Urban and Regional Planning,

M.S. Program Handbook

2026–2027

Department of Planning and Landscape Architecture

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the MS URPL program.

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Please contact Amy Rivera at amy.rivera@wisc.edu with any questions about the handbook or proposed changes.

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1. Navigating Policy and Resources at UW–Madison

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at UW–Madison:

2. How to Use This Handbook

This handbook serves as the policies and procedures guide for the MS URPL program. MS URPL degree and course requirements may change over time; you may choose to meet the degree and course requirements in effect when you enter the program or the requirements resulting from subsequent changes, whichever is best for you. In addition, the program's administrative procedures and processes can change over time.

You 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 program advisors so that your individual interests and all degree requirements are met.

2.1 Who to Contact with Questions

Many of your questions about how to meet expectations and thrive as a graduate student will be answered by the various sources of policies, procedures, requirements, resources, and norms listed in the figure above. Several key positions in this department, program, and on campus are ready to answer your remaining questions:

Graduate Program Coordinator

Each graduate program will have at least one department staff person typically called a Graduate Program Coordinator who serves as a point person for program policy and procedures. Graduate Program Coordinators are well versed in most elements of graduate education that extend beyond academic instruction in your program and will likely be your first stop for questions related to anything in this handbook.

Director of Graduate Studies / Faculty Director of the MS URPL program

Each graduate program has one faculty member designated to direct its educational vision and structure.

Names and contact information of your Graduate Program Coordinator / Director of Graduate Studies / Faculty Director of the MS URPL program can be found on your program's page in the *Graduate Guide* (guide.wisc.edu/graduate). Simply navigate to the "Major/Degree" tab, click on your program's name, and look for the contact information box on the righthand side.

Faculty Advisor

Each student will be assigned a faculty advisor in each graduate program in which they are enrolled. Your faculty advisor(s) will be a key source of guidance for your academic development. Further definition can be found here: https://policy.wisc.edu/library/UW-1232.

Guidelines for finding, changing, and working with your advisor can be found in the Advising & Mentoring section below.

The name and contact information of your faculty advisor can be found on your Student Center on MyUW (my.wisc.edu) under “Academic Progress” and then “Advisors.”

Graduate School Services

For general inquiries and graduate student services from the Graduate School, see the operations and front desk contact information on this contact page: http://grad.wisc.edu/contacts.

3. Department and Program Overview

The Department of Planning and Landscape Architecture (DPLA) offers an accredited Master of Science degree in Urban and Regional Planning. The degree trains students in the knowledge, theories, and skills to be leaders in their communities by making positive changes through informed and reflective action. The MS URPL degree is intended to prepare graduates for professional planning careers in government, nonprofit and community organizations, and the private sector, and to work at a variety of scales including rural and urban communities.

As an accredited master's degree program in Urban and Regional Planning, we will:

- Provide a student-focused learning environment that facilitates the education and professional development of future planners and the continuous refinement of the field of planning.

- Educate current and future practitioners in the knowledge, theories, and skills to be informed, effective, and reflective planners and leaders.

- Embrace the values of sustainability, equity, and justice and reflect these values in collaborations with communities in Wisconsin, and across the globe, to address the structure and function of the built environment within the evolving context of climatic, ecological, economic, and social change.

3.1 Diversity, Equity, and Inclusion

Diversity refers to demographic, social, and philosophical differences that people contribute to and learn about in the MS URPL program. We use UW–Madison's working definition of diversity that includes race and ethnicity; sex; gender and gender identity or expression; marital status; age; sexual orientation; country of origin; language; disability; socio-economic status; and affiliations that are based on cultural, political, religious, or other identities.

Equity refers to the distribution of benefits and costs associated with the MS URPL program. We emphasize both access to learning and professional development, as well as the outcomes associated with learning and professional development, as the primary benefits the program will distribute with fairness and concern for justice.

Inclusion refers to the subjective feelings of belonging, being valued and respected, and feeling safe, productive, and empowered in the MS URPL program's physical and social

environments.

3.2 Background and 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 and Landscape Architecture combined. This department strengthens and enhances planning and design for sustainable and resilient communities and environments.

DPLA also supports accredited academic programs in Landscape Architecture (BLA) and Urban and Regional Planning (MS URPL), an MSLA degree, a non-accredited undergraduate major in Landscape and Urban Studies (LUS), a graduate certificate in Planning & Design Technologies, and an undergraduate certificate in Integrative Design of Built and Natural Environments.

The MS URPL degree is accredited by the Planning Accreditation Board (PAB), which reviews the department for accreditation every 5–7 years.

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 program has served as the training ground for over 1,200 MS URPL graduates.

3.3 How to Get Involved

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 often enhances your academic, professional, and personal growth through developing advanced leadership, communication, and collaboration skills. It also provides opportunities for professional networking.

In Our Discipline

Students have numerous opportunities to engage in the planning profession. Guest speakers in classes, alumni mentors, 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 MS 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).

In Our Program/Department

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.

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 at https://dpla.wisc.edu/wisconsin-student-planning-association/.

On Campus & In the Community

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. You will find a list of ways to engage in campus and local community life at: The Graduate School's Current Student Page grad.wisc.edu/current-students.

If you are a student actively involved in leadership and service activities, consider nominating yourself for membership in the following honor society: Edward Alexander Bouchet Graduate Honor Society grad.wisc.edu/diversity/bouchet.

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/.

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 DPLA that you would like to get involved with as well. If you are interested in officially registering an organization you are involved with, 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.

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 UniverCity Year program offers opportunities for students to work with community partners on planning-related projects in their courses and through independent studies, thesis projects, or other professional projects. More information is available at: https://univercity.wisc.edu/univercity-year-communities/

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

4. Getting Started as a Graduate Student

This section guides you through important steps to take as you begin your journey as a graduate student at UW–Madison.

4.1 New Graduate Student Checklist

Be sure to review all steps listed on this webpage for new graduate students: The Graduate School's New Student Page grad.wisc.edu/new-students.

In addition to a checklist for all new graduate students, that webpage includes sections with additional steps to take if you are a new international student, student with a disability, student veteran, student with children, or student with funding.

4.2 In Our Program

At the beginning of the fall semester, we host a new student orientation and welcome picnic for all students in DPLA. We also have onboarding and orientation guidance for students who start the MS URPL program in the spring semester. Orientation materials can be accessed through the Graduate Program Manager.

5. Advising & Mentoring

Advising relationships are a central part of graduate study. They are important to students and faculty members alike.

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.

The Graduate School's definition of an advisor can be found here: policy.wisc.edu/library/UW-1232.

Your advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) to chair the committee that will determine whether you have performed at an acceptable level in each of your degree milestones (see "Degree Requirements" section below for further information).

Other roles of your advisor may include tracking your progress in completing your degree (note: this may include use of the Graduate Student Tracking System at gsts.grad.wisc.edu), assisting with course selection and planning your academic path, and helping you identify possible research mentors, committee members, and research opportunities.

Both the student and advisor are responsible for making their expectations clear to each other. Be sure to discuss this with your advisor.

5.1 Finding and Selecting an Advisor

Most students work formally and informally with multiple advisors and mentors who have special roles. These special roles may include offering 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.

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

1. General MS URPL program advising—You will enter the program with the DPLA Graduate Coordinator and the MS URPL faculty director serving as advisors, and they advise you continuously through the program.

2. Area of concentration advisor—In the first semester, you should identify an advisor for your area of concentration. This faculty member will be the chair of your professional project committee or thesis, approve your internship, help with course selection, guide professional networking, and carry out other types of mentoring related to your concentration. The concentration advisor must be an MS URPL faculty member or affiliate.

3. Alumni mentor—You have the option to be matched with at least one alumni mentor. The DPLA Graduate Coordinator will work with you 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.

Additionally, you may wish to have a discussion with a prospective advisor. Below are some questions to consider asking in this discussion, though it is not a complete list. You should spend some time identifying what is most important to you in your graduate training and ask questions accordingly.

Figure 1. Types of feedback and support for graduate students

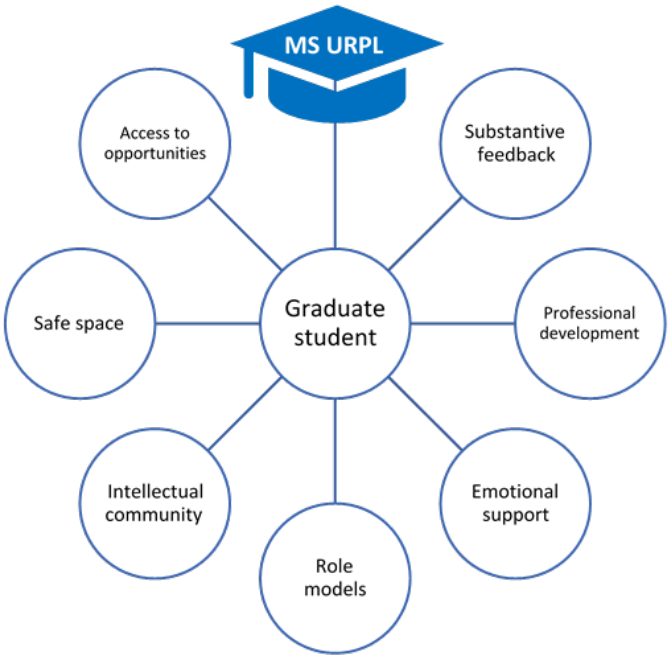
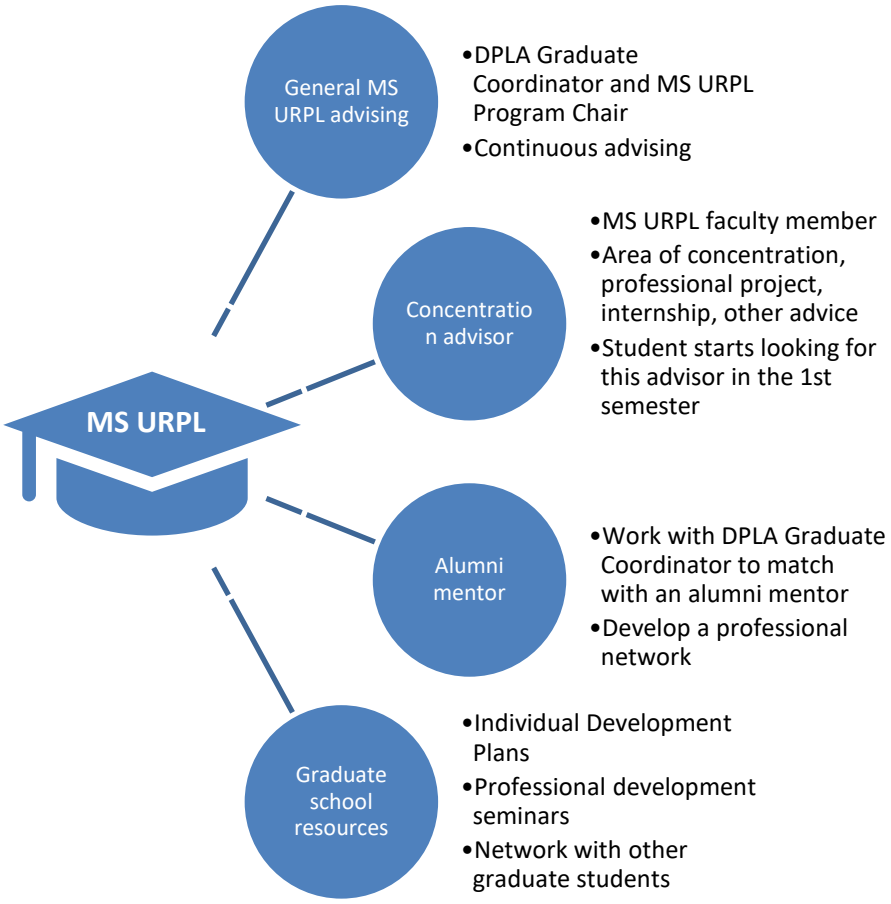


Figure 2. Four elements of MS URPL program advising



5.2 Questions to Ask of Prospective Advisors

Adapted from IPiB handbook

- What professional project or thesis projects do you typically advise?
- In general, how available will you be to answer questions I might have?
- What is your philosophy regarding the amount of guidance the advisor should provide to a student during preparation of the professional project/thesis proposal, literature seminars, writing, etc.?
- What are your expectations for the frequency of our meetings?

- Do you encourage your students to attend seminars or professional association meetings, including those that may be outside of their specific field of interest/research?

- Do you include your graduate students in professional activities that will familiarize them with their field of interest/research?

- What is your general philosophy of graduate training and what goals do you have for your graduate students?

No faculty member is obligated to accept a student's request to serve as advisor, though invitations are often accepted unless the faculty member judges that a different advisor would serve your needs better.

5.3 Changing Your Advisor

As the advisor-student relationship is one of mutual agreement, it may be terminated by either party. If you decide that you would prefer working with a different advisor, discuss this with your prospective advisor to seek the change.

If you change your advisor, you must notify your Graduate Program Coordinator and follow any related procedures.

Every graduate student must have an advisor or else they may be suspended from graduate study at UW–Madison by the Graduate School. Be sure to follow procedures to re-select a new advisor prior to finalizing the termination of your current advising relationship. You can confirm that the name of your advisor has been updated in the official record by looking in your Student Center on MyUW (my.wisc.edu) under "Academic Progress" and then "Advisors."

5.4 Mentoring Networks

In addition to having a faculty member serve as your concentration area advisor, you are encouraged to develop a broad network of individuals who can provide academic and professional mentorship during and beyond your time as a graduate student. The alumni mentoring network and WI-APA are good ways to connect with alumni and professional mentors.

6. Degree Requirements

All students in the MS URPL program are responsible for keeping aware of the following requirements to complete the degree.

Typically, the MS URPL program takes two full years of study: 46 semester credit hours with a maximum of 15 credit hours per semester. An internship with a planning-related organization and a final professional report (or thesis) are also required. Three components make up a student's academic program requirements: (1) courses, (2) internship, and (3) competency requirement (professional project or thesis).

For all current requirements to complete your degree (e.g., credits, courses, milestones, learning outcomes/goals, etc.) see your program's page in the *Graduate Guide*. Navigate to guide.wisc.edu/graduate, then select "Degrees/Majors," your program's name, the "Named Option" of your program (if applicable; found near the bottom of the Requirements tab), and then "Requirements" from the navigation bar on the right side. You will be taken to a subsection of your program's *Guide* page that contains all official requirements for your degree. Similarly, see "Policies" from the navigation bar of your program's page to learn about policies affecting these requirements (e.g., prior coursework, probation, credits per term allowed, time constraints, grievances, and appeals, etc.).

For prior catalog year policies that may be applicable to you, see the *Guide* Archive at guide.wisc.edu/archive.

6.1 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 toward the MS URPL degree. In some circumstances, the MS URPL program will count a limited number of 100- and 200-level course credits toward the degree if the courses support the plan of study; please discuss these options with your faculty advisor and the Graduate Program Manager.

Expiring Core Courses

Students enrolled in the MS URPL program **prior to Fall 2022** 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.)

Plus, a course from the list below that satisfies the Structure and Functions of Cities and Regions requirement (3 cr.):

- 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.

New Core Courses

Students enrolled in the MS URPL program **Fall 2022 and later** are required to successfully complete the following courses (22 credits of core coursework):

- URPL 742 Planning Orientation Seminar (1 cr.)
- URPL 721 Methods of Planning Analysis (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 (4 cr.)

Plus, a course that satisfies the Structure and Functions of Cities and Regions requirement (3 cr.). These options include:

- 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

Plus, a course that satisfies the Geospatial Methods requirement. These options include:

- LAND ARC 311 Introduction to Design Frameworks and Spatial Technologies
- LAND ARC 511 Geodesign Methods and Applications
- GEOG/CIV ENGR/ENVIR ST 377 An Introduction to Geographic Information Systems
- GEOG 378 Introduction to Geocomputing
- GEOG/ENVIR ST/LAND ARC/URB R PL 532 Applications of Geographic Information Systems in Planning

- GEOG 578 GIS Applications
- GEOG 579 GIS and Spatial Analysis
- LAND ARC/ENVIR ST/SOIL SCI 695 Applications of Geographic Information Systems in Natural Resources

*DOUBLE DEGREE WITH LA FOLLETTE: Students pursuing a double degree in MS URPL and Public Affairs may substitute URPL 721 with PUB AFFR 818 Intro to Statistical Methods for Public Policy Analysis.

Areas of Concentration

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 not only draws on courses taught by the department, but often also draws on courses taught in other departments.

The process of selecting a concentration 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.

Electives

Students must complete 12 credits of elective courses on various topics of interest to the student. Elective courses should be selected in consultation with their advisors and generally must be 300-level or higher to be counted for graduate credit. The MS URPL program will accept a limited number of course credits at the 100- or 200-level with advisor permission.

Common Course Sequence

Fall semester (Year 1)

URPL 742	Orientation Seminar	1
URPL 721	Methods of Planning Analysis	3
URPL XXX	Structure and Function of Cities and Regions	3
LA/GEOG XXX	GIS Core Requirement	2
---	Elective	3

Spring semester (Year 1)		
URPL 791	Visual Communication for Planners	3
URPL 781	Planning Thought and Practice	3
URPL 833	Planning and the Legal System	3
---	Planning Concentration	3
Summer	Planning Internship	n/a
Fall semester (Year 2)		
UPRL 912	Planning Workshop	4
---	Planning Concentration	3
---	Elective	3
Spring semester (Year 2)		
---	Planning Concentration	3
---	Planning Concentration	3
---	Elective	3
---	Elective	3

Degree Summary	
Planning Core	22
Specialization	12
Electives	12
Total	46 credits

6.2 Internship

MS URPL students are required to complete around 300-hour planning internship. The internship has four learning objectives and students may find the internship rubric here. At the end of the internship students will be able to:

1. Understand fundamental planning knowledge.
2. Apply planning ideas, information, skills and tools.
3. Prepare recommendations on planning problems.
4. Analyze planning problems.
5. Identify planning ethics and values in practice.
6. Deconstruct potential biases related to planning ethics and values.
7. Reflect on the tensions and challenges that manifest through values and ethics in planning practice.

The learning objectives suggest that students should be given the broadest possible access to agency staff, meetings, internal communications, and so on. In addition, projects assigned should be at a professional level and 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 about eight weeks of full-time work (300 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 program strongly endorses full-time, paid 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, conduct informational interviews with professionals, and network through professional organizations and conferences. Students should also seek counsel from the Graduate Program Manager, their Faculty 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.

6.3 Procedural Steps for the Internship

For best results, you should review the acceptability of the proposed internship with your Faculty advisor before accepting the position.

- Upon completion of internship, you must have whoever supervised your work complete the MS URPL Internship Supervisor Letter found at https://uwmadison.co1.qualtrics.com/jfe/form/SV_bBniGyYscYMDtau

  Your internship supervisor will be asked to fill in an assessment rubric and 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 assessment rubric and accompanying letter will be included in the student's file.

- A copy of any reports, or other work, you prepared as part of the internship should be placed in your file.

- You must submit the Completion Survey for Students at https://uwmadison.co1.qualtrics.com/jfe/form/SV_3xRGeno9NWQOLSm

  This survey requires you to fill in an assessment rubric and 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 accomplished, what worked, what didn't, what you learned about the

planning field from the internship, and in what ways you used professional ethics. Have the assessment rubric and memo ready before taking the survey.

- For best results, you should arrange for a summary discussion of the internship experience with your Faculty advisor.

6.4 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, alternatives may be considered as detailed below.

This requirement may be met in one of the following ways, subject to advisor approval:

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

- By participating in faculty-directed research as a project or research assistant.

- 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.

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

- By substituting comparable experience in a planning organization prior to joining the program.

- Taking additional coursework (a minimum of 6 extra credits) or online trainings. This coursework or training 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.

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

Students and advisors should inform the MS Program Committee about any exceptions as early as possible in the student's master's program.

6.5 Competency Requirement (Professional Project / Thesis)

To obtain an MS URPL degree, a student must be able to demonstrate a high level of

competence 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.

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, 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 6 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.

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 comprising the student's advisor and one additional faculty member. The additional faculty member will be determined with input from the student, the advisor, and the Faculty Director or the MS UPPL program. The purpose of the Professional Project 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 includes both preparation of a Professional Project report and defense of the report before an examination committee. To satisfy the Professional Project competency requirement, 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.

Professional projects that focus on your area of concentration, for example, could center on:

- 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.
- Evaluation of planning tools and methods.

Other professional projects may prepare a report directed toward a specific case or specific place. For example, these projects may:

- Analyze processes or results.

- Analyze and develop site plans for specific areas.
- Propose appropriate planning practices, policies, or actual plans for a specific case.
- Analyze impacts associated with major changes, plans or policies.

You 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. You can do the professional project without direct sponsorship of actual clients.

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. You will prepare 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.). A professional project style guide is available at: https://dpla.wisc.edu/wp-content/uploads/sites/1021/2025/07/MS-URPL-Prof-Project-Style-Guide-2025.pdf

The final project report will be work over and above that undertaken for a course paper or papers. Copies of the completed report must be submitted to your examination committee at least one 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. The current rubric is available at: https://dpla.wisc.edu/wp-content/uploads/sites/1021/2024/11/rubric_professional_project_20240229.pdf

  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 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 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.

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 3 times (in total) before being removed from the master's program.

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 two 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 Grad Coord notifies students via email of upcoming schedule for completing Professional Project requirements	December 1*	May 1*	May 1*
2	SECOND NOTIFICATION Grad Coord sends reminder email of schedule deadlines	February 1*	September 15*	n/a
3	INTENT TO EXERCISE OPTION B Students complete Declaration of Intent to Graduate/Competency Requirement (Plan of Study) Form • Include professional project title and abstract • Have met with one's advisor, has given input on second committee member (if desired)	February 15*	October 1*	June 25*
4	EXAMINATION COMMITTEE ASSIGNED MS URPL Committee confirms 2-member examination committees and notifies committees	By Mar 1	By October 15	By June 25
5	EXAMINATION PERIOD Student prepares Professional Project Report to the Box directory and notifies their committee; sets exam date/time with examiners and DPLA staff; Student presents and defends Professional Project Report • We will invite you to upload your professional project report with a Box link that faculty can access. The deadline for uploading the report is March 31st). • Presentations will take place between April 5 and April 21	Mar 1*- Apr 15*	Oct 15*- Nov 30*	July 10*- Aug 20*
6	EXAMINATION RESULTS Students informed of result at conclusion of meeting; Project evaluative rubrics filled in electronically 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 If students do not receive a passing grade, meet with advisor to discuss corrective actions; Reschedule and retake exam	Apr 16*- May 6*	Dec 1*- Dec 21*	Aug 25*
7B	EXAMINATION RESULTS Students informed of result at conclusion of meeting; Project evaluative rubrics filled in electronically 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.

Flash Talk

Students choosing the professional project option are required to concisely summarize their projects by creating a flash talk that will take place at the end of each spring semester. The flash talk event will be coordinated by the department and communicated to students each spring semester.

Academic Credits

Students may take up to 3 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."

7. Learning Outcomes

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.

7.1 Learning Goals and Assessment Plan

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, and the student's internship supervisor, using a rubric created by faculty members (direct measure).	The student's ethical and professional development will be evaluated by the student, and by the student's internship supervisor, using a rubric created by faculty members (direct measure).
Timetable for assessment (at least one activity each year; all goals reviewed in a 3-year cycle	2023	2024	2025

7.2 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 in consultation with the student and the student's advisor. Assessments of the internship will be conducted by the student, the student's supervisor, and the student's area-of-concentration advisor. The MS URPL director will report annually on program outcomes and program-level student learning outcomes.

7.3 What is the plan for reviewing assessment information?

Annually, the MS URPL 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.

7.4 What is the plan for production of an annual summary report?

Annually the MS URPL 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.

7.5 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.

8. Enrollment Requirements

You are responsible for following Graduate School policies related to course enrollment requirements and limitations:

Adding / Dropping Courses grad.wisc.edu/documents/add-drop

Auditing Courses policy.wisc.edu/library/UW-1224

Canceling Enrollment grad.wisc.edu/documents/canceling-enrollment

Continuous Enrollment Requirement for Dissertators policy.wisc.edu/library/UW-1204

Enrollment Accountability https://grad.wisc.edu/documents/enrollment-accountability

Minimum Enrollment Requirements https://policy.wisc.edu/library/UW-1208

- Note that all courses need to be taken for a letter grade.

9. Academic Exception Petitions

9.1 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:

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 of associated 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.

- The 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.

9.2 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.

9.3 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).

9.4 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.

10. Satisfactory Academic Progress

Your continuation as a graduate student at UW–Madison is at the discretion of your program, the Graduate School, and your faculty advisor. Any student may be placed on probation or dismissed from the Graduate School for not maintaining satisfactory academic progress, and this can impact your academic standing (detailed below), financial aid (see this policy page: policy.wisc.edu/library/UW-1040), or funding (consult your sources of funding, as applicable).

Our program has its own definition of satisfactory academic progress and related procedures that supplement Graduate School policy, as described in this section.

Information about how the Graduate School determines satisfactory academic progress can be found at this policy page: policy.wisc.edu/library/UW-1218. In addition to the Graduate School's monitoring of satisfactory academic progress, this program regularly reviews the satisfactory academic progress of its students, defined as the following:

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/

10.1 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.

10.2 Criteria for Satisfactory Progress in the MS URPL program

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 courses (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.

10.3 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.
- 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.

10.4 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.

10.5 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.

11. **Special Student Status**

Special Students are those not admitted to the department, program, 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.

12. Double and Dual Degrees

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") program. Students pursuing a Double Master's degree in planning and a related field are not exempt from otherwise existing curriculum requirements.

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 shown below.

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 an 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), Suite 130 (Pyle Center), 702 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.

Interdisciplinary Certificate Programs

Graduate/professional certificates are available to all degree-seeking graduate and professional students (Graduate, Law, Medicine, Pharmacy, Veterinary Medicine careers).

https://guide.wisc.edu/graduate/#graduateprofessionalcertificatestext

13. Graduation and Completion Procedures

13.1 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" survey form" at https://uwmadison.co1.qualtrics.com/jfe/form/SV_3sF2218JNnrkj7E

Fill in the survey by **February 15** for the spring semester, **October 1** for the fall semester, and **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

13.2 Departmental Requirements

The program requires the following documentation that must be completed and submitted to the Graduate Coordinator (the deadline will be sent out via email to students who indicate they are graduating, but typically it is 2 weeks before the degree deadline for the semester):

- ☐ Plan of Study/Program Requirements form at

  https://dpla.wisc.edu/academics/graduate-programs/forms/

- ☐ Documentation of your internship experience (Supervisor Survey and Letter, Student Survey)

- ☐ 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.

- ☐ Submit your Competency Requirement

  PDF of your Professional Project Report (send to the Graduate Coordinator via email or Box).

  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).

Permission form for sharing authorizations for your Professional Project Report

https://dpla.wisc.edu/wp-content/uploads/sites/1021/2017/06/Permission- Form-Sharing-Professional-Project.pdf.

For students following the Master's Thesis Option: PDF of your Master's Thesis (send to the Graduate Coordinator)

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.

5.1.1 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/).

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.

14. Personal Conduct Expectations

DPLA 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.

14.1 Professional Conduct

The Office of Student Conduct and Community Standards maintains detailed guidance on student rights and responsibilities related to learning in a community that is safe and fosters integrity and accountability. You are responsible for keeping aware of their policies and procedures, found at the following page: conduct.students.wisc.edu

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.

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/); represent their profession and the program; and strive to incorporate and practice disciplinary ethics in their daily lives. Resumes/CVs must reflect accurate information.

Honesty and Integrity

Students shall demonstrate honesty and integrity as shown by their challenging 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 DPLA 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.

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.

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/

14.2 Academic Misconduct

Academic misconduct is governed by state law, UW System Administration Code Chapter 14. For further information on this law, what constitutes academic misconduct, and procedures related to academic misconduct, see:

The Graduate School

Academic Policies & Procedures: Misconduct, Academic

https://grad.wisc.edu/documents/misconduct-academic

Office of Student Conduct and Community Standards Academic Misconduct

Website https://conduct.students.wisc.edu/academic-misconduct

Academic Misconduct Flowchart
https://conduct.students.wisc.edu/wp-content/uploads/sites/274/2023/01/Academic_Integrity_BuckSlip_20231024_1.jpg

14.3 Non-Academic Misconduct

Non-academic misconduct is governed by state law, UW System Administration Code Chapters 17 and 18. For further information on these laws, what constitutes non- academic misconduct, and procedures related to non-academic misconduct, see:

The Graduate School

Academic Policies & Procedures: Misconduct, Non-Academic

https://grad.wisc.edu/documents/misconduct-nonacademic

Office for Student Conduct and Community Standards Non-Academic Misconduct

Website https://conduct.students.wisc.edu/nonacademic-misconduct

University of Wisconsin System (UWS)

Chapter 17: Student Non-Academic Disciplinary Procedures

https://docs.legis.wisconsin.gov/code/admin_code/uws/17

Chapter 18: Conduct on University Lands

https://docs.legis.wisconsin.gov/code/admin_code/uws/18

14.4 Research Misconduct

Graduate students are held to the same standards of responsible conduct of research as faculty and staff. Further information about these standards and related policies and procedures can be found at:

The Graduate School

Academic 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 Research Policies

https://research.wisc.edu/compliance-policy

14.5 Hostile and Intimidating Behavior (Bullying)

Hostile and intimidating behavior (HIB), sometimes referred to as “bullying,” is prohibited by university policy applicable to faculty, academic staff, and university staff. For further definition, policy, and procedures related to HIB see: hr.wisc.edu/hib. Students who feel

they have been subject to HIB are encouraged to review the informal and formal options on the “Addressing HIB” tab of this website.

14.6 Grievance Process

14.6.1 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 to 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 a Grievance Advisor, Undergraduate Coordinator, Graduate Coordinator, or others with whom they have a trusting relationship.

2. Should a satisfactory resolution not be achieved, the student should contact one of the department’s Grievance Advisors or 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 8.2.3, 8.2.4, and 8.2.5). The Grievance Advisors or 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. Students are also encouraged to talk with their faculty advisors regarding concerns or difficulties if necessary. 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://diversity.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.

    - Office of Conduct & Community Standards – https://conduct.students.wisc.edu/
    - The Graduate School – https://grad.wisc.edu/
    - McBurney Disability Resource Center – https://mcburney.wisc.edu/
    - Employee Assistance Office – https://hr.wisc.edu/employee-assistance-office/ [This resource provides confidential consultation]
    - Ombuds Office – https://ombuds.wisc.edu/ [This resource provides confidential consultation]
    - University Health Services – https://www.uhs.wisc.edu/ [This resource provides confidential consultation]
    - UW Office of Equity and Diversity – https://diversity.wisc.edu/

4. If the issue is not resolved to the student's satisfaction the student can submit a formal departmental grievance to the Grievance Advisor 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 3-member faculty committee will be convened by a Grievance Advisor to manage the department-level grievance. The program faculty 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 faculty committee will determine a decision regarding the grievance. The Grievance Advisor 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 faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to that committee through the Grievance Advisor.

8. Documentation of the grievance will be stored for at least 7 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 (Amy and Debi) are Title IX responsible employees who are required to report information they receive about sexual harassment and sexual violence; see section 8.2.5 below for more information on what this means. For any questions regarding Grievances, please see the Graduate Coordinator in order to determine the current Grievance Advisor for the department.

14.7 Process and Sanctions for Violations of Conduct Standards

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.

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 regarding 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 and the student will be admitted only on a space available basis. See the Graduate School Academic Policies & Procedures > Readmission to Graduate School: https://grad.wisc.edu/documents/readmission/
- Suspension from the program. The suspensions may range from one semester to four years.
- Dismissal from the program
- Denial of a degree

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 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

15. Incident Reporting (Hate, Bias, Sexual Assault, Hazing, Students of Concern, Bullying)

The Office of Student Assistance & Support (formerly the Dean of Students Office) maintains a portal to report incidents of hate, bias, sexual assault, hazing, dating/domestic violence, stalking, missing students, and students displaying other concerning behaviors at UW-Madison:

Office of Student Assistance & Support (Formerly the Dean of Students Office)

https://osas.wisc.edu/report-an-issue/

As noted above in "Personal Conduct Expectations," students who feel they have been subject to hostile and/or intimidating behavior (i.e., bullying) are encouraged to review the informal and formal options for addressing this behavior (including filing complaints when desired) at:

Human Resources Hostile and Intimidating Behavior Website

https://hr.wisc.edu/hib

16. Policies and Procedures for Computing Resources

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/.

16.1 Computer Labs

The Department has three computer labs: 109 Music Hall, 254 Environmental Health & Safety, and 260 Environmental Health & Safety. These computers are available for use by any student when the lab is not being used for a class or otherwise reserved. Only DPLA faculty, staff, visiting scholars, students and those taking classes in DPLA are allowed to log in to DPLA 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 DPLA 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 DPLA 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 DPLA 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 DPLA staff who will put signs inside and outside of the computer lab.

The computer lab will maintain current software licensing.

16.2 Music Hall, Computer Lab (Rm 109)

The computer lab will be open to DPLA 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.

17 EHSB (Environmental Health and Safety Building) at 30 East Campus Mall

All new issuances of physical keys for EHSB spaces require a $25 deposit. Any afterhours access to EHSB requires that your wiscard information be added to a list of authorized personnel. Contact Majiedah Pasha for both types of access.

17.1 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 Environmental Health & Safety Building, it is in the print/copy room 250.

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, Papercut.

There are instructions posted near the release stations. To release a print job, go to the release station 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 gnp-helpdesk@wisc.edu.

17. Funding, Employment, and Finances

"Funding" is a term used to describe university employment or support to cover some or all of your costs of graduate education. It varies in kind, amount, and level of guarantee.

17.1 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 DPLA, 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 DPLA 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/.

17.2 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.

17.3 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:

17.4 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.

17.5 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.

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.

17.6 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.

17.7 Employment

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.

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/

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

Questions about health insurance can be directed to the departmental financial specialist.

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/

17.8 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., DPLA, Nelson Institute for Environmental Studies, Extension, Campus Planning) Various local planning departments (e.g., Madison, Monona, Middleton, Dane County).

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/.

17.9 International Students

International students should confirm their eligibility for funding opportunities with UW–Madison's International Student Services (ISS).

18. Professional Development

When you participate in professional development, you build skills needed to succeed academically and thrive in your career. The following are professional development activities that we recommend for your consideration. Required professional development will be detailed in “Degree Requirements” above.

18.1 On Campus

The Graduate School develops and curates a wide variety of resources for professional development, including a tool to assess your skills, set goals, and create a plan with recommended activities on campus (e.g., the popular “Individual Development Plan” or IDP) as well as programming to help you explore careers, prepare for a job search, build your network and learn from alumni, manage projects, communicate about your research, and much more.

DiscoverPD helps master’s and doctoral students at UW-Madison advance their academic and professional goals with customized recommendations based on a skills self-assessment. The 400+ professional development recommendations available in the DiscoverPD database are available in a range of formats to best meet your diverse needs, including in-person, virtual, asynchronous, and synchronous opportunities. All of this can be found at:

Professional Development from the Graduate School

https://grad.wisc.edu/professional-development

The Graduate School communicates professional development opportunities through an e-newsletter, *GradConnections*, that all graduate students receive at their wisc.edu email. Graduate students in traditional graduate degree programs receive the newsletter weekly during the academic year and every other week in the summer. Graduate students in online degree programs receive the newsletter every other week during the academic year and monthly during the summer.

18.2 In the MS URPL Program

DPLA helps students prepare to enter the job market in several ways. Strategies include: 1) routinely soliciting announcements of available jobs and internships with MS 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.

The MS 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 have 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.

18.3 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/.

18.4 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 Graduate Coordinator that explains the activity and specifies the amount of the request. The Graduate Coordinator will work with the student and department administrative team to determine the appropriate procedure for payment.

19. 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.

19.1 Securing Health Insurance Coverage

Graduate students who hold an appointment as an assistant of 33.3% 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, visit the UHS web site at 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.

19.2 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

http://www.mcburney.wisc.edu/students/howto.php

The UW–Madison Index for Campus Accessibility Resources can be found at

https://accessible.wisc.edu/

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). If it is an emergency, dial 911. UHS offices are located on the 7th floor of 333 East Campus Mall.

19.3 Office of Student Assistance & Support (Formerly the Dean of Students Office)

https://osas.wisc.edu/

The Office of Student Assistance & Support provides resources to students struggling with a variety of issues and seeks to be the “go to” spot for student assistance on campus. Reach them by phone, in-person, or online (Live Chat).

19.4 Let’s Talk

Let’s Talk is a program that provides drop-in consultations at locations around campus for UW–Madison students. It’s free, no appointment is necessary, and students are seen on a first-come, first-served basis. Just drop in for an informal, friendly, and confidential consultation. Speaking with a counselor consultant can help provide insight, solutions, and information about other resources.

https://www.uhs.wisc.edu/mental-health/lets-talk/

20. Information for International Students

International Student Services (ISS) is your main resource on campus and has advisors who can assist you with visa, social and employment issues. Visit the website for more information at https://iss.wisc.edu/ or to schedule an appointment.

20.1 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.**

20.2 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.

20.3 Students with ESL Requirements

Any student who was admitted with a TOEFL score below 92, or an IELTS score below6.5 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.

20.4 Funding for International Students

International students are eligible for Teaching, Project, and Research Assistantships on campus as well as university 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/