



## 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:** SOC

**Course and Section #:** 1010-008

**Course Title:** Introduction to Sociology

**Credits:** 3

---

### ***Course Description***

Introduces basic sociological concepts, including theories and research methods. Explores major sociological topics, such as culture, globalization, socialization, groups, organizations, social institutions, social change, and social inequality. Challenges students to think critically about social issues on global and local scales and reflect on their life experiences from a sociological perspective

---

### ***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:** Charles Levy

---

### ***Student Learning Outcomes***

1. Analyze global or intercultural issues.
  2. Recognize the complexity and variety of different cultural groups.
  3. Evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.
  4. Interrelate respectfully with individuals representing cultures and perspectives other than one's own.
  5. Investigate social issues from a sociological perspective.
  6. Explain how social forces affect individuals' life chances and community-level outcomes.
  7. Develop basic research skill sets to identify social problems and explore research questions.
  8. Apply sociological theories and concepts to real life experiences.
- 

### ***Course Materials and Texts***

<https://openstax.org/details/books/introduction-sociology-3e>

---

## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

#### ***Chapter quizzes:***

There is a lesson quiz each week based on the readings, power point slides, and lecture videos. Each quiz consists of 10 multiple-choice questions. Students are discouraged from using any study aids. You may take each quiz twice, with the highest score being counted as your final score.

#### ***Tests:***

There are a total of 4 tests in this class, each consisting of 50 multiple-choice questions randomly selected by canvas. All questions are based on the PowerPoint slides, the textbook, and course lectures.

Each test is limited to 60 minutes. Students may take each test once. Each question is worth 1 point, and the maximum score for each test is 50 points. All tests must be completed in class/ online.

The tests require critical thinking based on the readings. It is important to study the textbook and power point slides thoroughly before taking the tests, as inadequate preparation may result in insufficient time or lower scores.

#### ***Final exam:***

The final exam is not cumulative. Be sure to review the PowerPoint slides, lecture videos, and the textbook before taking the exam.

You are not allowed to use the textbook or study aids during the test. You should prepare as if you are not permitted to use them. Make sure you understand and remember all major concepts. Keep in mind that each test has a time limit.

The final exam consists of 50 multiple-choice questions, totaling 50 points. The time limit for the exam is 50 minutes, and you may take it once.

#### ***Paper:***

Students are required to write a paper for this class. The paper must be original. Papers submitted in other classes cannot be reused in this class. Any paper with a plagiarism score higher than 10% will receive zero points. The description of the paper description is posted on the module.

#### **Instructions for Research Assignment**

Each student will complete one research assignment. This will be FIVE double-spaced typed paper and will be worth one hundred (100) points. You should choose a topic that will allow you to relate it to a social problem, issue, or phenomenon of some kind. Use the library and internet to find information on your topic. There is a library research link on the Canvas course page.

For your topic, write a five-page essay using ASA format, which you will find on the course website.

Here are the elements necessary to get a full 100 points on your assignment.

**TOPICS:** Choose two topics (one of your own, and one sociological concept: Latina Gang Membership in the inner city explained by Sutherland's Differential Association Theory. Relate the two together like a question and an answer (Your topic= Question, Sociological Concept= Answer). Your research question would be something like How does Sutherland's Differential Association Theory explain why Latina's join gangs in the inner city.

**PERSPECTIVE:** Choose a sociological paradigm/perspective as a lens to analyze your topic (Structural-Functionalism, Social Conflict, Symbolic Interactionism, Exchange Theory, Feminist Theory, Post-Modernism, etc.)

### 3. THESIS PARAGRAPH / INTRODUCTION:

Your two topics

How your two topics are defined

What sociological perspective/paradigm you will use

How the topics relate to one another through the sociological paradigm

4. **FINDINGS:** Try to present the data or information you succeeded in finding just like you were talking to the class and making a presentation of some sort. Make sure to link the topic to a social issue, problem, or phenomenon. In this example, I want to link my findings on why Latina's join gangs to a sociological theory known as Differential Association. I would look at sociological research based on socialization among Latina's and how that might contribute to their joining gangs. I would then relate those findings to my knowledge of the sociological concept -- in this case Sutherland's Differential Association Theory.

(5) **REFERENCES AND CITATIONS** used for this report: Provide citations and references for ALL of your works cited. Please see the citation format here and here.

You must have at least three sources (books, journal articles, and internet stats)

Provide the sources at the end of the report in a references section

Your sources should not be more than 10 years old.

If you in fact provide me with all of the information that I have outlined above, in a clear and concise manner, you will receive one hundred (100) points for that assignment.

### ***Sociological Analysis Assignments:***

The purpose of the weekly activities is to challenge students to think from various perspectives. Students are required to post logical arguments and respond to each other's posts. Please respect others' perspectives and learn from different viewpoints. Disrespectful, aggressive, or attacking posts will receive zero points.

The main essay must be grammatically correct, contain sociological insights, and be at least 3 double-spaced typed pages long. Extra credit will be awarded for excellent posts that include insightful comments and strong logical arguments.

The four SAA assignments are as follows:

Sociological Analysis Assignment 1

### SOCIOLOGICAL IMAGINATION AUTOBIOGRAPHY

Instructions:

Write a THREE-PAGE (double-spaced) biography describing your life as a reflection of themes presented in *The Sociological Imagination* by C.W. Mills.

Be sure to have a COVER PAGE for your essay (DO NOT use MLA format) That cover page should have: The Assignment Title, Your Name, and the Date

Discuss each concept separately, defining it based on the lecture (not from a book or the internet). Relate each concept to your life in the past and present (both).

Underline each term the first time (only once), you use it in the essay.

You must have a full three pages in order to receive full credit. The three pages DO NOT include the cover page.

Please have an introduction, body, and conclusion.

Describe your life and how you came to be who you are today based on the in-class lecture and PowerPoints on *The Sociological Imagination* by CW Mills using the specific concepts below:

Alienation

Apathy

Information Overload

Moral breakdown

Lack of Common values

Biography

Society

History

Relativity of perspectives

Personal troubles

Public Issues

Blaming psychology for problems  
Blaming biology for problems

## ***SOCIOLOGICAL ANALYSIS ASSIGNMENT 2: CULTURE***

ASSIGNMENT: Culture is the learned set of language, symbols, beliefs, values, and even the tools we share. Culture includes the way we think. Culture provides guidelines for how we act. Culture also gives us a way of interpreting the world around us. Your assignment is to identify a culture different from your own in a common everyday setting. For this assignment, you will choose a restaurant, grocery/merchandise store, museum, or other business or establishment, representative of a particular culture. Consider a culture to be attached to a particular country. **YOU MAY NOT CHOOSE SOMETHING FROM YOUR OWN CULTURE, OR AMERICAN CULTURE.**

**DO NOT CHOOSE A CONTINENT, OR ANY ESTABLISHMENT THAT REPRESENTS MULTIPLE CULTURES UNLESS YOU FOCUS ON A SINGLE CULTURE WITHIN.**

You will identify key aspects of the relevant culture and relate them to the ten sociological concepts from Chapter 3 of your text and PowerPoint. You may also speak with an employee/owner/worker about that culture.

In your essay, you will go into detail regarding examples you found and relate them to the concepts as well as your perceptions and feelings doing the assignment. Feel free to go into detail relating the sociological concept to what you experience.

You will take a picture (from your phone) to represent each of the TEN concepts for PART 2 of the assignment. -- ALL PICTURES MUST COME FROM YOU AND BE OF THE LOCATION YOU VISITED

Please have a cover page (as well as three full pages of writing) in order to receive full credit.

PART 1 (25pts): Please provide a THREE-PAGE (double-spaced) writeup -- with cover page -- identifying the below aspects of culture as they relate to the place you have chosen to observe. Please define each concept and underline it as you connect it to what you have found. Make sure you identify the name and location of your chosen business in the introductory paragraph. Please upload the essay on the due date.

Write a THREE-PAGE (double-spaced) essay. Be sure to have a COVER PAGE for your essay (DO NOT use MLA format) That cover page should have: The Assignment Title, Your Name, and the Date

Discuss each concept separately, defining it based on the lecture and text, not the internet.

Underline each term the first time (only once), you use it in the essay.

You must have a full three pages in order to receive full credit. The three pages do NOT include the cover page.

You will identify and provide examples of the following characteristics of culture:

Culture shock  
Folkways  
Laws  
Material culture  
Mores  
Non-material culture  
Norms  
Sapir-Whorf hypothesis  
Symbols  
Values

PART 2 (25pts): You will create a PowerPoint presentation (or Google Slides, a PDF, or a link) for the class to see and comment on. The assignment will contain 11 slides (1 Title Slide and 10 slides, each one representing a concept).

Each slide should contain one picture with the concept name at the top. The slide should also contain a brief discussion of how the concept relates to the picture.

You will upload the picture to the DISCUSSION FORUM named SAA2.

You will comment on at least two other people's presentations (a paragraph) in order to receive full credit.

## SOCIOLOGICAL ANALYSIS ASSIGNMENT 3: SOCIALIZATION

**ASSIGNMENT:** Socialization is a continuing process whereby an individual acquires a personal identity, which includes the learning of language, norms, practical knowledge, and customs necessary to survive in a society. For this assignment, you will choose three people to interview that have/had a strong influence on you through socialization during your life such as parents, family members, teachers, close friends, or anyone else that shaped you as you were growing up. You will identify key aspects of the relevant individuals in your socialization and relate them to the sociological concepts from Chapter 5 of your text and PowerPoint.

Your job is to interview the people you have chosen using questions you create based on the concepts below. In your essay, you will go into detail regarding examples you found and relate them to the concepts as well as your perceptions and feelings doing the assignment. Feel free to go into detail relating the sociological concept to what you experience.

**PART 1 (25pts):** Please provide a **THREE-PAGE** (double-spaced) writeup -- with cover page -- identifying the below aspects of socialization as they relate to the people and concepts you are using. Please define each concept and underline it as you connect it to what you have found. Please upload the essay on the due date.

Write a **THREE-PAGE** (double-spaced) essay. Be sure to have a **COVER PAGE** for your essay (**DO NOT** use MLA format) That cover page should have: The Assignment Title, Your Name, and the Date

Discuss each concept separately, defining it based on the lecture and text, not the internet).

Underline each term the first time (only once), you use it in the essay.

You must have a full three pages to receive full credit. The three pages do **NOT** include the cover page.

You will choose a sociological theory of socialization to relate your personal life experiences.

You will interview someone considered a **Primary Agent of Socialization** like a parent or somebody responsible for raising you.

You will interview someone considered a **Secondary Agent of Socialization** like a teacher -- but possibly a mentor, clergy, therapist, boss, or someone who is not a friend or a family member.

You will interview a best friend -- someone who has had a profound influence on your life. Someone who helped shape you into who you are.

You will choose an aspect of the mass media -- a book series (or book), a TV show, a musician or band, a YouTuber, Twitch or TikTok personality, an Influencer, etc. and explain how it influenced your life.

You will write interview questions based on the sociological concepts below and find out how the people you interview have shaped the aspects of who **YOU** are listed below.

Please have a cover page (as well as three full pages of writing) to receive full credit.

You will identify and provide examples of the following characteristics of socialization:

1. TITLE SLIDE (1)

2. A sociological theory of socialization (Cooley, Mead, Gilligan, or Erikson) -- DO NOT USE A PSYCHOLOGICAL THEORY (2)

3. Agents of socialization

Family

Primary Socialization (3)

Personality (4)

Self (5)

Self-identity (6)

School

Secondary socialization (7)

Hidden Curriculum (8)

Cohort (9)

Peers

Anticipatory socialization (10)

Personality (11)

Self (12)

Self-identity (13)

Peer pressure (14)

Mass media (15)

5. OUTLINE FOR SLIDES AND PAPER:SAA3-1-2-1.jpg

PART 2 (25 pts): You will create a PowerPoint presentation (or Google Slides, a PDF, or a link) for the class to see and comment on. The assignment will contain 15 slides (1 Title Slide and 14 slides, each one representing a concept).

Each slide should contain one concept, the interview questions, the responses, and how their response relates to the concepts.

You will upload the picture to the DISCUSSION FORUM named SAA3.

You will comment on at least two other people's presentations (a paragraph) in order to receive full credit.



## SOCIOLOGICAL ANALYSIS ASSIGNMENT 4: BREACHING EXPERIMENT

THIS IS A GROUP ASSIGNMENT. I WILL BE ASSIGNING YOUR GROUPS LATER IN THE COURSE.

**TASK:** Think of a social norm to violate. It should be a situation where everyone knows what the appropriate behavior would be without even having to think about it, and it can be as daring as you want, with the sole limitation that it cannot be anything illegal or harmful to yourself or others. It is important that don't tell anyone what you're doing or that this is an assignment. You should act as though what you are doing is perfectly normal! Note, however, that you are likely to make the people around you quite uncomfortable because it will upset their expectations and disrupt the automatic flow of social interaction.

Violate this norm over a long enough time to permit yourself to observe at least fifteen reactions from others. (If you are having trouble getting people to react, perhaps your norm violation isn't really a violation, after all, and you should try something a little more daring.) Make sure everyone in the group participates in the project. You should have something to write on, such as a notebook, and a writing utensil so that you can take notes about other people's reactions and your own personal feelings throughout the process. Group members will film the event and post it to the course website via YouTube, the Canvas video service, or some other video platform service.

A few examples of norm violations (though you should come up with your own ideas):  
Strike up a conversation with the stranger in the stall next to you in a public restroom.  
Go to a sports event or concert and instead of watching it, quietly do your homework.  
Stare intently at people in the eye, without smiling and without looking away.  
Don't bathe or wash your hair for a week.

**PURPOSE:** Social interaction proceeds more or less uninhibited in everyday life because people have shared definitions of and expectations about routine situations. As we go about our day, we assume that people are going to behave in a certain way and observe certain norms. When they don't, we may sometimes know how to respond, because we have seen that kind of violation before. For example, if someone cuts in front of us in line, we probably already know how we would react to that breach of common courtesy.

But other norms are so ingrained and automatic; that we can hardly imagine anyone breaking them. Because we have never been confronted with the behavior, we have no preset idea of how to react when someone fails to behave "normally." For instance, if you were sitting in a near-empty cafeteria, and a stranger suddenly sat down directly beside you, how would you react? Chances are, you have no idea because it's just not something people ever do. This assignment calls for you to breach a social norm, either by doing something one is not supposed to do or by not doing something that is considered standard behavior in that particular situation.

**CRITERIA:** Your write-up should be FOUR PAGES and formatted as follows:

**Method:** This should be a short paragraph telling what you did and how you did it. If you violated a particular norm, please explain which norm you violated—i.e., what is normally done vs. what you did differently.

**Findings:** You should share at least two things in this section: your personal feelings—before engaging in your norm violation, during, and afterward—and other people’s reactions during the violation. In addition, if anything else substantial happened because of the norm violation (e.g., your friend or significant other got mad at you), include this here as well. You should not list every single detail about your experience; rather, you should present an overview of the kinds of reactions you got and feelings you experienced, using details to illustrate. See if there’s a pattern in how they respond. If something exceptionally interesting happened, mention it.

**Discussion:** Discuss and reflect on your findings. Here you will explain your findings. Using the concepts and ideas discussed and read thus far, how can you understand and interpret the interactions of others?

How can you understand your own experience? You might also develop your own theory for the reactions of others (although this is not a requirement).

You too should clearly define your terms and cite the readings in Chapter 4: Social Structure and Interaction. This means drawing on concepts from the reading, explaining the concepts, and using the concepts to explain your findings and conclude why people reacted the way they did.

What you should try to accomplish with this assignment:

The imaginative idea that fulfills the assignment (e.g., breaks a clear norm, can be expected to elicit responses)

Writing clarity (e.g., the extent to which we can understand what you are trying to say)

Includes clearly separate sections describing your methods, findings, and analysis.

The findings section should include descriptions of a variety of responses from others and your own feelings during the experiment.

The analysis section should include your social-psychological explanation for why people reacted the way they did and why you felt the way you did.

The explanation/argument should be clear and well-organized.

**Extension:**

With legitimate and documented reasons, quizzes and tests can be extended by up to 3 days (however, there is no make-up exam for the final). After 3 days, students will receive no credit. Therefore, students are encouraged to submit early.

**Grading:**

Scores are posted online, and students are encouraged to check them regularly.

	Points Each	Frequency	Total
Exams	50	4	200
SAA Assignments	50	4	200
Thesis	25	1	25
Paper	100	1	100
Total			525

**Grading Scale:**

	A: 488-525	A-: 473-487
B+: 457-472	B: 436-456	B-: 420-435
C+: 404-419	C: 383-403	C-: 368-382
D+: 352-367	D: 331-351	D-: 315-330
E: 314 and below		

---

**Required or Recommended Reading Assignments**

<https://openstax.org/details/books/introduction-sociology-3e>

---

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

Lesson 1. In this lesson, we will learn sociology as a discipline, including the history of sociology, some differences between sociology and other disciplines, some major scholars in sociology, as well as some major theoretical perspectives in sociology.

Lesson 2. In this lesson, we will learn how sociologists conduct research, including the steps of doing sociological research, as well as some basic concepts, such as operationalization, hypotheses, variables, etc. We will also compare some basic data collection methods used in sociological research, such as surveys, experiments, and field observations.

Lesson 3. In this lesson, we will learn what culture is and some elements of culture, such as norms and values. We will compare ethnocentrism and cultural relativism; and identify how American culture differs from other cultures.

Lesson 4. In this lesson, we will learn how individuals are shaped by society, and some major agents of socialization. We will learn some basic ideas of scholars on socialization, including Cooley and Mead.

Lesson 5. In this lesson, we will learn social interaction, groups, and social structure, as well as some important concepts, including ascribed status, achieved status, master status, role conflict, role strain, different types of groups, bureaucracy, etc. We will also learn different types of social structures described by Durkheim, Tönnies, and Lenski.

Lesson 6. In this lesson, we will learn what mass media is, what forms it takes, and how structural functionalists, conflict theorists, and feminists perceive it.

Lesson 7. In this lesson, we will learn the definition of deviance, forms of social control, types of crimes, how structural functionalists and conflict theorists perceive deviance, as well as how various scholars explain the causes of crimes.

Lesson 8. In this lesson, we will learn social stratification and social mobility, as well as causes and consequences of social stratification explained by different theoretical perspectives.

Lesson 9. In this lesson, we will learn the difference between race and ethnicity, various patterns of intergroup relations, and a brief history of racial and ethnic populations in the United States.

Lesson 10. In this lesson, we will learn the difference between sex and gender, women's and men's gender roles and the process of gender-role socialization in the United States, and the functionalist, conflict, feminist, and interactionist perspectives of gender stratification.

Lesson 11. In this lesson, we will learn types of family and kinship systems across cultures, how power is distributed within families, patterns of different child-rearing practices, trends and factors associated with divorce, and impacts of various lifestyles on the social institution of the family.

Lesson 12. In this lesson, we will learn sociological perspectives on religion, components of religion, basic forms of religious organizations, and some major world religions.

---

## ***Required Course Syllabus Statements***

### **Generative AI**

As outlined in UVU's Student Rights and Accountabilities, all students are expected "to maintain absolute integrity and high standards of individual honesty in academic work, and to observe a high standard of conduct within the academic environment." Plagiarism is considered a serious offense that is inconsistent with the university's mission and values. Every student is expected to produce original work and to use outside sources in a manner that consistently gives proper credit through established academic conventions.

Plagiarism is considered to have occurred if you:

- Use the exact wording of another author or source in a way that makes it appear as your own, regardless of the form in which those words originally appeared (e.g., a book, article, lecture, website, speech, graphic, or AI text generator).
- Paraphrase another author's wording in a manner where the language and/or syntax is too similar to the original passage without proper citation.
- Fail to clearly acknowledge the partial or full authorship of someone else in your submitted work.
- Fail to cite or quote textual resources properly, despite the instructor's efforts at educational intervention.
- Fabricate false information that is not supported by the actual research used in your writing project.
- Have someone else, paid or otherwise, write your paper or use a paper mill site with pre-written papers by other people.
- Generate and submit a paper using artificial intelligence, such as ChatGPT.

While the actions described above may be done with the intention to deceive, plagiarism can also occur accidentally due to careless use of sources, improper citation methods, or misunderstanding the

conventions of the chosen style guide. Although distinguishing between intentional and accidental plagiarism is often a judgment call for the instructor, it is important to note that accidental plagiarism is still considered plagiarism. Addressing the incident is crucial regardless of intent. While the resulting consequences may vary based on the degree of intentionality, all forms of plagiarism will be treated with equal seriousness.

It's important to understand both the strengths and limitations of AI. AI has proven useful in brainstorming writing ideas, simplifying complex topics, and performing basic research. We believe AI can be a valuable tool for writers. However, AI also has significant drawbacks. It often exhibits accuracy problems while appearing confident in its incorrect responses. Additionally, it frequently generates fake citations and quotations and lacks the ability to understand the nuances and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it's trained on).

To be clear, copying the exact wording from an AI chatbot is considered plagiarism, and students will be held accountable for violating academic integrity. While citation guides are beginning to provide methods for citing AI, we currently believe that citing AI does not align with academic writing standards, which emphasize knowing the exact author(s) or sources that informed your work.

If you are suspected of plagiarism, the first step will be a conversation with your instructor, through emails, Teams, or in person. If the infraction is minor or clearly unintentional, there may be no sanctions. However, possible outcomes could include a lowered grade and/or the opportunity to revise the paper. In more serious cases, the assignment may receive an automatic zero.

The most serious infractions may lead to your instructor filing an incident report with the Student Conduct office. You have the right to appeal this report to the department chair. Regardless of the chair's decision, the incident report will remain a part of your permanent record. If you are dissatisfied with the chair's ruling, you may further appeal to the Dean. The Dean's decision will be final.

---

### **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](mailto: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](mailto: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](mailto: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](mailto: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.