Semester: Fall
Year: 2025
Course Prefix: CGCL
Course and Section #: 6110-601
Course Title: Structures of Government in American Constitutional Law
Credits: 3

Course Description

"When one examines the Constitution of the United States... one is frightened...by the quantity of...knowledge...and discernment that it supposes in those whom it must rule." -Alexis de Tocqueville, Democracy in America

This course is the first of a two-part sequence on the Constitution. This first sequence examines the structure of government established by the Constitution, focusing primarily on the two fundamental institutional features that characterize that structure: separation of powers and federalism. In American political discourse we tend to give questions of structure short shrift in comparison with questions of rights. But there are good reasons for saying that structure is first in order of importance. In Federalist 51, James Madison aptly described the challenge facing the framers of a constitution. "In framing a government to be administered by men over men, the great difficulty lies in this: that one must first enable the government to control the governed; and in the next place oblige it to control itself." A constitution cannot oblige a government to control itself (that is, respect rights) by the mere enumeration of limits. The principal object of a constitution is therefore to arrange the institutional forms of government in a way that gives effect to limits. It was for precisely this reason that the framers of the Constitution of 1787 elected not to include a formal bill of rights in the instrument. Many of the state bills of rights had proven to be no more than "parchment barriers" in a system marked by legislative supremacy. The Framers therefore focused their energies on the institutional form the new government was to assume.

Unlike many “Constitutional Law” courses, which focus exclusively or nearly exclusively on judicial decisions and case law, we will situate such discussions within broader constitutional deliberations among legislators, presidents, and the American people. If constitutional law is defined as giving effect to the Constitution, that task has encompassed a broad range of decision makers outside the courts. This puts front and center the central question in a constitutional order: To what extent have the developments we see diverged from or adhered to the Constitution itself? After all, as Justice Frankfurter once insisted, “The ultimate touchstone of constitutionality is the Constitution itself, and not what [the] Court has said about it.”

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:

Instructor Information

Instructor Name: Professor Troy E. Smith

Student Learning Outcomes

Upon successful completion, students should be able to do the following:

1. Discuss the rationale, structure, and content of the United States Constitution.
2. Interpret key texts in the history of American constitutional interpretation.
3. Discuss the historical development of the structural principles of American constitutionalism.
4. Explain how important judicial decisions have shaped American constitutional law.
5. Credibly argue whether a claimed government power properly belongs to the states or to the federal government and, if to the federal government, whether to Congress, the executive branch or the judiciary.
6. Write a persuasive essay that outlines your position with supporting evidence and that anticipates and answers counterarguments.

Course Materials and Texts

Required texts:

- Michael Stokes Paulsen and Luke Paulsen, The Constitution: An Introduction (Basic Books, 2015).
- Hamilton, Madison, and Jay, The Federalist Papers.
- Reading packets with required primary source readings will be distributed in PDF format. They should be printed out and compiled in a binder as the semester progresses.

Suggested Readings on the judiciary and federalism and separation of power:

- Herbert J. Storing, What the Anti-Federalists Were For (University of Chicago Press, 1981).
- Keith Whittington, Repugnant Acts: Judicial Review of Acts of Congress from the Founding to the Present (University Press of Kansas, 2019).

Suggested readings on writing:

- Strunk and White, Elements of Style (4th ed. or earlier)
- William Zinsser, On Writing Well

Course Requirements

Course Assignments, Assessments, and Grading Policy

You must complete all assignments to have a passing grade for this class.

Attendance & Participation	15 %
Two short papers (5-6 pages)	20% each (40% total)
Moot Court (legal brief or judicial opinion 7-9 pages)	25%
Final Exam	20%

Attendance & Participation (15%): Attendance in class and on time is expected. Your camera should be on for a majority of the time. Class participation is evaluated by quantity rather than quality. This means reading the material before class and developing questions and comments about the readings. UVU expects students to spend two hours preparing for class for every one hour in class – more time may be required for students who lack a background in the subjects or who wish to do excellent work. Please consult this syllabus for required and recommended readings, and preparation questions to guide your reading. I may randomly call on a student to summarize a reading or readings for that class session. These brief summaries should identify the reading or cases' primary claim and supporting reasons. Extra credit is given for accurately assessing the argument's strength or validity as well as the likely implications if the argument is accepted. I reserve the right to institute quizzes to ensure participation.

The classes will be recorded and a transcription made available. This has the potential to create a learning obstacle and ethical dilemma. I want people to feel free to ask questions and make comments that may later seem irrelevant or embarrassing – that is OK, it is part of the learning process. To overcome this problem, this class will follow the Chatham House rule, which is "participants are free to use the information received in class, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed outside of class." In other words, no question or comment stated by a person in class shall be attributed to them outside of class. This allows students the freedom to explore questions and ideas. The one exception to this rule is anything I (Professor Smith) say may be attributed to me outside of class, though I ask that you grant me charity in understanding that some of my comments and questions may be to help in exploring difficult and controversial subjects.

In addition, I encourage students to use the "Discussions" feature on Canvas, where one may raise questions about the readings and lectures that are confusing and where conversations begun in class can continue out outside of class. These are not graded, but I encourage their use because I think they facilitate learning.

Short Papers (two required, 20% each = 40%): These are due at the start of class since they are meant to provoke you to reflect on the material ahead of time. Two are required over the course of the semester. One of the 5-6 page papers must be submitted before October 17. Both required short papers may be submitted before October 17. In other words, credit will only be given to one paper submitted after October 17.

Nearly all days will have a prompt, and many will have more than one from which to choose. (Do not answer more than one of the numbered prompts on days where you have a choice.) Because I give you that flexibility to choose both the times and topics of most interest to you, I will not grant extensions or allow late work. This is not designed to be punitive, but because the papers are designed to press you to first grapple with these issues independently before bringing your ideas to the class as a whole.

Papers should be submitted in 12 font, Times New Roman, double-spaced with 1-inch margins. Double-sided printing is fine as long as it is clear on both sides.

"A" range papers are those which are especially creative, perceptive, and persuasive in presenting original, clear arguments backed up by both textual evidence and fluid writing. Consistent with the learning outcomes for the class, they should also anticipate and seriously grapple with counterarguments. "B" range papers are for solid, clear arguments with textual support and serviceable writing. Papers that contain one or more of the following errors--primarily summarizing, failing to meaningfully engage the prompt or texts, or lacking basic proofreading--will warrant grades C or below.

These are neither collaborative nor research papers. Please do not undertake outside research for these papers; thoughtful, individual reflection on course materials is more than enough. Citations should be either as parentheticals or endnotes; as no outside research is expected, simple citations (page numbers only) are sufficient. Parenthetical citations or simple endnotes are fine (e.g. Tocqueville 1.2.4; McCulloch; Frymer 20).

Plagiarism will result in failure of the assignment and referral to the appropriate disciplinary boards. Ask me if you have any specific questions.

I will keep the quality of writing in mind in assigning paper grades. Writing well is an essential skill of college graduates and one which employers increasingly prize, so it is to your benefit to spend time developing your writing. I am happy to work one-on-one with you on your writing. For those interested in improving their writing, I recommend Strunk and White, Elements of Style (4th edition or earlier).

I am more than happy to have you run ideas and thoughts for papers by me in advance, but I will not review drafts themselves.

Moot Court - Legal brief or judicial opinion (25%): We will do a simulation exercise playing out a constitutional controversy in practice—a moot court. Students will be divided into sections and different institutional roles (e.g. justices, lawyers, and reporters.) More information about this will be distributed later in the semester. Late submissions will result in a deduction by 10% each day late—including late submission on the due date.

Final Exam (20%)

Grading Scale

A = 93-100	B - = 80-82.9	D+ = 67-69.9
A - = 90-92.9	C+ = 77-79.9	D = 63-66.9
B+ = 87-89.9	C = 73-76.9	D - = 60-62.9
B = 83-86.9	C - = 70-72.9	E = 0-59.9

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

Course Schedule

August 27: Introduction to Thesis Research in Political ScienceThe schedule below provides the required readings for each class, reading questions to facilitate student learning from the required reading, and recommended readings for students wanting to learn more about the specific subjects. Sometimes a "note" is included to provide relevant information about the reading or topic.

DATE	ASSIGNMENTS
August 21	**I. The Constitution and Its Origins** • Madison, "Vices of the Political System of the United States" (1787) - https://founders.archives.gov/documents/Madison/01-09-02-0187 - I don't think you have previously seen this document, but it should be mostly a review from this summer's courses; • Lee to Mason on the Convention (1787) - https://americanfounding.org/entries/letter-from-richard-henry-lee-to-george-mason/; • Hamilton, "Conjectures about the New Constitution" (1787) - https://founders.archives.gov/documents/Hamilton/01-04-02-0139; • Madison, on structural features of the Constitution, *National Gazette* (1792) - https://founders.archives.gov/documents/Madison/01-14-02-0190; • Abraham Lincoln, Lyceum Address (1838) (you read this this summer, so it should just require a review) - https://teachingamericanhistory.org/document/lyceum-address/; • Bolt, "The Devil Speech," *A Man for All Seasons* (1966/1960) - https://www.youtube.com/watch?v=PDBiLT3LASk [1 minute]; • Paulsen and Paulsen, chapters 1 and 2, *The Constitution: An Introduction* Note: I am assuming that you are aware of the background leading up to the Constitution including the Stamp Act, Declaration of Independence, state constitutions (e.g., Massachusetts, Pennsylvania), Articles of Confederation, Constitutional Convention of 1787, etc.

28	**II. What is the Constitution?** • The Constitution of the United States - read it three times (preferably not all at once). First, read through the Constitution for a general sense of the document. Then, review the Declaration of Independence. Return to the Constitution for a second reading, with attention to the details—its provisions and their interactions with one another. Finally, read it a third time with a critical eye—what assumptions does it make? Do its provisions seem likely to achieve their stated goals? Is it faithful to the Declaration of Independence? To what extent, if any, have the subsequent amendments to the Constitution changed the balance of power between the state and federal government? How has it structurally changed through the amendments? • *Federalist* #39 [start with paragraph beginning 'but it was not sufficient"] • #44 [read first paragraph, then skip to paragraph beginning "Bills of..] • #45 [start with paragraph beginning "the state governments will"] • #62 [start with paragraph beginning "in this spirit" only] • How to brief a case (Canvas) • *Calder v. Bull* (1798) – Question: If the "Constitution" is more than the text of the Constitution, should natural rights be considered for understanding the Constitution?
September 4	**Authority to Interpret the Constitution** **Judicial Authority to Interpret the Constitution** *The Federalist*, No. 78, Alexander Hamilton (1788) Letters of Brutus, No. 11, Robert Yates (1787-1788) *United States v. Carolene Products,* "Footnote Four" (1938) Paulsen and Paulsen, *The Constitution*, chap. 3, pp. 67-72 **State Authority to Interpret the Constitution** The Alien and Sedition Acts (1798) Virginia and Kentucky Resolutions (1798-99) Responses of Rhode Island and New York (1799) South Carolina Exposition, John C. Calhoun (1828) Nullification Proclamation, Andrew Jackson (1832) Paulsen and Paulsen, *The Constitution*, chap. 6, pp. 121-46
11	**Political Authority to Interpret the Constitution** Thomas Jefferson to W.H. Torrance (1815) Speech on the *Dred Scott* Decision, Abraham Lincoln (1857) Fireside Chat on the Court Packing Plan, Franklin D. Roosevelt (1937) Religious Freedom Restoration Act of 1993 Paulsen and Paulsen, *The Constitution*, chap. 6, pp. 147-66; chap. 9, pp. 219-26 **Article III: Judicial Independence, the Judicial Role, and the Cert Process** *Hayburn's Case* (1792) Exchange with Chief Justice Jay on Advisory Opinions (1793) *Ashwander v. Tennessee Valley Authority* (1936) *Marbury v. Madison* (1803)

	Video interview with Chief Justice John Roberts on SCOTUS *Spokeo Inc. v. Robins*, 578 U.S. 330, 338 (2016) – [needs to be added – just add the sections on standing] --- **Standing –** "To demonstrate standing, a plaintiff must show that it has '(1) suffered an injury in fact, (2) that is fairly traceable to the challenged conduct of the defendant, and (3) that is likely to be redressed by a favorable judicial decision' *Spokeo Inc. v. Robins*, 578 U.S. 330, 338 (2016)." (Source: USA v. King County (2024) - https://cdn.ca9.uscourts.gov/datastore/opinions/2024/11/29/23-35362.pdf
18	**III. Separation of Powers** **Article I, section 1: Separate Powers and the Non-Delegation Doctrine** *J.W. Hampton, Jr. & Co. v. United States* (1928) *Schechter Poultry v. U.S.* (1935) *Printz v. United States* (1997) 1974 Impoundment Control Act [needs to be added] Paulsen and Paulsen, *The Constitution*, chap. 3, pp. 43-54 **Article I, section 7: Bicameralism and Presentment** *Immigration and Naturalization Service v. Chadha* (1983) *Clinton v. City of New York* (1998) **Article II: Executive Privilege and Immunity** Message to the House on the Jay Treaty, George Washington (1796) *U.S. v. Nixon* (1974) *Clinton v. Jones* (1997) **Trump v. U.S.* (2024) Paulsen and Paulsen, *The Constitution*, chap. 3, pp. 54-67
25	**Article II: Presidential Control of Administration Early Controversies** *The Federalist*, No. 77 (1788) James Madison's Defense of the President's Removal Power (1789) Henry Clay's speech on removal of the deposits from the National Bank (1833) The President's Protest of the Censure Resolution (1834) **The Unitary Executive and the Administrative State** *Myers v. United States* (1926) *Humphrey's Executor v. United States* (1935) *Buckley v. Valeo* (1976) Paulsen and Paulsen, *The Constitution*, chap. 10, pp. 305-12 **Synthesis: Appointment, Removal, and Direction of Subordinates *Morrison v. Olson* (1988)** **New cases:** **Chevron U.S.A., Inc. v. Natural Resources Defense Council, Inc* (1984) **Loper Bright v. Raimondo* (2024) **SEC v. Jarkesy* (2024)

	Recommended reading: Kelly, Harbison, and Belz – "Chapter 25: The New Deal and the Emergence of a Centralized Bureaucratic State" --- The recommended reading by Kelly, Harbison, and Belz is excellent on the decline of dual federalism, the rise of the modern administrative state (e.g., the Brownlow Commission, the Executive Reorganization Act of 1939), and the growth of executive powers as emergency measures become normal elements of the executive. All of these should be emphasized in class.
October 2	**Article II: Presidential Power in War and Foreign Affairs** **The Neutrality Controversy** *The Federalist*, No. 23 (1787) Proclamation of Neutrality, George Washington (1793) Letters of Pacificus and Helvidius, Alexander Hamilton and James Madison (1793) Paulsen and Paulsen, *The Constitution*, chap. 6, pp. 128-33 **Executive Power in the Civil War** *The Prize Cases* (1863) *Ex parte Milligan* (1866) Letter to Erastus Corning and Others, Abraham Lincoln (1863) Paulsen and Paulsen, *The Constitution*, chap. 7, pp. 167-78
9	**Presidential Power and Foreign Policy in the 20th Century** *United States v. Curtiss-Wright Export Corporation* (1936) *Youngstown Sheet and Tube v. Sawyer* (1952) The War Powers Act of 1973 President Nixon's Veto of the War Powers Resolution (1973) Paulsen and Paulsen, *The Constitution*, chap. 9, pp. 235-51 **Presidential Power to Wage War and Conduct Diplomacy** *Hamdi v. Rumsfeld* (2003) Obama Administration Justification for Drone Strikes *Zivotovsky v. Kerry* (2014) Revisit: Washington's Proclamation of Neutrality Paulsen and Paulsen, *The Constitution*, chap. 10, pp. 312-17
16	No Class – Fall Break

23	**IV: FEDERALISM** **State Police Powers and Incorporation** Barron v. Baltimore (1833) Slaughterhouse Cases (1873) **Article I, section 8 and the 10th Amendment: Enumerated Powers** Jefferson's and Hamilton's Opinions on the National Bank (1791) Martin v. Hunter's Lessee (1816) [include Johnson's concurrence] *McCulloch v. Maryland* (1819) *Gibbons v. Ogden* (1824) Paulsen and Paulsen, *The Constitution*, chap. 6, pp. 122-28 National Pork Producers' Council v. Ross to the federalism section, deals with the dormant commerce clause: https://www.oyez.org/cases/2022/21-468.
30	**Article I, section 8: Congress's Power to Regulate Commerce** *United States v. E.C. Knight* (1895) *National Labor Relations Board v. Jones and Laughlin Steel* (1937) *Wickard v. Filburn* (1942) *United States v. Lopez* (1995) *Gonzales v. Raich* (2005) Paulsen and Paulsen, *The Constitution*, chap. 9, 221-27; chap. 10, pp. 301-05 **Article I, Section 8: Congress's Power to Tax and Spend** *Bailey v. Drexel Furniture* (1922) *Steward Machine Co. v. Davis* (1937) *South Dakota v. Dole* (1987) *Murphy v. NCAA* (2018) Revisit *Printz v. United States* (1997) *Add: "Federalism Limits on State Criminal Extraterritoriality" by Matthew P. Cavedon – final report on the CSF website under research grants – examines the history of states prosecuting citizens for actions outside the state.*
November 6	Lon L. Fuller, *The Case of the Speluncean Explorers* (1949) **Article VI: Federal Supremacy and the Treaty Power** *United States v. Washington*, 596 U.S. 832, 838 (2022) - Intergovernmental Immunity Doctrine – prohibits states from interfering with or controlling the operations of the federal government [need to add this] – see also *North Dakota v. United States* 495 U.S. 423, 435 (1990); *Geo Grp., Inc. v. Newsom* 50 U.S. 745, 754 (9th Circuit, 2022) *Missouri v. Holland* (1920) *Reid v. Covert* (1957)
13	Moot Court Simulations Cases TBA

20	**The Political Safeguards of Federalism** *National League of Cities v. Usery* (1976) *Garcia v. San Antonio Metropolitan Transit Authority* (1985) *N.Y. v. U.S.* (1992) *Printz v. U.S.* (1997) **The Challenge of Cooperative Federalism** *Arizona v. United States* (2012) *National Federation of Independent Businesses v. Sebelius* (2012)
27	No Class - Thanksgiving
December 4	**Civil Rights Enforcement, Federalism, and Judicial Supremacy** Religious Freedom Restoration Act of 1993 *Boerne v. Flores* (1997) Respect for Marriage Act of 2022 Review and tba

Final Exam: December 9, Tuesday, 5-6:30 pm

Academic Integrity

Any work submitted by a student is done under the implied claim that the person who submits and signs the paper is also its author in whole and in all parts. Students are expected to be familiar with and adhere to the university's regulations concerning academic honesty. A copy of those policies is provided at the links after these paragraphs. Read them. Violation of these guidelines will result in a severe penalty that may include a failing grade in the course and referral to the appropriate university judicial authority.

Penalties will be imposed for *inadvertent* as well as deliberate plagiarism. Since inadvertent plagiarism is not fully intentional, you need to be aware of what it is. It is easy to cut-and-paste material from the Internet, summarizing a source's logic, evidence, reasoning or language. When you do this, you are obliged to acknowledge *in the main body of the paper* that you are doing so, and not merely with a within-text citation. You need to say something like "Smith says that…" even when you paraphrase. Putting in a citation at the end of a series of directly paraphrased sentences is NOT adequate. The same thing goes for following the order of another person's argument and evidence. Summarizing another person must be acknowledged, and close paraphrasing should be rare. When you paraphrase closely, you probably should be quoting. And merely copying the other person's footnotes is NEVER appropriate because it suggests that you did not verify the original source on your own. When you do want to do a second-degree citation like this, it should read: Jones, p. 133 as cited by Smith, p. 221.

If your paper turns out to be a series of quotes and paraphrases, and if you give all of the proper references using words of acknowledgment as well as within-text citations, then it will not be plagiarized. It will not be considered dishonest. So far, so good – but that is still not enough to make a paper satisfactory. Compiling a series of quotes and paraphrases – even if properly acknowledged – will not be enough to do a passable job. A paper must be made up of and organized around *your* thoughts – your thesis, reasoning and evidence, phrased in your words and serving your paper's end.

If you have any questions about this while writing, it is your responsibility to ask in advance.

Generative AI

The true value of graduate school is not learning the subject content but learning how to think and communicate clearly about the topics you are studying. Some of the best learning comes from wrestling with the material to make sense of it and summarize it in your own words. This may be a challenge at the beginning, but, as you apply yourself to the task, it will become easier. Moreover, any work submitted by you presumes that you are the author in whole and in all its parts. The use of Large Language Models (LLMs), like ChatGPT and other AI, to write your discussions, responses, summaries or papers, consequently, is a violation of this policy and a likely significant impairment to your learning.

LLMs, like ChatGPT, can be wonderful learning aids but they have some severe weaknesses. So far, they are OK for reviewing material (though I find they are wrong about 15% of the time, which 15% is difficult to determine if you are not already familiar with the material), and they
work well for generating ideas, proofreading, improving the clarity and concision of your writing, writing bibliographies, and writing formulaic things like resumes. In other words, they function like an OK tutor who can make some egregious errors.

Please do NOT use an LLM to write your notes, summaries, discussion comments, discussion responses, or papers. You can use it to generate ideas (though I would do this sparingly and with caution for what it produces), improve your writing (examine what it changes to see how you can improve your writing on your own), or test your knowledge.

Attendance

Attendance in class, on time, is expected. Students who miss two or more hours of class without an appropriate excuse will be penalized significantly in their final grades. This could range from a full letter on the final grade to failing the course.

Late Assignments

All assignments are due on the date *and at the time* assigned. Excuses will be accepted only for *an adequately* documented illness or emergency. Nothing prevents the student with a known scheduling conflict from reading ahead and completing the assignment early. The due dates are on the syllabus. Instructions will be available early. All assignments will be submitted electronically. Unexcused assignments will be penalized at the rate of one full letter grade (for example from B+ to C+) for each 24-hours, with the first 24-hours beginning when the assignment was due.

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.

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.