



University of Wisconsin  
Stevens Point

University of Wisconsin - Stevens Point

## EDSU 810

Philosophical and Theoretical Foundations of Sustainability Leadership in Education

3 credit hours

Spring 2020 Professor:

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Office hours: Phone, Online or ZOOM Teleconference by appointment

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## Communicating with your Instructor

Standard protocol is to allow 24-48 hours for a return communication. Please use email as your primary means for communication. Feel free to contact me via voicemail (sends me an email notification) if necessary. You may also use the email function directly in the CANVAS online system to contact me. Don't forget to use the "Raise my hand" communication tool in CANVAS if you think a peer or colleague may be able to answer your questions, too. Although I do not always personally respond to the "Raise my hand" questions I do check that folder frequently.

I am available online or in person by appointment. I hope to have some time available in the evening and some weekends to accommodate working adult schedules. I do prefer to use the CANVAS chat feature since that will be the main online format you will be using to access this course. Please reach out to me and/or your cohort members.



**EMAIL:** The quickest way to reach me is using email. For course subject matter related questions and dialogues, try the "Raise my hand" discussion folder first. Often a peer cohort member will be able to respond before I get a chance to. For more program procedural types of correspondence please email Dr. Joy O'Neil via email at: [joneil@uwsp.edu](mailto:joneil@uwsp.edu)



**CALL:** Call my office any time (715.346.3263). Leave a voicemail if I do not answer. Voicemail goes to my email.



**VIDEO:** CANVAS has Collaborate Ultra which has a video feature. Depending on your needs, we can set up a way to communicate via video to chat in more depth. We will likely be using ZOOM as a video conferencing format, as well. Stay tuned.

## Communicate Clearly and Correspondences

Correctly title emails. If it is a topic change, 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 I can recall the history of your question/s without searching past emails. I will not open attachments without messages indicating what it is. If your correspondence is content/subject matter related, I would prefer you use the course workflow communication, so we can keep track of correspondences in one place (in Canvas).

## Course Information Learning Outcomes

- Students will identify influence of social locations and identities— including but not limited to race, gender, socioeconomic status, gender, sexual identity, and language—on leadership development.
- Students will relate leadership theories, philosophies, and models to praxis.
- Students will recognize and articulate theories and models of collaboration that are responsible to and inclusive of stakeholders in decision-making processes.
- Students will apply these theories and models of collaboration in order to develop inclusive processes for the creation of organizational missions, visions and goals.
- Students will identify institutional structures, processes, and norms that cultivate positive collective work and experiences.

- Students will examine current sociopolitical and economic contexts and formulate proactive leadership behaviors within these contexts based on personal leadership strengths, philosophies, and responsibilities.

## Course Requirements

1. **Participation** – 20% Take part in all class activities. Contribute to discussions and activities in a way that enhances learning for all class members. You will be required to make postings to our CANVAS Discussion Board. Postings will focus on assigned readings/readings done on your own and how they relate to your past experiences and future endeavors as a leader. Some discussions will be open to the whole group while others will be structured as small group discussions in order to build smaller learning communities in your disciplinary interest. Discussion topics will be provided with specific posting requirements noted for each discussion topic. *(Discussion postings and related communications will fulfill the Participation requirement.)*
2. **Organizational Analysis Assignment** – 40% Examine a school, business or other organization's stated mission, vision, and values and compare and contrast those with the overall organizational structure of the school/business/organization, the professional development activities provided by the school/business/organization, and the assessment tools (if present) to evaluate the school/business/organization. Assess the congruence between the practices observed and its mission, vision and values. It is appropriate to include interviews with leaders within the school/business/organization, as well as relevant stakeholders of the school/business/organization. Write a paper that reflects upon the analysis, including a description of exemplary practices and practices that could be improved or expanded to show a better fit between the stated mission, vision and values (theory) and actual observed practices, as well as their communication to stakeholders. *(Discussion postings and DropBox assignments and related communications will fulfill the Organizational Analysis Requirement.)*
3. **Leadership Theory Final Project** - 40% Select one major contemporary issue that you view as significant to leaders in your field. Research and explain this issue and its significance while analyzing its impact on your field through the critical lens that we have developed over the length of the course. Utilize course theories, philosophies, and experiential knowledge to formulate possible responses to this contemporary issue and hypothesize what these responses would look like in the context of your future (or present) institution(s) and communit(ies). This project can be multimedia (video, Prezi, PowerPoint, etc.) or a traditional paper. The format is left to the discretion of the student and should be selected based on what is most appropriate to the contemporary issue under discussion. Topic examples: Educator Effectiveness, funding/budgetary constraints, program assessment to achieve district goals consistent with state standards for students. *(Work required for Themes Three and Four will fulfill the Leadership Theory Final Project.)*

## General Criteria for Assessment

1. Construction of Knowledge: Students successfully interpret, analyze, evaluate, or synthesize information.
2. Depth of Understanding: Student understanding of course content is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
3. Connection to Practice and Policy: Students successfully connect course content to educational practice and/or policy. They explore implications that create value and significance for knowledge.
4. Relevance to Community/Institution: Students recognize the importance of sociopolitical, economic, and cultural context in the application of theory and philosophy to real-world issues.

5. Clarity of Expression: Students demonstrate quality work through well-organized, grammatically correct, precise and accurate writing. They reflect thoughtfulness in word choice, sentence construction and composition.

### **Course Grading Scale Letter Grade Percentage Points**

Students will earn a raw score for a grade in the course. The letter grade that corresponds to this raw score is determined by the home campus. Students will be notified by their home campus instructor regarding the course grading scale (percentage range and letter grades).

(UWSP Grading Scale): A 94-100 A- 90-93 B+ 87-89 B 84-86 B- 80-83 C+ 77-79 C 74-76 C- 73-70 D 69-60 F 59 or below

### **Guidelines for Written Assignments**

Advanced graduate academic work requires competence in written communication to express your ideas clearly and accurately. Therefore, it is expected that students will be able to articulate their positions, reasoning, and queries with clarity, accuracy, and precision in grammatical construction and language use. Students must demonstrate critical thinking in all of their written work. Further, it is imperative that doctoral students draw upon the work of other scholars and appropriately give credit to others through in-text citations.

### **Format Requirements for Papers**

- Use APA (most recent edition) to format course papers.
- Use inclusive language (do not use masculine pronouns when referring to men and women).
- All papers should be double-spaced with 1-inch margins. Times New Roman font (12 point) is standard.
- Number the pages.
- Writing should be appropriately referenced, giving credit to others for their work by providing accurate citations.
- Where appropriate and possible, draw connections between course concepts/readings and specific examples/experiences. The capacity to relate theory with practice is an important component of the course.
- Writing must be grammatically correct and without spelling, punctuation, or typographical errors.
- Include a list of references at the end of the paper. This list should include all references cited in the paper, and only those cited in the paper.

### **Guidelines for Online Discussions**

- There are three very important rules for using online discussion boards:
  - 1. Remember that the culture of mutual respect that is part of our face-to-face time extends into the virtual classroom environment.
  - 2. Participation is required.
  - 3. Participation alone is not enough. Posts require a thoughtful and meaningful approach. Quality does count. Also important is timing. If you wait until the end of the discussion window time, you are not engaging in the type of discussion required. See "Guidelines and Rubrics for Online Discussions" (CANVAS Course Content) for further details. Guidelines for Communication in a Respectful Learning Environment
- Listen receptively. Seek first to understand, then to be understood.
- Attend to the person who has the floor. No sidebar conversations, gestures, or extraneous activity while another person is talking.
- Communicate honestly. If you have a concern or if you are puzzled – explain how you are feeling and why.

- Disagree thoughtfully. Respectful questioning and disagreement is not wrong. Scholarly discourse involves and encourages exploration of different perspectives.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality are not acceptable.

## *Course Materials*

**LIBGUIDES:** The University has developed library guides (libguides) for each of your courses. This place is a great way to access some of your required books, supplemental resources and databases related to your course. During orientation, you will be given a tutorial. A number of required and supplemental books are offered as eBooks and others you will want to purchase from a bookseller (e.g. Amazon). You might find it helpful to purchase in audio format.

<http://libraryguides.uwsp.edu/EDSU905>

### Required articles:

As assigned

### Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. (electronic reference formats recommended by the APA are available at: <http://www.apastyle.org>)

Northouse, P. G. (2015). *Leadership: theory and practice*. Seventh edition. Los Angeles: SAGE Publications, Inc.

### Supplemental or Recommended Readings

All will be provided via libguides or within CANVAS postings themselves.

### **Grading and Evaluation**

#### *Holistic Grading System*

All work should be completed in a progressive manner to allow instructor 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. Holistic work for three projects and the chapter summaries/peer commentary will be evaluated against the holistic grading rubric for the midterm and final grade.

#### *Assessment Requirements:*

Here is an outline for your reference. You will be instructed on this process.

#### Midterm

- a. Student submits holistic grading rubric
- b. Instructor responds to holistic grading rubric
- c. Set up a 10 minute meeting with instructor per instructor or student request only

## Final

- a. Student submits holistic grading rubric
- b. Instructor responds to holistic grading rubric
- c. Set up a 10-15 minute meeting with instructor

### *Holistic Grading Criteria Rubric*

**A = Strong Evidence = Distinguished B = Evidence Found = Competent C = Emerging Evidence D = Weak Evidence = Developing F = No evidence = Fail = F**

CRITERIA
<b>Conceptual:</b> Connects concepts to other subjects Improves work based on feedback from instructor and peers Applies content to new ideas
<b>Skill acquisition:</b> Demonstration effective critical analysis Utilization of valid and reliable support resources Uses APA format citation correctly Doctoral level writing standard
<b>Workflow:</b> Follows project guidelines and navigates flow of a project
<b>Peer support:</b> Consistent and ongoing collaboration and sharing Fosters deeper understanding in the group
<b>Communication:</b> Timely, active ongoing engagement Effective, professional written communication

NOTE: Minuses and pluses are earned if you fall within the middle of the listed criteria table.

### *Late Work*

It is important to identify your role in projects and deadlines for projects. Projects have smaller components to them that need to be completed. It is important that you are participating in each of the parts of the projects. Posting of required chapter reading summary PPT's must be completed on or before the published due date to allow peers and cohort members ample opportunity to respond with additional insight and commentary. The holistic grading rubric criteria holds high standards for timely work. Late work may result in lower marks in this rubric effecting your overall grade. After the first summer term of courses; this will be more adhered to given the learning curve of new technology.

## *Attendance and Participation*

Participation is expected. Attendance at synchronous seminars are expected. Ongoing visibility on projects is expected. If I do not “see” you, I will reach out to you. If you are having issues and need to step out for a few days/week, please let me (and your classmates know) if it will affect your contributions to projects. Communication is KEY! See holistic grading rubric you have all contributed to setting for your studies. The course are set up in a way to maximize workflow at an adult learning level. My expectation is that you are active in the projects assigned at a timely pace.

## *Incompletes*

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is evidence and/or explanation of some work completed. All incomplete course assignments must be completed within one calendar year (extensions may be granted under special circumstances). The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

### **Learning Technology**

## *Technology Philosophy*

As you will be learning about how we change systems of teaching and learning, in your studies, you will have an opportunity to embody this by the workflow set forth in your studies. As you will see, I do not have everything set up “packaged” in modules or anything of the sort. Instead, we will work on projects – as a class, in small groups, and individually. We will practice a Sustainable Education by building in a handful of “tools” and skills you will use for sustaining your studies. The intention is to use technology intentionally to build both individual, student to teacher, student-to-student and group collaboration bring your learning to life...remotely.

Coming at this from an ontology of systems thinking and emergent properties. (An emergent property is a property, which a collection or complex system has, that cannot occur as an individual alone.) For our case, we are using this thinking to build several forms of technologies to come together to offer a whole, meaningful learning experience for you.

The other way I think of an emergent property is in how we function as a cohort community of learners. With respect that every bit of technology will not be everyone’s favorite, we will commit to what we know is for the good of the whole. With that, there may be some technology that we choose that works best, what might need to be dismissed and what might need to be added. I invite you to please give it a try!

## *Technology Policy*

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly other than (Edublog) which is password protected but you can share the password of your site. Some assignments require account creation for online programs. 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, including FlipGrid, which is also password protected. 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 the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- submit files to Canvas
- participate in synchronous online discussions

### 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)

### Course Structure and LMS

This course uses Canvas, the New Learning Management System (LMS) being adapted across the UW 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>.


By registering for this course, you have agreed in an alternative technology plan should your computer stop working or you lose internet. The library is a good alternative.

### 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
<p><a href="#">Ask Your Instructor a Question</a> Submit a question to your instructor</p>	<p>Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.</p>

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### 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?

**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.*

## **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>

We mostly use Teams for communication outside of class or Canvas. It is a good place to Chat, seek advising, ask one on one questions privately, connect with a classmate outside of class, connect with other cohort members and to access the Cross-cohort HUB and the Writing HUB.

## **Edublog**

Throughout your studies, you will maintain EduBlog for product pieces and blog type of interaction. I will not grade or comment/critique your work in EduBlog. That type of feedback will occur in Canvas before you upload a piece. You are more than welcome to upload other pieces not required, to EduBlog as your portfolio, and thoughts and ideas grow.

## **End Note (individual with limited social/sharing)**

REQUIRED: EndNote is supported by the UWSP library and is very good for reference management and advance writing integration. I did add you all to a group account so we can share articles that we find during library searches. The one drawback is that you cannot sub-group the articles so it may get unorganized fast. There are a couple things it does not do too well or at all is: social learning; upload articles; or allowing us to subfolder/categorize within a group.

## **Other Tech Software**

In addition to these main workflow technologies, you may be introduced to project dependent technologies/software integrated into Canvas.

**Plan on seeing the following in various courses as needed (not comprehensive):**

1. **LucidChart** – mapping (good for lots of things!)
2. **Tiki-toki** – interactive historical timeline
3. **Flipgrid** – short video recorded discussions

### *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

### *Statement about Services that have not been approved by UW-System*

This course requires posting of work on line that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for on line 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]**

### *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**

### ***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.

### ***Religious Beliefs Accommodation***

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

### ***Equal Access for Students with Disabilities***

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at

## Statement of Policy

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 in 609 ALB, or (715) 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.

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](#).

### *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.

### Help Resources

Advising	IT Technology Issues
<p><b>Erin Redman, Ph.D.</b> <b>Director of Educational Sustainability</b> <b>Assistant Professor</b> <a href="mailto:eredman@uwsp.edu">eredman@uwsp.edu</a> <b>Phone: 715-346-2542</b> <b>Office: CPS 451</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</p> <p>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> HYPERLINK "<a href="https://www.uwsp.edu/tlc/Pages/ComputerGuides.aspx">https://www.uwsp.edu/tlc/Pages/ComputerGuides.aspx</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>

Credit: Final Syllabus authored by Ed.D. Doctoral Program Professor, Perry A. Cook, Ph.D.

**REQUIRED TEXTBOOK:**  
**Leadership: Theory and Practice.**  
(7<sup>th</sup> Edition)  
Dr. Peter Northhouse