



Master Course Syllabus

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

Semester: Spring

Course Prefix: SOC

Course Title: Modern Social Problems

Year: 2025

Course and Section #: 1020 001

Credits: 3

Course Description

Studies and analyzes modern social problems such as crime, delinquency, family dysfunctions and inequality and exploitation of people in contemporary society. Class requires volunteer experience in community agencies.

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: Alden L. Weight

Student Learning Outcomes

Learning Outcomes: This course is designed to challenge students to think critically about social issues and reflect on their life experiences. Successful completion of this course should enable students to:

1. Apply critical thinking and reasoning skills in sociological study;
 2. Identify and integrate the use of the sociological perspective;
 3. Examine social issues with use of the scientific method and sociological theory;
 4. Describe significant modern social issues.
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Course Materials and Texts

- **Required:** *Social Problems: Continuity And Change*. Saylor Foundation via the University of Minnesota Open Textbook Library. 2016. You can access the text at [this page](#), where you can download and save a PDF if you wish or begin reading [the online version \(you can also just click here for that option\)](#).

- **Required:** Weekly Lesson slides and occasional supplemental readings posted on Canvas. This will include selected readings from various sources. For instance, when we discuss media as a social problem, we will be using selections from a FREE online textbook from the University of Minnesota, [*Media, Society, Culture, and You*](#).
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Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments & Grading Scale:

- **Introduction:** 25 points for introducing yourself AND answering questions about the process of social change as well as the class syllabus.
- **Participation and Citizenship:** 150 points for attending class throughout the semester AND participating constructively, professionally, and respectfully. 25 points for good citizenship.
- Quizzes (2): 50 points each for 100 points total. Jump to [Quiz 1](#) or [Quiz 2](#) for more information.
- **Application Project:** 100 points for paper, presentation, etc., due by the last day of class but can be done well before then for bonus points. See project description and course schedule.
- **Final Exam:** 100 points for answering comprehensive questions on course concepts. Two parts: 1) questions about material from the last several chapters with a comprehensive question or two, due a couple of weeks before the second, AND 2) an in-class written final integrating material from throughout the course, scheduled for Mon. Apr. 28 at 11 a.m. 50 points for each part.
- Total Points Possible = 500.

Grading Scale:

465-500 points: A

450-464: A-minus

435-449: B+

400-434: B

350-399 points: C

300-349 points: D

Below 300 points: E

Note: Your grade is based on the total number of points earned. As above, a small number of bonus points is available on several assignments. A-level grades should be entirely possible with quality work and frequent attendance/participation.

Policy: Your grade is your earned achievement, not your inalienable entitlement. I will do my best to help you earn the best grade you deserve, especially as you apply yourselves, do your best work, and practice common courtesy. However, all changes to points and grades will be done at my discretion and in a way that is fair to everyone. I gladly reward students who take the course seriously, participate and assume responsibility, and complete all assignments as directed.

Required or Recommended Reading Assignments

Date	Topic	Readings & Assignments*
Module 0: Week/ Lesson 1	Introduction: Understanding Social Problems, M 1/6. <i>(Note: <u>Class attendance/participation is worth 150 points</u>, so please come to class prepared to discuss. Also the earlier you can pick an Application Project** organization, topic, and format, the better. Bonus by 4/12.)</i>	Saylor text, Chapter 1 ; Class Notes 1 Introduction due by Sat., Jan. 18 . Note: Application Projects can be submitted any time during the semester—due a few days before the semester ends.
Module 1: Foundational Pervasive Social Problems		
Weeks 1 & 2	<p>Theory/Method (W 1/8), Poverty (F 1/10). Politics And Media (M 1/13, W 1/15). F 1/17 Guest discussion on media & politics</p> <p>Additional readings on theory/method (optional):</p> <ul style="list-style-type: none"> • OpenStax text on the scientific method • OpenStax text on social theories, and • OpenStax text on research methods. <p>Associated TED talk on poverty (optional):</p> <p>Jessica Jackley, “Poverty, Money, and Love”</p> <p>Additional readings on politics (required):</p> <ul style="list-style-type: none"> • "The Political Viability of Social Issues" from the Harvard Political Review. • "Political Polarization and Its Echo Chambers" by Morgan Kelly, High Meadows Environmental Institute, Princeton University <p>Associated TED talks on politics:</p> <p>Charles Sykes, "Navigating A Post-Truth World" (required)</p> <p>Jake Teeny, "That Open Secret About Political Polarization" (optional)</p> <p>Additional readings on media (required):</p> <ul style="list-style-type: none"> • Chapter 1 of Media, Society, Culture, and You. AND 	<p>Please see Canvas for the full reading list for these weeks.</p> <p>Poverty chapter: Saylor text, Chapter 2; Class Notes 1&2</p> <p>[All required chapter readings are listed in this column—required and optional supplementary readings and videos are listed in the middle.]</p>

	<ul style="list-style-type: none"> • Skim Chapter 10 (video gaming), Chapter 11 (Internet and social media), and 1 more chapter of your choice. <p>Associated TED talks on media:</p> <p>Megan Phelps-Roper, "I Grew Up In The Westboro Baptist Church: Here's Why I Left" (required)</p> <p>Andrea Quijada, "Creating Critical Thinkers Through Media Literacy" (optional)</p>	
Week 3	<p>Martin Luther King Day Monday, Jan. 20 Racial and Ethnic Inequality (W 1/22). F 1/24 TED discussion, TBA</p> <p>Associated TED talks on race/ethnicity:</p> <p>Mellody Hobson, "Color Blind or Color Brave?" (required)</p> <p>Caprice Hollins, "What White People Can Do To Move Race Conversations Forward" (optional)</p>	<p>Saylor text, Chapter 3 Class Notes 3. More resources on Canvas.</p>
Week 4	<p>Gender Inequality (M 1/27), Sexual Orientation and Inequality (W 1/29). F 1/31 Guest presentation on gender</p> <p>Associated TED talk on gender (optional):</p> <p>Batya Greenwald, "What Kindergartners Taught Me About Gender"</p> <p>Associated TED talk on sexual orientation (optional):</p> <p>Jackson Bird, "How to Talk (and Listen) to Transgender People"</p>	<p>Saylor text, Chapter 4; Saylor text, Chapter 5; Class Notes 4&5</p>
Week 5	<p>Religion (M 2/3), Catch Up Day (W 2/5) Work Day for Quiz 1 (F 2/7)***</p> <p>Additional readings on religion (required):</p>	<p>Please see Canvas for the readings for religion. Quiz 1 opens W 2/5, due by Sat., Feb. 8</p>

	<ul style="list-style-type: none"> • Overview from Oxford Academic (linked articles listed there are optional) AND • Religion, Politics, and Public Influence from Pew Research (next pages in article optional). <p>Associated TED talks on religion (optional):</p> <p>Greg Tonkinson, "Faith and Doubt"</p> <p>Megan Phelps-Roper, "I Grew Up In The Westboro Baptist Church: Here's Why I Left" (relisted)</p>	
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***All Assignments due at 11:59 p.m. at the latest! Think 11 p.m.! Earlier is better!**
****Small number of bonus points given to application projects completed before 4/12.**
*****=No class held on these days, but I am available in the classroom for consultation unless otherwise announced.**

Module 2: Problems Close to Home

<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments*</u>
Week 6	<p>Aging and Ageism (M 2/10), Alcohol and Other Drugs (and Behaviors) (W 2/12)</p> <p>F 2/14 Guest Presentation on Drugs and Addiction <i>(Application Projects ongoing**)</i></p> <p>Associated TED talk on aging (optional):</p> <p>Nancy Pachana, "Ageism: The Longevity Thief"</p> <p>Associated TED talk on addiction (optional):</p> <p>Ann Dowsett Johnston, "Drinking and how it Changed My Life"</p>	<p>Saylor text, Chapter 6; Saylor text, Chapter 7; Class Notes 6 & 7</p>
Week 7	<p>President's Day Monday, Feb. 17</p> <p>Crime and Criminal Justice (W 2/19)</p> <p>F 2/21 TED discussion on Crime</p> <p>Associated TED talk on crime (required):</p> <p>Amy Herdy, "Have You Ever Met a Monster?"</p>	<p>Saylor text, Chapter 8; Class Notes 8</p>

Week 8	Sexual Behavior (and Trafficking) (M 2/24) W 2/26 Guest Presentation On Trafficking The Changing Family I (F 2/28) Associated TED talk on SB & T (optional): Casandra Diamond, "I Was Sex Trafficked For Years" Associated TED talk on family (optional): Amanda Bastoni and Anthony David, "Expanding the Definition of Family"	Saylor text, Chapter 9 ; Saylor text, Ch. 10 ; Class Notes 9 & 10
Week 9	The Changing Family II (M 3/3), W 3/5 Guest Speaker, Safe Relationships Work Day for Quiz 2 (F 3/7)*** Associated TED talk on family (optional): Katie Hood, "The Difference Between Healthy and Unhealthy Love"	Saylor text, Ch. 10 ; Class Notes 10 Quiz 2 opens, due by Sat., Mar. 8
UVU SPRING BREAK from Monday, 3/10 to Saturday, 3/15		
Module 3: Problems In Institutions And Societies		
Date	Topic	Readings & Assignments*
Week 10	Schools and Education (M 3/17), Work and the Economy (W 3/19) F 3/21 TED discussion <i>(Application Projects ongoing**)</i> Associated TED talk on education (required): Shabana Basij-Rasikh: "The dream of educating Afghan girls lives on" Associated TED talk on work (optional): Jen Fisher, "The Future of Work"	Saylor text, Chapter 11 ; Saylor text, Chapter 12 ; Class Notes 11 & 12
Week 11	Health and Health Care (M 3/24, W 3/26) F 3/28 Guest Speaker On Healthcare Associated TED talk on health (optional):	Saylor text, Chapter 13 ; Class Notes 13

	Kitty Westin, "Breaking the Stigma and Shame of Mental Illness"	
Week 12	<p>Urban and Rural Problems (M 3/31), Population and the Environment (W 4/2) F 4/4 TED discussion</p> <p>Associated TED talk on urban/rural and environment (required):</p> <p>Hannah Ritchie, "Are We the Last Generation — or the First Sustainable One?"</p> <p>Associated TED talk on urban/rural (optional):</p> <p>Brad Buchanan, "Through Connection to Rural and Urban Spaces We Can Overcome Sprawl"</p> <p>Associated TED talk on population/environment (optional):</p> <p>Jennifer D. Sciubba, "The Truth About Human Population Decline"</p>	<p>Saylor text, Chapter 14; Saylor text, Chapter 15 Class Notes 14 & 15</p>
Week 13	<p>War and Terrorism (M 4/7) W 4/9 TED discussion Application Project Work Day F 4/11***</p> <p>Associated TED talk on war and terrorism (required):</p> <p>Manwar Ali, "Inside the Mind of a Former Radical Jihadist"</p>	<p>Saylor text, Chapter 16; Class Notes 16; Application Projects due Sat., Apr. 12</p>
Weeks 14 & 15	<p>Catch-Up Day (M 4/14)***, Class Review, Integration, & Presentation Days (W 4/16, F 4/18, M 4/21)</p>	<p>Final Exam, Part I due by Mon., Apr 21 by 11:59 PM.</p>
<p>Final Exam, Part II: Mon., Apr. 28, 11 a.m.-12:50 p.m.</p>		
<p>*All Assignments due at 11:59 p.m. at the latest! Think 11 p.m.! Earlier is better! **Small number of bonus points given to Application Projects completed before 4/12. ***=No class held on these days, but I am available in the classroom for consultation unless otherwise announced.</p>		

General Description of the Subject Matter of Each Lecture or Discussion

Date	Topic	Readings & Assignments*
<p>Module 0: Week/ Lesson 1</p>	<p>Introduction: Understanding Social Problems, M 1/6. <i>(Note: <u>Class attendance/participation is worth 150 points</u>, so please come to class prepared to discuss. Also the earlier you can pick an Application Project** organization, topic, and format, the better. Bonus by 4/12.)</i></p> <p>[All content descriptions are listed in the middle column.]</p> <p>Content: An introduction to the class, class members’ introductions to each other, review of class expectations, and definition of a “social problem.”</p>	<p>Saylor text, Chapter 1; Class Notes 1 Introduction due by Sat., Jan. 18. Note: Application Projects can be submitted any time during the semester—due a few days before the semester ends.</p>
<p>Module 1: Foundational Pervasive Social Problems</p>		
<p>Weeks 1 & 2</p>	<p>Theory/Method (W 1/8), Poverty (F 1/10). Politics And Media (M 1/13, W 1/15). F 1/17 Guest or TED discussion, TBA</p> <p>Content: Explanation of theories such as functionalism, rational choice, conflict, symbolic interaction, and social construction, along with methods like surveys, experiments, participant observation, and secondary data analysis. Review of the scientific method.</p> <p>A discussion of poverty, how it is defined and analyzed, how various theories analyze it, and assessment of potential solutions.</p> <p>Review of politics as it relates to several other social problems we discuss, as well as some problematic elements and potential social solutions.</p> <p>Consideration of media as a social problem (including social media and the ongoing debate over truth in media), the additional influence of technology and artificial intelligence, and possible solutions from an individual/audience perspective.</p>	<p>Please see Canvas for the full reading list for these weeks.</p> <p>Poverty chapter: Saylor text, Chapter 2; Class Notes 1&2</p>

Week 3	<p>Martin Luther King Day Monday, Jan. 20 Racial and Ethnic Inequality (W 1/22). F 1/24 Guest or TED discussion, TBA</p> <p>Content: Discussion of race v. ethnicity, how various social theories such as those listed above consider racial/ethnic inequality, and assessment of potential solutions.</p>	<p>Saylor text, Chapter 3 Class Notes 3. More resources on Canvas.</p>
Week 4	<p>Gender Inequality (M 1/27), Sexual Orientation and Inequality (W 1/29). F 1/31 Guest or TED discussion, TBA</p> <p>Content (both sessions): Discussion of gender and sexual orientation, how various social theories consider each, and assessment of potential solutions.</p>	<p>Saylor text, Chapter 4; Saylor text, Chapter 5; Class Notes 4&5</p>
Week 5	<p>Religion (M 2/3), Catch Up Day (W 2/5) Work Day for Quiz 1 (F 2/7)***</p> <p>Content: Discussion of religion as a dual facilitator of social stability and contributor to division, depending on how various people and groups decide to use it, how various social theories consider religion's social role, and assessment of potential solutions. The Wednesday session is used to review concepts and ideas we weren't able to cover during the unit. For the Friday session, I am available to answer questions for students who are not clear on course material before taking the quiz.</p>	<p>Please see Canvas for the readings for religion. Quiz 1 opens W 2/5, due by Sat., Feb. 8</p>

Module 2: Problems Close to Home

Date	Topic	Readings & Assignments*
Week 6	<p>Aging and Ageism (M 2/10), Alcohol and Other Drugs (and Behaviors) (W 2/12) F 2/14 Guest or TED discussion, TBA <i>(Application Projects ongoing**)</i></p> <p>Content (both sessions): Discussion of aging and various substances/behaviors associated with addiction, how various social theories consider each issue, and assessment of potential solutions.</p>	<p>Saylor text, Chapter 6; Saylor text, Chapter 7; Class Notes 6 & 7</p>
Week 7	<p>President's Day Monday, Feb. 17 Crime and Criminal Justice (W 2/19) F 2/21 Guest or TED discussion, TBA</p>	<p>Saylor text, Chapter 8; Class Notes 8</p>

	<p>Content: Discussion of crime and violence, how various social theories consider these issues, and assessment of potential solutions, including typical criminal justice approaches.</p>	
Week 8	<p>Sexual Behavior (and Trafficking) (M 2/24) W 2/26 Guest or TED discussion, TBA The Changing Family I (F 2/28)</p> <p>Content (both sessions): Discussion of problematic sexual behavior (especially non-consensual, often including pornography, prostitution, and pedophilia) and human trafficking; various changes in the family structure over time, how various social theories consider each issue, and assessment of potential solutions.</p>	<p>Saylor text, Chapter 9; Saylor text, Ch. 10; Class Notes 9 & 10</p>
Week 9	<p>The Changing Family II (M 3/3), W 3/5 Guest Speaker, Safe Relationships Work Day for Quiz 2 (F 3/7)***</p> <p>Content: Continuation of discussion of changes in family from previous Friday. The Wednesday guest speaker is from Refuge Utah and will discuss relationship health. As before, Friday is a day where I am available to answer questions for students who are not clear on course material before taking the quiz.</p>	<p>Saylor text, Ch. 10; Class Notes 10 Quiz 2 opens, due by Sat., Mar. 8</p>
<i>UVU SPRING BREAK from Monday, 3/10 to Saturday, 3/15</i>		
Module 3: Problems In Institutions And Societies		
Date	Topic	Readings & Assignments*
Week 10	<p>Schools and Education (M 3/17), Work and the Economy (W 3/19) F 3/21 Guest or TED discussion, TBA <i>(Application Projects ongoing**)</i></p> <p>Content (both sessions): Discussion of the education system and its benefits and issues alike, as well as tensions and problems that exist within the world of work, how various social theories consider each issue, and assessment of potential solutions.</p>	<p>Saylor text, Chapter 11; Saylor text, Chapter 12; Class Notes 11 & 12</p>
Week 11	<p>Health and Health Care (M 3/24, W 3/26) F 3/28 Guest presentation on healthcare</p>	<p>Saylor text, Chapter 13; Class Notes 13</p>

	<p>Content: Discussion of the US health care system and what it does well as well as what it doesn't, how various social theories consider each issue, and assessment of potential solutions.</p>	
Week 12	<p>Urban and Rural Problems (M 3/31), Population and the Environment (W 4/2) F 4/4 Guest or TED discussion, TBA</p> <p>Content (both sessions): Discussion of various issues associated with urbanism and ruralism, as well as the environment, how various social theories consider each issue, and assessment of approaches and potential solutions.</p>	<p>Saylor text, Chapter 14; Saylor text, Chapter 15 Class Notes 14 & 15</p>
Week 13	<p>War and Terrorism (M 4/7) W 4/9 Guest or TED discussion, TBA Application Project Work Day F 4/11***</p> <p>Content: Discussion of war and terrorism's global influence, how various social theories consider this issue, and assessment of approaches and potential solutions. As before, on Friday, I am available to answer questions for students who have various questions as they complete the report of their service project.</p>	<p>Saylor text, Chapter 16; Class Notes 16; Application Projects due Sat., Apr. 12</p>
Weeks 14 & 15	<p>Catch-Up Day (M 4/14)***, Class Review, Integration, & Presentation Days (W 4/16, F 4/18, M 4/21)</p> <p>Content: As before, Monday is a day where I can cover class concepts that still need coverage before the final. The following three days are reserved for a review of the course material prior to the final exam, including presentation spots for students who wish to present their Application Projects in front of the class, with time given for questions and answers.</p>	<p>Final Exam, Part I due by Mon., Apr 21 by 11:59 PM.</p>
<p>Final Exam, Part II: Mon., Apr. 28, 11 a.m.-12:50 p.m.</p>		
<p>*All Assignments due at 11:59 p.m. <u>at the latest!</u> Think 11 p.m.! Earlier is better! **Small number of bonus points given to Application Projects completed before 4/12. ***=No class held on these days, but I am available in the classroom for consultation unless otherwise announced.</p>		

Required Course Syllabus Statements

Generative AI

Despite some legitimate reasons for using AI in professional and other settings, I expect you to find and use your own voice and do your own organizational and writing work in this class on all assignments. Please see the statement on AI in the course announcements for more information.

This statement, as contained in a PDF in the class announcements [presented in this way out of concern that an 18-page syllabus is already long enough]:

Using Artificial Intelligence

Everyone, just a few words about using artificial intelligence appropriately in this class. As we all know by this point, ChatGPT and similar programs make it possible to “write” work that strings together somewhat-to-reasonably coherent thoughts about particular topics. As the technology evolves, we can expect it to become even more sophisticated. Since we do a little writing in our class, and more for those who choose to write a paper for their Reflection or Application projects, just a few words about whether it’s appropriate for our class.

To be clear up front, **my distinct preference is that you NOT use AI to help you write your academic work.** It’s my belief and experience that you learn much from the process of learning to express your thoughts in your own words and composing and structuring your projects. So I want you to find your own voice and explore and structure your own thoughts. Not only am I looking for evidence that you have understood and processed class concepts on a personal level, applying them directly to yourselves—AI isn’t really all that good at telling your own story, and I’m not sure we want the kind of AI that becomes so—but you may risk shortchanging yourselves. Remember that you’ll be taking a final exam in which those voice-composition-structure-expression skills will be required. So practicing now will be your best bet.

SO: Please don’t use AI to help you answer questions on any of the assignments in the class. Use your own thoughts and minds to internalize the concepts we discuss. Develop your own skills and voice as you apply class concepts to your own experience.

That said, I’ve had discussions with various colleagues who see a more ethical use of AI in writing professional papers and projects. Some report-writers will enter material into the AI prompt as a starting point for their written work. They then take the AI-generated results and edit them extensively, adding and deleting material as necessary and revising statements that might be awkward or unclear. AI in such a case becomes less about “please write this paper for me” and a lot more about “please help me to discuss relevant issues and structure them well.”

I acknowledge that this more advanced use of AI is not nearly as ethically problematic, as far as I’m concerned. Especially in certain non-academic professional settings, in which I assume the AI users have already acquired the expression and content-organization skills we’d like you to develop here as university students. So please let me still suggest that if you find your own voice HERE in school and learn the best and most appropriate structure-and-content strategies yourselves, you’ll still come out ahead. Professionals who have already reached that point and developed those skills can use AI in that way, no problem.

In any case, I recommend you learn to use AI wisely and in ways that enhance rather than shortchange your learning. Let it be an educational tool rather than an easy shortcut. Find your own voice and develop your own writing and organizational skills first. Thanks!

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.