Gerontology Interdisciplinary Program

Course Syllabus

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>GERON 3005/5005</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Diversity and Aging</td>
</tr>
<tr>
<td>Pre- or Co-Requisite:</td>
<td>None</td>
</tr>
<tr>
<td>Current Semester:</td>
<td>Fall 2019</td>
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<tr>
<td>Total Credits:</td>
<td>3</td>
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<tr>
<td>Didactic Credits:</td>
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<td>Clinical Credits:</td>
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<tr>
<td>Meeting Time and Location:</td>
<td>asynchronous online</td>
</tr>
<tr>
<td>Academic Terms Offered:</td>
<td>Fall only</td>
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</tbody>
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| Faculty: | Dr. Katarina Friberg Felsted, PhD
Associate Professor
Gerontology Interdisciplinary Program
College of Nursing
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UNDERGRADUATE DESIGNATION: Diversity (DV)
FACULTY OFFICE HOURS:
By appointment, in person, via Skype, or over the phone

Course Description:
Students will enhance their intellectual skills and develop a deeper sense of personal and social responsibility, through exploration of diversity in US society and culture; creative reflection on their own identities and relationships; cross-cultural awareness of equality, justice, progress, and freedom; and the study of ethical issues from proficient perspectives. The course will focus on diversity and expose students to some of the multicultural factors that contribute to the life-course: the socialization differences and the "life-chance" differences that may follow ethnic, racial, abled, and/or minority status, including gender.

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

Course Objectives:
The student will:

1. Be able to define/distinguish: prejudice, discrimination, multiculturalism, ageism, sexism, ableism, and ethnocentricity
2. Discover and explore diversity in society including demographic trends toward the future. Ask deeper questions about cultural issues and seek out answers to these questions
3. Become aware of/creatively reflect on students’ own identities and relationships with others
4. Develop cross-cultural perspectives of social justice, equality, and progress
5. Pursue self-directed and intentional multicultural learning by identifying and illustrating/examining and supporting the cultural values of at least one population group that, due to this class, the student newly experienced

Teaching Methods:
Lectures, discussions, assigned readings, case studies, experiential learning

Teaching allows me to fulfill what I believe to be a fundamental responsibility of gerontologists: to facilitate discovery and exploration in individuals so they can better understand and make informed decisions regarding our aging society. Students should (and I hardly ever use that word) understand the relevance of gerontology to their lives. I also want students to leave this class with an increased appreciation for, and sensing
the inherent value in, diversity – biological and otherwise. I am a proponent of active learning and use a variety of methods to encourage discussion and interaction on the issues the course presents. Students are also empowered to take responsibility for their own learning and growth instead of regurgitating information on exams. Allowing students to express themselves informally through journal writing and other forms affords me the opportunity for a more complete assessment of a student’s ability than would be possible by relying only on a combination of formal examinations.

Evaluation Methods:

Grading Scale:
The grade you earn in this course is based on the points you earn for the assignments. Your final grade will be determined by the percentage of the overall points available in the course, and correspond to the grading scale in the syllabus.

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<tr>
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Topical Outline of Major Areas to be Covered:
Course Assignments:

The course has, as its central focus, the culture and current circumstances of non-dominant groups in the United States. We examine diversity within the complex system of U.S. society; issues of ageism, prejudice, ethnocentrism, minority status, and discrimination are explored and subsequently evaluated. This subject matter requires students to investigate and reconstruct their observations about identities, and the structure of the assignments encourages and challenges students to synthesize and integrate these concepts together with their classmates and ultimately for themselves.

TOPICAL OUTLINE:

Orientation and The Danger of a Single Story
Attitudes about Aging
Aging Issues
Gender Issues
Sexuality
Racial and Ethnic Inequities
Cognitive Changes
Demographics and Education
Health Outcomes and Disparities
Socioeconomic Status and its Influences
Urban and Rural Issues
Work and Retirement

ASSIGNMENTS:

Discussion Topics

Student participation and development in the online discussions are important parts of the class. While holding to the premise that openness is strongly encouraged, civility will be expected of all participants. Students will not be academically punished or rewarded for their views. The Discussion Posts and Responses are a great way to share your thoughts and reactions to reading assignments and other class materials. The discussion board also encourages student interaction. You are expected to participate in discussion postings. A topic or question will be initiated by the instructor at the
beginning of each 2 week period. You will need to post in a substantive manner (250 words or more) to each discussion topic with your opinion and watch/read your classmates’ responses. These postings are intended to encourage independent thought about important diversity and aging issues. Please also respond to your classmates’ postings, thereby allowing for a conversational thread and enrichment. For a reply, please do not just agree with a classmate. Offer new information, an innovative thought, or an alternate viewpoint. Periodically go back to the active discussion topic, read your classmates’ responses, and reply again if you wish. To receive full credit on discussion posts, you will need to both post (the first week) and reply (the second week) to others’ posts.

**Reflection Journal Entries (3)**

Three times during the semester, you will be asked to submit a journal entry. These assignments are intended to generate thought and self-examination of the issues we discuss. You are invited to use them fully and allow them to aid your education throughout the course. Please plan more than one day for these assignments, as they often require you to reflect on your environment and surroundings.

**Photographic Interpretation (also includes a preparatory discussion)**

The first major assignment in the class is a photographic interpretation. This is an exercise to promote awareness – through what lenses are you viewing your world?

Thinking about Diversity and Aging, please take many, many, many pictures. You can use a camera phone or a regular camera. You can interpret this however you’d like. Be sure to include images that represent aging, since this is a gerontology course after all. Find ways to represent diversity in one or several of its many forms. Narrow down to the best 6-12, and assemble as desired. Submission can come in many forms, for example Power Point slides. Please ensure that the photos are large enough to see. Include a 1-2 page write up, explaining your experience, and giving any additional information you may feel is needed about the images themselves.

**Current Issue Research (also includes a follow-up discussion)**

Please find through appropriate channels like scholar.google.com or the databases available through the UU libraries (Eccles or Marriott) a germane, scholarly, peer-reviewed article that discusses issues related to one particular group of diverse or older adults. Make sure it is from an academic, peer-reviewed journal. If you have any questions about how to locate one, please ask me.

Please prepare a power point presentation summarizing, critiquing, and reflecting on the article.

Your face must be present on the power point, as Dr. Dassel describes in her "how-to" video in the assignment description.
As part of your summary, critique, or reflection, please identify two “hot topics” related to the group and issue you are reporting on.

**The Required Term Project for All Students: A Diversity Visit and Paper**

There are many racial/ethnic associations (very often tied to colleges or universities). This project is to find and visit one of the public get-togethers of a racial/ethnic group that you do not belong to and that you know little to nothing about. You can NOT have any relative which belongs to the group you choose. This must be a group of people that you must discover and discover how to meet with them. They must be as different from you as possible. You are not to attend an event which is meant for the members only. Please find an event that is intended to provide community action by the group.

One place to find events is the Facebook Page of the Utah Office of Multicultural Affairs (although they may not update regularly): https://www.facebook.com/pages/Utah-Office-of-Multicultural-Affairs/247207245342842

Other examples are the Utah Chilean Society, the Islamic Mosque (open house), Calvary Baptist Church, A coalition called Me4U which contains groups like the Japanese American Community League, the National Tongan American Society, the League of United Latin American Citizens, the Chinese American Citizens League, the Greek Festival, SOMOS Dreamers, and the Utah Pride Center. Be open and inquisitive and you will find your event!

Please do not wait until the end of the semester to make your visit. Please submit a 6-8 page report of that event.

This paper should include items such as:

a) How did you gain access?

How warmly were you received?

How much of a part of the group did you feel you became?

b) Would you want to meet again with this group?

Do you have current plans to do so?

c) Did you find your experience troubling? Would you introduce a close friend to this group?

d) Report on what occurred at the meeting, especially taking note of events or ideas that were new to you. Give a few quotes (perhaps paraphrased) from any speakers or leaders of the group.

d) Attach to your report the materials that you were given (such as agendas, bulletins, and the like) or some other concrete proof that you attended.
e) Mention any aging connection you observe or learn about - if none occurs, discuss this as well. This is a gerontology course - I expect you to specifically look for how the population treats its elder members.

f) Share how your impressions of diversity have changed as a result of attendance at this event.

5005 only: Literature Review

Graduate students (5000 level) must complete a review of the most current and relevant literature focused on a particular racial, ethnic, or minority issue related to aging. The focus of the review should consist of recent research that has been conducted on the topic, pertinent factors, prevalence of the problem, prevention or educational strategies proposed, etc. The paper should be 3-5 pages with a reference list that does not count toward the page limit. APA format is required.

What makes a good literature review? Find great information about how to write a good literature review here:

http://writingcenter.unc.edu/handouts/literature-reviews/ (Links to an external site.)

and here:

http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html (Links to an external site.)

A good review of the most recent, relevant literature should come from multiple sources – not just one or two – pertaining to your topic. The page limitation doesn’t allow for a comprehensive review but you should hit the major points and issues. What is recent? Typically, not older than five or six years, unless it is a classic work. It is important to use as your primary sources professional publications, like scientific journals, academic books, chapters in books, and government reports (for instance, from NIH, as opposed to popular press and magazines). Avoid reliance on web sites and recognize that many are not appropriate (some, like Wikipedia, have questionable credibility but you should recognize the bona fide sources like AARP or the American Society on Aging), and please do not just google a topic and expect to get what you need to do the assignment. Googling can be done academically at scholar.google.com. I am not specifying a certain number of references, but do consult whatever it takes to get the info you need to do an adequate report according to the specifications outlined above.

Required Textbooks:
A collection of readings specifically chosen for this course consisting of open electronic record books, selected journal articles, book chapters, and reports are all available through Canvas.
COURSE NUMBERS:

This course meets with GERON 3005 (Undergraduate) and GERON 5005 (Graduate).

Please be sure you are registered for the right class.

When you log into Canvas, the course will say 3005, because both 3005 and 5005 meet together. You must check in CIS to see if you are registered for the correct course. You need to be in 3005 (if you are undergraduate) or 5005 (if you are graduate level). PLEASE contact me if you do not know how to check this and I will help you. It’s imperative to make sure at the beginning of the semester.

More quality in each assignment and assessment is expected of the 5005 level student and they are graded more critically. The 5005 level students have all that the 3005 students have plus extra readings and assignments: additional scholarly articles and the literature review. The 3005 students are of course welcome and even encouraged to read the Canvas articles intended for 5005 students. Please include the class you are registered for (3005 or 5005) on all assignments you turn in.

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 honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. 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 pronoun will be respected. My preferred pronouns are she, her, hers.

Course Policies:

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.

**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 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 to become aware of these issues, as students are responsible to know and understand the Code’s content. Students will receive sanctions for violating one or more of the 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."

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

**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.

Interactive Video Conferencing: Any dialogue you engage in on interactive video conferencing sites that the University of Utah supports, such as ACANO, is publicly available. This is true even in “private” chat rooms or while “instant messaging.” Professional dialogue and behavior is expected at all times.

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.

**WRITING:**

Your writing is expected to be professional and of scholarly quality. If you think your writing may be sub-par, please seek help at the Writing Center on University Campus. http://writingcenter.utah.edu/ “You can become a better writer, right here, right now.”

**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. Thank you for your time and effort in this regard.

**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 EAS Program (http://linguistics.utah.edu/eas-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.
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.

Attendance & Punctuality

"The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor." PPM, Policy 6-100III-O)
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 at www.wellness.utah.edu or 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.

Veterans Center

If you are a student veteran, the U of Utah has a Veterans Support Center 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: https://veteranscenter.utah.edu/. Please also let faculty know if you need any additional support in this class for any reason.

LGBTQ Resource Center

If you are a member of the LGBTQ community, I want you to know that my online classroom and my office are safe zones. Additionally, please know that the University 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.

ONLINE GUIDELINES:

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

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.

Computer literacy: You will need to gain access to a computer and to the Internet at least three (3) times per 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®).
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 or as attachment to an email message you send to yourself). Each student is responsible for making sure assignments (including attachments) are submitted before the deadline, via the Assignment, using the requested software in the required version, with the required extension. This generally means a MS Word® (.doc or .docx) or MS PowerPoint® (.ppt or .pptx) files.

Naming files for submission: When submitting individual assignments, name files with your last name followed by an underscore and the assignment name (e.g., Harrison_endnote1.docx). Do not put spaces in the file names as Canvas inserts a %20 where the space is and may lead to assignment confusion.

Classroom equivalency: 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:

- 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 ?????.
- 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.

COMMUNICATION & CORRESPONDENCE:

- You may reach me at the office number listed on this syllabus, as well as 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 three (3) times per week.
• Students should email faculty through our Canvas inbox.
• 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 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 us.

FACULTY & STUDENT RESPONSIBILITIES:

Your faculty 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 above)
• Perform high quality, constructive evaluations of written work and exams
• Return evaluations in a timely manner
• Make every effort to ensure an environment that is conducive to learning
• Enforce student code

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“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.

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