capture (<https://naturalcarboncapture.yale.edu>)

Yale Institute for Biospheric Studies (<https://yibs.yale.edu>)

Yale Peabody Museum (<https://peabody.yale.edu>)

Yale Planetary Solutions Project (<https://planetarysolutions.yale.edu>)

Outside of Yale

The School of the Environment has partnership agreements with numerous local, national, and international organizations beyond the Yale campus. The following are a few examples of these arrangements.

New York Botanical Garden (<https://www.nybg.org>)

Cary Institute (<https://www.caryinstitute.org>)

The Nature Conservancy (<https://www.nature.org>)

USDA Forest Service (<https://www.fs.usda.gov>)

ADMISSIONS: MASTER'S DEGREE PROGRAMS

The Yale School of the Environment offers four two-year master's degrees: the professionally oriented Master of Environmental Management (M.E.M.) and Master of Forestry (M.F.), and the research-oriented Master of Environmental Science (M.E.Sc) and Master of Forest Science (M.F.S.).

LEARNING ABOUT YSE

The best way to learn about the School is to visit YSE virtually or in person before submitting an application. The Office of Admissions offers both virtual and on-campus programs throughout the year. We encourage prospective students to attend our events for the most comprehensive view of YSE. Participants will meet students, faculty, and staff to become familiar with the School's mission and goals, degree requirements and courses, opportunities for research and applied projects, career development, and life at Yale. YSE faculty and staff also conduct outreach events online, around the United States and abroad, including at graduate school fairs, hosting virtual and off-campus information sessions, and visiting schools and universities. To learn if a representative will be coming to your area and to complete the required registration for our events, please visit the Admissions Events page at <https://apply.environment.yale.edu/portal/main-event-page>.

Campus visits are pre-scheduled events that you can register for on our Admissions Events page. You can also connect with our admissions staff online by scheduling a one-on-one meeting on the appointment page: https://apply.environment.yale.edu/portal/schedule_appointment. Individual appointments and campus visits outside of the scheduled times may be possible, subject to staff availability. Please note that weekend visits are not available. If you are interested in observing a class, please get in touch with faculty members directly via email. The class schedule for each term is posted at <http://environment.yale.edu/courses>.

The admissions website, <http://environment.yale.edu/admissions>, has extensive information about the School. Should you have additional questions, our admissions staff is happy to assist you by email, phone, and virtual/in-person appointment. The admissions office can be reached at admissions.yse@yale.edu or by telephone at 800.825.0330.

APPLICATION PROCEDURES

The application form for admission to the YSE professional and research master's degrees (M.E.M., M.E.Sc., M.F., or M.F.S.) may be found at <https://apply.environment.yale.edu/apply>. This form includes complete instructions for the application requirements. Learn more about our master's degree application requirements at <https://environment.yale.edu/admissions/masters-admissions/how-apply-masters-programs>.

Questions concerning admission or the application process should be directed to admissions.yse@yale.edu or 800.825.0330. Students may enter YSE and begin their studies in the fall term only. Please see our How to Apply page for key dates and the

deadline for master’s application consideration at <https://environment.yale.edu/admissions/masters/apply>.

Previous applicants to YSE must submit a new application form, an updated résumé/curriculum vitae, and updated research statements where applicable. Some materials, such as official transcripts sent directly from conferring institutions, may be transferred to your new application. Please contact Quetcy Rivas Maldonado, master’s program coordinator, at quetcy.maldonado@yale.edu with any questions.

PREPARATION FOR ADMISSION

To excel in their program of study at YSE and a career in environmental management, all M.E.M. students must be conversant in four foundational knowledge areas. These areas are physical science, human science, ecology, and microeconomics. There is a fifth subject area, statistics, and the distinction from the other four subject areas is the availability of a YSE-taught, non-credit asynchronous preparation course for all incoming M.E.M. students.

Each fall term, thoughtfully designed courses — tailored specifically for incoming M.E.M. students — are offered for students to learn, refresh, and deepen their understanding of these five knowledge areas. Students form a strong foundation to engage with the rigorous M.E.M. curriculum and approach complex problems through an interdisciplinary lens.

For incoming students with substantial academic or professional experience in any of these areas, waiver exams are available each summer preceding enrollment at YSE. Students may make two attempts to pass a waiver exam. Students who can demonstrate sufficient proficiency in a foundational-knowledge area by passing an exam will receive a waiver for that course.

Those who do not take or pass the waiver exams for a subject area will be auto-enrolled into the respective course(s) by YSE’s registrar. These courses must be completed during a student’s first fall term:

ENV 511	Ecological Foundations for Environmental Managers
ENV 512	Microeconomic Foundations for Environmental Managers
ENV 521	Physical Science Foundations for Environmental Managers
ENV 522	Social Science Foundations for Environmental Managers
ENV 728	Introduction to Statistics and Data Analysis in the Environmental Sciences

Foundational Knowledge Preparation

The following are some examples of recommended undergraduate courses that will help prepare incoming students for the MEM curriculum:

PHYSICAL SCIENCE

- Earth science course covering geosphere, atmosphere, and hydrosphere
- Hydrology
- Soil science

- Environmental chemistry
- Climate science

HUMAN SCIENCE

- Environmental governance
- Environmental anthropology
- Environmental history
- Environmental justice
- Environmental sociology
- Human geography
- Political ecology
- Religion and ecology

ECOLOGY

- General ecology
- Biodiversity science
- Population or community ecology
- Ecosystem science or ecosystems ecology

MICROECONOMICS

- A course in principles of microeconomics

STATISTICS

- A course that covers the fundamental concepts of statistics

APPLICATION REQUIREMENTS

Candidates for admission must hold a four-year baccalaureate degree or an equivalent international degree and are required to provide the following materials:

1. A completed online application form.
2. A résumé/curriculum vitae. Indicate full- or part-time for each job/internship/volunteer position.
3. A combination of short and longer responses that illustrate fit, skills, and overall experience.
4. *One transcript or mark sheet from each college and/or university attended* with grades for each course, including study abroad and transfer institutions. Official transcripts are not required during application but will be required if admitted and an applicant plans to enroll. All transcripts submitted during the application process must include the applicant's name and institution (not to be added by the applicant). Applicants who have completed a degree outside the United States or Canada are strongly encouraged to submit an evaluation of their transcripts. If submitting a transcript evaluation, applicants should use World Education Services (<https://www.wes.org>), or Educational Credential Evaluators (<http://ece.org>) for course-by-course or ICAP evaluation of all transcripts (undergraduate and graduate). Those who secure WES or ECE evaluations should submit their official transcripts directly to WES or ECE, not the Office of Admissions. An additional copy of the transcript beyond the official evaluation is not required. Evaluations must be received in the Office of Admissions by the application deadline to be considered

complete. The applicant is strongly encouraged to begin this process early, as evaluations can take over a month to complete.

5. Three letters of reference (academic and/or professional). Submission of the recommendation form and a one- to two-page letter is expected for each reference. Please note that we cannot accept additional recommendations beyond the required three. It is strongly recommended that the applicant submit at least one academic letter of reference.
6. Standardized test score reports. *The submission of GRE, GMAT, or LSAT scores is optional at this time.* An official TOEFL or IELTS score report if English is not a native or customary language of instruction (copies will not be accepted). Applicants must achieve at least a 100 on the iBT version of the TOEFL or a 7.0 on the IELTS examination (minimum of 6.5 in each section) to be given full consideration for admission. See additional information on requirements related to English as a second language below.
7. There is no application fee at this time.
8. If applying to the M.E.Sc. or M.F.S. program, please include a list of three potential advisers on the application form. As an addendum to the research statement, please provide a short paragraph for each listed adviser describing why you would like them to serve as your intended research adviser. Please include how your research interests align and how they may advise you on your project.

Note: Additional documents beyond those aforementioned will not be reviewed and may be discarded at the end of the admissions cycle.

All application materials should be uploaded to the electronic application form. Materials cannot be returned, copied, or forwarded to third parties.

All applicants must hold a bachelor's degree and demonstrate satisfactory academic achievement. There are no arbitrary standards or cutoffs for test scores or grade-point averages, except for English language ability (TOEFL and IELTS). Letters of reference from individuals who can evaluate the applicant's scholarship, professional activities, leadership skills, and career goals are especially valuable. Letters from undergraduate professors and/or professional supervisors are preferred. The School looks for students capable of making effective contributions to scientific knowledge or professional service in addressing environmental problems. Special weight is given to relevant experiences obtained after graduation from college. Clarity regarding professional career goals is critically important in the applicant's personal statement. Faculty review teams read the applications submitted to the master's degree programs, and final admissions decisions rest on an integrated assessment of the components described above.

ENGLISH AS A SECOND LANGUAGE TRAINING REQUIREMENT

Applicants for whom English is not a native or customary language of university instruction must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). We require a minimum TOEFL score of 100 on the exam. A minimum overall score of band 7.0 is required on the IELTS, with a minimum of 6.5 in each section. Please note that we will only accept the iBT version of the TOEFL examination. When taking either test, applicants should indicate the School's Institution Code Number 3996; no department code is necessary.

Additional information about TOEFL can be found at www.ets.org/toefl. Information about IELTS can be found at www.ielts.org. The testing service will send official test results directly to the School and generally take two to three weeks to arrive.

Applicants required to submit the TOEFL or IELTS must also submit a supplemental essay (300 words maximum) detailing all educational, research, and/or work and internship experience related to the English language. As a condition of acceptance, it may be required that applicants for whom English is a second language, whose undergraduate degree work has not been conducted in English, or whose application suggests such a need, complete a six-week instructional program in written and spoken English conducted by Yale Summer Session. More information will be provided to those students who may qualify for this requirement.

BEKENSTEIN CLIMATE LEADERS PROGRAM

Application Requirements

The Bekenstein Climate Leaders Program is a competitively awarded scholarship that is open to Yale School of the Environment students with substantive lived, academic, and/or professional experience or a clear vision for a future working in advancing climate solutions and climate change mitigation.

APPLICATION DEADLINE

The Bekenstein Application is due with a student's master's application (<https://environment.yale.edu/admissions/masters/apply>).

Program Benefits and Resources

With the mission of training those who will lead the world toward a sustainable future, the Bekenstein Climate Leaders Scholarship is offered by the Yale School of the Environment (YSE) to master's students who demonstrate strong potential to advance climate solutions. Applicants from a diversity of experiences and perspectives are sought. Their skills may include the ability to motivate others to achieve results, to examine complex problems like climate change from an interdisciplinary perspective, to apply a systems perspective in order to avoid unanticipated consequences, and to evaluate potential actions through an environmental justice lens. Applicants are evaluated based on their leadership potential or demonstrated leadership experience as well as their proven commitment to advancing climate solutions. In addition to completing the regular application for all potential YSE master's students, candidates must also complete a supplemental application and participate in a virtual interview if requested.

Prospective students applying to the incoming cohort must complete the regular master's application for all potential YSE master's students, and complete the supplemental application for the Bekenstein Climate Leaders Program.

For application details and requirements, please see the Bekenstein Climate Leaders Program Frequently Asked Questions at <https://environment.yale.edu/admissions/masters/funding-your-degree/bekenstein-climate-leaders>.

THREE CAIRNS CLIMATE PROGRAM FOR THE GLOBAL SOUTH

With the mission of training those who will lead the world toward a sustainable future, the Three Cairns Climate Scholarship for the Global South is offered by the YSE to full-time master's students who demonstrate strong potential to advance climate solutions in the Global South. This transformative program is aimed at expanding the corps of outstanding environmental leaders throughout the Global South by reducing the barriers to advanced environmental education and training, supporting them to return to their home regions with the comprehensive training needed for success, and fostering a network of these alumni leaders to advance the climate solutions necessary to safeguard local natural resources, advance their economies, and secure a sustainable future.

Application Requirements

Eligible candidates must possess primary citizenship from a country in the Global South, possess professional and/or academic experience relevant to climate solutions, and have substantive lived, academic, and/or professional experience. In addition to completing the regular application for all potential YSE master's students, candidates must also complete a supplemental application and participate in a virtual interview if requested.

APPLICATION DEADLINE

The Three Cairns Application is due with a student's master's application: <https://environment.yale.edu/admissions/masters/apply>

Program Benefits and Resources

The program provides scholars with tuition and non-tuition resources. The program enables YSE to meet 100 percent of the demonstrated tuition need for qualified students from the Global South admitted as master's degree students through the Three Cairns Scholars Program. As Three Cairns Scholars, students also will have access to non-tuition resources, such as English-language support before arrival on campus, funding to support summer internships in their home countries, mentoring partnerships with YSE alumni, and career development opportunities and counseling that are designed to help ensure their success while at Yale and when they return to their home countries and regions.

Upon graduation from YSE, Three Cairns Scholars will also be eligible to receive \$10,000-per-year stipends for two years to help support their return to their home countries and regions to engage in environmental work.

For application details and requirements, please see the Three Cairns Climate Program For the Global South Frequently Asked Questions (<https://environment.yale.edu/admissions/masters/funding-your-degree/three-cairns-climate-program-global-south-faqs>).

ADMISSIONS: DOCTORAL DEGREE PROGRAM

The doctoral program is designed to develop the broad knowledge, analytical powers, technical skills, and creative thinking demanded of leaders in environmental and natural resources disciplines. Applicants should hold a bachelor's or master's degree in a field related to their intended program of study as expressed in the application.

APPLICATION PROCEDURES

The Doctor of Philosophy (Ph.D.) degree is administered jointly by the Yale School of the Environment and the Yale Graduate School of Arts and Sciences.

Applications for the Ph.D. program can be obtained from the website of the Yale Graduate School of Arts and Sciences at <https://gsas.yale.edu/admission>. The application deadline for the Ph.D. program is January 2, 2026. Doctoral education involves a close pairing between the student and a faculty adviser. Before applying to the doctoral program, applicants must identify and contact one or two faculty members who would serve as their major adviser if accepted to the program.

The Graduate Record Examination (GRE) General Test is optional. Applicants should ask their prospective advisers whether or not they wish to see the scores. For more information on the GRE, visit www.ets.org/gre. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. This requirement is waived only for applicants who, prior to matriculation at Yale, will have received a baccalaureate degree or its international equivalent from a college or university where English is the primary language of instruction. The applicant must have studied in residence at the baccalaureate institution for at least three years to receive a waiver. If you do not qualify for a waiver but have taken the TOEFL within the past two years, you will need to have your TOEFL scores released to the Yale Graduate School of Arts and Sciences (code 3987). The International English Language Testing System (IELTS) may be substituted for the TOEFL. For more information and the latest updates on the TOEFL and IELTS, visit www.ets.org/toefl and www.ielts.org.

TUITION, FEES, AND OTHER EXPENSES

Master's Program Tuition and Fees

TUITION AND FEES

The 2025–2026 tuition for master's degrees (M.E.M., M.F.S., M.E.Sc., and M.F.) is \$53,550. Tuition for special students is based on the number of courses taken. The school reserves the right to revise tuition as it deems appropriate. Tuition does not include hospitalization/specialty insurance as required by the university, or materials fees charged by other schools and departments in the university.

Two-year master's students must pay full tuition for two years, regardless of the number of courses taken.

For 2025–2026, a single student should also anticipate for the nine-month academic year estimated expenses of \$530 for books, course materials, supplies, and equipment; \$1,640 for transportation; \$3,422 for medical insurance; \$15,512 for living expenses; \$4,715 for personal expenses; \$375 for the mandatory Student Activity Fee; and \$135 for the mandatory Student IT Fee.

TUITION DEPOSIT

Upon acceptance of admission, a deposit of \$500 payable directly to the Yale School of the Environment is required to hold a place in the entering class. If a decision is made not to matriculate, the deposit will not be refunded.

CONTINUOUS REGISTRATION

Master's degree 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 (the student is entitled to continue membership in Yale Health and defer Yale loans). Upon return, the student will be enrolled as a full-time student and pay tuition for the period needed to complete the degree requirements. Students can not register for regular coursework or work as a teaching assistant while on continuous registration status. The fee for continuous registration is \$3,250 per term. Students are permitted to be on continuous registration for a maximum of two terms.

TUITION FEES FOR SPECIAL STUDENTS

The tuition charge for special students is 25 percent of tuition for one course, 50 percent for two courses, 75 percent for three courses, and full tuition for four or more courses for each term of attendance.

Ph.D. Program Tuition and Fees

The 2025–2026 tuition for the Ph.D. program is \$50,900. Most doctoral students receive a school fellowship that covers the cost of their tuition and provides a twelve-month stipend for the first five years of their program. For 2025–2026, the stipend is

\$50,777. Doctoral students must pay a nominal continuous registration fee (CRF) for no more than three years thereafter.

Registration

All students in the master's programs must register for courses using the online registration system (the Yale Hub, <https://yub.yale.edu>) within the registration period for the fall and spring terms. If a student withdraws from a course by midterm, then the transcript does not show that the student has been enrolled in the course. If a student withdraws from a course after midterm but before the first day of reading period (whether or not that particular course observes reading period), the transcript records the course and shows the designation "W" (Withdrawn). International students should be aware that their visa status requires them to maintain 12 credits per term, with the exception of their last term at YSE with permission from OISS (Office of International Students and Scholars). See the academic calendar for specific dates.

International students are required to complete a nonacademic registration at the Office of International Students and Scholars prior to their regular academic registration.

Tuition Rebate and Financial Aid Refund Policy

On the basis of the federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the rebate and refund of tuition are subject to the following policy.

1. For purposes of determining the refund of Title IV funds, any student who withdraws from the School of the Environment for any reason during the first 60 percent of the term will be subject to a pro rata schedule that will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2025–2026, the last days for refunding Title IV funds will be November 3, 2025, in the fall term and March 28, 2026, in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid:
 - a. 100 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term: September 8, 2025, in the fall term and January 22, 2026, in the spring term.
 - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term: September 24, 2025, in the fall term and February 6, 2026, in the spring term.
 - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm: October 22, 2025, in the fall term and March 2, 2026, in the spring term.
 - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death, and the bursar will adjust the tuition on a pro rata basis.

4. If the student has received student loans or other forms of financial aid, funds will be returned in the order prescribed by federal regulations; namely, first to Federal Direct Unsubsidized Loans, if any; then to Federal Direct Graduate PLUS Loans; next to any other federal, state, private, or institutional scholarships and loans; and, finally, any remaining balance to the student.
5. Recipients of federal and/or institutional loans who withdraw are required to have an exit interview before leaving Yale. Students leaving Yale receive instructions on completing this process from Yale Student Financial Services.

Student Accounts and Billing

Student accounts, billing, and related services are administered through the Office of Student Accounts, which is located at 246 Church Street. The office's website is <http://student-accounts.yale.edu>.

The Student Account is a record of all the direct charges for a student's Yale education such as tuition, housing, meals, fees, and other academically related items assessed by offices throughout the university. It is also a record of all payments, financial aid, and other credits applied toward these charges.

Students and student-designated proxies can view all activity posted to their Student Account in real time through the university's online billing and payment system, YalePay (<https://student-accounts.yale.edu/yalepay>). At the beginning of each month, email reminders to log in to YalePay to review the Student Account activity are sent to all students at their official Yale email address and to all student-designated YalePay proxies. Payment is due by 4 p.m. Eastern Time on the last day of the month.

Yale does not mail paper bills or generate monthly statements. Students and their authorized proxies can generate their own account statements in YalePay in pdf form to print or save. The statements can be generated by term or for a date range and can be submitted to employers, 401K plans, 529/College Savings Plans, scholarship agencies, or other organizations for documentation of the charges.

Students can grant others proxy access to YalePay to view student account activity, set up payment plans, and make online payments. For more information, see Proxy Access and Authorization (<https://student-accounts.yale.edu/understanding-your-bill/your-student-account>).

The Office of Student Accounts will impose late fees of \$125 per month (up to a total of \$375 per term) if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. Students who have not paid their student account term charges by the due date will also be placed on Financial Hold. The hold will remain until the term charges have been paid in full. While on Financial Hold, the university will not provide diplomas and reserves the right to withhold registration or withdraw the student for financial reasons.

PAYMENT OPTIONS

There are a variety of options offered for making payments toward a student's Student Account. Please note:

- Check, money order, or online eCheck payments must be in U.S. currency. International payment options via Flywire are available in YalePay.
- Yale does *not* accept credit or debit cards for Student Account payments.
- Payments made to a Student Account in excess of the balance due (net of pending financial aid credits) are not allowed on the Student Account. Yale reserves the right to return any overpayments.

Online Payments through YalePay

Yale's recommended method of payment is online through YalePay (<https://student-accounts.yale.edu/yalepay>). Online payments are easy and convenient and can be made by anyone with a U.S. checking or savings account. There is no charge to use this service. Bank information is password-protected and secure, and there is a printable confirmation receipt. Payments are immediately posted to the Student Account, which allows students to make payments at any time up to 4 p.m. Eastern Time on the due date of the bill, from any location, and avoid late fees.

For those who choose to pay by check, a remittance advice and mailing instructions are available on YalePay. Checks should be made payable to Yale University, in U.S. dollars, and drawn on a U.S. bank. To avoid late fees, please allow for adequate mailing time to ensure that payment is received by 4 p.m. Eastern Time on the due date.

Cash and check payments are also accepted at the Office of Student Accounts, located at 246 Church Street. The Cashier's Office is open Monday through Friday from 8:30 a.m. to 4:30 p.m.

Yale University partners with Flywire, a leading provider of international payment solutions, to provide a fast and secure way to make international payments to a Student Account within YalePay. Students and authorized proxies can initiate international payments from the Make Payment tab in YalePay by selecting "International Payment via Flywire" as the payment method, and then selecting the country from which payment will be made to see available payment methods. International payment via Flywire allows students and authorized proxies to save on bank fees and exchange rates, track the payment online from start to finish, and have access to 24/7 multilingual customer support. For more information on making international payments via Flywire, see International Payments Made Easy at <https://student-accounts.yale.edu/paying-your-bill/payment-options>.

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, for every returned ACH payment due to insufficient funds made through YalePay, Flywire will charge a penalty fee of \$30 per occurrence. Furthermore, the following penalties may apply if a payment is rejected:

1. If the payment was for a term bill, late fees of \$125 per month will be charged for the period the bill was unpaid, as noted above.
2. If the payment was for a term bill to permit registration, the student's registration may be revoked.
3. If the payment was to settle an unpaid balance for purposes of receiving a diploma, the university may refer the account to an attorney for collection.

YALE PAYMENT PLAN

A Yale Payment Plan provides parents and students with the option to pay education expenses monthly. It is designed to relieve the pressure of lump-sum payments by allowing families to spread payments over a period of months without incurring any interest charges. Participation is optional and elected on a term basis. The cost to sign up is \$50 per term.

Depending on the date of enrollment, students may be eligible for up to five installments for the fall and spring terms. Payment Plan installments will be automatically deducted on the fifth of each month from the bank account specified when enrolling in the plan. For enrollment deadlines and additional details concerning the Yale Payment Plan, see <https://student-accounts.yale.edu/paying-your-bill/yale-payment-plan>.

BILL PAYMENT AND PENDING MILITARY BENEFITS

Yale will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other facilities, or the requirement that a student borrow additional funds, on any student because of the student's inability to meet their financial obligations to the institution, when the delay is due to the delayed disbursement of funding from VA under chapter 31 or 33.

Yale will permit a student to attend or participate in their course of education during the period beginning on the date on which the student provides to Yale a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates: (1) the date on which payment from VA is made to Yale; (2) ninety days after the date Yale certifies tuition and fees following the receipt of the certificate of eligibility.

Interruption or Temporary Suspension of University Services or Programs

Certain events that are beyond the university's control may cause or require the interruption or temporary suspension of some or all services and programs customarily furnished by the university. These events include, but are not limited to, epidemics or other public health emergencies; storms, floods, earthquakes, or other natural disasters; war, terrorism, rioting, or other acts of violence; loss of power, water, or other utility services; and protest disruptions, strikes, work stoppages, or job actions. In the face of such events, the university may provide substitute services and programs, suspend services and programs, or issue appropriate refunds. Such decisions shall be made at the sole discretion of the university.

Master's Program Financial Aid

POLICIES AND PROCEDURES

In general, students must apply for financial aid in order to be considered for a YSE scholarship. Since financial aid awards are based primarily on financial need, information about student finances that is not available in the application for admission

is required. YSE is need-blind. Therefore, applying for financial aid and having financial need in no way affect the decision to offer admission.

The deadline for prospective students to apply for need-based financial aid is February 1. If that deadline is missed, the student will not be considered for need-based financial aid. This can be a costly oversight, as what is received in the second year is generally the same as what is received in the first year. The deadline for current students to apply for financial aid renewal is March 31.

If a student is a U.S. citizen or permanent resident, three forms must be submitted, the YSE Financial Aid Application, the Free Application for Federal Student Aid (FAFSA), and the CSS Profile. If a student is an international student, two forms must be submitted, the YSE Financial Aid Application and the CSS Profile. Several scholarships may have a separate component that must be completed within the admissions application and accompany the financial data (i.e., Three Cairns Climate Program for the Global South, Bekenstein Climate Leaders Program). Students must reapply for financial aid for the second year, although the amount of the YSE scholarship in most cases will remain the same as in the first year.

A limited number of merit-based scholarships are available, for which a separate financial aid application may be required (i.e., Bekenstein Climate Leaders Program). Examples include merit awards to the top applicants to the Master of Environmental Science and Master of Forest Science programs, Bekenstein Climate Leaders Program, and the Paul D. Coverdell Fellowships for qualifying Returned Peace Corps Volunteers.

YSE scholarships, work study, and federal loans (Direct Stafford and Grad PLUS) are available to U.S. citizens and permanent residents. YSE scholarships, work study, and Yale Loans are available to international students.

The primary factor in determining the amount of a need-based YSE scholarship is financial need as determined by the review of the student's (and spouse's, if applicable) income and assets and any third-party funding that the student expects to receive. Merit is a secondary factor.

Students *must* report any direct financial support that they expect to receive from third-party sources, including but not limited to outside scholarship and employer reimbursement. Student must also report any direct financial support that they expect to receive from their parents, such as money for tuition or rent.

Approximately 80 percent of YSE students receive scholarships in any given year from an annual scholarship budget in excess of \$9 million.

Satisfactory Academic Progress

To be eligible for financial aid, a student must be making Satisfactory Academic Progress (SAP) in the degree program. Financial aid includes all federal student aid funds (Federal Direct Stafford Loan, Federal Direct Grad PLUS Loan, and/or Federal Work Study) as well as institutional funds. For a complete explanation of the YSE SAP policy, please see the YSE Student Handbook, chapter Rules & Regulations.

Less Than Half-Time Enrollment, Including Continuous Registration

Students enrolled less than half-time (i.e., for less than 6 credits in a term) and students who are not actively working toward a degree, such as those in continuous registration status, are not eligible for federal or institutional financial aid. Furthermore, financial aid awards are based on an assumption of full-time enrollment and will be revised proportionately should a student choose to enroll less than full-time. Students considering enrolling less than full-time should first consult with the registrar and the associate director of financial aid to understand the academic and financial consequences, respectively, of that decision.

Joint-Degree Students

In most joint-degree programs, students split their time between the two joint schools, spending one and one-half years at each school for a total program length of three years.

Each school at Yale is financially independent, which means that the financial aid award a student receives at one school is not transferable to the joint school. The joint-degree student should follow the financial aid application procedures of the school to which the student will be paying tuition. If the student is paying tuition at YSE, the student should apply for financial aid through YSE. If the student is paying tuition at the joint school, the student should apply for financial aid through that school.

If the joint-degree student is applying for admission to two schools simultaneously, the student should apply for financial aid at both schools, also simultaneously.

Fifth-Year Students

During their senior year at Yale College, students may apply for admission to the YSE Five-Year Program. These students sometimes defer their enrollment in the YSE master's program for a year of outside volunteer work or employment. To be considered for financial aid for their enrollment at YSE, these students must submit their financial aid application materials by the February 1 deadline prior to their matriculation into the program. This could mean that the student submits the financial aid application materials during the student's deferral or "gap" year. It is the student's responsibility to submit all documents by the February 1 deadline. Please note: If a student defers and reapplies, the original offer will be replaced with a new offer based on updated financial need and the funding available at the time of reapplication.

Scholarships

Most of the school's scholarship budget is funded by private donors. Scholarship recipients are automatically considered for all named scholarships. The named scholarships listed below are *not* in addition to any generic scholarship a student receives in the financial aid award notification but may be matched to a scholarship recipient once the student matriculates.

The school is delighted to recognize the generosity of the donors who have helped make the following scholarships possible:

Adelaide Hixon Scholarship
Alan N. Mann (1908) Memorial Fellowship
Anne Armstrong-Colaccino Scholarship
Bataua Scholarship
Beinecke/YSE Scholarships
Bekenstein Climate Leaders Scholarship
Berkley Scholarship
Boyd Evison Scholarship Fund
Burt-Pfeiffer Fund
Cameron and Gus Speth Scholarship
Carl F. Norden Family Scholarship
Carl W. Knobloch, Jr. Fellowship
Charles Boughton Wood Fund
Charles Chacey Kuehn (M.F. 1934) Fund
Charles F. Wilson (B.A. 1939) Memorial Fund
Charles W. Goodyear Memorial Fund
Class of 1980 Scholarship
Coleman P. Burke Scholarship
Crane Family Scholarship
Crown Zellerbach Foundation Fund
David and Karen Sobotka Joint YSE-SOM Scholarship
David M. Smith, Morris K. Jesup Professor of Silviculture Scholarship
Dorothy S. McCluskey Scholarship
Drs. Poh Shien and Judy Young International Scholarship
Edith and Johannes Frondt Scholarship
Enid Storm Dwyer Scholarship
Environmental Scholars Fund
Flora and John Berbee Scholarship Fund
Forestry YAF Scholarship Fund
Frank & Lynne Wisneski YSE Scholarship
Fred Krupp Scholarship in Environmental Studies

Frederick V. Ernst (1960) Gift Fund

George Brett Memorial Fund

Gillian and Stuart W. Staley '95 M.P.P.M., '95 M.E.S. Scholarship

Gilman Ordway (B.A. 1947) Family Scholarship

Gonzalez Family Scholarship

H. Stuart Harrison (B.A. 1932) Fellowship

Heather L. Ross and Edward L. Strohbehn, Jr. Scholarship

Horgen Family Scholarship

Hubert Coffing Williams (Ph.D. 1906, M.F. 1908)

Jacqueline C. and John P. Hullar Scholarship

James Lippincott Goodwin (B.A. 1905, M.F. 1910)

Jiang, Kevin '21 MESc Memorial Scholarship

John A. MacLean '27S Scholarship

John and Catha Hesse Fund

John M. Musser Fellowship

John S. Griswold (B.A. 1937) Scholarship

Joint YSE-YDS Scholarship

Jonah Meadows Adels Memorial Scholarship

Joseph H. Williams Scholarship

Joseph Hixon YSE Scholarship

Kroon Environmental Studies Scholarship

Kushok Bakula Rimpoche Scholarship

Leadership Scholars Fund

Leah Hair Scholarship

Leland H. Burt ('30 B.S.) Endowed Scholarship

Leonard G. Carpenter (B.A. 1924) Scholarship

Marvin Klemme (M.F. 1935) Fellowship

MK McCarthy-RW Worth Scholarship (Leadership in Conservation Science Scholarship)

Mr. and Mrs. James Wiley Endowed Scholarship for Conservation Biology

Nelson C. Brown (B.A. 1906, M.F. 1908) Scholarship

Obernauer Family Scholarship

Parklands Scholarship
Paul Douglas Camp Memorial Scholarship
Peggy King Memorial Scholarship
PETAL Foundation Scholarship
Philip Laurance Buttrick (M.F. 1911) Scholarship
Polayes Scholarship
Preston R. Miller, Jr. '71 YSE Scholarship
Ralph C. Schmidt and Susan M. Babcock Scholarship
Ray L. Wilson Scholarship
Robert Charles Rooke, Jr. Broad Arrow Scholarship Fund
Robert Charles Rooke, Jr. Broad Arrow Scholarship Fund
Robert H. Kuehn, Jr. '64 B.A., '68 M.U.S., '68 M.Arch. Scholarship
Rockefeller-Underhill Scholarship for Tropical Conservation
Rodney B. Wagner Class of 1954 International Scholarship
Sara Shallenberger Brown Scholarship
Simeone Entomology Scholarship
Stapleton Scholarship
Stephen and Betty Kahn Scholarship
Strachan and Vivian Donnelley Scholarship
Student Conservation Association Fellowship in honor of John R. Twiss '60
Ted Weyerhaeuser Scholarship Fund
The David and Karen Sobotka Joint YSE-Jackson Institute Fellowship
The di Bonaventura Family Scholarship
The LeBlanc '98 Family Scholarship Fund
The Raisler Family Scholarship Fund
Thomas McHenry Scholarship
Three Cairns Scholarship
Trammell S. Crow (1974) Scholarship
Urey Lisiansky Scholarship Fund
Vira I. Heinz Endowment Scholarship
William D. Waxter III Fellowship

William Egbert Wheeler Fund

William Henry Sage Memorial Fund

Yale Club of New Haven

YSE Alumni Association Board Scholarship

YSE Class of 2005 Laurie B Cuoco Memorial Scholarship Fund

Employment Opportunities

YSE Work Study These positions vary from clerical to research to editorial work. Eligible students must have financial need, as confirmed by the YSE Office of Admissions and Financial Aid. Applications are available year-round on the Yale Student Employment Office website (www.yalestudentjobs.org), with incoming students applying in the summer. The pay rate generally ranges from \$16.50 to \$17.50 per hour. At least eighty positions are available annually, exclusively for students with a YSE affiliation.

Regular Student Jobs Financial need is not required. Applications are available year-round on the Yale Student Employment Office website (<https://yalestudentjobs.org>), with incoming students applying in the summer. The pay rate generally ranges from \$16.50 to \$17.50 per hour. At least one hundred fifty positions are available annually.

Teaching Fellowships and Research Assistantships Financial need is not required. Interested students should contact centers, departments, professors, and programs directly beginning in late spring or summer. Pay rates are either \$5,400 or \$10,800 per term, depending on the effort level and hours worked. At least thirty positions are available annually.

Community Service Jobs Eligible students must be U.S. citizens or permanent residents and have financial need, as confirmed by the YSE Office of Admissions and Financial Aid. Applications are available on the Yale Student Employment Office website beginning in August. Pay rates begin at \$16.50 per hour. At least one hundred positions are available annually to students across the university.

Other On-Campus Jobs Financial need is not required. Applications are available on the Yale Student Employment Office website beginning in August. Pay rates begin at \$16.50 per hour. At least four hundred positions are available annually to students across the university.

Loans

Federal Direct Stafford Loan (U.S. citizens and permanent residents only) In general, the maximum annual loan amount is \$20,500 for interest rates and origination fees; for more information, visit www.studentaid.gov. There is no credit check required. The standard repayment term is ten years. A six-month grace period immediately follows separation from school or otherwise dropping below half-time enrollment status, at which time repayment is required. The loan is requested by completing and returning a loan request form available on the school's financial aid webpage, <https://environment.yale.edu/admissions/masters/funding-your-degree/student-loans>.

After initial processing, the loan will be assigned to a servicer contracted with the U.S. Department of Education, such as MOHELA, Aidvantage, Edfinancial, or Nelnet.

Federal Direct Grad PLUS Loan (U.S. citizens and permanent residents only) In general, the maximum annual loan amount is the cost of attendance less all other resources. For interest rates and origination fees, visit www.studentaid.gov. A credit check is required. Repayment terms are similar to Federal Direct Stafford Loans. The loan is requested by completing and returning a loan request form available on the school's financial aid webpage, <https://environment.yale.edu/admissions/masters/funding-your-degree/student-loans>. After initial processing, the loan will be assigned to a servicer contracted with the U.S. Department of Education, such as MOHELA, Aidvantage, Edfinancial, or Nelnet.

Yale Loan (international students only) In general, the maximum annual loan amount is \$30,000 or the cost of attendance less all other resources, whichever is less. The interest rate will be published on the school's financial aid webpage, as referenced below, and is subject to annual revision. There is no credit check required. Repayment terms are similar to Federal Direct Stafford Loans. The loan is requested by completing and returning a loan request form available on the school's financial aid webpage, <https://environment.yale.edu/admissions/masters/funding-your-degree/student-loans>. The Yale Student Loan Accounting and Collection Office and UAS Connect are responsible for the management and collection of the loan.

Private Education Loan (U.S. citizens and permanent residents as primary borrowers or co-borrowers only) In general, the maximum annual loan amount is the cost of attendance less all other resources. The interest rate is fixed or variable and dependent on the credit rating of the primary borrower and co-borrower, if applicable. Origination fees range, repayment terms, and servicing are dependent on the lender. A credit check is required. The loan is requested by applying directly to a lender. A list of lenders from whom students have borrowed recently is available at <https://www.elmselect.com/v4/school/156/program-select>.

International Students – Certification of Finances for Visa

International students must certify full funding for their entire two-year course of study before visa documents can be issued. Instructions and forms are mailed after an admitted student accepts the offer of admission (deadline May 15). More information is available from Yale's Office of International Students and Scholars website, <https://oiss.yale.edu>.

Veterans

Eligible students are strongly encouraged to seek specific information about Veterans Administration (VA) benefits from their local Veterans Administration office by calling 800.827.1000 or visiting <https://benefits.va.gov/gibill>. The school also participates in the Yellow Ribbon Program, which covers the remaining tuition for qualifying Post-9/11 GI Bill students. The Director of Academic Affairs, in partnership with the associate director of financial aid, coordinates the administration of Veterans Administration benefits at YSE.

Institutional policy confirming compliance with 38 USC 3679

The Yale School of the Environment (YSE) permits any *covered* individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to YSE a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ website or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to YSE.
2. Ninety days after the date that YSE certified tuition and fees following the receipt of the certificate of eligibility.

YSE will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a *covered* individual borrow additional funds, on any *covered* individual because of the individual’s inability to meet his or her financial obligations to YSE due to the delayed disbursement funding from VA under chapter 31 or 33. NOTE: A *covered* individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

LIFE AT THE SCHOOL OF THE ENVIRONMENT

Educational Facilities

KROON HALL

Kroon Hall, the home of the Yale School of the Environment since 2009, reflects the school's values and environmental mission through its sustainably minded, climate-responsive design. Located on Science Hill and named for alumnus Richard Kroon (B.A. 1964), the \$43.5 million building merges cathedral-like proportions with the simplicity of a Connecticut barn. Designed by Hopkins Architects in partnership with Centerbrook Architects, Kroon Hall holds LEED Platinum certification and consumes 67 percent less energy than comparable structures.

The building houses offices for fifty faculty and staff members, three classrooms, the 175-seat Burke Auditorium with views of West Rock, and student spaces like the Knobloch Environment Center and the quiet Ordway Learning Center. Its energy-efficient design takes full advantage of its orientation and site, with a hillside foundation providing thermal insulation and maximizing natural light. The building's shape and extensive glass facades allow daylight to illuminate the interior, while sensors adjust artificial lighting based on occupancy and ambient light levels.

Kroon incorporates multiple renewable systems, including a rooftop photovoltaic array that supplies 25 percent of the building's electricity, geothermal wells for heating and cooling, and solar panels for hot water. The displacement ventilation system distributes air through raised floors rather than overhead ducts, improving efficiency. In colder months, heat from exhaust air is transferred to incoming fresh air, while in summer, evaporative cooling lowers air temperatures by up to eighteen degrees. Occupants are encouraged to assist in energy savings through a hallway prompt system that signals when windows should be opened for natural ventilation.

Water conservation is another key element of Kroon's design. A rainwater-harvesting system collects and filters runoff through a courtyard garden and stores it in underground tanks for use in irrigation and toilet flushing—saving up to 300,000 gallons of potable water annually. Materials were chosen with sustainability in mind, including locally sourced sandstone and red oak paneling harvested from Yale-Myers Forest. The landscaping around the building fosters a sense of community on Science Hill, with native plantings and a green roof in the south courtyard. Beneath it, a centralized service hub streamlines waste collection and deliveries for the area.

Altogether, Kroon Hall serves as a living demonstration of environmental leadership and thoughtful, place-based design.

SAGE HALL

Completed in 1923 as a gift from William H. Sage in memory of his son, Sage Hall is a four-story building at 205 Prospect Street that serves as a central hub for the Yale School of the Environment. It houses administrative, development, alumni, and program offices, along with four classrooms and a computer cluster with twenty-four

workstations for student use. A 490-square-foot student lounge provides a welcoming space for studying, events, and weekly social gatherings. Attached to Sage is Bowers Auditorium, added in 1931 through a bequest from Edward A. Bowers. Designed to accommodate both large lectures and small group work, Bowers seats 100 and features red oak flooring from Yale-Myers Forest, installed in 2011, along with energy-efficient LED lighting added in 2016.

MARSH HALL

Located within the Marsh Botanical Garden at 360 Prospect Street, Marsh Hall is a four-story former mansion originally home to Professor Othniel C. Marsh, a prominent nineteenth-century paleontologist. Bequeathed to Yale in 1899, it housed the entire Forest School for twenty-five years and was designated a National Historic Landmark in 1965. Today, Marsh Hall supports research and instruction in silviculture, forest economics, policy, and biometry, and includes a classroom, meeting room, kitchen, and accessible bathroom on the first floor.

GREELEY MEMORIAL LABORATORY

Built in 1959 and named for William Buckhout Greeley, the Greeley Lab at 370 Prospect Street is a notable example of Brutalist architecture by Paul Rudolph. It features laboratories focused on landscape ecology, urban sustainability, tree biology, and environmental chemistry, as well as spaces for the doctoral program. A recently renovated main lobby now serves as a social space. Adjacent to the lab is a 3,800-square-foot greenhouse that supports hands-on student learning and research. Funding for the lab and greenhouse came from the forest industries, the John A. Hartford Foundation, and other donors.

CLASS OF 1954 ENVIRONMENTAL SCIENCE CENTER

The Environmental Science Center at 21 Sachem Street honors the Yale Class of 1954 for its \$70 million gift supporting new science facilities and other university priorities. Built to promote interdisciplinary collaboration in environmental science and engineering, the center houses four YSE natural science faculty laboratories alongside research spaces for Yale departments such as Ecology and Evolutionary Biology, Earth and Planetary Sciences, Anthropology, and the Yale Institute for Biospheric Studies.

300 & 301 PROSPECT STREET AND 380 EDWARDS

These historic former residences provide offices for many of the school's programs as well as doctoral student spaces. 301 Prospect Street and 380 Edwards Street each include a classroom, and 300 Prospect Street is home to the school's admissions, financial aid, communications, and research offices.

OSBORNE MEMORIAL LABORATORIES

Located at the corner of Prospect and Sachem Streets, Osborn Memorial Laboratories (OML) previously housed lab and office space for one YSE faculty member, along with several other Yale biology labs. Now undergoing major renovations, OML is expected to reopen in summer 2027 as a central hub for YSE faculty, as well as faculty from the Department of Ecology and Evolutionary Biology, the Yale Institute for Biospheric Studies, and the Yale Center for Natural Carbon Capture.

YALE FORESTS AND THE QUIET CORNER INITIATIVE

The Yale Forests Program manages over 10,000 acres across Connecticut, New Hampshire, and Vermont, offering a living laboratory for education, research, and professional training in sustainable forest management. The largest parcel, Yale-Myers Forest, supports hands-on student learning through an apprentice forester program and is certified by the Forest Stewardship Council. Faculty and students conduct wide-ranging research—from silviculture and ecology to policy and hydrology—and host field trips and workshops for academic and community groups.

Facilities at Yale-Myers include bunkhouses, a classroom, dining hall, and research lab, enabling immersive learning experiences. Forest management is led by faculty, staff, and postgraduate fellows, with graduate students carrying out much of the fieldwork.

The Quiet Corner Initiative (QCI) extends Yale's impact beyond campus, connecting graduate coursework and research to real-world environmental challenges in the rural communities surrounding Yale-Myers. QCI programs focus on forest conservation, watershed management, renewable energy, and sustainable agriculture, while strengthening applied education, landscape-scale research, and community-based sustainability efforts.

Yale also maintains strong ties with other regional forests used for education and research. These include Great Mountain Forest, where Yale operates a solar-powered camp with overnight accommodations for MODs, and the South Central Connecticut Regional Water Authority's 20,000-acre forest. Additional collaborations with state forests and the Connecticut Forest & Park Association broaden the opportunities for student and faculty engagement across New England.

LIBRARY AND TECHNOLOGY RESOURCES

YSE students benefit from a robust network of library and technology services that support their academic and research needs. Yale University Library offers access to over fifteen million print and digital volumes, more than 1,000 databases, and specialized environmental collections housed across multiple campus libraries. Most YSE materials are available online or through the Marx Science and Social Science Library, where the environmental studies librarian provides research support, bibliographic instruction, and help with tools like EndNote and Zotero. Additional guidance is available through the YSE Library Research Guide (<https://guides.library.yale.edu/yse>).

YSE Information Technology (YSE-IT) supports all computing platforms and provides services ranging from hardware recommendations to hands-on tech support. A computer lab in Sage Hall is equipped with high-performance workstations, printers, and access to faculty-developed software. Wireless printing is available throughout campus, and 3D and large-format printing are accessible at Yale's CEID and School of Architecture.

Students can borrow equipment—including GPS units, iPads, and cameras—at no cost through an online checkout system. YSE-IT also offers centralized data backup and Dropbox accounts for secure file storage.

The Marx Library further enhances digital research with access to the StatLab, GIS support, a Bloomberg Terminal, and expert guidance on data management. Together,

these integrated resources ensure students are well-supported in their academic and professional pursuits.

Communications

The Office of Communications promotes the work of the Yale School of the Environment, sharing stories about its leadership, impact, and innovation in teaching and scholarship with a wide range of audiences. The office also collaborates with members of the community to help them more effectively tell their own stories.

We aim to strengthen understanding and deepen the discourse on environmental issues, inform the public about the ways the school is contributing to achieving a more sustainable future, and encourage the integration of those issues into strategies for business, international development, government, and nongovernmental organizations.

The communications team publicizes original research by our faculty, fellows, and students through traditional and digital media.

School news, including school-sponsored events, alumni profiles, and other community updates are regularly published on YSE's website, (<https://environment.yale.edu>) and distributed through our newsletter YSE 3, (<https://yse.to/subscribe>) and on our social media platforms, including Facebook (<https://www.facebook.com/YaleEnvironment>), Instagram (<https://www.instagram.com/environmentyale>), LinkedIn (<https://www.linkedin.com/school/environmentyale>), and YouTube (<https://www.youtube.com/@YaleEnvironment>).

The communications office publishes *Canopy* magazine in print and online (<https://environment.yale.edu/canopy>) which showcases how the YSE community—including its highly engaged alumni network—leads in addressing environmental challenges across the planet. It also publishes *Impacts*, our annual report, which highlights the progress the school has made in achieving the goals defined in its strategic plan and the many ways the YSE community is working to address today's urgent environmental challenges.

The office also produces resources, guidance, and deliverables that define a unified visual identity for the Yale School of the Environment and The Forest School—one that helps articulate a shared vision of advancing knowledge and leadership for a sustainable future while allowing for the adaptability needed to highlight individual and group achievements.

Other communication platforms at YSE include:

- *Yale Environment 360* (<https://e360.yale.edu>) features reporting, analysis, and opinion on global environmental issues from leading writers, scientists, policy makers, and journalists in the field. Launched in 2008, this online magazine has established a broad global audience and received numerous awards and honors.
- *Sage Magazine* (<https://sagemagazine.org>) is a student-run environmental arts and journalism publication. Through creative and informative journalism, *Sage* seeks to expand popular notions of environmentalism and bring depth and focus to the debate around pressing environmental issues.

- *Yale Environment Review* (<https://environment-review.yale.edu>) is a student-run online publication that provides concise summaries of peer-reviewed research from around the world, with a focus on topics of general interest to those engaged in environmental and natural resource management.
- The annual Environmental Film Festival at Yale (<https://effy.yale.edu>), held each spring in New Haven, is one of America's premier student-run environmental film festivals.
- Reports and newsletters from the school's centers and programs, listed online at <https://environment.yale.edu/research/centers>.

RECORDING POLICY

In order to capture the breadth of activities that occur at YSE – and integrate the expertise of our faculty, students, and visitors into the broader environmental dialogue – Yale University frequently photographs, videotapes, and/or records events, lectures, and activities (including during alumni events) at YSE. By attending and/or participating in classes and in other YSE and university activities, those in attendance agree to the university's use and distribution of their image and/or voice in photographs, audio, and video capture, or in electronic reproductions of such classes and activities. These images, recordings, or excerpts may be included, for example, in Yale University websites, publications, and online courses, and otherwise used to support the university's mission.

Student Organizations

The school has many student-run interest groups. Current student interest groups include:

- Accessibility SIG
- Africa SIG
- Asia SIG
- Birding SIG
- Climate & Adaptation
- Climate Change
- ConBio (Society for Conservation Biology)
- Conservation Finance
- Economic Considerations of Nature (ECON)
- Energy SIG (ESIG)
- Environmental Data Science at Yale (EDSY)
- Environment Film Festival
- Environmental Justice at Yale (EJAY)
- Fire SIG
- First-Generation, Low-Income (FGLI)
- FOOD (FKA CAFÉ)
- Fresh & Salty (Water SIG)
- Green Chemistry SIG

- GROUNDED
- Health & Environment
- Industrial Ecology and Environmental Management (IEME)
- International Society of Tropical Foresters (ISTF)
- Latin American SIG (LA SIG)
- Middle Eastern and North African SIG (MENA)
- Out in the Woods (OIW)
- Outdoor Rec Industry SIG
- Plant Based at Yale
- Political Ecology SIG
- Resilience, Adaptation, & Disaster SIG
- Roots
- SAGE Magazine
- SCOPE SIG
- Society for Ecological Restoration (SER)
- Sustainable Development in Latin America and the Caribbean (SDLAC)
- Sustainable Fashion SIG (SFAY)
- Westies
- Woodworking SIG
- Yale Environment Women (YEW)
- Yale Temperate Forestry
- YSE Create Club

The activities of these groups include sponsoring guest and student lectures, organizing field trips, sponsoring workshops, organizing social events, holding conferences, and interacting with regional divisions of their respective societies. If a student is interested in starting a new SIG they should contact SAC and the Office of Student Affairs at studentaffairs.yse@yale.edu.

Funding for Master's Student Projects and Activities

Master's students often seek funding for research, professional activities, and social events. Sometimes the request is for an individual activity, sometimes it is on behalf of a group. Students can apply to several funds at Yale University and the Yale School of the Environment. The following are some of the more useful opportunities:

- Master's Student Travel Fund to support attendance at a conference or symposium for networking.
- Leitner Travel Fund to support attendance at a conference or symposium internationally.
- The Carpenter-Sperry Fund for attendance at a conference or symposium at which a student is giving a research talk.

- MacMillan Center for International and Area Studies, which can help bring international visitors to Yale for a lecture or a conference.
- Student Affairs Committee (SAC), which supports activities by our many student interest groups (SIGs).
- YSE Community Events Fund, administered by the dean's office, which supports student events and conferences.
- Class of '80 Student Project Fund, administered by the school's Office of Development and Alumni Services, to enrich the quality of life of the student body.
- Graduate Student Assembly Conference Travel Fund which awards travel funds to graduate students.

Alumni Association

The YSE Alumni Association is led by an elected Alumni Association Board (AAB) of twenty to twenty five alumni who represent the school's more than 5,000 alumni around the world. The AAB meets monthly during the academic year: in-person two times per year and remotely throughout the rest of the year, in addition to various committee meetings as needed. The AAB is supported by staff in the YSE Office of Development and Alumni Services.

AAB members lead a number of initiatives focused on alumni-to-alumni, alumni-to-student, and alumni-to-university engagement. The AAB supports and generates efforts around community and engagement at the school and among alumni; organizes field-based learning programs, educational opportunities, and volunteer opportunities for alumni; and communicates with the alumni body.

The Alumni Association Board also oversees the annual AAB nominations/elections process as well as the selection of the Distinguished Alumni and Prospect Street award recipients named at reunion weekend each year. The YSE Alumni Association Board Scholarship is awarded annually to current students who demonstrate outstanding community engagement and volunteer leadership. Alumni events and e-newsletters, along with the YSE magazine *Canopy*, keep alumni throughout the world in touch with each other and the School.

The YSE Alumni Association is also affiliated with the Yale Alumni Association (YAA), which serves all alumni of Yale University.

Alumni may contact the Office of Development and Alumni Services at alumni.yse@yale.edu.

Office of Career and Professional Development

<http://environment.yale.edu/careers>

The Office of Career and Professional Development (CPD) seeks to inspire and prepare all students to pursue high-impact environmental careers aligned with their individual abilities, experience, and interests. Its mission is to proactively educate students to maximize their entire YSE experience for impactful careers and lives; cultivate strong relationships with leading domestic and international environmental employers; and support career-related initiatives across YSE.

The CPD's diverse resources, programs, and services enable users to develop key skills needed to present themselves professionally on the job market, develop and refine meaningful career goals, and chart a strategy for conducting effective job and internship searches. We work with students on an ongoing basis through individual advising appointments as well as through workshops conducted by staff and other career development and environmental professionals.

CAREER AND PROFESSIONAL DEVELOPMENT RESOURCES

Career Advising and Peer Advising

Through individual career advising appointments with our professional team, and drop-in hours with trained peer reviewers, students work with CPD on:

- General career advising (strategy, focus, vision)
- LinkedIn profile development and reviews
- Résumé reviews
- Cover letter reviews
- CV reviews
- Personal statement reviews for Ph.D. program and fellowship applications
- Online tools orientation (YSE Next, LinkedIn, Yale Cross Campus, AlumniFire)
- Interview skills and preparation coaching
- Salary negotiation strategies

Workshops and Information Sessions

These programs are designed to guide students through phases of career readiness:

- Building Your LinkedIn Profile
- Résumé Workshop with Peer Review
- Cover Letter Writing and Peer Review
- Interview Skills Workshop: Behavioral and Traditional Interview Questions
- Applying for the Ph.D.
- Job Offer Negotiations

Career Fairs and Regional Events

YSEinDC: Approximately one hundred students attend this annual program based on employers in the Washington, D.C. area. The event has been held both in person and virtually.

All Ivy Environmental and Sustainable Development Career Fair: Up to eighty employers in a range of fields and more than 1,000 students participate in this annual fair jointly sponsored by the eight Ivy League institutions, which is open to all graduate students, undergraduate students, and alumni from partner schools. The fair has been held both virtually and in person at Columbia University in New York.

Professional Skills Modules

Most Master of Environmental Management (M.E.M.) students at YSE are required to complete four Professional Skills Modules (PSMs) in order to graduate. Dual degree

students must complete three. MEM-5 students must complete two. PSMs provide students with opportunities to strengthen their proficiency in core areas considered essential for all environmental professionals.

PROFESSIONAL SKILLS MODULE SAMPLE TOPICS AND OBJECTIVES

1. **Verbal Communication** This workshop is designed to teach students how to give clear and compelling oral presentations. Facilitators introduce participants to best practices and useful frameworks and then give students the chance to practice, providing iterative feedback on individual presentations.
2. **Visual Communication of Data** Through the Visual Communication workshop, students learn core principles for visually conveying data and other complex information. Students explore different ways to use charts, graphs, tables, infographics, and other methods of creating visual representations of data to engage with different audiences. Using pre-work exercises and interactive group activities, participants emerge ready to communicate better visually.
3. **Negotiation** This module provides an introduction to general negotiation topics through a variety of exercises. Content includes the concept of negotiation, strategies for preparing to negotiate, positions/interests, best alternatives to negotiated agreements, and more.
4. **Cultural Competence** The goals of this workshop are to cultivate an understanding of why cultural competence across differences—including those based on experience, expertise, values and other factors—is important and to understand how each of us can work across differences and develop skills for interrupting bias effectively in the workplace.
5. **Fundraising** This workshop uses a mix of lectures, discussions, and role-plays to demystify the fundraising process and share key approaches for attracting people to invest in your work. Students leave with an understanding of how to develop and steward relationships with funders, how to assess funding landscapes, and how to make funding asks.
6. **Project Management** Rather than review an existing guide to project management, this workshop explores a number of key questions that practitioners use when tackling and managing environmental challenges. The instructors draw examples and lessons learned from their work across scales, sectors, cultures and continents, as well as from experiences of workshop participants.
7. **Stakeholder Engagement** This module introduces students to using stakeholder engagement processes, beginning with the conceptual basics: why, how, when, and what form of engagement to use. They then learn the practical steps of how to design, govern, fund, manage, evaluate, and end a successful stakeholder process.
8. **Facilitation** This session provides an overview of key strategies and best practices to help participants make the most of their time with project partners and colleagues. It focuses on how to design and manage well-run, collaborative meetings to accomplish shared goals.
9. **Environmental Career Strategies** This interactive workshop guides participants through a series of conversations and exercises designed to help students develop personal career strategies that will assist them in identifying, joining, and participating in environmental professional communities of practice to improve

participants' chance of launching and advancing in a high impact career that also meets personal goals and preferences.

Summer Experience Program

A ten- to twelve-week summer experience is required of all master's candidates at YSE. Summer experiences provide the opportunity to align research and practice, enhance professional and technical skills, and gain professional confidence and experience. Students are assisted by the CPD, faculty, and alumni in locating or designing opportunities that meet their individual needs and interests. M.E.Sc. students generally use the summer experience program to carry out research activity directly related to their thesis topic. Many funding sources are available to help cover research costs. M.E.M. students generally use the summer experience to connect with employers of interest for paid internships. When employer funds are not sufficient to cover reasonable costs, students may apply to the YSE Supplementary Fund for assistance.

ENV 006, Summer Internship/Research The summer experience is an important opportunity for students to apply knowledge and skills gained during their first year of study, gain professional experience and build networks, and investigate potential career paths. Experiences are ten and twelve weeks in duration, typically in the summer between the first and second years of the program. Students have latitude in designing an experience aligned with individual academic and career goals. Students are responsible for securing or creating their summer experience with appropriate faculty supervision, applying for and securing summer funding, and completing appropriate online forms before and after in order to receive course credit. Required of all master's candidates. 0 credits.

Yearly outcomes available online at <https://careers.environment.yale.edu/resources/summer-experiences-outcome-data>.

IMMEDIATELY FOLLOWING GRADUATION

Each year YSE graduates enjoy employment success in environmental science, policy, and management within the United States and around the world; pursue entrepreneurial ventures; and continue their education with further study. Details, including salary information, on the most recent as well as previous classes can be found online at <https://careers.environment.yale.edu/resources/employment-outcome-data>.

Leave of Absence

Students are expected to follow a continuous course of study at the School of the Environment. However, a student who wishes or needs to interrupt 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 a leave of absence are:

1. Any student who is contemplating a leave of absence should see the associate dean of student affairs to discuss the necessary application procedures.

2. All leaves of absence must be approved by the associate dean of student affairs or the senior associate dean of academic affairs. Medical leaves also require the written recommendation of a physician on the staff of Yale Health, as described below.
3. A student may be granted a leave of absence of one to two years. Any leave approved by the associate dean of student affairs or the senior associate dean of academic affairs will be for a specified period.
4. International students who apply for a leave of absence must consult with OISS regarding their visa status.
5. A student on a leave of absence may complete outstanding work in courses for which extensions have been granted. The student may not, however, fulfill any other degree requirements during the time on leave. A deadline for completing and submitting outstanding work will be determined in consultation with the faculty member of any course for which there is outstanding work, the student's advisor, the associate dean of student affairs, and the senior associate dean of academic affairs. The deadline for submitting incomplete work may be set for any point during the re-enrollment semester and no later than the final day of the reading period.
6. A student on a 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.
7. A student on a leave of absence is not eligible for the use of any university facilities normally available to enrolled students.
8. 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. If a leave of absence is granted during the term, the student must request Yale Health Affiliate Coverage enrollment within thirty days of the date the registrar was notified of the leave. Coverage is not automatic; enrollment forms are available from the Member Services Department of Yale Health, 203.432.0246, or can be downloaded from the Yale Health website (<http://yalehealth.yale.edu>).
9. A student on a leave of absence does not have to file a formal application for readmission. However, the student must notify the associate dean of student affairs or the senior associate dean of academic affairs in writing of the intention to return at least eight weeks prior to the end of the approved leave. In addition, a returning student who wishes to be considered for financial aid must submit appropriate financial aid applications to the school's financial aid office to determine eligibility.
10. A student on a leave of absence who does not return at the end of an 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 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 associate dean of student affairs and the senior associate dean of 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 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 assistant dean of student affairs and the senior associate dean of academic affairs, on the written recommendation of a physician on the staff of Yale Health. The general policies governing all leaves of absence are described above. A student who is making satisfactory progress toward degree requirements is eligible for a medical leave any time after matriculation. The final decision concerning a request for a medical leave of absence will be communicated in writing by the assistant dean of student affairs.

The School of the Environment reserves the right to place a student on a mandatory medical leave of absence when, on recommendation of the director of Yale Health or the chief of the Mental Health and Counseling department, the dean of the school determines that, because of a medical condition, the student is a danger to self or others, the student has seriously disrupted others in the student's residential or academic communities, or the student has refused to cooperate with efforts deemed necessary by Yale Health and the dean to make such determinations. Each case will be assessed individually based on all relevant factors, including, but not limited to, the level of risk presented and the availability of reasonable modifications. Reasonable modifications do not include fundamental alterations to the student's academic, residential, or other relevant communities or programs; in addition, reasonable modifications do not include those that unduly burden university resources.

An appeal of such a leave must be made in writing to the dean of the school no later than seven days from the effective date of the leave.

An incident that gives rise to voluntary or mandatory leave of absence may also result in subsequent disciplinary action.

A student who is placed on medical leave during any term will have tuition adjusted according to the same schedule used for withdrawals (see Tuition Rebate and Financial Aid 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 degree requirements is eligible for parental leave any time after matriculation.

Any student planning to have or care for a child is encouraged to meet with the assistant dean of student affairs 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 Yale Housing 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.

U.S. Military Leave Readmissions Policy

Students who wish or need to interrupt their studies to perform U.S. military service are subject to a separate U.S. military leave readmissions policy. In the event a student withdraws or takes a leave of absence from the School of the Environment to serve in the U.S. military, the student will be entitled to guaranteed readmission under the following conditions:

1. The student must have served in the U.S. Armed Forces for a period of more than thirty consecutive days;
2. The student must give advance written or oral notice of such service to the associate dean of student affairs or the senior associate dean of academic affairs. In providing the advance notice the student does not need to indicate an intention to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the U.S. Armed Forces or official of the U.S. Department of Defense. Notice is not required if precluded by military necessity. In all cases, this notice requirement can be fulfilled at the time the student seeks readmission, by submitting an attestation that the student performed the service.
3. The student must not be away from the school to perform U.S. military service for a period exceeding five years (this includes all previous absences to perform U.S. military service but does not include any initial period of obligated service). If a student's time away from the school to perform U.S. military service exceeds five years because the student is unable to obtain release orders through no fault of the student or the student was ordered to or retained on active duty, the student should contact the associate dean of student affairs to determine if the student remains eligible for guaranteed readmission.
4. The student must notify the school within three years of the end of the U.S. military service of the intention to return. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service has up until two years after recovering from the illness or injury to notify the school of the intent to return.
5. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

A student who meets all of these conditions will be readmitted for the next term, unless the student requests a later date of readmission. Any student who fails to meet one of these requirements may still be readmitted under the general readmission policy but is not guaranteed readmission.

Upon returning to the school, the student will resume education without repeating completed course work for courses interrupted by U.S. military service. The student

will have the same enrolled status last held and with the same academic standing. For the first academic year in which the student returns, the student will be charged the tuition and fees that would have been assessed for the academic year in which the student left the institution. Yale may charge up to the amount of tuition and fees other students are assessed, however, if veteran's education benefits will cover the difference between the amounts currently charged other students and the amount charged for the academic year in which the student left.

In the case of a student who is not prepared to resume studies with the same academic status at the same point where the student left off or who will not be able to complete the program of study, the School of the Environment will undertake reasonable efforts to help the student become prepared. If after reasonable efforts, the school determines that the student remains unprepared or will be unable to complete the program, or after the school determines that there are no reasonable efforts it can take, the school may deny the student readmission.

Emergency Suspension

The dean of the School of the Environment, or a delegate of the dean, may place a student on an emergency suspension from residence or academic status when (1) the student has been arrested for or charged with serious criminal behavior by law enforcement authorities; or (2) the student allegedly violated a disciplinary rule of the school and the student's presence on campus poses a significant risk to the safety or security of members of the community.

Following an individualized risk and safety analysis, the student will be notified in writing of the emergency suspension. A student who is notified of an emergency suspension will have twenty-four hours to respond to the notice. The emergency suspension will not be imposed prior to an opportunity for the student to respond unless circumstances warrant immediate action for the safety and security of members of the community. In such cases, the student will have an opportunity to respond after the emergency suspension has been imposed.

When a student in the school is placed on an emergency suspension, the matter will be referred for disciplinary action in accordance with school policy. Such a suspension may remain in effect until disciplinary action has been taken with regard to the student; however, it may be lifted earlier by action of the dean or dean's delegate, or by the disciplinary committee after a preliminary review.

Freedom of Expression

The Yale School of the Environment is committed to the protection of free inquiry and expression in the classroom and throughout the School community. In this, the school reflects the university's commitment to and policy on freedom of expression as eloquently stated in the Woodward Report (Report of the Committee on Freedom of Expression at Yale, 1974). See <https://secretary.yale.edu/free-expression-yale>.

YALE UNIVERSITY RESOURCES AND SERVICES

A Global University

Global engagement is core to Yale's mission as one of the world's great universities. Yale aspires to:

- Be the university that best prepares students for global citizenship and leadership
- Be a worldwide research leader on matters of global import
- Be the university with the most effective global networks

Yale's engagement beyond the United States dates from its earliest years. The university remains committed to attracting the best and brightest from around the world by offering generous international financial aid packages, conducting programs that introduce and acclimate international students to Yale, and fostering a vibrant campus community.

Yale's globalization is guided by the vice provost for global strategy, who is responsible for ensuring that Yale's broader global initiatives serve its academic goals and priorities, and for enhancing Yale's international presence as a leader in liberal arts education and as a world-class research institution. The vice provost works closely with academic colleagues in all of the university's schools and provides support and strategic guidance to the many international programs and activities undertaken by Yale faculty, students, and staff.

Teaching and research at Yale benefit from the many collaborations underway with the university's international partners and the global networks forged by Yale across the globe. International activities across all Yale schools include curricular initiatives that enrich classroom experiences from in-depth study of a particular country to broader comparative studies; faculty research and practice on matters of international importance; the development of online courses and expansion of distance learning; and the many fellowships, internships, and opportunities for international collaborative research projects on campus and abroad. Together these efforts serve to enhance Yale's global educational impact and are encompassed in the university's global strategy.

The Office of International Affairs (<https://world.yale.edu/oia>) provides administrative support for the international activities of all schools, departments, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale's international activities around the globe. OIA also coordinates Yale's program for hosting scholars at risk.

The Office of International Students and Scholars (<https://oiss.yale.edu>) hosts orientation programs and social activities for the university's international community and is a resource for international students and scholars on immigration matters and other aspects of acclimating to life at Yale.

The Yale Alumni Association (<https://alumni.yale.edu>) provides a channel for communication between the alumni and the university and supports alumni organizations and programs around the world.

Additional information may be found on the “Yale and the World” website (<https://world.yale.edu>), including resources for those conducting international activities abroad and links to international initiatives across the university.

Graduate Housing

<https://housing.yale.edu>

housing@yale.edu

203.432.2167

The Yale Graduate Housing Office has dormitory and apartment units available for graduate and professional students. Dormitories are single-occupancy and two-bedroom units of varying sizes and prices. They are located across the campus, from Edward S. Harkness Memorial Hall, serving the medical campus, to 254 and 276 Prospect Street and 272 Elm Street, serving the central/science campus. Unfurnished apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families are also available. Family housing is available in Whitehall and Esplanade Apartments. The graduate housing website is the venue for graduate housing information and includes dates, procedures, facility descriptions, floor plans, and rates. Applications for the new academic year are available beginning April 2 and can be submitted directly from the website with a Yale NetID. Room selection for paired roommates begins April 22. Room selection for all others begins April 23.

The Yale Graduate Housing Office also manages the Off Campus Living listing service (<http://offcampusliving.yale.edu>; 203.436.9756), which is the exclusive Yale service for providing off-campus rental and sales listings from New Haven landlords. This secure system allows members of the Yale community to search rental listings, review landlord/property ratings, and search for a roommate in the New Haven area. Another resource is Elm Campus Partners, who manages Yale-owned apartments (<http://www.elmcampus.com>). On-campus housing is limited, and members of the community should consider off-campus options. Yale University discourages the use of Craigslist and other third-party nonsecure websites for off-campus housing searches.

Identification Cards

Yale University issues identification (ID) cards to faculty, staff, and students. ID cards support the community's safety and security by allowing access to many parts of campus: dining halls and cafés, residential housing, libraries, athletic centers, workspaces, labs, and academic buildings. Cultivating an environment of public safety requires the entire community to work together to ensure appropriate use of our spaces, as well as to foster a sense of belonging for all members of our community.

University policies, regulations, and practice require all students, faculty, and staff to carry their Yale ID card on campus and to show it to university officials on request. Yale ID cards are not transferable. Community members are responsible for their own ID

card and should report lost or stolen cards immediately to the Yale ID Center (<https://idcenter.yale.edu>).

Members of the university community may be asked to show identification at various points during their time at Yale. This may include but not be limited to situations such as: where individuals are entering areas with access restrictions, for identification in emergency situations, to record attendance at a particular building or event, or for other academic or work-related reasons related to the safe and effective operation and functioning of Yale's on-campus spaces.

For some members of our community, based on the needs and culture of their program, department, and/or characteristics of their physical spaces, being asked to show an ID card is a regular, even daily, occurrence. However, for others it may be new or infrequent. For some, being asked to produce identification can be experienced negatively, as a contradiction to a sense of belonging or as an affront to dignity. Yale University is committed to enhancing diversity, supporting equity, and promoting an environment that is welcoming, inclusive, and respectful. University officials requesting that a community member show their ID card should remain mindful that the request may raise questions and should be prepared to articulate the reasons for any specific request during the encounter. In addition, individuals requesting identification should also be prepared to present their own identification, if requested.

Security

As with most universities in urban settings, the security of persons and property is a primary concern of the School of the Environment. The university police and the fire marshal, in cooperation with the New Haven police and fire services, strive constantly to maintain a safe environment for the Yale community. At an orientation session during the summer modules, incoming students receive detailed information on emergency communications, personal safety tips, and other ways to protect themselves, equipment, and buildings.

Health Services

Yale Health operates a multispecialty group practice on campus through its state-of-the-art medical center, Yale Health Center, located at 55 Lock Street. Yale Health Center offers a wide variety of on-site health care services including primary care, specialty care, acute care, mental health and counseling, radiology, blood draw, pharmacy, eye care, infusion and medication administration center, and a seventeen-bed inpatient care unit. Nearly all care is provided by Yale Health staff; when a student's condition requires more specialized care or a hospitalization, there is an extensive network of specialists drawn largely from Yale School of Medicine or other in-network contracted providers. Yale Health's network hospital is Yale-New Haven Hospital. With Yale Health Hospitalization & Specialty Care Coverage, emergency care is covered anywhere in the world. Yale Health's services are detailed in A Student's Guide to Yale Health, available through the Yale Health Member Services Department, 203.432.0246, or online at <https://yalehealth.yale.edu/resource/student-guide-yale-health>.

ELIGIBILITY FOR SERVICES

The university provides eligible degree-candidate student enrolled half-time or more with primary care services at the Yale Health Center through Yale Health Basic Student Health Services. These services are free and automatically provided; no enrollment or forms are required. For new students and newly eligible students, basic services are available on the date the student is required to be on campus for orientation and continue through July 31, providing they remain eligible. Basic Student Health Services includes preventive health, blood draw, and medical services in student health, gynecology, mental health and counseling, nutrition, acute care, and inpatient care. For returning students, access to Basic Student Health Services begins August 1 and ends July 31, providing they remain eligible. Please note that this is not an insurance plan. For full details, see Yale Health Basic Student Health Services at <https://yalehealth.yale.edu/topic/health-care-overview-students-yale-health>.

Students on leave of absence, on extended study and paying less than half tuition, or enrolled per course credit are not eligible for Yale Health Basic Student Health Services but may enroll in Yale Health Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for Yale Health Basic Student Health Services but may enroll in the Yale Health Billed Associates Plan and pay a monthly fee. Associates must register for a minimum of one term within the first thirty days of affiliation with the university.

Students not eligible for Yale Health Basic Student Health Services may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must register with the Member Services Department. Enrollment applications for the Yale Health Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the Member Services Department.

Most students meet the university requirement for hospitalization and insurance coverage by subscribing to Yale Health Hospitalization & Specialty Care Coverage, which provides coverage for all approved hospitalizations, specialty care services, and prescription medications. If you are an eligible degree-candidate student enrolled half-time or more, you are automatically enrolled in and billed for this coverage. Full-year coverage dates are identical to those for Yale Health Basic Student Health Services. However, Yale Health Hospitalization & Specialty Care Coverage may also be purchased for either the fall term only or spring term only. All students who remained enrolled in and do not waive Yale Health Hospitalization & Specialty Care Coverage (<https://yalehealth.yale.edu/student-coverage>) can use specialty and ancillary services at Yale Health Center. Upon referral, Yale Health will cover the cost, minus any applicable copayments, of specialty and ancillary services for these students. Students with an alternate insurance plan should seek specialty services from a non-Yale Health provider who accepts their alternate insurance.

HEALTH COVERAGE ENROLLMENT

A student's status as an eligible Yale University undergraduate, graduate, or professional student automatically makes them eligible for Yale Health Basic Student Health Services. If they are eligible for Yale Health Basic Student Health Services, the university requires them to obtain adequate insurance coverage for hospitalization and specialty care. A student may purchase their hospitalization, specialty, and prescription

coverage through Yale Health or through another insurer. Students may remain enrolled in Yale Health Hospitalization & Specialty Care Coverage or waive the plan if they have other hospitalization coverage, such as through a spouse or parent. The waiver must be renewed annually, and the student must confirm receipt of the waiver by the university's deadlines noted below.

Yale Health Hospitalization & Specialty Care Coverage

For a detailed explanation of this plan, which includes coverage for prescriptions, see *A Student's Guide to Yale Health*, available at <https://yalehealth.yale.edu/resource/student-guide-yale-health>.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for Yale Health Hospitalization & Specialty Care Coverage. Students with no break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from August 1 through July 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, Yale Health Hospitalization & Specialty Care Coverage begins on the day the dormitories officially open or when orientation requires students to be on campus. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through July 31.

Waiving Yale Health Hospitalization & Specialty Care Coverage Students can waive Yale Health Hospitalization & Specialty Care Coverage by completing an online waiver form that demonstrates proof of alternate coverage. Students are responsible for reporting any changes in alternate insurance coverage to the Member Services Department within thirty days. Students are encouraged to review their present coverage and compare its benefits to those available under Yale Health. The waiver form must be filed annually and received by September 15 for the full year or fall term or by January 31 for the spring term only.

Revoking the Waiver Students who waive Yale Health Hospitalization & Specialty Care Coverage but later wish to be covered must complete and send a form voiding their waiver to the Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. Yale Health fees will not be prorated.

Yale Health Student Dependent Plans

A student may enroll the student's lawfully married spouse or civil union partner and/or legally dependent child(ren) under the age of twenty-six in one of three student dependent plans: Student + Spouse, Student + Child/Children, or Student Family Plan. These plans include services described in both Yale Health Basic Student Health Services and Yale Health Hospitalization & Specialty Care Coverage. Coverage is not automatic, and enrollment is by application. Applications are available from the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/forms-and-guidelines>) and must be renewed annually. Applications

must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

Yale Health Student Affiliate Coverage

Students on leave of absence, on extended study, or enrolled per course per credit; students paying less than half tuition; students enrolled in the EMBA program; students enrolled in the Broad Center M.M.S. program; students enrolled in the PA Online program; students enrolled in the M.S.N. Nursing Online program; and students enrolled in the EMPH program may enroll in Yale Health Student Affiliate Coverage, which includes services described in both Yale Health Basic Student Health Services and Yale Health Hospitalization & Specialty Care Coverage. Graduate and professional school students should use the Student Enrollment Change Application available from the Member Services Department or at <https://yalehealth.yale.edu/student-coverage>. It must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

ELIGIBILITY CHANGES

Withdrawal Withdrawing from the university directly impacts a student's Yale Health Hospitalization & Specialty Care Coverage. The timing of the student's withdrawal can impact whether they can get a refund for their health coverage or be billed for health services they used. Note: Tuition and Yale Health coverage fees are billed separately and considered separately in the withdrawal policies. Students should contact Yale Health Member Services (203.432.0246; member.services@yale.edu) or the student health care navigator (yhstudentnavigator@yale.edu) for guidance or questions about their specific situation.

For students who withdraw on or before the fifteenth day of classes:

- They will receive a full refund for the Yale Health Hospitalization & Specialty Care Coverage fee if they did not waive coverage; if they waived coverage, they would not get a refund since they were not billed for coverage.
- Their Yale Health membership will end retroactively to the start of the insurance term (fall or spring) in which they have withdrawn, as if they were never covered by Yale Health Hospitalization & Specialty Care Coverage or Basic Health Services.
- They will not be eligible for any Yale Health coverage and unable to access services moving forward.
- If they have already used health services, those services will be billed directly to the student by Yale Health.
- They cannot enroll in Student Affiliate Coverage to extend their insurance.

For students who withdraw more than fifteen days after the first day of classes:

- They will still have access to Yale Health services for thirty days after their withdrawal date.
- During those thirty days, the student will have access to the same services they had before withdrawing.
- If they waived coverage, then they will still have access to Yale Health Basic Health Services for thirty days.

- If they did not waive coverage, they will remain insured by Yale Health with Hospitalization & Specialty Care with prescription benefits.
- However, fees for Yale Health Hospitalization & Specialty Care Coverage won't be refunded nor prorated. Students are responsible for the semester charge on their student account, even if their tuition has been refunded.
- They cannot enroll in Student Affiliate Coverage to extend their insurance.

If a student is unsure about their options or how these policies apply to their situation, contact Yale Health Member Services (member.services@yale.edu) or the student health care navigator (yhstudentnavigator@yale.edu).

Leaves of Absence Taking a leave of absence (LOA) from the university directly impacts a student's Yale Health Hospitalization & Specialty Care Coverage. The timing of a student's LOA can impact whether they can get a refund for their health coverage received or be billed for health services they used. Students granted a leave of absence (non-medical or medical) can purchase Student Affiliate Coverage. Note: Tuition and Yale Health coverage fees are billed separately and considered separately in the LOA policies. Students should contact Yale Health Member Services (203.432.0246; member.services@yale.edu) or Student Health Care Navigator (yhstudentnavigator@yale.edu) for guidance or questions about your specific situation.

If the registrar is notified of a student's LOA on or before the first day of classes:

- The student's Yale Health Hospitalization & Specialty Care Coverage will end retroactively to the start of the insurance term (fall or spring) in which they have taken a LOA, as if they were never covered by Yale Health Hospitalization & Specialty Care Coverage or Basic Student Health Services.
- The student will get a full refund for the Yale Health Hospitalization & Specialty Care Coverage fee if they did not waive coverage; if they waived coverage, they would not get a refund.
- The student may be eligible for Student Affiliate Coverage and have thirty days to enroll.
- If the student waived coverage and does not enroll in Student Affiliate Coverage, they will not be eligible for any Yale Health services and coverage moving forward, and if they have already used health services, those services will be billed directly to them by Yale Health.

If the registrar is notified of a student's LOA after the first day of classes:

- The student's Yale Health Hospitalization & Specialty Care Coverage ends on the day the registrar is notified of their LOA.
- If the student waived coverage, then their access to Yale Health Basic Health Services ends on this date, and if they have already used health services, those services will not be billed directly to them by Yale Health.
- If the student did not waive coverage, then their insurance, Yale Health Hospitalization & Specialty Care with prescription coverage, ends on this date. If they have already used health services, those services will not be billed directly to them by Yale Health. However, any fees for Yale Health Hospitalization & Specialty Care Coverage will not be refunded nor prorated.

- The student may be eligible for Student Affiliate Coverage and have thirty days to enroll.

To enroll in Student Affiliate Coverage (enrollment isn't automatic), a student will need to complete and submit the enrollment/change form available from the Member Services Department or at <https://yalehealth.yale.edu/student-coverage>.

- Fees that have already been paid for Yale Hospitalization & Specialty Coverage will be applied to the cost of Student Affiliate Coverage; the full fee will still be charged to the student's account; however, they will only be charged the difference in the fee.
- Regardless of what point in the semester the student enrolls, fees will not be prorated or refunded.

For more information, contact Yale Health Member Services (member.services@yale.edu) or the student health care navigator (yhstudentnavigator@yale.edu).

Extended Study or Reduced Tuition Students who are granted extended study status or pay less than half tuition are not eligible for Yale Health Hospitalization & Specialty Care Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization & Specialty Care Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/forms-and-guidelines>). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

Per Course Per Credit Students who are enrolled per course per credit are not eligible for Yale Health Hospitalization & Specialty Care Coverage. They may purchase Yale Health Student Affiliate Coverage during the term(s) of per course per credit enrollment. This plan includes services described in both Yale Health Basic and Yale Health Hospitalization & Specialty Care Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be downloaded from the website (<https://yalehealth.yale.edu/forms-and-guidelines>). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term or by January 31 for the spring term only.

For a full description of the services and benefits provided by Yale Health, please refer to the *Yale Health Student Handbook*, available online at <https://yalehealth.yale.edu/resource/student-handbook> and from the Member Services Department, 203.432.0246, 55 Lock Street, PO Box 208237, New Haven CT 06520-8237.

REQUIRED IMMUNIZATIONS

All new students are required to complete these requirements by August 1, 2025. Key information and a description of student health requirements may be found at <https://yalehealth.yale.edu/new-student-health-requirements>. This page may be periodically updated and should be considered the most up-to-date source of information. All requirements are to be completed through Health On Track (<https://>

healthontrack.yale.edu/s), Yale's portal for tracking health requirements. Specific requirements are outlined below.

Required for All Students

Requirement	Description	Alternate
MMR: measles, mumps, and rubella	MMR vaccine for anyone born after 1/1/1957 without evidence of immunity. Two doses of MMR vaccine at least 28 days apart. Dose 1 on or after first birthday	Laboratory documentation of immunity to measles, mumps, and rubella
Varicella	Varicella vaccine: two doses (age 12–15 months and 4–6 years). Adolescent catch-up: 2 doses, 4–8 weeks apart	Laboratory evidence of immunity or health care provider documentation of disease
Meningitis quadrivalent ACWY*	Menveo, Menactra, MenQuadfi and Nimenrix, Penbraya (single dose at or after age 16). Vaccine must be given within 5 years of matriculation	ACWY polysaccharide vaccine is acceptable if conjugate vaccine unavailable
Tdap	Single booster dose within the past 10 years	
TB screening questionnaire†	Complete the questionnaire. If identified as high risk, TB screening test must be submitted. If result is positive, a chest X-ray and record of any treatment must be submitted	

* only for students residing in university housing

† only for non-health-care-profession students

Additional Requirements for Health-Care-Profession Students

Requirement	Description	Alternate
Influenza	Single dose of seasonal flu vaccine annually between August 1 and December 1	
TB screening	Quantiferon or T-spot blood test within past 6 months. Positive test requires documentation of asymptomatic status and chest X-ray result	
Hepatitis B vaccine and titer	Heplisav-B (2 doses), Energix B, Recombivax HB (3 doses). Completion of series and quantitative titer demonstrating immunity following vaccination	Twinrix (Hep A and B) at appropriate intervals

Student Accessibility Services

<https://sas.yale.edu>
sas@yale.edu
203.432.2324

To ensure that all students have an equal opportunity to make the most of their Yale education, the Student Accessibility Services office (SAS) facilitates individual accommodations for students with disabilities. SAS promotes equitable access to education and student life for students with disabilities and fosters a campus environment of belonging, inclusion, and respect. Students requesting accommodations should complete an accommodation request form (https://yale-accommodate.symplcity.com/public_accommodation) to initiate the interactive process. Students may upload supporting documentation regarding their condition and request for accommodations with their accommodation request form. Documentation guidelines are available on the SAS website at <https://sas.yale.edu/students/documentation-guidelines>.

Engagement with SAS is confidential. Faculty and staff are notified of approved accommodations on a need-to-know basis only, except when required by law for health and safety reasons. Generally, a student requiring reasonable accommodations needs to renew accommodations with SAS at the start of each term and should complete this step as soon as their schedule is finalized. At any time during a term, students with a newly diagnosed disability or recently sustained injury requiring accommodations should contact SAS to discuss accommodation options.

Resources to Address Discrimination, Harassment, and Sexual Misconduct

Yale is a community committed to fostering an environment of mutual respect and intellectual discovery in which all members of the community can thrive. Acts of discrimination, harassment, and sexual misconduct are contrary to the community standards and ideals of our university. Staff in the following offices work within the Yale community to promote an environment free from discrimination, harassment, and sexual misconduct and are available to talk through situations you have witnessed or experienced, as well as to provide guidance.

When you have concerns or questions related to discrimination, harassment, or sexual misconduct, you have a wide range of choices for support. You can reach out to a discrimination and harassment resource coordinator, deputy Title IX coordinator or others, such as a residential college dean, dean of student affairs, the Office of Institutional Equity and Accessibility, or the Title IX office.

DISCRIMINATION AND HARASSMENT RESOURCE COORDINATORS

Office hours: 9 a.m.–5 p.m., M–F
<https://oica.yale.edu/contact-us/dhrc>

Discrimination and harassment resource coordinators (DHRCs) have been identified by the deans of Yale College, the Graduate School of Arts and Sciences, and the professional schools as community members with the responsibility to receive concerns and offer advice and guidance related to diversity and inclusion, discrimination and harassment, and equal opportunity. Discrimination and harassment resource coordinators may also help facilitate informal resolution. This may be an individual's best "first stop" in discussing a concern related to discrimination, harassment, or retaliation, particularly as discrimination and harassment resource coordinators will be knowledgeable about resources specific to their school or college.

OFFICE OF INSTITUTIONAL EQUITY AND ACCESSIBILITY

Office hours: 9 a.m.–5 p.m., M–F
203.432.0849
<https://oica.yale.edu>

Any individual who would like to report a concern of discrimination, harassment, and/or retaliation may contact the Office of Institutional Equity and Accessibility (OIEA). OIEA staff are available to discuss concerns, university resources, and options for resolution, including informal resolution. Where appropriate, OIEA staff are also available to conduct investigations into complaints of discrimination, harassment, and/or retaliation. Talking with someone at OIEA about a concern or making a complaint does not generally launch an investigation. It can, however, be an important step to alerting the university about a concern and getting assistance to resolve it.

SHARE: INFORMATION, ADVOCACY, AND SUPPORT

55 Lock Street, Lower Level
Appointments: 9 a.m.–5 p.m., M–F

24/7 on-call service (for time-sensitive matters): 203.432.2000
<https://sharecenter.yale.edu>

SHARE, the Sexual Harassment and Assault Response and Education Center, has trained counselors available to members of the Yale community who wish to discuss any past or current experience of sexual misconduct involving themselves or someone they care about. SHARE services are confidential and can be anonymous if desired. SHARE can provide professional help with medical and health issues (including accompanying individuals to the hospital or the police), as well as ongoing counseling and support for students. SHARE works closely with the University-Wide Committee on Sexual Misconduct, the Title IX Office, the Yale Police Department, and other campus resources and can provide assistance with initiating a complaint.

If you wish to make use of SHARE's services, you can call the SHARE number (203.432.2000) at any time for a phone consultation or to set up an in-person appointment. Some legal and medical options are time-sensitive, so if you have experienced an assault, we encourage you to call SHARE and/or the Yale Police as soon as possible.

TITLE IX COORDINATORS

203.432.6854
Office hours: 9 a.m.–5 p.m., M–F
<https://titleix.yale.edu>

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Sex discrimination includes sexual harassment, sexual assault, and other forms of sexual misconduct. The university is committed to providing an environment free from discrimination on the basis of sex or gender.

Yale College, the Graduate School of Arts and Sciences, and the professional schools have each designated one or more deputy Title IX coordinators, who work closely with the university Title IX Office and university Title IX Coordinator Elizabeth Conklin. Coordinators respond to and address concerns, provide information on available resources and options, track and monitor incidents to identify patterns or systemic issues, deliver prevention and educational programming, and address issues relating to sex-based discrimination and sexual misconduct within their respective schools. Coordinators also work with pregnant and parenting students to coordinate needed accommodations and to respond to instances of discrimination. Discussions with a deputy Title IX coordinator are private and information is only shared with other university officials on a need-to-know basis. In the case of imminent threat to an individual or the community, the coordinator may need to consult with other administrators or take action in the interest of safety. The coordinators also work closely with the SHARE Center, the University-Wide Committee on Sexual Misconduct, and the Yale Police Department.

UNIVERSITY-WIDE COMMITTEE ON SEXUAL MISCONDUCT

203.432.4449
Office hours: 9 a.m.–5 p.m., M–F
<https://uwc.yale.edu>

The University-Wide Committee on Sexual Misconduct (UWC) is an internal disciplinary board for complaints of sexual misconduct available to students, faculty, and staff across the university, as described in the committee's procedures. The UWC provides an accessible, representative, and trained body to fairly and expeditiously address formal complaints of sexual misconduct. UWC members can answer inquiries about procedures and the university sexual misconduct policy. The UWC is composed of faculty, senior administrators, and graduate and professional students drawn from throughout the university. UWC members are trained to observe strict confidentiality with respect to all information they receive about a case.

YALE POLICE DEPARTMENT

101 Ashmun Street

24/7 hotline: 203.432.4400

<https://your.yale.edu/community/public-safety/yale-police-department>

The Yale Police Department (YPD) operates 24/7 and is composed of highly trained, professional officers. The YPD can provide information on available victims' assistance services and also has the capacity to perform full criminal investigations. If you wish to speak with the sensitive crimes and support coordinator, they can be reached at 203.432.9547. Informational sessions are available with the sensitive crimes and support coordinator to discuss safety planning, available options, etc. The YPD works closely with the New Haven State's Attorney, the SHARE Center, the Title IX Office, and various other departments within the university. Talking to the YPD does not commit you to submitting evidence or pressing charges; with few exceptions, all decisions about how to proceed are up to you.

Office of International Students and Scholars

<http://oiss.yale.edu>

203.432.2305

The Office of International Students and Scholars (OISS) coordinates services and support for more than 8,000 international students, faculty, staff, and their dependents at Yale. OISS assists international students and scholars with issues related to employment, immigration, personal and cultural adjustment, and serves as a source of general information about living at Yale and in New Haven. As Yale University's representative for immigration concerns, OISS helps students and scholars obtain and maintain legal nonimmigrant status in the United States.

OISS programs, like daily English conversation groups, the Understanding America series, DEIB workshops, bus trips, and social events, provide an opportunity to meet members of Yale's international community and become acquainted with the many resources of Yale University and New Haven. Spouses and partners of Yale students and scholars will want to get involved with the International Spouses and Partners at Yale (ISPY) community, which organizes a variety of programs and events.

The OISS website provides useful information to students and scholars prior to and upon arrival in New Haven, as well as throughout their stay at Yale. International students, scholars, and their families and partners can connect with OISS and the Yale international community virtually through Facebook.

OISS is a welcoming venue for students and scholars who want to check their email, grab a cup of coffee, and meet up with a friend or colleague. The International Center is OISS's home on Yale campus and is located at 421 Temple Street. The International Center provides meeting space for student groups and a venue for events organized by both student groups and university departments. For more information about our hours, directions, and how to reserve space at OISS, please visit <https://oiss.yale.edu/about/hours-directions-parking>.

Libraries

Yale University Library comprises collections, spaces, technology, and people. The collections contain fifteen million print and electronic volumes in more than a dozen libraries and locations, including Sterling Memorial Library, Beinecke Rare Book and Manuscript Library, and the Anne T. and Robert M. Bass Library. Yale Library's resources also include extensive licensed e-resources and extraordinary special collections that represent the diversity of the human experience in forms ranging from ancient papyri to early printed books, rare film and music recordings, and a growing body of born-digital materials. More than five hundred staff members facilitate teaching, research, and practice with deep subject-area knowledge as well as expertise in digital humanities, geographic information systems, the use and management of research data, and emerging uses of artificial intelligence in research. Yale Library's preservation and conservation specialists develop and apply leading-edge technology to maintain collections, providing critical support for increased access to collections, an expanding exhibition program, and Yale's emphasis on teaching with primary sources. For more information, visit <https://library.yale.edu>.

Graduate and Professional Student Senate (GPSS)

The Graduate and Professional Student Senate (GPSS) is composed of student-elected representatives from each of the fourteen graduate and professional schools at Yale. Any student enrolled in these schools is eligible to run for a senate seat during fall elections. As a governing body, the GPSS advocates for student concerns and advancement within Yale, represents all graduate and professional students to the outside world, and facilitates interaction and collaboration among the schools through social gatherings, academic and professional events, and community service. GPSS meetings occur on alternating Thursdays and are open to the entire graduate and professional school community, as well as representatives from the Yale administration. GPSS also oversees the management of the Gryphon, a graduate and professional student center, located at 204 York Street. The center provides office and event space for GPSS and other student organization activities, funds student groups, and houses Gryphon's Pub, open nightly. For more information, please visit <https://gpsenate.yale.edu>.

Cultural and Recreational Opportunities

Keep up to date about university news and events by subscribing to the Yale Today e-newsletter (<https://news.yale.edu/subscribe-enewsletter>), YaleNews (<http://>

news.yale.edu), the Yale Calendar of Events (<http://calendar.yale.edu>), and the university's Facebook, Twitter, Instagram, LinkedIn, and YouTube channels.

The Yale Peabody Museum (<https://peabody.yale.edu>), founded in 1866, houses more than fourteen million specimens and objects in ten curatorial divisions. The Museum's galleries, newly renovated in 2024, display thousands of objects, including the first *Brontosaurus*, *Stegosaurus*, and *Triceratops* specimens ever discovered.

The Yale University Art Gallery (<https://artgallery.yale.edu>) is one of the largest museums in the country, holding nearly 300,000 objects and welcoming visitors from around the world. Galleries showcase artworks from ancient times to the present, including vessels from Tang-dynasty China, early Italian paintings, textiles from Borneo, treasures of American art, masks from Western Africa, modern and contemporary art, ancient sculptures, masterworks by Degas, van Gogh, and Picasso, and more.

The Yale Center for British Art (<https://britishart.yale.edu>) is a museum that houses the largest collection of British art outside the United Kingdom, encompassing works in a range of media from the fifteenth century to the present.

More than five hundred musical events take place at the university during the academic year, presented by the School of Music (<https://music.yale.edu/concerts>), the Morris Steinert Collection of Musical Instruments (<https://music.yale.edu/concerts-events-collection>), and the Institute of Sacred Music (<https://ism.yale.edu/events/upcoming-events>), among others.

For theatergoers, Yale offers a wide range of dramatic productions at such venues as the Yale Repertory Theatre (<https://yalerep.org>); the University Theater and Iseman Theater (<https://drama.yale.edu/productions>); and Yale Cabaret (<https://www.yalecabaret.org>).

The religious and spiritual resources of the university serve all students, faculty, and staff of all faiths. Additional information is available at <http://chaplain.yale.edu>.

The Payne Whitney Gymnasium, one of the most elaborate and extensive indoor athletic facilities in the world, is open to Yale undergraduates and graduate and professional school students at no charge throughout the year. Memberships at reasonable fees are available for faculty, employees, postdocs, visiting associates, alumni, and members of the New Haven community. During the year, various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Tennis Complex, the Yale Outdoor Education Center (OEC), and the Yale Golf Course. All members of the Yale community and their guests may participate at each of these venues for a modest fee. Information is available at <https://myrec.yale.edu>.

Approximately fifty club sports are offered at Yale, organized by the Office of Club Sports and Outdoor Education (<https://recreation.yale.edu/club-sports>). Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale graduate and professional school students have the opportunity to participate in numerous intramural sports activities, including volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, ultimate, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-

year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available at <https://myrec.yale.edu>.

ENROLLMENT

MASTER'S DEGREES CONFERRED, 2025

Master of Environmental Management

Zhibek Abildayeva
George Aniegbunem
Grace Aranow
Benedicta Asiedu
Clare Auld-Brokish
Reni Axelrod
McKenzie Blaine
Olivia Brinks
Lucia Castellares Tello
Mandakini Chandra
Monica Charletta
Ethan Cypull
Christian Dadzie
Zaya Delgerjargal
Sofie diTommaso
Natalia Espinosa Caballero
Angela Ferguson
Grace Ferguson
Caitlyn Finnegan
Rita Flanagan
Jorge Forero Fajardo
Urja Gada
Nikita Gardi
Aira Mae Gavan
Sereena Gee
Kate Gehrke
Kajol Gupta
Chinmaya H M
Josh Hernandez
Guan Huang
Alissa Huntington
John Imperato
Nicole Israel-Meyer
Mahica Iyer
Shubh Jain
Iris Jiang
Fiacro Jimenez Ramirez
Kemi Kakonge Ruyondo
Josh Kesling
Brittaney Key
Daniel Krupa
Emily Lin

Changran Liu
Mike Liu
Ali Luchs
Aidan Lyde
Jacob Lyon
Dani Marangoni-Simonsen
Dennis Martey
Mimi Martinez Okhuysen
Marshall McCall
Berkana McDowell
Courtney Megerian
Aqsa Mengal
Phoebe Merrick
Tai Michaels
Miranda Miller
Nasra Mohamed
Daniel Morgan
Farzana Mubassira
Jimmy Musili
Nanako Nagai
Rose Nagele
Erin Noël
Onolunose Oko-Ose
Nick Page
Laura Polanco Valdez
Masooma Rahmaty
Rinchui Raman
Victoria Ramirez
Juli Raventos Knohr
Alisa Reiner
Olivia Rhodes
Colby Richardson
Steven Ring
Remey Schneider
Elisabeth Schreiber
Caroline Sgaglione
Christina Shaffer
Ambica Shalvi
Stefanía Sibille Grández
Noah Silvestry
Srishti Singh
Truett Sparkman
Dimitria Spathakis
Felipe Storch de Oliveira
Zachary Taylor
Abby Thomas
Ingrid Thyr
Madeleine Tran

Isabela Valencia
Josie Valette
Zongkai Wang
Nate Warszawski
Tatiana Watson Murcia
Alex Wells
Katya Wendt
Dula Wereti
Allie Wiegel
Yichen Zhang

Master of Environmental Science

Rowan Baker
Mario Caller Castro
K Casenhiser
Reni Chng
Andre Eanes
Sophia Hampton
Skye Hellenkamp
Marsh Hlavka
Tara Hoda
Dominik Juling
Anjuri Kakkar
Enar Leferink
Arjun Malhotra
Sofi Montalvo Yanez
Kara Lyn Moran
Esther Donald Mwakisambwe
Jeremy Pustilnik
Ananya Rao
Shannon Regan
Anastasia Rubio
Athena Sofides
Botao Zhao

Master of Forest Science

Jack Hatajik
Odie Kotagama
Julianne Latynski
Dane McKittrick
Sophie Roberts
Sam Tower

Master of Forestry

Cindy Cifuentes
Jackson Cooper
Aaron Donato
Will Gardner
Landry Guillen
Jamila Jaxaliyeva
Baboucarr Joof
Owen Klein
Nate McMullen
Kate Regan-Loomis
Leah Snavelly
Tashi Tashi
Hannah Vase

PH.D. DEGREES CONFERRED, DECEMBER 2024

Samara Meade Brock
Kristy Marie Barnes Ferraro
Lav Kanoi
Manon Lefèvre
Rohan Daniel Simkin
Keer Zhang

PH.D. DEGREES CONFERRED, MAY 2025

Yara Abdulrahman Alshwairikh
Simon Fridtjof Lang
Alexander Polussa
Akshay Surendra
David J. Woodbury

STUDENTS WORKING TOWARD MASTER'S DEGREES*Master of Environmental Management*

Mayowa Abolaji
Harshit Agrawal
Omar Al-Farisi
Rachel Allred
Hassan Alzain
Mia Ambroiggio
Nandini Arora
Mars Arriesgado
Saron Ayahlu
Matthew Baharmast
Katie Baker
Alec Barton
Celia Bateman
Karly Beaumont
Amy Bee

Riki Bertoldi
Maria Blanco Solana
Maegan Bogetti
Andrew Boyd
Meryl Braconnier
Camila Buitrago
Adam Burgess
Gabriel Cabrera Ruiz
Maya Caine
Eli Calhoun
Jhoana Canchanya Melchor
Isaac Carroo
Kayla Cherry
Sophie Coassin
Sara Cody
Eliana Colzani
Katie Davis
CJ Denney
Apoorva Dhingra
Margo Dietrich
Laurenz Dodge
Anisha Dongol
Sherab Dorji
Allie Douma
Maya Dutta
Monica Dwight
Ashley Eugley
Jenna Faucheux
Adela Fei
Mia Forgione
Ella Foster
James Freeman
Olivia Freud
Sophie Friedfeld-Gebaide
Taylor Furrh
Jennifer Gao
Steven Gao
Alaina Geibig
Zaizuo Gong
Tim Hao
Gentry Higgins
Brandon Hoak
MacKenzie Hodgson
Adrian Huq
Olivia Johnson
Clair Jung
Mana Kamakura
Mahina Kame'enui-Becker

Emily Kaufman
Bhavya Khare
Sonia Klein
Kei Kohmoto
Karina Krul
Sarah Lloyd
Megan Luo
Lauren Lynam
Kathleen Maeder
Kibiriti Majuto
Lily Matlof
Anna Merrens
Cayce Morrison
Watson Mwabila
Miki Nakano
Powen Pai
Juhi Parekh
Reece Pauling
Ruby Peng
Federico Perez Vasquez
Grant Peterson
Sanjana Pimoli
Chadwick Pingel
Maggie Proctor
Grace Prom
Kumaresh Ramesh
Davis Recht
Isabel Rewick
Henry Ritter
Dylan Rose
Matt Rutkowski
Katherine Ryan-O'Flaherty
Clare Scheib-Feeley
Sam Schulteis
Angelina Serwaa
Reeti Sethi
Rahul Shah
Lisa Sheridan
Caroline Solomon
Tabitha Sookdeo
Matt Sorge
Abdul Rashid Sualisu
Hadley Tallackson
Emma Thornton
Logan Torres
Jon Vale
Nico Valette
Umer Vaqar

Stephanie von Ungern Sternberg Prufer
 Rose Waltz-Peters
 Sena Wazer
 Abdurehman Mektel Weli
 Aaron Wolfe

Master of Environmental Science

Ta'ah Baxter
 Humayra Binte Asheque
 Sam Blair
 Julius Bronola
 Emily Evans
 Isabela Filgueira Campos
 Alexandra Jade Garcia
 Bella Garrioch
 Mariam Gedenidze
 Catherine Golubovsky
 Isabella Goodman
 Ranjit Kumar
 Aslan Li
 Iris Li
 Ky Miller
 Kellen Moore
 Dylan Morse
 Shayna Moss
 Li Murphy
 Layra Rodrigues Souza
 Carine Rofshus
 Xiaofan Shen
 Kaley Sperling
 Kristen Tam
 Jianing Tian
 Peter VanderBloomer
 Sunny Wang

Master of Forest Science

Bishwabandhu Acharya
 Zoe Barr
 Yike Chen
 Gabriela D'Orazio
 Maria Gallegos Koyner
 Allen Gil

Master of Forestry

De-Graft Acquah
 Toby Bokum-Fauth
 Nat Burr

Shivansh Chaturvedi
Louis Cimmino
Emelia Commey
Cat De Lima Marcal
Jacob Frame
Christopher Gunderson
Asnakech Jabo
Will Kessler
Sean Mahoney
Marina McGonigle

STUDENTS WORKING TOWARD PH.D. DEGREES

Madison Lee Annis
Daniela Acosta
Nadia Batool Ahmad
Rowen Gabrielle Baker
Nadav Bendavid
Aishwarya Bhandari
Logan Billet
Molly Blondell
Amma Asantewaa Agyei Boakye
Lisa Brady
Sarah Louise Brown
Jesse Bryant
Lachlan Byrnes
Mariana Del Mar Camacho Fernandez
Scott Matthew Carpenter
Lelin (Eileen) Chen
Damaris Avery Chenoweth
Ilaria Cimadori
Jacob Hunter Craft
Andie Creel
Michael Culbertson
Fransha Dace
Mutan Dai
Arun Vinod Dayanandan
Apurva Venkata Naga Sundara Duddu
Jasper Eastman
Aymane Eddahmani
Logan Mace Emlet
Alicia Renee Entem
Lucas Epstein
Christian Espinosa Schatz
Skylar Fetter
Manuel Romeo Flores III
Gabriel Gadsden
Siria Gamez
Jonathan Gewirtzman

Leo Maria Goldsmith
Edgardo Gonzalez
Gracia Hadiwidjaja
Thomas Harris
Skye Elizabeth Hellenkamp
Momoko Ishii
Kazi Nazrul Islam
Jun Jiang
Dylan Robert Judd
Samuel Anthony Jurado
Koichi Steven Kanaoka
Aishwarya Kazi
Prajna Cauvery Kotera Pooviah
Jennifer Kroeger
Prashant Kumar
Jocelyn La Fleur
Kennedy Lemayian Leneuiyia
Brandon Lewis
Reid Lewis
Jinge Li
Jancy Rose Lienau
Richa Mahtta
Urmila Basu Mallick
Ross Duntley Martin
Ella Rose McCoshan
Ambria McDonald
Valena Iyamide McEwen
Katherine Adelle Meier
Alyssa Menz
Tobias David Muellers
Sydney Nelson
Laura Obando Cabrera
Lauren Anne Oliver
Evan Alexander Perry
Jacob Donald James Peters
Maike Pfeiffer
Julia Marie Portmann
Mathieu Prevelato
Meredith Reba
Rachel Renne
Elliot Anderson Richards
Robert A. Rioux IV
Benjamin Mugtari Saalidong
Raffaele Sindoni Saposhnik
Sathurusinghe Arachchige Dewni Amaya Sathurusinghe
Muhammad Shayan
Karam Sheban
Bibek Shrestha

Evan Singer
Audrey Margarita Smith
Nathalie Sommer
Rory Stewart
Eliana Stone
Stanley Shi Xuan Tan
Wyatt Tatge
Faith Taylor
Samantha Michelle Tracy
Destiny Treloar
Andres Eduardo Triana Solorzano
Alma Trujillo Miranda
Shou En (Samuel) Tsao
Uthara Vengrai
Andrew Johnathan Vogt
Brant Joseph Walker
Hannah Wang
Yichen Wang
Yifei Wang
Riley Lynn Waters
Shuo Wei
Katy Mary Wilson
Youyi Xu
Shoko Yamada
Yichen Yang
Yufei You
Quinn Zacharias
Joseph Zailaa
Eileen Ai Lin Zhang
Mingyu Zhang
Botao Zhao
Xiang Zhao
Yong Zhao
Laura Zwicker

M.E.SC./M.F.S. THESIS RESEARCH NUMBERS

Faculty	ENV Thesis Research Number
Anastas, Paul	3008
Anisfeld, Shimon	3010
Ashton, Mark	3020
Bell, Michelle	3035
Bradford, Mark	3054
Brando, Paulo	3060
Brodersen, Craig	3072
Burke, Ingrid	3073
Comita, Liza	3143
Doolittle, Amity	3158
Dove, Michael	3160
Duguid, Marlyse	3175
Esty, Daniel	3180
Farrell, Justin	3185
Fenichel, Eli	3195
Gillingham, Kenneth	3215
Harris, Nyeema	3246
Kotchen, Matthew	3257
Lauenroth, William	3261
Lee, Xuhui	3260
Leiserowitz, Anthony	3263
Malone, Sparkle	3290
Orefice, Joseph	3345
Queenborough, Simon	3350
Rao, Narasimha	3363
Raymond, Peter	3364
Saiers, James	3390
Sanford, Luke	3393
Schmitz, Oswald	3400
Seto, Karen	3408
Skelly, David	3420
Taylor, Dorceta	3450
Torres, Gerald	3462
Vedder, Amy	3469
Wargo, John	3470

Yao, Yuan	3488
Zimmerman, Julie	3500

PROJECT COURSES

Faculty	ENV Project Course Number
Anastas, Paul	1008
Anisfeld, Shimon	1010
Ashton, Mark	1020
Bacher, Jessica	1030
Bell, Michelle	1035
Boyd, Peter	1052
Bradford, Mark	1054
Brando, Paulo	1060
Brodersen, Craig	1072
Comita, Liza	1143
Cort, Todd	1147
DeCew, Stuart	1153
Decker, Mary Beth	1155
Doolittle, Amity	1158
Dove, Michael	1160
Duguid, Marlyse	1175
Esty, Daniel	1180
Farrell, Justin	1185
Fenichel, Eli	1195
Garen, Eva	1203
Gelobter, Michel	1208
Gentry, Bradford	1210
Gillingham, Kenneth	1215
Gross, Daniel	1243
Grove, Morgan	1244
Harris, Nyeema	1246
Klee, Robert	1253
Klinkenborg, Verlyn	1256
Kops, Melissa	1256
Kotchen, Matthew	1257
Kuebbing, Sara	1258
Kysar, Douglas	1259
Lauenroth, William	1261
Lee, Xuhui	1260
Leiserowitz, Anthony	1263
Lifset, Reid	1270
Malone, Sparkle	1290

Montagnini, Florencia	1330
Murphy-Dunning, Colleen	1335
Orefice, Joseph	1345
Queenborough, Simon	1350
Rao, Narasimha	1363
Raymond, Peter	1364
Reuning-Scherer, Jonathan	1380
Saiers, James	1390
Salazar Miranda, Arianna	1392
Sanford, Luke	1393
Schmitz, Oswald	1400
Seto, Karen	1408
Skelly, David	1420
Taylor, Dorceta	1450
Torres, Gerald	1462
Vedder, Amy	1469
Wargo, John	1470
Weber, Albert William	1473
Wood, Stephen	1475
Yao, Yuan	1488
Zimmerman, Julie	1500

THE WORK OF YALE UNIVERSITY

The work of Yale University is carried on in the following schools:

Yale College Est. 1701. Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please visit <https://admissions.yale.edu>, email student.questions@yale.edu, or call 203.432.9300. Postal correspondence should be directed to Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234.

Graduate School of Arts and Sciences Est. 1847. Courses for college graduates. Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please visit <https://gsas.yale.edu>, email graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208236, New Haven CT 06520-8236.

School of Medicine Est. 1810. Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Five-year combined program leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Master of Medical Science (M.M.Sc.) from the Physician Associate Program and the Physician Assistant Online Program.

For additional information, please visit <https://medicine.yale.edu/edu>, email medical.admissions@yale.edu, or call the Office of Admissions at 203.785.2643. Postal correspondence should be directed to Office of Admissions, Yale School of Medicine, 367 Cedar Street, New Haven CT 06510.

Divinity School Est. 1822. Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please visit <https://divinity.yale.edu>, email div.admissions@yale.edu, or call the Admissions Office at 203.432.5360. Postal correspondence should be directed to Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511.

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please visit <https://law.yale.edu>, email admissions.law@yale.edu, or call the Admissions Office at 203.432.4995. Postal correspondence should be directed to Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences. For additional information, please visit <https://law.yale.edu>, email gradpro.law@yale.edu, or call the Graduate Programs Office at 203.432.1696. Postal correspondence should be directed to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215.

School of Engineering & Applied Science Est. 1852. Courses for college graduates. Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://seas.yale.edu>, email grad.engineering@yale.edu, or call 203.432.4252. Postal correspondence should be directed to Office of Graduate Studies, Yale School of Engineering & Applied Science, PO Box 208292, New Haven CT 06520-8292.

School of Art Est. 1869. Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please visit <http://art.yale.edu>, email artschool.info@yale.edu, or call the Office of Academic Administration at 203.432.2600. Postal correspondence should be directed to Office of Academic Administration, Yale School of Art, PO Box 208339, New Haven CT 06520-8339.

School of Music Est. 1894. Graduate professional studies in performance and composition. Certificate in Performance (CERT), Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma (A.D.), Doctor of Musical Arts (D.M.A.).

For additional information, please visit <https://music.yale.edu>, email gradmusic.admissions@yale.edu, or call the Office of Admissions at 203.432.4155. Postal correspondence should be directed to Yale School of Music, PO Box 208246, New Haven CT 06520-8246.

School of the Environment Est. 1900. Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://environment.yale.edu>, email admissions.yse@yale.edu, or call the Office of Admissions at 800.825.0330. Postal correspondence should be directed to Office of Admissions, Yale School of the Environment, 300 Prospect Street, New Haven CT 06511.

School of Public Health Est. 1915. Courses for college graduates. Master of Public Health (M.P.H.). Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://publichealth.yale.edu>, email ysph.admissions@yale.edu, or call the Admissions Office at 203.785.2844.

School of Architecture Est. 1916. Courses for college graduates. Professional and post-professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master

of Environmental Design (M.E.D.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://www.architecture.yale.edu>, email gradarch.admissions@yale.edu, or call 203.432.2296. Postal correspondence should be directed to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242.

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate (P.M.C.), Doctor of Nursing Practice (D.N.P.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://nursing.yale.edu> or call 203.785.2389. Postal correspondence should be directed to Yale School of Nursing, Yale University West Campus, PO Box 27399, West Haven CT 06516-0972.

David Geffen School of Drama Est. 1925. Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, Doctor of Fine Arts (D.F.A.).

For additional information, please visit <https://drama.yale.edu>, email dgsd.admissions@yale.edu, or call the Registrar/Admissions Office at 203.432.1507. Postal correspondence should be directed to David Geffen School of Drama at Yale University, PO Box 208325, New Haven CT 06520-8325.

School of Management Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.), Master of Advanced Management (M.A.M.), Master of Management Studies (M.M.S.). Doctor of Philosophy (Ph.D.) awarded by the Graduate School of Arts and Sciences.

For additional information, please visit <https://som.yale.edu>. Postal correspondence should be directed to Yale School of Management, PO Box 208200, New Haven CT 06520-8200.

Jackson School of Global Affairs Est. 2022. Courses for college graduates. Master in Public Policy (M.P.P.) and Master of Advanced Study (M.A.S.).

For additional information, please visit <https://jackson.yale.edu>, email jackson.admissions@yale.edu, or call 203.432.6253.

YALE UNIVERSITY CAMPUS NORTH



Continued on next page

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



The university is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and seeks to attract to its faculty, staff, and student body qualified persons from a broad range of backgrounds and perspectives. Additionally, in accordance with Yale's Policy Against Discrimination and Harassment (<https://your.yale.edu/policies-procedures/policies/9000-yale-university-policy-against-discrimination-and-harassment>), Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, sexual orientation, gender identity or expression, race, color, national or ethnic origin, religion, age, disability, status as a special disabled veteran, protected veteran status, or other protected classes as set forth in Connecticut and federal law.

Inquiries concerning this policy may be referred to the Office of Institutional Equity and Accessibility, 203.432.0849; equity@yale.edu. For additional information, please visit <https://oiea.yale.edu>.

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the university's Title IX coordinator, Elizabeth Conklin, at 203.432.6854 or at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, TDD 800.877.8339, or ocr.boston@ed.gov. For additional information, including information on Yale's sexual misconduct policies and a list of resources available to Yale community members with concerns about sexual misconduct, please visit <https://titleix.yale.edu>.

In accordance with federal and state law, the university maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years' worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Yale Police Department at 203.432.4400, the university will provide this information to any applicant for admission, or to prospective students and employees. The report is also posted on Yale's Public Safety website; please visit <http://your.yale.edu/community/public-safety>.

In accordance with federal law, the university prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the university will provide its annual report to any student or prospective student. The Equity in Athletics Disclosure Act (EADA) report is also available online at <http://ope.ed.gov/athletics>.

BULLETIN OF YALE UNIVERSITY
New Haven CT 06520-8227

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