



# Online Master of Engineering in Civil and Environmental Engineering – Environmental Engineering Named Option **Program Handbook**

2025-2026

Department of Civil & Environmental Engineering

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the Online Master of Engineering in Environmental Engineering Program.

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# 1.0 Welcome

## **A Message from Greg Harrington, Department Chair**

Welcome to the Department of Civil and Environmental Engineering (CEE) at the University of Wisconsin-Madison!

Established in 1870, our department has helped push the field of civil and environmental engineering forward for over 155 years. It's remarkable to think about the extent of our long history, about all the classes taught, concrete canoes raced, transformative research advances made, and talented students who have passed through Engineering Hall. We are excited that you have chosen to pursue your graduate studies with us, and we look forward to working with you.

As you embark on this important chapter in your life and career, please know that we are here for you. My door is always open on campus and online, and you will find that the same goes for all our faculty and staff. We are here to answer your questions and help in any way we can.

The Badger Engineering community is like none other. I am confident that you will find the tools and support necessary to succeed beyond your wildest dreams and expectations here at UW-Madison.

If you ever need anything, please don't hesitate to contact me. I look forward to seeing what you accomplish and cheering you on every step of the way.

On, Wisconsin!

### **Greg Harrington, Ph.D.**

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## 2.0 Navigating Policy & Resources at UW-Madison

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



## 2.1 Who to Contact

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

[Jeffrey Starke](#), Director of Graduate Studies, serves as Program Director and faculty (academic) advisor to students

[jstarke@wisc.edu](mailto:jstarke@wisc.edu) (414) 322-5156

[Anke Hawker-Keuser](#), Graduate Student Services/Graduate Admissions/Graduate Program Advisor

[keuser@wisc.edu](mailto:keuser@wisc.edu) (608) 890-2420

[Greg Harrington](#), Pieper Family Foundation Chair for Servant Leadership and CEE Department Chair

[gwharrin@wisc.edu](mailto:gwharrin@wisc.edu) (608) 695-3380

[Daniel Wright](#), Associate Professor, Graduate Program Director, and Associate Chair of Graduate Programs

[danielb.wright@wisc.edu](mailto:danielb.wright@wisc.edu) (608) 262-1978

[Barry Crook](#), Department Administrator

[barry.crook@wisc.edu](mailto:barry.crook@wisc.edu) (608) 262-7812

[Vicki Kelly](#), Divisional Disability Representative

[vicki.kelly@wisc.edu](mailto:vicki.kelly@wisc.edu) (608) 262-0431

All other program and department faculty and staff: <https://directory.engr.wisc.edu/cee>

### Graduate Program Advisor

Anke Hawker-Keuser is your graduate advisor. In this role, Anke is a point person for program policy and procedures. Graduate advisors are well versed in most elements of graduate education that extend beyond academic instruction in your program and will likely be your first stop for questions related to anything in this handbook.

### Director of Graduate Studies

As the director of graduate studies for the MEng EnvE program at UW-Madison, Jeffrey Starke is the faculty member designated to direct the educational vision and structure of the program. Jeff's contact can be found above, and on the [MEng program's page in the Graduate Guide](#).

### Faculty Advisor

In addition to serving as the Director of Graduate Studies, Jeffrey Starke is also the faculty advisor for students in the Meng EnVE program. In this role, Jeff is a key source of guidance in your academic development and course selections. Further definition can be found on the [UW-Madison Policy Library](#). Guidelines for finding, changing, and working with your advisor can be

found in the Advising & Mentoring section below. Jeff's contact information is located on the previous page and in your Student Center on [MyUW](#) under "Academic Progress" and then "Advisors."

### Graduate School Services

For general inquiries and graduate student services from the Graduate School, start with your graduate program advisor. You may also see the contact information on the [UW-Madison Graduate School website](#).

## 3.0 Department & Program Overview

The Master of Engineering in Civil and Environmental Engineering – Environmental Engineering Named Option (MEng EnvE) is a fully online degree program within the Department of Civil and Environmental Engineering (CEE) at UW-Madison. Information regarding admissions, requirements, learning outcomes, and people in the department and the program that is not included in this handbook may be found in the UW-Madison [Graduate Guide](#). Additional information about the department and our programs may be found online via the links below.

- [College of Engineering website](#)
- [Instagram](#)
- [LinkedIn](#)
- [Facebook](#)

This program includes a full curriculum of courses incorporating the latest research and practices in water supply, wastewater conveyance and treatment, resource recovery, solid and hazardous waste management, contamination remediation, sustainability, air pollution control, and storm water management.

The MEng EnvE degree program is designed to give practicing environmental engineers the knowledge and skills needed to address contemporary and future challenges. Additional information specific to the program can be found on the [UW-Madison Professional Degrees and Certificates](#) website.

We encourage students to explore connections outside the College of Engineering that align with their personal and professional goals (i.e., data science). A course planning guide is available on the intranet, along with forms and other resources for current students, that are accessible with your NetID and password on the CEE [intranet](#).

### 3.1 Community Networking and Professional Development

This subsection lists and details various graduate student organizations, clubs, and initiatives that support students in STEM at UW-Madison with local, regional, and national chapters. For further information, visit the [UW Wisconsin Engineering Student Council website](#).

- American Indian Science and Engineering Society (AISES)
  - [UW Chapter](#)
  - [National Chapter](#)

- [Association for Women in Science \(AWIS\)](#)
- [Graduate Engineering Research Scholars \(GERS\)](#)
- [Mexican American Engineers and Scientists \(MAES\) Latinos in Science and Engineering](#)
- [National Action Council for Minorities in Engineering \(NACME\)](#)
- [National Organization of Gay and Lesbian Scientists and Technical Professionals \(NOGLSTP\)](#)
- National Society of Black Engineers (NSBE)
  - [Wisconsin Black Engineering Student Society \(WBESS\)](#)
  - [National Chapter](#)
- [Out in Science, Technology, Engineering, and Mathematics \(oSTEM\)](#)
- [Queer and Trans Engineers \(QTEs\) UW Chapter](#)
- Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
  - [UW Chapter](#)
  - [National Chapter](#)
- [Society of Asian Scientists and Engineers \(SASE\)](#)
- Society of Hispanic Professional Engineers (SHPE)
  - [UW Chapter](#)
  - [National Chapter](#)
- Society of Women Engineers (SWE)
  - [UW Chapter](#)
  - [National Chapter](#)
- [UW-Madison QGrads](#)
- [UW-Madison International Student Services](#)
- [UW-Madison International Graduate Students](#)
- [Wunk Sheek](#)

## 3.2 Getting Involved in Professional & Other Organizations

As a graduate student at UW-Madison, you have many opportunities to become involved in your academic discipline. This involvement often enhances your academic, professional, and personal growth through developing advanced leadership, communication, and collaboration skills. It also provides opportunities for professional networking, which can be very helpful when seeking or giving advice about job opportunities or technical or professional support.



### 3.2.1 In Our Discipline

You are strongly encouraged to become an active member of at least one professional organization. This provides additional opportunities for the exchange of knowledge and networking. Several organizations that may be of interest to you are listed below, but the list is not all-inclusive. Note that some organizations may offer a lower membership fee for students; however, this may depend on the number of credits per semester the student is taking. Some of these organizations also offer reduced rates to young professionals or those who are new to the profession.

- [American Academy of Environmental Engineers and Scientists](#). The Academy hosts a quarterly webinar series as well as networking activities with the Young Professionals group.
- [American Society of Civil Engineers](#). See the Environmental and Water Resources Institute, in particular. ASCE typically has local chapters that are active throughout its US and international regions.
- [American Water Works Association](#). AWWA represents the drinking water industry. They publish professional references (i.e., journals and manuals of practice). They have a very active Young Professionals committee.
- [Institute for Sustainable Infrastructure](#). This group “catalyzes systemic change in the world of civil infrastructure, with the Envision framework as the vehicle.” This is the organization that certifies people as an Envision Sustainability Professional (EnvSP).
- [Water Environment Federation](#) and its member associations. Refer to the listing of Member Associations to find one near you. For example, Wisconsin’s member association is the [Central States Water Environment Association](#). The WEF publishes design standards via its Manual of Practice (MOP) series and CSWEA publishes the series of “10 States Standards” that are commonly integrated into engineering work.

### 3.2.2 On and Off Campus: The Wisconsin Idea

The Wisconsin Idea is the principle that education should influence and improve people’s lives beyond the university classroom. For more than 100 years, this idea has guided the university’s work. You will find a list of ways to promote the Wisconsin Idea on the [UW-Madison Wisconsin Idea](#) webpage.

## 4.0 Getting Started as a Graduate Student

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

### 4.1 Graduate School Student Resources

Be sure to review the applicable information on these webpages:

- [The Graduate School’s new student page](#)
- [The Graduate School’s current student page](#)

## 4.2 In Our Program

As an online program, we have an online orientation and meeting space which can be found on the [Canvas site](#). The site contains information about navigating our learning management system (Canvas), the program, and the department. You can post a note about yourself under the Introduce Yourself discussion forum and find posts from other students there. Review the Recent Announcements page for news about online course offerings for upcoming semesters and other program information. This site can also serve as a meeting venue for students and faculty, advisors, or other students, using the Zoom link. The [CEE intranet](#) provides additional resources and forms for current students.

## 5.0 Advising & Mentoring

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members alike.

The Graduate School's definition of a faculty advisor can be found here in the [UW-Madison Policy Library](#). Your faculty advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) to determine whether you have performed at an acceptable level in your degree milestones (see "Degree Requirements" section below for further information). Other roles of your faculty advisor may include tracking your progress in completing your degree (note: this may include use of the [Graduate Student Tracking System](#)), assisting with course selection and planning your academic path, and helping you identify possible independent study mentors and topics.

Both the student and faculty advisor are responsible for making their expectations clear to each other. We always start with your goals and how the faculty and curriculum can help you achieve them. Your advisor will be sure to discuss this with you as you develop and review your academic plan.

### 5.1 Finding & Selecting an Advisor

Your academic, or faculty, advisor should be a faculty member in the program whose expertise and project/research interests match closely with those that you intend to acquire. In this online MEng EnvE program, your faculty advisor will almost always be the Program Director (Director of Graduate Studies), as they are the most knowledgeable about the courses available and the program requirements. Your Graduate Program Advisor will also be assigned as one of your advisors and can assist you with onboarding, Graduate School requirements, special situations, graduation logistics, and other areas as described in this handbook.

It is also acceptable for a student in the program to select a different faculty member as faculty advisor if that faculty member has experience teaching in the MEng EnvE program and the student has a prior relationship, such as working with the faculty member when an undergraduate at UW-Madison. No faculty member is obligated to accept a student's request to serve as advisor, although invitations are often accepted unless the faculty member judges that a different advisor would serve your needs better.

## 5.2 Changing Your Advisor

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

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

Every graduate student must have an advisor or else they may be suspended from graduate study at UW-Madison by the Graduate School. Online students will be assigned an advisor on admission. Be sure to follow procedures to re-select a new advisor (described above) if necessary, prior to finalizing the termination of your current advising relationship. You can confirm that the name of your advisor has been updated in the official record by looking in your Student Center on MyUW ([my.wisc.edu](http://my.wisc.edu)) under “Academic Progress” and then “Advisors.”

## 5.3 Mentoring Networks

In addition to a formal advisor, you are encouraged to develop a broad network of individuals who can provide academic and professional mentorship during and beyond your time as a graduate student. This can include full-time and part-time faculty that teach in the program. Additionally, there are several industry professionals that serve the Department as Professors of Practice and are often willing to help provide advice and mentorship. The connection with POPs will be initiated by the Program Director.

## 6.0 Degree Requirements & Recommendations

All students in the MEng EnvE program are responsible for keeping aware of the degree requirements and recommendations for completing their degree.

For all current and official requirements to complete your degree (e.g., credits, courses, milestones, learning outcomes/goals, etc.) see the [Graduate Guide](#). Similarly, see the “[Policies](#)” section to learn about policies affecting these requirements (e.g., prior coursework, probation, credits per term allowed, time constraints, grievances and appeals, etc.). For prior catalog year policies that may be applicable to you, see the [Guide Archive](#).

### 6.1 Course Planning

Refer to the course planning guide on the intranet. This resource includes several example plans of study for students entering the program in various semesters. If possible, we recommend a 700 series course be taken prior to its associated 800 series course, e.g., CivEngr 721 before CivEngr 821. However, we recognize this is not always possible because of the timing of course offerings, and it is not necessary to take the courses in this order.

It is strongly recommended that you prepare a Student Course Plan (plan of study for the degree) before or during your first semester in the program and review the plan with your faculty advisor, who has a form for this purpose. The Student Course Plan can be modified, if necessary, during your time in the program.

## 6.2 Independent Study

CivEngr 699 – Mentored Independent Study – is an elective course available to MEng EnvE students who wish to delve deeper into an environmental engineering topic or to study a topic for which they were not able to take a course because of scheduling conflicts. Independent study may be taken in increments of 1 to 6 credits a semester, for up to 6 credits total during your time in the program.

Your faculty advisor can also provide guidance on selecting your independent study topic and mentor. Please let your advisor know the timing of your proposed CivEngr 699 course(s) and potential topic(s) as soon as possible so mentor availability can be determined.

## 6.3 Design Project

Civ Engr 823 – Environmental Engineering Design Project – is a required course that involves students working in teams to complete a project. As this is the “capstone” course in the Program, it is recommended that the course be taken as late as possible in the student’s program, and that you don’t enroll in other 3-credit courses during the same semester. Your faculty advisor can assist with your course planning.

## 6.4 Sample Course Schedule

Refer to the course planning guide on the intranet. Your faculty advisor can help you develop a course plan that is tailored to your needs. This is critical to be reviewed and updated throughout your program because this is used to request the warrant for your graduation.

## 6.5 Master’s Degree Checklist: Timeline & Deadlines

The Graduate School maintains a list of steps to complete your master’s degree, including deadlines and important things to know as you progress toward graduation, which can be found on the [Graduate School website](#). In addition to what is posted online from the Graduate School, you must meet all required steps of the program as listed in [Guide](#).

## 7.0 Enrollment Requirements

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

- [Add or drop courses](#)
- [Auditing courses](#)
- [Canceling enrollment](#)
- [Enrollment accountability](#)
- [Enrollment requirements](#)

If you are considering any of these actions, especially dropping a class, you are highly encouraged to communicate with your Graduate Program or Faculty advisor.

To assist with your routine planning, the following timeline for action is encouraged. The resources in the footnote provide detailed guidelines for when enrollment windows open and dates for dropping courses without penalty.

Enrollment Semester	Typical Start Date <sup>1</sup>	Month Enrollment Opens (typical)	Program Enrollment Review
Fall	Wednesday after Labor Day	1 <sup>st</sup> week of April	15 July
Spring	Tuesday after	2 <sup>nd</sup> week of November	1 December
Summer	Varies (as early as May) – see course specific information	3 <sup>rd</sup> week of March	15 April

## 8.0 Academic Exception Petitions

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; however, the program recognizes that there are, in some cases, extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or for exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be submitted to the Director of Graduate Studies. The following procedures apply to all petitions:

1. The specific requirement/rule/expectation pertinent to the petition must be identified.
2. The student's faculty advisor (if different from the Director of Graduate Studies) must provide written support for the petition.
3. All course work substitutions and equivalencies will be decided by appropriate program faculty and/or the Director of Graduate Studies.

More generally, the Director of Graduate Studies, in consultation with the student's advisor if different, may grant exceptions for students who face circumstances 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. Some academic exceptions may need to be approved by the Graduate School. For further information about this, contact the Graduate Program Advisor and Director of Graduate Studies.

## 9.0 Satisfactory Academic Progress

Your continuation as a graduate student at UW-Madison is at the discretion of your program, the Graduate School, and your faculty advisor. A student may be placed on probation or dismissed from the Graduate School for not maintaining satisfactory academic progress, and this can impact their academic standing (detailed below), financial aid, or funding (consult your sources of funding, as applicable).

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<sup>1</sup> Specific calendar dates can be found at [Academic Year 2025-26 | Academic Calendars](#) or [UW-Madison Academic Calendar 2025-2026: Important Dates](#)

## 9.1 Definition

Information about how the Graduate School determines satisfactory academic progress can be found at their [policy page](#). In addition to the Graduate School's monitoring of satisfactory academic progress, this [MEng program regularly reviews the satisfactory academic progress](#) of its students, as noted in Guide.

The Graduate School and the program require that students maintain a minimum GPA of 3.00 for courses taken as a graduate student (excluding audit, credit/no credit, and pass/fail courses), unless probationary admission conditions require higher grades. Graduate School courses numbered 300 and above in which a student earns a grade of D or F are included in the GPA but do not count towards the program's credit requirements. 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 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.

Details on the Graduate School probation policy are available in the Graduate School's [Academic Policies and Procedures Glossary](#). Refer also to the [Policy Library](#) and the Graduate School's [Academic Policies & Procedures](#).

## 9.2 Not Meeting Academic Expectations

Student progress will generally be reviewed through coursework and through advisor meetings. A student's failure to comply with the above-mentioned expectations for satisfactory progress may result in disciplinary action or dismissal.

## 10.0 Professional Conduct Expectations

The Office of Student Conduct and Community Standards maintains detailed guidance on student rights and responsibilities related to learning in a community that is safe and fosters integrity and accountability. You are responsible for keeping aware of their [policies and procedures that are found online](#).

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.

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. Furthermore, unprofessional behavior towards clients/subjects, faculty, staff, peers, and the 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 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.

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. Students are responsible for reading the information here as well as the information published on all the relevant websites. 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 challenging themselves in academic pursuits; honesty and ethics in research 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 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.. 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 to represent the Program in a dignified manner.



## 10.1 Authorship, Publication, and Peer Review

Key ethical issues surrounding the submission and review of manuscripts and grant proposals include: how to appropriately acknowledge contributions on joint projects, what is expected of authors, and what is expected of reviewers. Please familiarize yourself with [rights and responsibilities as they pertain to authorship, publication, and peer review](#). It is also recommended that you review [responsible conduct of research guidance from the Graduate School](#).

## 10.2 Artificial Intelligence

The use of artificial intelligence and other such technological advances is an area of concern. Students should familiarize themselves with the University's overarching policy, [Generative Artificial Intelligence – Office of Student Conduct and Community Standards – UW–Madison](#). As a matter of practice, faculty will include their expectations in course syllabi and assignment instructions. In general, students will be allowed to use AI tools if they enhance the student's academic performance and are properly cited. The advent of web-based platforms that produce solutions to problems (e.g., Chegg) should be avoided as these tend to decrease the student's ability to independently solve problems and further undermine their academic mastery of the topic. If a student has a doubt, they should clarify their understanding and course's policies with the instructor.

## 10.3 Academic Misconduct

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

- [UW-Madison Academic Misconduct Policy](#)
- [Office of Student Conduct and Community Standards Academic Misconduct](#)

## 10.4 Non-Academic Misconduct

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

- [UW-Madison Student Nonacademic Disciplinary Procedures](#)
- [Office for Student Conduct and Community Standards Non-Academic Misconduct](#)
- [University of Wisconsin System Chapter 17: Student Non-Academic Disciplinary Procedures](#)
- [University of Wisconsin System Chapter 18: Conduct on University Lands](#)

## 10.5 Hostile & Intimidating Behavior (Bullying)

Hostile and intimidating behavior (HIB), sometimes referred to as “bullying,” is prohibited by university policy applicable to faculty, academic staff, and university staff.



Undesired consequences of hostile and intimidating behavior can be avoided or minimized when the problem is addressed early on, but victims are often hesitant to pursue a formal process before the impact is severe. Educational opportunities and campus resources have been implemented to aid all employees and students in defusing situations before they become severe. These resources, including trained personnel who can advise and mediate, comprise the “informal process.” It is possible that situations will continue to arise in which informal interventions are not effective, and the “formal process” has been designed to address those situations.

You are encouraged to seek advice and consultation after the first instance of hostile and intimidating behavior. Keep in mind, consultation is not escalation, and we are here to help. Discussing what’s happened in a timely way can often prevent continued bullying. Ways to do this include:

- Keeping notes of what happened, when, where, and who was present. Retain copies of any correspondence.
- Seeking advice from a trusted colleague or get in touch with an HIB liaison who can serve as a confidential source of guidance
- Consulting with resources (either local or campus) to gather information on options for an informal resolution.
- Seeking informal resolution by approaching the individual yourself or with an intermediary.
- Consulting your advisor, human resources representative, department chair, director, dean, or other campus resource to discuss options for resolution. In the CEE Department these contacts include:
  - [Dan Wright, Associate Professor and Chair for Graduate Programs](#)
  - [Hiroki Sone, GLE Director of Graduate Studies](#)
  - [Matt Ginder-Vogel, EC&T Director of Graduate Studies](#)
  - [Greg Harrington, CEE Department Chair and Professor](#)
  - [Joanna Gurstelle, CoE Assistant Dean for Graduate Studies](#)

If you are a graduate student who is experiencing hostile and intimidating behavior, you are also entitled to support as a university employee through the [Ombuds office](#), [Office of Student Assistance and Support](#), and the [Graduate School](#), among others.

Further [definition, policy, and procedures related to HIB](#), is available through the Office of Human Resources and the Office of the Provost. Students who feel they have been subject to HIB are encouraged to review the informal and formal options on the “Addressing HIB” tab of this website.

## 10.6 Grievance Process

Each college or program on campus has a grievance process that students can use to address other concerns regarding their experience in the program. This program’s grievance process can be found in [Guide](#).

## 10.7 Process & Sanctions for Violations of Conduct Standards

The Office of Student Assistance and Support (OSAS) may have grounds to issue one or more of the following:

- Reprimand
- Probation
- Suspension
- Expulsion
- Restitution
- A zero or failing grade on an assignment/exam
- A lower grade or failure in the course
- Removal from course
- Enrollment restrictions in a course/program
- Conditions/terms of continuing as a student

## 11.0 Incident Reporting (Hate, Bias, Sexual Assault, Hazing, Students of Concern, Bullying)

[OSAS maintains a portal to report incidents](#) of hate, bias, sexual assault, hazing, dating/domestic violence, stalking, missing students, and students displaying other concerning behaviors at UW-Madison.

As noted above under “Personal Conduct Expectations,” students who feel they have been subject to hostile and/or intimidating behavior (i.e., bullying) are encouraged to review the informal and formal options for addressing this behavior (including filing complaints when desired) through the [HIB website](#).

## 12.0 Tuition, Funding, Employment, & Finances

As of the 2025-26 academic year, tuition is \$1,300 per credit regardless of your residence location, as noted in the [Tuition Rates Workbook provided by the Bursar’s office](#). This tuition rate is subject to change in future academic years. Students in the program do not pay segregated fees. Additional information on tuition rates, policy, and monitoring is available through the [UW–Madison Budget Office](#).

### 12.1 Finding Funding

“Funding” is a term used to describe financial support to cover some of your costs of graduate education. It varies in kind, amount, and level of guarantee.

### 12.1.1 Campus-Wide & External Sources

The Graduate School provides a comprehensive overview of the funding process on campus as well as descriptions of the types of funding available, sources of funding, and links to applicable human resources policies.

- [Graduate School Funding and Financial Aid](#)
- UW-Madison Libraries
  - [Grants Information Collection](#)
  - [Grants/Scholarships](#)
- **Student loans** may be available through local sources or by applying through [FAFSA](#). Students may need to enroll in at least 4 credits a semester to be eligible for FAFSA loans. For more information visit the [Office of Student Financial Aid](#).
- **GI Bill Funding** may require students to maintain a minimum number of credits for half-time or full-time status. Full benefits may require one or more credits a semester of “brick and mortar” coursework, where the class must be on-campus. Refer to the [GI Bill federal website](#), and if you have specific questions, you may contact a [University Veteran Services at UW-Madison](#) representative and also refer to the [UW Veterans Facebook page](#).

### 12.1.2 In Our Program/Department

Students in this program are generally not eligible for UW-Madison teaching or research assistantships because they are not located on campus and are not eligible for tuition remission. Rarely, students may be granted permission to work for UW-Madison as a grader or teaching assistant. However, students would not be eligible for tuition remission regardless of the hours worked or their assistantship level. For more information, see [Guide](#).

We recommend you contact the Director of Graduate Studies or Department Administrator before considering or accepting UW-Madison employment. Based on past information from students, students in this program often obtain financial assistance from their employer, student loans, the GI Bill if applicable, or they self-fund their education. Occasionally grants can be obtained through professional or other organizations. As a starting point, refer to the [Office of Student Financial Aid](#).

## 13.0 Professional Development

When you participate in professional development, you build skills needed to succeed academically and thrive in your career. The following are professional development activities that we recommend for your consideration.

### 13.1 UW-Madison Resources

The [Graduate School develops and curates a wide variety of resources for professional development](#), including a tool to assess your skills, set goals, and create a plan as well as programming to help you explore careers, prepare for a job search, build your network and learn from alumni, manage projects, communicate about your research, and much more.

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

[Beyond Graduate School](#) is another resource that is specifically designed for master's students and provides guidance for resume-writing, interviewing, networking, and more.

By [joining UW on Handshake](#), you're able to view career events, explore job postings and internships, manage interviews, and more.

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

## 13.2 In Our Program & Discipline

Refer to the section in this handbook titled *Department & Program Overview* for tips on getting involved in student and professional organizations, which can help your professional development. Your faculty advisor or program faculty can assist you with professional development and information about career subtracks. They can sometimes assist with employment opportunities, too. Feel free to contact them by e-mail or make an appointment for a virtual meeting or phone call.

## 14.0 Mental Health Resources

University Health Services offers resources and confidential support for individuals in times of crisis including:

- Free 24/7 Mental Health Crisis Support Line staffed by licensed professionals: **(608) 265-5600 (option 9)**
- [Let's Talk](#) – Free 20-25 minute virtual or in-person counseling sessions
- [UWill](#) Virtual Therapy – flexible, virtual, no-cost therapy
- [Care Managers](#) – If you need or want long-term, more frequent or specialized assistance, a UHS Care Manager can help you navigate off-campus resources.
- [Thrive Workshops](#) – Build skills and gain tools to support academic performance, relationships, and overall wellbeing with free workshops offered virtually or in-person.
- [Group Counseling](#) – Connect with others in a safe, confidential and supportive space. Check for sessions “open to all students” online.
- On Demand Resources: [Connecting Badgers Podcast](#)

In addition, there is a National Suicide and Crisis Lifeline in the United States. Call or text 988, or [chat online](#) to connect with a counselor.