



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: SLSS

Course and Section #: 1200 X01

Course Title: The 7 Habits of Highly Effective People.

Credits: 3

Course Description

SLSS 1200 is designed to help students learn, teach, and implement *The 7 Habits of Highly Effective People*, by Stephen R. Covey.

This class:

- Provides the foundation for personal leadership by teaching fundamental principles of character and life-changing paradigms.
 - Examines the personal and organizational components of effectiveness.
 - Focuses on high leverage changes such as time management, communication skills, win/win negotiation, and principle-centered life choices.
 - Prepares students for life-long success.
 - Fulfills a requirement for 2 different leadership certificates at UVU.
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Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: [Click here to enter text.](#)

Instructor Information

Instructor Name: Gretchen Palmer

Student Learning Outcomes

- Demonstrate understanding of key concepts and skills related to personal effectiveness
- Apply principles of personal leadership and management through practice and self-reflection
- Engage in a process of changing one's own thinking and behaviors to transition from dependence to independence, and ultimately, to interdependence.
- Evaluate existing paradigms to achieve higher levels of metacognitive and critical thinking.
- Develop a principle-centered approach to personal effectiveness and change

- Engage in an ongoing practice of intentional self-awareness and awareness of other points of view
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Course Materials and Texts

The 7 Habits of Highly Effective People, by Stephen R. Covey

- Any edition of this book is acceptable. The page numbers will be different, but the content is the same for all print editions, eBooks, or audio books.
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Course Requirements

Course Assignments, Assessments, and Grading Policy


Discussions

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Discussions are due on **Fridays**--you must respond to the discussion prompt and comment on 1 student post by the due date. You have until Sunday to comment on 1 additional post. If your post is late, you will lose points on the discussion. You can look at the rubric to see how discussions are graded.

Discussion Tips

- **Look for my posts!** When I post on the discussion board, I often ask follow up questions in an effort to build on the ideas shared on the discussion board and make connections between students' ideas and experiences and key concepts that we are learning. PLEASE pay attention these posts!
 - **Make connections and Share them.** It is important for you to make connections between the concepts that you're learning and life experiences. Share the connections you are making on the discussion board by tying concepts together, referencing specific things that you have read in the text or learned on Canvas, and sharing how you have applied these concepts in your life.
 - **Read ALL posts on the discussion board.** In a face to face classroom, you would be *listening* to all classmates but not necessarily responding to everyone. The best way to learn from your classmates is to take the time to read what each of them has to say!
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 Please watch this short video on discussion boards (developed by BYU-Idaho). Importantly, it describes all expectations for our learning through online

discussions: <https://www.youtube.com/watch?v=jvLs96eO2Gc&t=39s>

Written Assignments

- **Learning Journals:** You will submit a learning journal for each habit. The purpose of these learning journals is to create an individual, reflective venue to explore meaning, apply concepts, and deepen understanding. These will vary in length and structure. For instance, you will be asked to teach key concepts to someone else in your life and write about this teaching experience in your learning journal. You will be asked to complete an in-depth application activity and then write about. The learning journal assignments include a file that you download, complete all of the different activities, and then submit your completed assignment. You can find a specific grading rubric on each assignment page.
 - **Short Reflections:** These short written reflections usually accompany a video or other activity that you complete and then respond to a few questions.
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Mission Statement Project

- **Habit 2 - Personal Reflection:** You will complete a learning journal in the Habit 2 module about creating a life's legacy. This activity is meant to help you start thinking about your own life mission, who you want to be, and what you want your life to mean.
 - **Habit 2 - Rough Draft:** You will submit a rough draft of your mission statement when we are learning about Habit 2. The learning journal will have you respond to a series of interesting questions about yourself and the last question will be a summary of what you've learned—or—a rough, **written** draft of your mission statement. Further instructions will be in the module for Habit 2.
 - **Final Draft:** At the end of the semester, you will submit your final draft of your mission statement through the course web site.
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Quizzes and Exams

- You will complete a reading quiz for every chapter assigned in *The 7 Habits of Highly Effective People*.
- Both the **midterm** and **final** exam will be distributed electronically through this course web site; therefore, we will not be utilizing a physical location like a classroom or the Classroom Testing Center.
- The **final** will be completed during the scheduled Finals Week.

Grading Scale:

The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D
Percent	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-65%

Assignment Categories

Activity	Percent
Discussion Participation & Reading	20%
Learning Journals & Reflections	40%
Mission Statement Project	10%
Exams	30%

Late Work Statement:

- Procrastination will never be an acceptable excuse! Computer and WiFi issues do not constitute emergencies unless you've left things until the last minute—which means you've procrastinated (see the previous sentence).
- Students who experience life-altering circumstances (e.g. illness, death of a loved one, etc.) will be given an opportunity to submit their work for full credit **IF** they communicate with the instructor to explain the situation in a timely manner. Clear and regular communication is expected and will be critical for the instructor and student to work together and complete the missing work.

Learning Journal and short reflection assignments:

- 1 day late = 10% reduction
- 2 days late = 20% reduction
- 3 days late = 30% reduction
- 4 days late = 40% reduction
- 5-7 days late = 50% reduction
- More than 1 week late = no credit

Reading Quizzes: Late quizzes receive an automatic 20% reduction in points.

Online Discussions: Late points assessed as per the rubric.

Exams: No late exams accepted.

Extra Credit is not available.

Required or Recommended Reading Assignments**Module 1: READ**

- SLSS 2500 Syllabus (Course Orientation)
- Get to Know Your Instructor (Course Orientation)
- Intro to Leadership for Personal and Social Impact (Course Orientation)
- Module 1: Overview (Module 1)
- Leadership Theories (Module 1)

Module 2: READ

- Module 2: Overview
- Positive Psychology Explained
- P.E.R.M.A. - A New Theory of Well-Being

Module 3: READ

- Module 3: Overview
- Character Strengths and Virtues Model

Module 4: READ

- Module 5: Overview
- Read: VIA Top 5 Character Strengths Report
- The Meaning of Life - the M in PERMA

Module 5: READ

- Advanced Issues of Applying Character Strengths
- Strengths Use - Overuse/Underuse/Optimal Use

Module 6: READ

- What is Perfectionism?
- Dangers of Self-Criticism
- 3 Elements of Self-Compassion

Module 7: READ

- Curiosity and the Importance of Asking Questions
- Intro to Strengths-Based Questions

Module 8: READ

- Module 8: Overview

Module 9: READ

- Module 9: Overview
- Strengths Spotting

Module 10: READ

- Module 10: Overview

Module 11: **READ**

- Module 12: Overview
- PERMA Project
- Design Step 1: Empathize
- What is a User Persona?

Module 12: **READ**

- Module 12: Overview
- Creativity and Change
- Brainstorming 101

Module 13: **READ**

- Module 13: Overview
- Awe - The 8 Wonders of Life

General Description of the Subject Matter of Each Lecture or Discussion:

Week 1: Course Orientation:

Week 1 covers an overview of the course. The students look over the syllabus, my information as their instructor, the course schedule and take a syllabus quiz. They have an assignment to update their profile and notifications.

Week 2 - Module 1: Introduction and Personal Leadership:

Week 2 is an introduction to the course and the students learn that “personal leadership” is a core theme of this course. The students identify personal leadership skills they want to develop this semester, they practice self-leadership through self-reflection and setting personal goals for the semester as well as engage in practicing intentional self-awareness.

Weekly Activities:

Read

- M01: Read - Intro to Leadership for Personal and Social Impact
- No textbook reading assignment this week

Listen

- M01: Listen - Achieving Your Private Victory Over a Lifetime

Discuss

- M01: Discuss - Introduce Yourself and Meet Others

Submit

- M01: Self-Assessment and Semester Goals

Week 2 - Module 2: Foundation, part 1:

In week 3 the students start learning about the 7 habits by learning what lies at the foundation of all the habits. They will come to understand the power of paradigms, principles, and the inside-out process of growing and changing. They are beginning a process of understanding who you really are.

Weekly Activities:

Read **

- *The 7 Habits of Highly Effective People*
 - Part 1: Paradigms and Principles
 - Part 3: Public Victory - Paradigms of Interdependence

Complete

- FP.1: Quiz - Foundational Principles

Watch

- FP.1: Watch - Roots of Effectiveness
- FP.1: Watch - Your P/PC Balance

Review

- FP.1: Review - Maturity Continuum
- FP.1: Review - Principles and Values

Listen

- FP.1: Listen - The Controlling Influence of Habits

Discuss

- FP.1: Discuss - Habits

Submit

- FP.1: Understanding & Teaching

Week 4 – Module 4: Foundational Principles, part 2:

Student will have an opportunity this week to reflect on their paradigms, especially their self-paradigms. They will work on increasing their awareness of who they are and how they see themselves and their circumstances is necessary to effectively lead their life.

Weekly Activities:

Listen

- FP.2: Listen - Why Are Paradigms So Difficult to Shift?

Watch

- FP.2: Watch - See-Do-Get
- FP.2: Watch - The Social Mirror

Complete

- FP.2: Perception vs. Reality

Discuss

- FP.2: Discuss - Paradigm Shifts

Submit

- FP.2: Personal Application

Week 5 – Modules 5: Be Proactive - Habit 1, part 1:

In week 5, students will learn about the 1st habit which is, Be Proactive. They will learn that Habit 1 is the habit of choice. They will learn that they can choose their response to whatever happens to them. Habit 1 is about the “conscious endeavor” to act and positively impact their circumstances. It is the power to recognize the choices they can make to influence their situation and lead their own lives.

Weekly Activities:

Read

- Habit 1: Be Proactive, Principles of Personal Vision

Complete

- H1.1: Quiz - Habit 1

Listen

- H1.1: Listen - Proactive or Reactive (like "Old Faithful")

Watch

- H1.1: Watch - Carry Your Own Weather
- Proactive Language (*included with discussion, Power of Language*)

Discuss

- H1.1: Discuss - The Power of Language

Submit

- H1.1: Understanding and Teaching

Week 6 – Module 6: Be Proactive, part 2:

Week 6 is part 2 of Habit 1. The students continue to learn that self-awareness is key to becoming proactive, and one challenge they may face can be identifying paradigms and attitudes in themselves that lead to reactive behavior. These are some of the questions they will ponder and answer: Do you tend to see your life circumstances through a “victim” paradigm or a “choice” paradigm? Do you tend to be reactive or proactive? At the end of this section, they should understand they are the ones who are in charge of their lives, and they are the ones who are in control.

Weekly Activities:

Listen

- H1.2: Listen - Those Who Make it Happen and Those Who Get Happened To

Discuss

- H1.2: Discuss - Stone and Habit 1 NEW

Watch

- H1.2: Watch - Circle of Influence and Transition Person

Submit

- H1.2: Determinism
- H1.2: Personal Application

Week 7 – Module 7: Habit 2 - Begin with the End in Mind:

Week 7 is all about Habit 2 and the students will learn that this habit is a “personal leadership habit”. It focuses on recognizing their life center, defining their life purpose, creating a “big picture” vision of their life, and writing their mission statement. Habit 2 is about imagining possibilities, seeing their potential, and choosing who they want to be and what they want their lives to mean. It is the COMPASS habit—personal leadership is about envisioning their end in mind and choosing a direction that will help them move toward that end in mind.

Weekly Activities:

Read

- Habit 2: Begin with the End in Mind - Principles of Personal Leadership

Complete

- H2: Quiz: Habit 2

Listen

- H2: Listen - Power to Create Your Own Life

Watch

- H2: Watch - Two Creations with Stephen Covey
- Begin with the End in Mind (*included with discussion*)
- Life Centers with Stephen Covey (*on assignment page*)

Review

- H2: Review - Leaving a Legacy
- H2: Review - Ideas and Tips for your Mission Statement

Discuss

- H2: Discuss - Default or Design?

Submit

- H2: Understanding Your Life Center
- H2: Personal Reflection - Mission Statement
- H2: Rough Draft - Mission Statement

Week 7 – Module 7: Habit 3 - Put First Things First, part 1:

Habit 3 is the *personal management habit*. While Habit 2 focuses on personal leadership -- imagining possibilities, seeing potential in the "big picture" of their life, and choosing where they want to go. Personal management is determining HOW they are going to get there. It's breaking down their life mission into manageable steps they can take now and goals they can accomplish over time to reach their end in mind.

Weekly Activities:

Read

- Habit 3: Put First Things First - Principles of Personal Management

Complete

- H3.1: Quiz - Habit 3

Listen

- H3.1: Listen - How Well Are Your Tires Aligned?

Discuss

- H3.1: Discuss - Time Management Issues

Submit

- H3.1: Time Matrix
- H3.1: Understanding and Teaching

Week 8 – Module 8: Habit 3 - Put First Things First, part 2 and Habit 7 - Sharpen the Saw:

Habit 3 is about DOING IT! It is the CLOCK habit. The students will learn more about how personal management being wise with their time and using their time to accomplish their end in mind. It is focusing on their goals, creating a plan with all the essential elements, and moving in the right direction

day-by-day. It is a reminder to them not to wait until later to start becoming the person they want to be and create the life they imagine.

Habit 7 is the habit of renewal. The students will learn about the importance of self-care. They will learn to remember and plan time to take care of themselves and their needs when they are creating their weekly plans.

Weekly Activities:

Read

- "Peace of the Results" from *First Things First* - reading included in this module
- **Habit 7: Sharpen the Saw** - Principles of Balanced Self-Renewal

Complete

- H7: Quiz - Habit 7 and "Peace of the Results"

Listen

- H3.2: Listen - The Mexican Fisherman and the Harvard MBA
- H7: Listen - Sharpen the Saw (or Put Gas in the Car!)

Watch

- H7: Watch - Daily Private Victory

Discuss

- H7: Discuss - Achieving Your Goals

Submit

- H3.2: Weekly Planning
- H7: Learning Journal

Week 9 - Module 9: Midterm Exam:

Week 9 is when the students take their mid-term. They will need to demonstrate that they understand the 3 habits they learned, separately, and all the foundational principles they've learned up to this point. They need to demonstrate that they understand these concepts and that they can synthesize their meaning as it is applied in their lives.

Weekly Activities:

Review

- Review - Private Victory Habits

Watch

- Midterm Movies

Submit

- Midterm Exam, part 1
- Midterm Exam, part 2

Week 10 - Module 10: Habit 4: Think Win-Win - part 1:

Week 10 the students begin studying the public victory habits. They will learn that Stephen Covey teaches that: "We should remember that effective interdependence can only be built on a foundation of true independence." They will need to apply all that they've learned about self-leadership if they want to be effective building relationships and working with others.

Weekly Activities:

Read

- Habit 4: Think Win-Win, Principles of Interpersonal Leadership

Complete

- H4.1: Quiz - Habit 4

Listen

- H4.1: Listen - Captain Crunch

Watch

- H4.1: Watch - Public Victory and Habit 4 Power Point

Discuss

- H4.1: Discuss - Tic-Tac-Toe

Submit

- H4.1: Understanding and Teaching

Week 11 - Module 11: Habit 4, part 2:

You don't have to blow out the other person's light to let your own shine. ~ Bernard M. Baruch

The quote above highlights one of the most important aspects of Habit 4: Think Win-Win. The students will learn about courage and consideration in this module, and they will learn why it is important to find a balance between them. Courage is the ability to find their voice and share their points of view, and consideration is the ability to give another person the safe space they need to find their own voice and share their views. The quote above reminds them that they can share their thoughts and listen to others. They will learn that this is the essence of what it means to *think* win-win.

Weekly Activities:

Review

- H4.2: Review - Maturity Continuum, Habit 4

Listen

- H4.2: Listen - Building a Win-Win Character is HARD, but It's Worth It!

Watch

- Win-Win Thinking (*included with this week's short reflection*)

Discuss

- H4.2: Discuss - Courage and Consideration

Submit

- H4.2: Recognizing Scarcity
- H4.2: Win-Win Agreement

Week 12- Module 12: Habit 5 - Seek First to Understand, then to be Understood:

Week 12 is about Habit 5, and Habit 5 is the habit of mutual understanding. Students must recognize their own biases and assumptions and consciously let go of what they think they know about another person if they want to understand them. Student will take time this week to find out their biases, assumptions and learn how to let go of them so they can understand others. They will learn that when

they begin to hear the other person and see the situation through their frame of reference, true and lasting connection can happen.

Weekly Activities:

Read

- Habit 5: Seek First to Understand, Then to Be Understood - Principles of Empathic Communication

Complete

- H5.1: Quiz - Habit 5

Listen

- H5.1: Discuss - Shut Up and Listen!

Watch

- H5.1: Watch - Diagnose Before You Prescribe

Review

- H5.1: Review - Maturity Continuum, Habit 5
- H5.1: Review - Listening and Autobiographical Responses

Submit

- H5.1: Masks and Vulnerability
- H5.1: Listening Assessment

Week 13 - Module 13: Habit 5, part 2:

In week 13, Stephen Covey teaches the students how to be empathetic: “Empathic listening gets inside another person’s frame of reference.” Students learn that empathy is a lens they can look through, and be able to see the world the way that person sees the world. They learn that empathy helps us understand the other person’s paradigm and understand how they may feel. Students learn that in both cases, empathy is the ability to see and feel what another person is experiencing. It's looking through their paradigm and understanding how they see their situation.

Weekly Activities:

Listen

- H5.2: Listen - Empathy is *hard*, but It's worth it!

Watch

- H5.2: Watch - Listening videos with Stephen Covey
- H5.2: Watch - Empathic Listening PowerPoint

Discuss

- H5.2: Discuss - What Would You Say?

Submit

- H5.2: Sympathy vs. Empathy
- H5.2: Application - Empathic Listening

Week 14 – Module 14: Habit 6 – Synergize:

If we cannot now end our differences, at least we can help make the world safe for diversity.

~John F. Kennedy

In the quote above, President Kennedy encourages us to make the world safe for diversity. The differences that exist between us are the heart of interdependence and synergy. The students will learn

about how Stephen Covey explains, “The essence of synergy is to value differences—to respect them, to build on strengths, to compensate for weaknesses.” As they learn about Habit 6, they will see what can happen when they live by the principles underlying each habit, synergy. They will learn that they can be a part of all the possibilities that come from creative cooperation.

Weekly Activities:

Read

- **Habit 6: Synergize**, Principles of Creative Cooperation
- **Part 4: Renewal, Inside-Out Again** (*last chapter in the book, after Habit 7*)

Complete

- H6: Quiz - Habit 6

Listen

- H6: Listen - What Do YOU Do With a Difference?

Watch

- H6: Watch - The Nature of Synergy
- H6: Watch - Creating Synergy and a Third Alternative

Discuss

- H6: Discuss - Finding a Third Alternative

Submit

- H6: Hidden Biases
- H6: Learning Journal

Week 15 – Module 15: Pulling it all Together:

Week 15 is all about putting everything they’ve learned together and plan how they are going to use the information they’ve learned over the course of the semester and apply it to their lives moving forward and in the future.

Weekly Activities:

Listen

- M15: Listen - Now What? Sticking to Your Flight Plan

Discuss

- M15: The Last Discussion

Submit

- M15: Final Draft - Mission Statement

Looking Ahead

- M15: Looking Ahead - More Leadership Courses
- Overview - Final Exam - look at the exam overview page now so you can plan to get everything done

Week 16 – Finals Week:

Their final exam is an opportunity to reflect on what they have learned and look forward -- how will this material continue to affect their thinking, learning, actions, and goals?

There are 3 parts to their final and each part is as follows:

Final Exam, part 1

- You will answer questions to assess how well you have learned the course objectives. You will find a link on the assignment page to complete this part of the exam.

Final Exam, part 2

- You will answer questions about personal leadership skills and the goals you have set this semester.

Final Exam, part 3

- You will complete the post-test assessment of the 7 Habits and compare your results to your pre-assessment.
- You will watch a short video and write about your own transformational learning experience. This part of the exam focuses primarily on personal application and personal reflection.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your personal reflection and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as

participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.