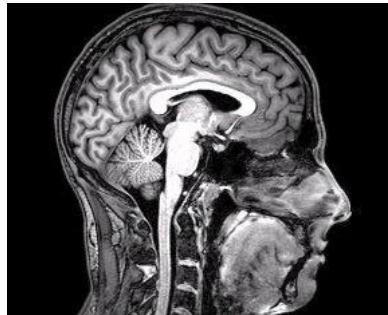


CULTURE & BEHAVIOR IN ARCHITECTURE

ARC 4530 | Spring Semester 2022 | CS-712A | T/TH 2:30 - 3:45pm



COURSE SYLLABUS

Course website via Canvas

INSTRUCTOR

Assistant Prof. Brandon Ro, AIA, NCARB

Office: CS-719 Phone: 801-863-4695

Email: brandon.ro@uvu.edu

Office Hours: As posted outside of office (other times by email appointment only)

COURSE DESCRIPTION

ARC 4530 – Culture and Behavior in Architecture (3)

Advanced course in architectural theory that explores the built environment's effect on culture and behavior. Examines the aesthetic experience of architecture from a cognitive, behavioral, and emotional viewpoint. Surveys interdisciplinary concepts from neuroscience, psychology, anthropology, and sociology to understand how the built environment can impact human health and well-being.

PREREQUISITES

ARC 4110 with a grade of C- or better and University Advanced Standing

INSTRUCTIONAL METHODS

This course will be conducted in a seminar format and incorporate traditional methods of teaching architectural theory. Instructional methods will include lecture, discussion of readings, etc. Examinations will test the student's knowledge and understanding of key concepts.

STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

- Understand the increasing role that research and empirical evidence has in improving architectural design
- Master basic interdisciplinary theoretical concepts related to architecture's effect on culture, behavior, and public health
- Develop an awareness of the impact that aesthetic experiences of architecture have on the cognitive, behavioral, and emotional well-being of humans
- Ability to apply basic research, analytical, and observational methods as they relate to the sociocultural, psychological, aesthetic, and behavioral impact of architecture

PROFESSIONAL NAAB STANDARDS ADDRESSED

Accreditation for the Bachelor of Architecture at Utah Valley University must meet certain educational requirements outlined by the National Architectural Accrediting Board (NAAB) to be considered a “professional degree” leading to licensure.

In addition to the course objectives and learning outcomes already described above, this course aims at providing students with an understanding or ability in the following Program and Student Performance Criteria outlined in the *2020 NAAB Conditions for Accreditation*:

- **PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally
- **PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.
- **PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities
- **SC.1 Health, Safety, and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities

REQUIRED SUPPLIES, MATERIALS, AND TEXTS

Supplies can be purchased locally at the campus bookstore, Michaels, Hobby Lobby, Artist Corner, Blick Art Materials, etc.

Required Supplies and Materials

- Sketchbook, spiral bound, new 8.5"x11" for note taking

Required Digital Tools and Software

- Laptop or desktop computer capable of running design software.
- *SOFTWARE*

- Microsoft Office or equivalent (Powerpoint, Word)
- Adobe Suite (Photoshop, InDesign, Illustrator, etc)
- Bluebeam Revu (license provided)
- 3M™ Visual Attention Software - <https://vas.3m.com/> (as required for research projects)

Required Books and Reading (*=available in library)

- Sternberg, Esther M. *Healing Spaces: The Science of Place and Well-Being*. Cambridge: Belknap Press, 2009.*
- Sussman, Ann, and Justin B. Hollander. *Cognitive Architecture: Designing for How We Respond to the Built Environment*. New York: Routledge, 2015.

NOTE: Selected journal articles and excerpts from larger works will be required reading for students and are outlined in more detail in the “Course Reader Packet.” Copies of these readings will be made available on Canvas or can be accessed via the university library’s databases. Students may desire to purchase their own copy of the larger reference texts below for future reference.

- Buras, Nir. *The Art of Classic Planning: Building Beautiful and Enduring Communities*. Boston: Harvard University Press, 2020. pp.148-165. (PDF)
- Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*, New York: Basic Books, 1973.
- Hamilton, D. Kirk, and David H. Watkins. *Evidence-Based Design for Multiple Building Types*. Hoboken, NJ: John Wiley & Sons, 2009.
- Holl, Steven, Juhani Pallasmaa, and Alberto Pérez Gómez. *Questions of Perception: Phenomenology of Architecture*. New ed. San Francisco, CA: William Stout, 2006.
- Jones, Lindsay. *The Hermeneutics of Sacred Architecture: Experience, Interpretation, Comparison*. 2 vols, Religions of the World. Cambridge, MA: Harvard University Press, 2000.
- Lang, Jon T. *Creating Architectural Theory: The Role of the Behavioral Sciences in Environmental Design*. New York: Van Nostrand Reinhold, 1987.
- Salingaros, Nikos A. *Biophilia & Healing Environments: Healthy Principles for Designing the Built World*. New York: Terrapin Bright Green, 2015.
- Salingaros, Nikos A. *A Theory of Architecture*. n.p.: Levellers Press, 2014.
- Seasoltz, Kevin. *A Sense of the Sacred: Theological Foundations of Christian Architecture and Art*. New York: Continuum, 2005.
- Tuan, Yi-fu. *Space and Place: The Perspective of Experience*. Minneapolis: University of Minnesota Press, 1977.
- Tuan, Yi-fu. *Topophilia: A Study of Environmental Perception, Attitudes, and Values*. Morningside ed. New York: Columbia University Press, 1990.
- Zeisel, John. *Inquiry by Design: Environment / Behavior / Neuroscience in Architecture, Interiors, Landscape, and Planning*. New York: W.W. Norton, 2006.

Additional Recommended Reading

- Adam, Robert. *Time for Architecture: On Modernity, Memory and Time in Architecture and Urban Design*. Newcastle upon Tyne, UK: Cambridge Scholars, 2020.
- Bachelard, Gaston. *The Poetics of Space: The Classic Look at How We Experience Intimate Places*. Boston, MA: Beacon Press, 1964.
- Barrie, Thomas. *Spiritual Path, Sacred Place: Myth, Ritual, and Meaning in Architecture*. Boston: Shambhala, 1996.
- Barrie, Thomas. *The Sacred in-Between: The Mediating Roles of Architecture*. New York: Routledge, 2010.
- Bass, Steve. *Beauty, Memory, Unity: A Theory of Proportion in Architecture and Design*. New York: Lindisfarne Books, 2019.
- Bermudez, Julio, ed. *Transcending Architecture: Contemporary Views of Sacred Space*. Washington, DC: Catholic University of America Press, 2015.
- Gage, Mark Foster, ed. *Aesthetic Theory: Essential Texts for Architecture and Design*. New York: W. W. Norton, 2011.
- Harries, Karsten. *The Ethical Function of Architecture*. Cambridge, MA: MIT Press, 1997.
- Mallgrave, Harry Francis. *Architecture and Embodiment: The Implications of the New Sciences and Humanities for Design*. New York: Routledge, 2013.
- Pallasmaa, Juhani. *The Eyes of the Skin: Architecture and the Senses*. Hoboken, NJ: John Wiley & Sons, 2005.
- Pallasmaa, Juhani. *The Embodied Image: Imagination and Imagery in Architecture*. Chichester, United Kingdom: John Wiley & Sons, 2011.
- Pallasmaa, Juhani. *The Thinking Hand: Existential and Embodied Wisdom in Architecture*, Ad Primers. Chichester, U.K.: Wiley, 2009.
- Pérez-Gómez, Alberto. *Architecture and the Crisis of Modern Science*. Cambridge: MIT Press, 1983.
- Pérez-Gómez, Alberto. *Attunement: Architectural Meaning after the Crisis of Modern Science*. Cambridge: MIT Press, 2016.
- Pérez-Gómez, Alberto. *Built Upon Love: Architectural Longing after Ethics and Aesthetics*. Boston: MIT Press, 2006.
- Robinson, Sarah, and Juhani Pallasmaa, eds. *Mind in Architecture: Neuroscience, Embodiment, and the Future of Design*. Cambridge: MIT Press, 2015. (eBook*)
- Ruggles, Donald H. *Beauty, Neuroscience and Architecture: Timeless Patterns and Their Impact on Our Well-Being*. Denver: Fibonacci, 2017.
- Scruton, Roger. *The Aesthetics of Architecture*. Princeton: Princeton University Press, 2013.
- Scruton, Roger. *Beauty: A Very Short Introduction*. Oxford: Oxford University Press, 2011.

CLASSROOM POLICIES

- **COMMUNICATION** – Throughout the semester the instructor may contact students via email and/or Canvas. It is your responsibility to check both Canvas and your UVU email regularly and ensure your inbox is not full. I maintain an open door policy if you need additional assistance beyond class hours.

- **ATTENDANCE** – Attendance is required and will be factored into the final course grade. Class will start promptly at the time listed. I will call roll at the beginning of class. Arriving more than 20 minutes late will be considered an unexcused absence.
- **ABSENCES** – Attendance and participation points will be lost for every unexcused absence. Examples of excused absences include a death or birth in the family, student illness, and collegiate athletic responsibilities. Appropriate documentation must be provided for an absence to be excused. If you accumulate three or more unexcused absences, your grade will be reduced a full letter grade.
- **READINGS** – Assigned course readings are to be completed prior to the date of the lecture that they are assigned in the syllabus.
- **ASSIGNMENTS** – Details for each assignment will be handed out (or posted on Canvas) and reviewed together in class. Projects and assignments must be turned in no later than the time specified in the syllabus or on Canvas to receive full credit. You are responsible for meeting all deadlines. **NO late assignments will be accepted.**
- **FIELD TRIPS** – It is the University and Department's policy that in no case shall a student drive to or from an assigned field trip without proper auto insurance. Students should make every effort to carpool to all field trips since parking may be difficult and limited.
- **PHONES, LAPTOPS, ELECTRONICS, ETC** – Please silence your cell phones and other electronic devices. During class time cell phones, text messaging, email, and other electronic forms of communication are NOT permitted. If you have an urgent call that you absolutely must take, please leave the room to do so.
- **FOOD AND DRINKS** – Absolutely NO eating or drinking is allowed in the classroom. Too many computers and projects have been ruined due to food and drink related incidents.

COURSE REQUIREMENTS

Each student's learning over the course of the semester will be assessed through several assignments and projects as outlined below:

- **ATTENDANCE / PARTICIPATION (100 POINTS)** – Students are required to attend and actively participate in each weekly class session. The seminar format for each class will consist of short lectures as well as discussions of assigned readings and videos.
- **REQUIRED READINGS / VIDEOS (100 POINTS)** – Weekly reading and video assignments are derived from the required texts and/or provided by the instructor. Students are required to complete all assigned readings and videos PRIOR to the class lecture and discussion session for the week. It is the students' responsibility to report their completion of these tasks each week through a weekly questionnaire survey on Canvas.
- **RESEARCH PROJECT (100 POINTS)** – The Research Project is designed to demonstrate each student's ability to engage in research about the aesthetic experience of architecture from a cognitive, behavioral, and emotional viewpoint. In this context, architectural research is defined as an inquiry or investigation conducted by a student that makes an original intellectual or creative contribution to the discipline. The ultimate deliverable for the research project will

be to compile and synthesize the findings in a visual format as a poster presentation and present it to the class.

- **WEEKLY EXERCISES** (200 POINTS) – Students will be given weekly exercises as part of their homework for the class. Each assignment is designed to reinforce the concepts the students are learning from the readings, videos, and lectures. Some weekly exercises will be weighted heavier based on their difficulty and time requirements.
- **EXAMS** (2 @ 250 POINTS = 500 POINTS) – Each student will test the knowledge gained in the course through two examinations. Exams will be based on key concepts, terminology, and case studies found in the assigned readings, videos, and lectures. Each exam will consist of both multiple choice and essay questions. The midterm and final exam will each cover the content for half of the class; neither exam will be cumulative.

ASSESSMENT

The weight of each of the projects and assignments will be broken down as follows:

Attendance / Participation	10%
Assigned Readings / Videos	10%
Research Project	10%
Weekly Exercises	20%
Midterm Exam	25%
Final Exam	25%
TOTAL	100%

GRADING SCALE

A	95% to 100%	C	73% to 76%
A-	90% to 94%	C-	70% to 72%
B+	87% to 89%	D+	67% to 69%
B	83% to 86%	D	60% to 66%
B-	80% to 82%	D-	55% to 59%
C+	77% to 79%	E	00% to 54%

GRADES AND CREDIT

Your grade for this class will become part of your permanent college transcript and will affect your GPA. A low grade in this course can affect progress within the B.Arch program and scholarship eligibility. Grades are determined by instructors, based upon measures determined by the instructor and department and may include: evaluation of responses, written exercises and examinations, performance exercises and examinations, classroom/laboratory contributions, mastery of pertinent skills, etc. Letter grading is defined as follows:

- “A” is an exceptional grade indicating superior achievement.
- “B” is a grade indicating commendable mastery.
- “C” indicates satisfactory mastery and is considered an average grade.
- “D” indicates substandard progress and insufficient evidence of the ability to succeed in sequential courses.
- “E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class.

- “UW” indicates an unofficial withdrawal from the class.

STUDENT RATINGS OF INSTRUCTOR

UVU is dedicated to providing quality academic experiences for students. Help me identify areas where I can improve my teaching by participating in the Student Ratings of Instructor (SRI). Your confidentiality is assured. Your feedback is critical if we are to improve the teaching and learning at UVU. The SRIs will be available online in the latter part of the semester.

COURSE DELIVERY METHOD

To maintain the safety of UVU students, faculty, and staff under pandemic social distancing requirements, yet still provide face-to-face learning opportunities ***our class will be a hybrid between face-to-face instruction as well as online content.*** There will be days where students will not be required to attend in person and will watch pre-recorded lectures and videos. See course schedule below for details of when each group will attend class face to face.

COURSE SCHEDULE

A week-by week schedule is outlined below. Instructor may adjust schedule as needed due to department events or other teaching duties. Items in **RED** are major exams. All readings are to be completed prior to class for discussion.

WEEK	CLASS: Lecture/ Discussion Topic	HOMEWORK: Readings/Assignments
1 (1/10-1/14)	T (1/11) – Intro to Class, Syllabus, Video MODULE 1: Architectural Research for Practice (F2F)	READ: Syllabus COMPLETE: Module 1 Readings/Videos
	Th (1/13) – Lecture / Discussion MODULE 1: Architectural Research for Practice (F2F)	COMPLETE: Exercise 1
2 (1/17-1/21)	T (1/18) – Videos MODULE 2: Culture in Architecture (Online)	COMPLETE: Module 2 Readings/Videos
	Th (1/20) – Lecture / Discussion MODULE 2: Culture in Architecture (F2F)	COMPLETE: Exercise 2 <i>Research Project Step 1: Topic Selection Due</i>
3 (1/24-1/28)	T (1/25) – Videos MODULE 3: Spirituality in Architecture (Online)	COMPLETE: Module 3 Readings/Videos
	Th (1/27) – Lecture / Discussion MODULE 3: Spirituality in Architecture (F2F)	COMPLETE: Exercise 3 <i>Research Project Step 2: Annotated Bibliography Due</i>
4 (1/31-2/4)	T (2/1) – Student meetings with Instructor to discuss Research Project; Videos MODULE 4: Cognitive Architecture (F2F)	COMPLETE: Module 4 Readings/Videos
	Th (2/3) – Lecture / Discussion MODULE 4: Cognitive Architecture (F2F)	COMPLETE: Exercise 4
5 (2/7-2/11)	T (2/8) – Videos MODULE 5: Behavioral Science for Architecture (Online)	COMPLETE: Module 5 Readings/Videos
	Th (2/10) – Lecture / Discussion MODULE 5: Behavioral Science for Architecture (F2F)	COMPLETE: Exercise 5
6 (2/14-2/18)	T (2/15) – Discussion / Debate #1; Videos MODULE 6: Architecture for the Senses (F2F)	COMPLETE: Module 6 Readings/Videos
	Th (2/17) – Lecture / Discussion MODULE 6: Architecture for the Senses (F2F)	COMPLETE: Exercise 6
7 (2/21-2/25)	T (2/22) – Videos MODULE 7: Emotion in Architecture (Online)	COMPLETE: Module 7 Readings/Videos
	Th (2/24) – Lecture / Discussion	COMPLETE: Exercise 7

WEEK	CLASS: Lecture/ Discussion Topic	HOMEWORK: Readings/Assignments
	MODULE 7: Emotion in Architecture (F2F)	<i>Research Project Step 3: Poster Rough Draft Due</i>
8 (2/28-3/4)	T (3/1) – Lecture / Discussion / Midterm Exam Review MODULE 8: Psychological Dimensions of Architecture (F2F)	COMPLETE: Module 8 Readings/Videos COMPLETE: Study for Midterm Exam
	Th (3/3) – MIDTERM EXAM (F2F)	MIDTERM EXAM COMPLETE: Exercise 8
9 (3/7-3/11)	T (3/8) – NO CLASS, <i>Spring Break</i>	
	Th (3/10) – NO CLASS, <i>Spring Break</i>	
10 (3/14-3/18)	T (3/15) – Videos MODULE 9: Edges: Thigmotaxis in Architecture (Online)	COMPLETE: Module 9 Readings/Videos
	Th (3/17) – Lecture / Discussion MODULE 9: Edges: Thigmotaxis in Architecture (F2F)	COMPLETE: Exercise 9 <i>Research Project Step 4: Final Abstract Due</i>
11 (3/21-3/25)	T (3/22) – Discussion / Debate #2 ; Videos MODULE 10: Patterns: Faces and Spaces (F2F)	COMPLETE: Module 10 Readings/Videos
	Th (3/24) – Lecture / Discussion MODULE 10: Patterns: Faces and Spaces (F2F)	COMPLETE: Exercise 10
12 (3/28-4/1)	T (3/29) – Videos MODULE 11: Shapes: Symmetry, Hierarchy, Curves, Complexity (Online)	COMPLETE: Module 11 Readings/Videos
	Th (3/31) – Lecture / Discussion MODULE 11: Shapes: Symmetry, Hierarchy, Curves, Complexity (F2F)	COMPLETE: Exercise 11 <i>Research Project Step 5: Final Poster Submission Due</i>
13 (4/4-4/8)	T (4/5) – Student Research Project Presentations ; Videos MODULE 12: Beauty and the Brain (F2F)	COMPLETE: Module 12 Readings/Videos <i>Research Project Part 6: Presentations Due</i>
	Th (4/7) – Lecture / Discussion MODULE 12: Beauty and the Brain (F2F)	COMPLETE: Exercise 12
14 (4/11-4/15)	T (4/12) – Videos MODULE 13: Designing with Biophilia & Biomimicry (Online)	COMPLETE: Module 13 Readings/Videos
	Th (4/14) – Lecture / Discussion MODULE 13: Designing with Biophilia & Biomimicry (F2F)	COMPLETE: Exercise 13
15 (4/18-4/22)	T (4/19) – Student Research Project Presentations ; Videos MODULE 14: Healing Spaces (F2F)	COMPLETE: Module 14 Readings/Videos <i>Research Project Part 6: Presentations Due</i>
	Th (4/21) – Lecture / Discussion MODULE 14: Healing Spaces (F2F)	COMPLETE: Exercise 14
16 (4/25-4/29)	T (4/26) – Final Exam Review Session (F2F)	COMPLETE: Study for Final Exam
	Th (4/28) – NO CLASS: <i>Final Exam Preparation</i>	COMPLETE: Exercise 15, SRI
17 (5/2-5/6)	T (5/3) – FINAL EXAM 1:00pm-2:50pm (F2F)	COMPLETE: SRI FINAL EXAM

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

Utah Valley University expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. Students of this class are expected to support an environment of academic integrity, have the right to such an environment, and should avoid all aspects of academic dishonesty. Examples of academic dishonesty include plagiarizing, faking of data, sharing information during an exam, discussing an exam with another student who has not taken the exam, consulting reference material during an exam, submitting a written assignment which was authored by someone other than you, and/or cheating in any form.

In keeping with UVU policy, evidence of academic dishonesty may result in a failing grade in the course and disciplinary review by the college. Any student caught cheating will receive, at minimum, zero points on that particular assignment for the first offense. A second offense can result in failing the course and will entail being reported to Student Advising. Academic dishonesty includes, in part, using materials obtained from another student, published literature, and the Internet without proper acknowledgment of the source.

Additional information on this topic is published in the student handbook and is available on the UVU website.

STUDENT CODE OF CONDUCT

All UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to **obey the law, to perform contracted obligations, to maintain absolute integrity and high standards** of individual honesty in academic work, and to observe a **high standard of conduct for the academic environment**.

The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them.

Students should review their Rights and Responsibilities. The Code of Conduct also outlines the process for academic appeals, and appeals related to misconduct and sanctions. It can be found at <http://www.uvu.edu/studentconduct/students/>

STUDENT RESPONSIBILITIES

You are expected to take an active role in the learning process by meeting course requirements as specified in written syllabi. Faculty members have the right to establish classroom standards of behavior and attendance requirements. You are expected to meet these requirements and make contact with faculty members when unable to do so.

WITHDRAWAL POLICY

If you do not wish to take this course or find that you are unable to continue, you should officially withdraw by the deadline stated in the current semester UVU Student Timetable. You can officially withdraw from a course by dropping it through the online registration system or the campus One Stop desk (BA 106) by the listed date. If you officially withdraw from a course by the "Last Day to Drop and Not Show on Transcript," the course will not appear on your academic transcripts. If you officially withdraw from a course by the "Last Day to Withdraw," a "W" will appear on your transcripts. Although your GPA will not be affected — a "W" will indicate that you chose to withdraw. If you fail to complete the course and do not drop it before the "Last Day to Withdraw," a "UW" or "E" (a failing grade) will appear on your transcripts. Withdrawing from a course may impact your financial aid status. For more information, see: UVU Financial Aid.

CHEATING AND PLAGIARISM POLICY PROCEDURES

This document was taken from the Utah Valley University **Policy 541, The Student Rights and Responsibilities Code 5.4.4**. Each student is expected to maintain academic ethics and honesty in all its forms, including, but not limited to, cheating and plagiarism as defined hereafter:

1) **Cheating** is the act of using or attempting to use or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying another's academic work.

2) **Plagiarism** is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity.

3) **Fabrication** is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:

a) Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.

b) Listing sources in a bibliography not used in the academic exercise.

c) Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

d) Submitting as your own any academic exercise (written work, printing, sculpture, etc.) prepared totally or in part by another.

INCLUSION AT UVU

“Come as you are. UVU has a place for you.” –President Tuminez.

UVU is committed to preparing all students for success in an increasingly complex, diverse, and globalized society. We value and promote collegial relationships and mutual respect among students, faculty, staff, and the community. We acknowledge and seek to address the needs of populations who are underserved as well as students with varying levels of academic preparation. Since your experience in this class is important to me, it is my intent to promote civility and respect the voice, dignity, and potential of each individual. I aim for an inclusive learning environment that provides equitable opportunities and fosters the understanding, appreciation, and recognition that diversity and individual differences are a source of strength. I aim for a course that is respectful of diversity including age, culture, disability, ethnicity, gender, nationality, race, religion, sexuality, and socioeconomic status.

Please contact me if you need to talk about any issues you are facing. I value any suggestions on how to improve the effectiveness of this course. If that feels uncomfortable to you, you can contact the [Inclusion and Diversity Committee](#) to ask for help and support.

STUDENTS WITH DISABILITIES

Students who need accommodations because of a disability may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

RELIGIOUS ACCOMMODATIONS

At the beginning of each semester, you shall promptly review the course syllabus and class schedule and notify faculty to request an accommodation for sincerely held religious beliefs and practices using the *Religious Accommodation Request Form*.

DANGEROUS BEHAVIOR

The faculty member has the right to demand and secure the immediate removal of any person from the classroom whenever the faculty member determines, to the best of his or her knowledge or belief, that the person's actions are threatening or dangerous to students or themselves. If the faculty member cannot resolve a disruptive situation, the faculty member may request that the disruptive person(s) leave the classroom. If the disruptive person(s) will not leave voluntarily, the faculty member may call University Police for assistance. The

incident shall be reported to the Dean of Students and to the Director of Judicial Affairs in accordance with *Policy 541 Student Rights and Responsibilities Code*.

DISCRIMINATORY, EXCLUSIONARY, OR DISRUPTIVE BEHAVIOR

Faculty members observing discriminatory, exclusionary, or disruptive behavior follow procedures described in **UVU Policy 541 Student Rights and Responsibilities Code. 5.6**

POLICIES/REFERENCES

1. Policy 541: Student Rights and Responsibilities Code
<https://www.uvu.edu/catalog/current/policies-requirements/student-rights-and-responsibilities.html>
2. Policy 601: Classroom Instruction and Management.
<https://policy.uvu.edu/getDisplayFile/5750ed2697e4c89872d95664>
3. Policy 635: Faculty Rights and Professional Responsibilities.
<https://policy.uvu.edu/getDisplayFile/563a40bc65db23201153c27d>

DEFINITIONS

Syllabus: An agreement between faculty and students that communicates course structure, schedule, student expectations, expected course outcomes, and methods of assessment to students.

Due dates and this syllabus may change at the instructor's discretion due to the needs of the class members.