## 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.

## Contents

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### 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

It is my sincere privilege to welcome you to the University of Wisconsin- Stevens Point Doctoral Program in Educational Sustainability. This Doctoral Program in Educational Sustainability has been created to turn your passion for education and sustainability into lifelong practices that will improve the world. The School of Education at UWSP is a very special place where much time and effort are devoted to collaborative, scholarly, and practitioner-oriented academic endeavors. We sustain a culture of mutual respect with a low faculty-to-student ratio, which allows for engagement with our students via ongoing dialogue for personal mentoring as well as for collaborative inquiry and practice.

You matter to us. Your choice to pursue an advanced degree in Educational Sustainability is a clear indication of your ongoing commitment to think critically, conduct applied research, construct your professional identity, and to build a network of peers. We, the faculty of the School of Education, take tremendous pride in designing this unique program for working professionals from interdisciplinary fields in sustainability. A comprehensive, rigorous, and research-based curriculum is designed to prepare you for contemporary educational sustainability leadership roles in support of diverse environments. We are confident that our program will respond to the varied research interests of our doctoral students, including leadership for social justice, culturally responsive pedagogies, ecologically and economically sustainable communities. Your passion for transforming systems of teaching and learning will serve you well as you actively engage in coursework, research, and professional practice in the field of sustainability. Your culminating dissertation will be based upon a solid foundation of core courses and specialization in leadership and advocacy for a diverse world. You will enjoy ongoing formal and informal opportunities to be engaged with other cohort members and doctoral faculty in field-based research projects.

This exceptional experience also includes our collaborative inquiry model using a multiple mentorship approach. Through this approach, you will be supported and guided through the intellectual challenges of each phase of the dissertations process. On behalf of the School of Education faculty and staff, I wish you much success in this 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.

*Marty Loy, Ph.D.*

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

## Mission Statements

### UW System

The mission of the UW 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 education, 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) Mission Statement

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

1. Transformative Learning
2. Systems Thinking
3. Ecological Thought
4. Future Orientation
5. Diversity and Social Justice
6. 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 affect change, participating in social justice causes, buying local and organic products supporting local businesses, or even efforts like composting and recycling.

As a typically 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.

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 that are 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 are someone who has a science background/area of interest, partnering at times with someone with a social justice background/area of interest helps to 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 will build an internal online network using UWSP learning technologies 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). Furthermore, you will have access to built-in student-led synchronous work sessions outside of class time, open to all cohorts to participate in throughout the semester/s. 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 working parents. 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 on-campus 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](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 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. In the program, the residencies give you time to get to know your cohort and to meet and learn from others from another cohort. For example, Cohort 1 might be presenting their dissertation at the same residency that Cohort 3 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, and your fellow peers cheering you on; we are living the cohort community of practice every day!

Note: A cohort must not be confused with group work. Group work does not equal a cohort. You may have several larger assignments that work in groups, teams, or as one large group but this does not constitute the entire program format. While there is value to learning in groups or socially, you will have plenty of time and space to explore your studies individually or independently. We strive for the best of both worlds to build a deep learning experience.

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 Degree and Committee Requirements

At the start of the program, you will receive a program plan. 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.

As you complete courses, artifacts, and competencies, the program director (or program advisor) and committee chair will sign and complete the appropriate completions. Please use this plan as a guide in registering for classes and schedule regular meetings with your program advisor.

You will be assigned a program advisor at the onset of the program and in year two, you will have 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.

**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.** For more information, please visit this link.

### 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 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 select your dissertation chair, email [soegrad@uwsp.edu](mailto:soegrad@uwsp.edu) with your dissertation chair's name and contact information so that we can process and approve the decision. Please use the "Dissertation Committee Selection Form" located on the Ed.D. Student Canvas page.

If your dissertation chair/members are not UWSP faculty or approved Global Affiliate Scholars, we will also need a curriculum vitae of the proposed member so that we can seek approval through the School of Education Graduate Faculty.

**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 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 Supervisory 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)
➢ 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 supervisory committee member of chair 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 educational sustainability 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 College, the student must answer the following question on the *Dissertation Committee Selection Form:*

➢ Do you have any financial or non-financial (including previous employment) affiliation, or romantic, sexual, 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'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 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 <u>would not</u> 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.
- ➢ EDSU 920 instructor must review applicable standards and criteria.
- ➢ 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 Chapters 3 & 4 comprise curriculum guides or materials applying educational sustainability to an educational setting.
- ➢ This option may be co-authored.
- ➢ Chapters 1, 2 & 5 must be reviewed for applicable standards and criteria approved in advance.
- ➢ Chapter 1: Introduction; Chapter 2: Literature Review; Chapter 3: Curriculum/Instructional Guides and Procedures; Chapter 4: Results of Implementation/Learning Outcomes; 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; EDSU 920 and/or 990 instructor 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.
- ➢ Under applicable standards and criteria; dissertator can co-author with chair; committee members, colleagues, or peers.
- ➢ Dissertator should be the first author on publications.
- ➢ To complete EDSU 920, one article must be under review by one selected publisher among three designated venues.
- ➢ 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.
- ➢ 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.
- ➢ 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" by the 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 EDSU 920/EDSU 990.

**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 public hearing presentation replacing one of the peer-reviewed journal articles or a curriculum toolkit in place of one of the articles.
- 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.
- Chapters 1 & 5 must be reviewed and approved by the instructor of EDSU 920.

## 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:

**Core: 27 credit hours of educational sustainability core coursework**

- EDSU 810 Philosophical/Theoretical Foundations of Sustainability Leadership in Education
- EDSU 820 Social Justice in Education for Sustainability
- EDSU 900 Introduction to Doctoral Studies and Sustainability Literacy
- EDSU 904 Transformative Sustainability Teaching and Learning

- ➢ EDSU 908 Historical and Philosophical Foundations of Environmental/Sustainability Education
- ➢ EDSU 918 Research Literature
- ➢ EDSU 919 Applied Residency Project (required for 9 credit hours; 3 per summer semester)

**Research Dissertation and Practice: 12 credit hours**

- ➢ EDSU 905 Research I
- ➢ EDSU 906 Research II
- ➢ EDSU 920 Research Publication (required for 3-6 credit hours)

**Elective Array: 15 credit hours**

- ➢ EDSU 701/901 Sustaining Socio-ecological Systems
- ➢ EDSU 702/902 Systems Thinking in Program Development
- ➢ EDSU 703/903 Reorienting Curriculum and Programs for Sustainable Future
- ➢ EDSU 707/907 Analysis and Improvement of Programs in EfS
- ➢ EDSU 709/909 Ethics of Care in a Sustainable Society
- ➢ EDSU 710/910 Place-based Approaches within the Global Community Context
- ➢ EDSU 711/911 Global Environmental Change
- ➢ EDSU 712/912 Political Ecology and Sustainability
- ➢ EDSU 713/913 Ecological Foundations for a Sustainable Society
- ➢ EDSU 714/914 Teaching and Learning in Alternative Educational Settings
- ➢ EDSU 715/915 Creative and Innovative Technology Thinking in Educational Sustainability
- ➢ EDSU 920 Research Publication (after completing the required credits, you may take as an elective for an additional 3 credits)
- ➢ EDSU 921: Building Equitable Education Systems: Understanding Race, Ethnicity, Power, and Privilege
- ➢ EDSU 740/940 Adaptive Mindsets for Transformative Action
- ➢ EDSU 990 Special Topics in Educational Sustainability (can substitute for 3 credit hours of EDSU 920 Research Publication)
- ➢ EDSU 996 Independent Study

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.

## Course Descriptions

### Required Courses
All courses are 3 credit hours.

**EDSU 810: Philosophical/Theoretical Foundations of Sustainability Leadership in Education**
This interdisciplinary course provides a foundation for the development of a personal and professional leadership style grounded in leadership theory as it pertains to socio-cultural,

political, as well as pedagogical and ecological issues. Leadership discourses and discussion will be reflective of the influence of the social locations and identities of the actors as well as the dynamics of power, resistance, powerlessness, and efforts to claim citizenship and justice from the grassroots and up. Through exposure to recognized leaders in society, ecology, education, and other fields, students will postulate what leadership principles resonate with their area of work and study. Students will engage in interdisciplinary analyses of leadership theories and philosophies and will examine the complex ethical and professional responsibilities within professional and community relationships.

**EDSU 820: Social Justice in Education for Sustainability**
This course is an advanced and in-depth exploration of the issues of power and inequality by addressing current issues from a variety of perspectives, possibilities, and geographies.
Key course concepts for social justice in education include cultural frameworks, social construct, and politics of epistemology. Students will examine historic and contemporary examples of informal and formal educational institutions as mechanisms of social, political, ecological, and economic systems. Students will engage in critical research, analysis, writing, and development of programs in their field that strive to balance social justice education and learning as sustainability. Requires admission into the Ed.D. program or special permission.

**EDSU 900 Introduction to Doctoral Studies and Sustainability Literacy**
This course will introduce sustainability and key concepts and pedagogies of education for sustainability. Educational sustainability is an interconnected way of relational learning that encompasses human and ecological health, social justice, secure livelihoods, and educational opportunities for a better world for all generations. Students will become familiar with the overall Ed.D. program design and develop personal learning goals for their doctoral studies.

**EDSU 904 Transformative Sustainability Teaching and Learning**
This course builds on the introduction course, Educational Sustainability (EDSU 900) as an interdisciplinary approach to developing social and ecological change. Relevant theories and case studies will be utilized to address the cognitive, social, emotional and spiritual perspectives of transformational and systemic learning, in contrast to the managerial and mechanistic approach to teaching and learning.

**EDSU 905 Research I**
Review current approaches to scholarly research, and design dissertation projects in preparation for prospectus presentation. Requires admission into the Ed.D. program.

**EDSU 906 Research II**
Continue the development of your research methods, design, and analysis for dissertation projects. Requires admission into the Ed.D. program and passing grade in EDSU 905 (B or higher) or equivalent course.

**EDSU 908 Historical and Philosophical Foundations of Education for Sustainability**
This course focuses on the historical and philosophical origins of environmental education and education for sustainability. Students will develop deeper understandings of the challenges facing education and our environment in contemporary society.

**EDSU 918 Research Literature**
Engage in comprehensive reviews of current literature with topics, frameworks, and methods chosen for their dissertation projects. Requires admission into the Ed.D. program.

**EDSU 919 Applied Residency Project**
The key topics for this course include education for sustainability, learning organizations, case study methodology, and program evaluation. Key practices include applying interdisciplinary information, program development and evaluation, critical reflection, and critical and empathetic peer review. This course offers the students applied research and place-based field study through an intense in-person summer program.

**EDSU 920 Research Publication**
Draft proposals and dissertations for defense meetings and publication as part of fulfillment of dissertation projects. Course is required for 3-6 credit hours; can take as an elective for an additional 3 credit hours after required 3-6 credit hours are complete. Requires admission into the Ed.D. program.

## Electives
Choose any 15 credits. (Master's students may take electives at the 700 level.)

**EDSU 701/901 Sustaining Socio-ecological Systems**
Human systems have rituals, celebrations, history, and indigenous knowledge that sustain their worldview and cultural interactions. In this course, students will apply their knowledge of EfS to explore cultural perspectives, social equity, ecological justice, biological and cultural diversities in an effort to develop an understanding of the values and commitment for the good of the whole.

**EDSU 702/902 Systems Thinking in Program Development**
In this course, students will utilize EfS concepts and systems thinking to identify, critique, and develop innovative evaluation approaches and frameworks for diverse formal, non-formal, and informal educational settings. Course content will create opportunities for students to analyze and evaluate relevant educational organizations, programs, and curriculum.

**EDSU 703/903 Reorienting Curriculum and Programs Towards a Sustainable Future**
Examines education curriculum programs through the lens of global sustainability. A critical lens will be applied to the purpose and value of education both historically and contemporarily to develop your core beliefs and values in education and learning. Requires admission into a graduate program of study.

**EDSU 707/907 Analysis and Improvement of Programs in Education for Sustainability (EfS)**
This is a project-based course that is designed to give students the opportunity to research and design learning domains that support EfS principles, pedagogy, policies, and practices. The project will include action strategies, research applications, and a blueprint for improvement of educational programs.

**EDSU 709/909 Ethics of Care in a Sustainable Society**
Ethics of care is a theory to guide education toward developing moral, empathetic citizens. This course will explore this theory and its application within sustainability education. Ethics of care

will be applied in the development of education programs for vulnerable populations.

**EDSU 710/910 Place-based Approaches within the Global Community Context**
Students will critically explore place-based approaches to decolonize and inhabit places in support of sustainable communities. Participants will identify local and global needs in relevant community contexts and determine resources to support place-based pedagogies in their programs, curriculum, or organizations. Students will connect local initiatives to global, interconnected challenges, and solutions.

**EDSU 711/911 Global Environmental Change**
In the age where we are facing unprecedented global and local environmental issues, students will be able to articulate these issues from multiple perspectives integrating ecological, economic, and social aspects. This course will also examine/assess social movements to address global environmental issues.

**EDSU 712/912 Political Ecology and Sustainability**
This course will explore the relationships between political, economic, social, and environmental aspects of contemporary sustainability issues. Students will learn multiple perspectives about the preservation and management of the commons and research the political ecology of a locally relevant issue.

**EDSU 713/913 Ecological Foundations for a Sustainable Society**
Utilizing scientific and indigenous knowledge, students will explore and apply ecological principles for sustainability in social and economic systems. Human systems are also part of nature, and ecological principles provide the foundation for long-term economic, civic, and social sustainability.

**EDSU 714/914 Teaching and Learning in Alternative Educational Settings**
Education for sustainability can (and must) occur inside and outside of formal schools. Students will design and implement strategies to develop sustainability-focused learning opportunities in business, community, recreation, and other alternative youth and adult educational settings.

**EDSU 715/915 Creative and Innovative Technology Thinking in Educational Sustainability**
This course will explore technological tools and frameworks used in societal and environmental meaning making of significance in our planet. Students shall explore from beginning to advanced level technologies in the field of Interactive Story Mapping (ISM), Remote Learning (RI), Location Intelligence (LI), Data Collection, Analysis, and Visualization (DCAV) among others. In this course, students will engage in hands-on project-based activities involving extractive thinking of solutions from examination of empirical data. Such thought processes will lead students to develop applications that reinforces understanding from the lens of United Nations Sustainability Development Goals (UNSDG).

**EDSU 921 Building Equitable Education Systems: Understanding Race, Ethnicity, Power, and Privilege**
Explore strategies for actively combatting racism by changing systems, structures, policies, practices, and attitudes to create more equitable learning environments for all. This course will cover topics such as critical race theory, intersectionality, the use of anti-racist and decolonizing

pedagogies, and delves into an understanding of race, ethnicity, privilege, and power as they are embedded in everyday structures, institutions, and systems.

**EDSU 740/940 Adaptive Mindsets for Transformative Action**
Implications of different mindsets for individuals, groups, and sustainability. Applying mindsets to learning, leadership, and personal fulfillment.

**EDSU 790/990 Special Topics in Educational Sustainability***
Subtitle will designate area of course focus. May repeat with different subtitles. Can substitute EDSU 990 for 3 credit hours of EDSU 920.
*Not repeatable with the same topic at the 700 or 900 level, repeatable with *different* special topics.

**EDSU 996 Independent Study**
Planned study to supplement preparation in area of specialization; regular conferences with affiliate scholar and faculty of record; ecological principles provide the foundation for long-term economic, civic, and social sustainability. Approval based on faculty instructor availability; each independent study has its own section and title. See Student Resources page for more information.

Independent Studies are individualized and posted with a section for one student/one faculty member. **Due to the individualized process and posting of this course, it is required that the EDSU 996 form is submitted a minimum of 4 weeks prior to the start of the term. Any EDSU 996 forms submitted later will not be approved. No late additions will be accepted for these courses.**

## Required Artifacts and 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 Experience 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, EDSU 920)
- ➢ 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.

Artifact #7: Dissertation Proposal (EDSU 905, EDSU 906, EDSU 920)
- ➢ 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, with Chapter 3 to be completed in EDSU 906; your proposal draft of Chapters 1-3 will be completed by SPRING 2.

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 Experience 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: This course structure is based on the requirements as of 2021; if you entered in a different year, your exact course flow may vary. With approval from your Program Adviser, you can take courses out of order; however, all required classes must be taken prior to graduation.

**Continual enrollment is required until the term you graduate. Continual enrollment does not include the summer; however, if you plan to graduate in the summer, you must be enrolled in that term (you must be enrolled in any term that you wish to apply for graduation).**

**Year 1**

SUMMER 1

> ➢ EDSU 919
> ➢ EDSU 900: Complete Artifact #1: Graduate Student Biography

FALL 1

> ➢ EDSU 908: Complete Artifact #2: Positionality Paper
> ➢ EDSU 820

SPRING 1

> ➢ EDSU 810
> ➢ EDSU 904: Complete Artifact #3: First Year Experience Concept

**Year 2**

SUMMER 2

> ➢ EDSU 918: Complete Artifact #6: Qualifying Literature Review
> ➢ EDSU 919: Competency #1: Present Concept Poster

FALL 2

> ➢ EDSU 905: Complete Artifact #4 & Artifact #5: Problem Statement Paper & Significance of Study
> ➢ ELECTIVE or EDSU 920

SPRING 2

> ➢ EDSU 906
> ➢ EDSU 920 or ELECTIVE

**Year 3**

SUMMER 3

> ➢ EDSU 919: Competency #3: Dissertation Prospectus Presentation (must receive a passing grade in EDSU 919 to complete this competency)
> ➢ EDSU 920 or ELECTIVE

Complete Artifact #7: Dissertation Proposal will occur after the Dissertation Prospectus Presentation—usually in summer or fall of year 3.

FALL 3

- ➤ EDSU 920 or ELECTIVE
- ➤ ELECTIVE

SPRING 3

Complete Artifact #8: Dissertation and Competency #4: Dissertation Oral Presentation

- ➤ ELECTIVE
- ➤ ELECTIVE

## Key Terms and Definitions

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.

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.

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.

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.

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.

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

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.

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: https://about.citiprogram.org

## 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.

### 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. **If you would like to obtain the certificate in conjunction with the Ed.D. in Educational Sustainability program, and receive transcripted and mailed physical degrees for both, then 57 total credits are required between both programs and all courses should be taken at the 800 or 900 level.**

### 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).

**Required Courses:**

**EDSU 721/921: Building Equitable Education Systems: Understanding Race, Ethnicity, Power, and Privilege (3 credits; available every fall)**
Explore strategies for actively combatting racism by changing systems, structures, policies, practices, and attitudes to create more equitable learning environments for all. This course will cover topics such as critical race theory, intersectionality, the use of anti-racist and decolonizing

pedagogies, and delves into an understanding of race, ethnicity, privilege, and power as they are embedded in everyday structures, institutions, and systems.

**EDSU 790/990: Special Topics in Educational Sustainability (3 credits; available every spring)**
This course will include the train-the-trainer capstone experience. Ideally, this course is completed at the end of the certificate; however, this timing is not mandatory. Subtitle will designate area of course focus.

**Electives (Must choose 2 of 3):**

**EDSU 820: Social Justice in Education for Sustainability (3 credits; available every fall)**
An advanced and in-depth exploration of the issues of power and inequality by addressing current issues from a variety of perspectives, possibilities, and geographies. Key course concepts for social justice in education include cultural frameworks, social construct, and politics of epistemology. Examine historic and contemporary examples of informal and formal educational institutions as mechanisms of social, political, ecological, and economic systems. Engage in critical research, analysis, writing, and development of programs in their field that strive to balance social justice education and learning as sustainability.

**EDSU 709/909: Ethics of Care in a Sustainable Society (3 credits; available every other summer in even years)**
Ethics of care is a theory to guide education toward developing moral, empathetic citizens. This course will explore this theory and its application within sustainability education. Ethics of care will be applied in the development of education programs for vulnerable populations.

**EDSU 712/912: Political Ecology and Sustainability (3 credits; available every other spring in even years)**
Explore the relationships between political, economic, social, and environmental aspects of contemporary sustainability issues. Learn multiple perspectives with regard to the preservation and management of the commons and research the political ecology of a locally relevant issue.

For more information, please visit https://www.uwsp.edu/programs/certificate/equity-and-inclusion-in-education/.

## Summer Residency Orientation/Colloquim/Symposium

The Doctoral Program in Educational Sustainability is a low-residency, online, cohort-based learning program. Residency is required for each year you are enrolled in the program, beginning with the first residency on or near the summer program start date and is associated with EDSU 919: Applied Residency. The course, EDSU 919, is a 3-credit course and will have the required 50-contact hours spread throughout the course timeframe. One part of the course is the in-person component. Typically, this is in June of every year and may be at UW-Stevens Point and/or at another location. 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).

## Expectations

The expected attendance time during the days of residency is usually 8 a.m.– 6 p.m., although some days may run longer. 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. *Please note, that in the COVID-19 crisis, we have adapted to the virtual requirements.*

## Exceptions

You may request an exception to participating in a summer residency for extenuating circumstances. All requests must be vetted and approved by the Ed.D. Director and/or Assistant Director. If, however, you cannot attend the first-year orientation altogether, your enrollment will be deferred to the following cohort and year. You can defer one year, after which time you will be required to re-apply. 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 Community 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 University doctoral student success services.
➢ Build a cohort and cross-cohort community of practice.
➢ Network with affiliate scholars and practitioners.
➢ Participate in various keynote and guest presentations.
➢ Experientially engage in subject matter related to educational sustainability.
➢ Practice professionalism and scholarship.
➢ Give presentations.

## Residency Learning Goals

The overarching residency learning goals are to:

➢ Learn about interdisciplinary 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.

## Residency Requirements and Activities

Students are required to travel to UW-Stevens Point, one of the UWSP affiliated field stations, or other residency location a total of three times for a duration of five days in the summer prior to or near to summer term (usually June).

## 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 (Future Orientation & 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 in order 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 in the School of Education 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. 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 associate dean.

Note: Before they intervene, the associate dean will ask if you have followed these procedures. 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, SOE chair, and/or the dean of the college or all three.

## 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. At this early stage of the program, 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. Up to twenty-four non-degreed equivalent course credits 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 and Program Coordinator 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,
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.

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 rational. Once the form is reviewed and approved, it will be on
file as completed.

## Registration

Registration opens for graduate students typically in February for summer, April for fall, and November for spring. The Ed.D. director and Head of the School of Education will evaluate students' progress, professionalism, and conduct to determine permissions for courses each term. The program assistant grants access before you register and checks that your program plan matches your course registration plan; for any questions on this, email soegrad@uwsp.edu.

Before you register, please refer to your Doctoral Curriculum 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 have never registered for classes at UWSP in the past, you must complete a hard copy registration form and submit it to the Office of the Registrar along with a $100 deposit for the term in which you are registering (students are required to pay the $100 registration fee before registering). Once you pay, it may take a couple of days for the system to update and allow you to register. Note: Please disregard the information on the web that states you must register on-campus if you have not enrolled.

If you have registered for classes at UWSP before (undergraduate or graduate), you can complete your registration for classes through accesSPoint. 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.*

Note: Traditionally, UWSP has served a primarily undergraduate student population. This Program is the university's first doctoral program; our master's programs are growing as well. These are exciting times for UWSP. Yet, at the same time, sometimes processes and systems need to adjust to serve our growing adult learning populations. If you experience any issues while registering, please let us know so we can support you and build in seamless operations. We thank you for being a part of our growing program.

## Billing

All billing information is available by clicking on the Finances tile in accesSPoint. A paper bill will not be
mailed. 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 and 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. You will only be given an incomplete if you complete more than 50% of the coursework. If you complete less than 50%, you will be given the grade you earned, not an Incomplete. An *"incomplete"* normally will not be used for making up in-class work; therefore, do not expect to sit in the class in a subsequent semester. 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 per plan. It is your responsibility to 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).

## 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 more than one book per course. The program does not require one single textbook for studies.

## Cancellation or Withdrawal

Registration deposits will only be refunded if you notify the Enrollment Services Center in writing by the posted deadlines. If you notify the university after the start of the semester that

you will not be attending your classes or wish to stop attending, it will be considered a withdrawal. Information about tuition refunds for withdrawals can be found on the [Accounts Receivable](#) website. Please seek a form for program withdrawal separate from course withdrawal.

## 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

Transcripts can be ordered online through [Credentials Transcript Services](#). Students can have an official paper or PDF version sent for $12.00 or an unofficial transcript mailed for $5.00. Please visit the transcript website for more information on ordering and processing.

## 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 notes or a programmable calculator in an exam when such use is not allowed; 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 and College Access

Our Diversity and 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!

## Contact

Troy Espe – EndNote and library information technology and reference/research support
Assistant Professor, Coordinator of Interlibrary Loan; Reference Instruction Librarian
Librarian Liaison to Chemistry, Music, Sociology/Social Work, and Women's and Gender Studies
Office: 104C ALB
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) – 60 hours/week
- Resource sharing services – UW System and throughout the world
- 180 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)
- ➢ ABI Inform (ProQuest) – business and economics
- ➢ Greenfile – environment
- ➢ Environmental Sciences and Pollution Management
- ➢ BioOne (environment)
- ➢ Academic Search Complete (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
- ➢ 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 Sustainability in Higher Education
- ➢ International Journal of Sustainable Development and World Ecology
- ➢ International Journal of Teaching and Learning in Higher Education
- ➢ International Research in Geographical and Environmental Education
- ➢ International Review of Education
- ➢ Journal of Applied Research in Education
- ➢ Journal of Cleaner Production
- ➢ Journal of Curriculum Theorizing
- ➢ Journal of Curriculum Studies
- ➢ Journal of Environmental Education
- ➢ Journal of Environmental Studies and Sciences
- ➢ 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

## 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.

[Innovation Space](#) (IS): The Innovation Space (IS) provides training and support for innovative teaching with technology to faculty and staff of the College of Professional Studies. Students can check out technology resources and use the space.

## Physical Resources

➢ Telepresence
➢ Collaborative learning room with plug and display tables, an Idea Paint wall, and two interactive whiteboards
➢ Green screen; Lightboard
➢ iPad carts; Wacom tablets
➢ Virtual reality goggles; Video glasses
➢ 360-degree camera; Swivel camera
➢ Apple TVs
➢ Chromebooks
➢ Smart pens

## Technology Learning Spaces (Innovation Space)

This program has been carefully designed as a predominantly distance-delivery program. The School of might be best for the job. Students have access to the Innovation Space (IS) housed within the CPS upon reservation. Please contact Prof. Kele Anyanwu ([kanyanwu@uwsp.edu](mailto:kanyanwu@uwsp.edu)).

## 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.