EDSU 919

Applied Residency Project (3 credits)

Summer 2019

Faculty of Record: Henry St. Maurice

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Find me on…

ResearchGate:

https://www.researchgate.net/scientific-contributions/2002877491_Henry_St_Maurice

 Academia:

https://uwsp.academia.edu/HenrySaintMaurice

Facebook:

https://www.facebook.com/henry.saintmaurice

 My web page:

http://www.chillfin.com/henry/Arnold-StMaurice/Saint-Maurice.html

Program Administrator:Joy O'Neil, Director of Educational Sustainability

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joneil@uwsp.edu

715-346-3292

Communicating with your Instructor

I am available online or in person by appointment. Allow 24 hours for a return communication.

TEAMS AND EMAIL: For course subject matter related questions and dialogues, use Chats in Teams. For longer more program procedural type of correspondence email at: hstmauri@uwsp.edu

CALL: Call anytime at my mobile (920-318-0037). Leave a voicemail if I do not pick up.

VIDEO: Teams has a video feature. Works GREAT for easy, quick connection.

Teams is the preferred media for correspondence. If you use email, please correctly use the subject line; if a subject were to change, update the subject line and include an entire thread of an ongoing email conversation so that we can review its history. Please indicate subjects for email attachments.

Course Information

The key topics for this course include education for sustainability, learning organizations, case study methodology, and program evaluation. Key practices include applying interdisciplinaryinformation, program development and evaluation, critical reflection, and critical andempathetic peer review. This course offers students applied research and place-based fieldstudy.

Program Learning Outcomes

PLO #8 Students will use and analyze data for informed decision making in professional practice.

PLO #5: Students will implement practices that enhance sustainable education and community environments through shared vision.

Student Learning Outcomes

Learning outcomes state what students will know, do, and value at the end of this course, as follows:

SLO #1 Engage in an inquiry process about current sustainability policies and activities related to their professional practice.

SLO #2 Gather information from multiple sources to formulate a vision of sustainability that is shared among members of their professions.

SLO #3 Communicate evidence of knowledge acquisition, skill development, and dispositional growth.

Assignments

	Activities	SOLs
Proposal	Complete proposal template available on Teams	1 & 2
Reports	One midterm and one final report on an applied residency project, including data documenting site practices, along with student knowledge, skills, and dispositions. Data may include photographs, videos if parties give permission. Minor children require parental consent and must give assent. Reports must include site documents and may include figures, maps, and tables. List references in APA style, including URLs.	1, 2 & 3

An Applied Residency Project Professional (ARPP) directs student work as agreed among a student, Faculty of Record, and ARPP. Student projects may include, but are not limited to, an exploratory or IRB-approved research project with data collection or on-site fieldwork in the ARPP's area of expertise or any combination of both. Each student is enrolled in a full

academic term and should be engaged in a project or research typical in three-credit course, for approximately 50 clock hours of project work with an AARP, apart from study time.

ARPPs must complete Commitment to Serve forms at the start of the term. ARPPs and students must also complete Project Commitment Forms to be submitted to the faculty of record for approval. Students are responsible for submitting midterm and final progress reports to the faculty of record at the end of the course term.

Applied residency may include field work at a physical location, virtual work online, or a combination of the two. Work beyond the contact hours is acceptable, if approved in writing and in advance by an ARPP, student, and Faculty of Record.

All written work in EDSU 919 must be submitted on Teams, on which the default word processor is MS-Word. Save files in DOCX format with date of submission at the head of the file names, followed by writers' last names (e.g., *010119 Janus*).

Data from applied residency projects may be analyzed in a Research II course during a term following applied residency.

Recommended Text

Yin, R. (2007). *Case study research* (3rd ed.). Thousand Oaks, CA: SAGE.

Evaluation

 All work is evaluated continuously and formatively.

Grading Checklist

Knowledge

- Evidence of concepts connected to disciplinary structures;
- Evidence of responses to reviews by instructor and peers'

Skills

- Evidence of critical analysis;
- Evident use of support resources;

Dispositions

- Evidence of collaboration on project site and with cohort;
- Evident understanding of shared goals;

Workflow

- Evidence of adherence to project proposal;
- Documented timeline;

Communications

- Evidence of engagement on site and with faculty;
- Evident use of APA style in written communications; and
- Evident references to current research literature.

Attendance & Participation

Engagement in applied residency projects is expected on-site or on-line as defined in a proposal approved by all parties.

Late Work

Timelines posted on Teams conform to UWSP registrar dates for grade postings. Requests for extensions must be made in advance, and may not be granted past grading deadlines without contracts to fulfill incomplete course grades.All incomplete-grade contracts must be completed within six months.

Philosophy

In the University of Wisconsin - Stevens Point Doctoral Program in Educational Sustainability, we practice sustainable education by intentionally using technology to bring learning to life in collaboration among students, instructors, mentors, communities, and environments.

Policy

Academic records are private information protected under law. Except Edublog, which is sharable, all work posted online is viewable only by the course instructor and cohort members. Individuals who share their own records or work assume their own risks. Students may encrypt work submitted online.

Expectations

In this course you will be expected to complete the following types of tasks:

- Communicate via Teams, email, telephone, text, or US Mail;
- Complete basic internet searches;
- Read documents online;
- View online videos;
- Participate in online discussions.

Technology

Service Desk

Call 715-346-4357 (HELP) or emailtechhelp@uwsp.edu

Microsoft Teams

Microsoft Teams is yours that will stay with you throughout the duration of your studies.

Please watch this video to learn about Teams: http://bit.ly/2QR2MG7

Edublog

Throughout your studies, you will maintain EduBlog. Work on EduBlog is not commented on or graded.

End Note

EndNote is required as supported by the UWSP library for reference management.

University Policies

Inclusivity

Diversity in this class is a resource, strength, and benefit. All materials and activities are intended to respect diverse gender identities, sexual orientations, abilities, ages, socioeconomic status, ethnicities, races, nationalities, religions, and cultures.

Religious Beliefs

It is UW System policy to reasonably accommodate all sincerely held religious beliefs with respect to all examinations and other academic requirements.Sincerity of religious beliefs is accepted at face value. Makeups without prejudicial effects are permitted in all cases. Requests for makeups are kept confidential, and must be made in writing in first week of this course. Students may file any complaints regarding compliance with this policy in the Dean of Students 715-346-2611,212 Old Main, DOS@uwsp.edu

Equal Access

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

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

Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

   (d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination;
- Collaborating with others in work to be presented, contrary to the stated rules of the course;
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another;
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas;
- Stealing examinations or course materials;
- Submitting, if contrary to the rules of a course, work previously presented in another course;
- Tampering with the laboratory experiment or computer program of another student;
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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