Course Syllabus

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>GERON 5280/6280 Section 090</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>International Dimensions of Lifelong Learning</td>
</tr>
<tr>
<td>Current Semester:</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Total Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Didactic Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Credits:</td>
<td>0</td>
</tr>
<tr>
<td>Academic Terms Offered:</td>
<td>Summer and Fall</td>
</tr>
<tr>
<td>Faculty:</td>
<td>Dr. Katarina Friberg Felsted, PhD</td>
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</table>

**DESIGNATION:** International (IR)

**Course Description:** Students will become literate in theories of lifelong learning, as well as in the principles and preferences of andragogy. Students will expand their awareness in adult education opportunities in the US and how adult education opportunities (lifelong learning) are handled in select regions of the world, from work-related improvement to facilitation of personal growth and fulfillment. Students will recognize how aging is perceived in these countries and how that influences each society’s attention to and prioritization of learning across the lifespan.

**Please note:** This course is an environment where all identities are respected.

**CROSS LISTING:** This course is crosslisted as GERON 5280 (undergraduate) and GERON 6280 (graduate). **PLEASE BE SURE YOU ARE REGISTERED FOR THE RIGHT CLASS BY CHECKING IN CIS. WHEN YOU LOG INTO CANVAS IT WILL SAY GERON 5280, REGARDLESS OF WHICH COURSE YOU ARE ACTUALLY ENROLLED IN, SINCE WE ALL MEET TOGETHER. MORE QUALITY IN EACH ASSIGNMENT AND ASSESSMENT IS EXPECTED OF THE 6280 LEVEL STUDENT, AND THEY ARE GRADED MORE CRITICALLY.**
Course Objectives: 
By the conclusion of the course, students will be able to

- Articulate the principal foundations of lifelong learning education.
- Explore how selected cultures and countries value older adults and adult education as well as how this manifests in the public policy, availability, and funding of lifelong learning.
- Research, critically analyze, and communicate how lifelong learning in the U.S. compares and contrasts with lifelong learning in another country.

TEXTBOOKS / COURSE READINGS:
You do not need to purchase a textbook for this course. You can access the text through the Marriott Library:

http://lib.myilibrary.com/Open.aspx?id=884410

If you are off-campus, you will need to log in with your uNID.

Additional readings specifically selected for this course are available on designated course modules through Canvas.

MEETING TIME AND LOCATION: This course is fully online and asynchronous

FACULTY OFFICE HOURS: By appointment; in person, via Skype, or over the phone

STUDENT NAMES & PERSONAL PRONOUNS:

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will refer to you with the name and pronoun that feels best for you in class, on papers, in discussions, and grading. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronouns will be respected. My preferred pronouns are she, her, and hers.

Teaching Methods:
Assigned readings, discussions, assessments

This online course is structured for self-directed learning. The course has been designed to be asynchronous in order to provide students with flexibility in managing their own
learning. This online course is structured for self-directed learning. The course has been designed to be asynchronous in order to provide students with flexibility in managing their own learning. Course readings and assignments have been arranged on a weekly basis within 15 topical modules. This course will use the readings, discussions, and assignments to achieve the course objectives.

This course is designed to promote written communication skills, inquiry and analysis skills, and critical thinking skills in this field of study. Our celebration is the variety of disciplines represented.

*It is critical that you view/read all weekly announcements from me*, as we do not meet synchronously or in person, and this is the best way for me to keep you updated with timely and relevant issues during the semester. Changes in course schedule/syllabus will be announced via Canvas Announcements page.

**Evaluation:**

Evaluation includes the quality and depth of participation in discussions, assigned exercises, and written assignments. On line attendance is gauged by CANVAS analytics, where individual student participation is assessed through such means as participation in discussion boards and accessing CANVAS modules. Participation may be evaluated in additional ways as specified by the individual faculty’s syllabus. Dismissal from a course and/or the college can result from unprofessional behavior.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Name</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100% to 93%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;93% to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt;90% to 87%</td>
</tr>
<tr>
<td>B</td>
<td>&lt;87% to 83%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt;84% to 80%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt;80% to 77%</td>
</tr>
<tr>
<td>Grade</td>
<td>Minimum</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>C</td>
<td>&lt;77%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt;74%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt;70%</td>
</tr>
<tr>
<td>D</td>
<td>&lt;67%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt;64%</td>
</tr>
<tr>
<td>E</td>
<td>&lt;61%</td>
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**Topical Outline of Major Areas to be Covered:**

- Course Orientation
  - Lifelong Learning: Benefits, Barriers, and Lifelong Learning
  - Learning in Adulthood
- International Lifelong Learning:
  - United States
  - Brazil
  - Botswana
  - China
  - Nordic Countries
  - India
  - Russia
  - New Zealand

**APA:**
Some assignments are required to be submitted in APA format, as specified. If you are unfamiliar with APA formatting, please contact the Writing Center, and/or go to this link: http://owl.english.purdue.edu/owl/resource/560/01/

WRITING:

If you think your writing may be sub-par, please seek help at the Writing Center on University Campus. Your writing for assignments is expected to be professional and of scholarly quality.

http://writingcenter.utah.edu/ “You can become a better writer, right here, right now.”

Late Policy:
As a matter of Gerontology Interdisciplinary Program policy, work will not be accepted late. It is the student’s responsibility to ensure that all work is submitted successfully, in the correct format, by the identified due date and time. The student is responsible for contacting the faculty before an extenuating circumstance or when an emergency occurs. In such situations, documentation of the circumstance is required and it is the faculty’s discretion to decide if make-up work will be given.

FACULTY RESPONSIBILITIES:

I will:

- Treat students with respect
- Inform students at beginning of class of general content, course activities, evaluation methods, grading, and schedule
- Respond to email correspondence and phone calls in a timely manner (see below)
- Perform high quality, constructive evaluations of written work and exams
- Make every effort to ensure an environment that is conducive to learning
- Apply student code

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.”

PPM 8-12.3, B.

University of Utah Student Code:
The Student Code is spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the code. The code also specified proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. Students will receive sanctions for violating one or more of these proscriptions. The faculty will enforce the code. Students have the right to appeal such action to the Student Behavior Committee.

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.”

PPM 8-10, II. A.

**ONLINE GUIDELINES:**

There are unique responsibilities that come with taking an online course.

Computer literacy: You will need to gain access to a computer and to the Internet at least twice a week, as well as to MS Word®, & PowerPoint®. It is assumed that you have a basic knowledge of computers, including but not limited to how to navigate the Internet, attach a document to an email and send the email with the attachment, and use basic software packages (e.g. MS Word®).

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums. Equipment failures are not an acceptable excuse for late or absent assignments, quizzes, or exams.

Assignment archiving: To prevent problems involving corrupt or lost files, each assignment should be saved in at least two places (e.g. on hard drive and as
attachment to an email message you send to yourself). Each student is responsible for making sure assignments are submitted before the deadline, via the Submit Assignment link in Canvas, using the requested software in the required version, with the required extension. This generally means a MS Word® (.docx) or MS PowerPoint® (.pptx) files.

Classroom equivalency: You are expected to log into the class a couple of times a week. Since we meet asynchronously, your presence in class is measured in this way.

Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically:

- E-mail, e-journals, and other online communications in the course are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.
- Off-color language is never appropriate.
- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ????.

COMMUNICATION AND CORRESPONDENCE:

- You may reach me at the office number listed on the homepage of our Canvas course, and find me in the office room number listed. You are always welcome to call or stop by, and I am also happy to make an appointment with you, to meet in person, via Skype, or over the phone.
- Email communication is the official communication medium of the University. Faculty will respond to your email correspondence within 3 business days (i.e. Monday through Friday) and expect that students will respond to faculty email correspondence in the same time frame. Please re-send your email and/or contact faculty by phone if you do receive a response to your email within these parameters.
- Faculty expects that students will check their Canvas email at least every other day. You can easily set up Canvas options to alert you immediately upon receipt of a Canvas message.
Students may email faculty through our Canvas email.

Electronic communication etiquette includes respectfully addressing the recipient of the email and use of appropriate font (use of all caps, all bolded, or all italicized font is equivalent to yelling or “flaming” and is, as mentioned, unacceptable). Please write out all words. The use of acronyms may lead to misinterpretation. If you are uncertain of your electronic communication, please speak directly with me.

**COURSE EVALUATIONS:** Please fill out the end-of-semester course evaluations. I highly value student feedback and use it to make changes to the course the next semester. Thank you for your time and effort in this regard.

**Academic Dishonesty:**

The instructor(s) of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

**Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:

- Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
- Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

**Falsification:** altering or fabricating any information or citation in an academic exercise or activity.

**Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by
another person or by an agency engaged in the sale of term papers or other academic materials.

**Plagiarism Software Policy:**

I may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

**Students with Disabilities:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you have physical or mental health disabilities that may compromise your success with program progression and will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**University Safety Statement**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
Addressing Sexual Misconduct

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. A claim may also be brought by an administrator acting on behalf of the University. The Office of Equal Opportunity and Affirmative Action (OEO/AA) will handle all alleged sexual harassment matters pursuant to the Procedures set forth in Policy 5-210.

Any student, staff, faculty member, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

1. the cognizant academic chair of the department or the dean of the college within which the conduct occurred;
2. the immediate supervisor or director of the operational unit within which the conduct occurred;
3. the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070);
4. directors or deans of Student Affairs and Services (Associate Dean- SW 108; Phone: 801-581-8828);
5. or the Office of Equal Opportunity and Affirmative Action (201 South Presidents Circle, John Park Building, Room 135, Salt Lake City, Utah 84112; Phone/TDD: 801-581-8365).

Once informed, the supervisor, chair or dean shall consult with OEO/AA. Similarly, OEO/AA shall advise as appropriate the cognizant dean, staff director or administrator of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

WELLNESS STATEMENT:

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.
If you are struggling with mental health concerns, please contact the University Counseling Center at 801-581-6826 during business hours. For after-hours urgent concerns, contact the 24/7 Crisis line at 801-587-3000.

**VETERAN’S STATEMENT:**

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

**LGBT RESOURCE CENTER:**

If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.

**LEARNERS OF ENGLISH AS A SECOND LANGUAGE:**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

**OPTIONAL READING**


• The LLI Review – Annual Journal of the Osher Lifelong Learning Institute, Vol. 1 – 6, accessible at :http://usm.maine.edu/olli/national/lli-review.jsp

**Syllabus Changes:**

The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.

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*Dismissal from a course and/or the College can result from unprofessional behavior.*