



Master Course Syllabus

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

Semester: SPRING 2025

Year: 2025

Course Prefix: SOC

Course and Section #: 375G-X02

Course Title: SOCIOLOGY OF AGING

Credits: 3

Course Description

Explores the social aspects of aging at the personal, group, and larger social levels of society including the social implications of aging, the theories of aging, as well as formal and informal support of medical care, housing, and well-being of elderly persons. Includes the study of the identify the biological processes of aging and its impact on the roles and relationships elderly person experience in the later stages of life. Emphasizes the individual's experience in the context of national and global demographic trends, cultural and ethnic diversities and economic realities across the classes and across political boundaries.

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. Explain the key sociological perspectives on aging in society.
2. Identify how systems of inequality (such as race, class, gender, and more) shape diverse aging experiences in the U.S. and globally
3. Analyze hoe U.S. political, economic, and legal system shapes the quality of life for older adults.
4. Apply sociological theories to aging contemporary issues, pop-culture, and other real-world examples.
5. Evaluate cultural conceptions of aging and recognize how social structures shape the complexity of variety and diversity among different groups.
6. Analyze global issues of aging and how social context shapes response to social problems associated with aging.

7. Discuss stereotypical cultural images of aging and the complexity of variety among different cultural groups.
8. Evaluate one's own values of aging and compare with those from different cultural experiences.
9. Investigate how one's own social position may shape their future aging experiences in the U.S.

Course Materials and Texts

Bibliography sorted by Lessons

Lesson 1: Aging, Stereotypes and Theories

-2022 (Mar.) Policy Futures “Top Ten Facts About Social Security” Center on Budget and Policy Priorities.

-Uhlenberg, P. (2013) The Challenges and Opportunities of Global Population Aging *J. of the American Society on Aging*; Spring 2013 Pages 12-18

-Burtless, G. (2019). Fixing Social Security: Major Reform or Minor Repairs? *Annals of the American Academy of Political and Social Science*, 686, 38–62. <https://doi-org.ezproxy.uvu.edu/http://ann.sagepub.com/content/by/yearLinks to an external site.>

Lesson 2: Physical, Mental, and Social Health and Well-being

-PRB (2017). How Neighborhoods Affect the Health and Well-Being of Older Americans; *Today's Research on Aging*; No 35, Feb; P2-11

-Reher, D. S. (2015). Baby Booms, Busts, and Population Ageing in the Developed World; in *Population Studies*, 2015, Vol. 69, No. S1, S57–S68, <http://dx.doi.org/10.1080/00324728.2014.963421Links to an external site.>

-Dautovic, E. (2018). The Weight of the Median Voter Aging on Public Debt. *Constitutional Political Economy*, 29(1), 69–92.

Lesson 3: Intimacy, Work, Leisure and Finances

-Larkin, H. , Shields, J.J., & Anda, R.F. (2012). The Health and Social Consequences of Adverse

Childhood Experiences (ACE) Across the Lifespan: An Introduction to Prevention and Intervention in the Community; *Journal of Prevention & Intervention in the Community*; 40:4, 263-270, DOI: 10.1080/10852352.2012.707439

-Knodel, J. & Ofstedal, M. B. (2003) Gender and Aging in the Developing World: Where Are the Men?, in *POPULATION AND DEVELOPMENT REVIEW* 29(4):677-698 (DECEMBER 2003)

-Butrica, B. A., & Smith, K. E. (2012). The Retirement Prospects of Divorced Women. *Social Security Bulletin*, 72(1), 11–22. [https://doi-org.ezproxy.uvu.edu/http://www.ssa.gov/policy/docs/ssb/Links to an external site.](https://doi-org.ezproxy.uvu.edu/http://www.ssa.gov/policy/docs/ssb/Links%20to%20an%20external%20site)

Lesson 4: Living Environments, Oldest Old & Special Problems

-AECF (2013). The Kinship Diversion Debate: Policy and Practice Implications for Children, Families and Child Welfare Agencies; The Annie E. Casey Foundation, Baltimore, Maryland. Downloaded 18 June, 2020 from [https://www.aecf.org/resources/the-kinship-diversion-debate/Links to an external site.](https://www.aecf.org/resources/the-kinship-diversion-debate/Links%20to%20an%20external%20site) p-16

-Arnett, J. J. (2001) Conceptions of the Transition to Adulthood: Perspectives From Adolescence Through Midlife, in *J of Adult Development* Vol 8, No 2, pp 133-143 DOI 1068-0667/01/0400-0133

-Leyva, B., Taber, J. M., & Trivedi, A. N. (2020). Medical Care Avoidance Among Older Adults. *Journal of Applied Gerontology*, 39(1), 74–85. [https://doi-org.ezproxy.uvu.edu/10.1177/0733464817747415Links to an external site.](https://doi-org.ezproxy.uvu.edu/10.1177/0733464817747415Links%20to%20an%20external%20site)

Lesson 5: Gender, Race and Ethnicity, Death and Grief, & Politics

-US GAO (2017). View GAO-18-111SP. The Nation’s Retirement System: A Comprehensive Re-evaluation Is Needed to Better Promote Future Retirement Security; information, contact Charles A Jeszeck at (202) 512-7215 or jeszeck@gao.gov.

-Schulz, R & Heckhausen, J. (1998) A Life Span Model of Successful Aging, in *The American Psychologist* (July 1996), Vol 51, No 7 pp 702-714 DOI

-Jiang, M., Hughes, D. R., & Wang, W. (2018). The effect of Medicare’s Annual Wellness Visit on preventive care for the elderly. *Preventive Medicine*, 116, 126–133. [https://doi-org.ezproxy.uvu.edu/10.1016/j.ypmed.2018.08.035Links to an external site.](https://doi-org.ezproxy.uvu.edu/10.1016/j.ypmed.2018.08.035Links%20to%20an%20external%20site)

Lesson 6 : Regional Focus: Aging in Asia

-United Nations, Department of Economic and Social Affairs, Population Division

(2017). *World Population Prospects: The 2017 Revision, Key Findings and Advance*

Tables. Working Paper No. ESA/P/WP/248.

-Darling, C. A., Coccia, C. & Senatore, N. (2011). Women in Midlife: Stress, Health and Life Satisfaction, in *Stress and Health* 28: 31–40 (2012) © 2011 DOI 10.1002/smi.1398

-Lessenich, S., Ekerdt, D. J., Münch, A., Koss, C., Li, A. Y.-L., & Fung, H. H. (2018). The dog that didn't bark: The challenge of cross-cultural qualitative research on aging. *Journal of Aging Studies*, 47, 66–71. <https://doi-org.ezproxy.uvu.edu/10.1016/j.jaging.2018.02.001>

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(2017). *World Population Prospects: The 2017 Revision, Key Findings and Advance*

Tables. Working Paper No. ESA/P/WP/248. -- replace with new doc

-BEUTEL, M. E., GLAESMER, H. , WILTINK, J., MARIAN,H., & HLER, E. B. (2009). Life satisfaction, anxiety, depression and resilience across the life span of men, in *The Aging Male*; 13(1):32-39.

DOI 10.3109/13685530903296698

-Haas, S., Oi, K., Zhou, Z., & Haas, S. A. (2017). The Life Course, Cohort Dynamics, and International Differences in Aging Trajectories. *Demography*, 54(6), 2043.

Lesson 8: Aging in Denmark, the United States, and the Netherlands

-PRB (2011). Trends in Life Expectancy in the United States, Denmark, and the Netherlands: Rapid Increase, Stagnation, and Resumption; *Today's Research on Aging*; 22, Aug; P1-5

-Crimmins, E. (2018). Older Persons in The Netherlands and the United States: Similar in Trends in Life in Good Cognitive Health and Different in Trends in Life Without Disability/Poor Health. *Am J Public Health*. 2018 Dec;108(12):1582-1583. doi: 10.2105/AJPH.2018.304759. PMID: 30403516; PMCID: PMC6236729. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6236729/Links to an external site.> (This is new--add quiz)

-Barr, A. B., Simons, L. G., Simons, R. L., Beach, S. R. H., & Philibert, R. A. (2018). Sharing the Burden of the Transition to Adulthood: African American Young Adults' Transition Challenges and Their Mothers' Health Risk. *American Sociological Review*, 83(1), 143–172. <https://doi-org.ezproxy.uvu.edu/10.1177/0003122417751442Links to an external site.>

Course Requirements

Course Assignments, Assessments, and Grading Policy

QUIZES

Start Quiz: Must earn at least 15/18 on the FAQ Quiz

Due Jan 12 at 11:59pm Jan 12 at 11:59pm

18 pts

18 Questions

Can't unpublish if there are student submissions

Quiz

Article Quiz 6: Gender and Aging

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

Due Apr 25 at 11:59pm Apr 25 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 6: Gender and Aging.

Quiz

QUIZ: DECIDE ON THE COUNTRY YOU WILL COVER IN YOUR REPORT

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

5 pts

1 Question

Can't unpublish if there are student submissions

Quiz

Article Quiz 2: Top 10 Facts About Social Security

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Can't unpublish if there are student submissions

Quiz

Article Quiz 3: Global Population Aging

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Can't unpublish if there are student submissions

Quiz

Article Quiz 5: Baby Booms, Busts, and Population Aging in the Developed World

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Can't unpublish if there are student submissions

Quiz

Article Quiz 6: Consequences of ACES Life Course 2012.pdf

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 6: Consequences of ACES Life Course 2012.pdf.

Quiz

Article Quiz 7: Where are the Elderly Men?

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 7: Where are the Elderly Men?.

Quiz

Article Quiz 8: Diversion Policy from Anne E. Casey Foundation

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 8: Diversion Policy from Anne E. Casey Foundation.

Quiz

Article Quiz 9: Emerging Adulthood and transitions in life stages

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 9: Emerging Adulthood and transitions in life stages.

Quiz

Article Quiz 10: Minority Group Status and Healthful Aging: Social Structure Still Matters

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 10: Minority Group Status and Healthful Aging: Social Structure Still Matters.

Quiz

Article Quiz 11: Life Span Model of Successful Aging...

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 11: Life Span Model of Successful Aging....

Quiz

Article Quiz 12: Asian Data From the United Nations 2017

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 12: Asian Data From the United Nations 2017.

Quiz

Article Quiz 13: Women in Midlife Crisis...

10 pts

10 Questions

Published. Click to unpublish Article Quiz 13: Women in Midlife Crisis....

Quiz

Article Quiz 13: Does War Hasten Aging?

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 13: Does War Hasten Aging?.

Quiz

Article Quiz 14: Africa Data From the United Nations 2017

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 14: Africa Data From the United Nations 2017.

Quiz

Article Quiz 15: Men Life Sat...Across the life Span
Available until Apr 30 at 11:59pm Apr 30 at 11:59pm
10 pts

10 Questions

Published. Click to unpublish Article Quiz 15: Men Life Sat...Across the life Span.

Quiz

Article Quiz 16: Denmark, US, and Netherlands

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish Article Quiz 16: Denmark, US, and Netherlands.

Quiz

Canvas Setup Survey Quiz-Extra Credit 10 Point Quiz

Closed

10 pts

1 Question

Unpublished. Click to publish Canvas Setup Survey Quiz-Extra Credit 10 Point Quiz.

Quiz

Complete

Unpublished. Click to publish Complete.

Quiz

Extra Credit Global Intercultural Survey

Closed

10 pts

1 Question

Unpublished. Click to publish Extra Credit Global Intercultural Survey.

Quiz

Extra Credit Quiz of Faculty Rating

Closed

10 pts

1 Question

Unpublished. Click to publish Extra Credit Quiz of Faculty Rating.

Quiz

Extra Credit Quiz: Vote...Did We Win \$100,000

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

5 pts

1 Question

Published. Click to unpublish Extra Credit Quiz: Vote...Did We Win \$100,000.

Quiz

EXTRA CREDIT Video Quiz: Special Concerns of LGBTQ Older Adults

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Can't unpublish if there are student submissions

Quiz

Extra Credit: Being a Successful Online Student 2 Parts

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

2 Questions

Can't unpublish if there are student submissions

Quiz

EXTRA CREDIT: True False Families in Later Life Quiz

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

22 pts

22 Questions

Published. Click to unpublish EXTRA CREDIT: True False Families in Later Life Quiz.

Quiz

EXTRA CREDIT: True False Holiday Deadly Days Article

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

10 Questions

Published. Click to unpublish EXTRA CREDIT: True False Holiday Deadly Days Article.

Quiz

EXTRA CREDIT: True False Quiz Marital Status and Mortality Risk among Elderly

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

16 pts

12 Questions

Published. Click to unpublish EXTRA CREDIT: True False Quiz Marital Status and Mortality Risk among Elderly.

Quiz

EXTRA CREDIT: True False Quiz on Baby Boomer Divorce

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 pts

9 Questions

Published. Click to unpublish EXTRA CREDIT: True False Quiz on Baby Boomer Divorce.

Quiz

EXTRA CREDIT: True False Quiz on Death in US

Assignments:

General Assignments

Assignment

Lesson 7 Research Submission: Post Research 1-Page Slide in Canvas

Lesson 7-Regional Focus: Aging in Africa Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

20 Points Possible20 pts

Published. Click to unpublish Lesson 7 Research Submission: Post Research 1-Page Slide in Canvas.

Assignment

Complete Canvas Tour

Lesson 1-Introduction: Getting Started, Global Aging Theories and Trends Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 Points Possible10 pts

Can't unpublish Complete Canvas Tour if there are student submissions

Assignment

Lesson 6. Research Submission: Screen Capture, Travel Advice, Conclusion, & Reference Sections

Lesson 6- Regional Focus: Aging in Asia Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

25 Points Possible25 pts

Published. Click to unpublish Lesson 6. Research Submission: Screen Capture, Travel Advice, Conclusion, & Reference Sections.

Assignment

Lesson 4. Research Submission: Literature review & research methods sections

Lesson 4-Early Life Effects on Aging, Psychosocial Theories & Special Problems Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

20 Points Possible20 pts

Published. Click to unpublish Lesson 4. Research Submission: Literature review & research methods sections .

Assignment

Lesson 3 Research Assignment: Write Brief Introduction with Thesis Statement for your Research Project

Lesson 3- Gender and Aging Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

15 Points Possible15 pts

Published. Click to unpublish Lesson 3 Research Assignment: Write Brief Introduction with Thesis Statement for your Research Project.

Assignment

Lesson 5. Research Submission: Research and Fill In Data Findings Section with 3 Tables

Lesson 5-Race & Ethnicity, Life Span Perspective, and Preventive Care for Healthy Aging Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

35 Points Possible35 pts

Published. Click to unpublish Lesson 5. Research Submission: Research and Fill In Data Findings Section with 3 Tables .

Assignment

Interview an Older Adult

Lesson 6- Regional Focus: Aging in Asia Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

20 Points Possible20 pts

Published. Click to unpublish Interview an Older Adult.

Assignment

Completed Vita

Lesson 7-Regional Focus: Aging in Africa Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 Points Possible10 pts

Published. Click to unpublish Completed Vita .

Service Learning (Optional)

Add Assignment to Service Learning (Optional)

Imported Assignments

Add Assignment to Imported Assignments

Midterm and Final Essays

Add Assignment to Midterm and Final Essays

Assignment

Midterm: 2-Page Synthesis Essay

Lesson 4-Early Life Effects on Aging, Psychosocial Theories & Special Problems Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

50 Points Possible50 pts

Published. Click to unpublish Midterm: 2-Page Synthesis Essay.

Assignment

Essay Final: 2-Page Synthesis Essay

Lesson 8- Aging in Denmark, the United States, & Netherlands Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

50 Points Possible50 pts

Published. Click to unpublish Essay Final: 2-Page Synthesis Essay .

Extra Credit

Add Assignment to Extra Credit

Discussions

Add Assignment to Discussions

Discussion Topic

Discussion 5: Results from Lesson 1 DB--Show Me the Money: What You Suggested and What Might Actually Work

Lesson 5-Race & Ethnicity, Life Span Perspective, and Preventive Care for Healthy Aging Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

7 Points Possible7 pts

Published. Click to unpublish Discussion 5: Results from Lesson 1 DB--Show Me the Money: What You Suggested and What Might Actually Work.

Discussion Topic

Discussion 3 - How to Improve Men's Life Expectancy Worldwide

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

7 Points Possible7 pts

Published. Click to unpublish Discussion 3 - How to Improve Men's Life Expectancy Worldwide.

Discussion Topic

Discussion 2: Is Your Neighborhood Healthy?

Lesson 2-Physical, Mental, & Social Well-Being/Health Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

7 Points Possible7 pts

Published. Click to unpublish Discussion 2: Is Your Neighborhood Healthy?.

Discussion Topic

Discussion 8. Part #1: Discuss 1-Page Slides (Yes there are 2 discussions in this lesson)

Lesson 8- Aging in Denmark, the United States, & Netherlands Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

10 Points Possible10 pts

Published. Click to unpublish Discussion 8. Part #1: Discuss 1-Page Slides (Yes there are 2 discussions in this lesson).

Discussion Topic

Discussion 8. Part#2: Is It Smoking or Obesity?

Lesson 8- Aging in Denmark, the United States, & Netherlands Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

Due Apr 25 at 11:59pm Apr 25 at 11:59pm

7 Points Possible7 pts

Published. Click to unpublish Discussion 8. Part#2: Is It Smoking or Obesity?.

Discussion Topic

Discussion 7: Growth Sustained

Lesson 7-Regional Focus: Aging in Africa Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

7 Points Possible7 pts

Published. Click to unpublish Discussion 7: Growth Sustained.

Discussion Topic

Discussion 6: Asia in Decline

Lesson 6- Regional Focus: Aging in Asia Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

7 Points Possible7 pts

Published. Click to unpublish Discussion 6: Asia in Decline.

Discussion Topic

Discussion 4: Anne E. Casey Foundation Report

Lesson 4-Early Life Effects on Aging, Psychosocial Theories & Special Problems Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

7 Points Possible7 pts

Published. Click to unpublish Discussion 4: Anne E. Casey Foundation Report.

Discussion Topic

Discussion 1: Growing Numbers of Retiree\$ in the United State\$: Show Me the MONEY

Lesson 1-Introduction: Getting Started, Global Aging Theories and Trends Module

Available until Apr 30 at 11:59pm Apr 30 at 11:59pm

7 Points Possible7 pts

Grading Policy

Points Letter Grade

717.22 A

686.7 A-

663.81 B+

640.92 B

610.4 B-

587.51 C+

564.62 C

534.1 C-

511.21 D+

488.32 D

465.43 D-

0 F

Required or Recommended Reading Assignments

Bibliography sorted by Lessons

Lesson 1: Aging, Stereotypes and Theories

-2022 (Mar.) Policy Futures “Top Ten Facts About Social Security” Center on Budget and Policy Priorities.

-Uhlenberg, P. (2013) The Challenges and Opportunities of Global Population Aging J. of the American Society on Aging; Spring 2013 Pages 12-18

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General Description of the Subject Matter of Each Lecture or Discussion

Start Here--Introductory Module

Lesson 1-Introduction: Getting Started, Global Aging Theories and Trends

Lesson 2-Physical, Mental, & Social Well-Being/Health

Lesson 3- Gender and Aging

Lesson 4-Early Life Effects on Aging, Psychosocial Theories & Special Problems

Lesson 5-Race & Ethnicity, Life Span Perspective, and Preventive Care for Healthy Aging

Lesson 6- Regional Focus: Aging in Asia

Lesson 7-Regional Focus: Aging in Africa

Lesson 8- Aging in Denmark, the United States, & Netherlands

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 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.