

## **Welcome**

*This Handbook has been compiled to acquaint you with the School's doctoral program policy. Please use this in conjunction with the Graduate School of Arts and Sciences Programs and Policies booklet.*

## **Acknowledgements**

*Special thanks to Director of Student Affairs and Registrar for the masters program, Joanne DeBernardo, for letting us use whole sections from the meticulous and patiently assembled masters program handbook.*

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## Academic Calendar 2005–2006

### FALL TERM 2005

- FRI., AUG. 26** Fall-term Online Course Selection (ocs) begins
- TUES., AUG. 30** Meeting with Dean Gus Speth and Course Expo
- WED., AUG. 31** Fall-term classes begin, 8:30 AM
- MON., SEPT. 5** Labor Day—classes meet; Administrative Offices closed
- WED., SEPT. 14** Fall-term Online Course Selection ends. Final day for registration. A fee of \$25 is assessed for course schedules submitted after this date.
- MON., OCT. 3** Due date for submission of dissertations to the Graduate School for award of the Ph.D. degree in December. Final day to file petitions for degrees to be awarded in December.
- FRI., OCT. 21** Final day to add a fall term course. Final day to withdraw from a fall term course without a fee and without the course appearing on the transcript. *A fee of \$25 per course is assessed and a “W” is recorded on the transcript for courses dropped after this date. Please note: Courses may be dropped with the \$25 per-course fee through Friday, December 3.* Final day to change enrollment in a fall-term course from Credit to Audit or from Audit to Credit without a fee. *A fee of \$25 per course is assessed for enrollment changes submitted after this date. Please note: Courses may be changed from Credit to Audit or from Audit to Credit through Friday, November 4.*
- FRI., NOV. 4** Final day to change enrollment in a fall-term course from Credit to Audit or from Audit to Credit.  
Final Day to withdraw from a fall term course.
- FRI., NOV. 18** Fall recess begins, 5:30 PM
- MON., NOV. 28** Classes resume, 8:30 AM
- FRI., DEC. 9** Classes end, 5:30 PM
- SAT., DEC. 17** Fall term ends; winter recess begins.

## SPRING TERM 2006

- MON., JAN. 9** Spring term classes begin, 8:30 AM.  
Registration and spring ID validation begins.
- MON., JAN. 16** Martin Luther King Day—No Classes. Administrative Offices closed.
- FRI., JAN. 20** Spring-term Online Course Selection (ocs) ends. Final day for registration. A fee of \$25 is assessed for forms submitted after this date.
- FRI., MAR. 3** Spring recess begins, 5:30 AM. Final day to add a spring-term course. Final day to withdraw from a spring-term course without a fee and without the course appearing on the transcript. *A fee of \$25 per course is assessed and a “W” is recorded on the transcript for courses dropped after this date. Please note: Courses may be dropped with the \$25 per-course fee through Monday, April 25.* Final day to change enrollment in a spring-term course from Credit to Audit or from Audit to Credit with a fee. *A fee of \$25 per course is assessed for enrollment changes submitted after this date. Please note: Courses may be changed from Credit to Audit or from Audit to Credit through Monday, March 27.*
- WED., MAR. 15** Due date for submission of dissertations to the Graduate School for award of the Ph.D. degree in May. Final day to file petitions for degrees to be awarded in May.
- MON., MAR. 20** Classes resume, 8:30 AM
- MON., MAR 27** Final day to change enrollment in a spring-term course from Credit to Audit or from Audit to Credit. Final day to withdraw from a spring term course.
- FRI., APR 14** Classes end, Reading period begins, 5:30 PM
- MON., MAY 1** Classes end, 5:30 AM
- TUES., MAY 9** Spring term ends
- MON., MAY 22** University Commencement



## Administrative Personnel and Services

**DEAN'S OFFICE** BREWSTER, ALAN *Deputy Dean, Management and Resources*, Room 21, Sage Hall, 2-5794.

COPPOCK, JANE *Assistant Dean*, Room 43, Sage Hall, 2-8980.

GEBALLE, GORDON *Associate Dean for Student & Alumni Affairs/Lecturer*, Room 38, Sage Hall, 2-5122.

MARSHALL, CATHERINE *Senior Administrative Assistant 2*, Dean's Office, Room 21, Sage Hall, 2-5109.

MASSARI, MARGOT *Senior Administrative Assistant*, Dean's Office, Room 21, Sage Hall, 6-3630.

MONTALVO, PILAR *Special Assistant to the Dean*, Dean's Office, Room 28, Sage Hall, 2-6865.

RYAN, SHERRY *Senior Administrative Assistant*, Dean's Office, Room 21, Sage Hall, 2-5109.

SCHMITZ, OSWALD J. *Associate Dean for Academic Affairs*, Room 108, Greeley Lab, 2-5110.

SPETH, JAMES GUSTAVE *Dean*, Room 21, Sage Hall, 2-5109.

**STUDENT SERVICES** ADAMS, MARIANN *Administrative Assistant*, Career Development, Room 9, Sage Hall, 2-5100.

BARSA, ELISABETH *Doctoral Program Coordinator*, Doctoral Program, Room 101, 210 Prospect Street, 2-5146.

BROADWATER, DEBORAH *Assistant Director of Career Development*, Room 10, Sage Hall, 6-4830.

DEBERNARDO, JOANNE *Registrar/Director of Student Affairs*, Room 8A, Sage Hall, 2-6286.

GEBALLE, GORDON *Associate Dean for Student & Alumni Affairs*, Room 38, Sage Hall, 2-5122.

KUHNE, ANGELA *Assistant Admissions Director*, Masters Program, Room 9A, 2-0209.

LEE, XUHUI *Director of Doctoral Studies*, Room 119B, Greeley Lab, 2-5110.

MCDIARMID, EMLY *Director of Admissions*, Masters Program, Room 8B, Sage Hall, 2-5138.

OTIS, STANTON ("PETER") *Director of Career Development*, 8D, Sage Hall, 2-8920.

RIVAS MALDONADO, QUETCY *Senior Administrative Assistant 2*, Room 8D, Sage Hall, 2-6055.

SCHMITZ, OSWALD J. *Associate Dean for Academic Affairs*, Room 108, Greeley Lab, 2-5110.

STODDARD, ROSANNE *Senior Administrative Assistant*, Room 7, Sage Hall, 2-5136.

ZEMBA, BETHANY *Financial Aid Director*, Room 3F, Sage Hall, 2-5105.

**FINANCIAL  
SERVICES**

BREWSTER, ALAN *Deputy Dean for Management and Resources*, Room 21, Sage Hall, 2-5794.

GRANDELLI, FLORENCE *Assistant Business Manager*, Room 27A, Sage Hall, 2-9921.

GRIGGS, TEENA MARIE *Office Assistant*, Room 24B, Sage Hall, 2-5104.

LUBENOW, CARMELA *Financial Assistant*, Room 26, Sage Hall, 2-3053.

MCNEIL, JACQUELINE *Financial Assistant*, Room 24B, Sage Hall, 2-7173.

MRAZIK, DENISE *Administrative Assistant*, Human Resources, Room 27, 2-6967.

PHILLIPS, SANDRA *Financial Assistant*, Room 26, Sage Hall, 2-8742.

RUSSELL-BELL, ELNORA *Administrative Associate*, Room 24B, Sage Hall, 6-4297.

TUSCANO, THOMAS *Director of Finance & Administration*, Room 25, Sage Hall, 2-5104.

WASKIEWICZ, CHARLES *Assistant Business Manager*, Room 25A, Sage Hall, 2-5148.

**FACILITIES  
AND  
EQUIPMENT**

DILELLA, NANCY *Office Assistant*, Room 3E, Sage Hall, 2-2099.

ERNSTBURGER, HELMUT *Analytical Laboratory Manager*, Room 1, Greeley Memorial Laboratory, 2-6395.

LIPTAK, DAVID *Greenhouse Manager*, Greeley Memorial Laboratory, 2-5076.

MARINO, NANCY *Office Assistant*, Room 3E, Sage Hall, 2-2099.

PATRON, JULIO *Maintenance Assistant*, Room 1, Greeley Memorial Laboratory, 2-6395.

SCALIA, DOMINIC *Facilities Manager*, Room 3E, Sage Hall, 2-2099.

TUSCANO, THOMAS *Director of Finance & Administration*, Room 25, Sage Hall, 2-5104.

**DEVELOPMENT**

DALY, ANDREW *Coordinator*, Room 304, 210 Prospect Street, 2-5697.

ESPOSITO, MARY *Senior Administrative Assistant*, Development Office, Room 304, 210 Prospect Street, 2-5697.

GENTRY, EUGENIE *Associate Director of Development*, Room 301, 210 Prospect Street, 6-4844.

KIERNAN, MICHAEL *Foundations Officer*, Room 206A, 210 Prospect Street, 6-4845.

REGAN, FREDERICK *Chief Development Officer*, Room 303, 210 Prospect Street, 2-5189.

ROYSTER, CONSTANCE *Associate Director of Development*, Room 302, 210 Prospect Street, 2-9361.

WHITNEY, MICHÈLE *Assistant Director of Development*, 210 Prospect Street, Room 304, 2-4511.

**ALUMNI AFFAIRS** COURTMANCHE, IRENE *Senior Administrative Assistant*, Room 202, 210 Prospect Street, 6-4168.

GEBALLE, GORDON *Associate Dean for Student & Alumni Affairs*, Room 38, Sage Hall, 2-5122.

SCHOMAKER, KATH *Director of Alumni/ae Affairs*, 210 Prospect Street, Room 201, 2-5108.

**LIBRARY** DRAGHI, PAUL *Director of Information Systems*, Room 37, Sage Hall, 2-5115.

HEISTER, CARLA *Librarian*, Room 45, Sage Hall, 2-5132.

NABIZADA, ADIBA *Library Assistant*, Room 46, Sage Hall, 2-5131.

SHAO, GEORGE *Library Assistant*, Room 46, Sage Hall, 2-5130.

**FACULTY SUPPORT** DECERBO, TIMOTHY *Administrative Assistant*, Room 200A, 380 Edwards Street, 6-4421.

GEE, DOLORES *Administrative Assistant*, Room 30, 360 Prospect Street, 2-6901.

LINER, JENNITH *Administrative Assistant*, Room 118, 370 Prospect Street, 2-5155.

MIGLIORE, ELEANOR *Senior Administrative Assistant 2*, Room 3C, Sage Hall, 2-5732.

MOUHEB, ROBERTA *Administrative Assistant*, Room 3D, Sage Hall, 2-8467.

PROKOP, ANN *Administrative Assistant*, Room 106, 310 Prospect Street, 2-6216.

**MAIL COMMUNICATIONS** MARINO, NANCY *Office Assistant*, Room 3E, Sage Hall, 2-2099.

COURTMANCHE, IRENE *Senior Administrative Assistant*, Room 202, 210 Prospect Street, 6-4168.

DEFUSCO, DAVID *Director of Communications*, Room 203, 210 Prospect Street, 6-4842.

**INFORMATION  
TECHNOLOGY  
SERVICES**

DRAGHI, PAUL *Director of Information Systems*, Room 37, Sage Hall, 2-5115.

HARTMAN, ROBERT *ITS Computer Support*, Room 36, Sage Hall, 6-4444.

MOLLOY, KELLY *Senior Administrative Assistant*, Room 36, Sage Hall, 6-4444.

MOROZ, WILLIAM *Information Technology Specialist*, Room 35, Sage Hall, 6-4444.

PRASAD, SHIVA *Information Technology Specialist*, Room 35, Sage Hall, 6-4444.

## Special Programs and Centers

**CENTER FOR ENVIRONMENTAL LAW AND POLICY**, Daniel Esty, *Director*, Room 206, 301 Prospect Street, 2-3123.

**COASTAL AND WATERSHED SYSTEMS**, Gaboury Benoit, *Director*, Martha McCormick Smith, *Program Director*, Room 33, Sage Hall, 2-3026.

**CENTER FOR INDUSTRIAL ECOLOGY**, Thomas Graedel, 2-9733, *Director*, Gretchen Rings, *Program Coordinator*, Beverly Chevalier, 6-4835, Barbara Reck, *Research Associate* 380 Edwards Street, Room 102, 2-5694.

**CORPORATE ENVIRONMENTAL LEADERSHIP SEMINAR**, Gretchen Rings, *Program Coordinator*, 380 Edwards Street, 2-6953.

**INDUSTRIAL ENVIRONMENTAL MANAGEMENT PROGRAM**, Marian Chertow, *Director*, 380 Edwards Street, 2-4835.

**JOURNAL OF INDUSTRIAL ECOLOGY**, Reid Lifset, *Editor-in-Chief*, Edward Gordon, *Assistant Editor*, 380 Edwards Street, 2-6949.

**PROGRAM ON SOLID WASTE POLICY**, Marian Chertow, *Director*, Reid Lifset, *Associate Director*, 380 Edwards Street, 2-3253.

**ENVIRONMENT AND HEALTH INITIATIVE**, John Wargo, *Director*, 301 Prospect Street, 2-5123.

**GLOBAL INSTITUTE OF SUSTAINABLE FOREST MANAGEMENT**, Chad Oliver, *Director*, Mary Tyrrell, *Executive Director*, Marsh Hall, 2-5117.

**JOURNAL OF SUSTAINABLE FORESTRY**, Graeme Berlyn, *Editor*, Greeley Memorial Laboratory, 2-5142.

**PROGRAM ON FOREST CERTIFICATION**, Benjamin Cashore, *Chair*, Marsh Hall, 2-3009.

**PROGRAM ON FOREST PHYSIOLOGY AND BIOTECHNOLOGY**, Graeme Berlyn, *Director*, Greeley Lab, 2-5140.

**PROGRAM ON LANDSCAPE MANAGEMENT**, Chad Oliver, *Director*, Megan Mattox, *Program Director*, Greeley Lab, 2-6670.

**PROGRAM ON PRIVATE FORESTS**, Chad Oliver, *Director*, Mary Tyrrell, *Program Director*, Marsh Hall, 2-5983.

**PROGRAM ON TROPICAL FORESTS**, Florencia Montagnini, *Director*, Greeley Lab, 6-4221.

**SCHOOL FORESTS**, Mark Ashton, *Director*, Alex Finkral, *Manager*, Marsh Hall, 2-5134.

**THE FORESTS DIALOGUE SECRETARIAT**, Timothy G. Gregoire, *Faculty Director*, Gary Dunning, *Director*, Marsh Hall, 2-5966.

**HIXON CENTER FOR URBAN ECOLOGY**, Gaboury Benoit, Stephen Kellert, *Co-Directors*, Colleen Murphy-Dunning, *Center Director*, 205 Prospect Street, Room 301, 2-6570.

**URBAN RESOURCES INITIATIVE**, William Burch, Jr., *Director*, Colleen Murphy-Dunning, *Center Director*, 230 Prospect Street, Room 302, 2-6189.

**UNDP/YALE COLLABORATIVE PROGRAM ON THE URBAN ENVIRONMENT**, Bradford Gentry, *Director*, 2-5634.

**TROPICAL RESOURCES INSTITUTE**, Lisa Curran, *Director*, Amity Doolittle, *Program Director*, 210 Prospect, 2-3660.

**CENTER FOR BIODIVERSITY AND CONSERVATION SCIENCE**, Oswald Schmitz, *Director*, Room 119B, Greeley Lab, 2-5110.

## Important Telephone Numbers

Alarm System/Codes	2-2099
Alumni/ae Affairs	2-5108
Assistantships	2-5105
Audio/Visual	2-5115
Building Access	2-2099
Building Repairs	2-2099
Building Maintenance	2-2099
Business Office	2-5104
Career Development	2-8920
Classroom Reservations	2-5136
Communications	6-4842
Computers	6-4444
Copy Cards	2-2099
Course Registration	2-6286
Course Schedules	2-6286
Dean's Office	2-5109
Development Office	2-5697
Doctoral Program	2-5146
Expense Reports	2-5104
Facilities Office	2-2099
Financial Aid	2-5105
Forests	2-5134
Grades	2-6286
Grants & Contracts	2-5148
Greenhouse	2-5076
Internships	2-8920
Job Information	2-8920
Keys	2-2099
Lab Equipment	2-3218

Library	2-5130
Lockers	2-2099
Mail	2-2099
Payroll	2-5104
Photocopiers	2-2099
Purchase Requisitions	2-5104
Repairs	2-2099
Scholarships	2-5105
Student Affairs	2-6286
Student Loans	2-5105
Supplies	2-2099
Telephones	2-2099
Travel Requisitions	2-5104
Van Repair	2-2099
Van Reservation	2-5155

## Student Organizations

**STUDENT AFFAIRS COMMITTEE (SAC)** The Student Affairs Committee (SAC) is a representative body composed of first-year, second-year and doctoral students which facilitates communication between the student body and the F&ES administration. SAC allocates funds to individuals and groups within the F&ES community to primarily benefit the F&ES community through intellectual, scientific, cultural, and social enhancement activities.

**FORESTRY CLUB** The Yale Forestry Club provides a variety of activities within the School. Officers are elected to the executive committee by the student body, decide administrative matters, and maintain ongoing activities of the club. The executive committee convenes weekly and is readily accessible to all students. Forestry Club officials seek and encourage new ideas for programs and activities. The Club provides an informal means for helping first-year students as they arrive at the School. Information on life in New Haven and advice on curriculum planning is provided through a first-year/second-year mentor program. The social functions of the club include a welcome reception prior to fall registration, holiday parties, a spring auction, and weekly gatherings.

**SOCIETY OF AMERICAN FORESTERS** Advancing the science, technology, education, and practice of professional forestry and using the knowledge and skills of the profession to benefit society are constitutionally mandated objectives of the Society of American Foresters (SAF). Chartered by the SAF, Yale's student chapter sponsors programs and events which are in keeping with these professional objectives, and facilitates communication among individual members and the regional and national SAF representatives. Major goals of the student chapter include positive interaction and communication with other School groups, and, within the larger Yale and New Haven communities, promotion of the integral role of forestry in the protection of natural resources. The group hosts student, faculty, and guest speakers at regular chapter meetings, conducts field trips and local workshops, and participates in regional and national SAF affairs.

**INTERNATIONAL  
SOCIETY OF  
TROPICAL  
FORESTERS  
(ISTF)**

The first student chapter of the International Society of Tropical Foresters (ISTF) was organized at Yale in 1989, as part of a network of natural resource professionals concerned with tropical resource management. ISTF provides a forum for students with interests and experiences in linking natural resource conservation and management with economic development. Members participate in a range of social, educational, and professional activities that promote the sharing of experiences and knowledge related to resource management in developing countries. The group sponsors seminars by student and professional speakers on topics relating to tropical forestry or conservation. Each year, ISTF organizes a two-day conference on a topic not covered in the regular curriculum. Conferences in recent years have brought to Yale representatives of governments, universities, and environmental and development organizations to discuss tropical certification, Himalayan conservation and development, the potential role of indigenous knowledge in economic development, and ecotourism. ISTF members also contribute to the development of policies and curriculum changes in the tropical studies program.

**STUDENT  
CHAPTER OF  
THE AMERICAN  
WATER  
RESOURCES  
ASSOCIATION**

The American Water Resources Association (AWRA) is a professional society dedicated to the advancement of interdisciplinary water resources research, planning, management, development, and education. With over three thousand members worldwide, AWRA provides a forum for the collection and dissemination of ideas and information in the biophysical, engineering, and socioeconomic aspects of water related problems. The objectives and activities of the Yale AWRA Student Chapter include the following: (1) provides a forum for students with interests in water resources; (2) student presentations on research projects or professional experience; (3) interaction with other AWRA student chapters and the New England Section; (4) sponsoring outside speakers; (5) periodic social events.

**INDUSTRIAL  
ENVIRONMENTAL  
MANAGEMENT &  
ENERGY (IEME)  
INTEREST GROUP**

The Industrial Environmental Management and Energy (IEME) Student Interest Group attracts students from the private, public, and nonprofit sectors who are interested in working with industry to improve environmental quality. The IEME SIG represents a variety of interests, including environmental management, energy, climate, change, transportation, finance, and corporate social responsibility.

Each year, IEME organizes social events, field trips, an alumni panel event and a spring semester lecture series. In 2005, among others, Bill Malloch, Head of Footwear Sustainability at Nike, Quayle Hodek, CEO of Renewable Choice, and Susan Wood, Director of Sales and Marketing for AgCert, all spoke at IEME SIG sponsored events. In 2004, the spring lecture series hosted Richard Sandor, Founder of the Chicago Climate Exchange, and John Elter of Plug Power, a New York-based fuel cell company. Individuals from Disney, ENEL, The Natural Step, Environment Northeast, Connecticut Department of Energy, and the Connecticut Clean Energy Fund also spoke to the IEME SIG in 2003–04. The annual alumni panel event bring former FES IEM'ers back to New Haven to share their experiences and provide a valuable networking opportunity. In addition, since its inception over a decade ago, the IEME SIG annually publishes a resume book of its members and distributes it to a wide variety of relevant organizations. Finally, IEME students work closely together, inside and outside the classroom, sharing interests, insights, and lots of pizza.

**SOCIETY FOR  
CONSERVATION  
BIOLOGY**

Conservation Biology, a relatively new scientific discipline, applies principles of ecology, genetics, biogeography, and the social sciences to the conservation of biological diversity. Since its creation eight years ago, the Society for Conservation Biology has been the fastest growing scientific society, with more than 4,000 members worldwide. In 1990, students at the School established the first national chapter of the society and developed the bylaws that are now used in the formation of other chapters. The Yale chapter of the Society for Conservation Biology brings together students and faculty from many different disciplines that share a common interest in the conservation of biological diversity. The role of the

Society is to complement the academic program with student-initiated activities and thus strengthen the conservation biology community at Yale. Activities of the Yale chapter for the Conservation of Biology are diverse. Weekend workshops train students in wildlife management techniques such as radio telemetry, prescribed burns, and mark-recapture survey methods. Each semester the Society organizes outings such as birding trips, whale watching, and mushroom walks. Learning from the research and the experiences of fellow classmates is an invaluable opportunity, and the Society encourages this dialogue by sponsoring student research presentations on a bi-weekly basis. Leaders in the discipline are brought in to speak on issues ranging from the current status of the Endangered Species Act to methods in biodiversity monitoring. Periodic meetings enable students and alumni to share information on work and projects relating to conservation biology. The Society also maintains an e-mail list reporting job openings in conservation biology and related fields.

**SOCIETY FOR  
MARINE AND  
COASTAL  
STUDIES**

Formed in the fall of 1991, the Society for Marine and Coastal Studies (SMCS) provides a channel for the incorporation of marine and coastal issues into the life and educational opportunities of the School. The main objectives of the SMCS include: (1) to consolidate and expand the collective marine and coastal knowledge and experience of students and faculty, and to encourage and provide a forum for interactive exchange of information and ideas; (2) to strengthen and encourage the base of knowledge and activities in marine and coastal issues within the curriculum; and (3) to develop linkages with institutions and organizations outside the Yale community to broaden opportunities for student research, internships, and employment in marine and coastal positions. To facilitate student involvement in local marine and coastal projects, through the Society or the School's Center for Coastal and Watershed Systems, students may use the Peabody Museum Field Station, located on Long Island Sound. The field station, associated salt marsh, and a seventeen-acre island are available to Yale students for research.

**THE ENVIRONMENT  
AND DEVELOPMENT  
INTEREST GROUP**

The Environment and Development Interest Group seeks to provide a forum for discussion and activities relating to the most critical challenge of our generation, that of balancing economic development with environmental integrity. As a source of environmental managers and leaders, an increasing proportion of which are from developing countries, the Yale School of Forestry and Environmental Studies should offer opportunities for students to equip themselves with the knowledge, network, and know-how to contribute effectively to this challenge.

**SOCIAL AND  
COMMUNITY  
ORIENTED  
RESEARCH ON THE  
ENVIRONMENT  
(SCORE)**

SCORE was created in order to gain practical field skills for working with rural and urban communities on environmental issues. Since its formation, we have held training workshops on proposal writing and sessions on social science field methods, as well as a regular potluck series where members of the Yale community present topics and tips on working effectively with communities. During this academic year, one priority is a workshop at F&ES on dispute resolution.

**SUSTAINABLE  
INVESTMENTS  
GROUP (SIG)**

The Sustainable Investments Group takes on one of those issues that environmentalists don't always like to think about: money. We are interested in the ways that financial flows, both institutional and individual, affect natural resources and human communities, and how investments can be challenged and channeled to promote a more just and sustainable system. Thus far SIG-SIG has been active in pushing Yale to make its endowment investment policies more transparent, as part of a broader nation-wide campaign on university campuses. As a new group, however, we are open to any activities that fall under this mandate: speakers, discussions, joint endeavors with SOM folk, campaigns, workshops...invest your time and ideas in SIG-SIG and watch the interest grow in this critical topic.

**LATIN  
AMERICAN STUDENT  
INTEREST GROUP  
(LA SIG)**

The Latin American SIG was created by students from different countries of South and Central America. Our goal is to join all students that are interested in studying/working in that region to share experiences, information, etc. We are also interested in organizing talks and inviting distinguished Latin American professionals that work in the Environmental field.

**THE MULTI-ETHNIC STUDENT ASSOCIATION (MESA)**

MESA is a group of students of diverse ethnic and racial backgrounds who are interested in encouraging the F&ES administration, faculty and students to better address issues of cultural diversity. In addition, MESA exists as an avenue for discussion and support for students of color. MESA also represents F&ES through relationships with other multi-cultural student groups on the Yale campus (including the Yale School of Graduate Studies' Office of Diversity and Equal Opportunity (ODEO) as well as the Environment and Public Health Multicultural Student Organization (EPHMSO)). Overall, MESA intends to create a welcoming space and a supportive environment for students of diverse ethnic backgrounds (American and international) to discuss concerns and experience. With time, MESA hopes to encourage increased ethnic diversity among our teaching faculty and visiting speakers, and the student body. In addition, MESA will facilitate the provision of more multi-cultural school events.

**FOREST STEWARDS GUILD**

The Forest Stewards Guild's mission is to promote ecologically responsible resource management that sustains the entire forest across the landscape. The Guild is a professional organization of practicing foresters throughout the United States. The Yale Chapter of the Forest Stewards Guild is the first student chapter in the country; during the next school year we will be inviting practicing guild members to speak about ecologically responsible forestry and attending Guild workshops in New England.

**YALE ENVIRONMENTAL HEALTH ASSOCIATION**

The Yale Environmental Health Association (YEHA) provides a student voice for environmental health issues and gives students an opportunity to explore the connections between human health and the environment in which we live. YEHA does this through invited speakers, conferences, discussions and other sponsored events.

**THE WESTERN RESOURCES STUDENT INTEREST GROUP (WRSIG)**

WRSIG of the Yale School of Forestry and Environmental Studies was formed to allow interested students to share ideas and to promote awareness of issues related to the Western United States. Vast natural resources in the public domain, coupled with increased rates of expansion and development have increased the need for effective management. WRSIG

members explore creative and adaptable solutions to fill the development needs of the western communities while mitigating negative impacts on the environment. The group organizes bi-semester forums at which speakers present western resources-related topics such as green development, ecosystem management, water rights and consumption, mining and resource extraction, recreation, forest restoration and fire, wildlife habitat destruction, renewable-energy infrastructure, and the conflicts surrounding environmental regulations and statutes. WRSIG will seek to collaborate with the School of Management and Yale Law School to address these issues. WRSIG welcomes all interested participants.

**SPECIAL TREES  
IN THE FOREST  
(STIF)**

STIF is Special Trees in the Forest a group for LGBTQ student in FES. We are a social and support group for lesbian, gay, bisexual, transgendered, and questioning students.



## Useful Websites

<b>F&amp;ES HOMEPAGES</b>	<b>F&amp;ES HOMEPAGE</b> <a href="http://www.yale.edu/environment">http://www.yale.edu/environment</a> or <a href="http://www.yale.edu/forestry/">http://www.yale.edu/forestry/</a>
	<b>F&amp;ES DOCTORAL HOMEPAGE</b> <a href="http://www.yale.edu/forestrydoctoral">http://www.yale.edu/forestrydoctoral</a>
<b>RESEARCH CENTERS</b>	<b>THE COASTAL FOR COASTAL AND WATERSHED SYSTEMS</b> <a href="http://www.yale.edu/ccws">http://www.yale.edu/ccws</a>
	<b>THE CENTER FOR EARTH OBSERVATION</b> <a href="http://www.yale.edu/ceo/">http://www.yale.edu/ceo/</a>
	<b>THE CENTER FOR ENVIRONMENTAL LAW AND POLICY</b> <a href="http://www.yale.edu/envirocenter">http://www.yale.edu/envirocenter</a>
	<b>YALE SCHOOL OF FORESTRY HUBBARD BROOK DATA SETS</b> <a href="http://www.yale.edu/edex/new/">http://www.yale.edu/edex/new/</a>
	<b>INDUSTRIAL ENVIRONMENTAL MANAGEMENT PROGRAM</b> <a href="http://www.yale.edu/iem">http://www.yale.edu/iem</a>
	<b>PEABODY MUSEUM NATURAL HISTORY</b> <a href="http://www.peabody.yale.edu">http://www.peabody.yale.edu</a>
	<b>YALE WORKING PAPERS ON SOLID WASTE POLICY</b> <a href="http://www.yale.edu/pswp">http://www.yale.edu/pswp</a>
	<b>TROPICAL RESOURCE INSTITUTE</b> <a href="http://www.yale.edu/tri/">http://www.yale.edu/tri/</a>
	<b>THE URBAN RESOURCES INITIATIVE</b> <a href="http://www.yale.edu/uri">http://www.yale.edu/uri</a>
	<b>GLOBAL INSTITUTE OF SUSTAINABLE FORESTRY</b> <a href="http://www.yale.edu/gist/cf">http://www.yale.edu/gist/cf</a>
<b>YALE FORESTS</b> <a href="http://www.yale.edu/schoolforest">http://www.yale.edu/schoolforest</a>	
<b>SILVICULTURE LABORATORY</b> <a href="http://www.yale.edu/silvics">http://www.yale.edu/silvics</a>	
<b>STUDENT SERVICES</b>	<b>PUBLIC-PRIVATE PARTNERSHIP FOR THE URBAN ENVIRONMENT</b> <a href="http://www.undp.org/pppue">http://www.undp.org/pppue</a>
	<b>COURSES AT YALE UNIVERSITY</b> <a href="http://www.yale.edu/courseinfo">www.yale.edu/courseinfo</a>
	<b>COURSE SYLLABI</b> <a href="http://classes.yale.edu/">http://classes.yale.edu/</a>

STUDENT FINANCIAL & ADMINISTRATIVE SERVICES  
[www.yale.edu/sfas](http://www.yale.edu/sfas)

YALE STUDENT SYSTEMS  
[www.yale.edu/sis](http://www.yale.edu/sis)

YALE UNIVERSITY OFFICE OF INTERNATIONAL STUDENTS  
AND SCHOLARS  
[www.oiss.yale.edu](http://www.oiss.yale.edu)

ACADEMIC AND RESEARCH  
<http://yale.edu/environment/academics>

CAREER DEVELOPMENT  
<http://www.yale.edu/forescdo/>

YALE UNIVERSITY HEALTH SERVICES  
[www.yale.edu/uhs](http://www.yale.edu/uhs)

**NEW HAVEN  
AND  
SURROUNDING  
AREAS**

OFF CAMPUS LISTING SERVICE  
<http://www.yale.edu/offcampuslisting>

ALL THINGS NEW HAVEN ON THE WEB – A COMPREHENSIVE ONLINE  
DIRECTORY OF THE MOST USEFUL WEBSITES!  
<http://www.newhavenweb.com/>

GREATER NEW HAVEN CONVENTION AND VISITOR BUREAU  
<http://www.newhavencvb.org>

GREATER NEW HAVEN CHAMBER OF COMMERCE  
<http://www.newhavenchamber.com>

**YALE  
UNIVERSITY  
USEFUL  
WEBSITES**

LOCAL PUBLICATIONS  
[www.ctcentral.com](http://www.ctcentral.com)

YALE UNIVERSITY HOMEPAGE  
[www.yale.edu](http://www.yale.edu)

YALE UNIVERSITY VISITOR INFO CENTER  
[www.yale.edu/visitor/](http://www.yale.edu/visitor/)

YALE UNIVERSITY STUDENT EMPLOYMENT OFFICE  
<http://www.yale.edu/seo/>

YALE DAILY NEWS  
<http://www.yaledailynews.com/>

THE CHAPLAIN'S OFFICE AT YALE UNIVERSITY  
<http://www.yale.edu/chaplain/home.html>

YALE UNIVERSITY ID CENTER  
<http://www.yale.edu/idcenter>

**EARLY CHILDHOOD EDUCATION AND CHILD CARE AT YALE UNIVERSITY**

<http://www.yale.edu/daycare/>

**YALE UNIVERSITY LIBRARY**

<http://www.library.yale.edu>

**YALE UNIVERSITY PARKING AND TRANSIT**

<http://www.yale.edu/hronline/parkingandtransit/index.htm>

**DIRECTIONS TO YALE UNIVERSITY**

<http://www.yale.edu/visitor/directions.html>

**YALE AND THE WORLD**

<http://www.world.yale.edu>

## Career Development

The overall goal of the School's Career Development Office (CDO) is to assist students in charting a course that will lead them to a career fitting their interests, skills, and abilities. Our diverse resources and services enable users to learn about themselves, determine how their accumulated experiences will translate into meaningful career goals, and how to conduct effective job searches. To meet this goal, the office offers an extensive collection of resources and programs to help students set personal and career goals, assess the natural resources market, network and conduct job searches, write resumes, interview, prepare grant proposals, seek internships, look for fellowships and other funding opportunities, and address other contemporary career-related issues. Alumni/ae seminars, career days, and recruiting fairs, as well as our worldwide alumni/ae network, provide students with an opportunity to make contacts and explore career possibilities. The CDO's Global eRecruiting Outreach (GeO) Program links students, alumni/ae, and employers through job and internship postings and on and off campus recruiting events; see <http://yalefesgeo.erecruiting.com/er/>.

The Career Development Office has an extensive collection of informational aids describing federal, state, for-profit, and not-for-profit natural resource organizations and opportunities in the United States and around the world. The office subscribes to all the major job vacancy announcement publications and receives them either in paper form or in a format that is accessible to students and alumni/ae anywhere via the World Wide Web. The office's Web site at <http://www.yale.edu/fescareers/> provides much additional career information to users, including activities of graduates six months following graduation, as well as details on each year's summer internship activities. Salary information about recent graduates is also included. Students attending the School have the most important career resources available to them on a daily basis—faculty and fellow students. Individual professors provide a

wealth of information and career assistance, and the School's student body represents an exceptional degree of experience and expertise. Students interacting with one another develop a lifetime resource of professional contacts.

The office is open to all master's and doctoral students and alumni/ae of the School of Forestry & Environmental Studies. Students' spouses and significant others may also use the service to assist their local job searches. Yale College students and other Yale graduate and professional students seeking environmental careers may also use many of the resources.

## **F&ES Library Information**

**HOURS** Library hours are posted in the F&ES Library homepage located at <http://library.yale.edu/science/subject/forestry.html>.

The Henry S. Graves Memorial Library at the School of Forestry and Environmental Studies is one of the oldest and largest collections of forestry, natural resource, and related publications in the world. Current holdings in the Graves Library consist of more than 135,000 books, documents, technical reports, and serial publications dealing with forestry, forest science, natural resource management, and environmental sciences and management. The library receives some 650 journals, periodicals, and other serial publications. The greater portion of the library's collection, comprising material dating from the eighteenth century to the 1960s and periodical backfiles, is housed in the Seeley G. Mudd Library, one block from Sage Hall. The more recent part of the collection is housed on the fourth floor of Sage Hall.

The library is committed to acquiring whatever books and journals are needed to support the school's teaching and research activities. In addition, students have access to the enormous holdings of the Yale University library. Reference and information services are provided by an experienced staff of three. Additional aid is available from reference librarians in the nearby Kline Science and Social Science libraries. For electronic retrieval, the library has a network of electronic databases accessible via its website, which cover general environmental topics, as well as the specific subject areas of forestry, soils, fish and wildlife, and water resources. Many other databases are available through the collections of nearby science and social science libraries. Library resources outside of Yale are accessed primarily through both the OCLC network of academic and public libraries and the Research Libraries Information Network (RLIN) of some eighty research libraries belonging to the Research Libraries Group (RLG). These net-

work and membership connections have become increasingly important for arranging interlibrary loans and photocopies of highly specialized research materials.

The F&ES Library homepage is located at <http://library.yale.edu/science/subject/forestry.html>. Here you will find links to Orbis, Yale's main online catalog, as well as to help screens which assist in its use. The library homepage also links directly to several of the most frequently used journal databases, such as BIOSIS, Web of Science and Tree CD. The Science Libraries' homepage (<http://www.library.yale.edu/science>) also provides a great deal of useful information, from instruction opportunities to online interlibrary loan forms and links to online full text journals. In-house bibliographic instruction begins during Mods, and continues throughout the semester. Notification of library tours and group instruction sessions will be posted via e-mail, or feel free to contact the librarian directly to set up an individual session.

Librarian	432-5132
Library assistants	432-5130, 432-5131
Circulation desk	432-5133

## Computer Resources

The F&ES Office of Information Technology has a policy of continually upgrading student computing capabilities and resources, particularly in the areas of GIS and computational/statistical applications. We have recently introduced wireless access at all of our buildings, which affords students email and web access in all classrooms and public areas. All F&ES student computing facilities are open to students on a 24-hour-per-day, seven-day-a-week basis.

Our GIS facilities available for student use include forty-two IBM-PCS that run ESRI ArcGIS 9.0 and the full Microsoft Office Professional suite, as well as one or more statistical packages. The student clusters are located in Sage Hall and Greeley Labs. Ten IBM ThinkPad laptops with GIS software complete our GIS capability, and portable GPS units are also available for student projects.

Black-and-white laser printing is available in all student computer labs, and color laser printing is available in the Sage Hall GIS facilities. Several flat-bed scanners and slide scanners are also available to students.

Norton AntiVirus is available at no cost to all F&ES students, faculty and staff. Please visit the F&ES Systems Office in Sage Hall 36 to borrow the software, which is available in both Windows and Macintosh OS versions.

One F&ES-IT staff member is always available to students each afternoon from 3:00 PM to 5:00 PM in the Sage Hall clusters. Our staff will diagnose problems, perform minor repairs, and provide advice in matters that involve warranty repairs or extensive work.

Please contact Dr. Paul Draghi, the Director of Information and Library Systems, if you have any questions or problems related to any aspect of your computing activities at the School, or if you need help in selecting a new computer. Student suggestions on improved facilities or support are always welcome.

## House Rules & Regulations

- BUILDING HOURS** All buildings are open and staffed from 8:30 AM to 5:00 PM weekdays during the academic year and 8:30 AM to 4:30 PM weekdays during the summer. After hours, access is by ID card only.
- SAGE HALL STUDENT LOUNGE USE** The lounge and kitchen in Sage Hall are available for student use for rest and relaxation. Receptions for School events are also held frequently in Sage Lounge. Please help keep these areas as clean as possible by picking up after yourself. This room is open for study, group meeting, etc.
- CLASSROOM USE** Seminars and small meetings may be held in the classrooms when they are not in use for classes, faculty meeting, faculty or administrative committee meetings. All rooms must be reserved by completing the intranet request form [http://freya.forestry.yale.edu/student/schedule\\_request.html](http://freya.forestry.yale.edu/student/schedule_request.html). For further assistance, contact Rosanne Stoddard, Sage Hall, Room 7, 2-5136, [rosanne.stoddard@yale.edu](mailto:rosanne.stoddard@yale.edu).
- SECURITY** It is important to realize that the School is located in an urban environment in which crime is not uncommon. We at F&ES are deeply concerned about your safety at the School. F&ES has a Safety and Security Committee, and its members include F&ES faculty, staff and students; a Student Safety Subcommittee, co-chaired by the committee chair and a student co-chair, meets monthly and deals with all aspects of student safety.

Your Yale ID has been coded to give you entry to all F&ES buildings, and to the School's GIS and computing facilities. Please contact the F&ES Facilities Office in 3E if your ID does not work on any of the doors. You will be given a student alarm deactivation code available through the F&ES Facilities Office during the first week of classes, as well as a list of the times during which the alarms are active in certain buildings. If you accidentally trigger an alarm, please wait and inform the campus police of what happened by dialing 785-5555.

Please observe some basic security considerations: Never leave your personal property—and especially a laptop computer—

unattended, and always check to see that doors are locked when you leave a building after hours. Also, please check that windows in public areas, such as the Sage Hall Student Lounge and Bowers Hall, are locked.

**GREELEY AND  
MARSH SHOP**

The shops in the basement area of Greeley Laboratory and Marsh Hall are provided for work officially related to academic programs. **USE OF THE SHOP FOR PERSONAL PROJECTS IS NOT PERMITTED.** All shop users are required to comply with all University safety regulations and to clean up after their activities.

## Facilities Information

- STUDENT OFFICE SPACE** Limited student office and study space is available in all of our buildings. Students working on the D.F.E.S. or P.H.D. degree are given first priority on a study space and are assigned by the Director of the Doctoral Program based on space given to that program by the F&ES Space Committee. The Space Committee will make all space use decisions after consultation with all stakeholders. Space availability requests and needs should be made to the Space Committee.
- COPY ACCOUNTS** Student copy machines at F&ES buildings, as well as many other locations throughout the university, are set up with the Pharos Uniprint System. Instructions for setting up accounts are at each location. Malfunctions should be reported to the Facilities Office at Sage Hall, Room 3E or call 2-2099. The Library in Sage Hall has a copier that accepts cash.
- MAIL/ MAILBOXES** All Master's student mail coming to the School goes to Sage Hall. The appropriate address is Yale School of Forestry and Environmental Studies, 205 Prospect Street, New Haven, Connecticut 06511. All Doctoral student mail coming to the School goes to 210 Prospect Street. While individual mail-folders are provided for each student, the use of the school address for the receipt of personal and business correspondence is discouraged. Mail is not forwarded during vacation or after graduation. If you expect important mail, ask a resident friend to forward it. Do not use the School's address for receiving valuable items. Thefts have occurred in the past. The school is not responsible for lost or stolen items.
- BULLETIN BOARDS** Do not use furniture or doors for posting information or for leaving messages as tape often damages the surfaces. There is a bulletin board in the Student Mail Room in Sage Hall for student use. Please see F&ES Registrar for other bulletin board use.
- STUDENT TELEPHONES AND FAXES** The office telephones in School buildings are NOT available for student use unless on official business for a faculty member or a special authorized project. Student telephones for campus and local calls are maintained in each building: Sage, ground floor (432-5112), in the room directly across from the kitchen

and a fax in the computer room on the third floor (432-5043); Greeley Lab hallway (432-5153), Marsh Hall (432-5126), 301 Prospect Street (432-5738), 230 Prospect Street (432-0026), and 380 Edwards Street (432-5556). All incoming calls should be received on these phones.

This system is dependent upon students relaying messages for other students. Please be sure to post messages or, at Sage, see that they get to the student's mailbox.

Please do not use the School office numbers for your private or business purposes except in the case of an emergency.

**PETS 4-FOOTED  
AND 2-WHEELED**

**PETS** of any variety (walking, flying, swimming, or slithering), may not be brought into any of the buildings at any time.

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

**BICYCLES** should be left in the bicycles racks outside building and may not be parked or stored inside any of the School buildings in halls, closets or locked against railings. Bicycles should always be locked and registered with campus police (call 432-4400 for information).

**ROLLERBLADES** may not be worn inside any building.

**EQUIPMENT  
USE**

Students must secure permission to operate in the laboratories of individual faculty members. Equipment will not be transferred from one laboratory to another without specific permission. Common rooms such as darkrooms, shops and greenhouses, will be treated with appropriate community responsibility.

Calculating machines, CRTs and printers, growth chambers, saws, and other school instruments and equipment should be handled intelligently and with respect. If you are not familiar with a piece of equipment, please do not use it until you receive appropriate instructions.

Report at once to the instructor in charge and to Dom Scalia, Facilities Supervisor 432-2099, all accidents and/or breakdowns involving school equipment. Damage to the building or

equipment due to carelessness or negligence of a student will be charged to him or her.

**SCHOOL VANS**

The School has five vans available for School use. The vehicles are used primarily by the faculty of the School in its program of instruction and research. Student uses for individual research projects require permission of a faculty member. You must complete a driver awareness course and obtain a Yale license to drive any Yale vehicle. Contact Jen Liner, 2-5155, for van reservations.



## Doctoral Degree Program

### INTRODUCTION

The mission of the School of Forestry and Environmental Studies is to educate professionals in the management of the environment and renewable natural resources for present and future generations of people worldwide. Doctoral studies focus on a wide variety of environmental issues, many of immediate concern to policy makers and resource managers. The School offers individual programs in many areas of forestry and environmental studies, as manifested in the diverse interests and expertise of the faculty and the programs of former and present doctoral students.

Two doctoral degrees are awarded the *Doctor of Philosophy (Ph.D.)* degree conferred through the Graduate School of Yale University and the degree of *Doctor of Forestry and Environmental Studies (D.F.E.S.)* conferred through the School of Forestry and Environmental Studies. Work toward the Ph.D. degree is directed by the Department of Forestry and Environmental Studies of the Graduate School which is composed of the faculty of the School of Forestry and Environmental Studies.

The D.F.E.S. program merged with the Ph.D. program in the 2003–2004 academic year. The D.F.E.S. program will continue to exist until all its current students complete the program. No additional students will be admitted to the D.F.E.S. program; new students will be admitted to the Ph.D. program.

The Ph.D. degree is intended to be oriented toward basic aspects of the natural and social sciences as applied to natural resource problems. The D.F.E.S. degree is oriented toward problem solving. Students in this program usually attempt to apply natural and social sciences to the management and protection of forests and other environmental systems. Their purpose may be the resolution of specific biological or socio-economic conflicts in natural resource allocation, use, and conservation.

Both programs are designed to develop the broad knowledge, analytical powers, technical skills, and creative thinking demanded of leaders in natural resource disciplines. Programs and requirements for both doctoral degrees share several basic features. Admission to the doctoral program assumes that, in addition to an appropriate undergraduate degree, the student has a master's degree or equivalent work experience. In exceptional circumstances a person may be directly accepted for doctoral work upon completion of an undergraduate degree.

All courses offered by the School of Forestry and Environmental Studies are open to students working toward the doctoral degree. Other courses are available in other departments, such as Agrarian Studies, Anthropology, Biology, Chemistry, Economics, Epidemiology and Public Health, Geology, History, Mathematics, Molecular Biology and Biophysics, Management, Political Science, Sociology and Statistics. Schedules of all classes offered during a semester can be found at [www.yale.edu/courseinfo](http://www.yale.edu/courseinfo) immediately before the beginning of the semester.

Students must take a qualifying examination before the start of the fifth semester, and no later than the end of the third year of study. This examination includes a thesis proposition that must be approved by the student's committee. The qualifying examination is discussed in more detail later in this document.

The Director of Doctoral Studies (DDS) of the School of Forestry and Environmental Studies administers both doctoral programs, and may be consulted about specific problems or questions concerning either program.

The material contained in this document supplements or amplifies regulations pertaining to doctoral study included in the bulletins of the School of Forestry and Environmental Studies and the Graduate School. The student is referred to these two publications for additional information.

## Course Requirements

Because of the large number of areas in which a doctoral student in the School of Forestry and Environmental Studies can specialize, no required core curricula have been established. Only one course (Doctoral Student Seminar, FES 824) is required to be taken by doctoral students during the first semester of the program. The seminar is optional for doctoral students after the completion of their fifth semester. In addition, students are strongly encouraged to take teacher training courses/workshops in the second semester of their first year. These courses and workshops are offered by the Graduate School of Arts and Sciences McDougal Graduate Teaching Center. For information visit [www.yale.edu/graduateschool/teaching](http://www.yale.edu/graduateschool/teaching).

The student plans his/her academic program in consultation with their major professor and faculty doctoral committee. The length of the program will depend on the previous training of the student but the normal requirement for students with no previous graduate work will be four semesters of course work before the qualifying exam. The normal course load in the doctoral program is three to four courses per semester. The extent of the student's prior preparation should be reflected in the length of the program of study and not in the number of courses per semester.

What constitutes a full-time academic program (in terms of courses, special projects, research, and so forth) is left to the discretion of the student's doctoral committee subject to approval by the Director of Doctoral Studies (DDS). A tentative course schedule for a student's complete doctoral program should be drawn up during the first semester of a student's residence. The courses chosen should form a coherent plan of study, and should support the research work on the proposed dissertation. This schedule should be reviewed and revised at least annually. The courses chosen should (1) form a coherent plan of study, (2) support the research work on the proposed dissertation, and (3) prepare the student for a productive career in their area of interest.

The Graduate School and the Forestry School both require that a grade of Honors be attained in a one year course or in two semester courses before enrolling for the third year. These must be graduate level courses other than those concerned exclusively with dissertation research and preparation for research. At the time of the qualifying examination, the student's committee will determine if additional course work is necessary.

**AUDIT POLICY** The basic requirement for recording an official Audit is attendance at two-thirds of the class meetings, but the instructor may make additional requirements and may, in fact, require that the student do all the work of the class including exams. However, if the instructor does not require more than two-thirds attendance, auditing students should be so informed early in the semester.

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

### **Language Requirements**

Forestry and Environmental Studies has no formal language requirement. Students may be required to become familiar with the content of assigned articles from the foreign literature and may, in some cases, be required to demonstrate proficiency in a foreign language on the same basis as any other area of knowledge deemed necessary to their doctoral training.

Students who do not speak English as a native language will have the responsibility to becoming proficient prior to commencing their academic program. Most foreign students should have some proficiency in the English language since the Graduate School and the School of Forestry and Environmental Studies require an applicant to have a minimum score of 570 on the TOEFL or they are not admitted into the program. In cases where the student's abilities of expression

and comprehension of both spoken and written English is inadequate, both formal instruction and academic and social practice will be recommended.

**SPEAK TEST FOR  
INTERNATIONAL  
PH.D. STUDENTS**

Ph.D. students whose native language is not English, and who have not submitted official TSE scores, must take the SPEAK test of spoken English proficiency. You must make a passing score on the TSE or SPEAK tests to be allowed to teach at Yale. It is offered at no cost to students several times each year. For the year 2005 the test will be administered in late April, late August during orientation for incoming graduate students, and late November. Individuals who do not pass the SPEAK test are eligible to retake the test after they have completed one of the courses offered by Yale's English Language Institute ([www.yale.edu/eli/](http://www.yale.edu/eli/)). Materials to help students prepare for the SPEAK test, including practice tests, are available at the Center for Language Study, 370 Temple Street, or visit the web site at [www.cls.yale.edu](http://www.cls.yale.edu) and look under the section headed News and Announcements.

### **Registration**

All doctoral students must register each semester through their sixth year or until they submit the dissertation, whichever comes first. On-line registration is available and directions are provided in the registration packet distributed to students at the beginning of each semester. The DDS has to also 'sign off' on registration electronically after verifying the course load of each student. If a student requests registration in absentia or leave of absence, or extended registration, special forms must be filled out and submitted to the Doctoral Program Office. These forms can be downloaded from this site: [www.yale.edu/graduateschool/academics/forms.html](http://www.yale.edu/graduateschool/academics/forms.html).

During the semester in which the student takes the qualifying examination, s/he may register for "Preparation for Research". After successful completion of the qualifying exam, the student may register for "Dissertation Research".

Doctoral students receive a tuition fellowship that covers the cost of tuition for the first four years of the program. For the academic year 2005–2006, the tuition for full-time study in

the Yale Graduate School of Arts and Sciences is \$28,000. Students must be on continuing registration for two additional years (unless they submit the dissertation), during which time a nominal continuous registration fee is charged (\$280 per semester in the 2005–2006 academic year). Students registering beyond the sixth year of study must fill out a ‘Petition for Extended Registration Form’.

### **Selection and Designation of Major Professor**

Each new doctoral student *initially* will be assigned a faculty advisor upon entering the program. In most cases, the student will have come to the School of Forestry and Environmental Studies to work with a particular professor who has agreed to advise them. If this arrangement is not satisfactory, the student must contact the DDS and appropriate alternative arrangements will be pursued in consultation with the concerned parties. The student should confer with a faculty member or members s/he considers most appropriate and decide which one s/he would prefer to have designated as major professor. S/he should then consult with the DDS, who will confer with the faculty member. If for some reason it is not possible or appropriate for the student’s choice to be designated as major professor, an appropriate selection will be made in consultation with between the student, the DDS and the potential major professor.

Designation of a student’s major professor (who is also Chairman of his or her doctoral committee) should be finalized early in the first year, preferably at the beginning of the first semester. In no case should this process extend beyond the first year. In cases where the designation of a major professor has not been finalized, the Director of Doctoral Studies will serve as a temporary advisor.

### **Formation of Committee**

The doctoral committee will normally consist of a minimum of three members from the Yale community—the chair and two other advisors. Committee chairs must be ladder faculty, and committee members must hold doctorates unless otherwise approved by the DDS and Graduate School. The size of

the doctoral committee will be increased if advisors external to Yale University are included. The most important consideration in the selection of the committee is that all members be willing and qualified to guide and support the academic activities of the student. The members of the committee are selected by the major professor in consultation with the student but must be approved and appointed by the DDS. All external as well as internal committee members must agree to attend at least the qualifying examination and thesis defense.

The selection of the full committee should be made early in the first year of residence so that the members can be involved in planning a suitable program of study for the student. Any change in the composition of the committee must be approved by the DDS. A change in the composition of the doctoral student committee must be requested in writing.

### **Qualifying Examination**

The qualifying examination consists of three parts: (1) a written thesis proposal with a one-page abstract, (2) a written examination (2 options), and (3) an oral defense of the thesis proposal and the written examination questions. The student will be advised as to the nature and scope of the qualifying examination prior to or at the start of the semester in which it is to be administered. Normally, the examination will be taken in the second year of residence, although it may be taken at the end of the first year. If a student cannot take the exam before the start of their fifth semester, they should request an extension from the DDS. Without written permission from the DDS, no student will be permitted to register for a fourth year of study if the Qualifying Exam has not been successfully completed. During the semester in which the student takes the qualifying examination, they must register for "Preparation for Research."

The student will inform the Doctoral Program Office once the schedule for the qualifying exam has been determined. The Doctoral Program Office will send out an announcement and invitation to faculty, not less than one week before the oral portion of the exam will take place.

The student will submit typed copies of his or her qualifying exam questions and answers, and dissertation proposal in sufficient quantities so that each member of the committee will have their own copy. In addition, the student must submit three copies to the Doctoral Program Office, for circulation to the faculty: one copy should go to Sage Hall (Library), a second copy to 210 Prospect Street (Doctoral Program Office), a third copy to Greeley Lab (Jen Liner's office).

**THESIS  
PROPOSAL**

The student must prepare a detailed thesis proposal and research plan during the semester in which s/he takes the qualifying examination (see below). The thesis proposal is part of the written qualifying examination. It is submitted to the committee for review at the same time as the other written questions (see written examination section below) and must be defended by the student during the oral defense. The student must also prepare, and submit to the DDS, a one-page thesis prospectus before being admitted to candidacy. The student should begin consideration of the thesis proposal as soon as s/he enters the doctoral program.

The thesis proposal is a detailed work plan for the student's dissertation including: a statement of the central research question, a literature review demonstrating the importance and uniqueness of the question, a statement of objectives, hypotheses to be tested, a description of experimental approach and methods to be used, a schedule, a proposed budget, preliminary results (if any), and results anticipated. It must include a less than one page abstract summarizing the elements above.

**WRITTEN  
QUALIFYING  
EXAMINATION**

Two options are available for the written qualifying examination: (*Option 1*) extensive preparation of written analyses on two subjects or (*Option 2*) short written analyses on 16 questions. Each is designed to test the student's background preparation and knowledge appropriate to the preparation of a doctoral dissertation. In both options, the student will be advised by the committee chair as to the nature and scope of the examination at least one semester—preferably two—prior to the exam.

The *first option* for the written examination involves the preparation of two analyses of topics assigned by the student's committee. The analyses will be prepared with access to the literature. The first will ordinarily require a statement of judgement on some controversial issue in the student's field of interest. The two should not demand closely related answers and normally are chosen to encourage the student to develop a broader understanding of the research question context. Students are allowed one week for each statement.

The *second option* for the written examination consists of sixteen questions in areas relevant to the student's academic interests. The examination is administered in two four-hour periods, one four-hour period on each of two subsequent days.

Examination questions are solicited from appropriate faculty members by the major professor. The answers are graded by the committee members and especially the major professor. Answers are graded Honors, High Pass, Pass or Fail. At the discretion of the student's committee, he/she may be re-examined on portions of the examination in which he/she proved deficient. Repeated failure in any area may be grounds for asking for the withdrawal of the student – to be determined by the major professor, the committee and the DDS. In some cases, the committee may require the student to take additional coursework in order to rectify certain deficiencies.

### **Oral Examination**

The scheduling and conduct of the oral examination is the responsibility of the student's major professor. It should be held no sooner than *ten days* after the student has submitted responses to the exam. The DDS and Doctoral Program staff should be informed of the time of the examination as soon as possible so that a notice can be sent to the faculty and committee members. The examination will be *scheduled during the academic year*.

It is expected that members of the faculty who have competence in the student's research area will attend and participate

in the oral examination. The DDS or an assigned representative will chair the examination.

The student should be prepared to make a brief presentation of their prospectus (approximately 30–45 minutes) and then respond to questions from his/her committee and attending faculty. The successful oral defense of the written thesis proposal should provide both the committee and the student with confidence that the dissertation topic is viable. It gives the student the benefit of constructive criticism before they embark on their dissertation research and should clear up misunderstandings between the student and committee. This will be followed by questions on the written portion of the qualifying exam by the committee and attending faculty.

If the option of two analyses has been used in the written examination, the student must also make a brief presentation and answer questions on these topics. In both options, the general background of the student in his or her area of interest as well as knowledge of the specific dissertation area may be explored in the oral examination.

**QUALIFYING  
EXAMINATION:  
CONCLUSION**

The student will pass the qualifying examination (either option) if he or she demonstrates to the satisfaction of their committee that s/he is adequately prepared to pursue original research in their chosen field. If the student fails any aspect of the examination, the committee and DDS will together prescribe the remedy. If the student fails a second time they must withdraw from the University.

**ADMISSION TO  
CANDIDACY**

After the student has (1) passed the written and oral examinations, (2) submitted a one-page prospectus covering the nature, scope, and method of the dissertation problem to the DDS, and (3) received honors grades in at least two courses, he or she is advanced to candidacy. The student is then certified as having met all requirements for the Ph.D. except for the preparation, submission and defense of an acceptable dissertation.

The one-page prospectus submitted to the DDS must have the approval of the major professor. It should start with the student's name and include the title of the proposed dissertation.

After a student passes the comprehensive examination and is accepted into candidacy for the Ph.D., he or she may still elect or be required to take additional coursework. However, it is expected that, following the successful completion of the comprehensive examination, doctoral students will devote most of their time to research and thesis preparation. After the successful completion of the qualifying exam, students may register for "Dissertation Research" each semester.

**MASTER OF  
PHILOSOPHY  
DEGREE**

When a Ph.D. student passes the qualifying examination, s/he may petition the Graduate School for the granting of the *Master of Philosophy* degree. This is done on the initiative of the student. The "Petition for Degree" form may be obtained from [www.yale.edu/graduateschool/academics/forms.html](http://www.yale.edu/graduateschool/academics/forms.html). If the student wishes to receive the degree in May, s/he must file the petition by mid-March. It may be possible to process later petitions, but then it will probably not be possible to have the degree listed in the May Commencement program.

### **Dissertation**

The dissertation should demonstrate that the student has both conceptual and technical mastery of the field presented, is capable of doing independent, original, and scholarly work, and is able to develop significant contributions to our knowledge of environmental science and management. The format for the dissertation is identical for Ph.D. and D.F.E.S. students. A guidance manual for thesis preparation, "Preparation and Submission of the Doctoral Dissertation", is available from the Doctoral Program Office, or can be downloaded and printed from this site, [www.yale.edu/graduateschool/academics/forms/dissbook.pdf](http://www.yale.edu/graduateschool/academics/forms/dissbook.pdf). Candidates may present themselves for the oral defense of the dissertation at such time and place as agreed to by the student's committee and the Director of Doctoral Studies.

Dissertation research will be directed by the student's major professor and coordinated with the members of the student's committee.

**DISSERTATION  
DEFENSE**

The oral examination on the dissertation is a necessary part of the discipline of research. It provides the candidate with an opportunity to explain and defend his/her work publicly, just as s/he must do as a mature investigator. It also provides him/her with a sympathetic group of examiners who can and should offer suggestions on how the study could have been improved and how the final draft can be improved.

All students will be required to defend their dissertations in person with the exception that in the case of extreme hardship an outstanding student may be excused from the defense by the DDS. However, the excuse will be granted only on petition of the student and only when the petition is accompanied by a letter from the student's committee signifying its unanimous approval of the dissertation in question.

The DDS will schedule the oral defense in consultation with the student's major professor and will notify the faculty as to the time and place of the defense. The major advisor will chair the defense. The candidate will first present a 30–45 minute summary of the thesis. This part of the defense is open to the public. The student should present the thesis work as he or she would a scientific paper at a national academic conference. The questioning of the candidate on his/her dissertation at the oral defense will be primarily the responsibility of the candidate's committee, but any interested faculty member may attend and take part in the examination. This part of the defense is only open to faculty members.

Before the defense, copies of the dissertation should be provided to the F&ES Doctoral Program Office and committee members:

- Prepare and present complete, softbound copies of the dissertation to the committee members, and three copies to the Doctoral Program Office (210 Prospect Street). This should be done at least *10 business days* before the scheduled defense.

The student must defend the dissertation before a meeting of the committee and interested faculty members. The student is expected to present a short (30–45 minute) oral exposition of the objectives, procedures, and findings. This portion of the defense will be open to the public. The second portion of the defense is open only to the committee and other interested faculty. In this session, the student answers questions raised by the faculty on any aspect of the dissertation.

The members of the faculty present then will vote on whether or not to accept the dissertation (perhaps with minor but not substantive revisions) as fulfilling the departmental requirements for the dissertation.

**DISSERTATION  
SUBMISSION**

Candidates should obtain a Dissertation Submission Packet from the Graduate School Student Information office, HGS 139, (Ph.D.), or from the F&ES Doctoral Program office, 210 Prospect Street (D.F.E.S.), prior to submitting their dissertations. This packet contains directions for submission and all required forms.

- *Ph.D. Dissertation:* Prepare and submit final copies as follows: One unbound copy in a box and three soft-bound copies to the Graduate School (one for each reader), along with completed forms from the dissertation submission packet, and one hardbound to the Forestry and Environmental Studies Library.
- *D.F.E.S. Dissertation:* Prepare and submit final copies as follows: One unbound copy for the Forestry & Environmental Studies Library. Three additional softbound copies for the readers must be submitted to the F&ES Doctoral Program office, along with completed forms from the dissertation submission packet.

*Note:* It is a courtesy for the student to provide his or her major professor with a hardbound copy of the dissertation and also such other faculty members who have been very helpful to the student.

It is imperative that the readers are given a fully corrected copy. That is, the readers' copies should be identical to the hardbound copies that will be accessioned into the Library.

The Graduate School Registrar's Office (Ph.D.) or the Doctoral Program Office (D.F.E.S.) distributes copies of the dissertation to the designated Readers. No action is required of the student.

Readers' reports received by the Graduate School Registrar's Office (Ph.D.) or Doctoral Program Office (D.F.E.S.) are transmitted to the Director of Doctoral Studies. No action by the student is required.

The DDS reviews the Reader Reports and makes a recommendation to the Faculty of the School of Forestry and Environmental Studies to approve/deny the degree. If the School decides that the dissertation is acceptable, the faculty recommends the award of the degree to the Graduate School.

For the D.F.E.S. degree, formal action is taken by the Faculty of the School of Forestry and Environmental Studies in recommending to the Corporation of Yale University the awarding of the D.F.E.S. degree.

<b>SCHEDULE FOR SUBMISSION, DEFENSE AND GRADUATION</b>	<b>For receiving degree in</b>	<b>MAY</b>	<b>DECEMBER</b>
	Oral defense	February 15 <i>(suggested)</i>	September 5 <i>(suggested)</i>
	Dissertation submitted to Graduate School (Ph.D.) or F&ES Doctoral Program Office (D.F.E.S.)	March 15	October 3
	Readers' reports due	April 17	November 4
	Faculty approval due:	April 26	November 11

Failure to meet the various deadlines will result in a six month delay in graduation.

It should be noted that dissertations submitted during the summer months will not receive official faculty consideration

or action until after the opening date of the University in the fall.

**DIVISION OF  
RESPONSIBILITIES  
BETWEEN  
STUDENT, MAJOR  
PROFESSOR,  
STUDENT'S  
COMMITTEE AND  
DDS**

The following checklists indicate the major responsibilities of the persons involved in doctoral procedures. However, the list is not complete, and the student should consult bulletins of the School of Forestry and Environmental Studies and the Graduate School for details not covered. In case of questions, the DDS should be consulted.

**THE RESPONSIBILITIES OF THE STUDENT ARE TO:**

1. Consult with the DDS regarding interests and career aspirations and choice of major professor.
2. Consult major professor regarding coursework schedule for the first and each following semester.
3. Obtain approval from DDS and major professor (if designated) for course schedule at beginning of fall semester.
4. Obtain signature of DDS on change-of-schedule forms, as needed.
5. Consult with committee to receive approval of full coursework program as soon as the committee is appointed.
6. In consultation with major professor and committee members, select topic for dissertation.
7. In semester in which qualifying examination is to be taken, register for "Preparation for Research".
8. In consultation with major professor and committee, set date for qualifying examination.
9. Prepare dissertation prospectus.
10. Take written and oral qualifying examination.
11. Submit two copies of the one-page dissertation prospectus to the DDS with signature of major professor. Be sure to include name of student and title of dissertation on the prospectus. (Option: Petition for the Master of Philosophy degree with the Graduate School.)
12. Consult regularly (at least once each semester) with major professors and all committee members regarding progress of dissertation research.

13. Prepare early drafts of dissertation and submit to major professor and committee members for criticism. (Refer to “Preparation and Submission of the Doctoral Dissertation” available from the F&ES Doctoral Program Office, or from [www.yale.edu/graduateschool/academics/forms/diss-book.pdf](http://www.yale.edu/graduateschool/academics/forms/diss-book.pdf).)
14. In preparation of the defense, submit complete unbound copies of dissertation to DDS, committee members, and three copies to the Doctoral Program Office (for distribution to buildings) by appropriate deadline.
15. Present seminar on the thesis for the Yale community as the first part of the dissertation defense.
16. Defend dissertation before committee and other interested faculty.
17. Formally submit dissertation to the Yale Graduate School (Ph.D.) or to the Yale School of Forestry and Environmental Studies Doctoral Program Office (D.F.E.S.), according to present regulations.

**THE RESPONSIBILITIES OF THE MAJOR PROFESSOR ARE TO:**

1. Assist the newly arrived student to outline his/her program and to set up a first-year schedule and tentative second-year schedule.
2. Help find financial assistance for the student’s research, including but not limited to summer stipend, field experience, and office supplies.
3. Discuss appropriate faculty members for the student’s committee with the DDS by the end of the first semester. Determine whether these are willing to serve. Transmit the final committee to the DDS.
4. Consult periodically with the members of the committee about the student’s program of study.
5. Submit an information copy of the approved program to the DDS.
6. Assist the doctoral candidate to decide the option for the qualifying examination with the advice and consent of the student’s committee. Inform student of academic areas for

which s/he will be held responsible (if the written qualifying Option 2 is chosen).

7. Establish a tentative time schedule for the qualifying examination by the end of the first year of residence.
8. Supervise the student in the preparation of his/her dissertation proposal.
9. In consultation with the student's committee, prepare and assign topics for doctoral propositions or questions for the comprehensive exam.
10. Obtain approval of the dissertation proposal from the student's doctoral committee.
11. Report the approval of the dissertation proposal to the DDS.
12. Advise the student on the conduct of her or his research.
13. See that the student contacts other members of his/her committee while performing research for his dissertation.
14. Examine, criticize, and suggest improvements in early drafts of the dissertation, bearing in mind that the dissertation should be prepared in a form substantially ready for publication.
15. Chair oral defense of the dissertation.
16. Assist with minor corrections and revisions after defense.
17. Read and approve final draft just before binding. Consult DDS for dissertation readers' selection and contact those readers for their approval.
18. See that grades for degree candidates are submitted to Graduate School Registrar's office by established deadline.
19. Advise the DDS on the status of the student by the last day of each year: general progress, estimated date of qualifying examination, estimated date of completion of dissertation, etc.

**THE RESPONSIBILITIES OF THE STUDENT'S COMMITTEE ARE TO:**

1. Consult with the student and his/her major professor on the student's program of study.

2. Assist with the selection of topics for the qualifying examination as requested by the major professor. Read the written exams and thesis prospectus.
3. Take part in the oral qualifying examination. Determine if student's coursework background is sufficient.
4. Consult with the student and his/her major professor on the suitability of the proposed dissertation topic.
5. Examine and approve the dissertation proposal.
6. Advise student on conduct of research.
7. Advise major professor and student of any reservations regarding the student's research progress.
8. Examine, criticize, and suggest improvements in early drafts of dissertation.
9. Read draft dissertation before defense.
10. Take part in defense of dissertation.
11. Read and approve final draft of dissertation before binding, if necessary.

THE RESPONSIBILITIES OF THE DDS INCLUDE:

1. Advise the student about his/her career aspirations, major professor, and general requirements of the doctoral program.
2. Select and designate major professor in consultation with the student.
3. Assist student and major professor in selection of student's committee, when needed.
4. Approve and formally appoint committee members. Send copies of this "Procedure" to those members from other departments or institutions.
5. Receive copies of student's qualifying examination questions and notify faculty ten days prior to oral qualifying examination of time and place. Make copies available to faculty prior to examination. Conduct oral defense. Chair qualifying examination.
6. Submit abstract of dissertation proposal to Graduate School.

7. Notify faculty of time and place of the oral defense.
8. Participate in defense of dissertation; notify the Graduate School of the results of the dissertation defense.
9. Select and designate dissertation readers after defense of dissertation.
10. Arrange for faculty action on degree recommendations as soon as possible after readers' reports are completed, but no later than May 1.
11. Serve as ex officio member of all doctoral committees.
12. When appropriate, collect and send financial statements from each student supported by the Graduate School to the appropriate Associate Dean of the Graduate School.
13. Prepare budgets for those students to be supported by the School of Forestry and Environmental Studies and submit this to the Dean of the School of Forestry and Environmental Studies.
14. Conduct such seminars and meetings as are deemed useful for the students of the doctoral program.
15. Serve as chair of the doctoral admissions committee.

### **Schedule of Studies**

<b>First Semester</b>	Designation of major professor Outline tentative course schedule.
<b>First year</b>	Determination of committee
<b>First and second year</b>	Take 1-4 courses per semester until semester of qualifying examination.  Complete courses with at least 2 honor grades.  Decide on type of written qualifying exam option
<b>By beginning of 4th semester</b>	Schedule qualifying exam

By end of 4th semester	Write thesis proposal with one page abstract, before written qualifying exam. Take written and oral qualifying exam
After 4th semester	Research. Continue to register.
After 6th year	DDS written approval required for registration.

### Financial Support

Most doctoral students receive a School fellowship that covers the cost of their tuition (\$28,000 in 2005–2006) and provides a living-wage stipend for the nine month, academic year, (\$18,000 in 2005–2006). Unless the student’s financial need changes significantly or progress toward the Doctoral degree is unsatisfactory, the student may expect to receive a similar level of support for the first four years of their doctoral studies.

### TEACHING AND FUNDING POLICY

Teaching and research experiences are regarded as integral parts of the graduate training program in Forestry and Environmental Studies. All students are required to serve as teaching fellows (ten hours per week) for a minimum of two semesters prior to the end of their fourth year of study. Students may receive funding support for their fifth year through a combination of grant support, if funds are available from either grants secured by the student or from the dissertation advisor, and serving as a Teaching Fellow. Before the end of their fourth year of study, all doctoral students must complete a two-semester research/project assistantship with their major advisor (ten hours per week). The nature of the teaching assignment and research duties will be determined in cooperation with the student’s major adviser and the Director of Doctoral Studies in F&ES. Students may be eligible for additional financial support from research projects or other sources, during the academic year or summer, depending on the availability of funds.

IN THE TEACHING CAPACITY:

- i) Students can only serve in a primary role as grader for a maximum of one semester, i.e., to provide value to the teaching experience, they must run a discussion section or laboratory in which they take responsibility for direct teaching for at least one semester.
- ii) We will follow Graduate School policy that no student will be eligible to teach during the first year in the doctoral program.

Students may teach in courses outside of the School to meet their teaching obligation. Graduate School policy requires that this must be approved by the Director of Doctoral Studies in the School in consultation with the Graduate School. Students fulfilling any of their ten hour per week teaching requirement outside of the School cannot earn more than the level of academic stipend in place in the School in any one year. If students wish to teach more than ten hours per week outside of the School, then they are eligible to add that equivalent amount onto the stipend. For example, a student TAing for fifteen hours per week in an outside-School class will be required to reimburse the School for the compensation received for the first ten. But, they will be allowed to add the support received for the five additional hours to the stipend.

All doctoral students will receive teaching training by personnel in the Graduate School. Doctoral students will take this training in the second semester of their first year. These Courses and workshops are offered by the Graduate School of Arts and Sciences McDougal Graduate Teaching Center. For information visit [www.yale.edu/graduateschool/teaching](http://www.yale.edu/graduateschool/teaching).

The School will also guarantee all doctoral students a fifth year of support. To receive this support *from School funds*, the student *must* teach an additional two semesters. One of the two semesters must be in a ‘TA 4’ (*twenty hours per week*) or equivalent capacity.

There is no School-wide guarantee of summer support. Individual faculty have the option to pay students summer support if they wish. Responsibility for summer support (for those students not holding scholarships or fellowships) will be under the jurisdiction of individual faculty research programs. Summer support, if provided, must come from faculty or student grants.

**COMBINED  
AWARD POLICY**

Students are encouraged to seek funding to cover expenses for research (including salary, tuition recovery and indirect costs). *Students are asked to please notify the Doctoral Program Office of all external support so that the proper recognition and/or incentive money for the student can be arranged.*

**AS AN INCENTIVE:**

- Any student who brings in one full year of stipend recovery before their fifth year will be guaranteed a fifth year of support from the School and receive a stipend at the level set in the fifth year.
- Any student who brings in two to four years of full stipend recovery will be guaranteed a fifth year of support from the School and receive a stipend at the level set in the fifth year. In addition, the School will provide a summer stipend in each of those years at the prevailing level (\$4,000).
- There is no limit set on summer stipend supported by external sources.
- Students who bring in indirect costs to the School will receive some of that back as research (not stipend) support. The percentage recovered by the student is still to be determined.

**CULLMAN FUND  
(FES/NYBG)**

Students in the Cullman (FES/NYBG) program will receive the standard academic year stipend for their first four years. In addition they will receive a summer stipend (currently \$4000) for each of the first four years.

The School requires that students with Cullman funding be expected to provide two semesters of teaching service to the

School and two semesters service to their advisor at no additional expense to the School.

### **Questions, Inquires**

Questions and inquiries should be directed to:

Xuhui Lee, Director of Doctoral Studies, *xuhui.lee@yale.edu*

Elisabeth Barsa, Doctoral Program Administrator, 432-5146,  
*elisabeth.barsa@yale.edu*