EDSU 904: Transformative Sustainability Teaching and Learning
Spring Semester 2022

Document Overview & Navigation: An easy way to navigate this document is to turn on the Navigation Pane in Word, click view and check the box next to the navigation pane (you may need to download the document to the desktop Word App for this to function properly). This syllabus was updated Jan. 2022 and is subject to change, including course assignments and due dates. 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. *Please reach out to your instructors with any questions.*

Course Information

Instructors: Aaron Kadoch, Ed.D. & Kim Wahl, Ed.D.
Virtual Office Hours: Online, using bookings on Canvas to schedule
E-mails: akadoch@uwsp.edu or kwahl@uwsp.edu

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. Prerequisites: Admission into the Ed.D. program and ESDU 900. Credits: 3

Instructor Response Times
Instructors will attempt to:
- Respond to student emails within 24 hours.
- Reply to discussion posts within 48 hours of discussions closing.

Course Materials
You will be able to access many of the readings on the EDSU 904 libguide site (Links to an external site). ***Note: Students will be notified of any changes to class readings and resources. Please reach out to your instructors with any questions.***
Required Texts:
Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice*. Stylus Publishing, LLC. (*Note:* We will read at least 3 Chapters which will be provided as a PDF)

O'Sullivan. (1999). *Transformative Learning: Educational Vision for the 21st century.* Zed Books. (*Note:* Alternate texts have been provided in PDF form and UWSP Ebooks.)

Additional Recommended Texts & Other Readings: Please see additional Reading and Resource list in Canvas.

Program Learning Outcomes (PLO)
PLO #4: Students will be able to consider diverse audiences and integrate inclusive practices into sustainable environments.

PLO #6: Students will be able to demonstrate leadership to challenge existing norms and create a holistic and ecological model for decision-making as it relates to educational and community systems.

PLO #8: Students will be able to use and analyze data for informed decision-making in professional practice.

Learning Outcomes (SLO)
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.

Students will be able to:

1. Explain adult learning theories and support a collaborative learning community.
2. Identify and advocate for supportive connections to support their learning.
3. Support effective methods of communication in and about their learning.
4. Explain transformative learning theories.
5. Delineate approaches and perspectives of transformative learning and relate socio-ecological change.
6. Analyze case studies and apply relevant theory, approaches, and perspectives to own practice/s of
7. transformative learning.
8. Develop valid research questions and a concept poster of first year doctoral experiences.

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.

Attendance and Participation

Participation and ongoing visibility on projects/assignments is expected. If you are having issues with participation, please let us and your classmates know if your absence will affect your work contributions. Communication is KEY to our learning. The course is set up in a way to maximize workflow at an adult learning level. You are encouraged to reach out for support/feedback as needed.

Learning Experiences

Note: Refer to the Canvas course home page for pertinent information.

Learning Stages & Experiences

Learning Stages	Description of Learning Experiences	Learning Outcomes
Stage #1: Building Learning Systems *(Lead Mentor: Kim Wahl)* Course Grading/Progress: 25 Points/25%	*Students will build a learning community while gaining a foundational understanding of adult learning theories.* Read the articles provided to you on adult learning theories and about developing a learning sanctuary. Students will develop their own learning system that includes connections of support in their learning. **Main Assignments: Learning Reflections & Learning System Map with Written Narrative**	SLO (1, 2, 3)
Stage #2: Situating Transformative Learning Theory *(Lead Mentor: Kim Wahl)* Course Grading/Progress: 25 Points/25%	*Students will make connections to transformative learning (TL) while familiarizing themselves with various TL perspectives and theories.* Students will build a shared typology table and describe the approaches. **Main Assignment: Typology Table**	SLO (3, 4)
Stage #3: Developing A Vision for Transformative Learning *(Lead Mentor: Aaron Kadoch)* Course Grading/Progress: 25 Points/25%	Students will connect the learning process about Transformational Learning (TL) and Sustainable Transformational Learning (TSL) to their own primary research focus. Each perspective will inform the literature review, personal or professional positionality, and a systems thinking approach within a specific research context or focus of inquiry. Students will begin to formulate conceptual ideas that will lead towards a cohesive articulation of a transformational vision for their specific area of research. Students will conduct reading on primary and secondary sources and conduct regular discussions leading towards a process of Knowledge Mobilization (KM). **Main Assignments: Building a Transformational Framework and Mapping a Transformational System**	SLO (3,4 5, 6)

Stage #4: Communicating A Vision for Transformative Learning (*Lead Mentor: Aaron Kadoch*) Course Grading/Progress: 25 Points/25%	Students will synthesize all three prior stages of learning into a final concept poster. With a particular focus on your core research questions, context, and systemic perspective for transformation, students will articulate and present their vision of an educational future. The poster will articulate the positionality, the problem, the literature, the system and system variables of the research context, the research questions, and the transformational vision. ***Main Assignment: Creating a Transformational Vision and Concept Poster***	SLO (3,4 5, 6, 7, 8)

IMPORTANT: In addition to the assignments, synchronous seminars and discussions will be expected. Students may also set up individual times to meet with their instructor, one another, or as a cohort to support their overall well-being and learning.

Technology
Canvas Support

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

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	**Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty with Canvas.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	**Search**ing **the Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.**
Submit a Feature Idea Have an idea to improve Canvas?	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.

Note: 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, printer, and a stable internet connection (don't rely on cellular).

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. 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

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

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. All discussion assignments must be completed by the assignment due date and time.

Holistic Grading System
All work should be completed in a progressive manner to allow the instructor to give continual feedback for improvement. This feedback may come in the form of engaging in our discussions, meetings, and in your projects/assignments. It is expected that students incorporate feedback for improvement for their future work. Work will be evaluated based on the holistic grading rubric for the midterm and final grade.

1. Midterm
a. Student submits holistic grading rubric
b. Instructor responds to holistic grading rubric
c. Set up a 15-minute meeting with instructor (optional)
2. Final
a. Student submits holistic grading rubric
b. Instructor responds to holistic grading rubric
c. Set up a 15-minute meeting with instructor (optional)

Holistic Grading Criteria Rubric Grade Equivalents
A = Strong Evidence/Distinguished Work, Exemplary Development of Work; B = Evidence Found/Competent and Significant Development of Work; C = Emerging Evidence/Minimal Development of Work; D = Weak Evidence/Problematic Development of Work; F = No evidence = Fail

Holistic Grading Criteria Rubric
Conceptual: Connects concepts to other subjects; Improves work based on feedback from instructor and peers; Applies content to new ideas
Skill acquisition: Demonstration of effective critical analysis; Utilization of valid and reliable support resources; Uses APA format citation correctly; Doctoral level writing standard
Workflow: Follows project guidelines and navigates flow of a project and completes all work assignments with appropriate quality of development.
Peer support: Consistent and ongoing collaboration and sharing; Fosters deeper understanding in the group
Communication: Timely, active, and ongoing engagement; Effective, professional written and verbal communication

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

Viewing Grades in Canvas
Grades/work progress will be posted to 'Grades' in Canvas. You will see a visual indication of new grades and/or points posted in your canvas assignments. Note that there may be differences between assessing progress in Canvas and holistic self-assessment process leading to a final grade for the course.

Additional Policies
Late Work Policy
It is important that you are participating in each of the components of the projects/assignments. The holistic grading rubric criteria holds high standards for timely work. Late work may result in lower marks in your rubric, impacting your overall grade. If you need more time, we will make exceptions with prior communication in extenuating circumstances.

Incomplete Policy
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 to your instructors regarding the procedure for incompletes.

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.

Any student suspected of academic misconduct will be asked to meet with the instructor(s) 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.

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.

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

Inclusivity Statement
It is our intent that students from diverse backgrounds and perspectives be well-served by this course, that learning needs will be addressed, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. Please let us know how to improve the effectiveness of the course for students. 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.

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. Please see your instructor with any concerns regarding this course and any accommodations.

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.

Help Resources

Tutoring	Advising	Safety & General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	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

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