



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

# EDSU 709/909

## Ethics of Care,

### 3 credits

## Summer 2020

Online Course

### Faculty

Tim Wright, PhD

### Email

Tim.wright@uwsp.edu

### Phone

715-346-4822

### Office Hours (Online)

By appointment

## Communicating with your Instructor

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



**EMAIL:** The quickest and most reliable way to reach us is by email at:

[tim.wright@uwsp.edu](mailto:tim.wright@uwsp.edu)



**CALL:** Call our offices any time. Leave a voicemail if we do not answer. 715-346-4822



**VIDEO:** We can set up a Skype, Zoom or other video call upon request



**IN PERSON:** We are available for in person meetings on request.

**Communicate Clearly:** Your emails should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. We will not open attachments without messages or messages that are illegible.

## Office hours

Individual meetings can be arranged through an email request, phone call, and/or can be conducted online via synchronous video.

## Course Information

### Course Description

The sustainability of our world depends on our ability and willingness to care for ourselves, and for others. The Ethics of Care course will explore the theory and practice of care at 3 levels: care for self, care for others, and care for the environment. The course will also provide an examination of the connection between trauma, stress and care. Learning activities in the Ethics of Care course will include a combination of readings, screen casts, synchronous meetings, and projects.

### Program Learning Outcomes (PLO)

*A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.*

N/A- This is an elective class

### Course Learning Outcomes (CLO)

*A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) because of a learning experience.*

1. Students will be able to identify resources for care at 3 levels: self, others, environment
2. Students will be able to connect concepts from course materials to care at 3 levels: self, others, environment
3. Students will promote care at one of the 3 levels: self, others, environment through the creation of a persuasive presentation
4. Students will develop 3 strategies for implementing trauma sensitive practices in their current work-related position

### Program Artifacts

N/A- this is an elective class

### Evaluation/Course Requirements

Core Projects	Brief Description	Course Learning Outcomes Met (#)
Resource portfolio	Each individual will be responsible for creating a portfolio of resources on care at each of the 3 levels discussed in class: self, others, environment. The resource portfolio should be a collection of tools that would be useful based on the area that each person lives. This is an opportunity to make yourself and your peers aware of the resources that are available in your area of the state/country. This information will be shared with others in the class, please treat your peers as you would an audience at a	1

	professional conference, striving to have them receive quality information that will help them. <b>The portfolio application on Canvas will be used for this project.</b> It is expected that your portfolio will be placed in Canvas so all will gain from your insights and efforts. View this assignment as <i>finding</i> potentially helpful resources for your professional use.	
Reading reflections	Throughout the class, there will be reflective questions that correspond with the readings and screen casts. These assignments are simply designed to facilitate thought with regards to the class material. View these assignments as opportunities to <i>reflect</i> on class material.	2
Presentation/screen cast	If one holds a graduate degree in a field, advocacy becomes part of their role. As a leader in the field, advocacy is an important skill for one to practice. Advocacy can come in many forms, and the purpose of this assignment is to create a persuasive presentation to advocate for one of the 3 levels of care that we have discussed in this class. Please choose the level of care (self, others, environment) that you feel is most important. View this assignment as <i>creating</i> a resource that can be used to advocate for care.	3
Trauma-sensitive strategies paper	Those who have been through traumatic experiences need care, support and understanding from others. Also, those who have been through traumatic experiences can benefit from engaging in self-care. Therefore, care and trauma sensitive practices are closely linked.  Individuals in the EdD program are from many different disciplines and backgrounds, and therefore have different occupations while in the program. The purpose of this assignment is to develop 3 strategies for trauma sensitive practice that would be applicable for your current occupation.	4

### Required Course Materials

Students will be given articles and other course resources on Canvas.

## Technology

### Technology Guidelines

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. 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 an alternate assignment will be offered to you.

### 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

### 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
- printer
- a stable internet connection (don't rely on cellular)

### 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)

### Canvas Support

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

Support Options	Explanations
<a href="#">Ask Your Instructor a Question</a> Submit a question to your instructor	Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<a href="#">Chat with Canvas Support (Student)</a> Live Chat with Canvas Support 24x7!	<b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<a href="#">Contact Canvas Support via email</a> Canvas support will email a response	<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><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 <b><a href="#">Canvas video guides</a></b>.</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.*

### Canvas Student Training Course

Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

### 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 listen to ideas that are different from yours.
- Be willing to express your minority opinion—everyone's perspective is valued.
- 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)

## Grading

### Inclusivity Statement

It is our 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.

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).

### 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.

### Grading Scale

94 – 100% = A	84 – 86% = B	74 – 76% = C	64 – 66% = D
90 – 93% = A-	80 – 83% = B-	70 – 73% = C-	60 – 63% = D-
87 – 89% = B+	77 – 79% = C+	67 – 69% = D+	< 60% = F

### Attendance and Participation

We will schedule synchronous seminars with a minimum of a 2-week notice. If you cannot attend, we will upload a video with a couple of questions for you to complete to make up for the lack of attendance.

### Incompletes

Incompletes are last resort and can be given if minimal work 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

Assignments submitted after the due date will be docked by a letter grade regardless of when it is submitted after the due date.

### 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](#).

## Course Policies

### 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 if your religious practices conflict with the course schedule.

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: 715-346-3365 or Room 609 Albertson Hall.*

### Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, &	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646



## Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*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 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](#).

### Other Campus Policies

**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.

**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](#).

**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.

**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](#)

**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](#).