

ED.D. IN EDUCATIONAL SUSTAINABILITY



2024-26

STUDENT HANDBOOK

Transforming Systems of Teaching, Learning and Leadership



School of Education
University of Wisconsin - Stevens Point

UNIVERSITY INDIGENOUS LAND RECOGNITION

We would like to recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menominee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menominee land, and the sacred lands of all indigenous peoples.

CPS VISION FOR INCLUSIVE EXCELLENCE

The College of Professional Studies will sustain a teaching, learning and working environment that is welcoming, safe and accepting. As a teaching and learning community, we appreciate, honor and celebrate our individual uniqueness and the common humanity that we share. CPS faculty and students will strive to remove barriers to success, eliminate bias, understand cultures other than our own; and hold genuine concern for each other.

Table of Contents

Table of Contents	2
Important Note	4
Contacts	5
Welcome	6
Assistant Dean, College of Professional Studies	6
Dean, College of Professional Studies.....	7
Mission Statements	8
University of Wisconsin System	8
UW-Stevens Point.....	8
UW-Stevens Point College of Professional Studies (CPS).....	9
School of Education (SOE).....	9
Doctoral Program in Educational Sustainability: Philosophy and Mission.....	9
Core Principles.....	10
Sustainable Doctoral Student.....	10
Cohort Community of Learners.....	11
Program Format, Needs, and Notes	13
Language	13
Professional Writing Standards.....	13
Technology.....	13
Time Commitments During the Semester	13
Advising	13
Leave of Absence or Withdraw.....	14
Program Funding	14
Program Stages	15
Program Degree and Committee Requirements	15
Dissertation Supervisory Committee.....	16
Dissertation Format Options for Ed.D. in Educational Sustainability.....	19
Option #1: Five-chapter Monograph	19
Option #2: Curriculum & Instruction Toolkit.....	19
Option #3: Publication	19
Option #4: Arts	20
Option #5: Hybrid	21

Educational Sustainability Courses.....	22
Required Artifacts, Competencies, and Recommended Course Flow	24
Required Artifacts.....	24
Required Professional and Scholarly Competency Demonstrations	25
Recommended Course Flow	25
Key Terms and Definitions	26
Graduate Certificate in Equity and Inclusion in Education.....	27
Program Benefits.....	27
Certificate Course Options	28
Summer Residency Orientation/Colloquim/Syposium	29
Expectations	29
International Residency	29
Exceptions	30
Residency Learning Objectives	30
Residency Learning Goals	30
Ed.D. Student Learning Outcomes	31
UWSP Policies and Procedures.....	32
Time to Completion	32
Program or Course Concerns and Kudos Routing.....	32
Changing Program Plan.....	33
Course Substitutions and Transferring Credit	33
Registration.....	34
Billing	34
Tuition/Financial Aid/Funding.....	34
Incompletes.....	34
Dropping Classes	35
Repeating a Class.....	35
Books	35
Cancellation or Withdrawal	36
Accessing Student Records.....	36
Transcripts.....	36
Academic Misconduct	36
Plagiarism.....	36

Student Academic Support Services	37
Disability and Assistive Technology Services	37
Diversity & College Access	37
Library Support Services	37
Contacts	37
Library Services	37
Sample of Relevant Educational Sustainability Databases.....	38
Core Journals Titles Pertaining to Educational Sustainability.....	38
Technology Services	39
Field Stations and Learning Spaces.....	39

Important Note

The student handbook is to inform you of the Ed.D. program requirements, expectations, program design, policies and procedures, and technology. You are advised to check with the program director for any changes. Updates will occur annually prior to summer term.

Contacts



Erin Redman, Ph.D.
Director of Educational Sustainability
Assistant Professor
School of Education
erin.redman@uwsp.edu



Yue Li, Ph.D.
Assistant Professor
School of Education
yuli@uwsp.edu



Ashley Vedvig, Ed.D.
Academic Program Specialist
School of Education
avedvig@uwsp.edu

UW-Stevens Point School of Education (SOE)

In 1894, the University of Wisconsin-Stevens Point began as the Stevens Point Normal School, whose primary purpose was to prepare future teachers. Today, the School of Education (SOE) is the hub of teacher preparation programs at UWSP and we remain at the forefront of innovation in our field. Our undergraduate program is the home of elementary education--not only the largest, but also one of the most selective majors on campus. We also prepare future teachers who are majoring in special education, early childhood education, or earning certification in K-12 and secondary education. Currently, we have a master's program that is thriving, and we offer professional development courses. Initiated in 2017, the Ed. D. in Educational Sustainability is the crowning jewel in UWSP's 120+ years dedicated to education. Striving to achieve a sustainable world, the Ed.D. prepares current professional practitioners for leadership and teaching roles within their organizations and throughout the world.

Welcome



Assistant Dean, College of Professional Studies

I am deeply honored to extend a warm welcome to you as you embark on your journey within the University of Wisconsin-Stevens Point Doctoral Program in Educational Sustainability. This program has been meticulously designed to transform your unwavering passion for both education and sustainability into enduring practices that will contribute to the betterment of our world.

Within the School of Education at UWSP, you will discover a truly unique environment. Here, we dedicate considerable time and effort to foster collaboration, scholarly pursuits, and practitioner-oriented academic ventures. Our commitment to a culture of mutual respect, characterized by a low faculty-to-student ratio, facilitates meaningful engagement. This engagement takes the form of ongoing dialogues, serving as a foundation for personal mentoring, collaborative inquiry, and practical experiences.

You are not just another student to us; you are a valued member of our academic community. Your decision to pursue an advanced degree in Educational Sustainability reflects your steadfast dedication to critical thinking, applied research, the development of your professional identity, and the establishment of a network of peers. The faculty of the School of Education takes immense pride in crafting this distinctive program, tailored for working professionals from diverse interdisciplinary backgrounds in sustainability.

We have meticulously designed a comprehensive, rigorous, and research-based curriculum to equip you for leadership roles in the ever-evolving landscape of educational sustainability, aimed at supporting diverse environments. We are confident that our program will cater to the diverse research interests of our doctoral candidates, encompassing areas such as leadership for social justice, culturally responsive teaching methods, and the creation of ecologically and economically sustainable communities.

Your passion for transforming educational systems will serve as a strong foundation as you actively engage in coursework, research, and professional practice within the field of sustainability. Your culminating dissertation will rest upon a solid footing of core courses, supplemented by specialization in leadership and advocacy for an increasingly diverse world. Throughout your journey, you will benefit from numerous formal and informal opportunities to collaborate with fellow cohort members and engage with our doctoral faculty in field-based research projects.

One unique aspect of this program is our collaborative inquiry model, employing a multi-mentorship approach. Through this approach, you will receive unwavering support and guidance as you navigate the intellectual challenges of each phase of the dissertation process.

On behalf of the faculty and staff of the School of Education, I extend my heartfelt wishes for your success in this exceptional program.

Education Matters,

Lynda Fernholz, Ph.D.

Assistant Dean, College of Professional Studies

Head, School of Education; Associate Professor – Language and Literacy



Dean, College of Professional Studies

Welcome to our Doctor of Education (Ed.D.) in Educational Sustainability at the University of Wisconsin-Stevens Point. This state-of-the-art program is designed to turn your passion for education and sustainability into a career that will improve our world.

If you are a prospective student, within this publication you will find information about what makes our Educational Sustainability doctoral program truly special. Most notable are our superb faculty, our unique sustainability lens, and our commitment to making your student experience enlightening, satisfying, and worthwhile.

If you are a current student, we take our time with you seriously; hold high expectations of you and demonstrate our commitment to your success here and beyond. You are surrounded by people uniquely qualified to support your learning and faculty who will serve as your field guides—helping you think critically, conduct applied research, construct your professional identity, and build a network.

I'm confident you will build strong and lasting relationships with your peers who will provide a scholarly and social network, which is vital to your development and success. I encourage you to take the time to reach out and meet them, talk about your own interests, and learn what others are doing. Collectively, you and your peers constitute the world's next generation of educational leaders who are focused on sustainable practices. I am confident that you are destined to make the world a better place.

Rebecca Sommer, Ph.D.

Dean, College of Professional Studies
University of Wisconsin-Stevens Point

Mission Statements

University of Wisconsin System

The mission of the system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

UW-Stevens Point shares in the mission of the University of Wisconsin System. Through the discovery and dissemination of knowledge, UWSP stimulates intellectual growth, provides a liberal education, and prepares students for a diverse and sustainable world. The University of Wisconsin-Stevens Point will continue to be recognized for developing, supporting, and educating students and citizens to constructively engage in local, regional, and global communities.

In addition to our primary value of education, we also value:

- Community engagement
- Critical thinking
- Diversity and inclusivity
- Lifelong learning
- Professional preparation
- Research, scholarly, and creative activity
- Student-centered environment
- Sustainable management of natural resources and other resources

The College of Professional Studies shares in the mission of the University of Wisconsin System and UW- Stevens Point.

UW-Stevens Point

UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Stevens Point programs. To thrive in the 21st century, a community needs a creative culture, an educated, vigorous society, robust economic growth, and a healthy, productive natural environment. A community also needs to adapt, change, and develop resilient, yet dynamic approaches. Our university is currently working on updating its strategic plan and the most up-to-date information can be found on uwsp.edu.

UW-Stevens Point College of Professional Studies (CPS)

The [College of Professional Studies](#) (CPS) at the University of Wisconsin-Stevens Point was created in the early 1970s to house many of the university's pre-professional programs. Our college's majors are diverse, but their common thread is student professional preparation. The School of Education is within the College of Professional Studies.

School of Education (SOE)

The School of Education develops highly qualified professional educators and leaders who honor the uniqueness of all learners and actively demonstrate the knowledge, skills, and dispositions to positively impact our diverse world for a sustainable future.

The UWSP doctoral program in Educational Sustainability prepares educators and leaders to learn about, build, and apply educational science solutions towards the interconnected ecological, social, and economic sustainability challenges.



Doctoral Program in Educational Sustainability: Philosophy and Mission

The [Doctor of Education \(Ed.D.\) in Educational Sustainability Program](#) (hereinafter Program) at the University of Wisconsin-Stevens Point is designed for working professionals from interdisciplinary fields in sustainability. The program prepares graduates to be educators and leaders who hold a passion for transforming systems of teaching and learning. Educational sustainability fosters the knowledge, perspectives, new ways of thinking, and skills needed to advocate for justice and equity, democratic participation, economic viability, and the regeneration and vitality of communities and ecosystems, with the goal of fostering a more sustainable future. Students can explore sustainability in one or more of these principles to personalize their learning in the program.

We believe this requires a deep ethical understanding of living within the limits of natural systems, as well as personal and communal shifts to ways of being and acting that create healthy and balanced solutions to interconnected problems that face our communities and bioregions. The program is designed for working professionals from interdisciplinary fields in sustainability to achieve a globally resilient society, tasking the educator in their area with building new ways of thinking, creative problem solving, and developing skills to engage in an active citizenry. These new ways of thinking include considering complex and systems connections, engaging in authentic problem-solving, and providing transformative learning experiences. Sustainability education involves shifting to holistic, systemic, connective, and ecological ways of thinking and learning.

The Program's curriculum is intended to provide you the opportunity to actively engage in coursework, research, and professional practice in the field of sustainability.

Core Principles

For the purpose of the degree, sustainability is broadly defined using these six core principles:

- Transformative Learning
- Systems Thinking
- Ecological Thought
- Future Thinking
- Diversity and Social Justice
- Ethical Action

You will explore sustainability within these principles and be able to personalize your learning in the program towards one or more of these principles connected to your area of study/passion.

Sustainable Doctoral Student

Sustainable communities begin with sustainable students. You have already established a framework of sustainable community through your own personal life practices, whether that is surrounding yourselves with like-minded individuals who also want to effect change, participating in social justice causes, buying local and organic products supporting local businesses, or even efforts like composting and recycling.

As a typical full-time working, full-time family, and full-time doctoral student, it is easy to put others before yourself during this intellectually intensive period. Our goal for you as a student and scholar is for you to thrive in the academic setting in which you are engaged. To that end, we work to provide you with the best support in matters related to curriculum and campus. We have created a 3-year program but in line with the nature of sustainability, we will be flexible and enable you to adapt the program flow to your needs. You have 7 years to complete your program. Your seven-year timeline begins when you take your first course.

Everyone needs a community of support, and we strive to create a strong Educational Sustainability community for you to engage. Your academic community includes:

- **COHORT COMMUNITY OF LEARNERS:** Students take core courses required of the program. We recommend you take these courses within the first year and a half of study. Collaborative online pedagogies are built into the program to foster learning experiences that can both build on your existing knowledge and cross develop areas outside your expertise. For example, if you have a science background/ area of interest, partnering with someone with a social justice background/area of interest helps build rich learning experiences. Students in the program come from diverse backgrounds and have diverse professional goals; this diversity will expand your awareness of educational sustainability, building a culture of appreciation for

your work and broadening your knowledge base. The cohort and faculty build an internal online network using UWSP learning technologies and other technology platforms to communicate and share resources.

- **CROSS-COHORT COMMUNITY:** When you enter your second year, you begin to narrow your focus. You will be able connect with peers in other cohorts who share similar disciplinary interests. You will have access to robust technology to build these communities, such as Office 365 applications (Teams) and social media (e.g., Facebook). You will have access to telepresence and videoconferencing tools with full capabilities to screen share, use whiteboards, draw, and record for later viewing.
- **SYNCHRONOUS SEMINARS:** Academic chat sessions using telepresence and videoconferencing tools will be organized by faculty and staff and/or self-organized as a cohort. These sessions will come in handy as you develop your committees, engage in research, and write your dissertations. Telepresence technology can bring the committee and advisors into one place with individual students.
- **COMMUNITY OF RESOURCE SHARING AND COLLABORATING:** students will use collaborative technologies to build literature resources to share with peers.

Cohort Community of Learners

The [School of Education](#) has a long history of working with cohort programs both in our undergraduate and graduate programs. Cohort programs allow us to develop flexible, audience-specific programming for full-time working professionals and full-time personal responsibilities. They also establish strong bonds amongst your peers, faculty, and staff, giving you the support needed to complete demanding academic work. According to Barnett et al. (2000), a successful closed cohort creates a learning environment where all participants experience a sense of belonging (i.e. feel valued and accepted), and actively and purposefully engage in group learning activities.

Cohort development begins the moment you are admitted to the doctoral program. We promote an open line of communication with faculty, staff, and students. The in-person residency is designed purposefully to support you as a scholar as well as provide opportunities for teamwork, support, development, discussion, and discourse. We emphasize community building both in-person and online, which is reflected in symposium activities and course assignments.

A cohort community of practice refers to a group of students who have something in common and, typically, who are educated at the same time (<http://edglossary.org/cohort>). We build on this cohort concept and allow for overlap and divergence.

Three of these systems are infused in the way we build a cohort community of practice in three distinct ways:

- **PLACE:** It is highly encouraged that you take the required courses with your cohort in the first year of studies. In this way, a cohort begins the program together but may finish with a different cohort based on the progression on your learning. You will

always have your “place” with your incoming cohort even if you take different courses after the core year.

- **DIVERSITY:** A second way we define a cohort is based on the interdisciplinarity of this program, within the scope of sustainability and interest or experience within formal, non-formal, or informal systems of teaching and learning. The beauty is that the cohort is built with everyone coming from different interests or backgrounds. This diversity brings a deeper knowledge base to the group.
- **NETWORK:** The final way we define a cohort is through the intersection of your interests with another group member, what we refer to as “cross-cohort pollination” or “network,” giving you freedom to flourish in the area related to your specific interests. The residencies give you time to get to know your cohort and to meet and learn from others from another cohort. For example, Cohort 6 might be presenting their dissertation at the same residency that Cohort 8 is in their first year. You can learn what it is like to present a dissertation from another cohort. In addition, there will be space online to mingle with an interest group formed by a number of cohorts.

Seminal sustainable education author Stephen Sterling (2004) proposed that we can “choose either to strive towards deep learning and reorientation by conscious design, or have it thrust upon us by default, through the effect of mounting crisis” (p. 68). We choose to build a sustainable education in the program by conscious design informed by the field of sustainable education – to allow for transformative response in practice, policy, purpose, and paradigms that can shift the way we think about learning (Sterling, 2004). UWSP will guide you along the way, foster your development, and encourage you to keep on a steady path. You are not alone; you have administrators, faculty, staff, alumni, and your fellow peers cheering you on; we are living the cohort community of practice every day!

Barnett, B.G., Basom, M.R., Yerkes, D.M., & Norris, C.J. (2000). Cohorts in educational leadership programs: Benefits, difficulties, and the potential for developing school leaders. *Educational Administration Quarterly*, 36(2): 255-82.
<https://doi.org/10.1177/0013161X00362005>

Sterling S. (2004). Higher education, sustainability, and the role of systemic learning. In P.B. Corcoran & A.E.J. Wals (Eds.), *Higher education and the challenge of sustainability* (pp. 49-70). Springer, Dordrecht. <https://doi.org/10.1007/0-306-48515-X>

Program Format, Needs, and Notes

Language

Congratulations you are officially a student within the Educational Sustainability Ed.D. program. Please note that although you have taken steps toward being recognized as a doctoral candidate or even a doctor, there are milestones that must be achieved before using such language. Until those milestones are achieved and recognized by the program, we ask that all students remain mindful of how they identify themselves.

Professional Writing Standards

The program's expectation is for students to complete their work in the most recently published APA style. We recommend finding an APA resource that will support your writing during the program. Students often refer to online versions or a kindle version.

Technology

The program leverages technology through the Universities of Wisconsin system and UWSP. Learners should have adequate access to technology, access to the internet, and the ability to participate virtual meetings or events.

Learners should leverage access of resources to become acquainted with Canvas, Zoom, UWSP Ed.D. Canvas Page, Microsoft Teams, and Microsoft 365, and resources to LinkedIn Learning and the UWSP library.

Time Commitments During the Semester

The program is designed for learners who work full-time or have commitments through normal business hours. Additionally, the program hosts participants from across the globe. To balance the needs of each Cohort while developing connections and leveraging more equitable access to participation, faculty often schedule synchronous zoom meetings during the semester. Faculty develop zoom schedules based on the demand of the curriculum, meaning that some courses may have opportunities synchronous participation frequently or at different times of the day.

Advising

Students within the program will be assigned an advisor. Advisors are responsible for connecting with each student and helping them to navigate class structures and artifact completion through the program. Advisors will develop a course completion plan based on each student's needs and timeline. Example forms may be found on the Canvas Page.

The advising role is not the same as a dissertation chair or committee member, both are important to the overall success of a student within program.

Leave of Absence or Withdraw

We are a cohort-based program. Continuous enrollment is required every term (exception summer), until graduation. If you leave the program or defer from the program plan in the first year and a half, there is a chance that you will need to move to a different cohort. It is critical for scaffolded learning development and required artifact completion that the core required courses be taken in order. If you temporarily leave the program, or wish to withdraw, you must email soe.Graduate.Program@uwsp.edu, meet with your advisor and submit a leave of absence form, found in the Canvas site, for each semester that you are taking that leave.

If you withdraw from the program or take a leave of absence without proper approvals, you will be required to reapply. See the [Student Financial Service](#) page for information about cancellations and withdrawals, and refund policies.

Program Funding

FINANCIAL AID

If you are anticipating using financial aid to fund all or part of your doctoral studies, do not forget to complete the Federal Application for Federal Student Aid (FAFSA). The sooner the better. Information on the FAFSA and student financial aid can be found on the [UW-Stevens Point Financial Aid website](#). Our financial aid staff are exceptional in what they do and helping you navigate federal financial aid and options for financing your studies. Do not hesitate to contact them with any questions at 715-346-4771 or finaid@uwsp.edu.

GRADUATE ASSISTANT POSITIONS

A limited number of Graduate Assistant (GA) positions may be available during the course of your doctoral studies. Graduate assistant inquiries and applications will be made available after admission to the doctoral program.

EXTERNAL SCHOLARSHIPS AND GRANTS

The following resources are opportunities for additional funding for your graduate education.

[Advanced Opportunity Program Fellowship \(AOP\)](#)

[Current Outside Scholarship Opportunities](#)

ED.D. INCLUSIVITY SCHOLARSHIP

The Ed.D. in Educational Sustainability Inclusivity Scholarship is a tuition award for first-year educational sustainability doctoral students who are from a historically underserved background to promote socio-economic, cultural and racial diversity.

OSCAR W. NEALE FELLOWSHIP

The Oscar W. Neale Fellowship recognizes and supports outstanding collaboration between UWSP faculty and educators in Central Wisconsin.

NEEDS-BASED SCHOLARSHIP

This is a one-time scholarship for a currently admitted and enrolled Ed.D. student that is facing financial hardship. We know that sometimes there are unforeseen difficulties and expenses. We want to help you persevere in the face of these difficulties and demonstrate our support and commitment to your on-going success. If you are experiencing financial hardships and a scholarship is necessary to help you overcome this hardship, please apply for our needs-based scholarship.

CONFERENCE REGISTRATION SUPPORT

Networking and disseminating your research are a fundamental part of any doctoral experience. We think it is essential that every student have the opportunity to present at a conference, therefore we want to provide supplemental funding for these experiences. We will provide reimbursement for one conference registration only (no travel or lodging) up to \$900/student.

Program Stages

The program is centered around a strong cohort model in which relationships and connections are built.

View the [EdD Journey document](#), found on the Ed.D. Student Center in Canvas to help you conceptualize the timeline of the cohort, artifacts, and course schedules as you maneuver through the program. Note: if you are in the incoming cohort, and are not able to access the Canvas page, please contact the [SOE Grad Office](#).

The stages are aligned with the recommendations of process within the cohorts. If your timeline differs from your cohort, we encourage you to still identify within your original cohort but use stages to understand where you align in terms of progress left in the program.

Program Degree and Committee Requirements

You will be assigned a program advisor at the program's onset and in year two, you will identify and begin working with a committee chair. The purpose of the program advisor is to ensure you are on track with your degree requirements, help plan your curriculum array and program plan, as well as other programmatic questions/needs; your committee chair is specifically for your dissertation and research project.

At the start of the program, you will receive a program plan as part of EDSU 900- Introduction to Doctoral Studies and Educational Sustainability. Further, this program plan template is always available in the Canvas Student Center. Your program plan guides your coursework, helping you determine which courses to take and when. It also provides the required milestones. You should follow your plan closely for timely, accurate program completion. Please use this plan as a guide in registering for classes and send it to your advisor prior to regularly scheduled meetings.

As you complete courses, artifacts, and competencies, the Academic Director or Assistant Director and committee chair will sign and complete the appropriate documentation.

NOTE: If you publish part of your dissertation where an advisor, mentor, committee member, and/or chair greatly provided comments, then co-authorship is the expectation.

Dissertation Supervisory Committee

Committee Requirements: Dissertation supervisory committees are made up of a minimum of 3 people and a maximum of 5 people. Each doctoral student must have 1 member on their committee that is a faculty member or emeriti faculty at UWSP. They must have two committee members that have terminal degrees (Ed.D. or Ph.D.). They can have one of the three members be an expert in their research area but does not hold a terminal degree (practitioner). At least one member of your dissertation supervisory committee must have an up-to-date CITI training certificate to serve as the PI on your IRB proposal.

When you are ready to select your dissertation chair or committee members, please follow the instructions outlined in the EdD Canvas page. The EdD Canvas page will provide the necessary forms and instructions to submit your committee and get program approval.

If your dissertation chair or committee members work outside of the School of Education at UWSP, please upload their up-to-date CV when submitting the appropriate forms via the EdD Canvas Page. Any dissertation chairs/members need to be approved through the UWSP Graduate Council and given Temporary Graduate Status. It is your responsibility to ask any outside committee members for their CV and submit them with the proper forms.

Temporary Graduate Status: As a diverse interdisciplinary program, we need a diverse set of scholars and practitioners to support doctoral student research. The Temporary Graduate Status (required by UWSP policy) allows for non-UWSP experts to serve as dissertation chairs or committee members. The temporary graduate status gives that individual 2-years to serve in this capacity. If they are continuing beyond 2-years or serving on another committee, their temporary graduate status can be extended upon completion of request to the director and reflection process.

Criteria: Below, we describe the criteria for a non-UWSP committee member with a terminal degree and a practitioner committee member.

Criteria for Non-UWSP committee member or chair with a terminal degree:

- Holds an Ed.D. or Ph.D. from an accredited university
- Has published in educational sustainability or closely related field (e.g., closely related to doctoral student's area of research)
- Has experience with professional presentations that demonstrate their expertise in the field
- Has a minimum of 3-years' experience in educational sustainability of closely related field (e.g., five years as a professor at a university, community college, education institute, think tank, or reputable organization such as the United

Nations, World Bank, or US AID, artists who are expert in the students medium, an expert with a unique lens that is critical for the dissectors work)

- Submits CV for SOE faculty to review
- Submits a photo to be listed as a Global Affiliate Scholar on our website

Criteria for Non-UWSP committee member that is a practitioner (no terminal degree):

- Has a minimum of 5-years' experience in practicing and applying knowledge and skills relevant to the doctoral student's research
- Has publicly been acknowledged as a leader in this area through awards, accolades, leadership positions, or relevant accolades (e.g., if serving as an expert muralist, this person has been awarded large contracts to complete murals)
- Is providing a level of real-world expertise that is critical for the student's completion of action-research
- Submits a CV for SOE faculty to review
- Submits a photo to be listed as a Global Affiliate Scholar on our website

*Conflict of Interest: The School of Education strives to protect the academic interests of graduate students and uphold academic standards of rigor related to student dissertation committees. It is important that a conflict of interest, or the appearance of one, be avoided. This policy is applicable for any individual on a dissertation committee, throughout the student's entire time in the Ed.D. program.

Before a dissertation committee member is approved by the Graduate Faculty in the School of Education and the UWSP Graduate Council, the student must answer the following question on the Dissertation Committee Selection Form found in the Ed.D. Student Center on Canvas:

- Do you have any financial or non-financial (including previous employment) affiliation, or supervisor/subordinate, romantic, sexual, friend or familial relationship with any member on the proposed committee outside of normal accepted academic activity, mentoring, and support? (If you are unsure whether there is a conflict, answer "yes.")
 - If "yes," attach a statement specifying the nature, length, and time period of the relationship, and rationale for having that member on the committee.

Statements explaining conflicts of interest will be reviewed by the School of Education. The School of Education reserves the right to deny any member of a proposed committee based on the nature and the rationale of the statement provided.

Categories related to potential conflicts of interest include:

- A student works for, used to work for, or is expecting to be employed by a committee member's company/organization.
- A student is a subordinate or supervisor with a direct reporting line to the committee member.

- A student's close relative or partner works for, used to work for, or is expecting to be employed by a committee member's company/organization.
- Student has a close friendship with committee member or member's close relative or partner.
- Student is related to a committee member or to a member's close relative or partner.
- Student has, or had, a romantic or sexual relationship with a committee member.

Categories related to potential conflicts of interest which would not be of concern include:

- Supporting a student from a grant, assistantship, award, fellowship, or other type of scholarship.
- Typical support provided by an advisor/mentor related to scholarly activity.

*Conflict of Interest policy adapted from the University of Illinois Chicago (2023).

Dissertation Format Options for Ed.D. in Educational Sustainability

All options must be approved by your dissertation committee, director of the Ed.D., and instructor(s) for EDSU 920 and/or EDSU 990.

Option #1: Five-chapter Monograph

- Abstract
- Introduction (Chapter 1)
- Literature review (Chapter 2)
- Methods (Chapter 3)
- Results or findings (Chapter 4)
- Conclusions (Chapter 5)
- All chapters must be sole-authored.
- Content can be submitted for publication after monograph is published.
- Complete monograph will be published at [Minds@UW](#).

Option #2: Curriculum & Instruction Toolkit

- Same structure and style as Option 1, except that
 - Chapter 3 describes the research-based methods for developing the curriculum, including piloting, stakeholder engagement, key informant input, and associated revisions.
 - Chapter 4 consists of the curriculum guides or materials applying educational sustainability to an educational setting. Chapter 4 materials must be in a “ready-to-use” state for other educators, meaning that they include procedures, supplemental materials, assessment methods, and associated presentations or videos.
- This option may be co-authored for chapters 2, 3, & 4, with the dissertator as the lead author.
- Chapters 1, 2 & 5 must be reviewed by the chair for applicable standards and criteria approved in advance. The doctoral-level research review document (found in the Ed.D. Student Center on Canvas) must be submitted to the Ed.D. Program Director by the doctoral committee.
- Overview: Chapter 1: Introduction; Chapter 2: Literature Review; Chapter 3: Research Methods used to Create Evidence-based Curriculum ; Chapter 4: Results including ready-to-use curriculum; Chapter 5: Conclusion

Option #3: Publication

- Structure, style, and word limit are determined by selected publishers approved in advance by the Program Director and Committee Chair.
- Dissertator prepares **three articles** for publication with a brief introduction and a brief conclusion chapter.

- Dissertation committee provides recommendations for content, reviews format, structure, and style.
- After a manuscript has been submitted, committee and instructor should refrain from further recommendations until asked about peer reviewers recommended revisions. If the student does not receive substantive peer-reviews, the committee should review the legitimacy of the journal, alongside the quality of the peer reviews. All peer reviews provided to the dissertator should be shared with the full dissertation committee and in the case of questionable peer-reviews, the committee should submit the peer-reviews to the EdD Director. Together the dissertation committee and EdD Director can discuss the validity of the journal based on the quality of the peer-reviews.
- Under applicable standards and criteria; dissertator can co-author with chair; committee members, colleagues, or peers, but the dissertator must be the first author on articles that are their intellectual contribution.
- Dissertator should be the first author on publications that count towards their dissertation.
- To reach defense, the dissertator must have *prepared* three articles for targeted journals and written brief introduction and conclusion chapters (Ch. 1 & Ch. 5).
- Journals must be academic, legitimate, and peer-reviewed. Journals must be pre-approved by the full dissertation committee prior to selecting for submission.
- The three articles, prepared for publication will be Chapters 2, 3, and 4 and there will be NO additional reformatting of the articles for the dissertation as long as the journal meets quality standards.
- It is not expected that the three articles are published for graduation, as the publication process takes considerable time, but they must all be in publishable quality prior to defense.
- One article should be “in-press” or “under review” for publication by the date of student’s defense, meaning that it has been accepted by the journal editor and is in the pipeline for peer-review and publication.
- The full dissertation will be published at the [Minds@UW](#) repository.

Option #4: Arts

- This dissertation option produces a tangible art-based outcome; this may be a mural; photographs; videos; sculpture; or mixed media.
- This option need not adhere to publishers’ guidelines.
- This option may include the contributions from multiple sources.
- For this dissertation structure, you must have a committee member who is an expert in your medium.
- The completed art project will serve as the results section of a dissertation that

should include abstract, introduction (Ch. 1), literature review (Ch. 2), and conclusion (Ch. 5) sections. Chapter 3 will describe the methods taken to complete the art project (collaborations, approvals, stakeholder input, materials, etc.) and Chapter 4 will be an image or video or some other documentation of the actual implementation. This manuscript should meet applicable standards and criteria approved in advance and must be reviewed in by the committee.

Option #5: Hybrid

- This dissertation option produces a combination of the above options; this may be 1-art piece and 2 article publications or a curriculum toolkit in place of one of the articles.
- Students must meet with the program director and outline the requirements and specifications of their unique hybrid dissertation model before they start writing any component of their dissertation. Ideally, this would be discussed at the end of the student's first year before they take EDSU 918.
- This option does not need to adhere to publishers' guidelines.
- This option may include the contributions from multiple sources.
- The completed public performance and articles will serve as a replacement for select chapters in your dissertation.
- The dissertation should still include abstract, introduction, and conclusion sections.

Educational Sustainability Courses

54-Credit Hours of Doctoral Level Coursework in Educational Sustainability

Students are required to pass 54-credit hours of educational sustainability doctoral level coursework in the following curricular categories:

*-Denotes part of the Equity and Inclusion in Education Certificate

Core: 27 credit hours		
Course	Title	Term Offered
EDSU 810	Philosophical and Theoretical Foundations of Sustainability Leadership in Education	Spring
EDSU 820	Social Justice in Education for Sustainability*	Fall
EDSU 900	Introduction to Doctoral Studies and Educational Sustainability	Summer
EDSU 904	Transformative Sustainability Teaching and Learning	Spring
EDSU 908	Historical and Philosophical Foundations of EfS	Fall
EDSU 918	Research Literature	Summer
EDSU 919	Applied Residency Project (required for 9 credit hours; 3 per summer semester)	Summer

Research Dissertation and Practice: 12 credit hours		
Course	Title	Term Offered
EDSU 905	Research I	Fall
EDSU 906	Research II	Spring
EDSU 920	Dissertation Writing and Seminar (6 credits required, can be taken for variable credit 1-6)	Summer, Fall, Spring

A max of 9 credit hours in the above categories of EDSU 920 Research Publication may count towards degree requirements. Beyond 9 credit hours, you may take EDSU 920 but it will not count towards degree requirements. If you are not completed with your dissertation in the time frame of the degree requirements, you are required to continuously enroll in EDSU 920 until completion of your dissertation. You may not take a leave of absence or an incomplete in the last semester before dissertation completion and graduation.

Elective Array: 15 credit hours		
Course	Title	Term Offered
EDSU 901	Sustaining Human Systems	On-Demand
EDSU 902	Systems Thinking in Program Development	On-Demand
EDSU 703/903	Reorienting Curriculum and Programs Towards a Sustainable Future	On-Demand
EDSU 707/907	Analysis and Improvement of Programs in ES	Odd Year Fall
EDSU 709/909	Ethics of Care in a Sustainable Society*	Odd Year Summer
EDSU 710/910	Place-based Approaches within the Global Community Context	Even Year Spring
EDSU 711/911	Global Environmental Change	On-Demand
EDSU 712/912	Political Ecology and Sustainability*	Even Year Spring
EDSU 713/913	Ecological Foundations for a Sustainable Society	On-Demand
EDSU 714/914	Teaching and Learning in Alternative Educational Settings	On-Demand
EDSU 715/915	Creative and Innovative Technology Thinking in Educational Sustainability	On-Demand
EDSU 721/921	Building Equitable Education Systems: Understanding Race, Ethnicity, Power, and Privilege*	On-Demand
EDSU 740/940	Adaptive Mindsets for Transformative Action	Odd Year Spring
EDSU 790/990	Special Topics in Educational Sustainability (can substitute for 3 credit hours of EDSU 920 Research Publication)*	On-Demand
EDSU 996	Independent Study*	On-Demand

Note: On-Demand courses are determined by student survey where you are able to rate your elective priorities. Typically done at least a semester in advance of the course being added to the schedule of classes.

***Independent Study**

Independent study courses must be approved by the Program Director. More information about criteria for independent studies, deadlines to apply and the application form can be found on the EdD Canvas Page.

Required Artifacts, Competencies, and Recommended Course Flow

Throughout your doctoral studies, you will produce artifacts and complete competencies within and outside of coursework. The artifacts and competencies are related to one another; the competencies professionally demonstrate your scholarly work of select or a compilation of artifacts. Wherever possible, artifacts and competencies are scaffolded into the curriculum and must be completed as part of the course/grade.

The course instructor will provide feedback and evaluate your final artifact or competency. Artifacts #1 - #5 are learning process artifacts. In other words, you may not yet have a concrete focus for your doctoral research. Artifacts #6 - #8, however, are product pieces. You will work closely with your course instructors to complete artifacts #1 - #5. You will work closely with your course instructor for Artifact #6 (EDSU 918) and with your dissertation committee chair and members to complete Artifact #7 and #8.

Required Artifacts

Artifact #1: Graduate Student Biography (EDSU 900)

- Final biography will be posted on the UWSP website.

Artifact #2: Positionality Paper (EDSU 908)

- Process paper that will be graded as part of EDSU 908, will support the development of your Chapter 1.

Artifact #3: First Year Concept Poster (EDSU 904 & 919)

- Not included in your dissertation; however, it is graded as part of EDSU 904.
- Presented at the summer residency (EDSU 919) during SUMMER 2; a passing grade in EDSU 919 Summer 2 achieves completion of this artifact.

Artifact #4: Problem Statement Paper (EDSU 905)

- Process paper that will be graded in EDSU 905 and revised/published as part of your dissertation.

Artifact #5: Significance of Study Statement (EDSU 905)

- Part of your dissertation; the completed artifact should reflect a relatively polished understanding of the significance of your study.

Artifact #6: Qualifying Literature Review (EDSU 918)

- Part of your dissertation; your Chapter 2 qualifying literature review (with at least one strand or theme) will be included in your dissertation's overall literature review.
- A passing grade in EDSU 918 indicates successful completion of a first draft, that will be revised and published as part of EDSU 920.
- A minimum of 25 peer-reviewed articles must be referenced in your EDSU 918 draft literature review for successful completion of the course.

Artifact #7: Dissertation Proposal (EDSU 905, EDSU 906, EDSU 918)

- Components/a version of your proposal will be integrated into your dissertation where appropriate (e.g., Chapter 1-3).
- Chapter 1 will be completed in EDSU 905, Chapter 2 will be completed in EDSU 918; with Chapter 3 to be completed in EDSU 906; your proposal draft of Chapters 1-3 will be completed by SPRING 2. Your course drafts are your first drafts. Expect a minimum of 3 draft revisions by your dissertation committee prior to having a defensible proposal.
- Prior to the dissertation proposal, the student will complete a self-assessment regarding their research protocol (found in the EdD Canvas page) and submit the completed “Doctoral-level Research Review” to the full dissertation committee. Upon completion of the proposal defense, the dissertation chair will email a completed Doctoral-level Research Review to the EdD Program Director and SOE grad email account. Only once the scoring rubric has been received and approved will the proposal defense form be routed through DocuSign.

Artifact #8: Dissertation (EDSU 920)

- Your final dissertation is five chapters. Depending on the option you choose for your dissertation, some of the chapters can be co-authored, or you may have curriculum take the place of a traditional monograph chapter. Please reference the Ed.D. Dissertation Guidebook for more information on formatting for each dissertation option.
- Your final dissertation will go through a publication process, either through UWSP or ProQuest.

Required Professional and Scholarly Competency Demonstrations

Competency #1: First Year Concept Poster Presentation (EDSU 919, SUMMER 2)

Competency #2: Dissertation Prospectus Oral Presentation (EDSU 919, SUMMER 3)

Competency #3: Dissertation Proposal Defense (via telepresence to committee)

Competency #4: Dissertation Oral Defense (via telepresence to committee & public defense)

Recommended Course Flow

Note: Depending on when you entered the program, your exact course flow may vary. With approval from your Program Adviser, you can take courses out of order; however, all 54 credits must be taken prior to graduation.

View the [EdD Journey](#) Document for Recommended Course Flow.

Note: You must be enrolled in the term for which you are graduating from the program.

Key Terms and Definitions

CITI Training: This training is required PRIOR to submitting an IRB proposal and is done as an assignment in EDSU 905. For more information, explore [CITI here](#).

Committee Member: an individual on your committee who gives feedback, asks questions, and helps guide your dissertation along with other members and your dissertation chair.

Dissertation Chair: This person oversees your dissertation process. If they want additional revisions, meetings, or qualifying papers, they can ask for them. Your dissertation chair guides your dissertation process.

Dissertation Oral Defense: This is a public defense in which peers, faculty, and your full committee are present. Your chair and committee members should have seen numerous drafts and revisions of your full dissertation prior to the defense. Students are not allowed to proceed to dissertation defense in the same term they completed the proposal defense due to the intensity and rigor required in data collection and analysis.

Doctor: the title earned after successful completion of all academic requirements and oral defense.

Doctoral Candidate: the title earned after successful completion of the proposal defense.

Global Affiliate Scholar: is an expert in a sustainability, education, or a related field. They support the Ed.D. by serving on dissertation committees and contributing to special speaker events or residency.

Principal Investigator (PI): This is typically your dissertation chair, although for UWSP IRB proposals, it should be a faculty member at UWSP. The PI on your IRB proposal needs to have an up-to-date CITI training certificate to include with the IRB proposal.

Program Advisor: This person is NOT your committee chair or even necessarily on your dissertation committee. Rather this person is reviewing your plan of study and making course recommendations. This person is not responsible for reading or guiding your dissertation.

Proposal Defense: Private meeting with your full dissertation committee. This should occur after your prospectus presentation and at least 1-year prior to your planned dissertation defense. Your full committee should receive Chapters 1-3 a minimum of 2-weeks prior to your proposal defense and your chair should receive chapters 1-3 a month prior, provide feedback and see that feedback reflected in the chapters sent to the full committee.

Prospectus Presentation: Public presentation in which the student articulately presents their research agenda to their peers, faculty, and committee members. It is advised that the student invite their entire committee to their prospectus presentation, although it is not required. Your prospectus presentation is completed during your 3rd residency as part of EDSU 919.

Research Questions: These are the two or three questions that guide your dissertation research. Your goal is to be able to answer these questions by the end of your dissertation. These questions should be written in Chapter 1 of your dissertation.

Survey/Interview Questions: These are the questions that you ask to the participants in your study. These questions are submitted in your IRB proposal.

Graduate Certificate in Equity and Inclusion in Education

The Graduate Certificate in Equity and Inclusion in Education is an optional add-on to the Ed.D. program; this certificate consists of 12 credits of coursework, including a train-the-trainer capstone experience. The curriculum explores systems, structures, policies, practices, and attitudes to create a more equitable and inclusive learning environment—culminating with an action-oriented project. This graduate certificate is for anyone interested in making a difference.

If interested in adding the certificate, complete the application [here](#). This may be done at any time.

Program Benefits

- available for credit at a master’s or doctoral level
- courses are 100% online
- courses can be completed in one year
- courses offered during the fall, spring and summer
- students can step into the program at any time
- courses are not sequential (although it is preferred to take EDSU 990 last if possible)

This certificate can be completed at a master’s (700) or doctoral (800 or 900) level. **Note:** If you would like to obtain the certificate in conjunction with the Ed.D. in Educational Sustainability program, and receive transcription for the certificate and the degree, then 57 total credits are required between both programs, and all courses should be taken at the 800 or 900 level. A physical certificate of completion will be mailed to you separate from your physical diploma, which is issued by the University upon conferral of your degree.

Certificate Course Options

This program consists of five course options; these break down into two required courses and three electives (of which you will choose two).

Certificate Required Courses		
Course	Title	Term Offered
EDSU 721/921	Building Equitable Education Systems: Understanding Race, Ethnicity, Power, and Privilege	Every Fall
EDSU 790/990	Special Topics in Educational Sustainability	Odd Year Summer
Certificate Elective Courses		
Course	Title	Term Offered
EDSU 820	Social Justice in Education for Sustainability	Every Fall
EDSU 709/909	Ethics of Care in a Sustainable Society*	Odd Year Summer
EDSU 712/912	Political Ecology and Sustainability	Even Year Spring

Summer Residency Orientation/Colloquim/Syposium

The Doctoral Program in Educational Sustainability is a low-residency, online, cohort-based learning program. You are required to complete 3 residencies over your academic program. Everyone MUST attend their first residency in Wisconsin. Students can attend all THREE residencies in Wisconsin, if that is what you choose (more on the international residency below).

The residency is associated with EDSU 919: Applied Residency. This course is a 3-credit course and will have the required 50-contact hours spread throughout the course timeframe. The course includes the in-person residency component. Typically, this is the third or fourth week of June of every year. You can anticipate four to five full days of dedicated residency. The first-year residency is orientation; you can expect activities such as learning management and technology sessions, cohort development, team building, introduction to doctoral studies, and library services workshops. The first residency/orientation is critical for student success. Students are required to complete a competency during each residency, except the first one. The second summer you will share your Concept Poster (Competency 1) and the third summer, you will present your prospectus (Competency 3).

During in-session hours, meals and snacks are provided. We also provide lodging during the residency (you can opt out of the provided lodging but will be responsible for the cost of housing).

Expectations

The expected attendance time during the days of residency is usually 8 a.m.– 6 p.m., although some days may run longer or shorter. Breaks and meals are included in the schedule; however, if you should need more time, please use your best judgement to take time out. Additionally, there may be optional activities planned; please use your own judgment to attend.

International Residency

Of the many things that make the Ed.D. program unique, our international residency immerses students in educational sustainability from a global perspective. We anticipate offering international residency every odd year, but this is subject to change. The international residency affords doctoral students the opportunity to engage in local culture, experience the varied approaches to educational sustainability, and still experience the value of a residential experience in a small group setting. Like the campus residency, your room, board, and planned experiences are part of your tuition, but you are responsible for the cost of transportation to/from the program site. **Pre-requisite:**

Students must have completed their first residency at UWSP. International residency prioritization is as follows:

1. Those students who have not experienced the international trip option for the EdD summer residency will be given priority to register for the international option (if they so choose). Next open seats will be offered to other EdD students/candidates (including those that have already experienced an international residency), then if open seats remain, they will be offered to School of Education faculty and EdD alumni.
2. All international trips are dependent on the budget, therefore may be subject to cancellation if enrollment is low or funding is not available.

Exceptions

You may request an exception to participating in a summer residency. All requests must be vetted and approved by the Admissions Committee and Ed.D. Program Director. If, however, you cannot attend the first-year orientation altogether, you may be asked to re-apply to the next year's cohort. Residencies are integral to our accreditation; therefore, it is mandatory per accreditation guidelines that students meet these requirements.

We aim to foster a safe and inclusive environment. Our residencies adhere to the UWSP policies on non-discrimination, equal access to students with disabilities, and reasonable accommodations for religious beliefs, as outlined in [UWSP's Rights and Responsibilities](#). These policies are also delineated in our course syllabi.

Residency Learning Objectives

The overarching objectives of the residency are to:

- Meet and acquire assistance and guidance from faculty and staff.
- Attend and gain skills presented by peers, faculty, or Global Affiliates in the doctoral program.
- Build a cohort and cross-cohort community of practice.
- Network with affiliate scholars, practitioners, and alumni.
- Participate in various keynote and guest presentations, and planned activities.
- Experientially engage in subject matter related to educational sustainability.
- Practice professionalism and scholarship.
- Give presentations and engage in dialog with peers and faculty.

Residency Learning Goals

The overarching residency learning goals are to:

- Learn about educational sustainability.
- Introduce subject matter knowledge related to upcoming course work.

- Gain an appreciation for diverse perspectives related to educational sustainability.
- Learn about the doctoral process at various stages of study from other cohorts.
- Build your network.

Ed.D. Student Learning Outcomes

Students in the educational sustainability doctoral program will be able to do the following:

- Utilize systems thinking and sustainable practices in program development and education; articulate systems thinking concepts and global sustainability practices (Systems Thinking & Ecological Thought).
- Develop a plan for implementing sustainable practices within their personal and professional practice (Ethical Action).
- Interpret and justify how global environmental change affects the lives of future generations (Futures Thinking & Ecological Thought).
- Communicate controversial topics to the public and needed intervention required to create sustainable systems (Systems Thinking).
- Identify the social, cultural, economic, and political human systems that create a sustainable society (Diversity and Social Justice).
- Discern the key characteristics of the social, cultural, economic, and political influences (Diversity and Social Justice).
- Consider diverse audiences and integrate inclusive practice into sustainable environments (Diversity and Social Justice).
- Articulate an inclusive vision that addresses all people in society (Future Orientation).
- Implement practices that enhance sustainable education and community environments through a shared vision (Transformative Learning & Future Orientation).
- Develop a framework for implementation of the shared vision, including action steps to achieve that vision (Future Orientation & Ethical Action).
- Demonstrate leadership to challenge existing norms and create a holistic and ecological model for decision-making as it relates to educational and community systems (Transformative Learning & Ecological Thought).
- Challenge current structure and practice and extend current thinking to envision and implement a new structure for education and community sustainability (Transformative Learning).
- Develop a research study that supports the principles of sustainability (Various principles).
- Identify gaps in research and practice and develop a research study that advances the field of sustainability through education, community, and business systems (Systems Thinking).



- Conduct and defend a quantitative and/or qualitative study that explores the topic identified in their study (Various).
- Use and analyze data for informed decision-making in professional practice (Ethical Action).
- Interpret data, draw conclusions, and disseminate data in a way that is understood by the general public (Various).
- Use data that they and others have collected to draw conclusions about current sustainability practices as they relate to their professional practice (Various).

UWSP Policies and Procedures

Time to Completion

All graduate programs at UW-Stevens Point have a seven-year time limit for completion. Your timeline begins on the date of admittance to the program. We are a cohort-based program. If you leave the program or defer from the program plan in the first year and a half, there is a chance that you will need to move to the incoming cohort. It is critical for scaffolded learning development and required artifact completion that the core required courses be taken in order. Continuous enrollment is required every term (exception summer), until graduation. If you temporarily leave the program, you must meet with your advisor and submit a leave of absence form for each semester that you are taking that leave. If you withdrawal from the program or take a leave of absence without proper approvals, you will be required to reapply.

Program or Course Concerns and Kudos Routing

One of the key ingredients to the field of educational sustainability is resiliency. To build a resilient program, it takes diversity of perspectives, partnerships, collaboration, processes work, learning from one another, learning from mistakes, and taking action to enact change. We aim to learn from you and, as much as possible, build the program using a collaborative approach for feedback. We will on occasion reach out with a questionnaire gathering data, your perspective, and/or feedback regarding any part of our program. We aim to be transparent and truly embody what and how we are learning to build a sustainable future.

If you have concerns regarding instruction, we encourage you to first reach out to your instructor. You can anticipate that your instructors and administrators are communicating regularly and organically, vetting concerns as a continual process for improvement. If your concern remains unresolved, reach out to the Program Director for both curriculum/instructor and program concerns. If your concerns continue to go unresolved, reach out the Assistant Dean.

Note: Before they intervene, the Assistant Dean will ask if you have followed these guidelines. If you have a concern that you wish to voice anonymously, please reach out to the School of Education main office to take your concerns and route them accordingly and confidentially.

Lastly, we do not want to only focus on concerns, we love to hear your kudos too! You are

encouraged to reach out and let us know what we are “doing right.” This is how we can continually build a resilient and sustainable program which enables us to focus our energies on student success and increases our readiness to take what you learn and use it to enact a sustainable community! Kudos can be routed to Program Director, Assistant Director, SOE Assistant Dean, and/or the Dean of the college or all of the above.

Changing Program Plan

Only a certain number of electives are offered each semester. Be sure to check with your advisor to see when electives you are interested in will be offered. The scheduling of electives depends primarily on two factors: majority demand and the availability of course instructors in a given semester. We reserve the right to modify courses to meet the program learning outcomes, to ensure both consistency within the program and that our offerings align with the demands of the field. If you want to change any of your planned elective credits, you may do so in consultation with your program advisor; changes should be notated in your revised program plan.

Course Substitutions and Transferring Credit

UWSP does allow you to transfer credit hours into your doctoral program. Students may transfer up to 9 non-degreed equivalent course credits, with approval from the Academic Program Director, which may be considered towards the total 54 credit requirement. We do not accept courses that have already been counted towards your other degrees (e.g., if you have a master’s degree you cannot count your degreed credits towards your doctorate). Although graduate courses taken prior to admission to a degree program may be considered, students are required to seek approval from their doctoral program advisor and the Ed.D. Program Director to obtain approval for transfer credits PRIOR to taking courses at other institutions.

Conditions for transfer approval are:

1. the course is appropriate for the student’s degree program, and taught by a faculty member with a terminal degree.
2. the course is regionally accredited at the graduate level,
3. the course appears as a graduate course on the student’s graduate transcript from the institution offering the course,
4. the course is applicable toward a graduate degree at the institution offering the course,
5. the course is not a correspondence course, nor is it taught in a format less rigorous than that for UWSP courses and
6. the student earned a grade of at least B (3.00) for the course,
7. Continuing Education Units (CEU’s) are not transferable,
8. for currently enrolled students, before taking a non-institutional course this form (and the supporting documents) must be received at least one month before the beginning of the course to be transferred.
9. The course is no older than 7 years from the date the student is expected to graduate with the master’s degree.

Extension of Credit is reserved for students who experience unforeseeable life circumstances and cannot finish the degree program in the 7 year time limit. Transfer credits will NOT count toward the extension and cannot be transferred in via an extension request.

An application for the transfer credits must be completed for EACH course that you wish to transfer into the program; this includes the cooperative credits from the other UW institutions. You are required to provide syllabus, course description, and rationale. Once the form is reviewed and approved, it will be on file as completed. See the University Catalog for more information on [Transferring Graduate Credit](#).

Registration

Students must be in good standing with no academic or financial holds in order to register for the term. Communication regarding registration deadlines are sent out from the SOE Graduate Office. Please note that if you fail to register by the registration deadline, you may not be accommodated if your chosen class is at the class maximum.

Before you register, please refer to your Program Plan for the classes you are scheduled to take and meet with your program advisor. On occasion, [accessPoint](#) asks you to complete “tasks.” Be sure to review those to see if you have a hold or other pending issue on your account.

If you run into issues, please contact the Office of the Registrar at 715-346-4301.

If you have more than 6-credits of incompletes, you will not be allowed to register for the next semester.

Billing

Paper invoices are not mailed. All billing information is available by clicking on the Finances tile in [accessPoint](#). You will receive a notice in your UWSP email when your e-bill is ready to be viewed online.

Tuition/Financial Aid/Funding

For the most updated information on tuition and financial aid, please visit the [UWSP website](#). Admissions occur year-round, including doctoral students, so we recommend you keep track of your financial aid process. The earlier you apply, the earlier you will have this in place. You can submit your FAFSA as early as October of each year. In addition to federal student loans, you may find that you are eligible for federal work-study positions that will help fund your studies. Work-study positions are filled on a first come, first served basis. Please check [Funding my Education](#) on the Program website for more outside, independent grant opportunities. Lastly, check the UWSP Diversity & College Access site for the annual [Advanced Opportunity Program \(AOP\) grant](#) for qualified applicants.

Incompletes

If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an “incomplete” in the course. An “incomplete” should be reserved for the completion of a definable amount of work (for example, one term paper or

one exam) that occurs near the end of the semester. Granting of an "incomplete" is at the discretion of the instructor(s). If your request for an "incomplete" is approved, the instructor will inform you and the department chair of the work you need to complete and the due date.

You will have until the end of the next semester (excluding summer session) to complete the work unless your instructor gives you an earlier deadline. Failure to complete the work prior to the appropriate deadline will result in a grade of F. Unless you have a documented, unforeseeable emergency, if you take an incomplete then the **highest grade you can earn is a B**.

It is important to stay in contact with your instructor and reach out, stay in touch, and complete the work. Late work or lack of communication may result in a lower grade. If you have more than 6 credits of incompletes, you will not be allowed to register for new classes. If, for reasons beyond your control, you are unable to make up the "incomplete" by the deadline, you may ask the instructor and department chair to extend this time limit one time. However, any further extension of time will require the approval of the dean of the college.

DO NOT register for a course in which you received an "incomplete." If you do, the incomplete will be changed to an F. Instead, arrange with your instructor to complete the work remaining in the course. When you have completed the work satisfactorily, your instructor will report the removal of the "incomplete" to the Office of the Registrar who will notify you that your record has been updated. If you do not receive notification after a reasonable waiting period, you should contact your instructor.

Dropping Classes

You are responsible for dropping any of your enrolled classes. Not attending classes without dropping them, will result in a grade of F. Add/Drop dates are published online and vary by session. Make sure you are aware of the correct dates for your class(es).

Repeating a Class

If you received a low grade in a class and want to re-take that class to improve your GPA, you must enroll in that class a second time. The highest grade received in that course will be counted towards your GPA. The lower grade will no longer be part of your GPA; however the original grades are not taken off your record. Repeated courses requires approval from the program director and the Dean of the college in which the class is offered.

Books

Go to the [Libguides](#) for numerous eBooks for your courses, and outside vendors (e.g. Amazon) for books. You will read many articles as well several books per course. The program does not require one single textbook for studies.

Cancellation or Withdrawal

See the [Student Financial Service](#) page for information about cancellations and withdrawals, and refund policies.

Accessing Student Records

Students have access to their own records through accesSPoint. For additional assistance, visit the [Office of the Registrar](#) website, call 715-346-4357, and/or e-mail Accesspointhelp@uwsp.edu.

Transcripts

Information on ordering transcripts can be found on the [Office of the Registrar Transcripts page](#).

Academic Misconduct

According to the UWSP Dean of Students Office, academic honesty requires that the coursework a student presents to an instructor honestly and accurately indicates the student's own academic efforts. Chapter 14 of the [University of Wisconsin System Code](#) defines academic misconduct as an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

Examples include, but are not limited to: ; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person's name to an attendance sheet; hiding a book knowing another student needs it for an assignment; collaboration that is contrary to the stated rules of the course; tampering with a lab experiment or computer program of another student.

Plagiarism

If a student plagiarizes a part of their dissertation, a suspension from the program will occur. Plagiarism occurs when entire paragraphs are taken from other sources without clear acknowledgement of the source. Using Turnitin as our plagiarism check, anything with less than a 50% originality score will be reviewed for plagiarism.

Student Academic Support Services

Disability and Assistive Technology Services

UWSP is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs, and activities. In addition to the university's campus-wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The [Disability and Assistive Technology Center](#) (DATC) is responsible for determining these accommodations. We provide services and assistance to enrolled students who are either permanently or temporarily disabled. If you qualify, it is important that you contact DATC prior to the start of each semester you are enrolled in classes, including summer.

Diversity & College Access

Our [Diversity & College Access](#) (DCA) unit is a great resource; their primary mission is to improve the retention of and graduation rates for underrepresented students by promoting their academic and personal growth. DCA assists in the personal development of African American, Native American, Latina/Latino/Latinx, Asian American and Pacific Islander students, and LGBTQ+ students. Diversity and College Access supports the students' learning activities in and out of the classroom setting.

Library Support Services

The library support services are key to student writing, research, and learning success. Students will meet our expert library support team during orientation and subsequently as guests in several of the courses. Additional useful resources can be found in the course Libguides: EDSU Libguides. Once you click on the [Libguides](#), you can scroll through the list of courses to find your course. Your instructors and program director are very active in providing for each course Libguide. The Libguides are relevant, evolving, active, and timely to your course of study. Enjoy them!

Contacts

[Troy Espe](#) – EndNote, Coordinator of Interlibrary Loan and; Reference Librarian Liaison to School of Performing Arts and School of Education.

Office: 419 CCC

Email: tespe@uwsp.edu

Phone: 715-346-4443

Library Services

- A librarian coordinates targeted services for online courses and programs
- A library liaison provides specialized support for Education
- Reference services (in person, phone, email, chat, text, appointment) – 37 hours/week
- Resource sharing services – UW System and throughout the world
- 200 online library research guides – subject, course, and online help
- In person and online tutorial library instruction

- Scanning services for print articles and book chapters

Sample of Relevant Educational Sustainability Databases

- Education Research Complete (EBSCO)
- Professional Development Collection (EBSCO) – education
- Educational Administration Abstracts (EBSCO)
- ERIC – education
- Business Source Premier (EBSCO)
- Business One (ProQuest) – business and economics
- Greenfile – environment
- Environmental Sciences and Pollution Management
- BioOne Complete(environment)
- Academic Search Ultimate (EBSCO) – multidisciplinary
- Web of Science – multidisciplinary (science, social science, humanities)

Core Journals Titles Pertaining to Educational Sustainability

- Adult Education Quarterly
- Applied Environmental Education and Communication
- Australian Journal of Environmental Education
- Canadian Journal for the Study of Adult Education
- Canadian Journal of Environmental Education (last published 2014)
- Cultural Studies of Science Education
- Current Opinion in Environmental Sustainability
- Ecological Economics
- Ecology and Society
- Education Sciences
- Environment, Development and Sustainability
- Environmental Education Research
- European Journal for Research on Education and Learning for Adults (RELA)
- Higher Education: The International Journal of Higher Education Research
- International Journal of Educational Development
- International Journal of Sustainable Development and World Ecology
- International Journal of Sustainability in Higher Education
- International Journal of Teaching and Learning in Higher Education
- International Research in Geographical and Environmental Education
- International Review of Education
- Journal of Cleaner Production
- Journal of Curriculum Theorizing
- Journal of Curriculum Studies
- Journal of Environmental Education
- Journal of Education for Sustainable Development
- Journal of Sustainability Education
- Journal of Sustainable Development
- Journal of Teacher Education for Sustainability

- New Directions for Adult and Continuing Education
- Sustainable Development
- Sustainability MDPI
- Sustainability Science

Technology Services

[Online Help Account Activation](#)

[Information Technology FAQs & Password Reset](#)

[Center for Inclusive Teaching and Learning \(CITL\)](#): The Center for Inclusive Teaching and Learning (CITL) is a comprehensive professional development center for the UW-Stevens Point campus, serving both faculty and staff. The CITL provides training and support for inclusivity, teaching methods, and technology use in education. See website hyperlink for more information. Synchronous seminar gatherings may be held in CITL or Innovation Space, sometimes from the instructor's home office or UWSP office.

Field Stations and Learning Spaces

The university has three field stations: [Central Wisconsin Environmental Station \(CWES\)](#), [Treehaven](#), and [Schmeeckle Reserve](#). The university also partners with its satellite campuses in [Marshfield](#) and [Wausau](#).

These field stations serve as on-site collaborative learning spaces for residencies or retreats. Students may independently reserve lodging (CWES and Treehaven only, pending availability) for writing/retreat purposes. Students and/or faculty and staff may request special writing retreats throughout the program, if time and resources allow. Lastly, the field stations are chock-full of projects, including hands-on science, lesson planning, program development, research, and garden spaces. The field stations offer numerous learning and research opportunities in partnership with the School of Education. Ideas are endless as our field stations are truly a special service and resources for our university and Educational Sustainability.