School of Education
College of Professional Studies
University of Wisconsin-Stevens Point

EDUC 810
Philosophical and Theoretical Foundations of Leadership in Education
Fall/2018 (Sept 4-Dec 14, 2018)

Lead Faculty: Pramod Parajuli, Ph.D.
Email: pparajul@uwsp.edu
503-969-7391 (cell)

Find me on…
https://www.researchgate.net/profile/Pramod_Parajuli

https://prescott.academia.edu/PramodParajuli

Table of Contents (Ctrl+Click to jump to that section)

Course Description

This interdisciplinary course provides a foundation for the development of a personal and professional leadership style grounded in leadership theories, as they pertain to socio-cultural, political as well as pedagogical and ecological issues. Leadership discourses and discussion will be reflective of the influence of the social locations and identities of the actors as well as the dynamics of power, resistance, powerlessness and efforts to claim citizenship and justice from the grassroots/massroots up. Through exposure to recognized leaders in society, ecology and

education and other fields, students will postulate what leadership principles resonate with their area of work and study.

Participants in this course will engage in interdisciplinary analyses of leadership theories and philosophies, and will examine the complex ethical and professional responsibilities within professional and community relationships. The course covers both the "interior ecology" of the leader (individual or a collective), to include emotional courage, as well as the "exterior ecology" of the polity, economy and society that leadership act is situated in

Program Learning Outcomes

PLO #3: Students will be able to identify the social, cultural, economic, and political human systems that create a sustainable society
> **PLO #3 (a):** Students will be able to discern the key characteristics of the social, cultural, economic, and political influences
> **PLO #3 (b):** Students will be able to use knowledge (leadership theories and models) to develop a meaningful, short-term and long-term plans

PLO #4: Students will be able to consider diverse audiences and integrate inclusive practice into sustainable environments (both learning environments and community-based)

> **PLO #4 (a):** Students will be able to articulate an inclusive vision that addresses all people in society
> **PLO #4 (b):** Students will be able to differentiate inclusive practices in order to address the needs of multiple and diverse constituents
> **PLO #4 (c):** Students will be able to identify the social, cultural, economic, and political human systems that create effective leadership environment for creating a sustainable society

PLO #6: Students will be able to demonstrate vision and leadership to challenge existing norms, and create a holistic and ecological model for decision making as it relates to educational and community systems
> **PLO #6 (a)**: Students will be able to challenge current structure and practice and extend current thinking of leadership in order to envision and implement a new structure for education and community sustainability
> **PLO #6 (b)**: Students will be able to dream, design and implement a leadership and decision-making model that garners input from stakeholders and develops sustainable systems

Student Learning Outcomes (SLO)

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.

Students will be able to:
1. Describe philosophical foundations and theories of leadership as they impact in how educational systems are envisioned, designed and organized.
2. Identify and describe individuals and groups doing exemplary work to address social, environmental and pedagogical issues at the local, bioregional and global scale
3. Grasp and apply the distinction between "egosystem" and "ecosystem" economies and transition from "ego" to "eco."
4. Articulate leadership as a complex process (not a position) that involves both the inner-process and the outer-process. In the inner process are: self-awareness and presence, and includes engaging effectively with other people and mobilizing groups, and recognize instances when it is being exercised in real time.

5. Be able to identify and contextualize the "exteriority" and "interiority" elements of leadership
6. Grasp and apply the idea of "leading from the emergent future"
7. Grasp and apply the notion of emotional intelligence and emotional courage as one of the essential elements of effective leadership
8. Grasp and apply the idea of "schools that learn" in their own work or any other pedagogical institution
9. Demonstrate ability to envision changing landscapes of learning, unlearning and relearning by 2050 with or without schools and/or universities.
10. Propose regenerative leadership strategies to find "systems of solutions" to address the "systems of problems"
11. Build writing and other multimedia communication skills for effective communication
12. Appreciate and effectively contribute to the cohort-based, doctoral level learning environment

Evaluation of Core Course Projects

Core Projects	Learning Outcomes Met (#)
Project #1: *Assessing the Current State of Power and Lead from Emergent Futures*	1. Grasp and apply the distinction between "egosystem" and "ecosystem" economies and transition from "ego" to "eco." 2. Grasp and apply the idea of "leading from the emergent future." 3. Be able to identify and contextualize the "exteriority" and "interiority" elements of leadership 4. Build writing and other multimedia communication skills for effective communication.
Project #2: *Interiority of Leadership: Leading with Emotional Intelligence and Courage*	5. Identify and describe individuals and groups doing exemplary work to address social, environmental and pedagogical issues at the local, bioregional and global scale 6. Grasp and apply the notion of emotional intelligence and emotional courage as one of the essential elements of effective leadership 7. Propose regenerative leadership strategies to find "systems of solutions" to address the "systems of problems 8. Build writing and other multimedia communication skills for effective communication.
Project #3: *Thought Leadership in Learning: Models beyond Schooling and De-schooling*	9. Demonstrate leadership vision and skills by proposing regenerative pedagogy to address the "systems of problems." 10. Grasp and apply the idea of "schools that learn" in her/his own work or any other pedagogical institution. 11. Demonstrate ability to envision changing landscapes of learning, unlearning and relearning by 2050 with or without schools and/or universities. 12. Build writing and other multimedia communication skills for effective communication.

(R) = required books

(Rd) = recommend books

LIBGUIDES: The University has developed library guides (libguides) for each of your courses. This place is a great way to access some of your required books, supplemental resources and databases related to your course. During orientation, you will be given a tutorial. A number of required and supplemental books are offered as eBooks and others you will want to purchase from a bookseller (e.g. Amazon). You might find it helpful to purchase in audio format.

http://libraryguides.uwsp.edu/EDUC 810

(R) Transnational Institute (2018). *State of Power and counter-Power.*

Amsterdam. (Free download)

https://www.tni.org/files/publication-downloads/tni-stateofpower2018-webversion.pdf

(R) Senge, P. M., Cambron-McCabe, N., Lucas, T., Kleiner, A., Smith, B., & Dutton, J. (2012). *Schools that learn: A fifth discipline fieldbook for educators, parents and everyone who cares about education*. Knopf Doubleday Publishing Group (second edition)

(R) Scharmer, Otto., & Kaufer, K. (2014). *Leading from the emerging future: From ego-system to eco-system economies.* San Francisco, CA: Berrett-Koehler.

(R) Bregman, P. (2018). *Leading with emotional courage: How to have hard conversations, create accountability, and inspire action on your most important work.* Wiley

(R) The Worldwatch Institute, (2017). *Earthed rethinking education on a changing planet.* Washington DC: Island Press.

Note: We are using the EarthEd book as a standard common text for all foundational course for the doctoral program. You are urged to bring relevant analysis, case studies and insights from this volume to any of the assignments for this course.

(Rd) Supporting Additional Readings, Websites, and Links

Project #1: *Assessing the Current State of Power and Emergent Futures*

The Guardian (2017). "Lessons from the Barcelona commons"

https://www.opendemocracy.net/can-europe-make-it/oscar-reyes-bertie-russell/eight-lessons-from-barcelona-en-com-on-how-to-take-bac

Scharmer, Otto (2018). The Essentials of Theory U: Core Principles and Applications. San Francisco, CA: Berrett-Koehler.

Scharmer, Otto (2018). "It takes a Journey"

http://www.ottoscharmer.com/sites/default/files/Otto_Scharmer_Indian_Management.pdf

(2015) "Exploring Transcendental Leadership: Conversation with J. B Barney, Judy Wicks, Otto Scharmer and Katheryn Pavlovich"

http://www.ottoscharmer.com/sites/default/files/Journal_of_Management.pdf

Scharmer, Otto (2018). Transforming Capitalism: 7 Ocupuncture Points"
https://www.huffingtonpost.com/entry/58e006cce4b03c2b30f6a6fa

Scharmer, Otto (2018). "Education is the kindling of a flame" https://www.huffingtonpost.com/entry/education-is-the-kindling-of-a-flame-how-to-reinvent_us_5a4ffec5e4b0ee59d41c0a9f

Hall, George (.).Inside the theory of the U: Interview with Peter Senge and Otto Scharmer"

http://www.allegrosite.be/artikels/Inside%20the%20theory%20of%20the%20U.pdf

Scharmer, Otto (2009). "Seeing" Chapter 9 of the book, Theory U.

http://www.ottoscharmer.com/sites/default/files/TU2_Chapter9.pdf

Schumacher, E. F. (1973). "Buddhist Economics." http://www.swaraj.org/schumacher_buddhisteconomics.htm

Lovins, Hunter, Wallis, Stewart, Wijkman, A and Fulleton, John (2018). *A Finer Future: Creating an Economy in Service to Life*. New Society Publishers.

Kate Raworth, TED Talk

https://www.ted.com/talks/kate_raworth_a.../transcript?...

Johan Rockstrom (2015). Key Messages of the Book, *Big world, Small Planet*

www.drawdown.org

Interview with Paul Hawken

https://e360.yale.edu/features/paul-hawken-on-one-hundred-solutions-to-the-climate-crisis

(Rd) Additional Readings for Project# 2: The Alchemy of Emotional Intelligence, Courage and Leadership

Radical Aliveness Institute (Ann Bradney), Graduating Class Projects

http://radicalaliveness.org/radical-aliveness-institute-graduating-class-individual-projects/

Beltran, Elizabeth Peredo (2017). "Bolivian State, Power and Patriarchy"

https://www.tni.org/files/publication-downloads/stateofpower2017-power-and-patriarchy.pdf

Fabian, Rhonda and Horner, Jennifer (2014) "Connecting for change"

https://www.kosmosjournal.org/article/connecting-for-change-insights-from-an-emerging-global-transformation-movement/

Chopra, Deepak (2017). "You are the Universe"

https://www.kosmosjournal.org/article/an-interview-with-deepak-chopra-you-are-the-universe/

Recommended, other Youtube presentations from, Chopra Well

Bateson, Nora (2017). "Liminal Leadership"

https://www.kosmosjournal.org/article/liminal-leadership/

Elgin, Duane (2017) "We are bio-cosmic Beings"

https://www.kosmosjournal.org/article/we-are-bio-cosmic-beings-learning-to-live-in-a-living-universe/

Wheatley, Margaret (2017). Who Do we Chose to be?

https://margaretwheatley.com/wp-content/uploads/2017/05/MW-WhoDoWeChooseToBe.pdf

Wheatley, Margaret (2017) "Leader to Leader"

https://margaretwheatley.com/wp-content/uploads/2017/10/Margaret-Wheatley-2017-Leader_to_Leader.pdf

Wheatley, Margaret (2014) "Life cycle of Emergence"

https://margaretwheatley.com/wp-content/uploads/2014/12/KosmosJournal-WheatleyFrieze-SS15.pdf

www.margaretwheatley.com/

Parajuli, Pramod (2002). "Environmentalism of the global South: A Playful conversation around Mahatma Gandhi" (Pramod's personal copy)

Bakshi, Rajni (2012) Civilizational Gandhi.

https://www.mkgandhi.org/articles/Civilizational_Gandhi.pdf

Bakshi, Rajni (.). Gandhi and Sustainable Business"

https://www.theguardian.com/sustainable-business/blog/relevance-gandhi-capitalism-debate-rajni-bakshi

Tsing, Anna "The Best of End Times: A Conversation with Anna Tsing"

http://edgeeffects.net/anna-tsing/

Kimmerer, Robin. W (.). "Mapping a new Geography of Hope: Keynote"
https://www.humansandnature.org/videos#sb=https://www.youtube.com/watch?v=QhQKdJHLDcw

Harraf, Abe, et al (2018) "Business Ecosystem and Innovation"

https://gbr.pepperdine.edu/2018/07/business-ecosystems-and-innovation/

Fry, Jody and Egel, Eleftheria (2017) "Spiritual Leadership"

https://gbr.pepperdine.edu/2017/12/spiritual-leadership/

Sanchez, Nikki (2018) People just like you are inspiring Positive Change" (Featuring Melissa Donich)

https://davidsuzuki.org/story/people-just-like-you-are-inspiring-positive-change/

Suzuki, David (2017) "We can learn so much from nature"

https://davidsuzuki.org/story/we-can-learn-so-much-from-nature/

Suzuki, David (2016) "Healthier biosphere means healthier humans"

https://davidsuzuki.org/story/a-healthy-biosphere-means-healthier-humans/

Suzuki, David (2016) "Nature calms the brain and heals the body"

https://davidsuzuki.org/story/nature-calms-the-brain-and-heals-the-body/

Suzuki (2015) "Will Generation Z give us Superheroes for the planet?"

https://davidsuzuki.org/story/will-generation-z-give-us-superheroes-for-the-planet/

(Rd) Additional Readings for Project #3: ***Thought Leadership in Learning: Models beyond Schooling and De-schooling***

2018 "Di-schooling Dialogue"

https://www.kosmosjournal.org/kj_article/grief-collapse-mysticism/

Fabian, Rhonda (2016) "Unleashing the Learner"

https://www.kosmosjournal.org/article/unleashing-the-learner-massive-open-online-courses-and-the-decolonization-of-education/

Ito, Joi, Whiplash Book Talk,
- https://whiplashbook.com/whiplash-book-talk-joi-ito-and-jeff-howe-at-harvard-book-store-5c3fe3c96d3a

Ito, Joi, "Climate Systems and Violin"
- https://whiplashbook.com/report-from-marrakech-a4561e410519

Gray, A. (2016). The 10 skills you need to thrive in the Fourth Industrial Revolution. *World Economic Forum.*Retrieved from http://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/

Giudice, M., & Ireland, C. (2014). *Rise of the DEO: Leadership by design.* Berkeley, CA: New Riders.

Fullan, Michael (.). "Eight forces for Leaders of Change"

http://michaelfullan.ca/wp-content/uploads/2016/06/13396067650.pdf

Fullan, Michael (2008). "Six Secrets of Change"

http://michaelfullan.ca/wp-content/uploads/2016/06/2008SixSecretsofChangeKeynoteA4.pdf

Fullan, Michael (.). "Leading in a Culture of Change"

https://www.csus.edu/indiv/j/jelinekd/edte%20227/fullanleadinginacultureofchange.pdf

Ecospheric Studies at Clarkson University and Land Institute

https://landinstitute.org/our-work/ecosphere-studies/

Rowe, Stan (1989) "What on Earth is the Environment?"

https://pdfs.semanticscholar.org/d459/f052625c233debf973b7c9f6c8b36f862a69.pdf

ASSIGNMENTS

Project 1: Assessing the Current State of Power and Emergent Futures
Based on the books, *The State of Power (2018)* and From Egosystem to Ecosystem (2014) and additional readings for this theme, answer three interrelated questions:

1.1. What *evolutionary economic framework(s) as outlined in the book, From Egosystem to Ecosystem* can guide our journey forward? Draw a comparative table of possible economic frameworks and how will these deliver (or not) the desired results of your preferred emergent future. Bring examples from the readings and from your own observations. *(Due: 9/23/2018)*

1.2. Write a 4-page succinct paper on: How do you see if anything is emerging and how so? What sense do you make of the idea leading from the emerging future? What do you predict the word to be like in 2025 or 2030? In the face of ecological and social disruption (climate, soil, water, energy, food, state-

power, injustices, extreme inequities, powerlessness, resistance, organizing from the grassroots/massroots up), how do you plan to lead from the *emerging future?* **(Due:9/28/2018)**

1.3. Leadership requires the alchemy of finding the right balance between the parts and whole, micro, macro and meso scales. Create a diagram that shows the strategic interventions you suggest w*ould work to shift the realities at parts to whole, shift realities from micro, to macro and to meso scale. Use examples from these readings or from of your choice.* **(Due:10/5/2018)**

Project 2: Interiority of Leadership: Leading with Emotional Intelligence and Courage

2.1. In a comparative table, compare and contrast how you assess the 6 (choose 4 out of the following, and 2 of your own choice) leaders in terms of the following leadership traits: a) build your confidence; b) become who you want to be; c) Connect with others; d) be clear and trustworthy; e) commit to purpose; and f) cultivate emotional courage

(Mahatma Gandhi, Martin Luther King, Nelson Mandela, Judy Wicks (Founder of White Dog Café, Author, Good Morning, Beautiful Business), Rachel Carson, Medha Patkar (Leader of the Save Narmada Movement, India), Roy Bunker (Founder of Barefoot College, India), Thich Nhat Hanh (Buddhist Educator, Mindfulness Guru), Vandana Shiva (author, educator and founder, Navadanya), The Transition Town Movement, Bioneers, Chico Mendes (Extractive Reserves in Amazon), Evo Morales (President, Bolivia), Water for All, Water for Life (A Mexican Social Movement), Abahlali baseMjondolo (the Shack dwellers movement in Durban, South Africa), Wendell Berry (Poet, farmer, thought leader), Detroit, Michigan Community Food Gardens, Madrid, Spain community Gardens, Barcelona en Comú, Alice Walker (Chef and Food Educator), Wangari Mathai (Greenbelt Movement, Kenya), David Suzuki (Ecologist, Media personality and Campaigner), Joel Salatin and Family (Swoope, Virginia-based Grass/carbon farming model)

Add 2 other leaders of your choice

(Due: 10/15/2018)

2.2. 4 minute Flip-grid on 2 of the leaders you have examined in B.1.

(Due: 10/19/2018)

2.3. In 5 + pages, be kind and offer a diagnostic assessment of yourself in terms of the *following leadership traits: a) build your confidence; b) become who you want to be; c) Connect with others; d) be clear and trustworthy; e) commit to purpose; and f) cultivate emotional courage. You may think through some significant events and phases in your own life that brings you to this point. Do you have a purpose? Are you ready or will be ready? At this point, how far or near do you find yourself to become a beneficial leader and the one with emotional courage to accomplish the role? What kind of a leader do you find yourself to be? You may draw some parallels (compare and contrast) with some of the leaders you assessed in B.1. What are the potentials and strengths and gaps and weaknesses? As of now, what role do you think is appropriate for you? Name it and describe how you see performing that role and how.*

*While you write this assignment, ponder over this wisdom from the leadership enabler, Otto Scharmer: "*There are two fundamentally different modes of learning: learning from the past and *learning from the emerging future.* In order to learn from the emerging future, we have to activate a deep learning cycle that involves not only opening the mind (transcending the cognitive boundaries), but also opening the heart (transcending our relational boundaries) and opening the will (transcending the boundaries of our small will). The U process of learning from the emerging future follows three movements: "Observe, observe," "Retreat and reflect: allow the inner knowing to emerge," and "Act in an instant."

2.4. 4 minute Flip-grid on the summary of B.3.

(Due: 10/22/2018)

2.5. Your course faculty, Pramod Parajuli, Ph.D. identifies four types of approaches that are prevalent in educating as well as seeking leadership roles and preparing for it. I classify them as: a) inwardbound (meditation, yoga, mindfulness, dance, performance, rituals); b) outwardbound (travels, adventure, outdoors, experiential modes, mountaineering, rock climbing); c) homewardbound (like Mahatma Gandhi, Wendell Berry, Wes Jackson, Masanobu Fukuoka, Joel Salatin, perfecting the human life in the care of the land/water and the household); and d) market and businessbound. Practitioners and proponents have developed curriculum and pedagogies according to these orientations.

Pick up two examples from each orientation and comparatively describe them in a table.

After the table, in a page, describe how do you picture yourself in this continuum of inward, outward, market, and homeward bounds? Are there seams between these? Do you see creating a synthesis of the four bounds (or any combination) possible? How will that look like? You may use a diagram to illustrate this.

(Due: 11/2/2018)

Project #3. Thought Leadership in Learning: Models beyond Schooling and De-schooling

3.1. What does Peter Senge mean by Schools that learn? What does David Orr mean by "Only education of a certain kind will save us?" How are these principles of learning organization embraced/practiced by the institution you work in? Based on Schools that learn insights (systems thinking, personal mastery, working with mental models, building shared vision, and team learning), prepare *a comparative table* of how is it now and how could it be in the organization you work at or any other pedagogical institution you choose to assess/examine.

Due: 11/9/2018)

3.2. Build a Sway presentation by selecting 5 inspirations (people, events, ideas/themes, or success stories) that have intimately touched you from this course. Describe and illustrate those 5 and also draw implications of each of those for what you are going and plan to do in the future.

(Due: 11/16/2018)

3.3. Using a Lucid chart presentation demonstrate how you see the emergent forms of leadership in these upcoming three decades: 2020-30; 2030-40; and 2040-50. What ideas, skills, technologies and pedagogical/communication tools, and organizational forms will prevail in each decade? How will learning take place in the openly networked world? What will happen to models of schooling, de-schooling, self-schooling?

In 4 plus pages, describe if and how you resonate with some examples representing such trends? How will you adjust to these changes in the megatrends by 2050 in the work you are proposing to do?

Due: 11/30/2018)

Technology Workflow 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 unless you choose it to be (Edublog). Some assignments require account creation for online programs. Your academic records (grades, student IDs, and 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 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. If you elect to not participate in these online assignments due to confidentiality concerns then you may request an alternative mode of delivery.

Technology Workflow Guidelines

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 – in small groups, in teams and individually. We will practice a Sustainable Education by building in a handful of "tools" 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 it to life...remotely.

Coming at this from an ontology of systems thinking and emergent properties. (An emergent property is a property, which a collection or complex system has, that cannot occur as an individual alone.) In this course, you will deeply dig into the idea of "leading from the emergent future" in assignments related to project #1. For our case, we are using this thinking to build several forms of technologies to come together to offer a whole, meaningful learning experience for you.

The other way I think of an emergent property is in how we function as a cohort-based community of learners. With respect that every bit of technology will not 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!

Doctoral Studies Workflow

Microsoft Teams

Microsoft Teams is yours that will stay with you throughout the duration of your studies. You can consider Teams your EdD program and Cohort "home space."

Please watch this video to learn about Teams: https://support.office.com/en-us/article/Microsoft-Teams-Quick-Start-422bf3aa-9ae8-46f1-83a2-e65720e1a34d

- *CHANNELS:* Within Teams you will see what are called, "channels." These are courses. For example, you can see, EDUS 900 and EDUC 908 currently.
  - General: One of the channels is called, "general." This is YOUR place as a cohort to share items that you might want to share that is not necessarily related to a particular project.
  - Conversations: In the first tab, you can have conversations with the group regarding projects. You can upload pertinent files, jump on a video call, and much more! Watch the video to learn the capabilities.
- *TABS:* Then you have tabs on the top of the page. These are various areas you will instructed to go to for various projects. When I give you instructions for a project, I will direct you what to do using these tabs. Within the tabs, you will see one called, Notebooks. This notebook is linked to OneNote Class Notebook.

OneNote Class Notebook
Once you go to this notebook from Teams (you can also access it simply by going to Office 365).

Three tabs in Notebook: Collaborative, Content and one with you individual name.
- *Collaborative* may be used for small group, pair or large group projects.
- *Content* is where I will put resources that you cannot change. It is my place to put things like, syllabus, schedule and resources that cannot be changed by you.

Doctoral Communications
There may be a bit of duplication in how to communicate with one another with these technologies. We can keep it as organic as we want but I will give suggested communication flow. I will answer to them all (within 24-48 hours).

Email
Do you have a personal concern? Email me, otherwise, Chat in Teams works best for all other communications.

Edublog
Throughout your studies, you will maintain an e-portfolio. This will be done using Edublog.

Workflow Cheat Sheet

Purpose	Tool
Individual and group (final version) writing assignments	Assignments Teams
Small group and class synchronous seminars	Teams, Skype for Business
Course resources, group collaboration, chatting, file sharing	Microsoft Teams
Business communication	Email
Learning journal/e-portfolio	EduBlog
General community building /sharing	Facebook
Research and article management	EndNote

Literature Research and Reference Management
End Note (individual with limited social/sharing)
REQUIRED: EndNote is supported by the UWSP library and is very good for reference management and advance writing integration. There are others: Mendley and Zotero. These are also good but not supported by UWSP. EndNote is gone once you graduate so you might consider migrating to another management system (Mendeley or Zotero) or buy an EndNote account. These are not required, not supported by UWSP, safety agreement should be read for outside UWSP technology.

Other Tech Software
In addition to these main workflow technologies, you will be slowly introduced to project dependent technologies integrated into your Microsoft Team workflow.

Plan on seeing the following in various courses as needed (not comprehensive):

1. **LucidChart** – mapping (good for lots of things!)
2. **Tiki-toki** – interactive historical timeline
3. **Flipgrid** – short video recorded discussions

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.

Holistic Grading System

All work, should be completed in a progressive manner to allow instructor to give continual feedback for improvement. It is expected that students incorporate feedback for improvement for their future work. Holistic work for three projects will be evaluated against the holistic grading rubric for the midterm and final grade.

Assessment Requirements:

Here is an outline for your reference. You will be instructed on this process.

1. **Midterm**
   a. Student submits holistic grading rubric
   b. Instructor responds to holistic grading rubric
   c. Set up a 15 minutes meeting with instructor
2. **Final**
   a. Student submits holistic grading rubric
   b. Instructor responds to holistic grading rubric
   c. Set up a 15 minutes meeting with instructor

Three projects will be assessed, evaluated and graded using the following holistic grading rubric:

1. Project #1: Doughnut Economics, Anthropocene, Planetary Boundaries
2. Project #2: Drawdown, Climate Science, Climate Policy/Action
3. Project #3: Nourished Planet

Holistic Grading Criteria Rubric

CRITERIA	TALKING POINTS	LETTER GRADE
Conceptual: 1. Connects concepts to other subject ✓ Improves work based on feedback from instructor and peers ✓ Applies content to new ideas		
Skill acquisition: ✓ Demonstration effective critical analysis ✓ Utilization of valid and reliable support resources ✓ Uses APA format citation correctly ✓ Doctoral level writing standard		
Workflow: ✓ Follows project guidelines and navigates flow of a project		

Peer support:		
✓ Consistent and ongoing collaboration and sharing ✓ Fosters deeper understanding in the group		
Communication:		
✓ Timely, active ongoing engagement ✓ Effective, professional written communication		

NOTE: Minuses and pluses are earned if you fall within the middle of the listed criteria table.

Communicating with your Instructor

Standard protocol is to allow 24-48 hours for a return communication. I am usually quicker than this! There is no shortage of ways to get a hold of me and please reach out to me.

EMAIL: The easiest way to reach me is through email at:
pparajul@uwsp.edu

CALL: Call me (503-969-7391). Leave a voicemail if I do not answer.

VIDEO/CHAT ME: Teams Chat/video or Skype for Business

I am available online or in person by appointment. Generally, I am most available weekdays. I honor weekends for rejuvenation and other commitments, but can make myself available if that is when you need me.

I am open to various ways of communicating that allow us be in touch; online learning can be lonely if you do not reach out. Please reach out to me and/or your cohort members. My preference goes in this order: Teams, Email, and Phone.

Communicate Clearly and Correspondences

Correctly title emails. If it is a topic change, be sure to start a new email that is labeled with the matching topic. Include the entire thread of an ongoing email conversation so that I can recall the history of your question/s without searching past emails. I will not open attachments without messages and as a matter of a fact, attachments should not be needed since we have One Drive to share files. If your correspondence is content/subject matter related, I would prefer you use the course workflow communication so we can keep track of correspondences in one place. I often will guide you to areas and you will want to keep my correspondences with you. You will have a private "One on One Space" for student to instructor discussions.

Attendance and Participation

Participation is expected. Attendance at synchronous seminars are 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/week, please let me (and your classmates know) if it will affect your contributions to projects. Communication is KEY! See holistic grading rubric you have all contributed to setting for your studies. The course 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

Incompletes are last resort and can be given if <u>minimal work</u> needs completion. You cannot take an incomplete for no or little work completed. The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

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. It is important that you are participating in each of the parts of the projects. The holistic grading rubric criteria holds high standards for timely work. Late work may result in lower marks in this rubric effecting your overall grade.

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

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365.

Help Resources (See handbook for more resources)

Writing	Advising	IT Technology Issues
Laurie Schmeling Department of English & School of Education CPS 431 lschmeli@uwsp.edu Phone: (715) 346-3790	**Joy O'Neil** Director of Educational Sustainability Assistant Professor joneil@uwsp.edu Phone: 715-346-3292 Office: CPS 437	The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715)

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. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

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.

Student suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

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.

PARAJULI

14