The BS Major Handbook

Bachelor of Science – Major in Landscape Architecture

Academic Year 2017-2018
Updated September 6, 2017 (v1.0)
Welcome to the BS-CALS Landscape Architecture Major! Our focus is on the interdisciplinary study of landscapes, and in particular on the inventory, description, analysis, spatial distribution, planning and management of the earth’s natural and cultural resources. In this major you will learn about inventory, analysis, preservation, and planning methods, and have the opportunity to apply them to real world situations.

This major can prepare you for positions in cultural or natural restoration stewardship organizations or for advanced study in these areas. It also provides a solid basis for graduate study in Restoration Ecology, Landscape Architecture, Urban and Regional Planning, and Environmental Studies.

Our major is currently housed within the College of Agricultural and Life Sciences and The Department of Planning and Landscape Architecture.
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1. PROGRAM OVERVIEW

1.1 Intention & Role of Handbook
This handbook is intended for undergraduate students who are pursuing the BS Degree with a Major in Landscape Architecture. It spells out most of what you need to know about the academic policies and procedures that are in place during the 2017-18 academic year. Use this information as you work with your advisor and Debi Griffin, the Undergraduate Program Coordinator as you navigate your way through your degree program. We will help you match your individual goals and interests with the requirements of the curriculum.

You can find additional information on the Department’s website (www.dpla.wisc.edu).

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

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

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

1.3 The BS Degree Program with a major in Landscape Architecture
This major is of particular interest to students interested in ecological restoration and preservation and environmental planning. It prepares students for graduate work in such fields as restoration ecology, landscape architecture, urban and regional planning, architecture, law, environmental studies, and environmental design.
The bachelor of science program with a major in landscape architecture provides students with a solid foundation to pursue careers in landscape planning and conservation. It emphasizes problem-solving skills and critical thinking based on ecological principles, societal needs and cultural foundations.

Landscape planning focuses on strategies to integrate human activities with landscape resources in order to achieve healthy living environments through sustainable and livable community development. Landscape conservation is concerned with achieving healthy ecosystems and in cultural and natural resource preservation.

The curriculum includes courses on theory and process and on techniques for data gathering and manipulation with an emphasis on geospatial information systems and interdisciplinary perspectives as well as on ensuring public participation in making planning and conservation decisions.

1.4 Learning Outcomes

1. Integrate social, cultural, ecological and technological dimensions in solving novel problems concerning the conservation or management of sustainable natural and cultural landscapes.
2. Demonstrate critical thinking and the ability to explore ideas and synthesize information, both independently and in collaboration with interdisciplinary team members.
3. Demonstrate competence and critical judgment in applying the intellectual and technical skills necessary for site and landscape-scale natural and cultural resource conservation planning and management; in particular the skills of: site inventory and analysis, spatial and temporal analysis; geographic information systems; programming; synthesis; communication; implementation; and evaluation.
4. Understand, apply and evaluate the principles, theories and recent research findings underlying at least one of the following fields of landscape studies, in particular cultural and historic landscapes, environmental planning, and ecological restoration.
5. Demonstrate advanced communication skills, including visual, verbal, and written presentation skills.
6. Be able to perform as a member of a public or private natural or cultural resources conservation or preservation office or agency.

1.5 Program Administrative Structure

1.5.1 Committees
The following are standing committees established by the department. The Chair may also, as necessary, create special committees to conduct specific business of the department that may arise from time to time. Faculty are appointed to the committees at the beginning of each academic year by the Chair. The members of the committees may (and often do) change year to year. Most committees also have student members, most of whom are appointed by our student organizations.
CURRICULUM COMMITTEE will assess curricular needs and requirements for the department’s academic programs and ensure coordination and consistency across programs. It will also coordinate the scheduling of when courses are taught and maintain an overall three-year teaching plan. The committee will review appeals of decisions of the program committees. The name of the current Curriculum Committee Program Chair is listed below in Staff Section 1.9.2. Staff

UNDERGRADUATE COMMITTEE is responsible for the administration of the BS-CALS major. It sets the requirements for the major and acts on academic appeals.

EXTENSION AND OUTREACH COMMITTEE is responsible for coordinating the department’s extension, outreach, and public relations activities. Additional responsibilities include: organizing the departmental seminar and lecture series; producing a newsletter and alumni relations; help with marketing of programs and recruitment; and organizing events including the MS URPL Project Forum, the annual Jensen-Longenecker Banquet honoring landscape architecture, and others.

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

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

1.5.2 Department/Program Staff
Department Chair – Ken Genskow (kgenskow@wisc.edu, 608-890-0673). As current Chair, Ken is the head of administrative and academic decision making for the department during his time as Chair. He is available to students who have concerns or comments about the program or courses.

Department Administrator – Shira Hand (shand2@wisc.edu, 608-265-0509). Shira is the Onboarding Coordinator for new employees, including students; she also oversees human resources functions for the department, and is the contact for personnel and workplace issues and policy questions. Shira also serves as a backup to Pat for financial, payroll and benefit responsibilities.
Undergraduate Student Services Coordinator – Debi Griffin (dagriffin@wisc.edu, 608-263-7301). Debi manages all aspects of undergraduate student services. PLA’s undergraduate degree programs include an accredited professional design program, the Bachelor of Science in Landscape Architecture (BSLA), and a major degree program, Landscape Architecture (LA), in the College of Letters & Science. She is responsible for undergraduate recruitment, internships, academic and department policy, as well as alumni outreach for LA.

Financial Specialist – Pat Cunniffe (cunniffe@wisc.edu, 608-262-1005). Pat is responsible for fiscal administration in the department, as well as payroll and benefits. He handles appointment letters, benefits, faculty and student payroll (though individual faculty approve the hours of their student employees), student reimbursements of conference travel, and any other financial questions.

Curriculum Committee Chair – Evelyn Howell (eahowell@wisc.edu, 608-263-6964). Information about the Curriculum Committee can be found in the Program Structure section 1.5.1.

Undergraduate Committee Chair—Sam Dennis (samuel.dennis@wisc.edu) Information about the Curriculum Committee can be found in the Program Structure section 1.5.

Grievance Advisors: Professor Evelyn Howell and Professor Jim LaGro
Information about Grievance Procedures can be found in Section 7.

1.5.3 Faculty/Instructional Staff
BS Degree in Landscape Architecture faculty have their tenure homes in the Department of Planning and Landscape Architecture. Program faculty teach courses relevant to the program and serve as advisors to students. Faculty and instructor profiles can be found on the DPLA website at https://dpla.wisc.edu/facstaff/faculty.
2. ADMISSIONS AND ENROLLMENT

2.1 Admissions Requirements
To declare this major, students must be admitted to UW–Madison and the College of Agricultural and Life Sciences (CALS). For information about becoming a CALS first-year or transfer student, see Entering the College: [http://guide.wisc.edu/undergraduate/agricultural-life-sciences/#enteringthecollegetext](http://guide.wisc.edu/undergraduate/agricultural-life-sciences/#enteringthecollegetext)

Students who attend Student Orientation, Advising, and Registration (SOAR) with the College of Agricultural and Life Sciences have the option to declare this major at SOAR. Students may otherwise declare after they have begun their undergraduate studies. For more information, contact the advisor listed under the Advising and Careers tab.

2.2 Admission to the BS Degree with a major in Landscape Architecture
Applicants must satisfy the admission policies for the college (apply to the UW–Madison Office of Admissions and Recruitment); entering freshmen follow the instructions on the admissions application and list landscape architecture as their intended major.
3. REQUIREMENTS FOR BS DEGREE PROGRAM IN LANDSCAPE ARCHITECTURE

3.1 Courses
Courses for the program fall into three categories: university requirements, college requirements, and major requirements.

3.2 University Requirements
Courses may not double count within university requirements, but courses counted toward university requirements may also be used to satisfy a college requirement &/or a major requirement.

- Communication Part A (2 – 3 cr.) Designated “a” in the Course Guide.
- Communication Part B (2 – 3 cr.) Designated “b” in the Course Guide.
- Quantitative Reasoning Part A (3 cr.) Designated “q” in the Course Guide.
- Quantitative Reasoning Part B (3 cr.) Designated “r” in the Course Guide.
- Ethnic Studies (3 cr.) Designated “e” in the Course Guide.
  o GEOG 305 (required below) fulfills the Ethnic Studies requirement
- Humanities/Literature/Arts (6 cr.) Designated H, L, X, or Z in the Course Guide.
- Social Sciences (3 cr.) Designated S, W, Y, or Z in the Course Guide.

3.3 CALS (College) Requirements
Courses may not double count within college requirements, but courses counted toward college requirements may also be used to satisfy a university requirement &/or a major requirement.

- First-Year Seminar (1 cr.)
  o See DARS or www.newstudent.wisc.edu/practices/CALS.php for full list. Students who transfer into CALS after freshman year and continuing students who move to the B.S. degree should consult with Undergrad Programs & Services (116 Ag Hall) regarding completion of this requirement.
- International Studies (3 cr.)
  o Must complete 3 credits of International Studies coursework.
  o ENVIR ST/GEOG 127 (required below) fulfills the CALS International Studies requirement.
- Physical Science Fundamentals (3 cr.)
  o Must complete one General Chemistry course from the following list: CHEM 103, 108, 109. Consult major requirements prior to selecting.
- Biological Science (5 cr.) Designated B or Y in the Course Guide.
- Additional Science (3 cr.) Designated B, P, N, W, X, or Y in the Course Guide.
- Science Breadth (3 cr.) Designated B, P, N, S, W, X, or Y in the Course Guide.
3.4 Landscape Architecture Major Requirements

Courses may not double count within the degree (unless specifically noted otherwise), but courses counted toward the degree requirements may also be used to satisfy a university requirement &/or a college requirement. A minimum of 15 credits must be completed in the degree that are not used elsewhere.

ENVIR ST 127 is recommended to fulfill the CALS International Studies requirement.

3.4.1 Mathematics and Statistics (8 cr.)
- MATH 112 (q) and 113, or MATH 114 (q) or may be satisfied by placement exam (q)
- MATH 211 (r), 221 (r), or STAT 301 (r)

3.4.2 Biology (10-16 cr.)
- One group required:
  - BOTANY 130 (B)
  - BOTANY 100 (B) and one of the following: BOTANY 402 (B), HORT 227 (B), 232 (B), 233 (B), or another 2 credits of lab or field-based Botany, Horticulture, or Agronomy
  - BOTANY 260 (B), 455 (B) or 460 (r, B)

3.4.3 Core (30-32 cr.)
- SOIL SCI 301 (P) or 230 (P)
- LAND ARC 250 (H)
- LAND ARC 201
- LAND ARC 262 (N)
- LAND ARC 260 (H)
- LAND ARC 695 or URB R PL 622
- HISTORY 460 (Z) or ART HIST 457 (H)
- URB R PL/ LAND ARC 463 (S)
- URB R PL 601 (Z)
- 3 credits of LAND ARC 375 or equivalent, as determined by advisor

3.4.4 Capstone (3 cr.)
- LAND ARC 691 and 692, or 699

3.4.5 Specialization (18-22 cr.)
Must Complete One of Three Specialization Tracks

SPECIALIZATION #1: CULTURAL & HISTORIC LANDSCAPES (18-20 cr.)
- LAND ARC 677
- FOLKLORE 320 or 439 (H) or 490 or 539 or 540 (Z)
- HISTORY 201 (H) or 403 (S)
- ANTHRO/AMER IND 353 or 354 or 431 or AMER IND 250 or AMER IND/LSC 444 or ANTHRO 470 (S) or 474 (Y) or AMER IND/C&E SOC/SOC 578 (S)
- ART HIST 449 (H) or 457 (H) or 464
- GEOG 301 or 305 (S) or 309 (S) or 342 (S) or 434 (S) or 501 (S) or URB R PL 711

**SPECIALIZATION #2: ENVIRONMENTAL PLANNING (20-22 cr.)**
- ECON 101 (S)
- SOC 210 (b, S) or 211 (S)
- GEOG 305 (S) or URB R PL 590
- URB R PL 668 or F&W ECOL 515 (B) or ECON/URB R PL 449
- REAL EST/URB R PL 306 (S) or 420 (S) or AAE 343 (S) or 532
- GEOG/URB R PL 312 or SOC/URB R PL 677 or C&E SOC/URB R PL 617 (S)

**SPECIALIZATION #3: ECOLOGICAL RESTORATION (21-22 cr.)**
- LAND ARC 353
- LAND ARC 666 (B)
- BOTANY 455 (B)
- BOTANY 400 (B) or 401
- ENVIR ST 651 (r), GEOG 339 (S) or ENVIR ST 360 (B)
- AGRONOMY 370 or LAND ARC 361 (B) or SOIL SCI 323 (B) or ZOOLOGY 315 (B)
- LAND ARC 399 or 699

**3.4.6 General Electives**
24-34 cr., depending on what is necessary to complete degree credit requirements *Restoration students are encouraged to select BOTANY 130, BOTANY 260 or 460, and STAT 301 or equivalent under College and University Requirements.

**3.5 BS Degree with Major in Landscape Architecture Sample Four-Year Plan**
This Sample Four-Year Plan is a tool to assist you and your advisor in planning your academic career. Use it along with the Curriculum Sheet for your program, your DARS report, and the Course Guide. Last Updated: June 2016.
**FRESHMAN**

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*Total Credits 32*

**SOPHOMORE**

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*Total Credits 30-31*

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*Total Credits 30*

**SENIOR**

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*Total Credits 31*

¹ Must be taken during semester shown to stay on track.
² Electives must be chosen to include completion of UW and CALS requirements.
4. ADVISING

Students are assigned to a faculty advisor once they declare the major. Prospective students should contact the academic coordinator, Debi Griffin (dagriffin@wisc.edu, 608-263-7301) for more information.

Advisors can help students plan an internship, study abroad experience or research experience on campus, all while completing degree requirements and working towards graduation.

Your advisor has a wealth of knowledge about courses on campus, as well as policies and procedures. They are caring staff who want students to succeed. Any student experiencing academic difficulty or personal struggles is encouraged to talk to their advisor about how their individual situation may affect their academic performance.

4.1 CALS Advising

The College of Agricultural and Life Sciences staff can help you in a variety of ways as you move through your undergraduate degree program. They are here to provide clear and accurate information and to assist and support you during your pursuit of your undergraduate degree. Services include:

- New student admission and readmission
- Academic advising
- Transfer credit evaluation process
- Student engagement opportunities
- College-to-career activities
- Mentoring program
- Study away advising
- Graduation and commencement
- Collegiate and departmental scholarship opportunities
- National Student exchange approvals
- Leave of absence processing
- Academic probation and suspension processing
- Concerns or grievances related to collegiate or university policies and procedures

4.2 BS Major in Landscape Architecture Academic Advising

Upon admission, you will be assigned an academic adviser who will work with you from admission through graduation. Advisers serve as students’ first point of contact for questions, concerns, ideas, and issues. Your advisor can help with many aspects of your undergraduate career, including:

- Engagement opportunities (e.g. undergraduate research, leadership, service learning, and student organizations).
- Progressing to upper-division or full-major status.
- Internship information and process.
- International and domestic away advising.
- Referrals to other University resources and services.
- Selecting a minor or second major.
- Changes in your academic status (e.g. reduced credit load, leave of absence).
- Petition process.
- Academic probation advising and registration hold releases.
- Change of major and undeclared student advising.
- Preparation for graduation.

4.3 Advising Responsibilities

Advisers support you in your attainment of your undergraduate degree as well as the university’s Student learning and Development outcomes to that end, it is your responsibility to:
- Read and understand your DARS, your four-year plan. Ask your adviser if you have questions
- Stay current on collegiate and university policies, deadlines, and resources.
- Make satisfactory academic progress.
- Make and be accountable for your own decisions about your academic life.
- Treat your adviser in a professional manner and with respect.
- Schedule appointments early and be on time for them.

It is your advisor’s responsibility to:
- Advise you in a knowledgeable, professional, and respectful manner.
- Keep appropriate information about you confidential.
- Allow you to make your own decisions about your academic life.
- Communicate to you pertinent collegiate and university changes.

Contacting Your Advisor: Students may see their official advisor listed in MyUW.

4.4 Additional Advising Resources

There are many advising resources available to students. The UW Advising Website has a wealth of information: https://advising.wisc.edu/ as does the College of Ag and Life Sciences, at https://cals.wisc.edu/academics/undergraduate-students/advising/.
5. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

5.1 Degree Components and Requirements
You need to complete a minimum of 120 semester credits to graduate with a bachelor’s degree from the University of Wisconsin-Madison. Your degree will consist primarily of courses in your major and university and college requirements.

5.2 Degree Audit Reporting System (DARS)
Your DARS and four-year plan, when used together, are effective tools for keeping track of your progress toward completing your degree. Please see the four-plan timeline for specific courses. If you have any questions about using the tools or planning your courses, be sure to contact your professional academic adviser.

5.3 Academic Standing: Scholastic Actions, Probation and Dropped
The following policy explains good academic standing, probation, and dropped statuses. For details, see https://kb.wisc.edu/cals/academicaffairs/page.php?id=73880

5.3.1 Scholastic Actions
A student shall be considered in good standing if that student has:

- a GPA of 2.0 or above in the semester just completed, and
- a cumulative GPA of 2.0 or above.

A student must be in good standing in order to be eligible for graduation.

5.3.2 Academic Probation
A student shall be placed on academic probation when, in the semester just completed, that student has:

- attained less than a 2.0 GPA, or
- earned two or more grades of F.

Once on probation, the student is continued on probation until either removed from probation or dropped.

A student shall be removed from probation when that student has:

- attained a cumulative GPA of at least 2.0, and
- earned a GPA of at least 2.0 in the semester just completed, and
- no outstanding Incompletes.

5.3.3 Dropped Status
A student on academic probation shall be dropped (academically dismissed) for at least one semester at the end of any semester in which that student has earned a GPA of less than 2.0.
The first time a student is dropped, they are required to sit out for one semester. Students wishing to reenter after sitting out for one semester will need permission from a dean before they are readmitted. The student should submit a re-entry application to UW-Madison and also meet with an academic dean in the Office of Academic Affairs to provide evidence that time between being dropped and applying for reentry has been used gainfully. Such activity must give evidence of serious desire to gain an education, careful thought about academic goals, and strategies that will improve academic performance. Typically, students use the time in dropped status to take course work at another institution to demonstrate their ability to succeed at UW-Madison. Additional information can be found here. If the student's re-entry application is accepted, the student will be readmitted on probation.

A student who has been readmitted on probation and who fails to earn a semester GPA of 2.0 or above will be dropped again and will not be permitted to re-enroll for at least one year and then only upon appeal to the Scholastic Policies and Actions Committee with good evidence of changed circumstances that would indicate a reasonable probability of success.

A student dropped for a third time will not be readmitted.

5.3.4 Appeals
Students who are dropped may submit an appeal to continue their enrollment at UW-Madison without taking time off. The Office of Academic Affairs will provide information about appealing to students in dropped status.

5.4 Graduation
This document contains important information regarding graduation and commencement. For more details, see https://kb.wisc.edu/cals/academicaffairs/page.php?id=73901

5.4.1 Applying to Graduate
Students who expect to graduate must apply to graduate in the Student Center. They will need to indicate their term of completion and, separately, whether they would like to participate in a commencement ceremony. Students must apply by early April (for May) and early November (for December) in order for their names to appear in the commencement program.

5.4.2 Commencements
Students may visit the University Book Store website for information about ordering caps and gowns and the Commencement website for information about the commencement ceremony. Campus-wide ceremonies are offered twice per year (May and December), and students may attend any ceremony regardless of their term of completion.
5.4.3 DARS and Degree Completion

Students should review their degree audit (DARS) report to ensure they have satisfied all degree requirements. If the student perceives an error on the report, the student should contact their advisor and the Office of Academic Affairs. Students' academic records will receive a final evaluation by staff in the Office of Academic Affairs. Students should inform their advisors and report any change in graduation plans to the Office of Academic Affairs. If a student has received permission to complete final coursework while not in residence, the student must notify the Office of Academic Affairs so that records can be reviewed and certified for graduation.

Students are graduated with a bachelor's degree when they have met all the university, college, degree program, and major requirements; have earned 120 credits; and have a cumulative grade point average of 2.0 or higher on all courses carried for a grade at UW–Madison. Graduating students should know that the date they finish any outstanding Incompletes (I) will determine their semester of graduation. Students with a biological systems engineering major should check with the department for additional graduation requirements.
6. SATISFACTORY PROGRESS – CONDUCT EXPECTATIONS

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

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

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

6.1 Student Conduct

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

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

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

3. Interpersonal and Learning Community Relationships: Students shall interact with peers, faculty, staff and others in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to teams, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

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

The BS Degree Program in Landscape Architecture, the Department of Planning and Landscape Architecture, and the Division of Student Life all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. Furthermore, inappropriate behavior towards clients/subjects, 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 professional, ethical, and respectful conduct in all interactions.

Students may be disciplined or dismissed from the BS Degree Program in Landscape Architecture for misconduct or disregard for student conduct expectations regardless of their academic standing in the program.

6.2 Academic Misconduct

The Office of Student Conduct and Community Standards upholds every student’s right to learn in a community that is safe, and fosters integrity and accountability. Academic misconduct is governed by state law, UWS Chapter 14. Misconduct includes the following, but is not limited to this list:

- Seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism)
• Uses unauthorized materials or fabricated data in any academic exercise (using notes for a closed-book online exam)

• Forges or falsifies academic documents or records (having a friend sign you in for attendance when you’re absent)

• Intentionally impedes or damages the academic work of others (tampering with another student’s experiment)

• Engages in conduct aimed at making false representation of a student’s academic performance (altering test answers and submitting the test for regrading), or

• Assists other students in any of these acts

Additional information regarding Academic Integrity:
https://conduct.students.wisc.edu/academic-integrity/

Answers the following questions can be found on the Office of Student Conduct and Community Standards website: How to Avoid Academic Misconduct? What Happens if I engage in Academic Misconduct? What Should I do if I know a Classmate is Cheating? https://conduct.students.wisc.edu/

University of Wisconsin System > Chapter UWS 14: Student Academic Disciplinary Procedures:

6.3 Non-Academic Misconduct

The university may discipline a student in non-academic matters in the following situations:

1. for conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;

2. for stalking or harassment;

3. for conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;

4. for conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;

5. for unauthorized possession of university property or property of another member of the university community or guest;

6. for acts which violate the provisions of UWS 18, Conduct on University Lands;

7. for knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. for violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of non-academic misconduct include but are not limited to:

1. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. obstructing a university officer or employee engaged in the lawful performance of duties;
9. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
10. knowingly disrupting access to university computing resources or misusing university computing resources.

Additional information regarding Non-Academic Misconduct:

- University of Wisconsin System: Chapter UWS 17 > Student Non-Academic Disciplinary Procedures: [https://docs.legis.wisconsin.gov/code/admin_code/uws/17.pdf](https://docs.legis.wisconsin.gov/code/admin_code/uws/17.pdf)
- University of Wisconsin System: Chapter UWS 18 > Conduct on University Lands: [https://docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf](https://docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf)
7. GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME

7.1 Grievance Procedures

7.1.1 Student Rights and Responsibilities
If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students’ concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first.

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

1. The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level if they feel safe and comfortable doing so. Students are welcome to seek advice from 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 criminal conduct that university employees are required by law to report to University Officials (as specific below in Section 8.2.3 and 8.2.4). 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: http://www.oed.wisc.edu/index.html.
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.
   o Dean of Students – doso.students.wisc.edu
   o McBurney Disability Resource Center – mcburney.wisc.edu
   o Employee Assistance Office – eao.wisc.edu [This resource provides confidential consultation]
   o Ombuds Office – ombuds.wisc.edu [This resource provides confidential consultation]
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.

7.1.2 The Grievance Advisors
The Grievance Advisors for the Department of Planning and Landscape Architecture for Academic Year 2017-18 are Professor Jim LaGro and Professor Evelyn Howell. The Department Chair is Professor Ken Genskow. The Department Administrator is Shira Hand.

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

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

1. Abusive expression (including spoken, written, recorded, visual, digital, or nonverbal, etc.) directed at another person in the workplace, such as derogatory remarks or epithets that are outside the range of commonly accepted expressions of disagreement, disapproval, or critique in an academic culture and professional setting that respects free expression;
2. Unwarranted physical contact or intimidating gestures; Conspicuous exclusion or isolation having the effect of harming another person’s reputation in the workplace and hindering another person’s work;
3. Sabotage of another person’s work or impeding another person’s capacity for academic expression, be it oral, written, or other;
4. Abuse of authority, such as using threats or retaliation in the exercise of authority, supervision, or guidance, or impeding another person from exercising shared governance rights, etc.

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

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

7.1.4 Sexual Harassment

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

What is Sexual Harassment?

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

- Differences in power or status can be a significant component in sexual harassment. A person who seems to acquiesce to sexual conduct may still experience tangible action harassment or hostile environment harassment if the conduct is unwelcome.
- Harassment can occur between men and women or between members of the same gender.
- Sexual harassment may or may not involve a tangible injury (e.g., economic loss, lowered grades). A sexually harassing environment, in and of itself, may constitute a harm.
- Individuals in positions of authority are responsible for ensuring that employees, students or others do not harass. In an academic or program setting, offenders can be faculty, instructors, lecturers, teaching assistants, coaches, tutors, or fellow students or program participants.
- The person filing a sexual harassment charge does not have to be the person harassed but could be anyone significantly harmed by the harassing conduct.
- Some behavior that is not in violation of university policy may, nonetheless, be unprofessional under the circumstances. Consequences of such unprofessional behavior may include poor performance evaluations or possible discipline.

What to do if you feel you’ve been sexually harassed:

- Seek advice. Consult the Grievance Advisor, department chair, program chair, another divisional resource person, the Office of Equity and Diversity (http://www.oed.wisc.edu/), or another campus resource to discuss options for resolution.
- You may choose to seek informal resolution through the Grievance procedures detailed in Section 7.1.1 or file a sexual harassment complaint with the UW–Madison Title IX Coordinator. You may find more information on filing a complaint at https://compliance.wisc.edu/eo-complaint/. Complaints filed through the UW–Madison Title IX coordinator may lead to an investigation and disciplinary action against the accused. In order to ensure due process and provide for a defense, prior to any formal disciplinary action against someone accused of sexual harassment, the University must inform that person of the details regarding the formal complaint including the identity of the person initiating the complaint.
- For additional information, please visit: https://compliance.wisc.edu/titleix/campus-procedures/reporting/sex-discrimination-harrassment/.
- As listed previously, the following additional resources offer confidential consultation and can help people who want support or information, but do not wish to report. Confidential means they will not share information that identifies the person seeking support without that person’s permission.
  - Employee Assistance Office – https://eao.wisc.edu/ [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]
For more information on discrimination against students and other resources:
https://compliance.wisc.edu/eo-complaint/

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

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

...if you feel you’ve been sexually harassed:

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

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

7.2.1 Research Misconduct
The University of Wisconsin–Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their degree programs and careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at https://research.wisc.edu/respolcomp/resethics/
7.2.2 Academic Misconduct
If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

7.2.3 Sexual Assault
Faculty, staff, teaching assistants, and others who work directly with students at UW–Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials, specifically the Office for Equity & Diversity or the Division of Student Life. This effort is not the same as filing a criminal report. Disclosing the victim’s name is not required as part of this report. Please find full details at [https://compliance.wisc.edu/titleix/campus-procedures/reporting/complainant/](https://compliance.wisc.edu/titleix/campus-procedures/reporting/complainant/) and [https://www.uhs.wisc.edu/prevention/violence-prevention/resources/](https://www.uhs.wisc.edu/prevention/violence-prevention/resources/)

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

7.2.5 Incidents of Bias/Hate
The University of Wisconsin–Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW–Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at [https://doso.students.wisc.edu/services/bias-reporting-process/](https://doso.students.wisc.edu/services/bias-reporting-process/)

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

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

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

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

8. OPPORTUNITIES FOR STUDENT INVOLVEMENT

As a 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.

8.1 Student Representation in Governance

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

8.2 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 at https://cfli.wisc.edu/ and visit the Registered Student Organization directory. This list will not include unregistered student organizations, and you may find that there are groups in your department that you would like to get involved with as well. If you are interested in officially registering an organization you are involved, you must register at www.cfli.wisc.edu. Once registered through CFLI, your organization is eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

8.3 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 http://www.wisc.edu/public-service/.

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

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

Learn more about PLA’s Outreach Partnerships on the Wisconsin Idea page of the DPLA website: https://dpla.wisc.edu/researchandoutreach.
9. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

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

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

10.1 University Health Service

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

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.

10.2 Supporting Peers in Laidback Listening

SPILL is an anonymous peer-based support system online. We're an organization made up of and for UW-Madison students who are committed to providing one another with a confidential venting outlet for college problems that everyone seems to go through, but few people want to LISTEN to.

UW-Madison students can write in and vent about anything and everything they may be struggling with. We connect them with other UW-Madison students who have dealt with that issue. Both parties are anonymous to one another, and the "Spiller" (person writing in) gets a thread of 4-6 responses from other peers within 24 hours.

For information visit SPILL at www.badgerspill.com

10.3 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

Additional [non-academic] disability campus resources (not found through the McBurney Center) can be found at http://www.mcburney.wisc.edu/services/nonmcburney/index.php

The UW–Madison Index for Campus Accessibility Resources can be found at http://www.wisc.edu/accessibility/index.php

10.4 Mental Health Resources On and Off Campus

10.4.1 Mental Health at University Health Services
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 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.

10.4.2 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.

Visit: www.uhs.wisc.edu/mental-health/lets-talk
10.4.3 UWell
UW–Madison has a holistic resource for all things wellness called “UWell”. The website includes information and opportunities for wellness for your work/school, financial, environmental, physical, emotional, spiritual, and community. Although wellness is a broad term that can have a different meaning to each individual, UWell has defined it as an active process of becoming aware and making active choices toward a successful way of being. Go to http://uwell.wisc.edu/.

10.5 Dean of Students Office
The Dean of Students Office 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). Visit doso.students.wisc.edu/student-assistance

DoS offices are located at 70 Bascom Hall. P: 608-263-5700.
11. POLICIES & PROCEDURES FOR INFORMATION TECHNOLOGY (IT), INSTRUCTIONAL LABS, & STUDIO SPACES

The Music Hall office (Rooms 110 and 112 Music Hall) is open Monday–Friday, 7:30 a.m.–4:45 p.m. The computer lab (Room 109 Music Hall), is open Monday–Friday, 8:00 a.m.–4:30 p.m., except during some classes when the computer lab is reserved for class use. To use the building or lab outside of these times, you may check out keys for the building and the computer lab.

11.1 Studio Policy and Procedures

We assume that all students are individuals who respect each other, each other's work, and our facilities. To this end, the Department of Planning and Landscape Architecture has developed the following policies for all students as a means of maintaining a studio environment of which we can all be proud, which reflects a professional image, and which makes visitors feel welcome. We ask that you work in partnership with faculty and staff to create an ethic of stewardship in relation to our facilities and an environment governed by respect for others while working in the studios.

When students are working in the studio, certain etiquette is necessary to ensure a civil working environment. Students should be considerate of their classmates and of others in the building. Some basic rules:

- **ALWAYS** ensure that studio doors are locked and shut. Everyone is responsible for protecting the safety of their classmates and their possessions.
- When using common work-tables and areas (e.g. printing and plotting areas, light tables, cutting boards/tables, layout tables, and presentation tables) you should clean up after each session. Materials left on or in common work-tables and areas may be recycled or thrown away without notice.
- Report any damage of property or thefts to the department as soon as reasonably possible.
- The design studio is provided as a place to study and work; it is to be used in the same manner as a professional office. Open sound systems are not allowed in the studio at any time. You should plan on using headsets. During scheduled classes, the use of headsets should be cleared with the studio professors so that they do not impede class instruction.
- **Cell phones and smartphones** must be silenced and should not be used or answered at any time during studio hours. At all times, noise of any kind must be kept low enough to prevent disturbance to others in the studios or in adjacent faculty offices.

11.2 Use & Stewardship of Studios

The following guidelines are established to ensure the security, safety and integrity of our educational facilities. There are six categories of policy: studio access, desk and lockers, quality of studio space,
technology, safety and welfare, and end of term cleanup. Any damage to the studio will be recorded by the faculty or staff. Student(s) responsible for damage(s) will be assessed a fee to correct said damage.

11.2.1 Studio Access

- Agricultural Hall studio space is open to the public during normal building hour operations. Students, faculty, and staff may access the building and studio spaces during off hours using their WISC ID card.

- Agricultural Bulletin studio space is only open and accessible to students, faculty, and staff with the use of a door code or WISC ID card at all times.

11.2.2 Quality of Studio Space

Studio space is to be kept neat and well-maintained at all times. Each student is responsible for their desk space as well as for helping to maintain public areas in the studio such as the entrances, corridors, lounge and communal work areas. Personalizing surroundings (lockers, desks, stools, walls) by writing or drawing upon them is both inappropriate and prohibited.

It is good practice to clean up your desk at the end of each day. This practice will insure the highest level of productivity during each day. If necessary, your faculty will insist upon personal and/or studio clean-up. In that event, compliance is mandatory.

Graphic displays, posters, pictures, etc. are expected to be chosen with professional judgment. While studio will soon feel like “home” to many of you, visitors are brought through on a regular basis.

- Do not post any offensive or derogatory material. Derogatory materials shall include but is not limited to offensive material related to racial, ethnic, gender or sexual slurs. In this case, the student will be asked to remove any offensive material. Noncompliance shall be reported to the University Police.

- Moving or rearrangement of desks, partitions, lockers, etc. is prohibited unless approved of by studio faculty.

- Common spaces are provided for all students. Please help keep these furnishings well maintained. Additional lounge areas within the studio are not permitted. This includes bringing in unauthorized, outside furnishings such as: sofas, chairs, tables, coffee makers, microwaves, personal refrigerators, etc. Unauthorized additions may be removed immediately.

- Existing refrigerators, sofas, coffee makers, etc. are provided for your convenience. They are the responsibility of the students to clean and maintain. If they are not well maintained, they may be removed and not replaced.
• Do not attach anything to the ceilings, floors, or walls in a way that mars the surface (e.g., glue, nail, screw).

• Do not suspend anything from the ceiling, beams, ceiling tiles or light fixtures.

• Do not place any signage in the windows.

• No items may be stored or kept under the stairs. This is a fire hazard. Unauthorized items may be discarded immediately.

• As a pre-professional and steward of the land, you share direct responsibility to practice and promote recycling. Recycle your waste in the appropriate receptacles provided. Faculty will notify you of specific “clean up” times as they occur.

• Damage incurred to the building and furniture will be considered vandalism. Students may be reported to the University Police and held responsible for damages.

11.3 Safety and Welfare in Studio Spaces

• The building walkways, including the spaces between the rows of desks, are considered to be emergency egress paths. As such, all walkways must be kept free of material and projects. Unauthorized items in the walkways may be discarded without notification.

• Each studio area must maintain an appropriate circulation system for open movement. Entrances into student work areas and desks must be kept free of enclosures. Visibility from aisles into work areas must be maintained.

• Studio lighting is important to the studio environment. The ceiling area must be kept free from canopies and other materials that interfere with lighting or visibility, or that otherwise create safety hazards.

• There will be absolutely no use of aerosol products in the studio or anywhere in the building. This includes spray paints, spray adhesives, or spray fixatives. If you must use these materials, use them outside the building and in such a way that doesn’t leave marks or residue on sidewalks or other surfaces.

• Activities and behavior within the studio must conform to all rules and regulations of UW-Madison. This includes no alcoholic beverages in the building and no actions or activities that are criminal or endanger the health, safety, or welfare of others. Discovery of such may result in enforcement of University policies.

11.4 End-of-Year Studio Clean Up

The deadline to remove all personal items from studios and lockers is 4:00 PM on the last Friday of the academic year (end of spring semester), unless notices are posted with an earlier deadline. Materials
remaining after the deadline may be disposed of immediately, including projects, artwork, models, and personal equipment.

By the last day of the final exam period students should:
- Place all trash in trash bins or dumpsters and all recyclables in the appropriate containers—floors should be free of trash.
- Remove all personal possessions.
- Report any needed repairs to the Landscape Architecture Department Office.

11.5 Additional UW-Madison Facility Policies

University policies can be found at: http://www.vc.wisc.edu/policies-facilities.htm.
12. AMENDMENTS
As policies and procedures change, amendments will be distributed to all students enrolled in the program and included in this section of their handbook. Those amendments will be incorporated into subsequent program handbooks.