



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

# **EDSU 900: Introduction to Doctoral Studies and Educational Sustainability**

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Photo: [ec.europa.eu](http://ec.europa.eu)

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## Welcome!

Dear EdD Cohort 7,

We are so excited to be your instructors at the beginning of your journey as a doctoral student in first-of-its-kind Educational Sustainability program at UW-Stevens Point! In this course, we will be introducing you to foundational concepts in educational sustainability, as well as setting you up for success as doctoral students. The most important thing for you to know is that we are here *for you*. Think of us not as gatekeepers, but as supporters who want nothing more than for you to succeed in this program.

One of the benefits of a program like this is that you all come from different backgrounds. For that reason, there will be parts of the program that are very unfamiliar to you, and perhaps parts that feel more like a refresher. And those pieces won't be the same for each of you! Please remember that, due to our varying backgrounds, some things that might seem obvious to you will be completely new for others—and vice versa. Let's all commit to being open and supportive of each other throughout this journey!

Finally, when in doubt, remind yourself that we are all in this together, and you wouldn't be here if we didn't think you were capable of completing the doctoral program. The world needs you and your ideas!

Lindsay and Cathy

## Course Information

### Course Description

This course is a foundational course that will introduce sustainability and key concepts and pedagogy of educational sustainability. Educational sustainability is an interconnected way of relational learning that encompasses human and ecological health, social justice, secure livelihoods and educational opportunities for a better world for all generations. Students will become familiar with the overall Ed.D. program design and develop personal learning goals for their doctoral studies.

### Course Learning Outcomes (CLO)

Our Course Learning Outcomes are divided into two categories to reflect the bi-partite purpose of this course—to introduce you to the core concepts of educational sustainability, and to prepare you in more practical ways for your doctoral journey.

#### Educational Sustainability

1. define sustainability and educational sustainability
2. explain how systems thinking is a key component of sustainability literacy
3. connect ways to approach key concepts in educational sustainability related to student interest

#### Introduction to Doctoral Studies

4. develop learning goals for your studies
5. develop a habit of writing and beginning research skills
6. build writing skills
7. contribute to a community of practice

## Core Course Projects

Core Projects	Brief Description	CLOs
Project #1: Doctoral Bibliography and Personal Philosophy	Students will write a doctoral biography that includes their philosophy of educational sustainability, and a shorter (one-paragraph) blurb/bio to be posted on the program website.	<ol style="list-style-type: none"> <li>1. define sustainability and educational sustainability</li> <li>3. connect ways to approach key concepts in educational sustainability related to student interest</li> <li>4. develop learning goals for your studies</li> <li>6. build writing skills</li> <li>7. Contribute to a community of practice</li> </ol>
Project #2: Annotated Bibliography Tool	Students will use Literature Annotated Bibliography Tool to keep track of their reading, understanding, and questions with regard to educational sustainability.	<ol style="list-style-type: none"> <li>1. define sustainability and educational sustainability</li> <li>2. explain ecological and sustainability literacy</li> <li>3. connect ways to approach key concepts in educational sustainability related to student interest</li> <li>5. develop a habit of writing and beginning research skills</li> </ol>
Project #3: Systems Thinking Conceptual Framework (2 parts)	Students will create a proposal for a policy change to mitigate structural inequity, including anticipating arguments and planning for how to visually represent their idea. The second part of the assignment will require students to craft op/eds in favor of and opposing their proposal.	<ol style="list-style-type: none"> <li>1. define sustainability and educational sustainability</li> <li>3. connect ways to approach key concepts in educational sustainability related to student interest</li> </ol>
Project #4: SMART Goals and Reflection	Students will articulate 3-5 goals for their studies. The complementary reflection can be written or done through a meeting with the instructors.	<ol style="list-style-type: none"> <li>3. connect ways to approach key concepts in educational sustainability related to student interest</li> <li>4. develop learning goals for your studies</li> <li>7. Contribute to a community of practice</li> </ol>

## Course Materials

### Required Books

- Sterling, S., and E.F. Schumacher Society. (2001). *Sustainable Education: Revisioning Learning and Change*. Cambridge: UIT Cambridge Ltd. ISBN-10: 1870098994
- Vare, P., Nausselete, N., and Rieckman, M., eds. (2022). *Competences in Education for Sustainable Development: A Critical Perspective*. ISBN: 978-3-030-91055-6

- Kendi, I.X. (2019). *How to Be an Anti-Racist*. New York, NY: One World. ISBN-10: 0525509283



### Recommended Supplemental Resources

- American Psychological Association. (2015). *Publication Manual of the American Psychological Association*.
- Rudestam, K. E., & Newton, R. R. (2007). *Surviving Your Dissertation: A Comprehensive Guide to Content and Process. Third Edition*. SAGE Publications. 2455 Teller Road, Thousand Oaks, CA 91320. Tel: 800-818-7243; Tel: 805-499-9774; Fax: 800-583-2665; e-mail: [order@sagepub.com](mailto:order@sagepub.com); Web site: <http://www.sagepub.com>.
- Krathwohl, D. R., & Smith, N. L. (2005). *How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences*. Syracuse, N.Y: Syracuse University Press.
- Sunstein, B. S., & Chiseri-Strater, E. (2016). *Fieldworking: Reading and writing research*.
- Jacobs, D. T. (2008). *The authentic dissertation: Alternative ways of knowing, research, and representation*. London: Routledge.

## Synchronous Meetings

It is expected that you arrange to attend at least 3 of the 5 synchronous meetings on Zoom. All times will be CDT. Meeting times and Zoom information is available on Canvas. If you can not attend at least 3 sessions, you will be expected to watch the recordings of the synchronous sessions and to submit short reflections on Canvas to make up the missed meetings.

## Grading and Evaluation

### Grading System

All work will be done in a progressive manner to allow instructors to give continual feedback for improvement. This feedback may come in the form of engaging in the discussions and project work as well as assignments submitted. It is expected that students incorporate feedback for improvement for their future work. Grades will be assigned for each of the projects, and each project will be weighted equally, including a grade for overall Citizenship in the Course, according to the ground rules established

by the cohort in the first synchronous meeting. Students may be given an opportunity to resubmit work that does not meet expectations at the discretion of Lindsay and Cathy. Make sure you read the comments in Canvas!

## Late Work

We understand that you live a busy, complex, and sometimes unpredictable life. So, if you do need an extension, please get in touch with Lindsay and Cathy. We will work together to find a suitable solution.

## Attendance and Participation

There are several moving parts in each week of this course, so we highly recommend that you log in to Canvas at least once a day during the weekdays. At a minimum, you'll want to access the course 3x per week. Regular participation and engagement in the course are expected, and so we will be very present in the course to ensure that you are active, and that you have the support you need to be successful. If we do not "see" you, we will reach out to you. If you are having issues and need to step out for a few days/week, please let us (and your classmates know) if it will affect your contributions to class. Communication is KEY!

## Incompletes

Under emergency/special circumstances, students may request 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 special circumstances). The grade will reflect this effort. Please speak with Lindsay and Cathy regarding procedure for incompletes.

## Communicating with Your Instructors

Standard protocol is to allow 24-48 hours for a return communication, but we are usually much, much quicker than this!

We are available online or in person by appointment, and we aim to have some time available in the evening and some weekends to accommodate working adult schedules. Our Outlook calendars are up to date and as a student, you have access to the calendar to schedule a time to meet either or both of us. Online learning can be lonely if you do not reach out, so please connect with us and/or your cohort members.

## Clear Correspondence

Use the email subject line to your advantage! If you are writing about a new issue, 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 we can recall the history of your question/s without searching past emails. If you text us, make sure you let us know who you are!



**EMAIL:** The quickest way to reach us is email at [lindsay.bernhagen@uwsp.edu](mailto:lindsay.bernhagen@uwsp.edu) and [cathy.scheder@uwsp.edu](mailto:cathy.scheder@uwsp.edu). You can also easily email us directly from the "inbox" function in Canvas. Messages sent and received this way stay in Canvas, but also get sent to our regular email folders.



**VIDEO:** We can easily set up a Zoom meeting at your request.

## Learning Technology

### Technology Policy

This course requires posting of work online that is viewable only by your classmates. 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 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.

### 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
- participate in asynchronous online discussions
- record online video discussion posts

### Course Technology Requirements

- Minimum recommended computer and internet configurations for online courses can be found [here](#).
- You will also need access to the following tools to participate in this course.
  - webcam
  - microphone
  - a stable internet connection

### Course Structure and LMS

This course uses Canvas as its learning management system. Canvas 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. A student orientation / training course is available for self-registration at <https://uws.instructure.com/enroll/FNRAL8>.


### UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)

- IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

## Getting Canvas Help



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

Options	Explanations
<p><b>Ask Your Instructor a Question</b> Submit a question to your instructor</p>	<p>Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.</p>
<p><b>Chat with Canvas Support (Student)</b> Live Chat with Canvas Support 24x7!</p>	<p><b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.</p>
<p><b>Contact Canvas Support via email</b> Canvas support will email a response</p>	<p><b>Contacting Canvas Support via email</b> will allow you to explain in detail or even upload a screenshot to show your particular difficulty.</p>
<p><b>Contact Canvas Support via phone</b> Find the phone number for your institution</p>	<p>Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.</p>
<p><b>Search the Canvas Guides</b> Find answers to common questions</p>	<p><b>Searching the <a href="#">Canvas guides</a></b> connects you to documents that are searchable by issue. You may also opt for <a href="#">Canvas video guides</a>.</p>
<p><b>Submit a Feature Idea</b> Have an idea to improve Canvas?</p>	<p>If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this <b>Submit a Feature Idea</b> avenue.</p>

*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

## Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, view this website: <https://www.wisconsin.edu/dle/external-application-integration-requests/>

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 (HTTPS instead of HTTP) whenever possible
- Have updated antivirus software on your devices

## 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.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- 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.
- 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](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 our intent that students from all 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 our 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 us 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 Resource 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 the Disability Resources Center and meet with a coordinator to request special accommodation *before* classes start.

The Disability Resource Center can be contacted by phone at (715) 346-3365 (Voice) or (715) 346-3362 (TDD only) or via email at [drc@uwsp.edu](mailto:drc@uwsp.edu).

### Statement of Policy

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 Resource Center.*

## Academic Honesty

tl;dr: Don't cheat. Don't plagiarize. Don't be a jerk to your classmates. If you have any questions about the kind of behavior that might constitute any of the aforementioned, check with Lindsay and Cathy. We'd be happy to guide you without judgment or penalty.

In case you want to read the whole thing, here's the 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.

Students suspected of academic misconduct will be asked to meet with Lindsay and Cathy 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 course unless permission has been granted to share them.

## Help Resources

Not sure where to start? Ask Lindsay and Cathy! For quick reference, here are some other support services:

Overall EdD Program	IT Technology Issues
<p><b>Erin Redman, Ph.D.</b> <b>Director of Educational Sustainability</b> <b>Assistant Professor</b> <a href="mailto:erin.redman@uwsp.edu">erin.redman@uwsp.edu</a> <b>Phone: 715-346-2542</b> <b>Office: CPS 451</b></p> <p><b>NB: Erin is your go-to for <u>program-level questions</u>, rather than course-level ones, or if you have concerns about the course that you do not feel comfortable bringing to your instructors.</b></p>	<p>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 <a href="mailto:techhelp@uwsp.edu">techhelp@uwsp.edu</a> or at (715) 346-4357 (HELP) or visit this <a href="#">link for more information</a>.</p> <p>Technical Assistance If you need technical assistance at any time during the course or to report a problem with Canvas you can:</p> <ul style="list-style-type: none"><li>● Visit with a <a href="#">Student Technology Tutor</a></li><li>● Seek assistance from the <a href="#">IT Service Desk</a> (Formerly HELP Desk)</li><li>● IT Service Desk Phone: 715-346-4357 (HELP)</li><li>● IT Service Desk Email: <a href="mailto:techhelp@uwsp.edu">techhelp@uwsp.edu</a></li></ul>