

Jackson School of Global Affairs

2026–2027



BULLETIN OF YALE UNIVERSITY

Series 122 Number 9 August 1, 2026

BULLETIN OF YALE UNIVERSITY *Series 122 Number 9 August 1, 2026* (USPS 078-500) is published seventeen times a year (once in May and October, twice in September, three times in June, four times in July, six times in August) by Yale University, 2 Whitney Avenue, New Haven, CT 06510. Periodicals postage paid at New Haven, Connecticut.

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The closing date for material in this bulletin was July 15, 2026. The university reserves the right to amend or supplement the information published in this bulletin at any time, including but not limited to withdrawing or modifying the courses of instruction or changing the instructors.

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Website

<https://jackson.yale.edu>

 The Jackson School of Global Affairs Bulletin is primarily a digital publication, available in HTML and pdf at <https://bulletin.yale.edu>. A limited number of copies were printed on 50 percent postconsumer recycled paper for the Jackson School of Global Affairs and the permanent archive of the Bulletin of Yale University. Individual copies may also be purchased on a print-on-demand basis; please contact Yale Printing and Publishing Services, 203.432.6560.

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CALENDAR

FALL 2026

Aug. 24	M	Student orientation begins
Aug. 31	M	Fall-term add/drop period begins New student registration begins
Sept. 1	Tu	Student orientation ends
Sept. 2	W	Fall-term classes begin Fall 1 half-term classes begin
Sept. 4	F	Friday classes do not meet; Monday, September 7 classes meet instead
Sept. 7	M	Labor Day. Classes do not meet. Administrative offices are closed
Sept. 11	F	Fall-term add/drop period and course registration close Final day to add a course without penalty
Sept. 14	M	Final day to apply for personal leave of absence
Oct. 20	Tu	Midterm Final day to request course change from credit to audit and vice versa and to drop a course Final day to withdraw from a course without a “W” on final transcript Fall 1 half-term classes end October recess begins after last academic obligation
Oct. 26	M	October recess ends Classes resume Fall 2 half-term classes begin
Nov. 16	M	Spring-term course registration opens
Nov. 20	F	November recess begins after last academic obligation
Nov. 30	M	November recess ends Classes resume
Dec. 17	Th	Fall full-term classes end Fall 2 half-term classes end Final examinations begin
Dec. 22	Tu	Final examinations end Spring-term course registration closes Winter recess begins

SPRING 2027

Jan. 7	Th	Final fall-term grades due Final day for faculty to request a grade of Temporary Incomplete (TI)
Jan. 14	Th	Add/drop period begins
Jan. 18	M	Martin Luther King, Jr. Day. Classes do not meet
Jan. 19	Tu	Spring term classes begin Spring 1 half-term classes begin
Jan. 29	F	Friday classes do not meet; Monday, January 18 classes meet instead
Feb. 4	Th	Add/drop period closes Final day to add courses without penalty
Feb. 5	F	Final day to apply for personal leave of absence

Mar. 5	F	Midterm Spring 1 half-term classes end Final day to request course change from credit to audit and vice versa Final day to withdraw from a course without a “W” on final transcript Spring recess begins after last academic obligation
Mar. 22	M	Spring recess ends Classes resume Spring 2 half-term classes begin
Apr. 16	F	Fall-term course registration opens
May 6	Th	Classes end Spring 2 half-term classes end Final examinations begin
May 13	Th	Final examinations end
May 14	F	Fall-term course registration closes Final grades due for graduating students
May 24	M	University Commencement Jackson School of Global Affairs Convocation
June 4	F	Final spring-term grades due for continuing students Final day for faculty to request a grade of Temporary Incomplete (TI)

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and Global Affairs

A MESSAGE FROM THE DEAN

Welcome to the Jackson School of Global Affairs. In April 2019, the Yale Board of Trustees approved our transformation from the Jackson Institute to the Jackson School, Yale's first professional school in decades.

Jackson was established to help tackle the world's increasingly complex problems: climate change, war, migration, poverty, and others. Our students learn from faculty drawn from across the university's professional schools and the graduate school, as well as Senior Fellows—leading practitioners in government, international organizations, the NGO community, and other global affairs fields. We are uniquely integrated with the rest of Yale, with students from around the university taking our classes. Our interdisciplinary and multidimensional approach makes us exceptionally qualified to give students the tools they need to help solve the world's most pressing problems.

Our students come to Yale having already worked on complicated problems in all corners of the world. They are intellectually curious individuals who come to Jackson ready to define their own path to a career in global leadership and service.

In addition to our degree programs in global affairs, we host a number of initiatives, programs, and centers that enrich the Jackson community with visiting fellows, workshops, public events, and innovative research.

Jackson is a diverse, multilayered community of scholars, practitioners, and students from all over the globe. Here you will make lifelong connections with individuals who are passionate about making a difference in the world.

This bulletin will tell you more about our degree programs, our faculty, our centers, and the overall Jackson experience. I am excited about Jackson's future as a school and invite you to take advantage of all that we have to offer.

Best,

Jim Levinsohn

Dean, Jackson School of Global Affairs

Charles Goodyear Professor of Global Affairs

HISTORY AND MISSION

HISTORY

The Jackson School of Global Affairs was established on July 1, 2022. It is the first professional school to be established at Yale in forty-six years.

The school builds on Yale's centuries-long tradition of educating leaders. Yale's graduates include five U.S. presidents; seven U.S. Secretaries of State; the presidents or prime ministers of Mexico, South Korea, and Germany; numerous ambassadors; and many heads of private and non-profit enterprises that contribute to the public good such as Human Rights Watch, Ashoka, Unite for Sight, and the Peace Corps.

Prior to becoming a stand-alone professional school Jackson was known as the Jackson Institute for Global Affairs. The institute was built on what was the International Affairs Council at the MacMillan Center for International and Area Studies in 2009 after a transformational gift from John W. Jackson '67 and Susan G. Jackson.

The International Affairs Council, a founding member of the Association of Professional Schools in International Affairs (APSIA), was the home of Yale's Master of Arts in International Relations and the undergraduate major in international studies. The Master of Arts in International Relations became the Master of Arts in Global Affairs in 2013. In fall 2022, with Jackson's transformation to a stand-alone professional school, the Master of Arts degree changed its name to the Master in Public Policy in Global Affairs. The undergraduate major in international studies became a stand-alone major in global affairs during the 2011–2012 academic year.

In July 2015 the Jackson Institute separated from the MacMillan Center into an independent organization. In 2019, the Yale Board of Trustees approved plans to expand the institute into a stand-alone professional school. In January 2022, President Salovey announced that the Yale Jackson School of Global Affairs would open in the fall of 2022, and he named Professor James Levinsohn the inaugural dean.

MISSION

The mission of the Jackson School of Global Affairs is to educate leaders in the fields of global affairs and to support world-leading research addressing the most important policy challenges. It seeks to provide students with an interdisciplinary education that gives them the ideas, concepts, and skills to be creative problem solvers.

ACCREDITATION

The Jackson School's accreditation is encompassed by Yale University's accreditation by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges).

ADMISSIONS REQUIREMENTS

M.P.P. & M.A.S. PROGRAMS

The Jackson School of Global Affairs offers professional degrees for students who are pursuing careers in government, public affairs, and private organizations addressing global issues. Its programs are distinctive for their balance of rigorous academic training and real-world engagement. Students gain access to practitioners and policymakers, but they also have the space to step back and think deeply across industries and backgrounds. In this way, the program is about both professional impacts and preparing to lead for society.

Students apply through the Jackson School of Global Affairs website, <https://jackson.yale.edu>. The online application is typically available from August through December for enrollment the following August. Candidates may pursue only one degree application in a given year.

Qualifications

MASTER IN PUBLIC POLICY IN GLOBAL AFFAIRS (M.P.P.)

This is a two-year multidisciplinary training at the intersection of theory and practice that expands students' thinking and strengthens their leadership for early- to mid-career individuals. Through a combination of external and Yale scholarships, M.P.P. students pay no tuition. It is recommended that entering students have taken introductory courses in microeconomics and macroeconomics prior to matriculating, as well as have basic language proficiency in a modern language other than English.

MASTER OF ADVANCED STUDY IN GLOBAL AFFAIRS (M.A.S.)

This one-year program offers flexible training in fields most relevant to global affairs for mid- to late-career individuals.

B.A.-B.S./M.P.P.

Current Yale College students interested in the field of global affairs may apply in the spring of their junior year to earn a bachelor's degree from Yale College and a M.P.P. degree from the Jackson School of Global Affairs in a five-year joint program.

JOINT-DEGREE PROGRAMS

To enhance the educational opportunity of its graduate students, the Jackson School collaborates with Yale's professional schools and has developed the following joint-degree programs that fulfill the requirements of each school:

- School of Management: M.B.A./M.P.P.
- School of the Environment: M.E.M./M.P.P., M.F./M.P.P., M.E.Sc./M.P.P., M.F.S./M.P.P.
- School of Public Health: M.P.H./M.P.P.
- Law School: J.D./M.P.P.

Candidates must apply and be admitted to each school separately. Candidates can apply simultaneously at the outset or to the second program before they are in their final year of one of the programs at Yale.

Required Application Materials

The Jackson School M.P.P. and M.A.S. applications, along with a detailed description of application procedures, guidelines, requirements, deadlines, and the information needed to apply are available on the Jackson School's application portal at <https://apply.jackson.yale.edu/apply>. In reviewing applications, the committee looks for evidence of academic preparedness, career impacts in global affairs, and community engagement. For more information, please contact our Admissions Office.

APPLICATION FEES AND WAIVERS

To make the application as accessible as possible, the Jackson School of Global Affairs may set policies to waive part or all of the application fee. No preference will be given to candidates based on their application fee.

DEFERRING ADMISSION

The Jackson School will consider deferral requests primarily in cases of extreme hardship or illness, military deployment, or inability to travel to the US due to visa restrictions or complications. Requests are considered on a case-by-case basis and should be addressed to the assistant dean for admissions at jackson.admissions@yale.edu.

ADMISSIONS EVENTS

Prospective students are welcome to visit the program and to speak with Jackson staff. The Admissions Office holds on-campus, off-campus, and virtual information sessions throughout the year. Please visit our admissions events page, <https://apply.jackson.yale.edu/portal/events>, for a list of upcoming events.

WORLD FELLOWS

The Maurice R. Greenberg World Fellows Program is a non-degree leadership development program based in the International Leadership Center. Accepted applicants are appointed as Postgraduate Fellows during their time at Yale.

Applicants should be between five and twenty-five years into their professional careers, with demonstrated, significant accomplishments at a regional, national, or international level. Applicants must be citizens of a country other than the United States. While applicants who hold dual citizenship with the United States are eligible, strong preference is given to candidates whose work is focused outside the United States. Applicants must be fluent in English.

Applicants must submit an online application including a personal statement and three letters of recommendation. An application fee of \$20 is required for the World Fellows Program. The application deadline typically falls during the first week of December for the following year's program. Applications are reviewed by a selection committee and decisions are typically released in April. To learn more please visit <https://worldfellows.yale.edu>. Questions can be directed to world.fellows@yale.edu.

DEGREE PROGRAMS

Master in Public Policy in Global Affairs (M.P.P.)

The Jackson School's Master in Public Policy in Global Affairs program prepares students to impact the global community through an academically rigorous and flexible interdisciplinary program.

Jackson continues the university's tradition of attracting creative, intellectually curious individuals who come to Yale ready to define their own path to a career in global leadership and service.

The Jackson School's M.P.P. occupies a unique place among international affairs graduate programs. The four-course interdisciplinary core curriculum provides students with a shared intellectual foundation focused on acquisition of the ideas, ways of thinking, and skills needed for leadership in global affairs. The small core both prepares students to identify and investigate solutions to the global issues they are most passionate about and gives students the unusual flexibility to design an individualized course of study around those issues by taking advantage of the extraordinary breadth of courses and resources at Jackson and across the university.

Jackson's academic requirements are designed to prepare leaders for solving the most pressing problems in global affairs. This means exposing students to foundational ideas in economics, history, and political science as well as building skill as analysts, communicators, and leaders. We do this through the small core of four courses, an integrated professional writing program, a leadership and ethics training workshop, and a summer experience.

M.P.P. CURRICULUM

The formal M.P.P. requirements are 16 credits, demonstrated proficiency in a modern language (L4), participation in a leadership and ethics training workshop, and completion of a summer experience. The 16 credits must include four 1-credit core courses, none of which can be taken as SAT/UNSAT.

All M.P.P. students must complete GLBL 5020, Applied Methods of Analysis, and GLBL 5010, Economics for Global Affairs, in the first year of the M.P.P. program. Students are encouraged to take GLBL 5030, History and Global Affairs, and GLBL 5040, Comparative Politics for Global Affairs, in the first year, but may complete them in their second year. In addition, first-year M.P.P. students need to take GLBL 5006, Fundamentals of Microeconomics for Global Affairs, and/or GLBL 5007, Fundamentals of Macroeconomics for Global Affairs, in the fall, unless exempt (See Exemption from Fundamentals of Microeconomics and Fundamentals of Macroeconomics in the chapter Academic Policies), prior to enrolling in GLBL 5010 in the spring.

M.P.P. students often enroll in courses from throughout Yale's graduate and professional schools and are encouraged to meet with the assistant dean for graduate education to design their individual curriculum.

Students must also maintain a grade average of High Pass (HP) with at least two Honors (H) grades. For more information, see Satisfactory Academic Progress in the chapter Academic Policies.

Required M.P.P. Courses

Fall, First Year

GLBL 5006	Fundamentals of Microeconomics for Global Affairs	.5
GLBL 5007	Fundamentals of Macroeconomics for Global Affairs	.5
GLBL 5020	Applied Methods of Analysis ²	1
GLBL 5030	History and Global Affairs	1

Spring, First Year

GLBL 5010	Economics for Global Affairs	1
GLBL 5040	Comparative Politics for Global Affairs	1

¹ See Exemption from Fundamentals of Economics in the chapter Academic Policies

² See Exemption from Core Courses in the chapter Academic Policies

Language Requirement

All students are required to leave Yale University with the equivalent of foreign language proficiency at the L4 level. To fulfill this requirement, prior to arriving at Yale (in July or August), students must take a placement test online or language proficiency exam at Yale and place into L5 (advanced level) language, thus satisfying the language requirement. Students who have been certified in a language other than English outside of Yale must provide a proof of certification (L4 equivalent) to satisfy the language requirement. More information regarding the language requirement is sent to all incoming students in June.

M.P.P. students earn the full credit value of language classes but may only count a maximum of 4 credits of language toward Jackson degree requirements. Joint-degree students can count up to two language credits toward the Jackson degree requirements.

Students who have never studied a modern language (other than English) may elect to enroll in the accelerated language course at Middlebury College in the summer preceding their arrival at Yale. Jackson has established a streamlined application process with the Middlebury College Language School and will fully fund the course, including tuition, room, and board. For exigent academic reasons, the assistant dean for graduate education may exceptionally authorize other students to qualify for this funding opportunity.

LEADERSHIP AND ETHICS WORKSHOP

Core to the mission of the Jackson School is to prepare students to be responsible, thoughtful, and ethical leaders in global affairs. It is important that, as a part of their M.P.P. training and education, Jackson students are exposed to and understand their responsibilities and the professional ethics associated with a career in global affairs.

The Leadership and Ethics Workshop is an experiential program designed to give Jackson M.P.P. students the tools and frameworks to think ethically about difficult choices and balance competing interests in global public policy and to teach students

how to integrate an ethical approach and moral reasoning into their leadership and management. Central to learning about methods and frameworks of leadership and ethics in a public policy setting is also an understanding of how to lead in a diverse world—across all dimensions of diversity—through practical engagement with issues that pluralistic communities face. In a small, tight-knit program, the workshop also serves as a unique opportunity to bring the cohort together and build community in a concentrated and meaningful experience before their second year in the program. To respond effectively to the needs of our students, we reserve the right to adjust the length and content of the program as necessary.

SUMMER EXPERIENCE

M.P.P. students are required to use the summer between their first and second year to pursue a professional experience that aligns with their academic and professional goals. Joint-degree students must complete the experience after their first Jackson year. To meet this requirement, students must complete an internship or research project that is policy related and relevant to the global affairs M.P.P. degree lasting a minimum of eight weeks, preferably ten to twelve. The experience must be at least thirty-five hours per week. On-campus jobs, including research assistant positions, will not be approved.

All proposals for summer internships are submitted to the Career Development Office (CDO) and reviewed by the assistant dean for career development and the assistant dean for graduate education for approval. Students who choose to do independent summer research must submit a proposal to the assistant dean for graduate education and explain in their proposal why conducting the proposed research project is important for their professional trajectory.

Students are required to submit a survey about their summer experience by September 15 to the CDO to complete this graduation requirement.

If the summer experience cannot be completed due to extenuating circumstances, a request for a waiver must be made through the assistant dean for career development and assistant dean for graduate education. For more information about the summer experience see Career Development Office in the Resources for Students chapter.

Funding for the Summer Experience

The application for funding involves submitting a proposal to the CDO as well as the submission of a letter from the host organization that indicates the compensation that will be received and what costs, if any, will be reimbursed for the student's summer work. Applications are accepted on a rolling basis starting in January of the spring term and ending in early May. To receive funding before the end of the term, students are encouraged to secure their experience by April 1. While applications will be accepted until early May, students likely will not receive their funding before leaving campus if their proposals are received after April 1.

Please note that funds are meant to offset the cost for either a domestic or international summer opportunity but may not cover all expenses. Funding for only one approved eight-to-twelve-week internship will be considered. If a student's internship is funded and/or if they receive a fellowship from another source, then their Jackson award may be reduced accordingly. Other sources include but are not limited to Fulbright summer stipends, Downing stipends, and salaries from an employer. The intention of

the Jackson summer funding is to provide support to students who are not receiving funding or payments over the summer experience period.

OPTIONAL ACADEMIC OPPORTUNITIES

Foundational Courses

Several courses at the Jackson School of Global Affairs address the development of skill sets that are applicable across all disciplines and topics within the public policy realm. These courses, deemed “foundational,” currently include argumentation (GLBL 5003, Narrative Storytelling for Policy Makers, 1 credit; GLBL 5004, Writing Persuasively for Policy and Politics, 1 credit, communication (GLBL 5002, Policy Communicator, 0.5 credits, and negotiation (GLBL 5015, Negotiation, 0.5 credits. They are open to all graduate students in the Jackson School, and are graded as SAT/UNSAT. Note that two 0.5 credit-courses may be taken to provide, cumulatively, a full credit towards the degree requirements, but that doing so will (collectively) count as the one permitted course to be taken outside of the normal graduate grading mode.* Students are thus encouraged to take foundational courses outside of the sixteen courses otherwise required for the M.P.P. degree.

* See policy on Satisfactory/Unsatisfactory Grades in the chapter Academic Policies.

Professional Writing Program

The ability to communicate effectively is central to becoming an effective leader and problem solver. The Jackson School Writing Program has three primary components. First, three out of the four curriculum courses (GLBL 5010, Economics for Global Affairs; GLBL 5030, History and Global Affairs; and GLBL 5040, Comparative Politics for Global Affairs—in addition to their substantive topics—are designed to enhance students’ writing skills across a variety of professional contexts. The primary instructors have designed these writing components in collaboration with the director of the Writing Program to ensure a coherent and holistic professional writing curriculum across the core courses. Second, all M.P.P. students meet with the Writing Program director, who is available to provide detailed feedback on all student writing. Third, the Writing Program offers professional writing classes (GLBL 5003, Narrative Storytelling for Policy Makers; GLBL 5004, Writing Persuasively for Policy and Politics that give students ample opportunity to hone their composition and editing skills while introducing them to the genre of professional policy writing and challenges faced by communicators in the field.

By accessing these Writing Program resources, students will develop the professional writing and communication skills necessary to advance their careers as leaders in global affairs.

Certificate in Program Evaluation

Jackson offers the opportunity for M.P.P. students to earn a certificate in Program Evaluation. Those who wish to pursue this option must complete 6 credits of methods-focused courses approved in advance by the assistant dean for graduate education. These courses may include GLBL 5020, Applied Methods of Analysis I; GLBL 5021, Applied Methods of Analysis II; or an advanced course in causal inference at least at the level of MGT 510, Data Analysis and Causal Inference, or higher, e.g., PLSC 5080,

Causal Inference and Research Design, or ECON 5559, Development Econometrics (IDE). Students may not count thesis courses (GLBL 9990 and GBL 9991, Global Affairs Thesis) to satisfy the 6-credit requirement. However, they may count up to 1 credit of Directed Reading. Students should contact the assistant dean for graduate education for more information about the certificate and to discuss their plans.

Directed Reading

Sometimes a student may request that the assistant dean for graduate education approve a Directed Reading conducted by a faculty member (GLBL 9800) or a senior fellow (GLBL 8000). Usually limited to one per term, these courses may involve reading the literature on a topic, attending a lecture or seminar series, and writing a substantial research paper. It is the student's responsibility to make all arrangements before the term begins. To formally pursue a Directed Reading, the following conditions must be met:

1. The student must submit a request to complete a Directed Reading before the enrollment period for that term ends (see the academic calendar for end of add/drop period).
2. The material of the proposed course must be appropriate to the qualifications of the student.
3. The student must secure not only the instructor's approval of the work to be covered in the course but also the approval of the assistant dean for graduate education.
4. The student must provide a syllabus draft for review by the instructor and the assistant dean for graduate education.
5. There must not be an existing graduate or undergraduate course to which the student has access in which the work proposed may be accomplished.
6. The instructor must meet with the student regularly, normally between eight to ten hours per term.
7. The student must produce a final paper at the end of the term.

The Jackson School has established limits on the number of Directed Readings that a student may take in any term (one) and, cumulatively, before the end of their second year in the M.P.P. program (four).

A student must petition the Committee on Academic Progress for permission to enroll in more than two such course credits in any one term. In the petition the student must give sound academic reasons for exceeding these limits and provide evidence that the additional work in a Directed Reading will not be done at the expense of the breadth and depth of study being pursued in regular courses at Jackson and elsewhere at the university.

Thesis

Students also have the option of writing a year-long two credit thesis (GLBL 9990 and GBL 9991, Global Affairs Thesis) under the supervision of a Jackson School of Global Affairs professor or faculty member. Senior fellows and non-Jackson School faculty are

not eligible to serve as a primary thesis adviser, but they are eligible to serve as a secondary adviser or reader.

The thesis is an optional research project that is completed in the final academic year of the M.P.P. degree. It is intended for students who wish to make a major policy-oriented research project the culmination of their educational experience in the program. M.P.P. theses involve independently performed research by the student under the supervision of a faculty adviser. Students work with faculty advisers and the thesis coordinator in designing their project and in writing the thesis.

The final thesis is graded by the thesis adviser and one other faculty member; one of the two must be a Jackson School of Global Affairs professor. See the Appendix for additional details and timeline.

Term Curricular Practical Training

Second-year M.P.P. students may be eligible for part-time, term-time curricular practical training (CPT) when concurrently enrolled in either the fall course GLBL 7003, Workplace Culture in the Policy Space, or the spring course GLBL 7004, Leading in Practice. Students are encouraged to submit requests as early as possible and must do so no later than two weeks prior to their intended work start date. International students in the second year of the M.P.P. program who hold F-1 visa status may be authorized to pursue a CPT internship in accordance with applicable regulations, provided they meet all relevant eligibility and procedural requirements associated with enrollment in these courses. Detailed requirements for course enrollment and the awarding of academic credit are outlined in the respective course syllabi.

Master of Advanced Study (M.A.S.)

The Master of Advanced Study (M.A.S.) in Global Affairs is a one-year program for mid-career professionals.

Created in 2013, the program is small by design, with only a few admitted students each year. The M.A.S. is aimed at professionals with extensive experience in a field of global affairs such as, but not limited to, international security, diplomacy, and development.

M.A.S. CURRICULUM

The program of study is customized to a student's individual academic and professional goals. Students take 8 credits in one year of full-time study.* Part time study is not permitted. Courses are chosen in consultation with the assistant dean for graduate education before the start of each term. Students select courses from the Jackson School's regular offerings as well as courses from throughout the graduate school and professional schools and may count up to two language credits toward the M.A.S. degree requirements.

Students have access to all of the school's services and are welcome to work with Jackson-affiliated faculty and senior fellows to design their program of study.

Joint degree programs with the M.A.S. degree are not permitted.

* See Academic Standards in the chapter Academic Policies.

Joint-Degree Programs with Other Yale Schools

The Jackson School of Global Affairs offers several joint-degree programs in collaboration with other Yale professional schools. As a joint-degree candidate, a student can earn two degrees typically in two terms fewer than if the degrees were pursued separately. However, joint-degree students must fulfill degree requirements for both programs. M.P.P. students are required to complete all core courses, demonstrate proficiency in a modern language (L4), complete summer experience, and complete the leadership and ethics training workshop. Joint-degree candidates must complete 12, rather than 16, credits. None of the courses taken toward degree requirements at one school may count toward degree requirements at the other school. See the M.P.P. section in Degree Programs for specific information regarding degree requirements.

School of the Environment

M.F./M.P.P., M.F.S./M.P.P., M.E.Sc./M.P.P., M.E.M./M.P.P.

The Yale School of the Environment (YSE) degree programs consist of a core curriculum and electives. Joint-degree students must complete the two-week YSE summer training program before their first term, which imparts field skills and techniques considered indispensable to students intending careers in environmental research, management, and policy. YSE students must also complete between ten and twelve weeks of summer internship or research following their first year.

Law School J.D./M.P.P.

A four-year joint-degree program is offered in Law and Global Affairs leading to an M.P.P. degree in Global Affairs and a J.D. degree in Law through the Jackson School of Global Affairs and Yale Law School, respectively. To complete the joint degree, students must complete the requirements for the Global Affairs degree, though only a total of twelve, not sixteen, courses are required. None of these courses may be law courses. Students must also petition the Law School's Special Course of Study Committee and complete the requirements for the J.D. degree. For more information please visit https://next.catalog.yale.edu/law/academic-requirements-options/#Joint_Degrees.

School of Management M.B.A./M.P.P.

The joint-degree program with Yale School of Management (SOM) offers an M.B.A. in combination with an M.P.P. It is intended for students who plan global careers in the for-profit, government, or nonprofit sectors. In the M.B.A./M.P.P. in Global Affairs joint-degree program, students spend the first year at the Jackson School and the second year at Yale SOM, during which they take the integrated M.B.A. curriculum. During the third year, they take electives at SOM, the Jackson School, and elsewhere at Yale. To complete the M.B.A. component of the program, a student must fulfill all of SOM's normal requirements. Joint-degree candidates take only 52 units, not the usual 72 units at SOM.

School of Public Health M.P.H./M.P.P.

The Yale School of Public Health (YSPH) and the Jackson School of Global Affairs offer a joint degree in public health and global affairs. For the YSPH component, joint-degree candidates must complete all core and divisional required courses as well as

the thesis/capstone and summer internship components. Exceptions for joint-degree candidates include the reduction of required YSPH course units from 20 to 15.

Yale College Programs

THE GLOBAL AFFAIRS MAJOR

The Global Affairs major gives students multidisciplinary training to understand and address challenges that we confront as concerned citizens of the world. By their nature, these challenges demand fluency in the approaches and frameworks from multiple disciplines – including economics, history, and political science – as well as an ability to translate between scholarship and practice.

Students must successfully complete eight introductory requirements before they can declare the global affairs major. The Yale College Programs of Study contains details of all introductory and major requirements.

The major requirements have been updated and will apply to students entering the major during the fall of 2025 and after; students accepted into the major before fall 2025 must fulfill the requirements that were in place at the time of their acceptance.

Advanced global affairs majors have options unique to their major: in addition to their senior thesis, they may complete a senior thesis or a capstone course, a unique, group-based policy project, supervised by a faculty member.

GLOBAL HEALTH STUDIES MULTIDISCIPLINARY ACADEMIC PROGRAM

The Global Health Studies Multidisciplinary Academic Program (GHS MAP) offers students at Yale College the opportunity to engage critically and analytically in global health from multiple disciplinary approaches and perspectives. The GHS MAP supports students in developing and balancing an appreciation for biomedical and technical issues related to diseases and their treatment and prevention, with an understanding of the historical, social, economic, and political concerns that are implicated in how health is determined and experienced in the twenty-first century.

The program also exposes students to relevant research methodologies to develop their understanding of how knowledge in global health is constructed and how these approaches could inform their academic pursuits and future careers. For more information, visit <https://jackson.yale.edu/academics/global-health-studies>.

HUMAN RIGHTS CERTIFICATE PROGRAM

The Jackson School's certificate program in human rights for current Yale undergraduates offers an interdisciplinary exploration of human rights, providing students with the analytical, conceptual, and practical skills essential for in-depth study. There are two versions of the certificate: one that is nonselective and uncapped and a second that is intensive and selective.

The Certificate in Human Rights (uncapped/nonselective) is open to all Yale undergraduates and will require the specific introductory course (GLBL 3102, Introduction to Human Rights: Human Rights in a Turbulent World), plus four elective courses in human rights. These electives are tagged in Yale Course Search

with the human rights elective attribute. The electives will be categorized as being either domestic (YC Human Rights Domestic) or international (YC Human Rights International) as an area of study; students will be required to take at least one of each area of study in the four electives that they take. Students have the option to add the human rights certificate in Yale Hub.

UNDERGRADUATE SUMMER FELLOWSHIPS

Many Jackson undergraduates spend their summers abroad. The school provides fellowships for student projects including internships and independent research projects related to global affairs. For more information, visit <https://jackson.yale.edu/academics/the-global-affairs-major/summer-experience> as well as <https://jackson.yale.edu/academics/the-global-affairs-major/undergraduate-research>.

FIVE-YEAR B.A.-B.S./M.P.P. PROGRAM

The B.A.-B.S./M.P.P. degree program in global affairs offers Yale College students interested in the field of global affairs the opportunity to earn a bachelor's degree from Yale College and an M.P.P. degree from the Jackson School of Global Affairs in a five-year joint program.

Undergraduate Requirements In their four years of Yale College enrollment, students complete a standard Yale College major. So long as students are on track to complete their major and degree requirements, as stipulated by Yale College, students may count up to 4 Jackson School–approved course credits toward their M.P.P. degree. To be eligible for the fifth year of the B.A.-B.S./M.P.P. program, students must be officially awarded their undergraduate B.A. or B.S. degree by the end of the spring semester preceding the fifth year. Students who have not completed all degree requirements for the B.A. or B.S. will not be able to enroll in the fifth year of the B.A.-B.S./M.P.P. program and receive financial aid until the undergraduate degree is posted to their academic transcript.

Master's Program Requirements Students accepted into the five-year program must complete a total of 12 course credits, including Jackson's core courses, over the course of their fourth and fifth years. At least two of those core courses must be taken during the senior year at Yale College. It is also required that students demonstrate proficiency in a modern language (L4) and complete an approved summer internship or a project. Students must maintain a grade average of High Pass (HP) with at least two Honors (H) grades. All students must complete Jackson's noncredit leadership and ethics training workshop. During the fifth year, students are in full-time residence at the Jackson School and must complete at least 8 course credits. All students must meet with the assistant dean for graduate education to map out their curriculum. See Master in Public Policy in Global Affairs section for additional details on degree requirements.

ACADEMIC POLICIES

FACULTY ADVISERS

The primary adviser for all students is the assistant dean for graduate education. It is the responsibility of the student and the primary adviser to work together to select courses and monitor academic progress in collaboration with the Jackson School registrar.

Each student is also assigned a secondary faculty adviser upon entering the two-year M.P.P. program and the one-year M.A.S. program. The role of the faculty adviser is to help students develop their interests and aspirations in alignment with the opportunities at Jackson (and beyond) and to help them think about possible career trajectories. If a student wishes to change their faculty adviser, they may request to do so by contacting the assistant dean for graduate education.

COURSE REGISTRATION

Students will be given the opportunity to register for courses and confer with their academic adviser about their schedules before classes start each term. All students must complete the online registration process by the deadline listed on the academic calendar to avoid a \$50 late fee. There is also an add/drop period at the start of each term. At the end of the add/drop period, all registrations are considered final.

No student may attend any class unless officially registered in the course. No credit will be given for work done in any course for which a student is not officially registered, even if the student entered the course with the approval of the instructor. Students who wish to register for courses that are offered on both the graduate and undergraduate levels must register with the graduate-level course number in order to receive credit toward their degrees. In rare instances, a student may be granted permission to register for an undergraduate course that will count toward the fulfillment of course requirements for the student's graduate degree. In such cases, the student must file an approved Jackson School Graduate Credit Request form with the Jackson Registrar's Office by the end of the registration period. Jackson students taking a course at the School of Management or the Law School must also obtain permission from the respective school's registrar to be officially enrolled. Permission must be obtained within two weeks of the close of registration at the Jackson School of Global Affairs. Additional information about enrollment can be found at <https://jackson.yale.edu/academics/registrar>.

AUDITING COURSES

An auditor is a student who attends a class to acquire knowledge but not to earn credits or a grade. Audited courses do not count toward the completion of degree requirements, enrollment certification, financial aid eligibility, or loan deferment purposes. Auditors may change their status in a course according to the course change deadlines on the academic calendar. Auditors must attend classes regularly, complete assigned reading, and participate in discussions, but they are excused from examinations and other assignments. If this requirement is not met, the Jackson School registrar may, solely upon notice from the instructor of insufficient attendance, delete the course from the student's record. For a student who elects to audit a course, the

letters “AUD” are entered on the transcript in the grade column. Auditors are admitted to a course on a space-available basis and with the approval of the instructor.

COURSE CHANGES

Once the online course selection process has closed for a given term, all subsequent changes must be made using the Jackson School add/drop form.

The dates for changing enrollment in a course from Credit to Audit or Audit to Credit and for withdrawing from a course are listed in the Academic Calendar. If a student officially withdraws from a course by the stated deadline, the course will be removed from the student’s transcript. If a student ceases to participate in a course without officially withdrawing from that course by the stated deadline, it is at the instructor’s discretion to assign an appropriate qualitative grade or a grade of Incomplete.

COURSE WITHDRAWAL

Students may withdraw from a course with the approval of their primary adviser. The course add/drop form is available on the school’s website or Yale Hub. Students may withdraw until about halfway through each term without the course appearing on the transcript; exact withdrawal deadlines may be referenced on the academic calendar for each year. From those dates at the halfway point in the term until the last day of classes, a student may still withdraw from a course; however, the course will appear on the transcript with a letter grade of W. Please note that students enrolled in an eight-week (half-term) course can withdraw from the course no later than four weeks into the class sessions without the course appearing on the transcript.

EXEMPTION FROM CORE COURSES

The core courses GLBL 5010, Economics for Global Affairs; GLBL 5030, History and Global Affairs; or GLBL 5040, Comparative Politics for Global Affairs, do not qualify for exemption. The unique content of these courses provides students with the core competencies and foundational knowledge from the disciplines of economics, history, and political science, respectively.

However, students who have previously mastered the material being presented in the core course GLBL 5020, Applied Methods of Analysis, can be exempted from this course if they successfully pass the relevant diagnostic exam given prior to matriculating at the Jackson School of Global Affairs. Students approved for this exemption must take a higher level, one-credit statistics course approved by the instructor.

The approved course should be indicated on the core-course exemption form which is available at <https://jackson.yale.edu/academics/registrar>. The form must be submitted to the school registrar by the end of the registration period.

Students who have successfully passed both GLBL 2121, Applied Quantitative Analysis, and GLBL 2122, Applied Quantitative Analysis II, at Yale College do not need to submit the core-course exemption form or enroll in a higher-level statistics course. Instead, students may enroll in an approved M.P.P. program elective in lieu of GLBL 5020. No other Yale College course may be used to satisfy the GLBL 5020 core requirement. The exempt core course, GLBL 5020, will be listed on student’s transcript with a final grade of CRW after the term has ended. A course with a final grade of CRW does not count toward the 16 credit M.P.P. degree requirement. Any course taken in lieu

of GBL 5020 must be graded and may not be converted to a grade mode of SAT/UNSAT.

EXEMPTION FROM FUNDAMENTALS OF MICROECONOMICS AND MACROECONOMICS

First-year students will be required to take GBL 5006, Fundamentals of Microeconomics for Global Affairs and GBL 5007, Fundamentals of Macroeconomics for Global Affairs, in the fall, prior to enrolling in GBL 5010, Economics for Global Affairs, in the spring. Students have the option to request a course exemption from GBL 5006, Fundamentals of Microeconomics for Global Affairs and/or GBL 5007, Fundamentals of Macroeconomics for Global Affairs, directly from the course instructor. The request for a course exemption indicates that a student is capable of excelling in all assessments in the selected course. Students can be exempted from either course if they (1) excel in the relevant course at the School of Management (MGT 404, Basics of Economics, for GBL 5006 and MGT 425, The Global Macroeconomy for GBL 5007) or (2) successfully pass the relevant diagnostic exam given prior to matriculating at the Jackson School of Global Affairs.

GRADES

H	Honors
HP	High Pass
P	Pass
F	Fail
TI	Temporary Incomplete
I	Incomplete
Y	Year-long Course ¹
SAT/UNSAT	Satisfactory/Unsatisfactory
AUD	Audit
CRW	Credit Waiver

¹ A mark of Y is assigned as a temporary grade for the first term of a full-year course and will be converted to a standard grade once both terms are completed.

The Jackson School does not calculate grade-point averages nor does it assign numerical or letter equivalents to the graduate school grades. Grades assigned according to grading scales other than those described above will be returned to the instructor for conversion.

The academic calendar indicates the dates on which grades are due for the current year. Instructors have the responsibility for assigning dates for submitting course work in order to meet grade deadlines. If a student and instructor have agreed that an extension is appropriate, the student must submit to the Jackson Registrar's Office a request for the Temporary Incomplete (TI) with the intended completion date, signed by the instructor and the assistant dean for graduate education. Only one TI in a term is permitted. Temporary Incompletes received in an academic year must be converted to final grades normally before the start of the following academic year. If a grade is not

received by the registrar by this date, the TI will be converted to an Incomplete (I) or a Fail (F) on the student's record, as selected by the instructor on the TI form.

In certain extraordinary circumstances, such as serious illness or a family emergency, and on the recommendation of the assistant dean for graduate education, a student may be granted an additional extension. A written request for such an extension must be made by the assistant dean for student affairs on the student's behalf within two weeks of the grade submission deadline. The request should indicate the special circumstances and suggest a date by which the student will complete the work. If the request is approved, the assistant dean for graduate education will inform the student and instructor. If the grade is submitted to the registrar by the new deadline approved by the assistant dean for graduate education, it will replace the TI. If a grade is not received by the registrar by this date, the Temporary Incomplete (TI) will be converted to an Incomplete (I) or a Fail (F) on the student's record, as selected by the instructor on the TI form.

"Provisional" or "temporary" grades (as opposed to Incompletes) are not permitted. Once submitted to the Registrar's Office, a grade may be changed only in cases of arithmetical or clerical error on the part of the instructor. If the registrar has not received a given grade from an instructor within two weeks of the stated deadline for the submission of grades, the student will be assigned a grade of Incomplete for that course.

Satisfactory/Unsatisfactory Grade Policy

Students pursuing an M.P.P. or an M.A.S. may elect to have a one-credit course or two 0.5-credit courses be graded on SAT/UNSAT basis and to count toward their degree requirement. Students may elect to use courses currently offered as SAT/UNSAT to count toward their degree requirement, or they may submit a request to convert a graded course to a SAT/UNSAT course. The form to convert a graded course to SAT/UNSAT can be found on the school website and must be submitted to the registrar on or before the last day of classes. Students should consult the academic calendar and submit the form as early as possible. Late requests will not be processed.

THE COMMITTEE ON ACADEMIC PROGRESS

The Committee on Academic Progress reviews the academic performance of students to determine suitability for continued advancement in the curriculum and for graduation. This review includes decisions about graduation, leaves of absence, special study, remediation, academic probation, breach, suspension, and dismissal.

The Academic Progress Committee is a standing committee appointed by the dean and chaired by the deputy dean. Additional members include the assistant dean for graduate education, assistant dean for student affairs, the school registrar, and a Jackson School faculty member.

ACADEMIC STANDARDS

Students in the M.P.P. program must pass all core requirements. Any student who fails a required course must retake it and pass it. All M.P.P. and M.A.S. students are required to achieve at least two grades of Honors (H) in graduate courses while maintaining an overall grade average of High Pass (HP).

M.P.P. students are expected to have completed 8 course credits at the end of their first year, with at least one grade of Honors (H) and an average of High Pass (HP). This is required to make satisfactory progress toward the degree and remain in “good academic standing.”

M.A.S. students are expected to have completed 8 course credits at the end of their first year, with two grades of Honors (H) and an average of High Pass (HP) to graduate.

The Committee on Academic Progress will review the academic performance of a student whose record in any term shows significant decline or if there is a reason for concern about the overall quality of a student’s work.

Academic Probation

The Committee on Academic Progress will place students whose academic work is unsatisfactory on academic probation. The committee will consider the personal situation of the student, but a failing grade in any course will normally result in academic probation. Students who receive failing grades in two or more courses during a term, or who receive a second failing grade after being placed on academic probation, will be withdrawn from the M.P.P. program and will be required to reapply to the program if they wish to be considered for readmission. Academic dismissal will be recorded on the student’s transcript.

Satisfactory Academic Progress and Program Completion

All degree-seeking students in the Jackson School of Global Affairs must maintain satisfactory academic progress (SAP) to be eligible for any type of institutional or Title IV financial aid, including Federal Direct Stafford Loans (unsubsidized), Graduate PLUS Loans, and Federal Work-Study. The following provisions define satisfactory academic progress.

QUALITATIVE MEASURE

- Students must maintain the minimum cumulative academic standard defined by the Jackson School as High Pass (HP), as recorded on the official academic transcript. This standard represents acceptable academic standing for graduate-level coursework.
- Students must earn grades of Pass (P) or higher in all attempted coursework.
- Students must meet required Honors (H) milestones consistent with program standards:
 - a. At least one grade of Honors (H) must be earned by the end of the first year.
 - b. A minimum of two grades of Honors (H) must be earned overall.

QUANTITATIVE MEASURE

Students must maintain a pace of completion of at least 67 percent of cumulative attempted courses. Pace is calculated as successfully completed courses divided by attempted courses. A successfully completed course is one in which a grade of H, HP, P, or SAT (as defined by the program) is earned. Withdrawals (W), Failures (F), Incompletes (I), and Unsatisfactory (UNSAT) grades are counted as attempted but not completed.

TREATMENT OF SPECIFIC GRADES AND CREDIT TYPES

- Courses graded Audit (AUD) and Credit Waivers (CRW) do not count toward SAP, as they do not carry earned credit.
- Withdrawals (W) count as attempted but not earned credits in the pace calculation.
- Incompletes (I) count as attempted credits in the quantitative measure. They are evaluated based on the final grade once resolved; until then, they are considered attempted but not earned.

REPEATED COURSES

All attempts of a repeated course are included in both the quantitative (pace) calculation and qualitative SAP standards.

TRANSFER CREDITS

Transfer credits are not accepted by the Jackson School.

REMEDIAL COURSEWORK

Remedial coursework is not accepted by the Jackson School.

MAXIMUM TIMEFRAME

Students must complete their program within 150 percent of the published program length.

Program Lengths

- Standard length, one-year program: two semesters; maximum timeframe: three semesters
- Standard length, two-year program: four semesters; maximum timeframe: six semesters

Students are required to complete their program within 150 percent of the published length, excluding approved leaves of absence of up to one year.

SAP EVALUATIONS SCHEDULE

SAP is evaluated according to the standard schedule below. However, students who do not meet specific departmental provisions outlined in the Jackson School programs and academic policies may be subject to an end-of-term review. Additionally, students on SAP plans or financial aid probation are reviewed at the end of each term to assess compliance with their approved appeal conditions.

- One-year programs: evaluated at the end of each term
- Two-year programs: evaluated at the end of each term

Academic dismissal results in the immediate loss of Title IV federal financial aid eligibility.

NOTIFICATIONS

Students are notified via their university email when changes to SAP status affect financial aid eligibility. Notifications include instructions on appealing an unsatisfactory-academic-progress determination and applicable deadlines. Notifications are sent no later than fourteen days following the SAP evaluation. The Jackson School does not offer a financial-aid-warning period.

APPEALING UNSATISFACTORY ACADEMIC PROGRESS

Students who fail to meet SAP standards may appeal to regain eligibility. Appeals must be submitted to the assistant dean for graduate education no later than two weeks prior to the start of the next term to avoid delays in financial aid processing. Appeals must:

- Explain the circumstances that affected academic performance,
- Describe how those circumstances have been resolved, and
- Include supporting documentation.

Students with approved appeals may be placed on financial-aid probation for one evaluation period or on an academic plan. Continued eligibility depends on meeting SAP standards or the conditions outlined in the academic plan.

REGAINING ELIGIBILITY WITHOUT AN APPEAL

Students who do not appeal, or whose appeals are denied, may regain eligibility by enrolling without federal aid and meeting all SAP standards.

Other Changes and Appeals in Educational Program

Other significant changes in a student's educational program should be discussed with the student's faculty adviser and requested in writing from the Committee on Academic Progress. Appeals resulting from decisions made by the Committee on Academic Progress must be addressed to the dean of the Jackson School of Global Affairs, with the description of the basis for appeal. Appeals are heard by the Board of Permanent Officers, whose decision is final.

Academic Integrity Standards

The Yale Jackson School of Global Affairs is an academic community dedicated to the advancement of learning. Its members freely associate themselves with the university and in doing so affirm their commitment to a philosophy of tolerance and respect for all members of the community. They pledge to help sustain the intellectual integrity of the university and to uphold its standards of honesty, free expression, and inquiry. They are expected to abide by the regulations of the school and university, including these Jackson School Personal Conduct and Academic Integrity Standards. They are also expected to obey local, state, and federal laws, and violations of these may be cause for discipline by the Jackson School.

The Jackson School prohibits academic dishonesty, a term that encompasses making any claim within or about your research or scholarship that is untrue. The following are some forms of academic dishonesty:

1. Plagiarism, that is, the failure to acknowledge ideas, research, or language taken from others, whether intentional or unintentional. The Jackson School requires citations whenever students either directly quote or indirectly draw upon and benefit from the work or scholarship of others. This requirement applies equally to all academic work by students, including a paper or an examination for a course, a presentation in class or at a conference, a prospectus or dissertation, or a manuscript for publication.

2. The unauthorized collaboration with others on graded course work (including problem sets, lab reports, take-home examination questions, and papers) without expressed permission from the instructor.
3. Cheating on examinations, problem sets, or any other form of assessment.
4. The falsification, fabrication, or misuse of data.
5. Submitting work from one course for a grade or credit in another, without first obtaining expressed written permission from both course instructors.

COURSE LISTINGS

Fall

GLBL 5002a, Policy Communicator William Vance

Policy professionals engage a spectrum of stakeholders as they analyze issues and share findings. This work requires a refined set of personal communication tools for inquiry, collaborating, reporting, and presenting policy recommendations. Students in this course strengthen their skills by experimenting with the oral communication tasks related to policy work. We address the different types of information architecture required in synchronic contexts, explore the cognitive approaches needed for spoken interactions, build confidence in speaking to groups, and diversify approaches to persuasion. Students benefit from speech analysis technology and personal data visualizations of their linguistic choices. Throughout the course, students receive rich feedback about the impact of their words, the clarity of their messages, and their policy advocacy. ½ Course cr

GLBL 5004a, Writing Persuasively for Policy and Politics David Morse

The primary objective is to equip students with the knowledge and skills needed to write persuasively as policy professionals. This semester-long course is divided into three units: the policy memo; the argumentative essay; and the speech. For the policy memo, students choose a policy topic of their own, then carry out every step of the policy analysis process, from defining, framing, and analyzing the problem to identifying and evaluating possible solutions, to building a case for recommendations. For the policy-focused essay, students identify practical rhetorical strategies to argue persuasively about their chosen policy topic in the public domain. Students practice deploying both emotional and rational appeals while confronting difficult normative questions about how to write persuasively without manipulating readers or devolving into spin. Finally, for the speech, students study a variety of noteworthy speeches that have had a real-world impact. Drawing on these insights, students craft their own speech. At the end of the semester, students have the option to present their speeches orally to the Jackson community. Students have the choice to take the course for a grade or Sat/Unsat. Priority is given to Jackson graduate students. In general, students are admitted based on the order in which they apply. Note: this course combines elements of two previous courses offered by the Jackson Writing Program: GLBL 5000, Professional Public Policy Writing, and GLBL 5001, Disinformation and the Craft of Ethical Persuasion.

GLBL 5006a, Fundamentals of Microeconomics for Global Affairs Jim Levinsohn

This course covers key economic theories and models used for the analysis of microeconomic policy issues and their nuances. Our aim is to help students confidently read economic policy and research materials as well as connect real-world events to economic concepts. The course covers microeconomics topics such as effects of market intervention (minimum wage, rent control, and taxes), consumer and producer choices, and market competition. The course also provides the economic background necessary to enroll in GLBL 5007, Fundamentals in Macroeconomics for Global Affairs, taken in second half of the fall term Fall 2, and in the Global Economics core GLBL 5010, taken in the spring term. ½ Course cr

GLBL 5007a, Fundamentals of Macroeconomics for Global Affairs Lorenzo Caliendo

This course covers key economic theories and models used for the analysis of macroeconomic policy issues and their nuances. Our aim is to help students confidently read economic policy and research materials as well as connect real-world events to economic concepts. The course covers how to use economic measurements and data to understand the health of the economy (GDP, inflation, labor markets) and then present a general equilibrium framework to understand the implication of various shocks on the economy (including the role of fiscal and monetary policy in smoothing business cycle fluctuations). The course also provides the economic background necessary to enroll in the Global Economics core GLBL 5010, taken in the spring term. ½ Course cr

GLBL 5015a, Negotiation Barry Nalebuff and Daylian Cain

This half-semester course presents a principled approach to negotiation, one based on game theory. The key insight is to recognize what is at stake in a negotiation—the unique value created by an agreement—what we call the “pie.” This lens changes the way students understand power and fairness in negotiation. It helps make students more creative and effective negotiators. The course provides several opportunities for students to practice skill via case studies and get feedback on what students did well and where they might improve. ½ Course cr

GLBL 5020a, Applied Methods of Analysis Justin Thomas

This course is an introduction to statistics and their application in public policy and global affairs research. It consists of two weekly class sessions in addition to a discussion section. The discussion section is used to cover problems encountered in the lectures and written assignments, as well as to develop statistical computing skills. Throughout the term we cover issues related to data collection (including surveys, sampling, and weighted data), data description (graphical and numerical techniques for summarizing data), probability and probability distributions, confidence intervals, hypothesis testing, measures of association, and regression analysis. The course assumes no prior knowledge of statistics and no mathematical knowledge beyond calculus. Graded only, sat/unsat option is not permissible.

GLBL 5030a, History and Global Affairs David Engerman

Nobody can understand the present without a keen understanding of the past. After all, history is all we have to go on in providing the resources for making sense of the world we live in. Successful policy makers understand this and turn historical sensibility to their advantage in interpreting the present. They understand how good policy is grounded in sound historical thinking. The purpose of the core requirement is to introduce advanced students of global affairs to the manifold ways in which history is discussed and perceived today. Different from the social sciences, history as a discipline is less about prediction and more about finding out where we come from and what challenges the past has bequeathed to us. It is also about grasping, in a critical fashion, that we know the future only by the past we project into it.

GLBL 6115a, Topics in Computer Science and Global Affairs Joan Feigenbaum and Ted Wittenstein

This course focuses on “socio-technical” problems in computing and international relations. These are problems that cannot be solved through technological progress alone but rather require legal, political, or cultural progress as well. Examples include but are not limited to cyber espionage, disinformation, ransomware attacks, and intellectual-property theft. This course is offered jointly by the SEAS Computer Science

Department and the Jackson School of Global Affairs. It is addressed to graduate students who are interested in socio-technical issues but whose undergraduate course work may not have addressed them; it is designed to bring these students rapidly to the point at which they can do research on socio-technical problems. Prerequisites: Basics of cryptography and computer security (CPSC 4670), networks (CPSC 4330), and databases (CPSC 4370) helpful but not required.

GLBL 6610a, Artificial Intelligence, Emerging Technologies, and National Power I

Ted Wittenstein

This two-term course, featuring guest scholars and practitioners from across the university, examines how artificial intelligence (AI) has the potential to alter the fundamental building blocks of world order. Machines capable of sophisticated information processing, towards the frontier of autonomy, pose tremendous opportunities for economic growth and societal well-being. Yet the potential risks also are extraordinary. How can we build AI systems that are reliable, transparent, safe, scalable, and aligned with human values? Following an introduction to AI and survey of current research challenges, the seminar focuses on seven core areas where AI and emergent technologies already pose significant security concerns: (1) lethal autonomous weapons and the nature of conflict, (2) disinformation and the future of democracy, (3) competition and conflict in U.S.-China relations, (4) AI ethics and safety, (5) AI governance, (6) nanotechnology and quantum computing, and (7) outer-space development. For each of these sub-units, the goal is to equip aspiring leaders with requisite technical fluency, and to bridge the divide across the law, technology, and policy communities at Yale.

GLBL 7003a, Workplace Culture in the Policy Space Staff

Through skills assessment, readings, journal reflections, and individual coaching, this course prepares students to assess and identify individual strengths to bring to desired career paths in public policy, track progress in developing new strengths, and prepare students to work in effective teams. The course is intended to be taken in conjunction with off-campus employment during the third or fourth semesters of the M.P.P. program. Such employment must be arranged directly by the student and is not facilitated by the Career Development Office. International students on visas must comply with regulations pertaining to their visa status. Total employment during the academic year, off-campus and on-campus combined, may not exceed twenty hours a week. International M.P.P. students on F-1 visas who have completed at least two semesters of full-time study, can be authorized under current regulations for Curricular Practical Training (CPT) pursuant to enrollment in this course, provided they meet the relevant eligibility and procedural requirements. The academic credit earned in the course does not count towards the fulfillment of the M.P.P. requirements. ½ Course cr

GLBL 7070a, Russian Intelligence, Information Warfare, and Social Media

Asha Rangappa

This course explores the evolution of information warfare as a national security threat to the United States and democratic countries around the world. Beginning with the KGB's use of "active measures" during the Cold War, the course looks at how propaganda and disinformation campaigns became central to the Putin regime and how social media has facilitated their expansion. We examine the psychology of disinformation and how media "bubbles" and existing social fissures in the United States, such as racism and political polarization, provide ripe vulnerabilities for

exploitation by foreign actors. Using Russia's efforts in U.S. presidential elections, during COVID, and in Ukraine as examples of this new form of warfare, students explore potential policy solutions in the realm of Internet regulation, civic education, media literacy, and human "social capital" as defenses against this growing threat. Guest speakers with expertise in Russian intelligence, information warfare, psychology, and other disciplines complement the discussion.

GLBL 7165a, Earth System Science for Public Policy Jessica Seddon

Environmental change is accelerating. Ongoing shifts in temperature, rainfall, storm intensity, seasonal patterns, species ranges and interactions, ecosystem health, and more already represent a profound shift in humans' "operating environment," to borrow a phrase from the authors of the planetary boundary's framework. And the science suggests that the pace will not let up. If anything, we can expect more sudden and irreversible changes – tipping points – that will affect economies, politics, and societies as well as human health and wellbeing. This course seeks to build public policy professionals' familiarity with policy-relevant aspects of earth system dynamics through reading of recent scientific papers, guest lectures by climate scientists, ecologists, and other experts, and explanatory lectures that connect concepts such as earth's energy imbalance, atmospheric chemistry, the hydrologic cycle, carbon cycle, and to contemporary public policy pressures and opportunities.

GLBL 7280a, Leadership Christopher Fussell and Brian Driscoll

This course is designed for students wanting to deeply reflect on what it means to be a leader, and to help them prepare for leading others in their future. Amongst the many pressures of the role, leaders affect the lives of those they lead, influence the health of the organization they oversee, and hold an important role in advancing social progress. Many learn these realities through trial and error but are rarely given the time to consider what leadership truly entails and how we, as individual leaders, will handle the challenges that lie ahead. From heading up a small team to running a major organization, leadership is often an isolating and uncertain position, but is also full of opportunity to positively impact others, and to advance society broadly. Leadership is challenging, exciting, and sometimes terrifying; but most importantly, it is a choice to which one must recommit every day. This course is designed to offer a foundation in the practice of leadership for students who want to take on these challenges in their future. The course is divided into three main sections: historic perspectives on leadership, leadership in context, and personal reflections on leadership. Students finish the semester with a foundational understanding of leadership models throughout history, a range of case studies to refer to in the future, and most importantly, a personal framework that can be applied and expanded throughout their journey and growth as a leader. Students do not leave with all the answers they need to conquer the countless challenges that leaders face, but they instead leave with an understanding of how leaders work, every day, to improve themselves and better the lives of those they lead.

GLBL 7290a, Ethical Choices in Public Leadership Eric Braverman

All public leaders must make choices that challenge their code of ethics. Sometimes, a chance of life or death is literally at stake: how and when should a leader decide to let some people die, or explicitly ask people to die to give others a chance to live? At other times, while life or death may not be at stake, a leader must still decide difficult issues: when to partner with unsavory characters, when to admit failure, when to

release information or make choices transparent. The pandemic, the war in Ukraine, and continued instability around the world all make clearer than ever the consequences of decisions in one community that can affect the entire world. This interdisciplinary seminar draws on perspectives from law, management, and public policy in exploring how leaders develop their principles, respond when their principles fail or conflict, and make real-world choices when, in fact, there are no good choices. Both permission of the instructor and application are required. Attendance at first session is mandatory.

GLBL 7560a, Democracy and Distribution Ian Shapiro

An examination of relations between democracy and the distribution of income and wealth. The central focus is on ways in which different groups and coalitions affect, and are affected by, democratic distributive politics. This course also examines the variation among democracies in the provision of education, social and health insurance, and policies designed to ameliorate inequalities.

Spring

GLBL 5003b, Narrative Storytelling for Policy Makers David Morse

Human beings are storytellers. We tell stories to impart to the chaos of our lives some order and meaning, or to generate empathy, or to convince others to understand some version of a particular reality. Research has shown that people remember information better—and are more inclined to believe that the information is true—when it is presented in the form of a story, that is, with a beginning, middle, and end; characters and setting; and coherent cause and effect. In this class, we study how the craft of narrative storytelling can be deployed to further improve the public's understanding of politics and/or a particular policy. Students identify a policy or political topic that holds their interest, conduct their own independent research to learn more about their topic, and write a public-facing feature length narrative intended to introduce the topic to a larger audience, shaping their research into a coherent and compelling story. To learn storytelling techniques—and how they might be applied to a policy context—students study a range of policy-focused narratives, learning how craft can help generate maximum effect. In addition to craft, we also study the ethical questions raised by storytelling: our lives do not resolve neatly into a story; a story, therefore, is an artificial construct. Therefore, all stories, even those based on a “true” reporting of facts, are, in a certain sense, false, capable of corrupting rather than enlightening the reader's understanding. The final written product for the class is a policy-focused narrative of 3000+ words of the sort that might be published in outlets such as *Harper's*, *The Atlantic*, *The Believer*, *Guernica*, or *The New York Times Magazine*. To apply for this course, students should specify how their interest in narratives relates to their course of study and/or career goals and describe previous experience writing narratives of any kind. If they haven't written any narratives yet, that's fine. They should tell me about their previous experience writing in general (personal and/or professional). This short statement should be submitted via Yale Hub.

GLBL 5010b, Economics for Global Affairs Amit Khandelwal and Lorenzo Caliendo

This core course introduces students to the critical issues facing the global economy today. One of the main goals of the course is to practice how to use measurement and economic frameworks to analyze current events. The course teaches students how to apply economic reasoning to policy issues in the real world building on the concepts covered in the first-semester economics course and new concepts presented in the

course. We use these frameworks to understand questions such as: Why do some countries richer than others? How much inequality is, and should we worry about it?, How are wages and interest rates determined? How do countries conduct fiscal and monetary policy to smooth the business cycle? What determines the gains from international trade and migration? Graded only, sat/unsat option is not permissible.

GLBL 5021b, Applied Methods of Analysis II Ardina Hasanbasri

This course is a continuation of GLBL 5020 that covers statistics and their application in public policy and global affairs research. Topics cover several tools related to multivariate regression analysis, prediction models (including machine-learning models), and causal analysis. Most important is class discussion on which tools are more relevant for answering a policy or research questions and understanding the limitation of each tool. Lectures consist of theoretical discussions of the tools as well as real-world applications and case studies. Graded only; Sat/Unsat option is not available.

GLBL 5040b, Comparative Politics for Global Affairs Katharine Baldwin

Economics can tell us with increasing precision what policies maximize growth, welfare, and productivity. But how are policies actually made? Why are so many poor policies adopted and good ones foregone? In this course students investigate how government organization and the structure of political competition shape the conditions for better and worse economic policy making across a range of economic policies including macroeconomic policy, corporate and financial regulation, industrial policy, and trade. Students consider these policy areas in democratic and nondemocratic regimes, and in developed and developing countries. Graded only, sat/unsat option is not permissible.

GLBL 6265b, Rebuilding Nations After Atrocity David Simon

The transition from war to peace entails daunting challenges like demilitarization, economic reconstruction, and the renewal of the state. When conflict involved atrocities – that is, widespread and systematic attacks against civilian populations, the transition is even more fraught, with questions of transitional justice, refugee reintegration, and political reconciliation looming large. The legacies of atrocities are such that transitions require more than money for post-conflict development or ingenuity for institutional (re-)engineering. They also require a reimagining of the relationships among fellow citizens and between the citizenry and the state. In short, the task at hand following a conflict that featured atrocities involves the rebuilding of nations. This course examines many of the facets of such transitions, including all of those named above. It examines cases that reflect different experiences with nation rebuilding, inspecting the roles (and motives) of a variety of actors, both domestic and international. The objective of the course is to arrive at a better understanding of what factors (or constellations of factors) tend advance successful transitions and, alternatively, which ones tend to undermine them.

GLBL 6600b, Development Economics Lauren Bergquist

The course exposes students to topics in economic development and international poverty. The course also explores a variety of tools available for rigorously measuring the impact of development programs. The goals of this course are for students to (1) learn about and apply economic theory to issues of development and (2) hone their skill in critically analyzing causal statements and develop a basic understanding of economic tools for identifying causality. Topics covered in this course vary year to year, but

typically include poverty and inequality, population and health, education, agriculture, credit, savings, insurance, labor markets, management, technology, governance, and corruption. Completion or simultaneous enrollment in MPP core economics and quantitative methods courses or permission of instructor are required.

GLBL 6611b, Artificial Intelligence, Emerging Technologies, and National Power II

Ted Wittenstein

Part II of this two-term course continues to examine how artificial intelligence (AI) has the potential to alter the fundamental building blocks of world order. Machines capable of sophisticated information processing, towards the frontier of autonomy, pose tremendous opportunities for economic growth and societal well-being. Yet the potential risks also are extraordinary. How can we build AI systems that are reliable, transparent, safe, scalable, and aligned with human values? Following an introduction to AI and survey of current research challenges, the seminar focuses on seven core areas where AI and emergent technologies already pose significant security concerns: (1) lethal autonomous weapons and the nature of conflict, (2) disinformation and the future of democracy, (3) competition and conflict in U.S.-China relations, (4) AI ethics and safety, (5) AI governance, (6) nanotechnology and quantum computing, and (7) outer-space development. For each of these sub-units, the goal is to equip aspiring leaders with requisite technical fluency, and to bridge the divide across the law, technology, and policy communities at Yale.

GLBL 7270b, Development in Action Shoshana Stewart

This course is an immersion into the "how" of international development, done through a case study of and practicum in Jordan with Turquoise Mountain, an NGO working to preserve heritage in areas of conflict. It is not meant to establish the "how to's" but is more concerned with the messiness, the human factor, the opportunities, and the realities. We take an in-depth look at the elements – and the complexities – of building and running successful projects, including: How do you build community support? How can you work and get things done with government bureaucracies? How do you work with refugees and others affected by conflict? What are the elements of a sustainable financial model for programs? The practicum also allows students to work on an element of the project, which may include any parts of Turquoise Mountain's work, from economic development, vocational training, primary education, and health, to sustainable tourism, historic building restoration, heritage, and culture. This is an opportunity for students to explore this kind of work for their career planning and to get a sense of the practical realities of development work – and whether they want to work in the field, or work alongside development projects in the future. The course begins with approximately three sessions (one in person, two over zoom) in the first half of the semester. The bulk of the work and the experience takes place over a two-week practicum, scheduled to take place over school break, in Jordan. Students who cannot spend their time off in Jordan for the course should not enroll.

½ Course cr

TUITION, EXPENSES, AND FINANCIAL AID

Tuition Fees

It is anticipated that tuition will be increased in subsequent years.

Full-time study, per term	\$32,550
Full-time study, per academic year	\$65,100
Student Activity Fee, per term	\$110
Continuous Registration Fee (CRF), per term ¹	\$825
Yale Health Hospitalization/Specialty Coverage, twelve months ²	\$3,764

¹ It is anticipated that the Continuous Registration Fee will be increased in subsequent years.

² Hospitalization fees are for single students who are degree candidates. Rates are higher for students needing dependent coverage. Hospitalization & Specialty Care Coverage includes prescription coverage and is required by the university. Students with alternate hospitalization insurance may waive Yale Health coverage.

Tuition Rebate and Financial Aid Refund Policy

Based on 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 Jackson School of Global Affairs 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 2026–2027, the last days for refunding Title IV funds will be November 5, 2026, in the fall term and April 4, 2027, 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 12, 2026, in the fall term and January 29, 2027, 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 27, 2026, in the fall term and February 13, 2027, 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 20, 2026, in the fall term and March 5, 2027, 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, located at 246 Church Street. The office's website is <https://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, students with new semester charges or balances due—and all YalePay-designated proxies—receive email reminders to log in to YalePay to review student account activity. Notifications are sent to the student's official Yale email address. 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, 401(k) 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 \(https://student-accounts.yale.edu/understanding-your-bill/your-student-account\)](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) will not be accepted. 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 and 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 ACH payment scheduled through YalePay that is returned due to insufficient funds, Flywire will directly charge a \$30 penalty fee. 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 5th 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

In accordance with 38 U.S.C. § 3679(e), Yale will not impose any penalties, including the assessment of late fees; denial of access to classes, libraries, or other institutional facilities; or the requirement that a student secure additional funding, due to a student's inability to meet financial obligations resulting from delayed disbursement of funds from the U.S. Department of Veterans Affairs. This protection applies while VA payment to the university is pending, provided the student has submitted a Certificate of Eligibility (COE) or other appropriate documentation establishing entitlement to VA educational benefits.

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.

Federal Veterans Education Benefits

The M.P.P. & M.A.S. programs are approved for Federal Veterans Education benefits under the GI Bill®. To check your eligibility for benefits, visit the website <https://benefits.va.gov/gibill>. Additional information about military benefits is available on the Yale website at <http://finaid.yale.edu/costs-affordability/types-aid/military-benefits-and-financial-aid>. GI Bill® is registered trademark of the U.S. Department of Veterans Affairs (VA). Contact the Office of Academic Services and Registrar at jackson.registrar@yale.edu for more information.

Donor-Funded and Named Scholarships

Scholarship recipients are automatically considered for all merit-based 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:

Alfred G. Moss and Imogen M. Fellowship Fund
Amanda and Justin Chang '89 Jackson Graduate Fellow Fund
Beshar Family Fellowship for Public Service Fund
Blue Center Fellowship Fund
Daniel P. and Ruth S. Tomasko Fellowship
David and Karen Sobotka Fellowship Fund
Diana Luv Chen Fellowship Fund
Donald Legarde and Marion McNulty Jackson Memorial Graduate Fellowship Fund
Edward Huang '97 Fellowship Fund
Evren Bilimer '00 Global Fellowship Fund
Frances M. Rosenbluth Fellowship Fund
Friends of Ellis-Lorimer Global Affairs Fellowship Fund
Gager Family Fellowship
Goolsbee Family Scholarship Fund
Hahn Fellowship Fund
Henry R. Luce Fellowships
Horgen Family Fellowship Fund
Hugo De Neufville Fellowship Fund
Jeffrey Talpins Global Affairs Fellowship Fund
Joan B. Brady Fellowship Fund
John H. and Terry M. Rixse Global Affairs Fellowship Fund
Judge Jean Fox Fellowship Fund
Kaplan, Petraeus, Recanati Fellows Program
Kaplan, Recanati Fellows Program
M. Albin '66 and Nancy T. Jubitz Scholarship Fund
Malcolm and Marion Cromarty Fellowship Fund
Margaret Claire Ryan Fellowship Fund
Michael Scott '84 Scholarship Fund
Nelson Cunningham '80 Fellowship Fund
Nevo-Hacohen Fellowship
Okvuran '94 Fellowship Fund
Peel Fellowship Fund
Peter T. Scardino '67 Fellowship Fund
Pierre Keller Fellowship Fund
President George H. W. Bush Fellowship Fund
Raina Family Fellowship Fund
Robert "Biff" McKellip Jr. '67 Memorial Scholarship
Shavel Family Endowment for the Jackson School
Shushek Harutunian Global Affairs Fellowship Fund

Simon H. Stertzzer Fellowship Fund

Starlight Fellowship Fund

Strain Family Jackson School Fellowship Fund

Sunrise Fund at the Jackson Institute

Ullmo Family Fellowship Fund

Wisdom Fellowship Fund

Yale Class of 1963 Jackson School Fellowship

ADMINISTRATIVE POLICIES

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.

Personal Conduct Standards

The Jackson School specifically prohibits the following forms of behavior by graduate students.

Assault, coercion, harassment: Physical restriction, assault, or any other act of violence or use of physical force against any member of the community, or any act that threatens the use of violence or physical force. Acts of harassment, intimidation, or coercion, including the harassment of a university community member on the basis of race, color, religion, sex, gender identity or expression, sexual orientation, age, status as a veteran, disability, or national or ethnic origin

Sexual misconduct, including sexual harassment: Any sexual activity for which positive, unambiguous, and voluntary consent has not been given in advance; any sexual activity with someone who is incapable of giving valid consent because, for example, that individual is sleeping or otherwise incapacitated due to alcohol or drugs; any act of sexual harassment, intimate partner violence, or stalking. Sexual misconduct includes nonphysical actions such as digital media stalking, cyberbullying, and nonconsensual recording of a sexual nature. Sexual harassment consists of nonconsensual sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. For a fuller description of sexual misconduct, sexual consent, and sexual harassment see the Title IX website (<https://titleix.yale.edu>). Sexual misconduct violations shall be addressed by the University-Wide Committee on Sexual Misconduct (UWC) and governed by its procedures.

Violations of Yale University rules or functions:

- Disruption of a legitimate function or activity of the university community, including disruption of classes and meetings, blocking entrances and exits to university buildings, unauthorized occupation of any space on the Yale campus, or preventing the free expression or dissemination of ideas.
- Refusal to comply with the direction of university police officers or other university officials, including members of faculty, acting in the performance of their duties.

- Misuse, alteration, or fabrication of university credentials or documents, such as an identification card, academic transcript, including grade list submitted by teaching fellows.
- Misrepresentation in applying for admission or financial aid.
- Misrepresentation or lying during a formal or informal inquiry by school or university officials. If the Jackson School Regulations and Disciplinary Review Committee has found that the student purposefully misled the committee during its deliberations, the committee may consider that factor as grounds for imposing a more severe penalty.
- Recording course lectures without explicit permission of the instructor, or selling or distributing for commercial purposes notes, transcriptions, or outlines of class lectures, or any course materials, in any course of instruction.
- Violation of university rules for using information technology services and facilities, including computers, the university network, software systems, and electronic mail.
- Unauthorized use of university services, equipment, or facilities, such as telephones and photocopying equipment, or letterhead.
- Misuse of the materials or facilities of the university libraries.
- Theft or misuse of funds, or willful damage to university property.
- Interference with the proper operation of safety or security devices, including fire alarms, electronic gates, or sprinkler systems.
- Use of tobacco products on any location on campus, including outdoor spaces. Yale is a tobacco-free institution.
- Violation of university policies for the safeguarding of children and youth on campus whereby minors are put at risk due to action or inaction.
- Presence in university buildings or on university property at times or places where such presence is prohibited, as, for example, when a building, facility, or room is locked and permission to enter has not been given.
- Possession or use of explosives or weapons on university property.
- Unlawful manufacture, possession, use, or distribution of drugs or alcohol, including serving underage minors, on university property or as part of any university activity. Yale is a drug-free campus.

Disciplinary Policies and Procedures

EMERGENCY SUSPENSION

The dean of the Jackson School of Global Affairs, 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 Jackson School of Global Affairs 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 Jackson School of Global Affairs 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.

PENALTIES

Jackson School Regulations and Disciplinary Review Committee considers instances of academic infractions and other serious violations by Jackson graduate students against the school and university communities. Alleged violations of any of the above Personal Conduct and Academic Integrity Standards will be referred to Jackson School Regulations and Disciplinary Review Committee.

A separate process and procedures apply to reports pertaining to sexual misconduct and violations of the Teacher-Student Consensual Relations Policy (please see Resources on Sexual Misconduct in the chapter Yale University Resources and Services). Another policy also applies to reports pertaining to discrimination and/or harassment, as defined on the Yale University website (<https://student-dhr.yale.edu/policies-definitions>). In some cases, conduct reported as discrimination and harassment may violate the Personal Conduct Standards, and students may be referred to the Jackson School Regulations and Disciplinary Review Committee. Students found responsible for violating the Personal Conduct and Academic Integrity Standards may be subject to penalties, including, but not limited to, one or more of the following:

- Reprimand
- Probation
- Suspension
- Dismissal
- Fines
- Restitution
- Restriction

A student who has petitioned for a degree will not receive the degree while charges are pending or while serving a suspension. A student dismissed for academic misconduct will not receive a degree from the Jackson School regardless of requirements fulfilled before the infraction occurred. The Jackson School reserves the right to impose fines as appropriate, in addition to requiring payment for costs resulting from or associated with the offenses. In addition to imposing these penalties for offenses subject to disciplinary action, the university may refer students for prosecution, and students found guilty of unlawful possession, use, or distribution of illicit drugs or alcohol on university property or as part of any university activity may be required to complete an appropriate rehabilitation program.

Complaints

Complaints of discrimination and harassment (<https://oiea.yale.edu/discrimination-harassment/definitions>) should be brought to either the discrimination and harassment resource coordinators (<https://oiea.yale.edu/contact-us/dhrc>) or the Office of Institutional Equity and Access (<https://oiea.yale.edu>) for support, investigation, and resolution.

Freedom of Expression

The Yale Jackson School 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 stated in the Woodward Report (Report of the Committee on Freedom of Expression at Yale, 1974) in part:

The primary function of a university is to discover and disseminate knowledge by means of research and teaching. To fulfill this function a free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. The history of intellectual growth and discovery clearly demonstrates the need for unfettered freedom, the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable. To curtail free expression strikes twice at intellectual freedom, for whoever deprives another of the right to state unpopular views necessarily also deprives others of the right to listen to those views.

We take a chance, as the First Amendment takes a chance, when we commit ourselves to the idea that the results of free expression are to the general benefit in the long run, however unpleasant they may appear at the time. The validity of such a belief cannot be demonstrated conclusively. It is a belief of recent historical development, even within universities, one embodied in American constitutional doctrine but not widely shared outside the academic world, and denied in theory and in practice by much of the world most of the time.

Because few other institutions in our society have the same central function, few assign such high priority to freedom of expression. Few are expected to. Because no other kind of institution combines the discovery and dissemination of basic knowledge with teaching, none confronts quite the same problems as a university.

For if a university is a place for knowledge, it is also a special kind of small society. Yet it is not primarily a fellowship, a club, a circle of friends, a replica of the civil society outside it. Without sacrificing its central purpose, it cannot make its primary and dominant value the fostering of friendship, solidarity, harmony, civility, or mutual respect. To be sure, these are important values; other institutions may properly assign them the highest, and not merely a subordinate, priority; and a good university will seek and may in some significant measure attain these ends. But it will never let these values, important as they are, override its central purpose. We value freedom of expression precisely because it provides a forum for the new, the provocative, the disturbing, and the unorthodox. Free

speech is a barrier to the tyranny of authoritarian or even majority opinion as to the rightness or wrongness of particular doctrines or thoughts.

If the priority assigned to free expression by the nature of a university is to be maintained in practice, clearly the responsibility for maintaining that priority rests with its members. By voluntarily taking up membership in a university and thereby asserting a claim to its rights and privileges, members also acknowledge the existence of certain obligations upon themselves and their fellows. Above all, every member of the university has an obligation to permit free expression in the university. No member has a right to prevent such expression. Every official of the university, moreover, has a special obligation to foster free expression and to ensure that it is not obstructed.

The strength of these obligations, and the willingness to respect and comply with them, probably depend less on the expectation of punishment for violation than they do on the presence of a widely shared belief in the primacy of free expression. Nonetheless, we believe that the positive obligation to protect and respect free expression shared by all members of the university should be enforced by appropriate formal sanctions, because obstruction of such expression threatens the central function of the university. We further believe that such sanctions should be made explicit, so that potential violators will be aware of the consequences of their intended acts.

In addition to the university's primary obligation to protect free expression there are also ethical responsibilities assumed by each member of the university community, along with the right to enjoy free expression. Though these are much more difficult to state clearly, they are of great importance. If freedom of expression is to serve its purpose and thus the purpose of the university, it should seek to enhance understanding. Shock, hurt, and anger are not consequences to be weighed lightly. No member of the community with a decent respect for others should use, or encourage others to use, slurs and epithets intended to discredit another's race, ethnic group, religion, or sex. It may sometimes be necessary in a university for civility and mutual respect to be superseded by the need to guarantee free expression. The values superseded are nevertheless important, and every member of the university community should consider them in exercising the fundamental right to free expression.

We have considered the opposing argument that behavior which violates these social and ethical considerations should be made subject to formal sanctions, and the argument that such behavior entitles others to prevent speech they might regard as offensive. Our conviction that the central purpose of the university is to foster the free access of knowledge compels us to reject both of these arguments. They assert a right to prevent free expression. They rest upon the assumption that speech can be suppressed by anyone who deems it false or offensive. They deny what Justice Holmes termed "freedom for the thought that we hate." They make the majority, or any willful minority, the arbiters of truth for all. If expression may be prevented, censored, or punished, because of its content or because of the motives attributed to those who promote it, then it is no longer free. It will be subordinated to other values that we believe to be of lower priority in a university.

The conclusions we draw, then, are these: even when some members of the university community fail to meet their social and ethical responsibilities, the paramount obligation of the university is to protect their right to free expression. This obligation can and should be enforced by appropriate formal sanctions.

If the university's overriding commitment to free expression is to be sustained, secondary social and ethical responsibilities must be left to the informal processes of suasion, example, and argument.

For the full report, see <https://studentlife.yale.edu/guidance-regarding-free-expression-and-peaceable-assembly-students-yale>.

Firearms and Weapons

No illegal weapons, toxic substances, or illegal substances are allowed on Jackson School property or at school events.

Leaves of Absence

Students are expected to complete the M.P.P. program in two consecutive academic years and the M.A.S. program in one academic year. Students who wish or need to interrupt their study temporarily may request a leave of absence. There are three types of leave – personal, medical, and parental – all of which are described below. Request for a leave of absence for the purpose of employment (e.g., to continue a summer internship full-time during the following year) is discouraged.

All leaves of absence must be approved by the assistant dean for graduate education in consultation with the assistant dean for student affairs. Students who wish to take a leave of absence must petition in writing no later than the last day of classes in the term in question. Medical leaves also require the recommendation of a physician, as detailed below.

The normal duration of a leave of absence is either one term or one year; with the approval of the assistant dean for graduate education, extension of a leave may be approved for one additional term or year. A student who has been on leave for a total of four terms or two years must return to resume their degree program in the subsequent term or be dismissed from that program. Students who are dismissed from a degree program for failure to return after exhausting the maximum leave time must reapply to that program should they wish to return to complete their degree at a later date.

International students who apply for a leave of absence must consult with OISS concerning their visa status.

Students on leave of absence are not eligible for financial aid, including loans. Students who have received loans or other financial aid must notify the financial aid office about the leave of absence, as loans are only available to enrolled students. They should also consult the university Student Loan Office (246 Church Street) so that they have a full understanding of the grace period and repayment provisions for federal loans. In most cases, students must begin repaying loans during a leave of absence. Upon re-enrolling, students will be eligible to defer loan repayment until they graduate or leave school.

Students on leave of absence are not eligible for the use of any university facilities normally available to enrolled students.

Students on leave of absence may continue to be enrolled in Yale Health by purchasing coverage through the Student Affiliate Coverage plan. In order to secure continuous coverage from Yale Health, enrollment in this plan must be requested prior to the beginning of the term in which the student will be on leave or, if the leave commences during the term, within thirty days of the date the registrar was informed of the leave. Coverage is not automatic; enrollment forms are available from the Member Services department of Yale Health, 203.432.0246.

Students on leave of absence do not have to file a formal application for readmission, except under the conditions stated above. However, they must notify the Jackson School registrar in writing of their intention to return. Such notification should be given at least six weeks prior to the end of the approved leave.

Students who fail to register for the term following the end of the approved leave will be considered to have withdrawn from the program thus it is essential that students complete the required LOA/Withdrawal form to ensure their change of status has been formally processed.

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 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 request a leave by submitting an online form, available on the Jackson School website, 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 where the student can be reached during the period of the leave. If the assistant dean for graduate education and assistant dean for student affairs find the student to be eligible, the leave will be granted. In any case, the student will be informed in writing of the action taken. Students who do not apply for a leave of absence, or who apply for a leave but are not granted one, and who do not register for any term, will be considered to have withdrawn from the program.

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 for graduate education and assistant dean for student affairs and 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.

Forms for requesting a medical leave of absence are available on the Jackson School of Global Affairs website. Final decisions concerning requests for medical leaves will be communicated to students in writing.

The Jackson School of Global Affairs 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 deputy dean of the Jackson 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.

Students who are placed on a medical leave during any term will have their tuition adjusted according to the same schedule used for withdrawals (please see Tuition Rebate and Refund Policy in the chapter Tuition and Fees). 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 or child care may be granted a leave of absence for parental responsibilities. Any student planning to have, adopt, or care for a child is encouraged to meet with the assistant dean for graduate education and assistant dean for student affairs to discuss a leave of absence and other possibilities such as short-term arrangements not requiring a leave. For many students, short-term arrangements rather than a leave of absence are possible. 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 parental leave of absence any time after matriculation.

Students living in university housing units are encouraged to review their housing contract and the related policies of Yale Housing before applying to the school for a parental leave of absence. Students granted 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.

Students who wish to suspend their academic responsibilities because of the birth or adoption of a child should meet with the assistant dean for graduate education and assistant dean for student affairs, who will help accommodate the students' program responsibilities when the birth or adoption occurs.

Withdrawal and Readmission

Students who wish to withdraw from their program should confer with the assistant dean for graduate education regarding withdrawal. They will determine the effective

date of the withdrawal. The university identification card must be submitted with the approved withdrawal form for withdrawal in good standing to be recorded.

Students who do not register for any fall or spring term, and for whom a leave of absence has not been approved, are considered to have withdrawn from the school. Students who discontinue their program of study during the academic year without submitting an approved withdrawal form and the university identification card will be liable for the tuition charge. Health service policies related to withdrawal and readmission are described under Health Services: Eligibility Changes.

A student who has voluntarily withdrawn from in good standing and who wishes to restart study at a later date must apply for readmission. Neither readmission nor financial aid is guaranteed to students who withdraw.

US Military Leave Readmissions Policy

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

1. The student must have served in the US 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 assistant dean for graduate education. In providing the advance notice the student does not need to indicate an intent to return. This advance notice need not come directly from the student, but rather, can be made by an appropriate officer of the US Armed Forces or official of the US 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 Jackson School of Global Affairs to perform US military service for a period exceeding five years (this includes all previous absences to perform US military service but does not include any initial period of obligated service). If a student's time away from the school to perform US 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 administrative director to determine if the student remains eligible for guaranteed readmission.
4. The student must notify the Jackson School of Global Affairs within three years of the end of the US 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 US 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 Jackson School of Global Affairs, the student will resume education without repeating completed course work for courses interrupted by US 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. The Jackson School of Global Affairs 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 at which the student left or who will not be able to complete the program of study, the Jackson School of Global Affairs 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.

University and School Names and Logos

The Yale University and Jackson School of Global Affairs names, logotypes, and seals (in all formats) are protected by copyright law. Faculty, students, and staff representing the Jackson School must use the school's established graphic standards. Any use of the name or logotype in the title or caption of a publication or organization, any use of the above-mentioned on stationery or business cards, or their use on any item or product to be distributed or sold by an individual or an organization must be approved by the Jackson School Office of Communications and is subject to the requirements and restrictions of the Yale Trademark Licensing Program. For further information contact Jackson's Office of Communications.

Policy on Use of Photos, Videos, and Audio Recordings

Photographs may be taken, and video or audiotapes made by Jackson School staff or other authorized members of the school or university community during Jackson School and Yale University events and activities (including during alumni events). By attending or participating in classes and in other school 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 Jackson School and Yale University websites, publications, and online courses, and otherwise used to support the university's mission, subject to university policies and procedures.

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 international affairs, 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.

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 hospitalization, they may be referred to an extensive network of specialists drawn largely from Yale Medicine and 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>. Students also have a dedicated student health care navigator available to support all students in navigating their health insurance and health care; they can be reached at yhstudentnavigator@yale.edu.

ELIGIBILITY FOR SERVICES

The university provides eligible degree-candidate students enrolled at least half-time 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 visits to student health and varsity athletic medicine, gynecology, acute care, mental health and counseling, blood draw, nutrition, 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 at least 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 on a seen fee-for-service

basis 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.

Students eligible for Yale Health Basic Student Health Services are required by the university to maintain active health insurance. Most students meet this requirement for hospitalization and insurance coverage by subscribing to Yale Health Hospitalization & Specialty Care Coverage, which provides coverage for primary care, specialty care, hospitalization, emergency care, prescription medications, and more. If you are an eligible degree-candidate student enrolled half-time or more, you are automatically enrolled in and billed for this coverage each year. 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. With prior authorization, Yale Health will cover the cost of specialty and ancillary services for these students, minus any applicable copayments. Students with an alternate insurance plan who waive Yale Health Hospitalization & Specialty Care Coverage should seek specialty services, including diagnostic imaging and prescriptions, 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 as defined by the waiver requirements listed below. A student may purchase adequate 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 adequate 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 Coverage

For a detailed explanation of this comprehensive insurance plan, which includes coverage for prescriptions, see the *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. Continuing students who remain eligible during the plan year and 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 continuing student who is enrolled for the fall term only is covered for services from

August 1 through January 31; a continuing student enrolled for the spring term only is covered for services from February 1 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 adequate 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, including deductibles, copays, and coinsurance. 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. To be eligible for a waiver, an alternate plan must meet specific requirements. For information on waiving coverage, please visit <https://yalehealth.yale.edu/topic/waiving-yale-health-hospitalization-specialty-care-coverage>.

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, or over the age of twenty-six if legally disabled, in Yale Health Hospitalization & Specialty Care Coverage. Enrolled dependents are covered as outlined in the Yale Health Hospitalization & Specialty Care Coverage section. Coverage is not automatic, and enrollment is by application. Applications are available from the Member Services Department or can be found at <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 or Broad Center M.M.S. programs; 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 Yale Health Hospitalization & Specialty Care Coverage. Students should use the Student Affiliate & Undergraduate Affiliate Coverage form available from the Member Services Department or at <https://yalehealth.yale.edu/forms-and-guidelines>. It must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only. Students on a leave of absence must enroll by these deadlines or within thirty days of notifying the registrar of their leave of absence.

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 affect whether they receive a refund for their health coverage or are 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 had access to Basic Student Health Services.
- They will not be eligible for any Yale Health coverage and will be 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 Student Health Services for thirty days.
- If they do 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 determine whether they receive a refund for their health coverage received or are 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 the student health care navigator (yhstudentnavigator@yale.edu) for guidance or questions about their 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 had access to 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. The deadline to enroll is September 15 for the fall or January 31 for the spring, or thirty days after the registrar is notified, whichever is later.
- 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:

- If the student did not waive coverage, then their Yale Health Hospitalization & Specialty Care Coverage ends on the day the registrar is notified of their LOA. If they have already used health services, Yale Health will not bill them directly. However, any fees for Yale Health Hospitalization & Specialty Care Coverage will not be refunded or prorated.
- If the student waived coverage, then their access to Yale Health Basic Student Health Services ends on this date, and if they have already used health services before this date, those services will not be billed directly to them by Yale Health.
- The student may be eligible for Student Affiliate Coverage. The deadline to enroll is September 15 for the fall or January 31 for the spring, or thirty days to enroll after the registrar is notified, whichever is later.

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

- Fees that have already been paid for Yale Hospitalization & Specialty Coverage will be applied to the cost of Student Affiliate Coverage. Payment is required up front and in full upon enrollment, unless the student has funding from their school's financial aid office.
- 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 Student Health Services and Yale Health Hospitalization & Specialty Care Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be found at <https://yalehealth.yale.edu/forms->

and-guidelines. Students must complete an enrollment application for the plan prior to September 15 for fall term and by January 31 for the spring term. Enrollment must be requested each term.

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 Yale Health Hospitalization & Specialty Care Coverage. Coverage is not automatic, and enrollment forms are available at the Member Services Department or can be found at <https://yalehealth.yale.edu/forms-and-guidelines>. Students must complete an enrollment application for the plan prior to September 15 for the fall term, or by January 31 for the spring term. Enrollment must be requested each term.

REQUIRED IMMUNIZATIONS

All new students are required to complete these requirements by August 1, 2026. 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

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.

Student Accessibility Services

<https://sas.yale.edu>
sas@yale.edu (<http://www.elmcampus.com>)
 203.432.2324

The Student Accessibility Services office (SAS) facilitates individual accommodations for students with disabilities to provide equal access to their Yale education. SAS promotes equitable access to academic and student life for students with disabilities and fosters a campus environment of community, inclusion, and respect. Students requesting accommodations should complete an accommodation request form (https://yale-accommodate.symplicity.com/public_accommodation) to initiate the interactive process. Students may upload supporting documentation regarding their condition 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

The university provides a range of options for addressing and resolving concerns related to discrimination, harassment, sexual misconduct, and related retaliation as defined by the Yale University Policy Against Discrimination, Harassment, and Sexual Misconduct. Individuals may report or document concerns, explore available resources, discuss resolution pathways, and access support. The university is committed to responding promptly and equitably to concerns. To support this commitment, the following offices have been specifically charged by the university to receive, address, and help resolve these matters: the Office of Institutional Equity and Accessibility and the school-based discrimination and harassment resource coordinators; the Title IX Office and the school-based deputy Title IX coordinators; and the University-Wide Committee on Sexual Misconduct.

In addition, the SHARE Center and Yale Police Department are available to provide resources and support to members of the Yale community.

DISCRIMINATION AND HARASSMENT RESOURCE COORDINATORS

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

Discrimination and harassment resource coordinators, appointed by the dean of each college and school, serve as key community members who receive concerns and provide guidance related to discrimination, harassment, and retaliation as defined by the Yale University Policy Against Discrimination, Harassment, and Sexual Misconduct. They may also help facilitate informal resolution. Discrimination and harassment resource coordinators are often the most appropriate initial point of contact for individuals with concerns in these areas, as they have extensive knowledge of the resources specific to their respective school or college.

OFFICE OF INSTITUTIONAL EQUITY AND ACCESSIBILITY

82–90 Wall Street, fourth floor
Office hours: 9 a.m.–5 p.m., M–F
203.432.0849
<https://oiea.yale.edu>

Individuals are encouraged to contact OIEA to report concerns of discrimination, harassment, and/or retaliation as defined by the Yale University Policy Against Discrimination, Harassment, and Sexual Misconduct. OIEA staff are available to listen, discuss concerns, explain university resources, and explore resolution options, including informal and alternative processes. Where appropriate, OIEA may conduct investigations into complaints. Speaking with OIEA staff or submitting a report to the office does not automatically trigger an investigation, but it is often an important first step in bringing a concern to the university's attention and accessing support.

SEXUAL HARASSMENT AND ASSAULT RESPONSE AND EDUCATION (SHARE) CENTER

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>

The SHARE Center has professional counselors who are available to provide confidential information, support, and advocacy to members of the community who have concerns related to sexual misconduct. SHARE is available on weekdays during regular business hours and has a 24/7 on-call service for time-sensitive matters after hours and on weekends/holidays. Calls can also be anonymous. In addition to individual services, SHARE also offers support groups.

TITLE IX OFFICE AND DEPUTY TITLE IX COORDINATORS

82–90 Wall Street, fourth floor

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.

The Title IX Office and deputy Title IX coordinators are available to consult with members of the community about their concerns and questions related to sex discrimination, sexual misconduct, and related retaliation as defined by the Yale University Policy Against Discrimination, Harassment, and Sexual Misconduct. Coordinators can review options (including the alternative resolution process and applicable complaint procedures), identify and provide supportive measures, and connect individuals with other campus resources, such as the SHARE Center or the Yale Police Department. Yale College, the Graduate School of Arts and Sciences, and the professional schools have each designated one or more senior administrators or faculty members as a deputy Title IX coordinator. The deputy Title IX coordinator within an individual's school or unit may be best positioned to provide support, however an individual may contact any of the deputy Title IX coordinators.

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) addresses allegations of sexual misconduct and is available to students, faculty, and staff across the university according to the guidelines described in the UWC's procedures. The UWC provides an accessible, representative, and trained body to answer inquiries and fairly and expeditiously hear complaints of sexual misconduct. The UWC consists of faculty,

senior administrators, and graduate and professional students drawn from throughout the university.

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 sworn police officers, including a sensitive crimes and support coordinator. The YPD has the capacity to perform full criminal investigations for allegations of criminal conduct that occurred on Yale's campus. In addition, the YPD can provide information on available victim assistance services, safety planning, and other related matters. Communications with YPD are not confidential or exempt from reporting obligations.

Office of International Students and Scholars

<http://oiss.yale.edu>

203.432.2305

The Office of International Students and Scholars (OISS) supports over 8,500 international students, faculty, staff, and dependents at Yale. OISS assists with employment, immigration, personal and cultural adjustment and provides general information about living at Yale and in New Haven. As Yale's representative on immigration matters, OISS helps international students and scholars maintain lawful nonimmigrant status in the US.

OISS offers daily English conversation groups, workshops, bus trips, and social events to help the international community connect and access resources at Yale and New Haven. The International Spouses and Partners at Yale (ISPY) community organizes a range of programs and events for spouses and partners. The OISS website provides valuable information for international students and scholars before and during their time at Yale, and they can connect virtually through Yale Connect, Facebook, and Instagram.

The International Center, located at 421 Temple Street, is a welcoming place for students and scholars to attend events, check email, enjoy coffee, or meet with friends. It offers meeting space for student groups and events by university departments. For more information, please visit <https://oiss.yale.edu/about/hours-directions-parking>.

RESOURCES FOR STUDENTS

Office of Academic Affairs

52 Hillhouse Avenue, jackson.registrar@yale.edu

David Simon, Assistant Dean for Graduate Education

Minjin Hashbat, Director of Academic Services and School Registrar

The Office of Academic Affairs is responsible for academic and curricular programs and works collaboratively with the dean, the faculty, teaching fellows, and students to address academic concerns and craft appropriate policies and procedures for the school. The Office of Academic Services and Registrar is part of the Office of Academic Affairs and handles academic needs of students.

Office of Academic Services and the Registrar

52 Hillhouse Avenue, jackson.registrar@yale.edu

Minjin Hashbat, Director of Academic Services and Registrar

Maria Ideliu, Assistant Registrar

The office of Academic Services and the Registrar maintains, safeguards, and releases student academic records and aims to actively communicate and inform students of their rights, responsibilities, and School procedures. We provide mission-critical services that support operations of the Jackson School, as well as data that support decision-making and reporting. Furthermore, we interpret and implement academic and administrative policies of the school and the university supporting students, faculty, staff as well as alumni. Our responsibilities include, but are not limited to, student registration and cross-campus enrollment, course scheduling, maintenance and distribution of course evaluations, Canvas management, certification of enrollment, support of academic planning and advising, transcript requests, tracking degree progress, diplomas, and FERPA training.

Many student and faculty academic services are available online via secure web resources that can be accessed with a valid NetID and associated password. All student records are stored electronically for a period of seven years following the end of each enrollment period.

Office of Student Affairs

52 Hillhouse Avenue

Sona Lim, Assistant Dean for Student Affairs

Margaret Katz, Assistant Director for Student Affairs

The Office of Student Affairs offers services and provides resources designed to enrich the student experience outside the classroom, encourage student engagement, and build community at the Jackson School of Global Affairs. The assistant dean for student affairs represents the interests of all students to the faculty and participates in student affairs policy decisions for the school. The Office of Student Affairs (OSA) assists students with personal matters and concerns and connects students to useful resources

around the university. OSA also supports student parents and students with disabilities. OSA coordinates a variety of student programs, including orientation, matriculation, and Commencement and oversees the administration of Jackson School student organizations and student-organized activities. The goal of the office is to identify and address students' needs and foster an inclusive and supportive environment where students feel like they can belong and thrive as they pursue their educational and professional goals.

Career Development Office

52 Hillhouse Avenue, 203.436.5208

Elizabeth Gill, Assistant Dean for Career Development

Kristen Estabrook, Assistant Director for Career Development

The Jackson School Career Development Office assists students in all phases of developing, managing, and implementing career plans and strategies.

MISSION

The Career Development Office (CDO) provides individual career advising, connections, and tools to support Jackson School students in their career development. CDO connects students with alumni and other professionals for the purposes of network-building, professional support, and information sharing. In addition to working closely with students in the Jackson School's M.P.P. program, the CDO also offers programming and office hours for undergraduates in the Global Affairs major.

COMMITMENT TO ACCESSIBILITY

CDO is committed to creating resources that are inclusive. If students encounter barriers to accessing resources or programming, they should let the office know, and we will adjust accordingly. Our goal is to create a career-development environment that is welcoming, inclusive, and accessible to all.

POLICIES AND GUIDELINES

The CDO provides resources and support throughout the internship and full-time job search processes. Students are expected to take responsibility for their job searches and to represent the school well by acting professionally in all interactions. Professional conduct conveys the shared values of our community and benefits all students.

The CDO advises students on a wide range of career development issues, including, but not limited to: career exploration and self-assessment, resume and cover letter creation, interview preparation, the search process, and negotiation and networking skills. CDO resources are primarily for M.P.P. and undergraduate Global Affairs majors. M.A.S. students are mid-career professionals who are well established in their field and not expected to require assistance from the CDO.

CDO COACHING APPOINTMENTS

Coaching appointments can be made on the 12twenty platform; information on how to make an appointment will be shared with students during orientation with reminders sent throughout the year. Students who need to cancel an appointment should do so as far in advance as possible.

CDO PROGRAMMING

The CDO offers in-person and virtual professional development programs throughout the year. Information about these will be shared and updated regularly. For those sessions that require an RSVP please promptly cancel your reservation if your plans change so another student may attend in your place.

CAREER TRIPS

The CDO sponsors and organizes a career trip to Washington, D.C. to introduce students to a broad array of global affairs opportunities in a variety of sectors. There is typically also a trip to New York City. The CDO trips are optional.

PROFESSIONAL INTERACTIONS AT JACKSON

Students will interact with alumni, employers, and other professionals while at Jackson. Whether in an educational or recruiting context, students are expected to represent themselves and the school well by conducting themselves professionally. Professional conduct includes only attending events to which students in their program were invited, coming prepared, asking relevant and appropriate questions during Q&A sessions, and appropriately managing attendance (“no showing”, arriving late, leaving early, etc., are examples of poor professional conduct). All expectations apply to both in-person and virtual engagements.

Office of Alumni Affairs

52 Hillhouse Avenue, 203.432.5965, jacksonalumni@yale.edu
 (JacksonAlumni@yale.edu)
 Katie Bussiere, Director of Alumni Affairs

The Office of Alumni Affairs strengthens institutional relationships and develops programs that sustain an active alumni network. The office is responsible for a series of events and activities that serve to build a sense of community and connectedness to both the school and its future alumni. For example, past events have included alumni receptions in Washington, D.C., New York City, London, and other cities.

Cultural, Religious, and Athletic Resources

Keep up to date about university news and events by subscribing to the Yale Today e-newsletter, 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>.

Yale University Library

Yale University Library offers extraordinary collections, spaces, technology, and research expertise. Some fifteen million print and electronic volumes are held at a dozen libraries and locations, including Sterling Memorial Library, Beinecke Rare Book and Manuscript Library, Marx Science and Social Science Library, and the Anne T. and Robert M. Bass Library. Yale Library Special Collections represent the diversity of the human experience in forms ranging from ancient papyri to early printed

books, rare film and music recordings, and born-digital materials. Through rapidly expanding digital collections, online resources, and an array of tools and services, the library supports data-intensive research and is advancing the ethical, effective use of artificial intelligence in research. About five hundred staff facilitate teaching, research, and practice with deep subject knowledge as well as expertise in digital humanities, geospatial analysis, computational methods, and statistical support. Library preservation and conservation specialists employ leading-edge technology to maintain collections, supporting increased access, a vibrant exhibition program, and the university's emphasis on teaching with primary sources. For more information, visit <https://library.yale.edu>.

APPENDIX: THESIS GUIDELINES

Students are expected to work on the thesis throughout their entire second year. For the fall term, the major assignment is the submission of a prospectus to the thesis adviser. The prospectus is designed to ensure that a student and faculty adviser are explicit about the thesis topic, to promote continued progress during the fall term, and to increase the likelihood of a final high-quality product. These prospectus guidelines, therefore, are a minimum requirement. Furthermore, given a student's ongoing work, the prospectus is considered more of a "progress report."

A first draft of the prospectus is due to the thesis adviser no later than November 2, with the full prospectus due to the thesis adviser and school registrar on December 1.

The prospectus should be completed using the guidelines below. In addition, it is expected that students include proper citations and references when preparing the prospectus. More information regarding proper citing of sources can be found on the Yale Poorvu Center for Teaching and Learning website at <https://poorvucenter.yale.edu/writing/writing-resources-for-graduate-students/prospectus-writing#humanities-prospectuses>. Please note that the preferred thesis for students is one that is in the style and length of a publishable, peer-reviewed paper.

Please refer to Yale Poorvu Center Publishing website <https://poorvucenter.yale.edu/writing/writing-resources-for-graduate-students> for publication guidelines.

In addition, students must complete the following requirements:

- a. To meet satisfactory progress requirements as determined by the thesis adviser, second reader, and thesis coordinator, students must submit the first draft and final version of the prospectus by the fall deadlines, and the first draft and final version of the thesis by the spring deadlines.
- b. Attend the thesis workshops (one in the fall and two in the spring) designed to guide students through the research, drafting, and revision process.
- c. Deliver two presentations:
 - a. Present the initial thesis proposal for peer review and feedback at the fall workshop
 - b. Present thesis progress, findings, and results, and deliver the final thesis presentation at the spring workshops
- d. Obtain Yale IRB approval or an exemption, if conducting human-subjects research.

TIMELINE FOR M.P.P. THESIS

Fall Term

September 9 Deadline for submitting a thesis enrollment request form, with thesis adviser's approval, to the assistant dean for graduate education

September 11 Deadline for enrolling in GLBL 9990

October 9 Deadline to apply for research support funding

November 2 First draft of thesis prospectus due to thesis adviser (see Thesis Prospectus Format, below, for expected content)

December 7 Final draft of thesis prospectus due to primary thesis adviser and school registrar

Spring Term

March 22 First draft of thesis due to primary thesis adviser and school registrar

Mid-April (approximately) Thesis presentation event, open to the Jackson community and guests. Note that the presentation does not factor into the final grading assessment.

May 3 Final thesis to be submitted to thesis adviser for grading

May 14 Final thesis grade is due

A mark of Y is assigned for the completion of the first (fall) term of the year-long thesis course and will be converted to a standard grade once the second (spring) term is successfully completed. Students will receive term-completed credit for each term of the course at the completion of the second term of the course. No credit and grade will be awarded if a student withdraws from either term of the thesis course or does not make satisfactory progress on the thesis, as determined by the primary thesis adviser.

THESIS PROSPECTUS FORMAT

1. *Title and primary thesis adviser*
2. *Research question.* In three to five paragraphs, state the research question or problem, objectives, and scope.
3. *Literature review.* Provide, outline, or summarize overview of existing literature and connect to the research question.
4. *Research design/data and methodology.* Describe the research design, data collection, and analysis methods.
5. *Bibliography and references.* Using a minimum of ten citations, provide a comprehensive list of all sources cited in the prospectus.

THESIS ORGANIZATION

The thesis must be assembled as follows:

1. *Title page.* The title cannot exceed sixty characters.
2. *A one-page, double-spaced abstract.* The abstract is the final statement of the problem addressed by the thesis and incorporates the most significant insights attained.
3. *Acknowledgments (if desired)*
4. *Table of contents*
5. *List of tables (if any)*
6. *List of figures (if any)*
7. *Body of the thesis.* The following organization of the body of the thesis is recommended:
 - a. *Introduction*
 - i. Brief statement of specific objectives of the investigation
 - ii. Statement of general problem addressed by the thesis

- iii. Elaboration of objectives and/or hypotheses, including the relation to the general problem
- b. *Review of studies relevant to the problem*
- c. *Research design*
 - i. Specific research design and method
 - ii. Reasons for selection
 - iii. Method of analysis, including justification for statistical tests
- d. *Presentation and analysis of findings.* This is the major portion of the thesis. The significance of the findings should be discussed and an assessment made of their applicability to current theory and practice. Analysis and discussion may be presented together in one section or in two separate sections.
- e. *Conclusions*
 - i. Summary of findings
 - ii. Limitations of findings and other limitations of the study
 - iii. Conclusions based on the study
 - iv. Relevant recommendations for program development or further research
- 8. *References.* A list of the pertinent references consulted in preparing the thesis should be included. Any standard and consistent format for presentation of footnotes and references is acceptable.
- 9. *Appendix or appendices*

SATISFACTORY THESIS PROGRESS

Students not making satisfactory progress toward their thesis in the fall, may withdraw on or before December 1 without a note on their transcript.

THESIS PENDING (DELAYED SUBMISSION OF THESIS)

Students who have not received a final grade from the thesis adviser and submitted their thesis electronically by May 14 will be considered thesis pending and will receive a grade of Incomplete for the thesis. Students who are thesis pending will not be allowed to participate in the Commencement ceremony and will not receive the M.P.P. degree until all requirements are complete.

Students who are thesis pending are given one year to complete the thesis without penalty. During this time, students in thesis pending status must be registered for continuous study each term of the regular academic year until the thesis requirement has been completed (except in the case of an approved leave of absence). Students may not register for regular course work while on continuous study status. Students are permitted to be on continuous study for a maximum of two terms. The fee for continuous study is \$750 per term. Students registered for continuous study are not eligible for financial aid.

At the end of the one-year period, the grade of Incomplete will be changed to a grade of F if the thesis has not been submitted. The student will then be required to register for two Global Affairs elective courses earning a final grade of H in each, to satisfy the HP average requirement, and pay a continuous registration fee.

PUBLICATION GUIDELINES

Upon submission of the final, publication-ready thesis to the thesis coordinator and the Jackson registrar, the thesis will be published and made publicly accessible through EliScholar and ProQuest. The thesis also may be published independently. It also may be published under joint or multiple authorship if advisers or others have contributed significantly to the final product (e.g., expanding theory or techniques of analysis in ways beyond the usual role of an adviser). Supplying the database does not entitle the supplier to authorship. When students work on sponsored research, the thesis adviser and the student should sign a letter of agreement on funding, use of database or materials, deadlines, publication rights, and authorship before work on the thesis begins.

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 divinity.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.

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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 this policy and as delineated by federal and Connecticut law, 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; pregnancy, childbirth or related conditions; race; color; national or ethnic origin; religion; age; disability; protected veteran status, or other protected classes as set forth in federal and Connecticut law. Inquiries concerning this policy may be referred to the Office of Institutional Equity and Accessibility, 82–90 Wall Street, 4th floor, New Haven, CT, 06511; 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, at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue SW, Washington D.C. 20202-1475; 202.453.6020 or ocr.dc@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>. Information regarding how to file a civil rights complaint with the U.S. Department of Health and Human Services may be found at <https://www.hhs.gov/civil-rights/filing-a-complaint/complaint-process/index.html>.

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
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