



# Academic Policies and Procedures Handbook

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## **Latin American, Caribbean and Iberian Studies**

**2016-17**



## PROGRAM OVERVIEW

### **Intention/Role of Handbook**

This handbook is intended for graduate students who are pursuing master's degrees. The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Latin American, Caribbean and Iberian studies program is administered 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 Latin American, Caribbean and Iberian Studies 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 your advisor and committee so that individual needs/interests and all degree requirements are met. Additional information is available via the Department's Web page. Students may also wish to consult the Graduate School's Web page.

### **Key Individuals and Roles**

Darcy Little, Graduate Program Coordinator/Grant Coordinator, 608-262-2811, [dmlittle@wisc.edu](mailto:dmlittle@wisc.edu)

Alberto Vargas, Associate Director of Graduate Studies, [avargasp@wisc.edu](mailto:avargasp@wisc.edu)

Francisco Scarano, Director of Graduate Studies, [fscarano@wisc.edu](mailto:fscarano@wisc.edu)

### **Program Vision/Mission statements**

The mission of the Latin American, Caribbean & Iberian Studies Program as a resource center and as an academic program, is threefold:

- To **train** Latin Americanist specialists for academic, government, and private sectors;
- To **support** Latin Americanist students and faculty in their intellectual development so that they can become and remain superior teachers and scholars;
- To **serve** as a local, regional, and national resource center that provides outreach, support services, and information to other university units, K-16, government, civic, community and business constituencies.

The Latin American, Caribbean and Iberian Studies program (LACIS) is an interdisciplinary master's degree. A dual JD/MA is available as well as a PhD minor.

LEARNING OUTCOMES/TRAINING GOALS

<b>Master's Level</b>	
Introduction	All UW-Madison students enter the Graduate School's graduate programs with at least a bachelor's degree. Graduates obtaining a master's degree from the Graduate School, whether it is a research-based, project-based, or course-work- only master's degree, are expected to achieve the following learning goals by the end of their degree work.
Knowledge	<ul style="list-style-type: none"> <li>• Students should demonstrate an understanding of the principal historical, societal, scientific and humanist concerns that are rooted in the realities of the broader Latin American, Caribbean and Iberian regions. These include but are not limited to: knowledge of pre-colonial indigenous societal organizations; the experience of colonialism; the biodiversity of the region; and the regions' tumultuous social, economic and political trajectory and the specific challenges these have posed for the peoples of the regions. In particular, students should demonstrate an understanding of the unique historical trajectory of these regions as the product of the global confluence of various cultural, social, political and economic influences beginning in the late 15<sup>th</sup> century. This includes not only the especially profound mutual impact of Iberian colonization of the Americas, but also the larger context of European imperial conflict in the Western Hemisphere, the central place of African slavery in the development of the Atlantic economy, and the significant and multifaceted role that the United States has played in shaping Latin America and the Caribbean. Students should recognize how these histories and contemporary realities impact more specific questions, contemporary or historical, and humanist, social scientific or scientific in nature.</li> </ul>
Skills	<p>Students should demonstrate proficiency, and preferably advanced language ability, in either Spanish or Portuguese. Additional indigenous language learning, such as Kichwa, Quechua, Yucatec Maya, and Nahuatl, are also encouraged.</p> <ul style="list-style-type: none"> <li>• Students should demonstrate the ability to conduct interdisciplinary research that (1) includes a critical literature review, (2) selects appropriate research methodologies, (3) proposes an appropriate research design to collect, analyze, interpret, and present findings, and (4) successfully carries out this research plan.</li> </ul>
Professional Conduct	<ul style="list-style-type: none"> <li>• Students should recognize and apply principles of ethical and professional conduct. This includes, in particular, an understanding of the ethics of research and professional activities in cross-cultural contexts.</li> </ul>

## **Advisor / Advisee Roles**

### Advisor:

The advisor serves a dual role: first, to assist the student in acquiring the highest level of knowledge and competence in the field that is possible; and second, to chair the committee that will determine whether the student has performed acceptably at each of his/ her degree milestones. The chair or co-chair of the committee must be Graduate Faculty from the student's program. Advisors may often play a role in tracking the student's progress toward degree completion, assisting with course selection and academic planning, and helping students identify possible research mentors, committee members, and opportunities.

### Advisee:

Knowing the procedures and requirements of the University is the student's responsibility. Since the advisor's role can vary, students should discuss roles and expectations with their advisors or prospective advisors.

Both the student and the advisor have a responsibility to make their expectations clear to each other.

## **Advisor Selection**

Although an initial faculty advisor (usually the Associate Director or the Director of the program) is assigned to each student upon entry in to the program, students should seek permanent advisors by the end of the first year of graduate study. The responsibility for finding a thesis or project advisor is solely that of the student.

The advisor should be a faculty member whose expertise and project/research interests match closely with those that the student intends to acquire. Students are encouraged to gather information from courses, faculty and student seminars, the program website, and publications to help identify faculty with matching interests. While no faculty member is obliged to accept a student's request to serve as advisor, invitations are usually accepted except in cases where the faculty member judges that a different advisor would serve the student's needs better. For more information see the Advisor policy from the Graduate School, <http://grad.wisc.edu/acadpolicy/#advisor>.

A student who later decides that a different faculty advisor would be preferable should discuss this with the current advisor and then feel free to seek the change. Selection of an advisor, or a change of advisors, should be based on the faculty member's ability to guide the student expertly into the chosen area of interest/research. When a student has selected, or change, advisors, file the appropriate form with your program's graduate coordinator.

Students may see their official advisor listed in MyUW and should notify the Graduate Coordinator of the name of their official advisor when they have obtained one.

## **Additional Advising Contacts**

Students should always reference the program's website, this Handbook, the Graduate School's website <https://grad.wisc.edu/about/> and the Graduate School's Academic Policies and Procedures <http://grad.wisc.edu/acadpolicy/> for answers on various program-related questions. However, when students need further clarification on any of these policies or procedures they should contact the Graduate Program Coordinator. The Graduate Program Coordinator may play a role with issues including satisfactory academic progress, academic deadlines, graduation completion, program-related forms, advising/course holds and permissions, and course offerings.

## ENROLLMENT

The Graduate School has minimum requirements for enrollment each semester. Programs may only need to reference the enrollment requirements below that pertain to the program (summer enrollment, dissertator, non-dissertator, full time, part time, TA/PA/RA). All of the credit requirements (except F-1 and J-1 visa requirements) must be satisfied by graded, graduate-level courses; courses numbered below 300, audit, and pass/fail do not satisfy the minimum requirement.

### **Enrollment Requirements**

The Graduate School's policy on enrollment requirements is as posted at <http://grad.wisc.edu/acadpolicy/#EnrollmentRequirements>.

### **Auditing Courses**

<http://grad.wisc.edu/acadpolicy/#auditingcourses>.

### **Continuous Enrollment**

Graduate School policy on Continuous Enrollment may be found at <http://grad.wisc.edu/acadpolicy/#continuousenrollmentrequirement>.

### **Residence for Tuition Purposes**

<http://grad.wisc.edu/acadpolicy/#residencefortuitionpurposes>  
<http://registrar.wisc.edu/residence.htm>

### **Transfer of Graduate Work from Other Institutions**

<https://grad.wisc.edu/acadpolicy/>

## **ADMISSION INFORMATION:**

### **LATIN AMERICAN, CARIBBEAN AND IBERIAN STUDIES MA PROGRAM**

The Master of Arts in the Latin American, Caribbean and Iberian Studies Program (LACIS) is designed to provide an interdisciplinary study of Latin America, the Caribbean, Spain, and Portugal. The Program has few courses of its own in the [Timetable](#). Typically, students enroll in courses in departments that have offerings relevant to Latin American, the Caribbean and Iberian Studies. These include, among others, agriculture, anthropology, business, economics, geography, history, law, political science, sociology, Spanish, Portuguese, Quechua and Yucatec Maya. A list of LACIS courses is prepared each semester by the Program staff.

**ADMISSIONS CRITERIA:** Minimum criteria for admission to the Program are a 3.0 grade point average in undergraduate work, presentation of GRE scores, and three strong letters of recommendation. There is no specific level of language proficiency required for admission, but entering students must take a proficiency exam in Spanish or Portuguese during the first semester. If they do not meet the proficiency requirement at that time (see section below on Language Proficiency), they will be expected to take courses on a remedial basis leading to the required level. The deadline for admission applications that include a request for [fellowship](#) consideration is **January 5**. Applications for admission will be considered as follows: the deadline for the [fall semester](#) is **January 5** and the deadline for spring semesters is **October 15**.

**DEGREE REQUIREMENTS:** Completion of the degree requires 30 credits of courses with Latin American, Caribbean and Iberian language and area content, consisting of 15 credits in a field of concentration and 15 credits in one or more other fields. At least two seminars (6 credits total) must be included in the 30 credits, and at least one must be the Interdepartmental Seminar in the Latin American Area (982). The 15 credits can include any LACIS listed course at the 300 level or above. The final 15 credits must be in courses numbered 700 or above. A field of concentration can be defined in terms of a single discipline or as interdisciplinary fields such as development, women's studies, etc. Definition of the field of concentration will be decided through consultation with the Program Associate Director and at least one faculty member in the relevant field.

**Definition of Seminar Requirement:** Six (6) of the 30 credits must be in seminars, one of which is the Interdepartmental Seminar in the Latin American Area (982). At least one seminar must be in the student's field of concentration. For these purposes, a seminar is defined as a graduate-level course requiring preparation of a major research paper. Normally, research seminars are at the 800 or 900 level, but other graduate level courses may be used to fulfill this requirement if a major research paper is written and consent of the Program Associate Director is obtained.

**Independent Work:** Up to a maximum of six (6) credits of the total 30 required for the program may be taken as independent work. This type of course may be taken only if relevant material is not covered in formal course offerings at the university and if a faculty member agrees to act as instructor. An appropriate plan of study, usually including written assignments, must be presented. The Program Associate Director must approve requirements for an independent work course.

**Language Proficiency:** Certification of basic proficiency in Spanish or Portuguese is required to complete the Master's degree. Proficiency is defined as achieving a rating of "good" on each part of the HEA Title VI Foreign

Language Reference Form or other similar examination. Such a rating is the general equivalent of three years of language training at the undergraduate level, but alternate methods of achieving competence are acceptable.

**DEFINITION OF SATISFACTORY PROGRESS:** The M.A. degree may be completed in three semesters. After four semesters, the student must petition for an extension. Students must also petition for part-time (less than six (6) credits per semester) status. A minimum 3.0 grade-point average must be maintained each semester or the student will be placed on probation. In order to return to good standing, the student must obtain grades the following semester sufficient to average out to a 3.0 during the two semesters combined. Failure to do so will result in the student being dropped from the Program. Any student who has not removed an Incomplete one semester after it is incurred will also be put on probation. After two semesters from the time of incurring the Incomplete, the student will be dropped from the Program. If the student believes that extenuating circumstances should be considered, s/he may appeal to the Executive Committee.

**ADVISING:** The Program Associate Director will be the formal advisor for all students in the program and will consult with them on requirements and provide an overview of possible course offerings. Each student should make an appointment with the Associate Director during registration week of each semester to review the plan of study. It is the responsibility of the student to contact the LACIS office if there are discrepancies in the summary.

In addition, students will obtain, early in their studies, a second advisor in their field of concentration. The Program Associate Director will assist students in this process. The second advisor will help the student select a program within the field of concentration. Also, s/he will serve as chair of the M.A. oral exam and will provide assistance in preparing for the exam and establishing the range of topics to be covered (see section on oral exam). A statement of the range of topics and a succinct bibliography will be circulated in advance to other members of the examination committee to help them prepare questions. Otherwise, the description of the M.A. paper and exam on the handout entitled "Guidelines for Staying on Track" will serve to guide the student and examination committee.

#### **DUAL-DEGREE PROGRAMS WITH PROFESSIONAL SCHOOLS**

The LACIS has formalized a dual-degree program with the Law School. This joint program can be completed in seven semesters. Students interested in this program should consult with the Program Director, an appropriate faculty member in the Law School, and the Graduate School as early as possible to determine specific requirements. Call LACIS for further information on this degree.

#### **FINANCIAL AID/FELLOWSHIPS**

A. **FELLOWSHIPS.** Fellowship applicants must submit all application materials by January 5. Transcripts, GRE scores, and letters of recommendation submitted for the admission application will be used for the fellowship competitions. There are no fellowship funds available for spring semester applicants. Unless otherwise stated, foreign students are eligible for these awards if their undergraduate institution's language of instruction was English, or if they have completed at least two semesters at an institution in the U.S. Full-time registration (8-12 graduate credits) is required for all awards.

**The following fellowships require that the student be nominated by the LACIS Admissions and Fellowships Committee.** Students will be considered for all awards for which they are eligible if they check the "Fellowships" box on the Graduate School application form.

**Advanced Opportunity Fellowships:**

**Students from the following groups:**

- African American or Black
- American Indian or Alaskan Native
- Hispanic/Latino
- Cambodian, Vietnamese, Laotian, or Hmong
- Native Hawaiian or Other Pacific Islander

OR

**Economically disadvantaged students**

- First-generation college-bound Wisconsin residents who participated in one of the following TRIO programs: Upward Bound, Talent Search, Educational Opportunities Centers, Student Support Services
- First generation college-bound Wisconsin residents who graduated from the PEOPLE Program
- UW-Madison Bachelor's degree recipients who were in the FASTrack or BANNER program

OR

**McNair students**, who participated in a Ronald E. McNair Post-Baccalaureate Achievement Program.

**- The student must initiate an application for the following award:**

**Foreign Language and Area Studies Graduate Fellowships (FLAS) - (HEA Title VI):** This competition is funded by the U.S. Department of Education to encourage training in language and area studies. The LACIS Fellowships Committee follows the USDE priorities for languages and disciplines in making these awards. For the Latin American area, priority is given to applicants in Portuguese, Quechua, or Yucatec Maya. These awards cover tuition and fees plus a stipend. Fellows must register full-time, taking at least one language course and one related area-studies course each semester. Foreign students are not eligible. Applications are available at [flas.wisc.edu](http://flas.wisc.edu) in mid-November and are due in early February. Please note: To use summer FLAS fellowships abroad, students must be eligible for advanced language training.

Students with a particular area of expertise may apply directly to a department (especially Spanish and Portuguese) for teaching assistantships. They should be aware that priority will be given to students enrolled in that department.

Because LACIS is an interdisciplinary masters' program, we do not have teaching assistantships.



*- LACIS endowments provide support for a modest number of supplemental awards*

C. **SUMMER FIELD RESEARCH TRAVEL GRANTS:** Since 1981, the LACIS has sponsored a program of research travel grants for graduate students in any field. The grants fund travel to Latin America, the Caribbean, Spain, or Portugal for preliminary thesis or dissertation research or independent, short-term projects. These grants provide funding for short periods only (under three months), mainly during the summer months. The grants have helped students make their first research trips abroad, better define their dissertation proposals, or complete on-site research for their M.A. theses. Proficiency in the language of the research site is required. The competition for these grants is announced early in the spring semester, and information is always available in the Program office or on our website, [lakis.wisc.edu](http://lakis.wisc.edu).

## **CAREER INFORMATION**

The focus of this degree program is deliberately broad and flexible. It gives the candidate an opportunity to determine how to make use of her/his growing expertise on Latin America. Recent graduates have chosen several different career paths: (1) in the private profit-making sector (such as risk analyst in a major Chicago bank); (2) in the private non-profit sector (such as publications director at a major research center); (3) in the public sector (such as staff member at the Inter-American Foundation). Students interested in Ph.D. programs at Wisconsin should contact those departments directly for information on prerequisites.

Students are encouraged to consult with the Career Advising and Placement Service.

## **PUBLIC EVENTS**

Throughout the academic year, LACIS sponsors a wide array of public events, including weekly lunchtime lectures, special lectures by visiting scholars, conferences and panels, films, concerts and other cultural events, and informal discussion series. Announced in the weekly LACIS email, "**Noticias de la Semana**", these events can enrich a students' academic experience and they are urged to attend events whenever possible. Suggestions for topics and speakers are welcomed. Students should visit or email the Program office to keep LACIS apprised of current email addresses.

## GUIDELINES FOR STAYING ON TRACK:

Get to know the LACIS Program staff, procedures and requirements, campus educational resources (libraries, faculty, courses, and intellectual enrichment events), graduate student networks and interchange within LACIS and in various campus departments of interest.

EVERY SEMESTER, hold a minimum of two advising sessions with the Associate Director or Director, one at the start of the semester, and a second around mid-semester, as you look ahead to the next semester's courses (or to graduation). You must initiate all advising appointments.

At the start of the first semester, use your first advising session to do the following:

- introduce your main intellectual interests and background;
- discuss an initial definition of your field of concentration (the "field" may be either a discipline or an interdisciplinary focus such as development, women's studies, etc.)
- designate the courses and faculty you will work with this semester
- enroll in the Program "982 core seminar" if offered this semester

At mid-semester, hold a second advising session. Discuss the current semester's work, confirm or modify your field of interest and concentration, and establish the next semester's courses. Think seriously, about finding courses that meet the seminar/MA paper requirements, and about identifying a potential departmental academic advisor to complement your LACIS advisor.

## GENERAL ADVICE ON COURSE SELECTION

1. Choose seminars and small courses oriented to discussion and graduate students. It is suggested that two of your courses, within a semester load of three courses, be reading or research seminars, or small courses with strong graduate student and discussion components. Concentrating on graduate-level seminars and courses brings three benefits. First, seminar and discussion courses are the highest form of learning and provide the sharpest intellectual engagement or stimulus. Second, small graduate courses enable you to get to know the faculty much better and to establish the face-to-face intellectual relationship conducive to better work. They help you select an academic advisor and an MA examination committee, and receive advice about intellectual and career options. Third, small graduate courses will introduce you to other graduate student networks relevant to you in the various departments, and will help you avoid interdisciplinary anonymity and lack of identity on a large, sometimes impersonal campus.
2. Undergraduate seminars will not meet the program requirement of two graduate seminars within your 30 credits, and undergraduate seminar slots are reserved almost exclusively for undergraduates.
3. Look for 982 or research seminars that fit your intellectual needs and interests, and that may serve as a venue for your MA paper. The core seminar, listed as an interdepartmental 982 seminar, serves as an overview of trends in Latin American studies, and also usually includes a practicum component of direct relevance to MA students. Detailed description of the seminar is available in the course syllabus. The Program and its Executive Committee strongly encourage you to take the core seminar, if it is offered during your period of study, but this policy constitutes

strong "advice" rather than an absolutely rigid "requirement." At the least, you should discuss the matter with the Associate Director or Director if you believe you should not take the course. The core seminar may not be used to fulfill the requirement of a minimum of six credit of 982/seminar work.

4. Seek out and get to know faculty, and make use of LACIS and faculty office hours. Professors are generally very busy, but they are usually quite receptive and helpful if you make your needs known, and if you take the initiative in establishing a relationship. Come to the meeting focused and prepared.

At the start of the second semester, hold your advising session with the Associate Director or Director. Review progress to date, confirm or modify field of concentration, confirm or update the course line-up you discussed last semester. You should succeed in establishing a clear view of the courses appropriate to your field on intellectual concentration, and in identifying a committed faculty advisor and a potential MA committee. By the end of the third semester, you should have a clear grasp of the courses that will produce the MA paper and satisfy the Program's seminar requirements.

Hold your mid-semester advising session in time to set up your final semester of courses, and to review your ability to fulfill program requirements: the field of concentration, the designation of a faculty advisor (the faculty advisor will almost always be a permanent tenure-track faculty member), the remaining two members of the MA committee, and the completion of the MA paper, etc.

Third Semester: Hold your standard advising session with the Director or Associate Director, and review the standard topics, including your field of concentration. By this point, you should have established an advising relationship with a departmental faculty advisor.

1. Set up your language proficiency testing. Your LACIS advisor will assist with this. If you are a native Latin American language speaker, you will not need a proficiency test.
2. Review your MA paper, and obtain feedback. Or, arrange to write your paper early enough in the third semester to respond to feedback.
3. Take courses that assure that all requirements for the MA are met.
4. If the core seminar has not yet been offered, but is now available, take it or discuss with the Associate Director or Director why you should not take it.
5. Hold your mid-semester advising session and review all relevant topics.
6. Explore possible careers, study, or internships beyond the MA. Use the network of faculty, student, and institutional information and resources you established in semester 1 and 2.
7. Review the graduate school website for information on completing your degree: <http://www.grad.wisc.edu/education/completedegree/index.html>. The LACIS office staff can answer additional questions and offer help in scheduling a room for your MA review.

Final Semester: Discuss feedback and make final changes to your MA paper. Inform office of date and time of oral defense. Supply committee member's names to the office.

### **MA Paper and Oral Exam**

The MA paper is an exercise of medium scale, generally 20-40 pages, by which you demonstrate your ability, based partly on original data analysis or research, partly on critical absorption of, and dialogue with, secondary sources, to engage in sophisticated and potentially original intellectual dialogue on a topic of importance to understanding Latin America, the Caribbean or Iberia. The examination provides an opportunity for you to defend your specific analysis of the topic, and to demonstrate critical awareness of and dialogue with major lines of thought relevant to your topic. The combination of paper and oral exam, although not on the scale of an MA thesis, demonstrate your ability to master a thematic "slice" within the field of Latin American Studies at a graduate level of awareness and sophistication.

Please note that the student and the faculty chair of the MA exam committee are asked to distribute in advance to the examination committee a statement of the range of exam topics supplemented by a succinct bibliography to assist preparation of exam questions. If no such statement is distributed, the student and committee members will rely on the general principles set forth in the previous paragraph as they prepare for the exam.

## DUAL DEGREE: JD/MA

The dual-degree program established by the Law School and the Latin American, Caribbean and Iberian Studies Program (LACIS) allows students to complete a J.D. and an M.A. in a minimum of seven semesters. The dual-degree arrangement reduces the total amount of time required for the two degrees because a limited number of credits for each degree can be applied to the other.

### Rationale

Many of our most pressing problems, such as those relating to the environment, human rights, and trade, are increasingly dealt with in a global context and through interdisciplinary analysis. Complex legal issues are often integral to those problems and require the expertise of well-trained lawyers. U.S. legal education, however, often provides an insufficient foundation for lawyers to understand the multi-faceted political, social, cultural and economic context in which those problems are embedded. Lawyers with an international specialization also need a minimum level of foreign-language skill.

For the United States, problems in Latin America continue to be of paramount importance. The region remains a primary U.S. partner in trade and investment, it is the main sender of migrants and refugees, and it continues to be of critical concern for U.S. foreign policy. Growing linkages between the U.S. and Latin American nations increase the need for lawyers with a background in Latin America. At the same time, dramatic political and economic changes in Spain and Portugal, and their integration into the European Community, have increased the need for U.S. legal expertise on the Iberian Peninsula.

Lawyers with international interests may find work in a number of areas, including employment in the federal government or international agencies, or providing legal advice for companies doing business abroad, for individuals who work abroad or for firms employing foreign workers. Other employment opportunities might include human rights work, assistance to refugees and migrants, and work on the legal aspects of development such as land tenure, international trade and finance, and environmental and natural resource management.

### Admissions Procedures

Students must apply for admission and meet entrance requirements for the Law School and the Latin American, Caribbean and Iberian Studies Program. Admission to one program will generally have little bearing on acceptance by the other. Applicants to LACIS should follow normal procedures for admission to the Graduate School. They may, however, substitute LSAT scores for the GRE. Both exams must have been taken within the last five years to be valid. Currently enrolled law students who wish to apply to LACIS must obtain a letter of recommendation from a member of the Law School faculty.

### Degree Requirements

Law/LACIS students must meet the degree requirements for both programs. The total number of credits for each degree, however, is reduced because of overlapping credits. Law 981, 982 and/or 983, as well as other law courses that have been approved **in advance** by the student's LACIS advisor, can be counted toward the LACIS degree.

All graduate students must have an advisor and should select advisor(s) early in their program to meet with on a semester basis to assure they are fulfilling the course and residence requirements for each program. The LACIS Program Director will be the formal advisor for all students in the M.A. program and will consult with

them on requirements and provide an overview of possible course offerings. In addition, students will normally have a second advisor in their field of concentration. A further explanation is provided in the LACIS guidelines.

## LAW SCHOOL

Ninety (90) credits are required for graduation from the Law School. Up to fifteen (15) credits of Latin American Caribbean and Iberian core courses may count toward the J.D. degree provided that: (a) the student has received a grade of B or better; (b) the student **has completed** all requirements for the M.A. degree in LACIS prior to applying the credits to the J.D. (The student must either complete the requirements for both degrees simultaneously or complete the M.A. degree one semester **prior** to the J.D.) Students should notify the Law School as early as possible that they have enrolled in the dual degree program. If they wish to apply Graduate School credits to the J.D. degree, they should consult **in advance** with the appropriate Dean in the Law School. Students who complete their J.D. degree prior to finishing their M.A. degree may only count six (6) LACIS credits toward their J.D. degree.

## GRADUATE SCHOOL

Thirty (30) credits are required for completing the M.A. degree in LACIS. (The LACIS guidelines provide exact degree requirements). Six (6) Law credits (with at least 25% Latin American or Iberian content) may be applied to the M.A. degree. Not more than six (6) of the remaining twenty four (24) LACIS credits may be from Law 981, 982 and/or 983, or other equivalent courses as authorized by the student's advisor.

### Timing

The M.A. degree may be started before or after the student's admission to the Law School. Only those LACIS credits earned within a two-year period preceding the date of admission to the Law School and earned within six years prior to the date of the J.D. degree may be counted toward satisfying the J.D. requirements. The students must be simultaneously enrolled in both the Law School and LACIS for at least some portion of such a six-year period.

\* Students can apply 15 LACIS credits to their Law School degree (90 credits) and can apply 6 Law credits (with at least 25% Latin American or Iberian course content) to their LACIS degree (30 credits).

Students in dual degree programs must be especially cautious about credit limits each semester since professional schools often have higher credit maximums than the Graduate School. Students carrying the dual classification for the Latin American, Caribbean & Iberian Studies/Law degree program may register for ONE semester of fifteen (15) credits (with no more than nine (9) Graduate School credits in total). This was approved by the Graduate School's Administrative Committee; *no appeal is necessary*. The second semester of residence must be earned under the usual twelve (12) credit maximum (8 credits in the 8-week summer session).

### Residence Requirements

## LAW SCHOOL

The Law School requires 90 weeks of residency in accordance with ABA rules and regulations. Please check with the Law School for further information.

## **GRADUATE SCHOOL**

A minimum of 16 UW-Madison graduate-level (300 level or above) credits must be taken in order for the LACIS MA degree to be considered a UW degree.

### **Financial Aid**

Law/LACIS students are eligible for the Title VI Foreign Language and Area Studies (FLAS) Fellowships and for summer research grants to conduct field work in Latin America, the Caribbean, Spain, and Portugal. FLAS fellowship holders must be enrolled full-time in the Graduate School (8-12 credits).

**For further information or questions, please call or write the following persons:**

Michael Hall, Director of Student Life  
University of Wisconsin Law School  
5101 Law Building, 975 Bascom Mall  
Madison, WI 53706  
Phone: (608) 890-0115  
Fax: (608) 262-5485  
E-mail: mahall2@wisc.edu

or

Hernando Rojas, Director  
Latin American, Caribbean & Iberian Studies Program University  
209 Ingraham Hall, 1155 Observatory Drive  
Madison, WI 53706  
Phone: (608) 262-2811  
Fax: (608) 265-5851  
E-mail: lacis@intl-institute.wisc.edu

## PH.D. MINOR IN LATIN AMERICAN, CARIBBEAN AND IBERIAN STUDIES

Students who are candidates for the Ph.D. degree in other departments may obtain a minor in Latin American, Caribbean and Iberian Studies (LACIS) by taking a minimum of 12 credits, including two semesters of seminar, in courses related to Latin America, the Caribbean, Spain or Portugal. A list of courses available for LACIS credit is prepared each semester by the program staff.

The credit must be earned in two fields with a minimum of two semester courses (6 credits) in each of the two fields. This work is to be done outside the field of the candidate's doctoral specialization. One course cross-listed with the major may be used for the minor so long as it is not taught by a faculty member from the major department and is not a required course for the major.

The LACIS M.A. may be used as a Ph.D. minor, as long as the degree program meets the minor requirements.

The LACIS Ph.D. minor is an Option A minor (see the Graduate School Bulletin for Social Sciences and the Humanities for more information).

All Ph.D. minor candidates must consult with the Program Director at the time they begin their work for the Ph.D. minor. Minor agreement forms no longer must be filed with and approved by the Graduate School, minors are approved and monitored within the major department.

Certification of proficiency in Spanish or Portuguese (or French, in the case of students specializing in the Caribbean) is required. Contact the LACIS graduate coordinator for information on language certification.

Language courses, including Portuguese 301 may not be counted toward the Ph.D. minor.



## FUNDING AND FINANCIAL INFORMATION

### Finding Funding Without Guaranteed Appointment

If you do not have guaranteed funding and are looking for funding to support your graduate studies, the Graduate School provides a list of steps to follow, at <http://grad.wisc.edu/studentfunding/steps>

### Fellowships

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

### Graduate School Fellowships

The Graduate School administers a number of different fellowships on campus, including: the University Fellowships, Chancellor's Fellowships, Mellon-Wisconsin Fellowships, the Dickie Fellowships, and a variety of external fellowships (<https://kb.wisc.edu/gsadminkb/page.php?id=34769>.) If you have questions about these fellowships, please contact the Office of Fellowships and Funding Resources, <http://grad.wisc.edu/studentfunding/currentstudents>.

### External Funding/Fellowships

We encourage all students to seek out and apply for funding from sources external to the university (e.g., federal agencies, professional organizations, private foundations). The Graduate School supports selected federal/private fellowships through the provision of tuition support and health insurance, list at <https://kb.wisc.edu/gsadminkb/page.php?id=34761>.

The Graduate School also provides remission of the non-resident portion of students' tuition (if applicable) to students who win external fellowships that are pay rolled through the university and provide an academic year (9-month) stipend of \$19,710 (2015-16 rate).

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

The following are some sources of information on external funding:

1. Major external fellowships, prepared by the Office of Fellowships and Funding Resources: <https://kb.wisc.edu/gsadminkb/page.php?id=34769>.

2. The Grants Information Collection (GIC) on the 2<sup>nd</sup> Floor of Memorial Library <http://grants.library.wisc.edu/>

The GIC is a great collection of print and on-line resources to help students find external fellowships and scholarships. You can learn how to set up a personalized profile on several on-line funding databases, and get regular notices of relevant funding opportunities. PLEASE REMEMBER: the timetable for identifying, applying for and receiving such external funding is generally quite long; plan on 9-12 months between the time you start your search and the time you may receive funding.

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

### **Funding for Study Abroad**

The [International Fellowships Office](#) provides information about opportunities for international research, grants, scholarships and other funding.

### **Loans**

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

## MISCELLANEOUS INFORMATION FOR NEW STUDENTS

<http://grad.wisc.edu/studentlife/>

Most importantly:

### **Activate your NetID**

You will need your NetID and password to access the My UW-Madison portal at <http://www.wisc.edu/>. To activate your NetID, click on the ACTIVATE NETID button from the My UW Madison login screen. Enter your 10 digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the [DoIT Help Desk](#) at 608-264-4357.

### **Get your UW Photo ID Card (Wiscard)**

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

### **Enroll in classes**

#### **Pick up your free Madison Metro bus pass**

As a UW student, you can pick up a bus pass at no charge from the Memorial Union at the beginning of the fall and spring semesters. Visit the ASM Web site for more information on Madison Metro bus services:

<http://www.asm.wisc.edu/buspass.html> . Be sure to bring your UW Photo ID card.

Prerequisite: You must be enrolled.

#### **Attend the New Graduate Student Welcome, hosted by the Graduate School**

This event provides a great opportunity to mingle with Graduate School deans and staff, hear from a panel of current students about grad student life, learn about the many campus and community resources available to you, and meet other new graduate students from across campus. Learn more:

<http://grad.wisc.edu/newstudents/?s=new+students> .

## 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 at <http://www.iss.wisc.edu> 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 <http://grad.wisc.edu/admissions/requirements/> has a drop down menu under “degrees” which lists the documents required for each country.

### **Students with ESL requirements**

Any student who was admitted with a TOEFL score below 92, or an IELTS score below 6.5 will be required to take the English as a Second Language Assessment Test (ESLAT) <http://english.wisc.edu/esl/intensive-placement.htm> and any required English course during their first semester

### **Funding for International Students**

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

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

## 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. Go to <http://uwell.wisc.edu/>

Students who pay segregated fees are eligible for University Health Services (<http://www.uhs.wisc.edu/services/counseling/>).

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.

### **Securing Health Insurance Coverage**

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

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

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

### **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” 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>

### **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 offer a wide range of services to the diverse student population of UW-Madison. They offer immediate crisis counseling, same day appointments and ongoing treatment. Go to <http://www.uhs.wisc.edu/services/counseling/> 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.

## 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 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.

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

In addition to opportunities at the local 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 the webpage <http://grad.wisc.edu/pd/events/list/> for an up-to-date list of events. For example, typical topics covered throughout the year are:

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

Additional programs offered by the following campus services as well.

- Writing Center <http://www.writing.wisc.edu/>
- Grants Information Collection <http://grants.library.wisc.edu/>
- Student Technology Training (STS) <http://sts.doit.wisc.edu/>
- Delta Program <http://www.delta.wisc.edu>
- UW Center for the Humanities <http://humanities.wisc.edu>

### **Individual Development Plan**

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

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

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

## 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.

### **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/>

### **Registered Student Organizations**

There are more than 750 student organizations on campus. The best way to seek out current organizations is to visit the **Center for Leadership and Involvement (CFLI)** website, <https://cfl.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.cfl.wisc.edu](http://www.cfl.wisc.edu). Once registered through CFLI, your organization is eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

### **Outreach and Community Connections**

The Wisconsin Idea is the principle that education should influence and improve people’s lives beyond the university classroom. For more than 100 years, this idea has guided the university’s work. Learn how you can get involved at <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/>.

## SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

- Minimum course grade requirements: GPA requirements of 3.0
- Course/seminar attendance requirements
- Overall program or specific milestone completion requirements and their deadlines and/or time limits (for thesis, etc.)
- Incomplete grade requirements

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

Continuation in the Graduate School is at the discretion of a student's program, the Graduate School, and a student's faculty advisor.

The Graduate School sets minimum standards that all graduate students in the university must meet. Many departments and programs have additional requirements that exceed these Graduate School minimum requirements. The definition of satisfactory progress varies by program. The *Graduate School Catalog*, [grad.wisc.edu/catalog](http://grad.wisc.edu/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 (300 or above, excluding research, audit, credit/no credit, and pass/fail courses) taken as a graduate student unless probationary admission conditions require higher grades. The Graduate School also considers Incomplete (I) grades to be unsatisfactory if they are not removed during the subsequent semester of enrollment; however, the instructor may impose an earlier deadline.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. (<http://grad.wisc.edu/acadpolicy/#probation>) In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor.

Most programs require satisfactory progress to continue guaranteed funding support. <http://grad.wisc.edu/acadpolicy/#satisfactoryprogress>



## SATISFACTORY PROGRESS - CONDUCT EXPECTATIONS

- Professional society or accrediting body conduct expectations
- Appropriate Use of Technology/Internet
- Social Media Guidelines
- IRB Requirements/Expectations
- Responsible Conduct of Research Training
- Plagiarism
- Writing standards (acceptable manuscript and citation styles)

### 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 as well as the information published on all the relevant web sites. 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; 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; 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 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, protect subject/client confidentiality and HIPPA regulations. 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 and could be grounds for termination or removal of funding. 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 as well as the information published on all the relevant web sites. 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.

Additional information regarding Academic Misconduct:

Graduate School Policy & Procedure: Misconduct, Academic:

<http://grad.wisc.edu/acadpolicy/#misconductacademic>

Dean of Students Office: Information for Students: How to Avoid Academic Misconduct? What Happens If I engage in Academic Misconduct? What Should I do if I know a Classmate is Cheating?

<http://www.students.wisc.edu/doso/students/>

Dean of Students Office: Academic Misconduct Flowchart:

<http://www.students.wisc.edu/doso/misconductflowchart/>

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures:  
[http://students.wisc.edu/doso/docs/uws\\_chapter\\_14.pdf](http://students.wisc.edu/doso/docs/uws_chapter_14.pdf)

### **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.

#### Additional information regarding Non-Academic Misconduct

Graduate School Academic Policies & Procedures: Misconduct, Non-Academic:  
<http://grad.wisc.edu/acadpolicy/#misconductnonacademic>

Dean of Students Office: Non-Academic Misconduct Standards Statement:  
<http://www.students.wisc.edu/doso/non-academic-misconduct/>

Dean of Students Office: Non-Academic Misconduct Process  
<http://www.students.wisc.edu/doso/?s=Non-Academic+Misconduct+Process/>

University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures:  
<http://students.wisc.edu/doso/docs/NewUWS%2017.pdf>

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:  
<http://students.wisc.edu/doso/docs/NewUWS%2018.pdf>

### **Research Misconduct**

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

Please see section on “Grievance Procedures and Misconduct Reporting” for further information on reporting research misconduct of others. Here are links for additional information regarding Research Misconduct and

Responsible Conduct:

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

<https://research.wisc.edu/respolcomp/resethics/>

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: Reporting Misconduct

<http://kb.wisc.edu/gsadminkb/page.php?id=34486>

Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: Responsible Conduct of Research Resources

<https://kb.wisc.edu/gsadminkb/search.php?cat=2907>

## 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. If a student is not making satisfactory progress in regards to academic or conduct expectations, the advisor will consult with the student's committee to determine if disciplinary action or dismissal is recommended.
- Student progress will be reviewed through coursework or annual meetings. If the advisor and graduate committee find that a student has failed to achieve satisfactory progress with academic or conduct expectations the student may be dismissed from the program. Students placed on probation will be placed on probation for one semester and will be reviewed by the Steering Committee following the probationary semester. Students placed on probation may be dismissed or allowed to continue based upon review of progress during the probationary semester.
- The status of a student can be one of three options:
  - 1. Good standing (progressing according to standards; any funding guarantee remains in place).
  - 2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; 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, dismissal, leave of absence or change of advisor or program).
- A semester GPA below 3.0 will result in the student being placed on academic probation. If a semester GPA of 3.0 is not attained during the subsequent semester of full time enrollment (or 12 credits of enrollment if enrolled part-time) the student may be dismissed from the program or allowed to continue for 1 additional semester based on advisor appeal to the Graduate School. A cumulative GPA of 3.0 is required to graduate. See the Graduate School Academic Policies & Procedures: Probation <http://grad.wisc.edu/acadpolicy/#probation> and Grade Point Average (GPA) Requirement <http://grad.wisc.edu/acadpolicy/#gparequirement>.
- 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. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Concerns about infractions of the Professional Conduct may be effectively handled informally between the student and the advisor/faculty member. However, if a resolution is not achieved, the issue may be advanced for further review by the program.

### Additional Information

Links for additional information regarding Academic Misconduct:

<http://grad.wisc.edu/acadpolicy/#misconductacademic>

[http://students.wisc.edu/doso/docs/uws\\_chapter\\_14.pdf](http://students.wisc.edu/doso/docs/uws_chapter_14.pdf)

Links for additional information regarding Non-Academic Misconduct:

<http://grad.wisc.edu/acadpolicy/#misconductnonacademic>

<http://students.wisc.edu/doso/docs/NewUWS%2017.pdf>

<http://students.wisc.edu/doso/docs/NewUWS%2018.pdf>

Links for additional information regarding Research Misconduct and Responsible Conduct:

<http://kb.wisc.edu/gsadminkb/page.php?id=34486>

<https://kb.wisc.edu/gsadminkb/search.php?cat=2907>

## 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.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first.. For more information see the Graduate School Academic Policies & Procedures: Grievances & Appeals:

<https://grad.wisc.edu/acadpolicy/#grievancesandappeals>

Other campus resources include

- The Graduate School - <http://grad.wisc.edu/>
- McBurney Disability Resource Center - <http://mcburney.wisc.edu/>
- Employee Assistance Office - <http://eao.wisc.edu/>
- Ombuds Office - <http://ombuds.wisc.edu/>
- University Health Services –<http://uhs.wisc.edu/>
- UW Office of Equity and Diversity - <http://www.oed.wisc.edu/>

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:

<https://grad.wisc.edu/acadpolicy/#grievancesandappeals>

### 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, listed above.

### 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. Please find full details at <https://research.wisc.edu/respolcomp/resethics/>

### 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 direct 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 <http://www.oed.wisc.edu/sexualharassment/assault.html>

### **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. Please find full details at <http://www.oed.wisc.edu/child-abuse-and-neglect.htm>

### **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. Please find full details at <http://www.students.wisc.edu/doso/reporting-and-response-to-incidents-of-biashate/> and <http://www.students.wisc.edu/rights/what-if-i-witness-or-experience-a-bias-related-incident/>

## ACADEMIC EXCEPTION PETITION

### **General Statement Example with Director of Graduate Studies/Advisor**

Academic exceptions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be directed to the Director of Graduate Studies or relevant committee chair (example Curriculum Chair). The following procedures apply to all petitions:

1. The specific requirement/rule/expectation pertinent to the petition must be identified.
2. The student's academic advisor must provide written support for the petition.
3. All course work substitutions and equivalencies will be decided by appropriate area-group faculty or curriculum chair.

More generally, the Director of Graduate Studies, in consultation with the student's advisor, may grant extensions to normal progress requirements for students who face circumstances (similar to tenure extensions) as noted in university regulations, this includes childbirth, adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond one's personal control. Where warranted, the petition should provide good evidence of plans and ability to return to conformance with the standard and to acceptably complete the program. The normal extension will be one semester; anything beyond this will be granted *only in the event of highly extraordinary circumstances*. Extensions will be granted formally with a note of explanation to be placed in the student's file.

Students may ask the Director of Graduate Studies or other faculty members to advise them, to speak to the Exceptions Committee on their behalf, or to endorse their petitions. Students may consult with the chair of the Exceptions Committee or with the graduate advisor about Exceptions Committee procedures and standards, but the Exceptions Committee cannot substitute for an advising relationship.

### **Specific Statement Example – Extension Requests**

Students who have not completed the degree on schedule may request extensions. Requests for a one-semester/year extension can be made to the Exceptions Committee. The Exceptions Committee is authorized to approve these requests upon written justification from the student and their advisor. The student must describe the reasons for the request and provide a proposed timetable for completing all program requirements. The major professor must sign the request form and write comments endorsing the request. The request should be made as soon as the need for an extension becomes apparent. The Exceptions Committee may request additional documentation as needed. Appeals or requests for additional extensions must be approved by the full program faculty.