

# Handbook

## *Academic Policies and Procedures*

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Master of Arts  
Resource and Energy Demand Analysis



Department of Agricultural and Applied Economics

[http://aae.wisc.edu/students/reda\\_handbook.pdf](http://aae.wisc.edu/students/reda_handbook.pdf)  
UNIVERSITY OF WISCONSIN-MADISON  
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## **I. PROGRAM OVERVIEW**

### **What is REDA?**

This 10-month professional Master's degree named option serves the growing number of recent graduates and early-career professionals seeking the quantitative skills necessary for demand-side resource and energy management and analysis, with the expectation for employment with electric and gas utilities, water utilities, energy service companies (ESCOs), government agencies, advocacy groups, and consulting firms. Due to economic and technological circumstances, industry demand for resource and energy demand analysis will become far more intensive and extensive over the next 10 years.

The Resource and Energy Demand Analysis (REDA) degree is a named option within the Agricultural and Applied Economics (AAE) Department and is unique in the U.S. It provides the analytical tools and quantitative skills necessary to design and manage demand-side resource and energy programs and evaluate their impacts. This includes the development of expertise in economic theory and its application in econometric analysis of resource and energy data.

### **Program features:**

- Cohort-based, with a lock-step curriculum.
- Interaction with industry professionals. A seminar series draws on the exceptionally high concentration of leading energy consulting firms in Madison.
- Three courses (10 credits) in statistics and econometrics, including a one-semester course in econometric methods for resource and energy demand analysis.
- Capstone course (AAE 774 and 776, "Practicum in Resource and Energy Demand Analysis") draws on a secure archive of resource and energy data assembled by REDA. Students synthesize their training in a simulated "real world" analysis, with the course designed to reflect the full range of professional responsibilities of a resource/energy demand analyst. The product is a paper of sufficient quality to present at an industry conference.

### **Role of this Handbook**

This handbook is intended for graduate students who are pursuing the Master of Arts in Agricultural and Applied Economics: Resource and Energy Demand Analysis (REDA) degree. The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Department of Agricultural and Applied Economics administers the REDA program under the authority of the Graduate School.

The Graduate School's [Academic Policies and Procedures](#) provide essential information regarding general University requirements. Program authority to set degree requirements beyond the minimum required by the Graduate School lies with the AAE program faculty. The policies described in this handbook have been approved by the program faculty as a whole. Degrees and course requirements may change over time. However, students must meet the degree and course requirements in effect when they entered the program. In addition, administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in the current handbook. The information in this handbook should also be supplemented by individual consultation with REDA staff.

## Key Individuals and Roles

<b>Staff</b>	<b>Room</b>	<b>Phone</b>	<b>Email</b>
<b>REDA:</b>			
Linda Davis, REDA Administrative Staff	424	262-9488	<a href="mailto:lvdavis@wisc.edu">lvdavis@wisc.edu</a>
Bethany Glinsmann, REDA Program Coordinator	111	890-1079	<a href="mailto:bglinsmann@wisc.edu">bglinsmann@wisc.edu</a>
Prof. Bill Provencher, REDA Program Director	519	262-9494	<a href="mailto:rwproven@wisc.edu">rwproven@wisc.edu</a>
<b>AAE:</b>			
Eric Dieckman, Information Technology	B5	262-6884	<a href="mailto:ewdieckman@wisc.edu">ewdieckman@wisc.edu</a>
Barbara Forrest, Graduate Coordinator	423	262-9489	<a href="mailto:bforrest@wisc.edu">bforrest@wisc.edu</a>
Kathy Martin-Taylor, Assistant to the Chair	429	262-8966	<a href="mailto:kmartint@wisc.edu">kmartint@wisc.edu</a>
Terri Wipperfurth, Department Administrator	430	262-0312	<a href="mailto:twipperf@wisc.edu">twipperf@wisc.edu</a>

## REDA Learning Goals

<b>Learning goal</b>	<b>Courses designed to achieve the goal</b>
Gain mastery of the foundations of economic quantitative analysis, statistical modeling, and program evaluation methods applicable to resource and energy demand analysis	AAE 636, 770, 771, 772, Practicum
Develop working knowledge of models of consumer demand and theoretical and applied models used in resource, environmental and energy economics	AAE 643, 771, Practicum
Clearly communicate issues, methods, and empirical results pertaining to resource and energy demand analysis using both written and oral strategies	AAE 643, 772, 773, Practicum

## Program Statistics

Student enrollment: 10 for 2016-17

Typical time to degree: 10 months

Job market: TBA in 2016

## Program Structure

The AAE faculty and Executive Committee has governance responsibility for the REDA program. In addition, a REDA Program Advisory Committee (PAC) that includes AAE faculty, other UW faculty engaged in energy research, and industry experts based in Madison assures that learning objectives match the skill set needed in the targeted employment sectors. AAE standing committees will handle curriculum and admissions. REDA is a named option within the AAE Master of Arts degree program. Agricultural and Applied Economics is an academic department within the College of Agricultural and Life Sciences.

## Program Instructors

Name	Course(s)	Office	Phone	Email
Alix-Garcia, Jennifer	771 Theory to Practice: Fundamentals of Resource and Energy Demand Analysis	417 Taylor	262-4499	<a href="mailto:jennifer.alix-garcia@wisc.edu">jennifer.alix-garcia@wisc.edu</a>
Coxhead, Ian	771 Theory to Practice: Fundamentals of Resource and Energy Demand Analysis	433 Taylor	262-6390	<a href="mailto:ian.coxhead@wisc.edu">ian.coxhead@wisc.edu</a>
Du, Xiaodong	671 Energy Economics	405 Taylor	262-0699	<a href="mailto:xdu23@wisc.edu">xdu23@wisc.edu</a>
Foltz, Jeremy	771 Theory to Practice: Fundamentals of Resource and Energy Demand Analysis	412 Taylor	262-6871	<a href="mailto:jdfoltz@wisc.edu">jdfoltz@wisc.edu</a>
Glinsmann, Bethany	773 Seminar in Resource and Energy Demand	110 Taylor	890-1079	<a href="mailto:bglinsmann@wisc.edu">bglinsmann@wisc.edu</a>
Gould, Brian	770 Introduction to Quantitative Methods in Resource and Energy Economics	421 Taylor	263-3212	<a href="mailto:bwgould@wisc.edu">bwgould@wisc.edu</a>
Nemet, Greg	Public Affairs 809 Introduction to Energy Policy and Analysis	209 Obs. Hill	265-3469	<a href="mailto:gnemet@lafollette.wisc.edu">gnemet@lafollette.wisc.edu</a>
Parker, Nick	531 Natural Resource Economics	413 Taylor	262-8916	<a href="mailto:dominic.parker@wisc.edu">dominic.parker@wisc.edu</a>
Phaneuf, Dan	636 Applied Econometric Analysis, and 643 Foundations of Environmental and Natural Resource Economics	416 Taylor	262-4908	<a href="mailto:dphaneuf@wisc.edu">dphaneuf@wisc.edu</a>
Provencher, Bill	772 Applied Econometrics of Resource and Energy Demand, and 774 & 776 Practicum in Resource and Energy Demand Analysis	519 Taylor	262-9494	<a href="mailto:rwproven@wisc.edu">rwproven@wisc.edu</a>
Shi, Guanming	771 Theory to Practice: Fundamentals of Resource and Energy Demand Analysis	329 Taylor	263-6250	<a href="mailto:gshi@wisc.edu">gshi@wisc.edu</a>

## Defining the Field of Energy and Resource Demand Analysis

A 2010 report by Lawrence Berkeley National Laboratory, “[Energy Efficiency Services Sector: Workforce Size and Expectations for Growth](#),” estimates that in the United States the energy efficiency services sector will increase two- to four-fold by 2020, to 220,000 person-years of employment (PYE) (low-growth scenario) or up to 380,000 PYE (high-growth scenario). A portion of this growth will involve the development, implementation, and evaluation of energy efficiency technologies and programs offered by private technology firms and gas and electric utilities.

This program is designed to train the professionals needed to analyze and manage these offerings, and similar technology/program offerings in other resource sectors, such as the water sector. These professionals include utility program administrators, ESCO staff, government staff, and consulting firms. The potential for REDA program growth is also evident in the potential for growth in demand-side

management in the energy industry. [The U.S. Energy Information Agency](#) predicts that demand response and energy efficiency programs will add peak-time savings of approximately 75 GW between 2010 and 2020, a 3-fold increase. Navigant Research forecasts the following:

- Global expenditures on energy demand response –reductions in energy demand during peak load hours –will increase from 30.8 gigawatts (GW) in 2014 to 196.7 GW in 2023.
- The worldwide market for smart grid data analytics is likely to grow steadily through 2020, with cumulative worldwide spending from 2012 through 2020 totaling just over \$34 billion. The bulk of this spending will occur in Asia Pacific, where annual investment will surpass \$2.5 billion by 2020.
- Expenditures on consumer engagement data analytics in the energy sphere is expected to increase more than 5-fold in North America, from about \$40 million in 2012 to \$220 million in 2020, and 6-fold globally.
- Dramatic growth will occur in smart technologies for energy conservation. Globally, revenues from smart thermostats are expected to grow from about \$100 million in 2013 to almost 1.4 billion in 2020. Half of this revenue will be in North America. Global growth in smart appliances will be on an even larger scale, increasing from about \$2 billion in 2013 to \$35 billion in 2020.

## 2. **ADVISING AND PROGRAM RESOURCES**

### **Academic Advising**

REDA students will follow a lock-step, 10-month curriculum of 30 credits. There are two elective courses: AAE 671 Energy Economics and AAE 531 Natural Resource Economics, both offered in the spring, from which to choose. In cases where students have previously taken both of these courses an independent study option will be made available.

Program Director Bill Provencher and Program Coordinator Bethany Glinsmann will share advising duties and can be contacted at any time for an advising appointment.

### **Career Advising**

Career and placement advising will be carried out by the Program Director and Program Coordinator. In addition, the professionals who present in the seminar and who serve on the Program Advisory Committee may also serve as useful contacts for career advice.

### **Administrative Advising**

Linda Davis can answer questions about administrative matters.

### **Other Advising Resources**

Students should always reference the program's website, this Handbook, the Graduate School's [website](#), and the Graduate School's [Academic Policies and Procedures](#) for answers to various program-related questions. However, when students need further clarification on any of these policies or procedures they should contact the REDA Program Coordinator.

### **Department Resources for Students**

REDA students have access to a study room (Taylor Hall room 104) equipped with study desks and lockers for personal belongings. A lounge with refrigerator, microwave, and coffee maker is in room 106. Mailboxes, a copier, and black and white and color printers are in room 112. The Parsons-Penn

Commons (115) provides additional study/meeting space, several daily newspapers, and a kitchenette. The Taylor-Hibbard Seminar Room (103) is used for department seminars. Common rooms can be reserved using the department's [online system](#). Department-wide coffee hours are held on Fridays at 10 am in the Parsons-Penn Commons.

The IT Services Center located in room B5, directed by Eric Dieckman, provides computer and IT support for students, faculty and staff.

### **3. MASTER'S DEGREE REQUIREMENTS**

#### **Program Basics**

- REDA is a named option within the Master of Arts in Agricultural and Applied Economics program. The transcript and diploma will list the final degree as M.A. Agricultural and Applied Economics: Resource and Energy Demand Analysis.
- Credits and Courses, see next page

Course	Description	Cr	Instructor
<b>Late Summer 4-Week Term</b>			
<b>AAE 770</b> Introduction to Quantitative Methods in Resource and Energy Economics	The fundamental mathematics and statistics necessary for the study of quantitative methods in resource and energy demand. Topics include the mathematics of optimization and its role in basic welfare theory and consumer demand; linear and matrix algebra and their application in both modeling consumer behavior and the statistical analysis of models; and the fundamentals of statistical analysis relevant to econometric analysis of resource and energy demand, including probability theory, sampling distributions, and statistical inference. <b>Taught online.</b>	3	Gould
<b>Fall Term</b>			
<b>AAE 636</b> Applied Econometric Analysis I	First Master's-level course in econometrics, including introductory topics in program evaluation.	3	Phaneuf
<b>AAE 771</b> Theory to Practice: Fundamentals of Resource and Energy Demand Analysis	Applying economic theory to the practice of resource and energy demand analysis. Topics include consumer demand theory and the proper modeling of demand systems, theoretical underpinnings of behavioral economics, welfare theory, cost benefit analysis and cost-effectiveness analysis, and technology adoption and diffusion.	4	Alix-Garcia Coxhead Foltz Shi
<b>PA 809</b> Introduction to Energy Policy and Analysis	Interdisciplinary seminar for the Energy Analysis and Policy Curriculum. Strategy and policy problems in energy policy, both national and international.	3	Nemet
<b>Spring Term</b>			
<b>AAE 671</b> Energy Economics <b>or</b> <b>AAE 531</b> Natural Resource Economics	671 Survey course on the methods, application, and limitations of traditional economic approaches to the study of energy problems.  531: Economic concepts and tools relating to management and use of natural resources.	3	Du  Parker
<b>AAE 772</b> Applied Econometrics of Resource and Energy Demand	The estimation of the economic models of resource and energy demand, including evaluation of energy and resource programs, estimating demand systems in the study of dynamic pricing models, estimating discrete choice models, Forecasting resource and energy demand from econometric models, and topics in the application of big-data analytics in resource and energy demand analysis.	4	Provencher
<b>AAE 773</b> Seminar in Resource and Energy Demand	Current issues in resource and demand analysis, with weekly presentations by academic researchers and industry professionals, and an emphasis on identifying the correct conceptual approach and methods to address an issue.	3	Glinsmann
<b>AAE 643</b> Foundations of Environmental & Natural Resource Economics	Focus areas include foundational models of human/environment interaction, definition and evaluation of the suite of environmental policy instruments, measuring environmental costs and benefits, and examining natural resource use.	3	Phaneuf
<b>AAE 774</b> Practicum in Resource and Energy Demand Analysis	The capstone course in Resource and Energy Demand Analysis, in which students synthesize their training in a simulated "real world" analysis. The course is designed to reflect the full range of professional responsibilities of a resource/energy demand analyst, from data retrieval/cleaning to analysis to reporting.	1	Provencher
<b>Early Summer 4-Week Term</b>			
<b>AAE 776</b>	Practicum continues; Both terms are graded.	3	Provencher



#### 4. **ENROLLMENT**

##### **Enrollment Requirements**

The REDA program is a 10-month continuous program that begins with a late summer session and ends the following June. All students are required to maintain continuous enrollment; a part time option is available. REDA students will enroll for 3 credits during the first summer session; 10 credits during the fall semester; 14 credits during the spring semester; and 3 credits during the early summer session.

##### **Program/Course Enrollment Policy**

Students in the REDA program cannot simultaneously enroll in other graduate programs or take courses outside the stipulated curriculum.

##### **Residence for Tuition Purposes**

Residency is used to determine tuition rates on campus. The details of the *Graduate School Residency for Tuition Purposes* can be found [here](#). The full Registrar's Office policy is [here](#).

##### **Policy on Graduate Assistantships**

Students enrolled in the REDA program are not permitted to accept teaching assistantships, project assistantships, or research assistantships during their course of study.

#### 5. **SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS**

Continuation in the Graduate School is at the discretion of a student's program, the Graduate School, and a student's faculty advisor (REDA Program Director).

The Graduate School sets [minimum standards](#) that all graduate students in the university must meet. The [Graduate School Catalog](#) includes the Graduate School's minimum degree requirements and each program's minimum criteria for satisfactory progress.

The Graduate School requires that students maintain a minimum graduate GPA of 3.00 in all graduate-level work 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. 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.

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

## APPENDICES

### I. SATISFACTORY PROGRESS - CONDUCT EXPECTATIONS

#### Professional Conduct

All students are expected to adhere to the highest standards of professional 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 professional 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. Concerns about infractions of Professional Conduct may be effectively handled informally between the instructor/advisor and the student. If a resolution is not achieved, a graduate program representative may be included in the discussion. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here. Lack of knowledge of this information does not excuse any infraction.

1. **Professional Ethics:** Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student [Code of Conduct](#); represent their profession and the program; and strive to incorporate and practice disciplinary ideals 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 interpretation of data; and the need to document research activities, and protect subject/client 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 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 professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.
3. **Interpersonal and Workplace Relationships:** Students shall interact with peers, faculty, staff and those they encounter in their professional capacity 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 the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace. 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 every class 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 work.

5. Professional Appearance: Students shall convey a positive, professional appearance in order to represent the program in a dignified manner. Appearance includes a person's dress, hygiene, and appropriate etiquette/protocols for the environment (including safety protocols and protective clothing in environments that require them).

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, unprofessional behavior towards clients/subjects, faculty, staff, peers, and public are significant issues in the evaluation and promotion 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 graduate program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here. Lack of knowledge of this information does not excuse any infraction.

### **Academic Misconduct**

Academic misconduct is an act in which a student (UWS 14.03(1)):

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

REDA students have access to a repository of industry datasets, for use in course instruction and for practicum projects. All REDA datasets, and any derivation of a REDA dataset, must remain on the AAE server. Students are not allowed to store copies of REDA datasets on their personal computers or in locations other than the AAE server. All datasets are intended for use in REDA courses and practicum projects only. Use of datasets for personal research projects, public presentations, or other activities not directly related to REDA requires written permission from the Program Director and Program Coordinator.

Examples of academic misconduct include but are not limited to:

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

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

#### Additional information regarding Academic Misconduct

[Graduate School Policy & Procedure: Misconduct, Academic](#)

[Dean of Students Office: Information for Students](#)

[Dean of Students Office: Academic Misconduct Flowchart](#)

[University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures](#)

#### **Non-Academic Misconduct**

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

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

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

1. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;

6. preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. obstructing a university officer or employee engaged in the lawful performance of duties;
9. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
10. knowingly disrupting access to university computing resources or misusing university computing resources.

#### Additional information regarding Non-Academic Misconduct

[Graduate School Academic Policies & Procedures: Misconduct, Non-Academic](#)

[Dean of Students Office: Non-Academic Misconduct Standards Statement](#)

[Dean of Students Office: Non-Academic Misconduct Process](#)

[University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures](#)

[University of Wisconsin System: Chapter UWS 18: Conduct on University Lands](#)

#### **Research Misconduct**

Much of graduate education is carried out not in classrooms, but in laboratories and other research venues. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. Graduate students are held to the same standards of responsible conduct of research as faculty and staff. The Graduate School is responsible for investigating allegations of research misconduct. This is often done in consultation with the Division of Student Life as well as with federal and state agencies to monitor, investigate, determine sanctions, and train about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 333 Bascom Hall, (608) 262-1044. Please see section on “Grievance Procedures and Misconduct Reporting” for further information on reporting research misconduct of others.

#### Additional information regarding Research Misconduct and Responsible Conduct

[Graduate School Policies & Procedures: Responsible Conduct of Research](#)

[Office of the Vice Chancellor for Research and Graduate Education’s - Office of Research Policy: Introduction & Guide to Resources on Research Ethics](#)

[Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: Reporting Misconduct](#)

[Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: Responsible Conduct of Research Resources](#)

## **II. DISCIPLINARY ACTION AND DISMISSAL**

Failure to meet the program's academic or conduct expectations can result in disciplinary action including immediate dismissal from the program. The status of a student can be one of three options:

1. Good standing (progressing according to standards).
2. Probation (not progressing according to standards but permitted to enroll; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll).

Students are required to maintain a GPA of 3.0 or they will be placed on academic probation until subsequent grades bring the GPA up to the minimum. A cumulative GPA of 3.0 is required to graduate. See the Graduate School Academic Policies & Procedures: [Probation](#) and [Grade Point Average \(GPA\) Requirement](#).

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.

### **Disciplinary Process**

The AAE Graduate Committee administers the regulations established by the faculty. It makes sure students are meeting the program expectations and imposes sanctions when appropriate. Students who are falling behind academically or not meeting conduct expectations are first warned, then put on probation, and then dropped from the program if they cannot complete the requirements or remedy their conduct. The Graduate Committee is authorized to review student appeals.

Depending on the type and nature of the misconduct, the 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 or 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

## **III. GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME**

### **Grievance Procedures**

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.). For more information see the Graduate School Academic Policies & Procedures: [Grievances & Appeals](#).

Procedures for proper accounting of student grievances:

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.
2. Should a satisfactory resolution not be achieved, the student should contact either the Program Director or Program Coordinator to discuss the grievance. The Program Director or Program Coordinator 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 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](#).
3. Other campus resources include
  - o [The Graduate School](#)
  - o [McBurney Disability Resource Center](#)
  - o [University Health Services](#)
  - o [UW Office of Equity and Diversity](#)
4. If the issue is not resolved to the student's satisfaction the student can submit the grievance to the AAE department chair in writing, within 60 calendar days of the alleged unfair treatment.
5. On receipt of a written complaint, a faculty committee will be convened by the department chair to manage the grievance. The program faculty committee 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 department chair will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received.
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 the School/College.
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 appeal a grievance decision made at the school/college level. These policies are described in the [Graduate School's Academic Policies and Procedures](#).

### **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, Graduate Program Coordinator, or other campus resources (such as the [UW Office of](#)

[Equity and Diversity](#), [Graduate School](#), [Mc Burney Disability Resource Center](#), and [University Health Services](#)).

### **Research Misconduct Reporting**

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

### **Academic Misconduct Reporting**

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.

### **Sexual Assault Reporting**

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. Full details are available at the [Office for Equity and Diversity](#) and the [Dean of Students Office](#).

### **Child Abuse Reporting**

As a UW-Madison employee (under [Wisconsin Executive Order #54](#)), you 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. Full details are available [here](#).

### **Reporting and Response to 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. Full details are available [here](#).

## **IV. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING**

UW-Madison offers a wealth of resources intended to enrich your graduate studies and enhance your professional skills. 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 in 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.

### **Local Resources for Professional Development and Career Planning**

Students will have ample opportunities to interact with resource and energy professionals during their time in the REDA program. Opportunities include interaction with AAE 773 seminar speakers and guest speakers on campus, collaboration on the practicum project, and participation in local industry events and meetings.

Students will gain valuable professional experience through their practicum project, which prepares students for the full range of professional responsibilities, including data retrieval/cleaning, analysis, and oral/written reporting of results. Each year the program will confer an award for Outstanding REDA Practicum Project.

The Program Director and Program Coordinator will continue to develop relationships with industry professionals across the country, creating a network of potential employment opportunities. Students should work with the Program Director and Program Coordinator during their search for employment.

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

In addition to opportunities at the program level, the Graduate School Office of Professional Development and Communications (OPDC) provides direct programming in the areas of career development and skill building, and also serves as a clearing house for professional development resources across campus. The best way to stay informed is to watch for the weekly newsletter from OPDC, GradConnections, and to visit their [webpage](#) for an up-to-date list of events. For example, typical topics covered throughout the year are:

- Individual development plans
- Planning for academic success
- Dissertation writing support
- Communication skills
- Grant writing
- Teaching
- Mentoring
- Research ethics
- Community engagement
- Entrepreneurship
- Career exploration: academic, non-profit, industry, government, etc.
- Job search support

## **V. OPPORTUNITIES FOR STUDENT INVOLVEMENT**

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

**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.](#)

### **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](#) 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 with CFLI. 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](#).

The [Morgridge Center for Public Service](#) connects campus with community through service, active civic engagement, community-based learning and research, and more.

## **VI. STUDENT HEALTH AND WELLNESS**

UW-Madison has a holistic resource for all things wellness called "[UWell](#)." The site includes information and opportunities for wellness for your work/school, financial, environmental, physical, emotional, spiritual, and community.

### **Health Insurance Coverage**

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. Personal health and wellness services are also available in addition to medical services. UHS is located in the Student Services Tower at 333 East Campus Mall, 608-265-5000.

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.

### **Disability Information**

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](#)."

Additional [non-academic] disability campus resources (not found through the McBurney Center) can be found [here](#).

The UW-Madison Index for Campus Accessibility Resources can be found [here](#).

### **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. They offer immediate crisis counseling, same day appointments and ongoing treatment. Visit their [website](#) or call 608-265-5600. 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.

## **VII. ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS**

### **International Student Services (ISS)**

International Student Services (ISS) is your main resource on campus and has advisors who can assist you with visa, social and employment issues. Visit their [website](#) for more information or to schedule an appointment.

### **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.

### **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](#) has a drop down menu under “degrees” which lists the documents required for each country.

### **English as a Second Language**

If students would like to work on improving their English speaking and/or writing skills, fee-based classes are available to students through the UW-Madison, [Division of Continuing Studies](#).