



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

# EDSU 900: Introduction to Doctoral Studies and Educational Sustainability

Summer 2024

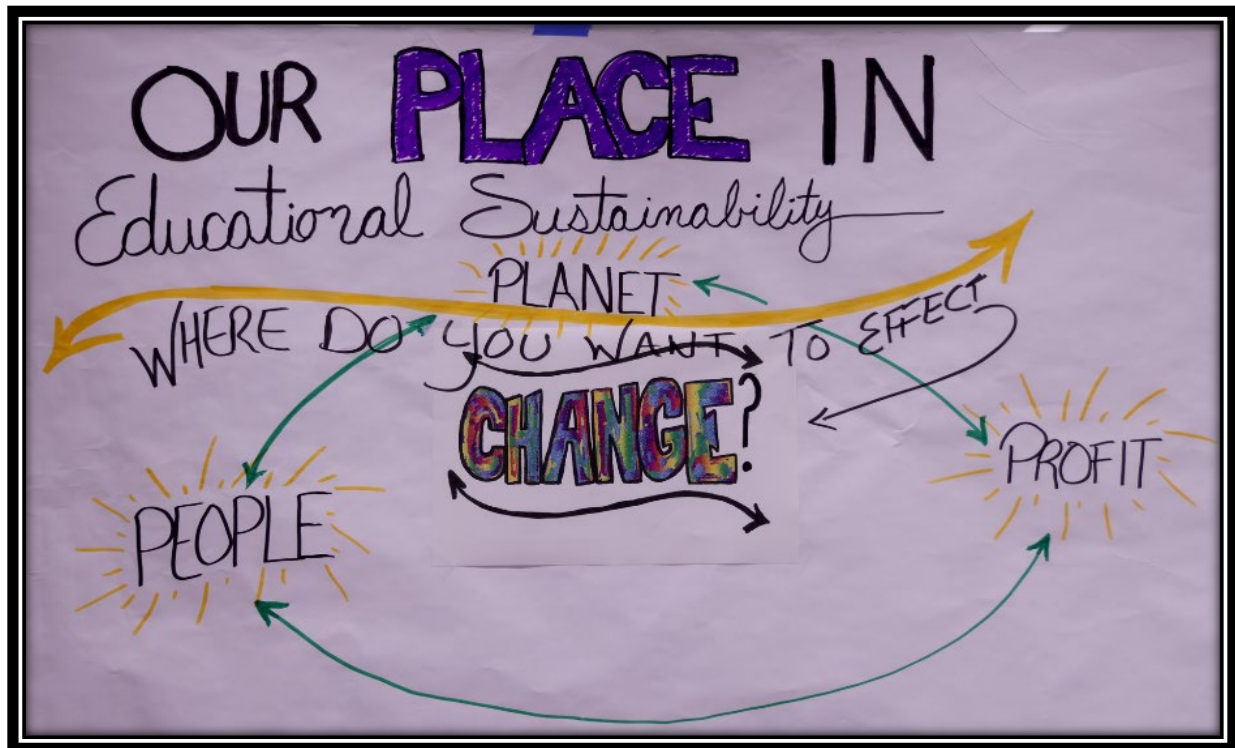


Photo: From 2023 Doctoral Residency

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## Welcome!

Dear EdD Cohort 8,

We are so excited to be your instructors at the beginning of your journey as a doctoral student in the 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!

*Erin 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 level-learning outcomes are designed to support your knowledge, skills, and dispositions as you start your educational sustainability journey. Through this course, students will be able to.....

1. Evaluate their level(s) of mastery associated with the doctoral dispositions and opportunities for personal/professional growth.
2. Identify strengths and areas for growth in terms of key sustainability competencies.
3. Identify key resources for milestones and artifacts in the EdD program.
4. Evaluate policy changes that could promote sustainability, in accordance with the UN Sustainable Development Goals (SDGs).
5. Critique key readings in educational sustainability.

## Core Course Projects

Core Projects	Brief Description	CLOs
<b>Project #1:</b> Doctoral Dispositions Reflection	In Module 1, you will review the EdD dispositions framework and reflect upon where you are in terms of mastery.	1. Evaluate their level(s) of mastery associated with the doctoral dispositions and opportunities for personal/professional growth.
<b>Project #2:</b> Sustainable Development Goals and cross-cutting competencies	Students will complete an online fitness test that is focused on 8 sustainability competencies and the UN Sustainable development Goals.	2. Identify strengths and areas of growth in terms of sustainable competencies.
<b>Project #3:</b> EdD Canvas Page Scavenger Hunt	Students will explore the EdD student center on Canvas and look for specific information to complete the scavenger hunt.	3. Identify key resources for milestones and artifacts in the EdD program.
<b>Project #4:</b> Students will complete their Plan of Study	Students will look at courses and milestones to complete a Plan of Study for their doctoral journey	3. Identify key resources for milestones and artifacts in the EdD program.
<b>Project #5:</b> 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.	4. Evaluate policy changes that could promote sustainability, in accordance with the UN Sustainable Development Goals (SDGs).
<b>Project #6:</b> Book Club Reflections	Throughout the semester students will be reading books and meeting in their PLCs. The books focus on key concepts in sustainability.	5. Critique key readings in educational sustainability.
<b>Project #7:</b> Doctoral Biography for the Ed.D. Directory	Students will write a short doctoral biography as artifact #1 in the program and begin building their positionality related to educational sustainability.	3. Identify key resources for milestones and artifacts in the EdD program.

## 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. (2019). *Publication Manual of the American Psychological Association (7<sup>th</sup> ed)*.
- 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 will arrange to attend the two synchronous meetings on Zoom. All times will be CDT. Meeting times and Zoom information is available on Canvas. If you cannot attend the sessions, please email your course instructors.

## 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 Erin and Cathy. Make sure you read the comments in Canvas!

### **Letter Grade Assignment**

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

<b>Letter Grade</b>	<b>Percentage</b>
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**

We understand that you live a busy, complex, and sometimes unpredictable life. So, if you do need an extension, please get in touch with Erin 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 petition for an incomplete grade. An incomplete will only be assigned if you have successfully completed 50% of the assignments. The highest grade for an incomplete will be B. All incomplete course assignments must be completed within the following semester unless other arrangements are made with the instructor. Please see the Ed.D. Handbook 2024-26 for specific information regarding incompletes for the doctoral program. This document is in the Ed.D. Student Center.

## Inclusivity Statement

We have experience working with diverse audiences in a variety of physical and cultural settings, which has enabled us to better understand the importance of diversity, inclusion, justice and equity. We are committed to making education accessible to and creating inclusive learning environments for students with diverse backgrounds. We will create a safe learning environment where ethnic, racial, cultural and gender differences are respected. We will also use active learning approaches such as teamwork to foster collaboration among students with diverse backgrounds. Further, we will bring diverse perspectives to the classroom and welcome different ideas from students.

## Technology

### 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 a competitive workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

*Offered freely by Jill Hogan, Higher Ed Discussion of AI Writing Facebook Group*

## 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 [erin.redman@uwsp.edu](mailto:erin.redman@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

### Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit 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 whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

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 of 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]

## 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

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### Ask Your Instructor a Question

Submit a question to your instructor

### Chat with Canvas Support (Student)

Live Chat with Canvas Support 24x7!

### Contact Canvas Support via email

Canvas support will email a response

### Contact Canvas Support via phone

Find the phone number for your institution

### Search the Canvas Guides

Find answers to common questions

### Submit a Feature Idea

Have an idea to improve Canvas?

Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.

**Chatting with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.

**Contacting Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.

Calling the Canvas number will let Canvas know that you're 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.

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*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

### Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

### Academic Honesty Policy & Procedures

#### Student Academic Disciplinary Procedures

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. Students who violate these standards must be confronted and must accept the consequences of their actions.

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 Erin 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](#).

### Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

## Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## 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](#).

## Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

## Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

## 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.*

## FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for EDSU 908 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## Religious Beliefs Accommodation

It is UW System policy (UWS 22) 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 taking the exam or 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 examination or 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 exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. CCC, ext 3568	Academic and Career Advising Center, CCC, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

## Help Resources

Not sure where to start? Ask Erin 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>