EDSU 707/907
Analysis and Improvement of Programs in Education for Sustainability

Fall 2023

Faculty Name: Dr. Paula DeHart
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Zoom Meeting Room link:

Communicating with your Instructor

Being available to support you during my class and to answer your questions is a priority for me. I will try to respond quickly, but please allow 24-48 hours for return communication before trying to contact me again. I may not be logged into my computer all the time.

Like many of you, I do not live in Stevens Point or have an on-campus office, so the primary way to reach me is online. I am logged into Microsoft Office regularly, so email is a reliable way to communicate with me. To accommodate working adult schedules, I will have some meeting time available in the evening and some weekends. Other ways we can communicate is through Zoom. I am open to various ways of communicating that allow us to be in touch; online learning can be lonely if you do not reach out. Please reach out to me and/or your cohort members.

EMAIL: For course subject matter and assignment related questions email me at: pdehart@uwsp.edu Email is also the way to contact me if you want to set up a Zoom conference with me.

CALL: I do not have an on-campus office, so I am providing my home phone number (landline) for your use. I prefer you contact me through email or the Canvas website first and reserve phone calls to my home for emergencies or urgent matters that cannot wait for an email response. My number is (608) 452-4552. Leave a voicemail if I do not answer.

ZOOM: I have a personal meeting room in Zoom and can easily set up a meeting with you upon request. This is a great form of communication if we need to have a longer back and forth discussion and we want to see facial expressions during this discussion.

Communication and Correspondences

Title your emails in a way that identifies the course and the topic of your question/request. UW System monitors phishing scams closely so we are discouraged from opening emails that do not clearly indicate they are legitimate. This includes attachments too; I will not open them without messages indicating what it is. If your correspondence is content/subject matter related, especially related to specific course

readings/projects/assignments, I would prefer you communicate with me in the Canvas Q & A Café because your question and my answer can be shared with others in the course if the information would be helpful to everyone.

Course Information

Course Description

This project-based course is designed to give students the opportunity to research and design learning domains that support EfS principles, pedagogy, policies, and practices. The project will include action strategies, research applications, and a blueprint for improvement of educational programs.

EdD Program Learning Outcomes Addressed

PLO 1 Students will be able to utilize systems thinking and sustainable practices in program development and education

PLO 4 Consider diverse audiences and integrate inclusive practice into sustainable environments

PLO 5 Implement practices that enhance sustainable education and community environments through shared vision

Course Enduring Understandings/Big Ideas

EU 1: Grounding program/curriculum planning in well-reasoned and well-researched theories in student/adult teaching and learning and educational sustainability add credibility, validity and reliability to the curriculum/program designed.

EU 2: Theories or models of teaching and learning (whether conscious or not) guide instructional decisions and program/curriculum planning

EU 3: Instructor effectiveness and learning are enhanced when most of the instructional time is spent on what it most important to learn

EU 4: A teaching strategy is not a learning theory, but a teaching strategy can be implemented to support a learning theory

Course Learning Outcomes (CLO)

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) because of a learning experience. As a result of actively participating in course readings, synchronous meetings, and learning activities/assignments in EDSU 707/907, graduate students will be able to:

CLO 1 Determine what area(s) of sustainability will ground their program development, dissertation research and/or future work.

CLO 2 Identify key ideas related to each of the seven learning components, seven administrative tasks, and five assumptions of the *Interactive Model of Program Planning* and explain how a focus on each component can help planners to develop effective programs.

CLO 3 Analyze the *Interactive Model of Program Planning* to determine how it can be used to design sustainability focused programs for individual change, organizational change and/or community and societal change.

CLO 4 Analyze an existing program plan to determine how components of the *Interactive Model of Program Planning* have been utilized to implement practices that enhance sustainable education and community environments.

CLO 5 Develop a program plan proposal implementing practices from the Interactive Model of Program Planning that enhance sustainable education and community environments.

Core Course Projects

Core Projects	Brief Description	PLOs	CLOs
Project #1:	Part 1: Identify what area(s) of sustainability will ground your program development, dissertation research and/or future work	PLO 1 PLO 1	CLO 1 CLO 2, and CLO 3
	Part 2: Identify key ideas related to each of the seven learning components, seven administrative tasks, and five assumptions of the *Interactive Model of Program Planning by* Daffron & Caffarella (2021). Discuss these key ideas with your Professional Learning Community (PLC).		
	Part 3: Develop expertise in one of the six components (and corresponding book chapter) of program planning and post a		

	summary of key ideas about this component.		
Project #2:	Use your key component as a lens to examine and analyze an existing sustainability program. Submit written feedback to be shared with the program planner.	PLO 1, PLO 4, and PLO 5	CLO 3 and CLO 4
Project #3:	Part 1: Choose three of the six components from Project 1, Part 3 to develop an Educational Sustainability proposal for your own program plan Part 2: Prepare a presentation on your program plan proposal to share with your peers.	PLO 1, PLO 4, and PLO 5	CLO 5

Course Materials

Required Textbooks:

Daffron, S.R. & Caffarella, R.S. (2021). *Planning programs for adult learners: A practical guide* (4th ed.). San Francisco: Josey-Bass. The ebook is available through the UWSP library and can be accessed by clicking here.

Recommended Textbooks:

Buehl, D. (2013). *Classroom Strategies for Interactive Learning* (4th ed.). Newark, DE: International Reading Association. The ebook is available through the UWSP library and can be accessed by clicking here.

Wiggins, G. & McTighe, J (2005). Understanding by Design (expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. The ebook is available through the UWSP library and can be accessed by clicking here.

Grading Policies

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by Sunday at midnight of the week the assignment is due. See the Weekly Schedule under the Pages link on Canvas for due dates. If you need more time beyond the deadline, please inform the instructor by the due date and inform her when the assignment will be submitted. If it becomes apparent to the instructor that requirements for the assignment were misunderstood by the student or the work submitted is widely off the mark, the student will have an opportunity to revise and resubmit.

Assignment	Points
Interactive Reading Guide for Dr. Liz Potter-Nelson's Chapter 2	15
Annotated Bibliography & Reflective Summary Template	15
Daffron & Caffarella Double Entry Journal	15
Cross-Cohort PLC Component/Chapter Summary	20
Choose 3 Daffron & Caffarella Components for Program Plan	05
Review of Sample Sustainability Program Plan Paper	15
Educational Sustainability Program Plan Paper	25
Educational Sustainability Program Plan Presentation	10
Total Points	120

Letter Grade Percentage

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A 93-100%

A- 90-92.99%

B+ 87-89.99%

B 83-86.99%

B- 80-82.99%

C+ 77-79.99%

C 73-76.99%

C- 70-72.99%

D+ 67-69.99%

D 60-66.99%

F Below 60%

Late Work

It is important to identify your role in projects and deadlines for projects. Projects have smaller components to them that need to be completed in a certain order to build to core performance tasks like the Review of a Sample Sustainability Program Plan and the Educational Sustainability Program Plan Paper. With group projects, your peers will be counting on you to complete your work in a timely manner so that the group assignment can be submitted on time. Late work may result in lower marks for the assignment affecting your overall grade.

Attendance and Participation

Participation is expected. Attendance at synchronous seminars is expected. Ongoing visibility on projects is expected. If I do not "see" you, I will reach out to you. If you are having issues and need to step out for a few days/weeks, please let me (and your classmates know) if it will affect your contributions to projects. Communication is KEY! The courses are set up in a way to maximize workflow at an adult learning level. My expectation is that you are active in the projects assigned at a timely pace.

Incompletes

Under emergency/exceptional circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is evidence and/or explanation of some work completed. All incomplete course assignments must be completed within one calendar year (extensions may be granted under exceptional circumstances). The grade will reflect this effort. Please speak with the instructor regarding procedures for incompletes.

Learning Technology

Technology Philosophy

As you will be learning about how we change systems of teaching and learning, in your studies, you will have an opportunity to embody this by the workflow set forth in your studies. As you will see, I do not have everything set up "packaged" in modules or anything of the sort. Instead, we will work on projects – as a class, in small groups, and individually. We will practice Sustainable Education by building in a handful of "tools" and skills you will use for sustaining your studies. The intention is to use technology intentionally to build both individual, student to teacher, student-to-student and group collaboration bring your learning to life...remotely.

The other way I think of an emergent property is in how we function as a cohort community of learners. Knowing that not every bit of technology will be everyone's favorite, we will commit to what we know is for the good of the whole. With that, there may be some technology that we choose that works best, what might need to be dismissed and what might need to be added. I invite you to please give it a try!

Technology Policy

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly without your permission. In any technology we use, your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing your work with others in this class and recognizing there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then you may request an alternative mode of delivery.

Student Technology Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email and the Canvas Inbox
- complete basic internet searches
- download and upload documents to Canvas

- read documents online
- view online videos
- participate in online discussions
- submit files to Canvas
- participate in synchronous online discussions

Course Technology Requirements

- You will need access to the following tools to participate in this course.
- webcam
- microphone
- printer
- a stable internet connection (do not rely on cellular)
- Zoom

Course Structure and LMS

This course uses Canvas, which can be accessed via a launch portal at https://www.uwsp.edu/canvas using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the "Help" menu within Canvas.

By registering for this course, you have agreed to an alternative technology plan should your computer stop working or you lose the internet. The library is a viable alternative.

UWSP Technology Support

- Seek assistance from the IT Service Desk (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: itsvdesk@uwsp.edu

Getting Canvas Help

Click on the ⊙ Help button in the global (left) navigation menu and note the options that appear:

Options	Explanations
Ask Your Instructor a Question — Submit a question to your instructor	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) — Live Chat with Canvas Support 24x7!	**Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email — Canvas support will email a response	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone — Find the phone number for your institution	Calling the Canvas number will let Canvas know that you are from UWSP; phone option is available 24/7.

Searching the **Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.**
If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. IT provides a list of UWSP approved tools.
Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

· Use different usernames and passwords for each service you use

· Do not use your UWSP username and password for any other services

· Use secure versions of websites whenever possible (HTTPS instead of HTTP)

· Have updated antivirus software installed on your devices

Statement about Services that have not been approved by UW-System

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. **[UWSP Handbook Chapter 9 Section 5]**

AI Policy

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for participation in scholarly work. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or

controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Popular emoticons such as ☺ can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Be thoughtful in your use of the "chat" function within Zoom meetings, think about whether your comment is contributing to or distracting from the discussion occurring
- Think and edit before you push the "Post Reply" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

University Policies

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up requirement before or after the regularly scheduled requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edumailto:datctr@uwsp.edu

Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff, and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
   (d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another

- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it is due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies (UWSP Chapter 14). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing greater academic consequences.

If you are unsure if something might be considered academic misconduct, you are struggling to understand the content or an assignment, or you have fallen behind for whatever reason, please contact your instructor as soon as possible. By nurturing a community of support, honesty, and respect, we ensure that academic pursuits and your experiences at UW-Stevens Point are both meaningful and genuine.

Confidentiality
Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.