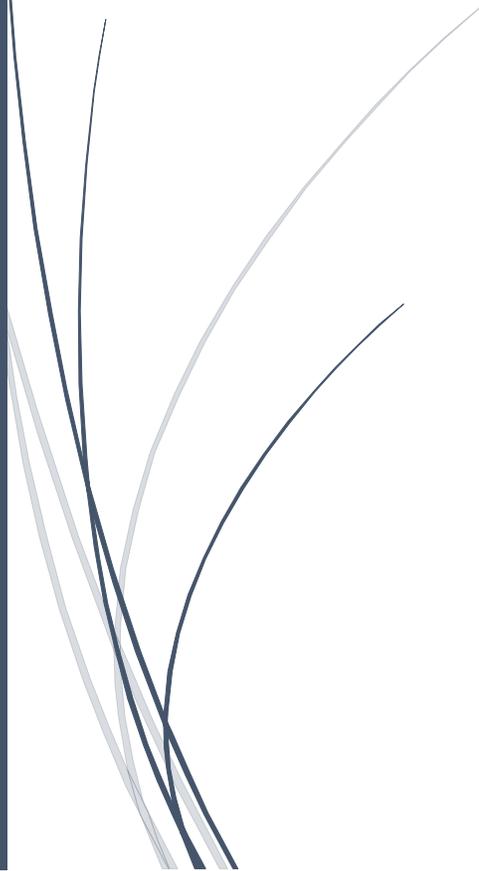2020-21

# MS URPL Handbook

Department of Planning and Landscape Architecture
University of Wisconsin-Madison

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# 1.    PROGRAM OVERVIEW

## 1.1 Intention/Role of Handbook

This handbook is intended for graduate students who are pursuing the Master of Science (MS) degree in Urban and Regional Planning (MS URPL). The UW–Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Department of Planning and Landscape Architecture (DPLA) administers this graduate program under the authority of the Graduate School. The Graduate School's Academic Policies and Procedures provide essential information regarding general University requirements. Program authority to set degree requirements beyond the minimum required by the Graduate School lies with the MS URPL program faculty.

This handbook serves as the Policies & Procedures guide for the MS URPL Program. Degrees and course requirements may change over time. However, students may choose to meet the degree and course requirements in effect when they enter the program or the requirements resulting from subsequent changes, whichever is best for the student. In addition, the program's administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in this handbook, including amendments as applicable. The information in this handbook should also be supplemented by individual consultation with your advisors so that your individual interests and all degree requirements are met.

## 1.2 Department Mission + Vision

Department Mission: Our scholarship and educational activities will advance sustainable and livable communities, cities, and regions that are vibrant, thriving, and resilient. We do this through integrative teaching, research, and public engagement that seeks solutions to serve human needs and protect the integrity of natural environments. The department, based upon the disciplines of landscape architecture and urban and regional planning, provides opportunities to explore interdisciplinary research, design, planning, and policy analysis at local, regional, and global scales.

Department Vision: We are a dynamic network of scholars and stakeholders working to advance healthy, prosperous, equitable and sustainable built and natural environments in the tradition of the Wisconsin Idea from the local to the global scale.

Expectations for Department Inclusion, Diversity, and Collegiality: The department is committed to establishing and maintaining a supportive climate of inclusion, diversity, and collegiality among our interactions and through our actions and policies. We envision a department in which all individuals are engaged in a vibrant learning community, where ideas, experiences, and perspectives are supported, nurtured, and developed to their highest levels. Attitudes, behaviors, and standards within our community will demonstrate inclusion and respect for individual needs, abilities, and potential.

## 1.3 Program Mission + Goals

The mission of the MS Program in Urban and Regional Planning is to provide a learning environment that promotes excellence in research, teaching, and outreach relevant to the professional practice of urban and regional planning. The Program encourages discovery, critical examination, and application of the knowledge, skills, values, and ethics necessary to foster sustainable natural and built environments, promote economic opportunity and social justice, and improve quality-of-life within communities across Wisconsin and across the

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globe.

The goal of our MS Program's professional curriculum is to prepare graduate students to become competent, creative, effective, and ethical practicing planners. Our research goal – to create new knowledge through multidisciplinary research relevant to planning – ensures that our learning environment reflects important emerging areas in the field. Our outreach goal to engage in the Wisconsin Idea through professional planning activities and service to communities reinforces our service commitments and enables applied learning experiences for students and faculty. We pursue all these goals throughout the state and beyond in collaboration with University of Wisconsin–Madison colleagues and institutional partners (e.g., Extension), a variety of public agencies, planning consulting firms, and other private and non-profit sector organizations.

## 1.4 Background + History

The UW–Madison Department of Planning and Landscape Architecture (DPLA), housed in the College of Letters & Science, formed in 2017 when the departments of Urban and Regional Planning (URPL) and Landscape Architecture (LA) combined. This department strengthens and enhances planning and design for sustainable and resilient communities and environments. DPLA supports accredited academic programs in Landscape Architecture (BSLA) and Urban and Regional Planning (MS URPL), as well as a PhD degree (PhD URPL), an MSLA degree, and the non-accredited undergraduate major in Landscape and Urban Studies (LUS).

### The MS in Urban and Regional Planning (URPL)

The MS URPL degree is accredited by the Planning Accreditation Board (PAB), which reviews the department for accreditation every 5–7 years. As one of 76 accredited graduate planning programs in the United States, the MS URPL program has a strong national reputation as a policy-oriented department with emphasis on applied social science research and practice in community and economic development, environmental planning, food systems, housing, land use, rural amenity development and tourism, sustainability, and an emerging emphasis in health and the built environment.

The MS URPL program has a long and distinguished tradition at the University of Wisconsin–Madison. Courses in City Planning were first offered on campus as early as 1911, and since its official inception as a department in 1962, the department served as the training ground for 1,125 Master's (MS) and 66 Doctoral (PhD) graduates. URPL MS alumni are found throughout the world working as leaders of organizations and communities at multiple scales, and supporting sound decision-making for the benefit of individuals, their communities, and society as a whole. Our graduates are well prepared for careers in planning and are consistently ranked among the highest pass rates of those who take the field's professional certification exam offered through the American Institute of Certified Planners.

In addition to strengths in campus research and teaching, the department's faculty also provides planning expertise to governmental, professional, and citizen organizations. Typically, these activities include:

- applied research and technical assistance to the network of county-based Cooperative Extension faculty, professional planners, and others in Wisconsin;

- continuing education of professionals and citizens in Wisconsin and beyond on critical planning issues;
- collaborations with agencies from the local to the international level on planning-related issues, including public policy education;
- practicum courses that engage service-learning and community-based research.

Extension linkages have long been a hallmark of PLA's applied research and service to Wisconsin, and many of the MS URPL program faculty have formal integrated appointments with the UW–Madison Division of Extension. The most recent PAB accreditation report noted the department's exceptional strengths in Extension, close interactions with planners and policy makers, and the positive benefits and opportunities created for students.

## 1.5 Learning Outcomes
**Assessment Plan – Master of Science Degree/Urban and Regional Planning**

**Student Learning Goals (*What*)**
1. Students will demonstrate the comprehension, representation, and use of ideas and information in the planning field.
2. Students will use and apply knowledge to perform specific tasks required in the practice of planning.
3. Students will foster ethical and professional conduct.

**Plan for Assessing Each Student Learning Goal**

| Assessment Planning (*How*) | Learning Goal #1 | Learning Goal #2 | Learning Goal #3 |
|---|---|---|---|
| Method for assessing learning (at least one direct method required) | Students will complete a written professional project or thesis and orally present the results of their work prior to graduation. The written project or thesis and the oral presentation of the professional project or thesis will be evaluated by a committee using a rubric created by faculty members (direct measure). | Students will complete a planning-related internship. The student's work will be evaluated by the student's internship supervisor using a rubric created by faculty members (direct measure). | Recent graduates will be surveyed by the Department to assess their development as a planning professional (direct measure). |
| Timetable for assessment (at least one activity each year; all goals reviewed in a 3-year cycle | 2020 | 2021 | 2022 |

1. **Who is responsible for assessment?** Assessment of professional projects will be conducted by the student's area-of-concentration advisor and one additional faculty member assigned by the MS URPL Committee. Surveys of Alumni will be conducted annually by the MS URPL Committee. Assessments of the internship will be conducted by the student's area-of-concentration advisor.
2. **What is the plan for review of the assessment information?** Annually, the MS Program Committee will review all assessments of professional projects and report to the faculty and staff on student performance. Annually the faculty and staff will also review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning.
3. **What is the plan for production of an annual summary report?** Annually the MS Program Committee will prepare a summary report that includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented.
4. **How will recommendations be implemented?** Recommendations will be reviewed by department faculty and staff and acted upon at a meeting subsequent to the annual meeting. If approved, faculty and staff will take the necessary steps to implement the recommendation.

**Graduate Degree Program Curriculum Mapping Worksheet (Where)**

| Curriculum Map *(Where)* | Enter program-level learning goals and check (X) which course or experience contributes to which learning goal. | | |
|---|---|---|---|
| **Degree Program Required Courses or Experiences** | Learning Goal #1 | Learning Goal #2 | Learning Goal #3 |
| URPL 791 Visual Communication for Planners | X | X | X |
| URPL 721 Methods of Planning Analysis | X | X | X |
| URPL 741 Introduction to Planning | X | X | X |
| URPL 781 Planning Thought and Practice | X | X | X |
| URPL 833 Planning and the Legal System | X | X | X |
| URPL 912 Planning Workshop | X | X | X |
| URPL XXX Structure and Functions of Cities and Regions (various courses qualify) | X | X | X |

| | | | |
|---|---|---|---|
| Internship | X | X | X |
| Professional Project or Master's Thesis | X | X | X |

## 1.6 Program Statistics

Statistics about the MS URPL Program can be viewed here:
http://grad.wisc.edu/education/academicprograms/profiles/979MS.pdf.

Additional public information about the program, including measures of student achievement, tuition and fees, student retention and graduation rates, AICP exam pass rate, and employment rates, can be found here:
https://dpla.wisc.edu/academics/graduate-programs/ms-urban-and-regional-planning/ms-urpl-public-information/.

## 1.7 Institutional Structure

The Department of Planning and Landscape Architecture includes the following degree programs:
- ☐ BA or BS Major in Landscape and Urban Studies
- ☐ BLA – accredited professional program in Landscape Architecture
- ☐ MS in Landscape Architecture
- ☐ MS in Urban and Regional Planning
- ☐ PhD in Urban and Regional Planning

Each degree has a program committee within the department. The department is housed within the College of Letters & Science at UW–Madison.

## 1.8 Program Structure

### 1.8.1 Committees

The following are standing committees established by the department that relate to the MS URPL program. The committee members are appointed to the committees at the beginning of each academic year by the Department Chair. The members of the committees may (and often do) change year to year.

**MS URPL Program Committee** responsibilities include admissions, recruitment, and retention, ensuring the program meets accreditation standards, waiving requirements, student awards, approving substitutions, and other matters for the MS URPL degree program. Additional responsibilities outlined in MS URPL program policies. Areas not under jurisdiction of the MS URPL Program Committee include: course waivers (substitution) for required courses (course waivers may only be granted by instructors of required courses); course decisions related to a student's area of concentration (these courses are approved by the student's area-of-concentration advisor); issues under the jurisdiction of the Curriculum Committee.

**Curriculum Committee** will assess curricular needs and requirements for the department's academic programs and ensure coordination and consistency across programs. It will also coordinate the scheduling of when courses are taught and maintain an overall three-year teaching plan. The committee will review appeals of decisions of the program committees.

**Climate Committee** is responsible for coordinating discussions, activities, and policies to ensure the department establishes and maintains a diverse, inclusive, vibrant, and excellent learning and work environment for all students, faculty, staff, alumni, and others who partner with it. The scope of committee activities will include: oversee implementation of annual climate surveys for students and for faculty/staff; review of department inclusion and equity issues (such as participation in governance); help to identify professional development opportunities regarding climate; help recognize and quickly respond to emerging concerns about climate and community throughout the year.

**Communication and Outreach Committee** is responsible for coordinating the department's extension, outreach, and public relations activities. Responsibilities include coordinating social media presence, producing newsletters and alumni communications, helping programs with marketing and recruitment, and promoting department activities and events.

**Facilities and IT Committee** is responsible for recommending policies and priorities related to maintenance and improvement of the facilities, and for policy and procedures regarding the use of IT and computer resources within the department. This shall include developing policies regarding usage of the computer labs by students and others and may include periodic recommendations for IT resources to meet department needs. FAIT Committee also works with other committees to arrange updates to building artwork and displays, display cases, and bulletin boards.

### 1.8.2 Department/Program Staff

**Department Chair –** The chair is the head of administrative and academic decision-making for the department. The chair is always available to students who have concerns or comments about the programs or courses.

**Department Administrator –** The department administrator serves as the onboarding coordinator for new employees, including students. They also oversee human resources functions for the department, are the contact for personnel and workplace issues and policy questions, and serve as a backup for financial, payroll, and benefit responsibilities.

**Graduate Student Services Coordinator –** The graduate coordinator manages all aspects of graduate student services from the time students apply to the program through their transition to PLA alumni. The graduate coordinator is also responsible for the department's recruitment, admissions, academic and career advising, student graduation, marketing communications (e.g., website and social media), campus leadership and engagement, and alumni relations.

**Undergraduate Student Services Coordinator –** The undergraduate coordinator manages all aspects of undergraduate student services. PLA's undergraduate degree programs include an accredited professional design program, the Bachelor of Science in Landscape Architecture (BSLA) and a major degree program, Landscape and Urban Studies, in the College of Letters & Science. The undergraduate coordinator is also responsible for undergraduate recruitment, internships, academic and department policy, as well as alumni outreach for LA.

**Financial Specialist –** The financial specialist is responsible for fiscal administration in the department, as well as payroll and benefits. They also handle appointment letters, benefits, faculty and student payroll (though individual faculty approve the hours of their student employees), student reimbursements of conference travel, and any other financial questions.

**Departmental IT Support –** IT support serves as the primary computing consultant for faculty, staff, and students in the department. They manage the student computing labs and provide IT support to the digital studios, graphic labs, and faculty and administrative offices.

### 1.8.3 Faculty/Instructional Staff
MS URPL faculty have their tenure homes in the Department of Planning and Landscape Architecture. Program faculty teach courses relevant to the program, serve as advisors to students, and are the chairs on their advisees' professional project or thesis committee.

Affiliated faculty have tenure homes and offices in other departments, but their research interests align with those of the PLA Department. They do not advise MS URPL students formally but are happy to speak to or work with students as time allows.

Adjunct faculty are hired on a semester basis to teach a specific class. They do not have advising or committee service responsibilities.

# 2. ADMISSIONS AND ENROLLMENT

**2.1 Admissions Requirements**
The Graduate School's admissions information can be found at https://grad.wisc.edu/apply/.

The MS URPL Program seeks students with high academic qualifications and the potential to become qualified professional planners. The PLA Department is especially interested in applicants from underrepresented groups. Since there are relatively few undergraduate planning programs in the country, students come into the field from a wide range of disciplines. In recent years, planning students have generally come from the social sciences, with geography, economics, political science, and sociology the most common undergraduate backgrounds. The range, however, runs from the arts to the sciences. All students are required to have an introductory level course in statistics for admission. This requirement may be met by taking an introductory course (Stat 301), for no graduate credit, during the student's first semester of study.

**2.1.1 Application Forms and Process**
Application for admission to the PLA Department consists of the following material:
- ☐ Application form which covers basic personal information;
- ☐ Official transcripts of all undergraduate and graduate work (to the Graduate School);
- ☐ Statement of Purpose. This should be a thoughtful, reflective one- or two-page statement discussing why the student wishes to go into planning;
- ☐ Three letters of reference from people who know the candidate's academic or professional work; and
- ☐ Application fee. See Graduate School website for current fee at https://grad.wisc.edu/apply/.

In reviewing applications, the Department gives extra weight to planning-related work, such as Peace Corps or professional planning experience. The Department also considers graduate work (not taken as an undergraduate), even if it is in another field.

Students may apply for admission to the program beginning with either the fall semester or the spring semester. Most students apply for the fall semester so that they can follow the typical course of study.

**Fall Semester Admission**
The application deadline for those individuals wishing to begin their studies in the fall semester is February 1. Applications completed after February 1 will be considered on a rolling admissions basis as space allows.

**Spring Semester Admission**
The application deadline for those individuals wishing to begin their studies in the spring semester is October 15. Applications completed after this date will be considered on a rolling admissions basis as space allows.

**2.1.2 Special Students**
Special Students are those not admitted to the Department or to the Graduate School. Sometimes students who wish to enter the program begin as Special Students. Generally, they take a minimum of 9 hours of graduate-level courses before their case is reviewed (independent study and research credits are not acceptable to fulfill this requirement.) Students may begin as Special Students, but this will not guarantee acceptance as regular degree

candidates; they could be passed over for more qualified students. Courses taken as a Special Student can be taken in a single semester or cumulatively. They do not count toward graduate residence credit but may be counted toward degree course credit. The MS URPL Program Committee will not accept as transfer credit more than 12 credits of work taken as a Special Student. The MS URPL Program Committee does not guarantee that all credits (up to 12) taken as a Special Student will be accepted as transfer credit. All courses accepted for transfer credit must have a B or better. The decision as to what will be transferred will be made by the MS URPL Program Committee on the recommendation of the student's advisor, and must be based on information indicating that the courses for which transfer credit is given fit logically into the student's overall program.

### 2.1.3 Probation
Applicants to the master's program with an undergraduate GPA of less than 3.0 can only be admitted on probation. In such cases, justification for admission on probation must be made to the Graduate School, which has final authority for admission decisions.

Students admitted on probation can achieve full standing in the Department (i.e. be removed from probation) by receiving a GPA of 3.0 or above for the first semester of courses taken as a student in the Department, with nine (9) credits constituting the minimum number of credits needed to remove probationary status in reference to part-time students.

To the extent possible, students admitted on probation are encouraged to take core courses as a part of their first semester schedule. In all other matters, students admitted on probation are subject to the same standards and requirements as students admitted in full standing (e.g. residency requirements, satisfactory student performance, minimum grades in core courses [BC], and so forth.

### 2.2 Enrollment Requirements
At UW–Madison, all graduate degrees are subject to requirements of the Graduate School, and the Graduate School has minimum requirements for enrollment each semester. All of the credit requirements (except F-1 and J- 1 visa requirements) must be satisfied by graded, graduate-level courses; courses numbered below 300, audit, and pass/fail do not satisfy the minimum requirement.

The Graduate School's policy on enrollment requirements is as posted at https://grad.wisc.edu/documents/enrollment-requirements/.

### Auditing Courses
Graduate School policy on Auditing Courses may be found at https://grad.wisc.edu/documents/auditing-courses/.

### Residence for Tuition Purposes
Residency is used to determine tuition rates on campus. The details of the Graduate School Residency for Tuition Purposes can be found here https://grad.wisc.edu/documents/residence-for-tuition-purposes/ and the full Registrar's Office policy can be found here http://registrar.wisc.edu/residence.htm.

# 3. MS URPL DEGREE REQUIREMENTS

Typically, the MS URPL Program takes two full years of study: 45 semester credit hours with a maximum of 15 credit hours per semester. An internship with a planning-related organization is also required. Three components make up a student's academic program requirements: (1) courses, (2) internship, and (3) competency requirements (professional project or thesis).

## 3.1 Courses

Courses for the MS URPL Program fall into three categories: (1) core courses required of all students; (2) courses in a student's area of concentration; and (3) elective courses. All courses 300-level and above may be counted for graduate credit.

### 3.1.1 Core Courses (21 cr.)

Students enrolled in the MS URPL Program are required to successfully complete the following courses (21 credits of core coursework):

**URPL 721 Methods of Planning Analysis** (3 cr.).
**URPL 741 Introduction to Planning** (3 cr.).
**URPL 781 Planning Thought and Practice** (3 cr.).
**URPL 791 Visual Communication for Planners** (3 cr.)
**URPL 833 Planning and the Legal System** (3 cr.)
**URPL 912 Planning Workshop** (3 cr.).
**URPL XXX Structure and functions of cities and regions** (3 cr.) Students, in consultation with their advisor, can select one 3-credit course from the following list of relevant courses:

- **URPL 512** Gentrification and Urban Restructuring
- **URPL 550** Transportation and the Built Environment
- **URPL 601** Site Planning
- **URPL 611** Urban Design: Theory & Practice
- **URPL 731** Introduction to Regional Planning
- **URPL 734** Regional Economic Problem Analysis
- **URPL 751** Introduction to Financial Planning
- **URPL 761** Central City Planning: Issues and Approaches
- **URPL 841** Planning the Ecological City
- **URPL 844** Housing and Public Policy

Note: The MS URPL Program Committee may approve additional courses that satisfy the Structure and Function of Cities and Regions requirement, including relevant URPL 590 special topics courses.

### 3.1.2 Areas of Concentration (12 cr.)

Each student, in consultation with their advisor, must identify an area of planning where they develop in-depth skills and knowledge. The area of concentration is commonly used by graduates of the UW–Madison program to communicate areas of special expertise to potential employers and allows the student to concentrate on planning issues of most importance to them. The area of concentration often draws on courses taught by the Department, but often also draws on courses taught in other leading departments available to students at the UW–Madison.

Areas of concentration, while developed individually by each student and their advisor, tend to follow predictable patterns. Each student consults with their advisor in identification of their chosen area of concentration and in selecting the courses that will be used to fulfill the area of concentration requirement. This process normally starts during the first semester of study and must be completed by the last semester of study. A minimum of 12 credits is required for the area of concentration. Read more about concentrations on the PLA website at https://dpla.wisc.edu/academics/graduate-programs/ms-urban-and-regional-planning/ms-urpl-degree-requirements-2/concentrations-certificates/

### 3.1.3 Electives (12 cr.)

Students must complete 12 credits of elective courses on topics of interest to the student. Elective courses should be selected in consultation with their advisors and must be 300-level or higher to be counted for graduate credit.

### 3.1.4 Common Course Sequence

**FALL SEMESTER YEAR ONE**

| | |
|---|---|
| URPL 721: Methods of Planning Analysis | 3 |
| URPL 741: Introduction to Planning | 3 |
| URPL XXX: Structure and Function of Cities and Regions | 3 |
| Elective Course | 3 |

**SPRING SEMESTER YEAR ONE**

| | |
|---|---|
| URPL 791: Visual Communication for Planners | 3 |
| URPL 781: Planning Thought and Practice | 3 |
| URPL 833: Planning and the Legal System | 3 |
| Planning Concentration Course | 3 |

**SUMMER** Planning Internship

**FALL SEMESTER YEAR TWO**

| | |
|---|---|
| URPL 912: Planning Workshop | 3 |
| Planning Concentration Course | 3 |
| Elective Course | 3 |

**SPRING SEMESTER YEAR TWO**

| | |
|---|---|
| Planning Concentration Course | 3 |
| Planning Concentration Course | 3 |
| Elective Course | 3 |
| Elective Course | 3 |

**DEGREE SUMMARY** = 45 credits

    Core Courses = 21 credits

    Concentration Courses = 12 credits

    Elective Courses = 12 credits

**3.2 MS URPL Program Transfer Credit Policy**

The Graduate School Policy on Transfer of Graduate Work from Other Institutions can be found here: https://grad.wisc.edu/documents/transfer-of-graduate-work-from-other-institutions/.

The MS URPL Program Committee has authority to approve the transfer of credits taken outside the scope of the normal master's degree program in accordance with the following criteria:

| Non-URPL Degree Program | Maximum Credits Allowed | Courses Allowed |
|---|---|---|
| Planning (PAB accredited) | 21 | Related to Planning |
| All other fields | 25% of credits completed up to a maximum of 11 transfer credits | Related to Planning |

The following special conditions apply to the transfer of credits identified above:
- All transferred credits must be earned as a graduate student (including University Special students or their equivalent). Any course taken as part of an undergraduate degree (whether required or optional) cannot be transferred.
- Credits can only be transferred for courses in which a grade of B or better was received.
- The number of credits transferred will be adjusted into "semester" equivalents for courses taken on a quarter (or non-semester) basis.
- Credits may be transferred for courses taken as part of an awarded graduate degree, subject to the appropriate maximum credit limitations listed in section 3.5.1 on Double Degrees (e.g., 25% rule or other special arrangement).
- The awarding of a credit transfer request does not affect otherwise existing curriculum requirements. Determination of whether transferred credits can be used to waive core courses must be made by current or past instructors of the respective course (i.e., determination is *not* made by the MS URPL Program Committee).
- The MS URPL Program Committee will determine the appropriate number of credits for transfer based on transcripts, supporting course information, advisor recommendation, or other requested information as needed.

The process for requesting transfer of previously earned credits is as follows:
- ☐ Student meets with advisor to discuss transfer options and requirements.
- ☐ Student prepares a detailed request for MS URPL Program Committee consideration. This request should include specific course-related information (such as school, degree program, date taken, grade) and should include appropriate supporting documentation (such as transcript, course description, or syllabus). All requests should be sent to the current Chair of the MS URPL Program Committee.
- ☐ Student's advisor sends an independent assessment of the request to the MS URPL Program Committee. This assessment should address the appropriateness of the request vis-a-vis relevance to the MS URPL program.

☐ The MS URPL Program Committee will notify both the student and the advisor on the number of credits (if any) that may be transferred. At its discretion, the MS URPL Program Committee may request additional information concerning the requested transfer as necessary.

**Course Waivers**

Upon entering the program, a student must seek waivers for core courses during the first week of the first semester in which the course is given. Waivers will be granted if the subject matter of the core course duplicates the student's previous coursework or experience. The instructor of the course at the time that the waiver request is made will have sole responsibility for determining if the request will be granted, and the instructor's decision will be final. After acting on the waiver request, the instructor will send written notification of the decision to the student, the advisor, and the student's file.

**Short Course Credits**

The MS URPL Program Committee will only accept transfer credit for short courses if their academic merit has been carefully documented by the student" (e.g., one-credit short course taken in the Summer either here or at another university).

**3.3 Internships**

MS URPL students are required to complete a 400-hour planning internship. The objectives of internships are:

- To give the student a sense of the operation of planning-related organizations, including: the organization's relationship with the community and other organizations; alternative styles of management; planning approaches and methods used; and effective strategies for influencing public debate and policy.
- To give students one (or more) experience(s) in analyzing and preparing recommendations on planning problems and issues within the constraints imposed by working for a government, private, or nonprofit planning or planning-related agency.

The first objective suggests that students should be given the broadest possible access to the agency staff, to meetings, to internal communications, and so on. The second suggests that projects assigned be at a professional level, and that they represent as much of a total planning process as is practicable. It is also important that supervision be adequate to clarify the agency policies within which the student is to work, and to aid them in making the transition from classroom learning to learning in practice.

The internship is typically taken by master's degree students between the first and second years of academic residence. It is normally for 10 weeks of full-time work (400 hours). No formal course credit is given, and students' work is not graded. The experience of many agencies in the past has indicated that the students' work is well worth the salary. The Department strongly endorses full-time summer internships as the best way for students to fulfill the internship requirement.

The major responsibility for obtaining an internship rests with the student. Students are encouraged to write and/or visit possible employing agencies. Students should also seek counsel from their advisors or other faculty regarding internship possibilities. It should be noted that many agencies are unable to predict the availability of funds for interns until quite late in the spring semester.

### 3.3.1 Procedural Steps for Internship

☐ Student must review the acceptability of the proposed internship with their advisor <u>before</u> accepting position.

☐ Upon completion of internship, the student must have whoever supervised their work complete the Internship Evaluation Survey for Supervisors. Your internship supervisor will be asked to submit a letter reviewing your performance during the process of filling out this survey, so they should have it prepared before completing the survey. The survey and accompanying letter will be included in the student's file.

☐ A copy of any reports prepared by the student as a part of internship experience should be placed in the student's file.

☐ Student must prepare an Internship Completion Survey for Students. This survey requires you to submit a brief written critique of your internship experience. This should be in the form of a 2–3 page memo, describing what you did during the internship, what you hoped to have learned and accomplish, what worked, what didn't, and what you learned about the planning field from the internship. Have it ready before taking the survey.

☐ Student must arrange for a summary discussion of the internship experience with their advisor.

☐ Upon completion of the above, the advisor should sign the student's Plan of Study/Program Requirements form indicating that the student has successfully completed the internship requirement.

### 3.3.2 Internship Exceptions

As stated above, the preferred means for meeting the internship requirement is service as an intern with a planning agency or organization during the summer period between the two academic years of the master's degree program. In certain circumstances, however, where the student has tried and failed to obtain an internship, alternatives may be considered as detailed below.

This requirement may be met in one of the following ways, subject to MS URPL Program Committee approval:

a. By participating in faculty-directed research as a full-time project or research assistant on a planning-related subject during the summer;

b. By participating in faculty-directed research as a project or research assistant on a half-time basis for a full academic year (approximately 780 hours);

c. By substituting half-time work experience with a planning organization (public, private, community-based, or neighborhood) during a full academic year while enrolled in the MS URPL Program;

d. By completing three months of work in a planning organization after two years of study;

e. By substituting comparable experience in a planning organization prior to joining the Department;

f. While, as noted, an internship in the summer between the first and second years of study is the preferred method of satisfying the internship requirement, and as an alternate options a-e above may be pursued, in exceptional and unusual circumstances it is possible to satisfy the internship requirement by taking additional coursework (a minimum of 6 extra credits). This coursework must be designed as a coherent plan of study in lieu of the internship. This plan of study must be agreed upon between the student and their advisor and then subsequently pre-approved by the MS URPL Program Committee.

g. Any other appropriate alternative, as approved by the MS URPL Program Committee.

Requests to the MS Program Committee for action on these or similar special exceptions must be made by the student and their advisor as early as possible in the student's master's program.

## 3.4 Competency Requirement

To obtain an MS URPL, a student must be able to demonstrate a high-level of competency in the theories, methods, applications, and ethics of planning. Students need to demonstrate competency over the broad field of planning in general, as well as within an area of concentration as defined by the student in consultation with a faculty advisor.

Competency Requirement Options: Students may exercise two options in fulfillment of the competency requirement: (a) preparation and defense of a master's thesis; or (b) preparation and presentation of a major Professional Planning Project.

### 3.4.1 Master's Thesis

A master's thesis is a significant applied or scholarly research effort, resulting in development and defense of a thesis document. General guidelines for a thesis in the MS URPL Program include:

- identify and address an important planning-related question;
- develop a reasonable conceptual or theoretical framework for examination of the research question based on a comprehensive review of existing literature;
- apply appropriate research methods and collect information or data appropriate for the research question;
- identify defensible conclusions for the research question and awareness of research limitations;
- present and defend thesis;
- file one copy of the approved thesis with the Memorial Library and one copy with the Department.

A thesis is developed through the collaboration and supervision of a Master's Thesis Committee, is chaired by the student's advisor, and is governed by rules established by the Graduate School. The Master's Thesis Committee determines when the requirement is met based on an agreed upon research plan and performance standard established with the student. There are no opportunities to appeal decisions made by the MS Thesis Committee beyond the committee itself. A thesis is presented and defended before a committee of three faculty members and is governed by rules established by the Graduate School. Students may take up to six credits of URPL 990 Research and Thesis for purposes of developing a thesis. The thesis option may be of special interest to students wanting to pursue a Ph.D. or wanting to further develop their research skills.

### 3.4.2 Professional Project

The MS URPL Degree is primarily intended to be a *professional* degree. Most students ultimately pursue careers as practicing planners in a variety of situations. Students not selecting the Master's Thesis Option must undertake a Professional Project and develop a Professional Project Report under the supervision of their advisor. This Report is presented and defended before a faculty examination committee composed of the student's advisor and one additional faculty member. The additional faculty member will be determined by the Department Chair. The purpose of the Professional Project Option is to both establish competency of each student and to provide the student with materials that may be useful in interacting with future employers.

**Professional Project Options**

Professional Projects need to address a planning-related question or issue. The Professional Project Option consists of both preparation of a Professional Project Report and defense of the Report before an examining committee. To satisfy the Professional Project Option, reports must do more than simply record events. They must prepare specific plans, or analyze or evaluate processes or outcomes and draw conclusions that are relevant to the practice of planning.

Two tracks may be chosen by students in satisfying the Professional Project Option.

**Track One: Area of Concentration Project**

Students identify issues that reflect their chosen Area of Concentration. Issues could, for example, include:
- major questions faced or assumptions made by practitioners;
- analysis of major strategies or programs that have been utilized in the past;
- comparison across programs, regions, different income groups, etc.;
- emerging trends and issues;
- comparison of different theories of planning;
- identification of important emerging social or economic trends; or
- evaluation of planning tools and methods.

**Track Two: Case-Oriented Project**

Students prepare a report directed toward a specific case or specific place. In this track, students may for example:
- analyze processes or results;
- analyze and develop site plans for specific areas;
- propose appropriate planning practices, policies or actual plans for a specific case; or
- analyze impacts associated with major changes, plans or policies.

In preparing the Case-Oriented Project, students may want to work for actual clients such as municipal planning departments, neighborhood groups or non-profit organizations and analyze the process or results of this effort. Students may also prepare Case-Oriented Projects without direct sponsorship of actual clients. Case-Oriented Projects may result because of a student's internship, but require more than simply recording the internship experience.

**Special Exceptions**. In special (rare) circumstances, students may define a project that does not fall within the "standard" tracks identified above but serves to demonstrate the student's competency in planning. A Special Exception to the standard Professional Project tracks can be granted and must have prior approval of the faculty advisor. A letter from the advisor must be attached to the Professional Planning Project Option Intent Form at the time the form is submitted to the Graduate Coordinator.

**3.4.2.a Professional Project Style Guide**

Available on the dpla.wisc.edu website at https://dpla.wisc.edu/wp-content/uploads/sites/1021/2017/06/MS_ProfProjPoster_Guidelines_2017.pdf.

**3.4.2.b Overview of Professional Project Process**

Students work with their advisor to identify and complete Professional Project requirements. The general process that is involved is as follows:

- ☐ **Identify Topic**. Each student identifies topics that are of interest to the student and discusses potential topics with their advisor. This should occur as early in the course of study as possible.
- ☐ **Analysis**. With consent of the faculty advisor, the student undertakes research, analysis, etc. on the topic selected.
- ☐ **Report Preparation**. The student prepares a Professional Project Report that defines the project and presents results. The maximum length of the report is 3,500 words (excluding bibliography, tables, graphs, maps, etc.). The final project report will be work over and above that undertaken for a course paper or papers. Two copies of the completed report must be submitted to the student's advisor at least 1 week prior to the scheduled presentation.
- ☐ **Report Presentation**. The student presents and defends the report to a two-member faculty examination committee. The student's advisor will serve as the lead member of the examining committee. The student will be expected to demonstrate a coherent and logical presentation, utilization of appropriate presentation methods, and the ability to respond to critical questioning. Presentation of the Professional Project Report will be open, public presentations (except committee deliberations). Presentation of the Professional Project is expected to be about 20 minutes, and no longer than 30 minutes, followed by questions from the public and committee members.
- ☐ **Evaluation**. Both the Report and the presentation of the report will be evaluated individually by each member of the committee using the professional project rubric approved by the Department. Each member of the examining committee uses the professional project rubric to evaluate the competency demonstrated by both the Report and the presentation. Both independent assessments are then combined to produce an overall evaluation score.

A STUDENT CAN ONLY SATISFY THE PROFESSIONAL PROJECT COMPETENCY REQUIREMENT BY RECEIVING A PASSING EVALUATION FOR BOTH THE REPORT AND THE PRESENTATION.

The overall assessment for a Professional Project Report and presentation will be made using three categories:

**Pass**. Student exceeded minimum requirements for *both* the Professional Project Report and the presentation. The student has demonstrated at least an adequate level of competency for a Master's of Science Degree in Urban and Regional Planning.

**Pass with Distinction**. The student has demonstrated a level of competency far beyond the normal level expected of a person with a Master's of Science Degree in Urban and Regional Planning.

**Fail**. Student received an inadequate to poor score on either the Professional Project Report or presentation or both. The student needs to address deficiencies to be able to demonstrate competency in urban and regional planning.

**Opportunity for Retake**. A student not receiving a passing evaluation on either the Professional Project Report or the presentation has one additional opportunity before the end of the semester in which the evaluation is made to remedy deficiencies. Students may be required to do additional work on either their Report, their presentation, or both. For students receiving an adequate or better evaluation of their Professional Project Report, but a failing evaluation on their presentation, the student may provide an additional oral presentation of the existing Report (without further refinement to the Report). Students receiving an inadequate evaluation on the Report but an adequate or better evaluation of their presentation, must provide a revised Report and need not provide an additional oral presentation to the examining committee.

The examining committee will provide feedback to the student on items found deficient. A student may exercise the Opportunity for Retake up to three times (in total) before being removed from the master's program.

**Appeals**. A student may appeal examination committee decisions to the MS URPL Program Committee. The student may be asked to provide supporting information to the MS URPL Program Committee as necessary. The MS URPL Program Committee is limited to 2 decisions: (1) require an additional retake [whether with the existing examining committee or a newly constituted examining committee]; or (2) confirm the decision of the original examining committee.

**MS URPL Professional Project Timeline**

| Step # | Step Description | May Graduation | Dec Graduation | Aug Graduation |
|---|---|---|---|---|
| 1 | INITIAL NOTIFICATION<br>Grad Coord notifies students via email of upcoming schedule for completing Professional Project requirements | December 1* | May 1* | May 1* |
| 2 | SECOND NOTIFICATION<br>Grad Coord sends reminder email of schedule deadlines | February 1* | September 15* | n/a |
| 3 | INTENT TO EXERCISE OPTION B<br>Students complete Declaration of Intent to Graduate/Competency Requirement Form | February 15* | October 1* | June 25* |
| 4 | EXAMINATION COMMITTEE ASSIGNED<br>Dept. chair identifies 2-member examination committees and notifies committees | By Mar 1 | By Oct 15 | By Jul 10 |
| 5 | EXAMINATION PERIOD<br>Student prepares Professional Project Report; submits 2 copies to advisor; sets exam date/time with examiners and DPLA staff; Student presents and defends Professional Project Report | Mar 1*-Apr 15* | Oct 15*-Nov 30* | Jul 10*-Aug 20* |
| 6 | EXAMINATION RESULTS<br>Students informed of result at conclusion of meeting; Project evaluative rubrics scanned and submitted via email to Grad Coord; Copy provided to student in the event of a "fail." *Copies of all rubrics will be available in student file on box by end of semester.* | | | |
| 7A | EXAMINATION RE-TAKE<br>If students do not receive a passing grade, meet with advisor to discuss corrective actions; Reschedule and take exam | Apr 16*-May 6* | Dec 1*-Dec 21* | August 25*^ |
| 7B | EXAMINATION RESULTS<br>Students informed of result at conclusion of meeting; Project evaluative rubrics scanned and submitted via email to Grad Coord; Copy provided to student in the event of a "fail." *Copies of all rubrics will be available in student file on box by end of semester or degree window period.* | | | |

*or closest working day
^ this date occurs after the end of the summer term; student will graduate in fall with successful examination re-take.

**Project Poster.** Students choosing the professional project option are required to concisely summarize their projects by creating a poster presentation. Posters do not need advisor approval. The Department will bear the cost of printing the poster. Posters are created by students after successful project report and oral presentations.

**Academic Credits.** Students may take up to 2 credits of URPL 999 Independent Work in support of the development and presentation of their Professional Project. URPL 999 must be taken as a "graded course," with the grade determined by the advisor. These credits will be counted as "electives."

### 3.5 Special Master's Programs

### 3.5.1 Double Degrees/Dual Degrees
At the UW–Madison, it is possible to pursue simultaneously two graduate degree ("double degree") programs or a graduate and a professional degree ("dual degree") programs. Students pursuing a Double Master's degree in planning and a related field are not exempt from otherwise existing curriculum requirements.

**Double Degrees.** Students enrolled in the MS URPL Program may earn a double degree—two master's degrees from two separate departments in the Graduate School. A student completing a double degree earns two degrees—an MS in Urban & Regional Planning and a master's degree in another area. Graduates receive two diplomas.

Students may apply for an additional program at the time of the original application, add a program at any time during their enrollment, or reapply and pursue a second degree after completion of the first.

In all scenarios, regardless of whether double degree programs are completed consecutively or concurrently, students must apply and be admitted to both programs, fulfill the Graduate School's minimum credit requirement for each degree, complete the specific degree requirements for each program, including minimum credit requirements for each, have no more than a 25% credit overlap between degrees, based on the lower credit requirement of the two programs; and have an advisor from each program and both advisors must be informed of each other.

Special arrangements have been made between the MS URPL Program and Water Resources Management that allow a student to double count more than 25% of course work as show below.

| | Non-URPL Degree Credit Requirements | Credits Double - Counted | Double Degree Credit Requirements |
|---|---|---|---|
| Water Resources Management | 45 | 15 (1/3) | 75 |

At the time of graduation, each program will submit to the Graduate School a list of the courses being used to satisfy that program's requirements. Both advisors must sign the course lists as indication of approval. The Graduate School will review the course lists for credit overlap between degrees.

Tuition for double degrees will be calculated based on the number of credits taken per semester.

International students must contact International Student Services (ISS), 217 Armory and Gymnasium (Red Gym), 716 Langdon Street, 608-262-2044, before adding a second degree program. Visit the ISS website at https://iss.wisc.edu/.

For additional information, contact the Graduate School's Office of Admissions and Academic Services, 217 Bascom Hall, 608-262-2433, gsacserv@grad.wisc.edu.

**Dual Degrees.** Students enrolled in the MS URPL Program may earn a dual degree—an MS in Urban & Regional Planning from the Graduate School and an MPH from the School of Medicine and Public Health, or a JD from the Law School, or an MBA from the Business School, or other professional degrees.

To receive a dual degree, students must apply to and be admitted into both programs, complete the specific degree requirements for each school; and fulfill the Graduate School minimum credit requirement for the Graduate Degree.

Tuition is determined by a combined fee schedule table. Assessed fees are roughly halfway between graduate fees and professional fees. Credit limits each semester coincide with the professional schools' higher credit maximums.

### 3.5.2 Interdisciplinary Certificate Programs
Energy Analysis and Policy (EAP) is graduate-level certificate that can be completed by students in nearly any graduate program at UW-Madison, usually without adding time or cost to their graduate degree program. Ph.D. students can also add EAP as a distributed minor.

EAP's interdisciplinary curriculum gives students the knowledge and skills needed to become leaders in industry, government, consulting, non-profits, and other roles in the energy field. EAP's interdisciplinary curriculum considers scientific, technical, economic, political, and social factors that shape energy policy formulation and decision-making. It examines topics in energy resources, market structures, public utilities, technology, linkages to the environment, demand for energy services, and public policy. Every EAP student also gains experience in designing, conducting, and communicating analysis for real-world clients in the energy sector.

Applicants to EAP should have completed at least one college-level course in each of the following subjects:
- one college course in physical science (physics or chemistry)
- one college course in natural science (biology, environmental, geology or atmospheric and oceanic)
- one college course in economics
- one additional course in social sciences or humanities
- one college course in calculus or statistics

Students lacking some of the prerequisites may be admitted to the program, and student applicants can work with

the EAP program coordinator to develop a course plan to fulfill those prerequisites.

Each EAP student who is accepted into the program must complete six courses (18 credits) including:
- introductory seminar (EnvSt/URPL/PubAff 809)
- one course each in four categories: energy policy, energy economics/business, energy technology, and environmental studies
- capstone seminar (EnvSt/URPL/PubAff 810)

By entering EAP early in their graduate studies and planning carefully, students often can select courses that satisfy both their degree programs and EAP requirements. For more information, visit https://eap.wisc.edu

**Example URPL/EAP Course Plan**

| Courses | First Year Fall | Credits |
|---|---|---|
| URPL 721 | Methods of Planning Analysis (CORE) | 3 |
| URPL 741 | Introduction to Planning (CORE) | 3 |
| *URPL 809* | *Introduction to Energy Analysis and Policy (Required)* | 3 |
| *EAP Course* | *Energy and Environment Course* | 3 |
| | | Total: 12 |

| Courses | First Year Spring | Credits |
|---|---|---|
| URPL XXX | Professional Practice (CORE) | 3 |
| UPRL 833 | Planning and the Legal System (CORE) | 3 |
| *URPL 671* | *Energy Economics-Meets Economics and Business Requirement* | 3 |
| URPL 781 | Planning Thought and Practice (CORE) | 3 |
| | | Total: 12 |

| Courses | Second Year Fall | Credits |
|---|---|---|
| URPL 912 | Planning Workshop (CORE) | 3 |
| URPL XXX | Structure and Function of Cities and Regions (CORE) | 3 |
| *EAP Course* | *Energy Technology and Resources Course (e.g. BSE 367 or Geoscience 411)* | 3 |
| | | |
| | | Total: 9 |

| Courses | Second Year Spring | Credits |
|---|---|---|
| Elective | | 3 |
| *URPL 810* | *Energy Analysis Capstone Seminar (Required)* | 3 |
| *PA 866* | *Global Environmental Governance-Meets Energy Policy Requirement* | 3 |
| Elective | | 3 |
| | | Total: 12 |
| | | 2-Year Total: 45 |

For more information on areas of concentration and certificates, and double, dual and joint degrees pursued by URPL MS students, see the DPLA MS URPL website pages.

More information about all of the graduate certificates offered at the University of Wisconsin–Madison can also be found at the Graduate Guide website: http://guide.wisc.edu/graduate/

### 3.6 Program Exceptions

Program exceptions are considered on an individual case by case basis by the MS URPL Program Committee and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances.

# 4. ADVISING

Advising in the MS URPL program helps students meet degree requirements and successfully engage with academic and professional opportunities. Advisors take an interest in a student's ambitions, education, and career choices. Likewise, successful graduate students seek feedback and support and share the responsibility to form mentoring relationships.

Most students work formally and informally with *multiple advisors and mentors* who have special roles. These special roles may include substantive feedback, emotional support, access to opportunities, professional development training, and guidance through the MS URPL degree program. Figure 1 shows examples of advising that students typically use at some point in their graduate career.

**Figure 1. Types of feedback and support for graduate students**
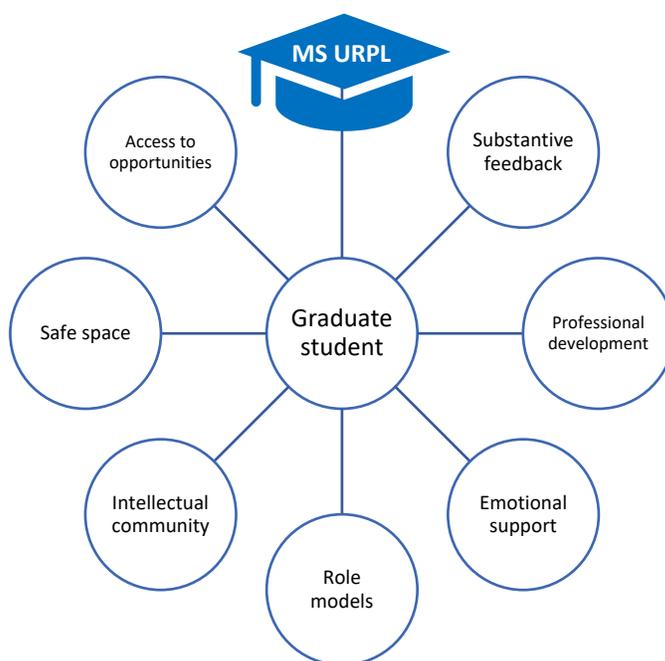


MS URPL program advising comprises four elements (Figure 2).

1. **General MS URPL program advising—**All new students enter the program with the DPLA Graduate Coordinator and the MS URPL Faculty Chair of the program serving as advisors, and they advise all students continuously through the program.
2. **Area of concentration advisor—**In the first semester, new students should begin looking for a concentration advisor. This faculty member will be the chair of one's professional project committee, approve one's internship, help with course selection, guide professional networking, and carry out other types of mentoring related to one's concentration. The concentration advisor must be an MS URPL faculty member.
3. **Alumni mentor—**All students have the option to be matched with at least one alumni mentor for general advice, career perspectives, etc. The DPLA Graduate Coordinator will work with each student directly to make introductions.

4. **Graduate school resources**—The UW–Madison Graduate School is an invaluable source of professional development and guidance, such as *how* to network, how to do project management, advanced communications skills, etc.

**Figure 2. Four elements of MS URPL program advising**
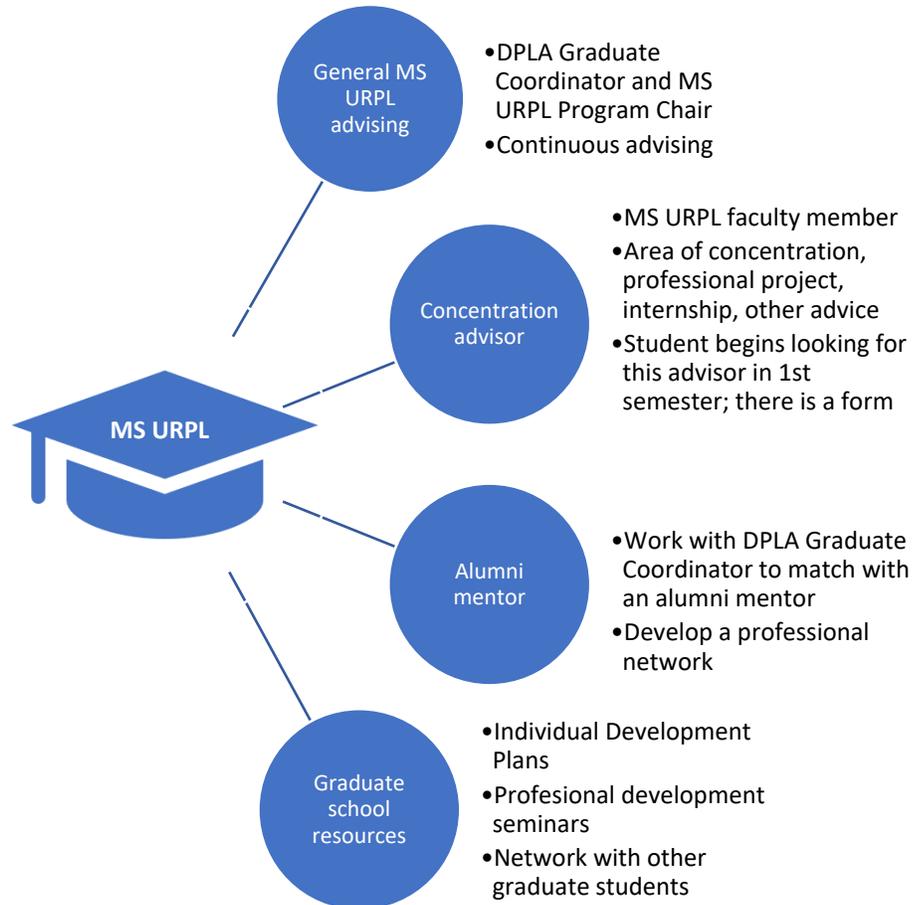


Notes on roles and responsibilities:
- Students are expected to: (1) know and follow the procedures and requirements of the university and degree program; (2) identify and declare a concentration advisor as early as possible (there is a form for this).
- Students can change their concentration advisor at any time. In fact, this is fairly typical as one develops a clearer idea of their career path. Students need to submit a completed Change of Advisor Form to the Graduate Coordinator to formalize the change.
- The concentration advisor's role can vary. Students should discuss roles and expectations with their prospective advisors. Both the student and the advisor have a responsibility to communicate their expectations and find a harmonious match.
- The DPLA Graduate Coordinator and MS URPL Faculty Chair can help assess satisfactory academic progress, academic deadlines, graduation completion, program-related forms, advising/course holds

and permissions, funding opportunities, and match with an alumni mentor.
- Internship: Students are required to meet with their concentration advisor to evaluate their required internship experience. This evaluation often occurs in the fall semester of the second year.

# 5.    GRADUATION AND COMPLETION PROCEDURES

**5.1 Graduation Requirements for MS URPL Students:**

**5.1.1 Warrant Request**
All students intending to graduate and/or present a professional project or a thesis must complete and submit the Declaration of Intent to Graduate / Competency Requirement survey form to the Graduate Coordinator by **February 15** for the spring semester; by **October 1** for the fall semester; and by **July 1** for the summer semester. (Note: if graduating in the summer, students must enroll in a minimum of 2 credits; domestic students have the option to pay a fee at https://grad.wisc.edu/acadpolicy/?policy=degreecompletionfee in lieu of enrolling.)

**5.1.2 Departmental Requirements**
The program requires the following documentation be completed and submitted to the Graduate Coordinator two weeks before the degree deadline for the semester:
- ☐ The Plan of Study form signed by your advisor.
- ☐ Evaluations of all courses taken outside the MS URPL program counting toward the MS URPL degree.
- ☐ Documentation of your internship experience. Both an internship completion survey for students, and an internship evaluation from the supervisor need to be completed.
- ☐ A subjective evaluation of your experience as a graduate student in the MS URPL program. The evaluation should address what students like about the program and/or what students do not like about the program with suggestions for improvement.

*For students following the Professional Project Option*
1. PDF of your Professional Project Report (send to the Graduate Coordinator via email or Box).
2. PDF of your Professional Project Poster (send to the Graduate Coordinator via email or Box–this deadline may differ to facilitate printing in time for the Forum).
3. Permission form for your Professional Project Report.

*For students following the Master's Thesis Option*
1. PDF of your master's thesis (send to the Graduate Coordinator via email or Box).

You are welcome to complete and submit these requirements much earlier than the deadline. It is strongly recommended that you complete documentation of your internship experience shortly after completing the internship. All forms relevant to MS URPL students can be found at dpla.wisc.edu/forms.

If you have any questions about any of the above information, please do not hesitate to contact your advisor or the graduate coordinator.

**5.1.3 Graduate School Requirements**

All graduate students should use the apply for graduation action in Student Center to note your preferences for commencement. However, the "intended degree completion term" in the student center is not used by the Graduate School. Information about the commencement ceremony can be found on the Chancellor's commencement website (https://commencement.wisc.edu/). See also https://commencement.wisc.edu/information-for-graduates/ for important information for graduates.

Official graduation instructions for completing your master's degree can be found on the Graduate School website on the "Completing your master's degree" page (https://grad.wisc.edu/current-students/masters-guide/), including information about receiving a degree warrant.

Your graduate program coordinator can help you track your degree progress. The Graduate School degree coordinators can be of assistance regarding official graduation and degree conferral.

## 5.2 Student Awards and Recognition

The MS URPL Program recognizes especially strong student performance each May by presenting four student awards. All four include a small cash award.

**The American Institute of Certified Planners (AICP) Outstanding Student Award** shall be awarded with emphasis placed on student GPA. The MS URPL Program Committee may also consider, in addition to GPA, the difficulty level of courses taken by students, and/or student participation in research projects or theses and/or student participation in joint or dual degrees or certificate programs. The following process shall be used to make recommendations for winners of the AICP Outstanding Student Award:

☐ The MS URPL Program Committee shall, with the assistance of department staff, compile a list of all graduating students' GPAs and other indicators of academic achievement.

☐ The Committee shall provide a recommendation to the MS URPL faculty and staff including a summary of student academic achievement.

☐ There is no need to solicit nominations. All graduating students' academic records will be evaluated by the MS URPL Program Committee.

☐ Students are eligible who have graduated or will have graduated anytime from September 1 of the previous calendar year until August 31 of the present calendar year.

**The Jessica L. Bullen Community Service Award** is named in memory of Jessica L. Bullen, who was tragically killed in a car-bicycle crash in July 2005, shortly after graduating from the Department and winning the AICP Outstanding Student Award. This award, given in her honor, recognizes community service by a graduating planning student. Community service is defined in the broadest possible terms, including service to the Department, the University, Madison area, or national/international service and in the larger sense of the Wisconsin Idea. The following process shall be used to make recommendations for winners of the Jessica Bullen Community Service award:

☐ The MS URPL Program Committee shall notify the MS URPL program faculty and students of the time period and process available for making nominations for the award. Any MS URPL program faculty, student or staff member may nominate any graduating student for the award. Self-nominations are accepted. Nominations shall consist of a brief letter to the MS URPL Program Committee indicating the nature and extent of the student's service.

☐ After nominations are received, the Committee recommend award recipients to the MS URPL Program faculty, and shall provide to the faculty summaries of nominations received.

☐ Students are eligible who have graduated or will have graduated anytime from September 1 of the previous calendar year until August 31 of the present calendar year.

**The Jack R. Huddleston Award for Best Professional Project** recognizes a student who produced the most outstanding student project of the year, in terms of the written report and the public presentation. The results of the MS Project Scoring Rubric provide the primary basis for selecting the award winner. All students who follow the Professional Project Option are eligible for the award.

Each year the MS URPL Program Committee shall present recommendations of award recipients for the above three awards to the MS URPL program faculty in time for presentation of the award at the May graduation ceremony. Final determination of award winners shall be based on a vote of the MS URPL program faculty.

**MS URPL Professional Project Forum Best Poster Award.** This award recognizes a student who, in the view of a jury of professional planners, developed the best poster presented at the Forum. The committee responsible for the professional project forum will select the jurors. Jurors rate each poster at the forum for content, overall design, visual appeal, flow, use of visual elements, creativity, and relevance to planning. All students who are completing their professional project requirement and presenting a poster at the forum are eligible for the award. The award is based on the highest rating determined by the jurors and is coordinated by the committee responsible for the professional project forum.

# 6.     SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

The Graduate School sets minimum standards that all graduate students in the university must meet. Many departments and programs have additional requirements that exceed these Graduate School minimum requirements. The definition of satisfactory progress varies by program. The *Graduate Guide*, http://guide.wisc.edu/graduate/, includes the Graduate School's minimum degree requirements and each program's minimum criteria for satisfactory progress. Continuation in the Graduate School is at the discretion of a student's program, the Graduate School, and a student's faculty advisor.

The Graduate School requires that students maintain a minimum graduate GPA of 3.00 in all graduate-level work (300 or above, excluding research, audit, credit/no credit, and pass/fail courses) taken as a graduate student unless probationary admission conditions require higher grades. The Graduate School also considers Incomplete (I) grades to be unsatisfactory if they are not removed during the subsequent semester of enrollment; however, the instructor may impose an earlier deadline.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. https://grad.wisc.edu/documents/probation/.

In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor.

Most programs require satisfactory progress to continue guaranteed funding support. https://grad.wisc.edu/documents/satisfactory-progress/

## 6.1 Progress Appraisal and Support
In addition to feedback from the student's individual faculty advisor. Each semester, the MS URPL Program Committee reviews all MS URPL students' grades and notifies students of any deficiencies that must be removed within required timeframes, or any problems related to their graduate status with the University. For students in need of additional support or counseling, University Health Services is staffed by professional psychologists, and through additional campus resources, students are able to access a full range of services including disability support, academic success, and career counseling services.

## 6.2 Criteria for Satisfactory Progress in the MS URPL Program

### 6.2.1 Grades
The Graduate School requires that "students maintain a grade-point average (GPA) of 3.00 (on a 4.00 scale) for graduate-level courses (numbered 300 and above, excluding research) to receive a degree." The Graduate School also requires that, "Students must be in good academic standing with the Graduate School, their program, and their advisor. The Graduate School regularly reviews the record of any student who received grades of BC, C, D, F, or I in graduate-level courses numbered 300 or above, or grades of U in research and thesis. This review could result in academic probation with a hold on future enrollment, and the student may be suspended from graduate studies."

In addition to Graduate School requirements, the PLA Department requires that all core courses, and courses taken in a student's area of concentration (other than research credits) be taken on a graded (i.e. not "satisfactory/unsatisfactory") basis.

In all core courses and all courses taken in a student's area of concentration, a minimum grade of BC is considered satisfactory. Grades of C or below in core and concentration courses may not be counted towards degree requirements but are still counted in the cumulative GPA. If a student receives a grade of C or below in a department required core course, the student must retake the course and achieve a satisfactory grade. In elective courses, a grade of C or above is considered satisfactory. Any course in which a student receives a grade of D or F may not be used to satisfy any department graduation requirements. However, these courses will still be counted in the cumulative GPA.

### 6.2.2 Incompletes
An incomplete will be granted at the discretion of a course instructor and only if a student satisfies all three of the following requirements:
☐ Was unable to complete all the work on time for reasons beyond the student's control (e.g., illness);
☐ Had performed at least satisfactorily on the completed work; and
☐ Can remove the incomplete by doing only a limited amount of work (e.g., taking a final exam).

Unless unusual circumstances exist, an incomplete should not be reported for a student who could have and should have completed the work on time; or who had performed unsatisfactorily and/or had been excessively absent; or who cannot remove the incomplete without doing a large amount of make-up work; or who had not requested an incomplete or explained the need for one.

An incomplete must be removed by the end of the semester following the semester in which the incomplete was reported. If a student does not complete the incomplete work and time runs out, the faculty member must give a grade of F. In cases when a student semester-end record shows three or more incomplete grades, the case will be reviewed by the MS URPL Program Committee regardless of how long the incompletes have been on the student's record.

### 6.2.3 Grading Appeals
If a student wants to appeal a grade given in a course, the following procedures apply:
☐ If the course is not complete, the student should discuss the grading issue with the instructor. If the issue cannot be resolved at this level, the appeal procedure below may be used. If the course is completed and final grades have been filed with the Registrar, normally the grades cannot be changed even by the instructor except in the case of a clerical error. The only exception to this is if a recommendation for a grade change submitted to the Dean of the College of Letters and Science (L&S) results from the following departmental appeal procedure.
☐ Initially, the student with the complaint should write a statement detailing the nature of their complaint about the grade. This should be given to and discussed with the instructor of the course. If, after this initial meeting, the student wishes to pursue the appeal further, the written complaint should be submitted to the Departmental Curriculum Committee. This Committee will request information on grading criteria and

any other relevant information from the instructor of the course. The members of the Curriculum Committee will make the final determination on the appeal.

☐ Once the decision has been made, the Curriculum Committee will write a report on the decision which will be given to the student, the instructor of the course, and the Department Chair. If the Curriculum Committee recommends that no change be made in that grade, this report will notify the student and the instructor of that recommendation. If the Curriculum Committee recommends that the grade be changed, a copy of their report will be placed in the student's file and another copy will be sent to the L&S Dean. The Curriculum Committee will also make a written request to the instructor of the course to change the grade.

### 6.2.4 Work Progress

All requirements for the MS URPL degree must be satisfied within five years of the student's last semester of resident work in order that credits previously earned in residence need not be revoked.

A student's failure to comply with the expectations for satisfactory progress may result in disciplinary action or dismissal.

# 7.    SATISFACTORY PROGRESS – CONDUCT EXPECTATIONS

The Department of Planning and Landscape Architecture is committed to establishing and maintaining a supportive climate of inclusion, diversity, and collegiality among our interactions and through our actions and policies. We envision a department in which all individuals are engaged in a vibrant learning community, where ideas, experiences, and perspectives are supported, nurtured, and developed to their highest levels. Attitudes, behaviors, and standards within our community will demonstrate inclusion and respect for individual needs, abilities, and potential.

The following expectations for conduct are intended to ensure an inclusive and supportive environment consistent with UW–Madison policies and expectations that will help prepare students for successful post-graduation professional and academic pursuits.

Learn about your rights and responsibilities as UW–Madison students at [https://conduct.students.wisc.edu/](https://conduct.students.wisc.edu/).

**7.1 Conduct**
All students in the PLA Department are expected to adhere to the highest standards of individual and community behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while in Graduate School at UW–Madison, in all learning and working settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires.

1. Ethics: Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct ([https://conduct.students.wisc.edu/](https://conduct.students.wisc.edu/)); represent their profession and the program; and strive to incorporate and practice disciplinary ethics in their daily lives. Resumes/CVs must reflect accurate information.

2. Honesty and Integrity: Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities and protect participant confidentiality. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or resubmit their own past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a member of the PLA learning community, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, department, and UW–Madison.

3. Interpersonal and Learning Community Relationships: Students shall interact with peers, faculty, staff and others in a manner that is respectful and considerate. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to teams, keeping the lines of communication open, offering prompt response to

inquiries, and employing respectful use of available equipment/technology/resources. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

4. Commitment to Learning: Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for class and other commitments and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they learn.

This graduate program, the Graduate School, and the Division of Student Life all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. In addition, graduate students are held to the same standards of responsible conduct of research as faculty and staff. Furthermore, inappropriate behavior towards community partners, faculty, staff, peers and the public are significant issues in the evaluation of students. In turn, we hold expectations for the highest level of academic integrity and expect ethical and respectful conduct in all interactions. Students may be disciplined or dismissed from the graduate program for misconduct or disregard for student conduct expectations regardless of their academic standing in the program.

**Learn more about the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct at [https://www.planning.org/ethics/ethicscode/](https://www.planning.org/ethics/ethicscode/)**

**7.2 Academic Misconduct**
Academic misconduct is an act in which a student (UWS 14.03(1)):
1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. intentionally impedes or damages the academic work of others;
5. engages in conduct aimed at making false representation of a student's academic performance; or
6. assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:
1. cutting and pasting text from the Web without quotation marks or proper citation;
2. paraphrasing from the Web without crediting the source;
3. using notes or a programmable calculator in an exam when such use is not allowed;
4. using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
5. stealing examinations or course materials;
6. changing or creating data in a lab experiment;

7. altering a transcript;
8. signing another person's name to an attendance sheet;
9. hiding a book knowing that another student needs it to prepare for an assignment;
10. collaboration that is contrary to the stated rules of the course; or
11. tampering with a lab experiment or computer program of another student.

**Additional information regarding Academic Misconduct**

Graduate School Academic Policies & Procedures > Misconduct, Academic:
https://grad.wisc.edu/documents/misconduct-academic/

Dean of Students Office: Office of Student Conduct and Community Standards > Academic Integrity:
https://conduct.students.wisc.edu/academic-integrity/

Dean of Students Office: Office of Student Conduct and Community Standards > Academic Misconduct Flowchart:
https://conduct.students.wisc.edu/documents/academic-misconduct-flow-chart/

University of Wisconsin System: Chapter UWS 14 > Student Academic Disciplinary Procedures:
http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf

**7.3 Non-Academic Misconduct**

The university may discipline a student in non-academic matters in the following situations:
1. for conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. for stalking or harassment;
3. for conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. for conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
5. for unauthorized possession of university property or property of another member of the university community or guest;
6. for acts which violate the provisions of UWS 18, Conduct on University Lands;
7. for knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. for violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of non-academic misconduct include but are not limited to:
1. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;

3. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. obstructing a university officer or employee engaged in the lawful performance of duties;
9. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
10. knowingly disrupting access to university computing resources or misusing university computing resources.

**Additional information regarding Non-Academic Misconduct**
Graduate School Academic Policies & Procedures > Misconduct, Non-Academic:
https://grad.wisc.edu/documents/misconduct-nonacademic/

Dean of Students Office: Office of Student Conduct and Community Standards > Non-Academic Misconduct:
https://conduct.students.wisc.edu/nonacademic-misconduct/

Dean of Students Office > Student Resources:
https://conduct.students.wisc.edu/student-resources/

University of Wisconsin System: Chapter UWS 17 > Student Non-Academic Disciplinary Procedures:
https://uwc.edu/sites/uwc.edu/files/imce-uploads/students/handbook-policies/_files/uws_17.pdf

University of Wisconsin System: Chapter UWS 18 > Conduct on University Lands:
http://docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf

## 7.4 Research Misconduct

Much of graduate education is carried out not in classrooms, but in laboratories and other research venues, often supported by federal or other external funding sources. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. Graduate students are held to the same standards of responsible conduct of research as faculty and staff. The Graduate School is responsible for investigating allegations of research misconduct. This is often done in consultation with the Division of Student Life as well as with federal and state agencies to monitor, investigate, determine sanctions, and train about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 333 Bascom Hall, 608-262-1044.

Please see [section 9](#) on Grievance Procedures and Misconduct Reporting for further information on reporting research misconduct of others. Here are links for additional information regarding Research Misconduct and Responsible Conduct:

Graduate School Policies & Procedures > Responsible Conduct of Research:
https://grad.wisc.edu/documents/responsible-conduct-of-research/

Office of the Vice Chancellor for Research and Graduate Education's – Office of Research Policy > Introduction & Guide to Resources on Research Ethics:
https://research.wisc.edu/respolcomp/resethics/

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures > Reporting Misconduct:
http://kb.wisc.edu/gsadminkb/page.php?id=34486

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures > Responsible Conduct of Research Resources:
https://kb.wisc.edu/gsadminkb/search.php?cat=2907

# 8.    DISCIPLINARY ACTION AND DISMISSAL

Students may be disciplined or dismissed from the graduate program for any type of misconduct (academic, non-academic, professional, or research) or failure to meet program expectations regardless of their academic standing in the program.

**8.1 Program and Department Level**
Failure to meet the program's academic or conduct expectations can result in disciplinary action including immediate dismissal from the program. If a student is not making satisfactory progress in regard to academic or conduct expectations, the advisor will consult with the MS URPL Program Committee and Department Chair to determine if disciplinary action, probation, or dismissal is recommended. Students placed on probation will be placed on probation for one semester and will be reviewed by the Steering Committee following the probationary semester. Students placed on probation may be dismissed or allowed to continue based upon review of progress during the probationary semester.

In the case of a required course in which the student earns a grade below a BC, the course must be repeated. Required courses may only be repeated once. Failure to receive a BC or higher in the repeated course may result in dismissal from the program. Students must do all the work in the repeated course, including laboratory; attend regularly; participate in class discussions; take examinations; and write papers. Students will earn a final grade in the course. Both grades will be used in calculating the student's graduate grade-point average; however, the course will count only once toward meeting degree credit requirements for the program. See the Graduate School Academic Policies & Procedures: https://grad.wisc.edu/documents/repeating-courses/

Depending on the situation, the program may include or consider one or more of the following as possible disciplinary action options.

- Written reprimand.
- Denial of specified privilege(s).
- Imposition of reasonable terms and conditions on continued student status.
- Removal of funding.
- Probation.
- Restitution.
- Removal of the student from the course(s) in progress.
- Failure to promote.
- Withdrawal of an offer of admission.
- Placement on Leave of Absence for a determined amount of time.
- Suspension from the program for up to one year with the stipulation that remedial activities may be prescribed as a condition of later readmission. Students who meet the readmission condition must apply for readmission; the student will be admitted only if space is available.
- Suspension from the program. The suspensions may range from one semester to four years.
- Dismissal from the program.
- Denial of a degree.

**8.2 University Level**

Per Graduate School policies, semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full-time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for one additional semester based on advisor appeal to the Graduate School. A cumulative GPA of 3.0 is required to graduate. See the Graduate School Academic Policies & Procedures > Probation https://grad.wisc.edu/documents/probation/ and Grade Point Average (GPA) Requirement https://grad.wisc.edu/documents/gpa-requirement/.

Depending on the type and nature of any misconduct, the UW–Madison Division of Student Life may also have grounds to do one or more of the following:
- Reprimand
- Probation
- Suspension
- Expulsion
- Restitution
- A zero or failing grade on an assignment on an assignment/exam
- A lower grade or failure in the course
- Removal from course
- Enrollment restrictions in a course/program
- Conditions/terms of continuing as a student

**8.3 Additional Information**

Links for additional information regarding Academic Misconduct:
https://grad.wisc.edu/documents/misconduct-academic/
https://conduct.students.wisc.edu/academic-integrity/
https://conduct.students.wisc.edu/documents/academic-misconduct-flow-chart/
http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf

Links for additional information regarding Non-Academic Misconduct:
https://grad.wisc.edu/documents/misconduct-nonacademic/
https://conduct.students.wisc.edu/nonacademic-misconduct/
https://conduct.students.wisc.edu/student-resources/
https://uwc.edu/sites/uwc.edu/files/imce-uploads/students/handbook-policies/_files/uws_17.pdf
http://docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf

Links for additional information regarding Research Misconduct and Responsible Conduct:
https://grad.wisc.edu/documents/responsible-conduct-of-research/
http://kb.wisc.edu/gsadminkb/page.php?id=34486
https://kb.wisc.edu/gsadminkb/search.php?cat=2907

# 9.    GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME

## 9.1 Grievance Procedures

### 9.1.1 Student Rights and Responsibilities

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first. For more information see the Graduate School Academic Policies & Procedures > Grievances & Appeals: https://grad.wisc.edu/documents/grievances-and-appeals/

Procedures for proper accounting of student grievances against faculty, staff, or other students in the Department of Planning and Landscape Architecture:

1.  The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level if they feel safe and comfortable doing so. Students are welcome to seek advice from their faculty advisor, the graduate coordinator, the undergraduate coordinator, or others with whom they have a trusting relationship.
2.  Should a satisfactory resolution not be achieved, the student should contact the department chair to discuss the grievance. At this point in the process, this informal discussion would be considered confidential, unless the issue involves certain conduct that university employees are required to report to University Officials (as specified below in sections 9.2.3, 9.2.4 and 9.2.5). The department chair will facilitate problem resolution through informal channels, and facilitate any complaints or issues of students. The first attempt is to help students informally address the grievance prior to any formal complaint. University resources for sexual harassment, discrimination, disability accommodations, and other related concerns can be found on the UW Office of Equity and Diversity website: https://oed.wisc.edu/
3.  Other campus resources are listed here. A resource providing "confidential" consultation can help people who want support or information, but do not wish to report. Confidential means they will not share information that identifies the person seeking support without that person's permission.
    - Dean of Students – doso.students.wisc.edu
    - The Graduate School – grad.wisc.edu
    - McBurney Disability Resource Center – mcburney.wisc.edu
    - Employee Assistance Office – eao.wisc.edu [This resource provides confidential consultation]
    - Ombuds Office – ombuds.wisc.edu [This resource provides confidential consultation]
    - University Health Services – uhs.wisc.edu [This resource provides confidential consultation]
    - UW Office of Equity and Diversity – oed.wisc.edu

4. If the issue is not resolved to the student's satisfaction the student can submit a formal departmental grievance in writing within 60 calendar days of the alleged unfair treatment. The formal grievance should provide as much detail as possible about the incident(s) or situation(s) of concern.

5. On receipt of a written grievance complaint, the department chair and department administrator will be informed, and a three-member faculty committee will be convened to manage the department-level grievance. The committee will preserve confidentiality if possible and desired, and will obtain a written response from the person toward whom the complaint is directed.  This response will be shared with the person filing the grievance.

6. The committee will determine a decision regarding the grievance. The department chair will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received. Details shared with the aggrieved student may be limited by university policies regarding personnel matters or student records.

7. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to that committee through the department chair.

8. Documentation of the grievance will be stored for at least seven years. Significant grievances that set a precedent will be stored indefinitely.

The Graduate School has procedures for students wishing to further appeal a grievance decision made at the department level. These policies are described in the Graduate School's Academic Policies and Procedures: https://grad.wisc.edu/documents/grievances-and-appeals/.

**Please note that the department chair, the department administrator, and the graduate and undergraduate coordinators are Title IX responsible employees who are required to report information they receive about sexual harassment and sexual violence; see section 9.2.5 below for more information on what this means.**

### 9.1.2 Hostile and Intimidating Behavior
Hostile and intimidating behavior, sometimes known by the shorthand term "bullying," is defined in university policy as "unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the University's academic or operational interests." Hostile and intimidating behavior can occur both within and across employment sectors – faculty on faculty, faculty on staff, etc. – and power differentials, and in any university setting (the office, the lab, in the halls, at meetings; it can happen in groups or one-on-one). Regardless of when and how it happens, it must be addressed and corrected. Hostile and intimidating behavior is prohibited by university policy.

UW–Madison policy includes the following expanded definition: Hostile and intimidating behavior is defined as unwelcome behavior pervasive or severe to the extent that it makes the conditions for work inhospitable and impairs another person's ability to carry out their responsibilities to the university, and that does not further the University's academic or operational interests. A person or a group can perpetrate this behavior. The person need not be more senior than a supervisor to the target. Unacceptable behavior may include, but is not limited to:

1. Abusive expression (including spoken, written, recorded, visual, digital, or nonverbal, etc.) directed at another person in the workplace, such as derogatory remarks or epithets that are outside the range of

commonly accepted expressions of disagreement, disapproval, or critique in an academic culture and professional setting that respects free expression;

2. Unwarranted physical contact or intimidating gestures; Conspicuous exclusion or isolation having the effect of harming another person's reputation in the workplace and hindering another person's work;
3. Sabotage of another person's work or impeding another person's capacity for academic expression, be it oral, written, or other;
4. Abuse of authority, such as using threats or retaliation in the exercise of authority, supervision, or guidance, or impeding another person from exercising shared governance rights, etc.

Repeated acts or a pattern of hostile and/or intimidating behaviors are of particular concern. A single act typically will not be sufficient to warrant discipline or dismissal, but an especially severe or egregious act may warrant either.

For more information: https://hr.wisc.edu/hib/

### 9.1.3 Sexual Harassment

Sexual harassment is a community concern. When sexual harassment occurs, it degrades the quality of work and education at the University of Wisconsin–Madison. It erodes the dignity and productivity of the individuals involved and diminishes the quality, effectiveness, and stature of the institution. It can occur in any university setting (an office, a classroom, a university program). Each of us has a collective responsibility not to harass others and to act responsibly when confronted by the issue of sexual harassment, thereby promoting an environment that better supports excellence in teaching, research, and service. (Taken from: https://compliance.wisc.edu/titleix/sexual-harassment/)

What is Sexual Harassment?
Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature (including leering and unwanted personal discussion of sexual activities) constitute sexual harassment when submission to such conduct is a condition of employment, academic progress, or participation in a university program; or submission to or rejection of such conduct influences employment, academic or university program decisions; or the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

Key Points About Sexual Harassment:
- Differences in power or status can be a significant component in sexual harassment. A person who seems to acquiesce to sexual conduct may still experience tangible action harassment or hostile environment harassment if the conduct is unwelcome.
- Harassment can occur between men and women or between members of the same gender.
- Sexual harassment may or may not involve a tangible injury (e.g., economic loss, lowered grades). A sexually harassing environment, in and of itself, may constitute a harm.

- Individuals in positions of authority are responsible for ensuring that employees, students or others do not harass. In an academic or program setting, offenders can be faculty, instructors, lecturers, teaching assistants, coaches, tutors, or fellow students or program participants.
- The person filing a sexual harassment charge does not have to be the person harassed but could be anyone significantly harmed by the harassing conduct.
- Some behavior that is not in violation of university policy may, nonetheless, be unprofessional under the circumstances. Consequences of such unprofessional behavior may include poor performance evaluations or possible discipline.

What to do if you feel you've been sexually harassed:
- Seek advice. Consult the department chair, program chair, another divisional resource person, the Office of Equity and Diversity (http://www.oed.wisc.edu/), or another campus resource to discuss options for resolution. It is important to note that the department chair and the department administrator are Title IX responsible employees who must report information they receive about sexual harassment or sexual violence to the Office of Compliance; however, this report does **not** trigger a formal complaint or other actions that the complainant doesn't want, unless there is a serious risk to campus safety. For more information, please see the note at the end of section 9.1.1, as well as section 9.2.5.
- You may choose to seek informal resolution through the Grievance procedures detailed in section 9.1.1 or file a sexual harassment complaint with the UW–Madison Title IX Coordinator. You may find more information on filing a complaint at https://compliance.wisc.edu/titleix/campus-procedures/reporting/. Complaints filed through the UW–Madison Title IX coordinator may lead to an investigation and disciplinary action against the accused. In order to ensure due process and provide for a defense, prior to any formal disciplinary action against someone accused of sexual harassment, the University must inform that person of the details regarding the formal complaint including the identity of the person initiating the complaint. Again, as noted in the previous bullet point, several people involved in the Grievance procedures described in section 9.1.1 are Title IX responsible employees. For more information, please see the note at the end of section 9.1.1, as well as section 9.2.5.
- For additional information, please visit: https://compliance.wisc.edu/eo-complaint/
- As listed previously, the following additional resources offer confidential consultation and can help people who want support or information, but do not wish to report. Confidential means they will not share information that identifies the person seeking support without that person's permission.
    - Employee Assistance Office – eao.wisc.edu [This resource provides confidential consultation]
    - Ombuds Office – ombuds.wisc.edu [This resource provides confidential consultation]
    - University Health Services – uhs.wisc.edu [This resource provides confidential consultation]

For more information on discrimination against students and other resources:
Discrimination Complaints Policies & Procedures: https://compliance.wisc.edu/eo-complaint/

Additional information taken directly from the UW–Madison Office of Equity and Diversity website:

What to Do About Sexual Harassment...

We encourage early contact: consultation is not escalation. Timely discussion of people's concerns may allow resolution before alternatives become limited. The university will protect confidentiality to the extent possible under the law.

...if you feel you've been sexually harassed:
- Seek advice. Consult your supervisor, manager, HR representative, department chair, director, dean, or any campus resource to discuss options for resolution.
- You may choose to seek informal resolution or file a sexual harassment complaint.
- You may find it helpful to seek support from a trusted colleague. Be aware of your interest in keeping the matter as confidential as possible.
- Keep notes of what happened, when, where, and who was present. Retain copies of any correspondence.
- Consider informing the individual(s) involved that the conduct is unwelcome and that you expect it to stop.

## 9.2 Reporting Misconduct and Crime

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your faculty advisor, graduate coordinator, or other campus resources (such as the [UW Office of Equity and](#) [Diversity](#), [Graduate School](#), [Mc Burney Disability Resource Center](#), [Employee Assistance Office](#), [Ombuds Office](#), and [University Health Services](#)).

### 9.2.1 Research Misconduct

The University of Wisconsin–Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Graduate students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at [https://research.wisc.edu/respolcomp/resethics/](https://research.wisc.edu/respolcomp/resethics/)

### 9.2.2 Academic Misconduct

If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

### 9.2.3 Sexual Assault

All UW–Madison employees, including student employees and graduate assistants, are required by law to report first-hand knowledge of sexual assault on campus or disclosures of sexual assault of a student to university officials, specifically the Dean of Students Office. This effort is not the same as filing a criminal report. Disclosing

the victim's name is not required as part of this report. Please find full details under Sexual Assault at https://compliance.wisc.edu/titleix/employee-reporting-requirements/, and at https://www.uhs.wisc.edu/prevention/violence-prevention/sexual-assault/ and https://www.uhs.wisc.edu/prevention/violence-prevention/resources/

### 9.2.4 Child Abuse

UW–Madison employees (under Wisconsin Executive Order #54), are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers working for UW–Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at https://oed.wisc.edu/child-abuse-and-neglect-reporting/.

### 9.2.5 Sexual Harassment and Sexual Violence

Certain UW–Madison employees are classified as Title IX responsible employees and therefore have a duty to report to the Title IX Coordinator any information they receive that suggests a violation of campus policy around sexual harassment and sexual violence is occurring or has occurred. They are explicitly not permitted to keep information of this nature that is reported to them confidential. These reports are primarily used to connect complainants/survivors with resources, and do not trigger investigations or other actions the complainant or survivor does not want unless there is a risk to campus safety. Title IX responsible employees include, among others, deans, directors, department chairs, department administrators, human resources representatives, and student services staff such as graduate and undergraduate coordinators. Please find full details at https://compliance.wisc.edu/titleix/employee-reporting-requirements/.

### 9.2.6 Incidents of Bias/Hate

The University of Wisconsin–Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW–Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at http://www.students.wisc.edu/rights/what-if-i-witness-or-experience-a-bias-related-incident/

### 9.3 Reporting Consensual Relationships

A consensual relationship describes when people agree to a romantic, physically intimate, or sexual relationship now or in the past. This includes marriage. UW–Madison consensual relationships policy applies to employee/student relationships and employee/employee relationships.

A consensual relationship between an instructor and a student currently under their instruction or whom the instructor reasonably believes in the future may be under their instruction is prohibited.

If a consensual relationship develops between people who also have another type of reporting or evaluative relationship, the person who is in a position of power must immediately report their consensual relationship to a supervisory authority.

The university presumes that the ability to make objective decisions is compromised if there is a romantic and/or sexual relationship between two individuals who have a reporting or evaluative relationship. There is almost always a power differential between such individuals that not only obscures objectivity but also influences perceptions of consensuality. The individual with the power or status advantage is required by university policy to report the relationship to their supervisor and will be accountable for failing to make this report. The supervisor who learns of the consensual relationship has the responsibility to make appropriate arrangements to eliminate or mitigate a conflict whose consequences might prove detrimental to the university or to either party in the relationship, particularly the person in the subordinate role. Supervisors can consult with any campus resource (https://oed.wisc.edu/resources/) for assistance in meeting this responsibility.

# 10. POLICIES + PROCEDURES FOR INFO TECH (IT), INSTRUCTIONAL LABS

Students using the computing resources in the labs must follow the Acceptable Use of Information Technology Resources as identified by the University of Wisconsin System https://www.wisconsin.edu/regents/policies/acceptable-use-of-information-technology-resources/.

Consistent with UW–Madison policies, users of PLA computers will follow good practice for computer and cyber security. See UW–Madison policies and computer security resources at https://it.wisc.edu/about/office-of-the-cio/cybersecurity/.

**Computer Labs**

The Department has three computer labs: 109 Music Hall, 25 Agriculture Hall, and 103 Agricultural Bulletin. These computers are available for use by any student when the lab is not being used for a class or otherwise reserved. Only PLA faculty, staff, visiting scholars, students and those taking classes in PLA are allowed to log in to PLA computer lab machines. The labs are not open for general use when a class is in session.

Students will not have administrative privileges on the lab computers. This means that students will not be able to install new software or applications on the lab computers.

The PLA IT manager Math Heinzel support@dpla.wisc.edu will regularly work with faculty and staff to make sure the lab hardware and software are functioning properly, and will make upgrades as necessary.

If there is need for additional software and/or hardware in the lab, the faculty member or students in need of the software need to coordinate with PLA Facilities and IT Committee.

Except for files assigned for use and provided by the instructor with specific classes (e.g., an assigned data set), individual files should not be stored on lab computers. Students should use portable USB drives and/or cloud- based backup systems to store their files.

All files and software on the student computers in the computing lab will be subject to regular clean-ups. The PLA IT manager and Facilities and IT Committee will provide faculty and students with sufficient advance notice of when clean-ups will occur.

Reserving the computer labs for class time must be coordinated with PLA staff who will put signs inside and outside of the computer lab.

The computer lab will maintain current software licensing.

## Music Hall, Computer Lab (Room 109)

The computer lab will be open to PLA faculty, staff, visiting scholars, students and students taking classes offered in URPL between 8 am to 4:30 pm Monday through Friday unless the lab has been reserved for a departmentally approved use (e.g., a workshop or scheduled course). Access to the lab during reserved times requires advance permission from the instructor/person reserving the lab. If students need to work after hours, they can obtain a key for the lab from the front office for a refundable deposit of $25 in cash. Any student leaving the lab after 4:30 pm is responsible for turning off the lights, fans, and air conditioning, closing the window, and closing and locking the door.

## Agricultural Hall, Computer Lab (Room 25)

Agricultural Hall is generally open between 6:30 am – 6:00 pm Monday through Friday. Students needing building access and Studio access afterhours can contact support@dpla.wisc.edu to submit a request to be granted access through their WISCard identification card. Those taking classes that meet in Ag Hall will be added to the door locks at the beginning of the semester.

## Agricultural Bulletin, Computer Lab (Room 103)

Ag Bulletin Studio is locked except when a class is in session. Contact support@dpla.wisc.edu for a door code, or to submit a request to be granted access through your WISCard. Students taking classes in Ag Bulletin will be added to the door lock at the start of the semester.

## PLA Website

The PLA website dpla.wisc.edu is maintained and updated by PLA staff. Individual student profile pages are hosted on the site. Students should communicate with the Graduate Coordinator to add and maintain their profile content. Any tracking of PLA web pages (e.g., web page visits, document downloads) will be conducted consistent with UW–Madison policies.

## Printing Procedure

Guidelines for printing in the Department of Planning and Landscape Architecture:

Print jobs must be released and paid for on a release station in each lab. **In the Music Hall lab**, the release station is on workstation #10 (the PC facing the aisle) and in the **Ag Hall and Ag Bulletin lab**, it is on the computer closest to the laser printers.

Costs are as follows:
$0.03 per page Letter size Black & White
$0.20 per page Letter size Color laser
(double that for Tabloid or duplex)
$1.00/square foot for Plots

Printing will be paid by using your WisCard, just like at the Libraries and InfoLabs on campus, using the same system, GoPrint.

There are instructions posted near the release stations. To release a print job, go to the release station (#10) and find the button with your name on it to show your print job(s). Select the print job you want to print, or cancel it, and then click the Next button, and Release and Pay.

Please direct any questions or comments to support@dpla.wisc.edu.

# 11.  FUNDING AND FINANCIAL INFORMATION

## 11.1 Overview: Funding Landscape

Unless offered as a condition of program admittance, funding is not guaranteed for students in the MS URPL Program. Planning students may apply for financial aid from the University of Wisconsin–Madison's Office of Student Financial Aid (primarily work study and loans). Students should consult the websites for PLA, the Graduate School, the Office of Student Financial Aid, and national organizations such as the American Planning Association for current information about applying for financial aid. Check with the PLA graduate admissions coordinator for deadlines for Graduate School and Department administered scholarships and fellowships.

If you are looking for funding to support your graduate studies, the Graduate School provides a list of steps to follow, at https://grad.wisc.edu/funding/. Many student hourly employment opportunities are also available on campus, including within the Department, with students typically working between 10 to 20 hours per week. International students should confirm their eligibility with for funding opportunities with UW–Madison International Student Services (ISS); more information at https://iss.wisc.edu/.

## 11.2 Program Scholarships

The MS URPL Program also offers several small scholarships:

**Wisconsin Chapter of the American Planning Association Scholarship** This is a two-year scholarship offered by the Department through a generous endowment established by the Wisconsin Chapter of the American Planning Association (APA–WI). The award is based on criteria established by the APA-WI. The scholarship is only available to graduates of a Wisconsin high school.

**Richard B. Andrews Scholarship** This scholarship was established in memory of Emeritus Professor Richard Andrews. Professor Andrews was a nationally known urban and regional planner who retired in 1981. He held appointments in the Department of Urban & Regional Planning and the Department of Real Estate and Urban Land Economics in the UW School of Business. The scholarship award goes to an outstanding student in need of financial support.

**Born Environmental Scholarship** This fund, established in honor of Emeritus Professor Stephen Born, is used to support graduate students in Urban and Regional Planning and Environmental Studies doing work related to water and environmental planning and policy scholarly activity, and participating in civic engagement with conservation organizations in Wisconsin, the United States and internationally.

**Jerome Kaufman Scholarship** This fund was established by the Department in honor of Emeritus Professor Jerry Kaufman upon his retirement. The fund is intended to support scholarships for graduate student study in urban and regional planning in issues related to older American cities, food systems, and social justice and equity.

**Loula D. Lasker Scholarship** This scholarship is intended to support an outstanding student in need of financial support.

The MS URPL Program Committee shall determine eligibility for Departmental scholarships and fellowships.

### 11.3 Campus Fellowships

There are many different kinds of fellowships on campus. Some are awarded by the program, some are awarded by the school/college, and still others are awarded by the Graduate School. In addition, a number of students have applied for and won fellowships from federal agencies, professional organizations, and private foundations. The terms and conditions of fellowships across campus vary widely. If you have a fellowship, make sure you understand the obligations and benefits of that fellowship, including stipend, health insurance eligibility, eligibility for tuition remission, pay schedule, etc.

The Graduate School administers a number of different fellowships on campus. If you have questions about these fellowships, please contact the Office of Fellowships and Funding Resources https://grad.wisc.edu/funding/.

The Graduate School administers some funding for graduate students in the form of Fellowships. These include:

### University Fellowships

Students intending to pursue a Ph.D. with an undergraduate grade point of at least 3.7 and high GRE scores may be nominated by the Department for a campus-wide competition for University fellowships.

### Advanced Opportunity Fellowships

Candidates for these fellowships must be U.S. citizens or U.S. permanent residents and members of one of the following targeted minority groups:

- African American/Black American Indian/Alaskan Native
- Mexican, Mexican American, Chicano/as, Puerto Rican, Cuban
  Cambodian, Vietnamese, Laotian, and Hmong
- Indigenous Peoples of Hawaii, Alaska or the U.S. Territories (Puerto Rico, American Samoa, Guam, Marianas Islands, U.S. Virgin Islands)

OR

Students who participated in a McNair Program; are PEOPLE Program Graduates; OR are Wisconsin residents who are first generation to complete a Bachelor's degree in their family and who participated in one of the following TRIO Programs: Upward Bound, Talent Search, Educational Opportunities Centers, Student Support Services, or McNair.

Unless otherwise indicated, students applying for fellowships administered by the Graduate School should indicate this on the admission application form.

**11.4 External Fellowships and Scholarships**

We encourage all students to seek out and apply for funding from sources external to the university (e.g., federal agencies, professional organizations, private foundations).

The American Planning Association and many of the divisions within the APA offer scholarships and fellowships targeted at planning students. The APA also has information about scholarships and fellowships offered by other planning-related organizations.

Many federal and non-federal agencies administer fellowship programs which cover the cost of tuition and fees and a stipend for graduate studies. Additional information on these fellowships and others can be obtained from the Graduate School or from the applicant's undergraduate institution.

The Graduate School supports selected federal/private fellowships through the provision of tuition support and health insurance, list at https://kb.wisc.edu/grad/page.php?id=73571.

Students should be aware that fellowships and awards from external sources will each have unique terms and conditions that you should take time to understand. Questions on external fellowships can be directed to the Office of Fellowships and Funding Resources.

The following are some sources of information on external funding:
1. Major external fellowships, prepared by the Office of Fellowships and Funding Resources: https://grad.wisc.edu/funding/fellowships/
2. The Grants Information Collection (GIC) on the second Floor of Memorial Library: http://grants.library.wisc.edu/
   The GIC is a great collection of print and on-line resources to help students find external fellowships and scholarships. You can learn how to set up a personalized profile on several on-line funding databases, and get regular notices of relevant funding opportunities. PLEASE REMEMBER: the timetable for identifying, applying for and receiving such external funding is generally quite long; plan on 9-12 months between the time you start your search and the time you may receive funding.

Once you find a fellowship, scholarship, or award to which you want to apply, consider contacting the Writing Center (http://www.writing.wisc.edu/Individual/index.html). The Writing Center staff can provide valuable advice on crafting your application.

Students can hold a concurrent appointment as a TA, RA, PA, or student hourly with their fellowship within the limits set out in the current university policy. Whenever assistantships (RA, TA, or PA) are combined with fellowships or traineeships, total compensation cannot exceed the department's full-time RA rate that was reported to the Graduate School for the current year. (fellowship/traineeship + assistantship = total compensation). The list of approved program rates can be found on the Graduate Assistantships webpage (https://grad.wisc.edu/funding/graduate-assistantships/), under Assistantship Salaries by Program. More information about concurrent appointment policy for fellows/trainees can be found in the University of Wisconsin–Madison Policy for Supplementation and Concurrent Appointments for Graduate Students Holding Predoctoral Fellowships or Traineeships.

**11.5 Work Study, Loans, and Grants**

Planning students may apply for financial aid from the University of Wisconsin–Madison's Office of Student Financial Aid (primarily work study and loans).

The Office of Student Financial Aid (OSFA) (https://financialaid.wisc.edu) also assists graduate students whose personal and family resources are not adequate to cover the expenses involved in attending the University of Wisconsin–Madison. The office also provides counseling to help students manage their money effectively, information on other potential sources of financial assistance (such as employment), debt management counseling, and small short-term loans for emergency situations.

**11.6 Employment**

**11.6.1 Graduate Assistantships (Project, Research, Teaching)**

Faculty with research projects hire students to assist them for an academic year or on a semester or Summer basis. Assistants receive a salary based on the time they devote to the project. Students whose work on a faculty research project meets the requirements for a Master's or Doctoral thesis will be appointed as a research assistant. The qualifications for the selection of both research and project assistants are determined by the faculty in charge of the research. Students are not restricted to projects within the Planning Department and are encouraged to apply for assistantships offered by other academic departments and the UW-Extension.

If you have a graduate assistantship with DPLA or with another campus unit, the terms of employment will be specified in your appointment letter. General information is included below.

- Stipend rates for graduate assistantships are set by the University. Current rates for TAs, PAs, and RAs can be found on the website of the Office of Fellowships and Funding Resources: https://grad.wisc.edu/funding/graduate-assistantships/
- Graduate assistants are paid on a monthly basis and stipends are usually deposited directly into students' bank accounts. You can authorize direct deposit by filling out the Authorization for Direct Deposit of Payroll form (https://uwservice.wisc.edu/docs/forms/pay-direct-deposit.pdf) and returning it to the Graduate Coordinator.
- TAs, PAs, RAs, and Lecturers (Students Assistants) with appointments of 33.3% or higher (approximately 13 hrs/week) receive remission of their full tuition (in- and out-of-state, as applicable). Students with these appointments are still responsible for paying segregated fees.
- TAs, PAs, RAs, and Lecturers (Student Assistants) with appointments of 33.3% or higher (approximately 13 hrs/week) for at least the length of a semester are eligible to enroll in a health insurance program. Information about health insurance options can be found at http://www.ohr.wisc.edu/benefits/new-emp/grad.aspx
- Current monthly premiums can be found at http://uwservice.wisc.edu/premiums/index.php#sgh.
- Questions about health insurance can be directed to the departmental financial specialist.
- The Graduate School sets the maximum levels of graduate assistantship appointments. International students should be especially aware of maximum levels of employment. For more information on these policies, please visit https://grad.wisc.edu/documents/maximum-levels-of-appointments/.

Students with graduate assistantships must be enrolled appropriately. Detailed information about enrollment requirements can be found in the Graduate School's academic policies at
https://grad.wisc.edu/documents/enrollment-requirements/

**11.6.2 Outside Employment**
Many student hourly employment opportunities are also available on campus, including within the Department, with students typically working between 10 to 20 hours per week. Madison's setting as a major governmental and educational center provides many opportunities for students interested in planning or related part-time employment. Many students find planning-related jobs with these organizations during the academic year and in the summer. Students can often use this work experience to fulfill their internship requirement. Since planning is an applied field, the experience students receive working with these agencies is a valuable part of their planning education. Positions are often advertised through DPLA.

In the past, students have found employment with:
- Wisconsin State Government (e.g., Department of Transportation; Department of Natural Resources; Department of Administration; Department of Agriculture, Trade and Consumer Protection; Department of Commerce) University Departments (e.g., URPL, Nelson Institute for Environmental Studies, Extension, Campus Planning) Various local planning departments (e.g., Madison, Monona, Middleton, Dane County)
- Various non-profit organizations
- Private business (e.g., developers, utilities) Local and national consultants

Some of these planning agencies hire students on a work study basis so it is important to apply for that type of funding if you are interested.

Beyond the planning-related employment suggested above, students will find the normal part-time employment opportunities available in a typical midsized metropolitan center. A detailed list of employment opportunities currently available at various departments around UW-Madison campus is available from the Student Job Center https://studentjobs.wisc.edu/.

**11.7   International Students**
International students should confirm their eligibility for funding opportunities with UW–Madison's International Student Services (ISS) https://iss.wisc.edu. International students will also want to review the information compiled by ISS regarding scholarships, fellowships and grants, and they are encouraged to meet with an ISS advisor regularly.

# 12.    PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

UW–Madison offers a wealth of resources intended to enrich your graduate studies and enhance your professional skills. Professional development and career planning should be on students' minds from the start of their studies. It is expected that you will take full advantage of the resources that best fit your needs and support your career goals. Since our alumni thrive not only in academia but also in industry, corporate, government, and non-profit arenas, we strive to be in-tune, holistic, and innovative our approach to meeting the diverse professional development needs of our students. By actively participating in these professional development opportunities, you will build the skills needed to succeed academically at UW–Madison and to thrive professionally in your chosen career.

PLA helps students prepare to enter the job market in several ways. Strategies include: 1) routinely soliciting announcements of available jobs and internships with URPL program alumni, professional planners, and community partners; 2) disseminating these job announcements to current students and recent graduates through a listserv and job board; and 3) alumni mentoring and networking. Students are also encouraged to work with the College of Letters & Science Career Services office for help with resume writing, interviewing skills, and other services. The URPL program draws upon our alumni, partnerships with local planners, and input from faculty and staff across campus for career guidance. Our alumni-base serves as an important conduit for career development of our current student body. Program alumni occupy a diverse array of careers and stages in their careers. Many have pursued careers in the public sector within local, state, or federal governments. Others are in non-profit careers, focusing on various planning issues, including affordable housing, open space preservation, alternative transportation, and urban growth management. Program alumni also work in the private sector, typically within multidisciplinary planning, design, and engineering firms. Over time, many program graduates have risen to leadership positions in agencies, organizations, and firms within the public, non-profit, and private sectors. This rich diversity of alumni career examples provides excellent networking opportunities for our current students. Beyond informal networking and internship exposure, an important aspect of student career advising is the Alumni Relations Council (ARC). ARC works on initiatives aimed toward bolstering career placement among our current student body. Find more information on the Career + Alumni section of the DPLA website at https://dpla.wisc.edu/career.

## 12.1 College of Letters & Science Resources for Career Planning
Students are encouraged to stay connected with the College of Letters & Science Career Services office, SuccessWorks, throughout their graduate studies in the MS URPL Program. Learn about SuccessWorks here: https://successworks.wisc.edu/.

## 12.2 Meetings and Conferences
An important part of the professional development of graduate student is the participation in professional meetings and conferences. Consult your advisor about the appropriate venues for you to attend. Some advisors may have access to funds to help support travel costs. Students should also explore volunteer opportunities at conferences to offset registration costs. Students who have reached dissertator status are eligible to apply for Vilas Conference Presentation Funds from the Graduate School https://grad.wisc.edu/funding/grants-competition/.

**Funding for Conference/Research Travel**

PLA offers all students $200 per student per year for travel/registration in attending any number of professional development opportunities. Students apply for funding in advance of the professional development or conference opportunity by submitting an email request to the Department Administrator that explains the activity and specifies the amount of the request. The Department Administrator will work with the student and department administrative team to determine the appropriate procedure for payment.

**12.3 Campus-wide Resources for Professional Development**

In addition to opportunities at the local level, the Graduate School provides direct programming in the area of professional development, and also serves as a clearing house for professional development resources across campus. The best way to stay informed is to watch for their weekly newsletter **GradConnections Weekly**, and to visit the webpage https://grad.wisc.edu/professional-development/ for an up-to-date list of events. For example, typical topics covered throughout the year are:

- Individual Development Plans (IDPs)
- Planning for academic success
- Thesis writing support
- Communication skills
- Grant writing
- Teaching
- Mentoring
- Research ethics
- Community engagement
- Entrepreneurship
- Career exploration: academic, non-profit, industry, government, etc.
- Job search support

Be sure to keep a pulse on programs offered by the following campus services as well.

- Writing Center https://writing.wisc.edu/
- Grants Information Collection http://grants.library.wisc.edu/
- Student Technology Training (STS) https://at.doit.wisc.edu/training/software-training-for-students/
- Delta Program http://www.delta.wisc.edu
- UW Teaching Academy https://teachingacademy.wisc.edu/
- UW Center for the Humanities http://humanities.wisc.edu
- Morgridge Entrepreneurial Bootcamp https://wsb.wisc.edu/programs-degrees/programs-nonbusiness-majors/morgridge-entrepreneurial-bootcamp

**Individual Development Plans**

The Graduate School webpage https://grad.wisc.edu/professional-development/ offers a collection of IDP resources to support graduate students, postdoctoral researchers, mentors, PIs, grants

administrators, and graduate program coordinators. An Individual Development Plan (IDP) created by the student and faculty advisor can be a great mechanism to start and maintain a conversation about ongoing professional development and career planning.

The university recommends the use of IDPs for all postdoctoral researchers and graduate students, and requires their use for all postdoctoral researchers and graduate students supported by National Institutes of Health (NIH) funding.

As you begin your Graduate School career, an Individual Development Plan (IDP) is an essential tool to help you:

    1) Assess your current skills and strengths
    2) Make a plan for developing skills that will help you meet your academic and professional goals
    3) Communicate with your advisors and mentors about your evolving goals and related skills.

The IDP you create is a document you will want to revisit again and again, to update and refine as your goals change and/or come into focus, and to record your progress and accomplishments. It also serves to start – and maintain – the conversation with your faculty advisor about your career goals and professional development needs.

The onus to engage in the IDP process is on you, although your advisor, mentor, or others may encourage and support you in doing so. The IDP itself remains private to you, and you choose which parts to share with which advisors or mentors. Through the IDP process, you may decide to identify various mentors to whom you can go for expertise and advice.

We recommend using the following IDP tool, which includes a self-assessment of skills, interests, and values; goal-setting guidelines; and reference to skill building and career exploration resources.

*IDP tool for all graduate students*
UW–Madison IDP template, which includes instructions and examples, is flexible and appropriate for all disciplines. https://grad.wisc.edu/professional-development/individual-development-plan/#mentees


**12.4 Student Engagement in the Profession**
Students have numerous opportunities to engage with the planning profession. Guest speakers in classes, adjunct instructors for courses, city and campus events, internships and part-time jobs in planning agencies all provide ways for students to interact with professional planners. The Wisconsin Chapter of the American Planning Association (APA-WI), the statewide organization of professional planners, includes a student representative from the URPL program on its governing body. Students have the opportunity to present their work at the annual state planning conference sponsored by APA-WI and the National Planning Conference sponsored by the American Planning Association (APA). Students can also participate in other APA and APA-WI sponsored events throughout the year. These events often include networking opportunities for students with professional planners. APA-WI provides annual financial support to the Wisconsin Student Planning Association (WSPA).

# 13.   OPPORTUNITIES FOR STUDENT INVOLVEMENT

As a graduate student at UW–Madison, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement enhances your academic, professional, and social development.

**13.1 Wisconsin Student Planning Association (WSPA)**
The Wisconsin Student Planning Association (WSPA) is a social and professional organization run by and for UW–Madison planning students. WSPA organizes social events and service opportunities for students, coordinates career networking opportunities, and works with department faculty to make sure the student voice is represented in department operations.

Anyone is invited to attend WSPA meetings, which are held regularly during the fall and spring semesters, to discuss faculty and curriculum issues, plan social events, and host guest speakers and career development workshops. For more information on WSPA and its events, connect with WSPA on Facebook at https://www.facebook.com/Wisconsin-Student-Planning-Association-110418679017191/.

**13.2 Student Representation in Governance**

**Associated Students of Madison (ASM) –** The Associated Students of Madison (ASM) is the campus-wide student governance organization at UW–Madison. Graduate and undergraduate representatives are elected to the 33-member ASM Student Council based on their respective college or school. The student council has regular biweekly meetings open to all students. Learn more here: http://www.asm.wisc.edu/

**Teaching Assistants' Association (TAA) –** The Teaching Assistants' Association (AFT Local 3220) is the labor union for TAs, PAs, and RAs at UW–Madison. As a result of decades of organizing and by working together as a union, graduate students at UW–Madison have achieved good health benefits, tuition remission, and many other gains. The TAA is a democratic union run by the members. All key policy decisions are made at monthly membership meetings. Learn more here: http://taa-madison.org/

**13.3 Registered Student Organizations**
There are more than 750 student organizations on campus. The best way to seek out current organizations is to visit the **Center for Leadership and Involvement** (CFLI) website, https://cfli.wisc.edu/, and visit the Registered Student Organization directory. See also https://win.wisc.edu/. This list will not include unregistered student organizations, and you may find that there are groups in your department that you would like to get involved with as well. If you are interested in officially registering an organization you are involved, you must register at www.cfli.wisc.edu. Once registered through CFLI, your organization is eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

**13.4 Outreach and Community Connections**

The Wisconsin Idea is the principle that education should influence and improve people's lives beyond the university classroom. For more than 100 years, this idea has guided the university's work. Learn how you can get involved at https://www.wisc.edu/wisconsin-idea/.

The Morgridge Center for Public Service connects campus with community through service, active civic engagement, community-based learning and research, and more. Explore opportunities at http://www.morgridge.wisc.edu/.

The PLA Department is built upon a commitment to applied research, service learning, and community-based pedagogy in the spirit of the Wisconsin Idea. Department activities include student and faculty engagement with communities through service learning and applied research and service projects.

Learn more about PLA's Outreach Partnerships on the Wisconsin Idea page of the DPLA website: https://dpla.wisc.edu/wisconsin-idea/.

# 14.    STUDENT HEALTH AND WELLNESS

Maintaining good health is critical to student success, and our campus provides a wealth of resources to support not only physical health but also mental health. Students are encouraged to familiarize themselves with these resources and take advantage of them before poor health affects their well-being and academic performance.

Students who pay segregated fees are eligible for University Health Services https://www.uhs.wisc.edu/.

There is no charge to students for many basic services including counseling sessions because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

**14.1 Securing Health Insurance Coverage**
Graduate students who hold an appointment as an assistant of 33.33% or more or who have a fellowship may be eligible for health insurance and other benefits beyond University Health Services. Contact the staff benefits and payroll coordinator in the unit where you have been hired to select one of several healthcare plans within 30 days of your hire date.

Graduate students without an assistantship or fellowship who are currently enrolled can use the services of University Health Services (UHS), the campus health clinic. Many services are provided at no extra cost, including outpatient medical care during regular business hours, Monday through Friday. UHS is located in the Student Services Tower at 333 East Campus Mall, 608-265-5000. For more info: https://www.uhs.wisc.edu/.

Prescription medications, emergency room visits and hospitalization are not included in UHS benefits. Therefore, supplemental insurance covering these drugs and services is recommended for all students and is required for international students. The UHS Student Health Insurance Plan (SHIP) is an excellent option for many students. Contact the SHIP office at 608-265-5600 for more information.

**14.2 Disability Information**
The University of Wisconsin–Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW–Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Students with disabilities have access to disability resources through UW–Madison's McBurney Disability Resource Center. As an admitted student, you should first go through the steps to "Become a McBurney Client" at https://mcburney.wisc.edu/apply-for-accommodations/.

Links to additional [non-academic] disability campus resources not offered through the McBurney Center can be found under "Other Resources" here: https://mcburney.wisc.edu/.

The UW–Madison Index for Campus Accessibility Resources can be found here: https://www.wisc.edu/accessibility/.

**14.3 Mental Health Resources On and Off Campus**
University Health Services (UHS) is the primary mental health provider for students on campus. UHS Counseling and Consultation Services offers a wide range of services to the diverse student population of UW–Madison, including individual and group therapy and wellness programs.

They offer immediate crisis counseling, same day appointments and ongoing treatment. Go to https://www.uhs.wisc.edu/mental-health/ or call 608-265-5600 (option 2) or through MyUHS (myuhs.uhs.wisc.edu) to schedule an initial "access" consultation. During the access consultation, you'll have a discussion with one of the Access Specialists who will ask several questions about your symptoms and experiences and connect you with the services you need.

UHS service costs are covered for students through tuition and fees. There are many mental health resources throughout the Madison community, but UHS Counseling and Consultation Services is the best resource for referrals to off-campus providers. Call 608-265-5600 for assistance in finding an off-campus provider.

An on-call counselor can be reached any time day or night at 608-265-5600 (option 9). In an emergency, dial 911.

UHS offices are located on the seventh floor of 333 East Campus Mall.

**Dean of Students Office**
The Dean of Students Office provides guidance and support for all students dealing with personal problems, including reporting an incident, academic complaints, and helping someone you know. Contact them here: https://doso.students.wisc.edu/student-assistance/.

**Let's Talk**
Let's Talk provides no-cost, informal, confidential consultations around campus. Speaking with a counselor consultant can help provide insight, solutions, and information about other resources. Connect with them here: https://www.uhs.wisc.edu/mental-health/lets-talk/.

**UWell**
UWell is a University of Wisconsin–Madison collaborative effort to advance the well-being of the entire campus community. A distinguishing feature of UWell is the focus on policy, system, and environmental strategies that influence health and well-being outcomes for both students and employees. Learn more here: https://uwell.wisc.edu/.

# 15. ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS

### 15.1 International Student Services (ISS)
International Student Services (ISS) serves UW-Madison students on F and J visas by providing holistic support through advising on immigration, personal, and cultural matters, and by organizing events and activities to support students' engagement and development within the campus community. Visit the website for more information at https://iss.wisc.edu/.

### 15.2 Student Visas
Graduate Admissions issues the federal I-20 form for initial F-1 Visa procurement. Initial J-1 Visa document (DS-2019) is handled by ISS. The Graduate Admissions office sometimes must collect financial information for the DS-2019, which is then forwarded to ISS. **After the student is enrolled, all Visa matters are handled by ISS.**

### 15.3 Documents Required of New International Students
Many students are admitted with a condition that they submit their final academic documents after arrival on campus. Please submit your documents to the admissions office at 228 Bascom Hall. The admissions requirements page https://grad.wisc.edu/apply/requirements/ has a drop-down menu under "degrees" which lists the documents required for each country.

### 15.4 Students with ESL Requirements
Any student who was admitted with a TOEFL score below 92, or an IELTS score below 6.5 will be required to take the English as a Second Language Assessment Test (ESLAT) https://esl.wisc.edu/testinginformation/ and any required English course during their first semester.

### 15.5 Funding for International Students
International students are eligible for Teaching, Project, and Research Assistantships on campus as well as fellowships through the Graduate School. They may not be employed more than 20 hours per week on campus while enrolled full-time.

New international students with assistantships should work with International Students Services to obtain a social security number (https://iss.wisc.edu/employment/social-security/). New students with fellowships and no other appointment types are not considered employees and are not eligible for social security numbers. These students should work with ISS to obtain an International Taxpayer Identification Number (ITIN, https://iss.wisc.edu/employment/individual-taxpayer-identification-number-itin/).

More information at https://iss.wisc.edu/employment/

# 16.  AMENDMENTS

As policies and procedures change, amendments will be distributed to all students enrolled in the program and included in this section of their handbook. Those amendments will be incorporated into subsequent program handbooks.

## 17. APPENDIX FOR COURSEWORK

## 18. APPENDIX FOR FORMS

# 19.  GETTING STARTED

The Graduate School maintains a checklist for new graduate students at https://grad.wisc.edu/new-students/. To track your own items to this checklist and track your completed tasks, download the Graduate Student Life Guidebook app for new graduate students.

Most importantly:

**19.1 Activate your NetID**
You will need your NetID and password to access the My UW–Madison portal at my.wisc.edu. To activate your NetID click on the ACTIVATE NETID button from the My UW–Madison login screen. Enter your 10 digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the DoIT Help Desk at 608-264-4357.

**19.2 Get your UW Photo ID Card (Wiscard)**
Get your UW ID card - Wiscard - photo taken at the Wiscard Office (http://www.wiscard.wisc.edu/contact.html) in Union South, room 149, M-F 8:30 am–5:00 pm. You must be enrolled and have valid identification, such as a valid driver's license, passport, or state ID) to get your photo ID.

**19.3 Enroll in Classes**
Upon completion of the admissions cycle, incoming MS URPL students will receive an email communication from the Registrar about their enrollment date and time. Look for courses using the Course Search & Enroll App https://enroll.wisc.edu/search. The MS URPL Committee provides onboarding advising that includes course selection.

**19.4 Pick up your free Madison Metro bus pass**
As a UW student, you can pick up a bus pass at no charge from the Memorial Union at the beginning of the fall and spring semesters. Visit the ASM Web site for more information on Madison Metro bus services: https://www.asm.wisc.edu/resources/buspass/. Be sure to bring your UW Photo ID card.
Prerequisite: You must be enrolled.

**19.5 Attend the New Graduate Student Welcome hosted by the Graduate School**
This event provides a great opportunity to hear from the Graduate School and campus leaders, get advice from a panel of current students about grad student life, learn about the many campus and community resources available to you, and connect with other new graduate students from across campus. Learn more and register here: https://grad.wisc.edu/new-students/.

**19.6 Attend Program Orientation Events**

The Graduate Coordinator will send communications about PLA and MS URPL Program orientation and welcome events.

**19.7 Program/Department**

**Resources for Students**

**Communications**

All MS URPL and PhD students get their own mailboxes and access to a group mailbox organized alphabetically in Music Hall. General department mailing address to be used by students for professional correspondence, as needed:

> Department of Planning and
> Landscape Architecture 925
> Bascom Mall
> 110 Music Hall
> Madison, WI 53706

**Listservs**

Incoming students are added to PLA Department email listservs, based on their program (e.g., pla- msurpl@lists.wisc.edu, pla-msla@lists.wisc.edu). PLA also hosts a PhD listserv (pla-phdurpl@lists.wisc.edu) and faculty and staff listserv (pla-facstaff@lists.wisc.edu). Continuing students will be invited to the jobs listserv in their second year; if they wish to be added earlier, they should contact the Graduate Coordinator. Emails to be sent out on these listservs should, in most cases and as appropriate, be routed through the Graduate Coordinator to alleviate redundancies and to strive for consistency.

**Access to Music Hall**

PLA students can check out keys for building spaces (e.g., main/outdoor, lab, etc.) with the department's financial specialist. Students will be required to submit a $25 deposit (in total, not per key) and can collect this deposit upon returning their keys at any point in time.

**Access to Ag Hall**

All new issuances of physical keys for Ag Hall spaces require a $25 deposit. Contact the College of Agricultural and Life Sciences administration: https://cals.wisc.edu/contact-us/.

**Student Space in Music Hall**

There is a lounge in Music Hall (rm B7) and a conference/study space (rm 205) for student use.

**Social Science Computing Cooperative**

DPLA students can take advantage of the services listed below, provided by the Social Science Computing Cooperative (SSCC) in the College of Letters & Science.

Graduate students in the Department are eligible for drop-in lab accounts with the SSCC, which includes access to their Windows servers, software, and statistical consulting. These accounts are offered at no cost to the students thanks to funding from L&S.

Students can request an account here: https://www.ssc.wisc.edu/sscc_jsp/account/lab/

For more information on the services available to students, visit:
   https://www.ssc.wisc.edu/sscc/instruction/labusers.htm