

## ED 345 – Leadership and Transition Fall 2020

**Course Number:** EDUC 345  
**Course Credit:** 1  
**Classroom Number:** ALB 018B  
**Class Time:** Wednesday, 2pm

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**Course Goals and Description:** This is an advanced course for students who will be serving in their third semester as a student mentor. This course is designed to allow the mentor the ability to extend their understanding of mentoring and the mentoring process through personal questioning, exploration, mentoring of less-experienced mentors, and research. Time Management, self-discipline, and an acceptance of new challenges are essential for success in this course.

### Prerequisites:

EDUC 145, EDUC 245, and the acquisition of a mentoring position in the Learning Enrichment and Achievement Program (LEAP).

### Learning Objectives:

*This course is intended to help mentors:*

- Explore the facets of mentoring through inquiry
- Explore a gap found in the literature from EDUC 245
- Finalize a research question
- Know how to access campus resources and information on conducting research as a UWSP student
- Understand the tenants of ethical research
- Obtain CITI Certification
- Complete an IRB application
- Develop a research project and corresponding components of a research paper
- Obtain permission for conducting research related to mentoring
- Apply appreciative inquiry, active listening skills and communication principles when working one-on-one with students in the mentoring program.
- Know how to keep themselves and their students motivated and renewed for learning.

### Course Format:

This course will consist of face-to-face meetings with the instructor. Much of the content of this class is self-driven as the student works on finalizing a research question and materials and methods for answering that question. There will also be a major outside of class mentoring service component.

### Assignments and Expectations:

**Research Question:** Students will finalize a research question that fits their interests, and which aligns with a gap in the literature identified in EDUC245's literature review.

**Journal Selection (optional):** Students will select a journal that they believe fits the topic selected for research. This journal's submission criteria will be utilized for the final paper (EDUC 445).

**CITI Training:** Students will complete the required CITI Training for conducting research at UWSP.

**Materials and Methods Design:** Students will design the materials and methods for answering their research questions, carefully thinking through and detailing the type(s) of information to be collected and the process and procedures for data collection.

**IRB Application and Approval:** Students are required to complete the UWSP IRB application form, working through any requests for revision and obtaining IRB approval before the end of the semester.

**Research Paper:** Rubric will be provided. Students will extend the literature review portion of their paper (written in EDUC 245), introduce the research question and detail the materials and methods of the research. If a student has selected their own journal for submission, those guidelines may be followed (optional).

**Mentoring Component Grade (25% of final grade):** The course instructor will evaluate student mentoring performance at the end of the semester. Mentors' performance will be assessed using a rubric, and will incorporate feedback from mentees. This evaluation will factor into the final grade. **NOTE: The final course grade may determine student eligibility to mentor in future semesters.**

### Grade Calculations

Research Question Finalization	5 points
Journal Selection (Extra Credit)	+5 points
CITI Training	10 points
IRB Application (including Materials and Methods Design)	30 points
IRB Revisions, if necessary, and Approval	10 points
Research Paper Additions (Question and Materials and Methods)	20 points
<b>Mentoring Component Grade (Rubric)</b>	<b>25 points</b>
<b>Total Points</b>	100 points

### Grading Scale

Grading will be according to the following scale:

- A: A (100%-94%) / A- (93%-90%)
- B: B+ (89%-87%) / B (86%-84%) / B- (83%-80%)
- C: C+ (79%-77%) / C (76%-74%) / C- (73%-70%)
- D: D+ (69%-67%) / D (66%-64%) / D- (63%-60%)
- F: 59% and lower

This is a credit-bearing course. Among the criteria to determine continuation in the mentoring program, the grade in this course is a strong component.

## Course Policies:

**Special Needs:** If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center (DATC) at the beginning of the course and then contact us. We are happy to help in any way that we can. The DATC office is located in Albertson Hall, ALB609. Students can also call the office at 715-346-3365. For more information, visit <http://www.uwsp.edu/disability/Pages/default.aspx>.

**Community Rights and Responsibilities:** UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students and instructors. This set of expectations is known as the *Community Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

**Academic Integrity:** Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the "Student Academic Standards and Disciplinary Procedures" section of the *Community Rights and Responsibilities* document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf - page=11>.

**Administrative Withdrawal:** A basic requirement of this course is that students participate in class and conscientiously complete writing and reading assignments. Students should keep in touch with the instructors if unable to attend class or complete an assignment on time. If a student misses more than half the class meetings within the first four weeks of the semester without contacting the instructor, that student will be administratively withdrawn from this course. Our class meets 30 times; thus if a student misses more than four classes in the first four weeks, the student may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if a student is administratively withdrawn from the course that student will not be eligible for a tuition refund. In the event that a student is administratively withdrawn, that student's scholarship and mentor positions may be directly affected. The student will need to meet with the mentoring coordinator to discuss the specific situation. If a student has questions about the administrative withdrawal policy at any point during the semester, that student should contact the instructor.

## Course Ground Rules [written by Lynn Weber Cannon, Memphis State University, 1986]:

1. Acknowledge that oppression (i.e., racism, classism, sexism, etc.) exists.
2. Acknowledge that one of the mechanisms of oppression (racism, classism, sexism, etc.) is that we have been systematically taught misinformation about our own group and especially members of devalued/subordinate groups (this is true for both dominant and subordinate group members).
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Agree not to blame victims for their oppression.

5. Assume that people (both the groups we study and the members of the class) are always doing the best they can.
6. Actively pursue information about our own groups and that of others.
7. Share information about our groups and our experiences with other members of the class and never demean, devalue, or in any way "put down" people for their experiences.
8. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
9. Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request and the class will agree not to repeat the remarks.

## Inclusivity Statement

It is my 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.

## Emergency Procedures

- \* In the event of a medical emergency call 9-1-1. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- \* In the event of a tornado warning, proceed to the lowest level interior room without window exposure. Avoid wide-span structures (gyms, pools or large classrooms).
- \* In the event of a fire alarm, evacuate the building in a calm manner. Notify instructor or emergency response personnel of any missing individuals.
- \* Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.”

## 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.

## 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.

## 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

- [The Tutoring-Learning Center \(TLC\)](#) – The TLC provides student academic success services, including credited classes, Academic Coaching, Math Tutoring, Science Tutoring, Writing Lab, World Languages Tutoring, and Technology Tutoring.
- [Advising and Career Advising Center \(ACAC\)](#)

- [Counseling Center](#)

## UWSP Service Desk

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 [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or [visit this link](#) for more information.

## Dean of Students

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 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.

### **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.