



Transformative Sustainability Teaching and Learning

Spring 2024 Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Instructors

Dr. Yue Li (李悦)

Virtual Office: [Zoom link](#)

Virtual Office Hours: Every Monday (11am-12pm), Tuesday (10am-11am, 2pm-3pm), Wednesday (11am-12pm, 4pm-5pm) and Thursday (3pm-4pm) for all my courses. Please [book a meeting with me](#) beforehand. I am available outside of these hours, just email me your availability and we can work together to schedule a time.

Email: yue.li@uwsp.edu

Dr. Ozalle Toms

Virtual Office: [Zoom link](#)

Virtual Office Hours: Every Monday (2pm-3pm), Tuesday (11am-12pm, 3pm-5pm), Wednesday (3pm-4pm) and Thursday (5pm-6pm) for all my courses. Please [book a meeting with me](#) beforehand. I am available outside of these hours, just email me your availability and we can work together to schedule a time.

Email: otoms@uwsp.edu

Course Information

Course Description: Builds on the introduction course, Educational Sustainability (EDSU 900) as an interdisciplinary approach to developing social and ecological change. Relevant theories and case studies will be utilized to address the cognitive, social, emotional, and spiritual perspectives of transformational and systemic learning, in contrast to the managerial and mechanistic approach to teaching and learning.

Credits: 3

Prerequisite: Admission into the EdD program or special permission by Director.

Expected Instructor Response Times

- We will attempt to respond to student emails within 24 hours. If you have not received a reply from us within 24 hours please resend your email.
- We will attempt to grade written work within 1 week, however longer written assignments may take us longer to read and assess.



Communicate with us

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let us know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing us when difficulties arise during the semester so that we can help you find a solution.

Textbook & Course Materials

You will have free access to the PDFs and eBooks via Canvas.

Learning Outcomes

Through taking this course, you will be able to:

1. Interpret transformative learning theories (Module 1).
2. Reflect on your own transformative learning experiences (Module 1).
3. Apply relevant theories and approaches to your own transformative teaching practice (Module 2).
4. Connect transformative learning theories to your research (Module 3).
5. Outline your research including research problems, context, questions, literature, positionality and future vision (Module 3).
6. Develop a concept poster to reflect your research ideas (Module 4).

You will meet the outcomes listed above through a combination of the following activities in this course:

1. Attend the synchronous Zoom sessions.
2. Review learning materials.
3. Complete course assignments.

Attendance

We will have 5 synchronous Zoom sessions throughout the semester at 6:30-7:30pm Central Time on January 25, February 22, March 28, April 18 (optional) and May 9 (6:30-8pm, note this session may be longer due to student presentations). If you are not able to attend any of them, please contact the instructor beforehand to discuss alternatives.

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to log in to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.



Topic Outline/Schedule

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact us.

Module	Topic	Assignments
Intro	Introduce	Self introduce
1	Transformative Learning	Discussion Reflection
2	Transformative Teaching	Discussion Lesson Plan with Reflection
3	Connect Theories to Research	Discussion Research outline
4	Concept Poster	Concept poster draft Presentation Concept poster revision

Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Graded Course Activities

Click the **Grades** link in Canvas to access the gradebook and view feedback from your instructor. Overall assignments and accompanying points are listed below:

Module	Description	Points
1	Discussion 1	10
1	Reflection	15
2	Discussion 2	8
2	Lesson Plan with Reflection	17
3	Discussion 3	5
3	Research outline - Topic and Context	6
3	Research outline - Question and Literature	10
3	Research outline - Positionality	4



4	Concept poster draft	8
4	Concept poster presentation	5
4	Concept poster revision	12
	Total Points Possible	100

Late Work Policy

Be sure to pay close attention to deadlines. If you need an extension, please discuss with us beforehand.

Letter Grade Assignment

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

Letter Grade	Percentage
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%

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points. Your instructor will update the online grades each time a grading session has been completed — typically 7 days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Inclusivity Statement

Dr. Yue Li: I have experience working with diverse audiences in a variety of physical and cultural settings, which has enabled me to better understand the importance of diversity, inclusion, justice and equity. I am committed to making education accessible to and creating inclusive learning environments for students with diverse backgrounds. I will create a safe learning environment where ethnic, racial, cultural and gender



differences are respected. I will also use active learning approaches such as teamwork to foster collaboration among students with diverse backgrounds. Further, I will bring diverse perspectives to the classroom and welcome different ideas from students.

Dr. Toms: For me, diversity is not a mere checkbox; it is a way of life, a lens through which I view the world. I believe in the power of diversity to foster richer conversations, ignite creativity, and drive progress. It is not just a matter of acknowledging differences but celebrating them, as these distinctions are the building blocks of a more inclusive and equitable society. My own journey, from a low-income, foster kid, first-generation college student to an educator and advocate for diversity, exemplifies the transformative potential of embracing and valuing the myriad facets of human experience.


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

Canvas Support

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

Support Options	Explanations
<p>Ask Your Instructor a Question Submit a question to your instructor</p>	<p>Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.</p>
<p>Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!</p>	<p>Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.</p>
<p>Contact Canvas Support via email Canvas support will email a response</p>	<p>Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.</p>
<p>Contact Canvas Support via phone 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>Search the Canvas Guides Find answers to common questions</p>	<p>Searching the <u>Canvas guides</u> connects you to documents that are searchable by issue. You may also opt for <u>Canvas video guides</u>.</p>
<p>Submit a Feature Idea 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 Submit a Feature Idea avenue.</p>

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

- Self-train on Canvas through the Self-enrolling/paced Canvas training course
- Course Technology Requirements
- View this website to see minimum recommended computer and internet configurations for Canvas.
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - a stable internet connection (don't rely on cellular)

If you encounter issues with Canvas, please contact Canvas Support directly by clicking the Help Button (question mark inside a circle) located at the bottom of the left navigation bar in Canvas.

If you have concerns, please contact the instructor directly.

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**]

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

Other 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.

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 1st 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.



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