



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

# EDSU 905

## Research Design I

**Find me on...**

ResearchGate:

Academia:

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## **Table of Contents**

Communicating with your Instructor..... 4

Communicate Clearly and Correspondences .....	4
Course Information .....	4
Course Description.....	4
Program Learning Outcomes .....	5
Student Learning Outcomes (SLO).....	5
Core Course Projects.....	6
Course Materials .....	7
Required articles: .....	8
Required Textbooks .....	8
Supplemental Reading .....	8
Grading and Evaluation .....	9
Holistic Grading System.....	9
Holistic Grading Criteria Rubric.....	9
Late Work .....	10
Attendance and Participation .....	10
Incompletes .....	10
Learning Technology .....	10
Technology Philosophy .....	10
Technology Policy .....	11
Student Technology Expectations.....	11
Course Technology Requirements.....	11
Course Structure and LMS.....	12
Getting Canvas Help.....	12
Microsoft Teams .....	13
Edublog.....	13
End Note (individual with limited social/sharing).....	13
Other Tech Software .....	13
Protecting your Data and Privacy .....	13
Statement about Services that have not been approved by UW-System.....	14
Netiquette Guidelines.....	14
University Policies .....	15
Inclusivity Statement .....	15
Religious Beliefs Accommodation .....	15

Equal Access for Students with Disabilities .....	15
Academic Honesty .....	15
Confidentiality .....	17
Help Resources .....	17

## 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

### Course Description

EDSU 905 Research Design I will provide an overview of scholarly thinking and research from an interdisciplinary perspective. The focus of the course is to provide a broad overview of quantitative, qualitative, mixed methodologies in research at the doctoral level. The course will provide an introduction to:

the UWSP IRB proposal process;

the development of research questions and their context and a draft of Chapter One;

the major components of a literature review and an outline of Chapter Two;

the understanding of major research designs and methodologies, appropriate selection for research questions and a draft of Chapter Three.

## Program Learning Outcomes

### **PLO # 7:**

Students will be able to develop a research study that supports the principles of sustainability

- a. identify gaps or horizons in research and practice as part of developing a research study that advances the field of sustainability through education, community, and business systems
- b. conduct a quantitative and/or qualitative study that explores the topic identified in their study

## 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.

Upon successful completion of this course, students will be able to:

1. Complete introduction to UWSP's IRB training for ethical research process and create draft of their IRB proposal for doctoral research;
2. Identify basic steps of research including a research problem, appropriate theoretical or conceptual framework, methodology and method;
3. Explain a research topic in educational sustainability develop appropriate research questions for a dissertation prospectus;
4. Discern and reflect on approaches to research while exploring differing research paradigms and inductive and deductive research;
5. Describe major research approaches (i.e., quantitative, qualitative, and mixed methods) and investigate their uses;
6. Explore traditional and novel research designs and apply one that compliments a student research topic (such as ethnography, case study, phenomenology, narrative inquiry, and grounded theory, PAR);
7. Begin the development of analysis procedures and research instruments;
8. Articulate why types of reliability and validity are critical for research.

## Core Course Projects

Core Projects	Brief Description	PLOs	CLOs
Project #1: Introduction to IRB Protocol/Proposal and draft of Chapter 1	<p><b>IRB UWSP Training Certification Process.</b> Students will log on and participate in the UWSP IRB ZOOM session 9.12.19 6-8pm 104 CPS. Students must complete all required modules and training protocols to receive IRB certification. Please print off and submit your certificate of completion to the CANVAS dropbox on or before Week 3 of course.</p> <p><b>Chapter One of EDSU Dissertation Draft.</b> Students must draw on learnings from Creswell &amp; Creswell text chapters 1, 3, 4, 5, 6, and 7 to complete writing task. Students will peer assess one colleagues's/peer's submission.</p>	7	1, 2, 3,
Project #2: Outline of Chapter 2 and draft of Chapter 3	<p><b>Chapter Two of EDSU Dissertation Overview.</b> Students must draw on Chapter 2 from Creswell &amp; Creswell text and previous coursework to write an overview of their Dissertation Literature Review. Students will peer assess one colleague's submission.</p> <p><b>Chapter Three of EDSU Dissertation Draft.</b> Students must draw on learnings from Creswell &amp; Creswell Chapters 8, 9 and 10 to complete writing task. Students will peer assess one colleague's submission.</p>	7	2, 4, 5, 6
Project #3: Chapter 1, 2 & 3 Prospectus Presentation, (Peer/Self/Instructor Assessment)	<p><b>Chapter One, Two and Three Powerpoint slide presentation.</b> Students must distill the essence of Chapters One, Two and Three into a six to eight slide research prospectus that will serve as a building block for the creation of their complete IRB Proposal for research submission approval prior to conducting research.</p>	7	5, 6, 7, 8

In addition to the above core course projects students will be required to read the assigned text chapters and prepare and present a six slide powerpoint (or similarly formatted presentation) for the text chapter they are assigned to. These presentations are to be posted to the appropriate CANVAS discussion post folder on or before the published due date. Peer cohort members must respond to each chapter posting within one week of the posting due date with additional insight and commentary.

**COURSE ASSIGNMENTS:** Additional information about each of these assignments will be posted in the CONTENT area of CANVAS.

- 1) **Participate in the nine online discussion sessions** for this course. Most discussion forums will have (a) a specific window of time for your participation, (b) required content reading from the course textbook, (c) Chapters 2– 10 will have student created PowerPoint summaries (or PREZI or other acceptable format) posted by assigned students from each required chapter reading, (d) your personal discussion posts for each chapter forum. Your participation in the discussion forums will be assessed according to established criteria. For your Power Point, select and clarify the main ideas of the chapter content. Try to limit your summary to 7-8 PPT slides. For example, place one main idea at the top of each slide with bulleted points for explanation and clarification. Somewhere in your Power Point summary include a quote from the textbook chapter. Then use your final PPT slide to ask an important question or two from your chapter. These questions will guide your colleagues' comments and responses in the discussion forums. ***Graphics and links to related resources make the summaries even more pragmatic.***
- 2) **IRB UWSP Training Certification Process.** Students will log on and participate in the UWSP IRB ZOOM session 9.12.19 6-8pm 104 CPS. Students must complete all required modules and training protocols to receive IRB certification. Please print off and submit your certificate of completion to the CANVAS dropbox on or before Week 3 of course.
- 3) **Chapter One of EDSU Dissertation Draft.** Students must draw on learnings from Creswell & Creswell text chapters 1, 3, 4, 5, 6, and 7 to complete writing task. Students will peer assess one colleague's submission.
- 4) **Chapter Two of EDSU Dissertation Overview.** Students must draw on Chapter 2 from Creswell & Creswell text and previous coursework to write an overview of their Dissertation Literature Review. Students will peer assess one colleague's submission.
- 5) **Chapter Three of EDSU Dissertation Draft.** Students must draw on learnings from Creswell & Creswell Chapters 8, 9 and 10 to complete writing task. Students will peer assess one colleague's submission.
- 6) **Chapter One, Two and Three Powerpoint slide presentation.** Students must distill the essence of Chapters One, Two and Three into a six to eight slide research prospectus that will serve as a building block for the creation of their complete IRB Proposal for research submission approval prior to conducting research.
- 7) **Midterm and Final Holistic Grading Process.** Students must participate in the assessment process, self-reflecting on progress and discussing instructor feedback via email or video conference.

## 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>)

Creswell, J. W. & Creswell, J. D. (2018). *Research design, 5th ed.* Thousand Oaks, CA: SAGE.

#### Supplemental or Recommended Readings

##### General:

Burke, P.J. & Soffa, S.J. (2018). *The Elements of Inquiry: Research and Methods for a Quality Dissertation*. Routledge, NY. (Available in course Libguide... <http://libraryguides.uwsp.edu/EDSU905> ).

Creswell, J. W. & Clark, V. P. (2011). *Designing and conducting mixed-methods research*. Thousand Oaks, CA: SAGE.

Corbin, J. & Stauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: SAGE.

Onwuegbuzie, A. & Frels, R. (2016). *Seven steps to a comprehensive literature review*. Thousand Oaks, CA: SAGE.

Ridley, D. (2012). *The literature review: A step-to-step guide for students*. Thousand Oaks, CA: SAGE

Saldaña, J. (2013). *The coding manual for qualitative researchers*. Thousand Oaks, CA: SAGE.

Seidman, I. (2012). *Interviewing as qualitative research*. New York, NY: Teacher's College Press.

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

##### Specifically recommended texts for quantitative research:

Hancock, G., & Muller, R. (2010). *The reviewer's guide to quantitative methods in social science*. New York, NY: Routledge.



Rea, L. M. & Parker, R. A. (2014). *Designing and conducting survey research: A comprehensive guide*. San Francisco, CA: Jossey-Bass.

Pallant, J. (2013). *SPSS survival manual*. New York, NY: Open University Press

**Recommended texts for dissertation writing in general:**

Beins, B. (2012). *APA style simplified*. Malden, MA: Wiley-Blackwell

Nicol, A. & Pexman, P. (2010). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

## 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 15 minutes 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 15 minutes 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><b>Ask Your Instructor a Question</b> 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>
<p><b>Chat with Canvas Support (Student)</b> Live Chat with Canvas Support 24x7!</p>	<p><b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.</p>
<p><b>Contact Canvas Support via email</b> Canvas support will email a response</p>	<p><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>
<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 <a href="#">Canvas video guides</a>.</p>

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## 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.

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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 [datctr@uwsp.edu](mailto:datctr@uwsp.edu)

### 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>Joy O'Neil</b> <b>Director of Educational Sustainability</b> <b>Assistant Professor</b> <a href="mailto:joneil@uwsp.edu">joneil@uwsp.edu</a> <b>Phone: 715-346-3292</b> <b>Office: CPS 437</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 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><small>HYPERLINK</small> "<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. and Instructional Designer, Eric Simkins, Ed. D. UWSP Center for Inclusive Teaching and Learning. Special thanks for course structural and outcome development to Joy O'Neil, Ph.D.