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# Family, Consumer, and Human Development

2905 Old Main Hill, Logan UT 84322-2905

<http://www.usu.edu/fchd>

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## **CHILD DEVELOPMENT LABORATORY SEMINAR - FCHD 4960**

**Fall Semester, 2016**

Instructor: Megan Hanks, MFHD  
Class Time: Monday, 11:30 - 12:20  
Room: North Lab

The Child Development Laboratory Seminar is designed as an integrative course to accompany the Laboratory practical experience. Through the Seminar, students have opportunities to integrate practical and theoretical knowledge in a manner allowing them to develop an applied philosophy for working with parents and children. Specifically this course strives to guide students to develop:

- a working knowledge of current issues facing young children and their families  
(through readings, class participation and laboratory participation)  
IDEA Objective #1: Gaining factual knowledge (terminology, classifications, methods, trends)
- an understanding of the role an individual child plays in the family  
(through home visits, parent meetings, and parent conferences, as well as laboratory participation)  
IDEA Objective #3: Learning to apply course materials (to improve rational thinking, problem solving, and decisions)
- specific and refined observational skills by which to learn more fully about children  
(through observation assignment, assessment assignment, and laboratory participation)  
IDEA Objective #4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- a practical understanding of methods utilized for assessing development in the early childhood years  
(through class participation and assessment assignment)  
IDEA Objective #1: Gaining factual knowledge (terminology, classifications, methods, trends)
- a sense of collegiality and cooperation with each other during the student teaching experience  
(through class participation and laboratory participation)  
IDEA Objective #5: Acquiring skills in working with others as a member of a team

Monday, September 12  
& September 19

INTRODUCTIONS, REVIEW OF SYLLABUS  
FIRST AID IN THE CLASSROOM

Assignment:

You will be reading and summarizing four (3-Credits) or five (6-Credits) readings on topics concerning young children. Two of these summaries (the articles listed below) will be written. These articles were given to you by your head teacher. These are due September 26. Two readings will be chosen from the list on the syllabus and will be presented to your small group on the corresponding day in seminar. Both the oral and written presentations should include the following components: an overview of the article, your reaction to the article (pro or con), and how the information can be applied in the classroom setting or can be used with parents. The remaining reading will be selected only by 6-Credit students. This reading should be one appropriate for parents, and will be included in the parent resource file. A copy of the article, along with a two-paragraph summary of why you chose this article, is due September 26. Articles can be chosen from a magazine such as *Parents*, or journals such as *Childhood Education* or *Young Children*, or online resources.

Read, K. & Patterson, J. (1980). *The nursery school and kindergarten*. New York: Holt, Rinehart & Winston. (Chapter 6: Initial support through guides to speech and action)

Hitz, R. & Driscoll, A. (1988). Praise or encouragement? New insights into praise: Implications for early childhood teachers. *Young Children*, 43, 6-13.

**OR**

Kohn, A. (2001). Five reasons to stop saying, "Good Job!" *Young Children*, 56, 24-28.

Handout: Cole, L. and Gartell, D. (2014). Guidance with girls. *Young Children*, 70, 94-95.

Handout: Colker, L. J. (2008). Twelve characteristics of effective early childhood teachers. *Young Children*, 63, 68-73.

Handout: Gartrell, D. (2008). Comprehensive guidance. *Young Children*, 63, 44-45.

Monday, September 12, September 19 - (continued)

- Handout: Gartrell, D. (2012). From rules to guidelines: Moving to the positive. *Young Children*, 68, 56-58.
- Handout: Gartrell, D. (2012). "Goodest" guidance: Teachers and families together. *Young Children*, 68, 66-68.
- Handout: Gartrell, D. & Sonsteng. (2008). Guidance matters: Promote physical activity-it's proactive guidance. *Young Children*, 63, 51-53.
- Handout: Kern, P. & Wakeford, L. (2007). Supporting outdoor play for young children: The zone model of playground supervision. *Young Children*, 62, 12-18.
- Handout: Reineke, J., Sonsteng, K. & Gartell, D. (2008). Nurturing mastery motivation: No need for rewards. *Young Children*, 63, 89-97.
- Handout: Sanchez, D. D., Steece-Doran, D., & Jablon, J. (2011). Planning for positive guidance: Powerful interactions make a difference. *Teaching Young Children*, 6, 8-10.
- Handout: Shiller, V. M. & O'Flynn, J. C. (2008). Using rewards in the early childhood classroom: A reexamination of the issues. *Young Children*, 63, 88-93.

Monday, September 26

OBSERVING YOUNG CHILDREN: IS IT CRITICAL?

- Handout: Fleming, B.J. & Schalk, D. (2013). "Greater Than Great!" A teacher's home visit changes a young child's life. *Young Children*, 69, 70-75.
- Assignment: Choose two (3-Credits) or three (6-Credits) children and make a visit to each child's home. Write a summary of each visit. Due October 24 and November 14 (6-Credits; see end of syllabus for 3-Credits' due dates).
- By making a home visit, you will get to know the child in greater depth, and thus understand him/her better in the preschool setting. Making a home visit will give you a better chance to talk with parent(s) and give you an experience with children in the context of their families.

Monday, September 26 - (continued)

Make contact with parent(s), introduce yourself, and call well in advance to make an appointment at their convenience. Be flexible! Be prompt and plan to stay about an hour.

Hopefully, you will have time to visit with the parent, and the child. Be flexible, you may end up eating a meal, reading stories, interacting with the whole family, or following the child around the neighborhood. You may break the ice by asking to see a favorite toy or the child's room (be sensitive). This is a time for you to get to know the child and the family better, not to tell the parent about the child. If asked, respond positively, and refer the parent to the child's teacher for a conference about areas of concern. Make sure you recognize the family's hospitality.

Write-ups will include insightful information relating to child's development, insight into behavior, personality, influence of family (relationship with parents, siblings, neighborhood). Note any new information you picked up, the child's reaction to you, and what you did. Note what you learned to better understand the child, and whether or not the visit had an impact on your relationship with the child. You may also gain information to help you complete your assessments, however this should not dominate or even guide your visit.

Handout: Buell, M. J. & Sutton, T. M. (2008). Weaving a web with children at the center: A new approach to emergent curriculum planning for young preschoolers. *Young Children*, 63, 100-105.

Assignment: Based upon class discussion and handout, complete the following observation assignment. Due Monday, November 28 (6-Credits; see end of syllabus for 3-Credits' due dates).

Martha Jane Buell and Tara Sutton's article, "Weaving a web with children at the center: A new approach to emergent curriculum planning for young preschoolers" will be used for this assignment.

This article creatively integrates creating a web of children's interests and needs with a curriculum web.

You will be creating a web for either one child (3-Credits) or three children (6-Credits) whom you have chosen to home visit. To complete this assignment, you will be spending the majority of one day in the observation booth. Please schedule this day in the booth with your head teacher.

Monday, September 26 - (continued)

To begin this assignment, use a large piece of construction paper (from the paper shelves in the small manipulative room) for each child. Fold it in half. You will also need a ruler and writing implements.

\*On the LEFT half of the paper create an individualized web for the child with the child's name and birthdate in the center.

\*Attached to the LEFT side of the child's name show FIVE areas in which the child needs support and encouragement.

\*Attached to the RIGHT side of the child's name show FIVE current interests of the child.

\*On the RIGHT half of the paper create a real time curriculum web with the day's theme or topic in the middle and the day's activities written around this.

\*Observe your children and record which activities they participate in, estimating the time spent at each place. As you are observing, pay particular attention to the ways in which children's needs (five areas on the left side of their names) and interests (five areas on the right side of their names) interface with the activities. Draw a line from the activity to the needs or interests that are addressed, briefly noting how the activity is appropriate for meeting the child's needs or interests.

At the bottom of each web, briefly summarize in paragraph form (one!!) how effective you are as a team of teachers in planning curriculum to meet children's needs and interests, and what changes need to be made in your future curriculum planning.

Be sure to write your name on your webs, and include the date you observed. This assignment can be handwritten, but must be neat, legible, and incorporate correct grammar and spelling.

**TWO WRITTEN SUMMARIES OF READINGS DUE (All)  
PARENT ARTICLE DUE (6-Credits only)**

Monday, October 3

ASSESSING THE DEVELOPMENT OF YOUNG CHILDREN

Handout: Harris, M. E. (2009). Implementing portfolio assessment. *Young Children, 64*, 82-85.

Handout: Jablon, J., Stetson, C., & Dombro, A. L. (2012). Powerful interactions: A bridge between teaching and assessment. *Teaching Young Children, 5*, 18-20.

Monday, October 3 – (continued)

- Handout: Santos, R. M. (2004). Ensuring culturally and linguistically appropriate assessment of young children. *Young Children*, 59, 48-50.
- Handout: Seitz, H. (2008). The power of documentation in the early childhood classroom. *Young Children*, 63, 88-93.
- Assignment: Based upon class discussion, complete a developmental assessment on one child (3-Credits) or three children (6-Credits) whom you visit at home. Due December 6 (6-Credits; see end of syllabus for 3-Credits' due dates).

For this assignment, you will be filling out the Portage Guide to Early Education, a developmental assessment. Do not leave these until the last minute. Read through them thoroughly, plan activities to help you assess children's behavior and discuss developmental areas during post-conference to help each other gather information on the children.

You will turn these assessments in to me, then I will grade them and give them back to you so you may use them during parent/teacher conferences. When you have finished, you will return them to me, so they may be kept in the children's files.

Monday, October 10

ASSESSING THE CLASSROOM SETTING

- Handout: Carter, M., Cividanes, W., Curtis, D., & Lebo, D. (2010). Becoming a reflective teacher. *Teaching Young Children*, 3, 18-20.
- Handout: Hyson, M. & Saia, A. (2012). Playing for 75 years. *Teaching Young Children*, 5, 12-15.

Monday, October 17

APPROPRIATE CURRICULUM FOR YOUNG CHILDREN

- Handout: Clark, K. (2012). Fostering children's success: A new perspective on the block area. *Teaching Young Children*, 6, 18-19.
- Handout: Colker L. J. (2012). Increasing print awareness in shared reading to improve preschoolers' literacy skills. *Teaching Young Children*, 5, 23-25.
- Handout: Kamii, C. (2014). Direct versus indirect teaching of number concepts for ages 4 to 6: The importance of thinking. *Young Children*, 70, 72-77.
- Handout: Leong, D. J. & Bodrova, E. (2012). Assessing and scaffolding make-believe play. *Young Children*, 68, 28-34.

Monday, October 17 – (continued)

- Handout: Pica, R. (2009). What makes a game developmentally appropriate? *Young Children, 64*, 66-67.
- Handout: Prairie, A. P. (2012). Supporting sociodramatic play in ways that enhance academic learning. *Young Children, 68*, 62-67.
- Handout: Robinson, R. S., Dombro, A. L., Bingham, G. E. & Kelly, W. (2013). The Piramide Approach: A conversation about deepening children's learning. *Young Children, 69*, 80-86.
- Handout: Soundy, C. S. (2012). Searching for deeper meaning in children's drawings. *Childhood Education, 77*, 45-51.
- Handout: Whitehurst, G. J. (1992). *Dialogic reading: An effective way to read to preschoolers*. Washington, DC: United States Department of Education.
- Handout: Wilson, L. (2012). Learning to read and the preschool years. *Childhood Education, 77*, 270-273.
- Handout: Wirth, S. & Rosenow, N. (2012). Supporting whole-child learning in nature-filled outdoor classrooms. *Young Children, 68*, 42-48.
- Presentation: Moses, A. M. (2009). What television can (and can't) do to promote early literacy development. *Young Children, 64*, 80-89.

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Group 3: \_\_\_\_\_

Group 4: \_\_\_\_\_

Group 5: \_\_\_\_\_

Monday, October 17 – (continued)

Presentation: Yopp, H. K. & Yopp, R. H. (2009). Phonological awareness is child's play! *Young Children*, 64, 12-21.

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Group 3: \_\_\_\_\_

Group 4: \_\_\_\_\_

Group 5: \_\_\_\_\_

Monday, October 24

Small Group Meetings

**TWO HOME VISITS DUE (6-Credits and First Bloc 3-Credits)**  
**OBSERVATION DUE (First Bloc 3-Credits)**  
**ASSESSMENT DUE (First Bloc 3-Credits)**

Monday, October 31

ETHICAL BEHAVIOR FOR TEACHERS/WORKING WITH PARENTS

Handout: Bradley, L. & Donovan, C. (2012). "Read It! Do It! Tell It! Play It!" Preschoolers and their families having fun with stories. *Childhood Education*, 77, 248-254.

Handout: Feeney, S. & Freeman, N. K. (2012). Focus on ethics: Messy play. *Young Children*, 68, 60-64.

Handout: Feeney, S. & Freeman, N. K. (2014). Focus on ethics: Reporting classroom behavior: Balancing responsibilities to children and families. *Young Children*, 70, 100-104.

Handout: Fennimore, B. S. (2007). Know where you stand and stand there: Everyday advocacy for children of diversity. *Childhood Education*, 72, 294-298.

Handout: Freeman, N. K. & Swick, K. J. (2007). The ethical dimensions of working with parents: Using the code of ethics when faced with a difficult decision. *Childhood Education*, 72, 163-169.

Handout: Gillespie, L. G. (2006). Cultivating good relationships with families can make hard times easier. *Young Children*, 62, 53-55.

Monday, October 31 – (continued)

- Handout: Ranson, M. (2012). Choosing a great preschool: A parent's perspective. *Childhood Education, 77*, 266-269.
- Handout: Reyes, I., Baker, P. M., Acevedo, T., McPheeters, P., Gomez, A.; Gray, M., & Habib, M. (2015). The Tucson Hopes and Dreams Project: Teachers and families share their visions for young children. *Young Children, 71*, 66-71.
- Presentation: Summer, M. & Summer, G. L. (2014). Creating family learning communities. *Young Children, 70*, 8-14.
- Group 1: \_\_\_\_\_
- Group 2: \_\_\_\_\_
- Group 3: \_\_\_\_\_
- Group 4: \_\_\_\_\_
- Group 5: \_\_\_\_\_

Monday, November 7

ENCOURAGING PROSOCIAL BEHAVIOR

- Handout: Kindard, T. A. (2014). Flying over the school: Superhero play – friend or foe. *Young Children, 70*, 16-23.
- Handout: Lamm, S., Groulx, J. G., Hansen, C., Patton, M. M. & Slaton, A. J. (2006). Creating environments for peaceful problem solving. *Young Children, 62*, 22-28.
- Handout: Manaster, H. & Jobe, M. (2012). Supporting preschoolers' positive peer relationships. *Young Children, 68*, 12-17.
- Handout: McLennan, D. M. P. (2009). Ten ways to create a more democratic classroom. *Young Children, 64*, 100-101.
- Handout: Petty, K. (2009). Using guided participation to support young children's social development. *Young Children, 64*, 80-85.
- Handout: Zakin, A. (2012). Hand to hand: Teaching tolerance and social justice one child at a time. *Childhood Education, 77*, 3-12.

Monday, November 7 – (continued)

Presentation: Smith-Bonahue, T., Smith-Adcock, S., & Ehrentraut, J. H. (2015). "I won't be your friend if you don't": Preventing and responding to relational aggression in preschools classrooms. *Young Children*, 71, 76-83.

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Group 3: \_\_\_\_\_

Group 4: \_\_\_\_\_

Group 5: \_\_\_\_\_

Presentation: Smith, C. A. (2013). Beyond "I'm sorry": The educator's role in preschoolers' emergence of conscience. *Young Children*, 69, 76-82.

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Group 3: \_\_\_\_\_

Group 4: \_\_\_\_\_

Group 5: \_\_\_\_\_

Monday, November 14

ENHANCING LANGUAGE DEVELOPMENT IN YOUNG CHILDREN

- Handout: Colker, L. J. (2010). The role of peers in preschool oral language development. *Teaching Young Children*, 3, 24-27.
- Handout: Kalmar, K. (2008). Let's give children something to talk about! Oral language and preschool literacy. *Young Children*, 63, 88-92.
- Handout: Collins, M. F. (2012). Sagacious, sophisticated, and sedulous: The importance of discussing 50-cent words with preschoolers. *Young Children*, 68, 66-70.
- Handout: Seplocha, H. & Strasser, J. (2009). Using fanciful, magical language in preschool. *Teaching Young Children*, 2, 17-19.
- Handout: Sloane, M. (2010). Sharing time: So much more than show-and-tell. *Teaching Young Children*, 2, 24-26.
- Presentation: Panico, J., Daniels, D. E., & Claflin, M. S. (2011). Working in the classroom with children who stutter. *Young Children*, 66, 91-95,

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Group 3: \_\_\_\_\_

Group 4: \_\_\_\_\_

Group 5: \_\_\_\_\_

**ONE HOME VISIT DUE (6-Credits)**

Monday, November 21

Small Group Meetings

Monday, November 28

YOUNG CHILDREN'S EMOTIONAL HEALTH

- Handout: Jones, D. (2010). Letting my butterflies go: Helping children move on to kindergarten. *Teaching Young Children*, 3, 21-22.
- Handout: Levin, D. E. (2010). Dealing with the impact of today's sexualized childhood on young children. *Teaching Young Children*, 3, 8-10.

Monday, November 28 – (continued)

Handout: Raisor, J. M. & Thompson, S. D. (2014). Guidance strategies to prevent and address preschool bullying. *Young Children, 69, 70-75.*

Handout: Roberts, S. K. & Crawford, P. A. (2008). Real life calls for real books: Literature to help children cope with family stressors. *Young Children, 63, 12-17*

Handout: State of Utah Child Abuse Packet

Handout: Wood, R. B. (2008). Helping young children cope. *Young Children, 63, 28-31.*

Presentation: Jalongo, M. R. (1987). Do security blankets belong in preschool? *Young Children, 42, 3-8.*

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Group 3: \_\_\_\_\_

Group 4: \_\_\_\_\_

Group 5: \_\_\_\_\_

Presentation: Mankiw, S. & Strasser, J. (2013). Tender topics: Exploring sensitive issues with pre-k through first grade children through read-alouds. *Young Children, 69, 84-89.*

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Group 3: \_\_\_\_\_

Group 4: \_\_\_\_\_

Group 5: \_\_\_\_\_

Monday, November 28 – (continued)

**OBSERVATIONS DUE (6-Credits and Second Bloc 3-Credits)  
TWO HOME VISITS DUE (Second Bloc 3-Credits)**

Monday, December 5

EVALUATIONS

Tuesday, December 6

**ASSESSMENTS DUE (6-Credits and Second Bloc 3-Credits)**

- Late papers will be docked 15%! Be prompt. No late papers will be accepted after December 6.
- Please check spelling, typing or writing, punctuation, etc., for full credit.
- You will not get a letter grade for seminar. Instead, your total seminar points will be given to your lab head teacher, and these will be added to your total lab points.
- The course fee required for FCHD 4960 is used for teaching materials and copying.

**6-Credits: Assignments and Due Dates**

Assignment	Due Date	Points
5 Supplemental Readings: 2 Written Guidance Summaries 1 Written Parent Summary 2 Oral Presentations	September 26 September 26 As Scheduled	5 @ 10 = 50
3 Home Visits	October 24 (2) November 14 (1)	3 @ 25 = 75
3 Observations	November 28	3 @ 20 = 60
3 Assessments	December 6	3 @ 20 = 60
Participation Including Special Education Tutorial	September 26	1 @ 50 = 50
Total		295

**First Bloc 3-Credits: Assignments and Due Dates**

Assignment	Due Date	Points
4 Supplemental Readings: 2 Written Guidance Summaries 2 Oral Presentations	September 26 As Scheduled	4 @ 10 = 40
2 Home Visits	October 24	2 @ 25 = 50
1 Observation	October 24	1 @ 20 = 20
1 Assessment	October 24	3 @ 20 = 20
Participation Including Special Education Tutorial	September 26	1 @ 50 = 50
Total		180

**Second Bloc 3-Credits: Assignments and Due Dates**

Assignment	Due Date	Points
4 Supplemental Readings: 2 Written Guidance Summaries 2 Oral Presentations	September 26 As Scheduled	4 @ 10 = 40
2 Home Visits	November 28	2 @ 25 = 50
1 Observation	November 28	1 @ 20 = 20
1 Assessment	December 6	1 @ 20 = 20
Participation Including Special Education Tutorial	September 26	1 @ 50 = 50
Total		180

## Course Policies:

### Disability Accommodation:

In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444. **Please meet with the instructor during the first week of class to make arrangements.** Alternative format print materials (large print, audio, CD, or braille) will be available through the Disability Resource Center.

### Respect for Diversity:

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact one of the following: Michelle Bogdan, Director of the Access and Diversity Center (435)797-1729 - [michelle.bogdan@usu.edu](mailto:michelle.bogdan@usu.edu); James Morales, Vice President of Student Services (435) 797-1712 - [james.morales@usu.edu](mailto:james.morales@usu.edu); Ann Austin, Director of the Center for Women and Gender (435) 797-1527 - [ann.austin@usu.edu](mailto:ann.austin@usu.edu); or the Affirmative Action and Equal Opportunity Office (435) 797-1266 - [www.usu.edu/aaeo](http://www.usu.edu/aaeo). You can learn about your student rights by visiting: [www.usu.edu/student-services/studentcode](http://www.usu.edu/student-services/studentcode)

### Sexual Harassment:

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

### Honor Code:

As stated in the Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

### Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Communications via email:

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)
- Click on "Banner"
- Under "Banner" click on the link "View/Edit Personal Information"
- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

**It is your responsibility to check your email account regularly.**

Classroom Civility:

See the statement at: <http://catalog.usu.edu/content.php?catoid=4&navoid=578>.

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

\*The use of cell phones and pagers is prohibited while class is in session and they must be switched to ***silent*** or ***vibrate***.

\*Unsolicited conversations should not take place while class is in session.

\*The use of laptops or handheld devices is restricted to course-related activities (taking notes, etc.), and may not be used for other activities (shopping, e-mail, social media) while class is in session.

**\*Please be courteous to your fellow classmates.**

Student Grievances:

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code. See the USU Catalog at the following link:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>.