

## Course Syllabus

Class Mission Statement: In this class we contribute to mutual learning by fostering an inclusive, safe space where we accept mistakes and facilitate growth. We acknowledge that all create as part of our daily lives and we encourage creativity.

|                         |   |
|-------------------------|---|
| Course Number:          | GERON 5240 / 6240   |
| Title:                  | Aging and the Arts  |
| Prerequisite:           | None  |
| Total Credits:          | 3   |
| Didactic Credits:       | 3   |
| Clinical Credits:       | 0   |
| Academic Terms Offered: | Spring Semester   |
| Meeting Time:           | Asynchronous, Online Course   |
| Faculty:                | Jackie Eaton, PhD<br>College of Nursing, Room 5170<br>Office: 801-587-9638<br>Email: jacqueline.eaton@nurs.utah.edu<br>Office Hours: By Appointment |

### Course Description:

This course is designed to explore the influence of artistic expression on the aging experience. Students will study approaches to aging in a variety of disciplines, such as: theatre, art, film, dance, and music. Analysis and critique of creative works will occur in reference to aging and art theory. Students will research and share resources, learn how to utilize artistic knowledge when working with older adults, and examine future trends.

**This course is designated as a Community Engaged Learning Course through the Bennion Center:** Community-engaged Learning (CEL) "involves students, faculty, and community partners working together to apply knowledge in authentic settings in order to address community needs while also meeting instructional objectives. ...it facilitates the integration of theory and practice and offers the opportunity to engage in critical

reflection while developing life skills" (Bennion Center for Community Engagement, University of Utah).

**Required Textbooks:**

Readings for this course will come from a variety of resources, online websites, multimedia, academic articles, autobiography, and storytelling. These will be available to you in each weekly learning module. You will be able to access (and download) the main text for free at the following website:

**Required Text:** Boyer, J. M. (2007). *Creativity matters: The arts and aging toolkit*. Retrieved from <https://www.nationalguild.org/files/resources/public/creativity-matters-the-arts-and-aging-toolkit.pdf>

**Course Objectives:**

The student will:

1. Identify approaches to aging through artistic forms, such as theatre, art, film, dance, and music;
2. Connect aging theories to older adult contributions in the world of art;
3. Integrate creativity and gerontology with personal goals and values;
4. Research, collect, and share resources associated with aging and the arts;
5. Demonstrate the ability to utilize artistic knowledge when working with older adults;
6. Analyze and critique artistic approaches to aging.

This course meets the following competencies necessary for undergraduate and graduate Gerontology education as outlined by the Association for Gerontology in Higher Education (AGHE):

| Course Obj | AGHE Competencies |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |
|------------|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
|            | 1.1               | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 2.1 | 2.2 | 2.3 | 2.4 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 |   |
| 1          | X                 | X   | X   | X   | X   |     | X   | X   | X   |     | X   | X   | X   | X   | X   |     |     |     |   |
| 2          | X                 |     | X   | X   | X   |     |     |     |     |     |     |     |     | X   | X   |     |     |     |   |
| 3          |                   |     | X   | X   | X   |     | X   | X   |     |     |     |     |     | X   | X   |     |     |     |   |
| 4          |                   |     | X   |     | X   | X   |     |     | X   | X   |     |     | X   | X   | X   |     |     |     | X |
| 5          |                   |     | X   |     | X   | X   |     | X   | X   | X   | X   | X   | X   | X   | X   |     |     |     |   |
| 6          |                   |     | X   |     | X   | X   | X   |     | X   |     |     |     | X   | X   | X   |     |     |     | X |

For more information go to

[https://www.geron.org/images/gsa/AGHE/gerontology\\_competencies.pdf](https://www.geron.org/images/gsa/AGHE/gerontology_competencies.pdf)

This course meets the following AACN and John A. Hartford Foundation Institute for Geriatric Nursing recommended Baccalaureate Competencies and Curricular Guidelines for the Nursing Care of Older Adults: #1, #3, #11, #15, #18, & #19

For more information, please see

<https://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/AACN-Gero-Competencies-2010.pdf>

### **Inclusivity/Diversity Statement:**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Teaching Methods:**

I value active, engaged learning. In an online course environment, it is my goal to provide a variety of experiences that offer diverse approaches to learning. As a class of diverse learners, this allows each of you the opportunity to engage with the material in a variety of ways. You may feel enthusiastic about some forms of engaged learning and not as excited about others. Please remember, if it is out of your comfort zone, it is part of growth and learning. The diversity of learning in this class is necessary to match the variety of student needs.

Content is presented from a variety of sources including textbook chapters, journal articles, videos, podcasts, PowerPoint lectures, multi-media presentations, and websites. Application of learning objectives will include class discussion, group work, performance critiques, and presentations. Assignments will give you the opportunity to interact with other students and the course material.

You are taking an online course that requires a high level of initiative, autonomy and the ability to work independently. This course is based on a philosophy of self-directed learning and is delivered in an asynchronous format. This means that there are no required days or times that you must be "logged in" for real-time participation. Synchronous options (chat, Zoom, instant message) are available for group work, instructor office hours, and class communication. However, this course is not self-study. We will be moving through the course materials as a class to foster course engagement and discussion specific to class content. The course requirements are described in this syllabus. You are responsible for completing these requirements according to the defined timelines and deadlines.

### **Evaluation:**

In this course, I ask you to engage with course content, and interact with other students with the goal of expanding your own areas of interest. While arts and humanities may

not be your discipline or even of great interest to you, I challenge you to find ways this material can enhance the skills and work that do interest you. In this course, I ask that you demonstrate engagement with the course material by completing discussions and assignments that apply concepts and knowledge that you've gained from the course. You will be challenged to develop ideas and projects that stem from areas that interest you and also intersect with arts and aging. Some of the major assignments are broken into smaller pieces to facilitate feedback from myself and your peers. These smaller pieces will provide the opportunity for you to revise your work and build it into a final presentation. Evaluation is set up to encourage course engagement, the more you participate, the more you will take away from this course.

### Grading Scale:

| Letter Name | Range |        |
|-------------|-------|--------|
| A           | 100%  | to 93% |
| A-          | <93%  | to 90% |
| B+          | <90%  | to 87% |
| B           | <87%  | to 83% |
| B-          | <83%  | to 80% |
| C+          | <80%  | to 77% |
| C           | <77%  | to 73% |
| C-          | <73%  | to 70% |
| D+          | <70%  | to 67% |
| D           | <67%  | to 63% |
| D-          | <63%  | to 60% |
| E           | <60%  | to 0%  |

### Course Schedule and Content:

Each week of the course begins on Saturday at 12:00 AM and ends the following Friday at 11:59 PM. Some modules will consist of 1 week, while others may cover 2 weeks of time. All assigned coursework, projects and class discussions are due Friday of each week at 11:59 PM. Discussions will have a mid-module deadline for initial posts (i.e., Wednesday for a one-week module, and the first Friday in a 2-week module). All times listed are Mountain Standard Time (MST).

Example: Module 4 begins Saturday, February 11 at 12:00 AM and ends on Friday, February 17 at 11:59 PM Mountain Standard Time.

| Date   | Subject                            | Text   | Assignment  |
|--|------------------------------------|--|---|
| <b>Unit 1: Introduction</b>  |                                    |  |   |
| <b>Module 1</b><br>Jan 9 – Jan 20<br><br>(Jan 16 – Martin Luther King Jr. Day) | Introduction to Aging and the Arts | 1. Intro to course content<br>2. Arts & Aging Toolkit – Ch.2<br>3. Gerontology & Arts<br>4. Beyond stereotypes             | <b>Due:</b> Module 1 Video Discussion; Introductory Quiz<br><br><b>Begin:</b> Art Viewing & Response  |
| <b>Module 2</b><br>January 21 – Feb 3  | Aging & Art Theories               | 1. Theory Presentation<br>2. Arts & Aging Toolkit – ch.1, ch. 3, ch. 4<br>3. Creative Aging                                | <b>Due:</b> Module 2 Discussion<br><br><b>Begin:</b> Community Project Online Training  |
| <b>Unit 2: Senior Theatre</b>  |                                    |  |   |
| <b>Module 3</b><br>February 4 – 10   | Introduction to Senior Theatre     | 1. History of senior theatre<br>2. Theatre for Lifelong Learning<br>3. Age Defying Performance<br>4. Reflection of Reality | <b>Due:</b> <ul style="list-style-type: none"> <li>• Arts &amp; Aging (AA) Presentation: Module 3</li> <li>• Module 3 Discussion</li> </ul>                                   |
| <b>Module 4</b><br>February 11 - 17  | Clinical & Community Theatre       | 1. Drama Therapy in Healthcare<br>2. Creative Expression<br>3. Community Building  | <b>Due:</b> <ul style="list-style-type: none"> <li>• Approval of Art Viewing &amp; Response</li> <li>• Community Project Online Training &amp; Sign up to Practice</li> </ul> |
| <b>Module 5</b><br>February 18 – 24<br><br>(Feb 20 – Presidents Day)           | Working with Senior Theatre        | 1. Arts & Aging Toolkit – ch. 5<br>2. Identify & Practice<br>3. Aging as Art   | <b>Due:</b> <ul style="list-style-type: none"> <li>• Module 5 Discussion</li> <li>• AA Presentation: Module 5</li> </ul>  |
| <b>Unit 3: Visual Art</b>  |                                    |  |   |
| <b>Module 6</b><br>February 25 – March 3                                       | Visual Art                         | 1. Artists as they age<br>2. Stories of Aging and Art<br>3. Folk Art   | <b>Due:</b> <ul style="list-style-type: none"> <li>• AA Presentation: Module 6</li> </ul>   |

|  |                            |  |   |
|--|----------------------------|--|---|
| March 4 - 10                           | Spring Break               |  |   |
| <b>Module 7</b><br>March 11 – 17       | Visual Art,<br>Cont.       | <ol style="list-style-type: none"> <li>1. Art Therapy</li> <li>2. Art and Dementia</li> </ol>  | <b>Due:</b> <ul style="list-style-type: none"> <li>• Module 7 Discussion</li> <li>• Community Project: Practice, Reflection, Community sign-up</li> </ul> |
| <b>Module 8</b><br>March 18 - 24       | Film                       | <ol style="list-style-type: none"> <li>1. Why film and Gerontology</li> <li>2. Representations of old age</li> <li>3. Finding Potential through Filmmaking</li> <li>4. Arts &amp; Aging Toolkit – ch. 6</li> </ol> | <b>Due:</b> <ul style="list-style-type: none"> <li>• Art Viewing &amp; Response</li> </ul>  |
| <b>Unit 4: Dance</b>                   |                            |  |   |
| <b>Module 9 (Wk 1)</b><br>March 25 -31 | Dance                      | <ol style="list-style-type: none"> <li>1. Aging through Dance</li> <li>2. Dance as Exercise</li> <li>3. DMT</li> </ol>   | <b>Due:</b> AA Presentation: Module 9 (week 1)  |
| <b>Module 9 (Wk 2)</b><br>April 1 – 7  | Dance, cont.               | <ol style="list-style-type: none"> <li>4. Community Building</li> <li>5. Dance in LTC</li> <li>6. Arts &amp; Aging Toolkit – ch. 7</li> </ol>  | <b>Due:</b> <ul style="list-style-type: none"> <li>• Module 9 Discussion</li> <li>• AA Presentation: Module 9 (week 2)</li> </ul>                         |
| <b>Unit 5: Music, etc.</b>             |                            |  |   |
| <b>Module 10</b><br>April 8 – 14       | Music                      | <ol style="list-style-type: none"> <li>1. What does music do for aging?</li> <li>2. Arts &amp; Aging Toolkit – ch. 8</li> <li>3. Songwriting Works</li> </ol>  | <b>Due:</b> <ul style="list-style-type: none"> <li>• Community Project</li> <li>• Module 10 Discussion</li> </ul>   |
| <b>Module 11</b><br>April 15 - 21      | What's in the Future?      | <ol style="list-style-type: none"> <li>1. Utah</li> <li>2. Civic Engagement</li> <li>3. Future in Long Term Care</li> <li>4. Future in Research</li> <li>5. Arts &amp; Aging Toolkit – ch. 9, ch. 10</li> </ol>    | <b>Due:</b> <ul style="list-style-type: none"> <li>• Module 11 Discussion</li> <li>• AA Presentation: Module 11</li> </ul>                                |
| <b>Module 12</b><br>April 22 – 25      | Wrap-Up                    |  | <b>Due:</b> AA Presentation: Module 12  |
| <b>Final Exams</b><br>April 27 - 28    | AA Presentation reflection |  |   |

### Course Assignments:

This course is performance and project based. Active participation in the course is required because it will help you engage with the course materials and enhance your ability to develop projects that facilitate your learning. Make a goal to log onto our course site at least 3 times per week. You should read all of the items that are posted (both by the instructor and fellow students) each week. Some class assignments will require that you login to class resources with your email. In order to give you access to these resources, I will use your university email as follows: unid@utah.edu

### Assigned Readings

Weekly readings are assigned that will help you meet learning objectives and complete assignments. One important tip: take notes as you complete the weekly readings. Use these notes to incorporate examples, inspirational quotes, practice tips, and creative application into your discussions and course assignments. This is a great way to demonstrate the work that you are doing.

A total of 500 points are possible in this course. Evaluation is performance/project based. I will provide feedback one week after assignment submission.

| Assignment                     | Points            |
|--------------------------------|-------------------|
| Introductory Quiz              | 2% - 10 points    |
| Class Discussion               | 16% - 80 points   |
| Art Viewing & Response         | 18% - 90 points   |
| Community Project              | 30% - 150 points  |
| Arts & Aging (AA) Presentation | 34% - 170 points  |
| <b>Total</b>                   | <b>500 points</b> |

### Participation/Community Engaged Learning:

Prompt, regular participation and maintenance of professional and personal values conducive to collegiality are important to your success in this class. Participation means that you:

1. Complete activities on time.
2. Actively engage in all activities.

The community engaged learning in this course is associated with the Community Project assignment. This assignment requires that you: 1) complete a professional

training in TimeSlips Storytelling, 2) practice newly learned skills with another student in the class, 3) lead a TimeSlips session with an older adult from our community engaged learning partnerships, and 4) submit two separate reflections about your learning experience during this process. We are partnering with the Utah Geriatric Education Consortium (UGEC) to facilitate community engaged learning. The purpose of UGEC is to enhance healthcare provider workforce capacity to integrate geriatrics and primary care outcomes of older adults using long term services and supports (LTSS) to increase patient, family, and caregiver engagement across rural and urban Utah. Through this partnership, you will have access to long term services and supports organizations, including nursing homes, hospice, and home health. Primary work will occur in partnership with the Home Health and Hospice Association of Utah and the Utah HealthCare Association, as facilitated by UGEC.

### **Late Policy:**

The Gerontology Interdisciplinary Program holds a policy that work will not be accepted late. We have this policy to discourage late work. This policy was developed in response to the large amounts of late work submitted at all levels (undergraduate and graduate). I want you to know that when this policy was instituted, late work decreased across the program. In addition, this policy allowed faculty to be consistent with all students across all classes. I want to be fair and I want to encourage work submission on time. This helps you work through the material as a class, and it helps me grade and return work in a timely manner. (Note: when work is submitted off cycle, it takes a lot more time to grade). For this reason, it is your responsibility to ensure that all work is submitted successfully, in the correct format, by the identified due date and time. You are responsible for contacting me before any extenuating circumstance or when an emergency occurs. In such situations, documentation of the circumstance is required and I will decide if make-up work will be given.

### **Interactive Video Conferencing:**

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

### **University of Utah Student Code:**

**Student responsibilities:** You are expected to maintain professional behavior in the classroom, according to the student code, spelled out in the student handbook. You 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.

**Faculty Responsibilities:** 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 a failing grade. Students will receive sanctions for violating one or more of these proscriptions. Students have the right to appeal such action to the Student Behavior Committee.

<http://regulations.utah.edu/academics/6-400.php>

### **Academic Integrity:**

In this course, integrity means taking responsibility for your own learning journey. This requires academic integrity in doing your own work so that you gain the knowledge and skills as outlined in the course learning objectives. It is my responsibility to take appropriate actions in response to Academic Dishonesty, as defined in the University's Student Code. You may be unaware of what actions fall within the definition of academic dishonesty. Here are some examples to help you understand actions that do not fall within academic integrity:

**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.

### **Syllabus Changes:**

The syllabus is not a binding legal contract. It is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the course schedule to accommodate the needs of our class. Any changes will be announced and posted on Canvas under Announcements.

## 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 and flash drive; and on drive or as attachment to an email message that you send to yourself). You are responsible for making sure assignments (including attachments) are submitted before the deadline, via the Assignment Dropbox, 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 % 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. This means that your behavior within these environments should 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.

### **Email Correspondence:**

- Email communication is the official communication medium of the University. I will respond to your email correspondence within 3 business days (i.e. Monday through Friday) and expect that you will respond to email correspondence in the same time frame. Please re-send your email and/or contact me by phone if you do not receive a response to your email within these parameters.
- Please email me through Canvas for course communication. Sometimes course emails that come to my nurs.utah.edu email get lost amidst other requests.
- 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 me.

### **Faculty Responsibilities:**

I will:

- Treat you with respect
- Inform you of course content, activities, evaluation methods, grading, and schedule
- Convene scheduled classes unless valid reason and notice are given to you
- Respond to email correspondence and phone calls in a timely manner
- 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

### **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](http://safeu.utah.edu).

### **Addressing Sexual Misconduct:**

The University does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX and 34 CFR part 106. The requirement not to discriminate in education programs or activities extends to admission and employment. Inquiries about the application of Title IX and its regulations may be referred to the Title IX Coordinator, to the Department of Education, Office for Civil Rights, or both.

If you or someone you know has experienced sexual misconduct including sexual harassment, we encourage you to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action:

Sherrie Hayashi  
Title IX Coordinator/Director  
Office of Equal Opportunity and Affirmative Action (OEO/AA)  
135 Park Building  
Salt Lake City, UT 84112  
801-581-8365  
[oeo@utah.edu](mailto:oeo@utah.edu)  
Online reports may be submitted at [oeo.utah.edu](http://oeo.utah.edu).

For further information, please see:

[oeo.utah.edu/](http://oeo.utah.edu/)  
[regulations.utah.edu/general/1-012.php](http://regulations.utah.edu/general/1-012.php)  
[regulations.utah.edu/general/1-011.php](http://regulations.utah.edu/general/1-011.php)

### **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](http://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.

### **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.

### **Veteran's Statement:**

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: <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.

**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, which can be managed at any time). 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 or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need any assistance or support, please reach out to the LGBT Resource Center, <https://lgbt.utah.edu/>

**English Language Learners:**

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>) and 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.

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