Infant and Toddler Development and Curriculum– FACS 335
Western Kentucky University
Department of Applied Human Sciences
Fall 2024

INSTRUCTOR

Dr. D'Lee Babb
Office: Academic Complex 413
Office Hours:
>   Mondays and Wednesdays online- 10:00 am to 12:30 pm
>   Tuesdays & Thursdays- in-person or online– 9:30 to 11:00 am and 2:00 to 3:30 PM
>   If you are not able to meet during these times, please send me an email and we will make other arrangements.
>   Phone: (270) 745-6943 (Office)
>   Email: dlee.babb@wku.edu (best way to contact me)

COURSE DESCRIPTION AND OBJECTIVES

Course Description: Study of infant and toddler physical, cognitive, language, and social/emotional development. Application of child development to developmentally appropriate curriculum, classroom, and teaching practices. Practical experiences in a field setting; students are responsible for providing their own transportation.

Course Prerequisites: FACS 193 or instructor permission

Course Objectives: When you have completed this course, you will be able to:
1. Demonstrate knowledge of infant/toddler (children age birth to three years) physical, cognitive, language, and social/emotional development.
2. Demonstrate knowledge of and ability to develop, implement, and evaluate meaningful, integrated experiences for infants and toddlers that are consistent with National Association for the Education of Young Children/Council for Exceptional Children/Division for Early Childhood guidelines and based upon infant and toddler developmental abilities.
3. Incorporate assessment information and strategies from tools identified from multiple disciplines and families in the design of curriculum.
4. Design appropriate environments for infants and toddlers.
5. Critique and adapt different models of curriculum.
6. Develop, implement, and evaluate an integrated instructional sequence that focuses on infants' and toddlers' needs, interests, and developmental abilities.

Course Outcomes:
1. Students will complete weekly/chapter assignments pertaining to infant and toddler physical, cognitive, language, and social/emotional development.
2. Students will complete a book report about the development of infants and toddlers.
3. Students will complete the Infant and Toddler Environment Rating Scale for a classroom in which the student observed (objective 1, 2, 3 and 4)
4. Students will create goals and objectives for both a toddler and an infant curriculum set (objectives 1 and 5)
5. During the course of the semester the students will take exams assessing their knowledge of infants and toddlers (objective 1).
6. Students will develop, evaluate, and adapt curriculum for infants and toddlers (objectives 1, 3, 4, 5 and 6).
7. Students will know and use proper observation methods in both an infant and a toddler classroom and assess the environment and teaching methods being used in those classrooms (objectives 1 and 2).

NAEYC Standards

1. Promoting Child Development and Learning
    a. Knowing and understanding young children's characteristics and needs, from birth through age 8.
    b. Knowing and understanding the multiple influences on development and learning.
    c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
2. Building Family and Community Relationships
    a. Knowing about and understanding diverse family and community characteristics.

b. Supporting and engaging families and communities through respectful, reciprocal relationships.

c. Involving families and communities in young children's development and learning.

3. Observing, Documenting, and Assessing to Support Young Children and Families
   a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
   c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. Using Developmentally Effective Approaches
   a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
   b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
   c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
   d. Reflecting on own practice to promote positive outcomes for each child.

5. Using Content Knowledge to Build Meaningful Curriculum
   a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
   b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
   c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.

6. Becoming a Professional
   c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
   d. Integrating knowledgeable, reflective, and critical perspectives on early education.

REQUIRED TEXTS

Brodie, K. (2018). *The Holistic Care and Development of Children from Birth to Three: An Essential Guide for Students and Practitioners.* London and New York: Routledge.

Garhart Mooney, C. (2010). *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus.* Saint Paul: Redleaf Press.

Harms, T., Cryer, D., & Clifford, R. M. (2003). *Infant and Toddler Environment Rating Scale* (Revised Edition). New York: Teacher's College Press.

Haynes-Lawrence, D., & Babb, D. (2023). *Case Studies in Child & Family Services.* Kendall Hunt.

Additional articles for reading are required. These articles will be posted on blackboard.

RECOMMENDED TEXTS (used in FACS 193)

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in Early Childhood Education* (3rd ed.). Washington, D.C.: NAEYC.

Gronlund, G. (2016). *Individualized child-focused curriculum: A differentiated approach.* St. Paul, MN: Redleaf Press.

Mooney, C.G. (2005). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky.* St. Paul, MN: Redleaf Press.

Other Resources:
- Blackboard issues: **270-745-7000**
  - **IF YOU CANNOT POST TO BLACKBOARD OR HAVE DIFFICULTY POSTING, CALL: 270-745-7000 (Information Technology) immediately.**
  - **If you do not know ANYTHING about blackboard, training is provided at wku.edu/it. You may also call the listed phone number for Information Technology.**

☐ **I cannot teach you blackboard or assist you with blackboard problems. IT has been designed to assist you with that.**

METHOD OF INSTRUCTION: This course will be conducted on the Internet, and it will not meet in a classroom. Being self-motivated and able to work independently is important for success in this class.

1. Group discussion via online discussion board.
2. Independent reading in textbooks and supplemental material including internet sites requiring Adobe Reader and PowerPoint representations.
3. Group and individual written projects submitted in Microsoft Work or designated forms.
4. Viewing videos and audio on the internet.
5. Review and practice of selected assessment tools.
6. Eight (8) clock hours of field experience of preschoolers according to assignment details.
7. Creative student production to demonstrate knowledge.

COURSE REQUIREMENTS:
1. Regular use of a computer with internet access and a web browser.
2. Familiarity with surfing the internet and reading and sending email.
3. An activated WKU email account that is checked daily (all email will be sent to a WKU email address and only to a WKU email address).
4. Access to Adobe Reader.
5. Ability to read PowerPoint slides.
6. Ability to view videos and audios on internet.
7. Ability to create videos and audio files and post them on the internet.
8. Actively participate in class via online activities.
9. Submit designated written assignments in Microsoft Word or other designated programs via Blackboard. Works and Word Perfect are NOT accepted.
10. Complete weekly online assignments.
11. Complete child checklists.
12. Complete online final exam.
13. Participate in 8 hours of field experience through specific assignments.
14. Obtain any documentation required by facility for fieldwork, if appropriate.
15. Provide own transportation to conduct field work activities.
16. Maintain confidentiality of all information gathered about children and families through the field experience.
17. Maintain professionalism online by being respectful of comments by other students, never being rude, not using inappropriate language, or other such activity. Violation of this standard will lower your grade.

EVALUATION
Your grade for the course will be based on the assignments listed below. Class participation may be considered, as well as improvement over the semester.

TEST. Students' knowledge about child development will be evaluated through a test. This test will cover **all** readings and class material for the defined section of the class. The test may include objective (e.g., fill-in-the-blank, multiple choice, short answer) and essay questions.

Curriculum Project: This semester you are expected to observe three (3) observations each lasting one-and-one-half hours (1.5) for a total of four-and-a-half (4.5) hours of observation. One-and-one-half (1.5) hours of observation are to be of non-mobile infants (children from birth to starting to crawl), one-and-one-half (1.5) hours of observation of mobile infants (crawling but not yet walking), and one-and-one-half (1.5) hours of observation of toddlers (all children are confidently walking but have not yet turned three years of age). The observation hours must be completed in order to create activities for the children. Failure to complete your observation hours will result in a grade of F on the project.

From this, you will develop curriculum, design classroom layout, adapt curriculum, and develop a family involvement plan for the infant and toddler classrooms. More details to be provided later.

Book Report: Students will write a five-page book report on *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus* by Carol Garhart Mooney. More details to be provided later.

ITERS-R: This semester you will observe for two (2) hours in either an infant or toddler classroom and will complete the ITERS-3. More details to be provided later.

Weekly Assignments/Participation: Throughout the semester a variety of assignments and participation activities will be given (at least one each week). These assignments cannot be made up if missed and no late work will be accepted. Quality of work will be graded, and points will be lost if answers do not pertain to the topic and/or if they are not well-developed thoughts. Your name MUST be included in all of your assignment titles.

Some of your weekly assignments will be discussion boards. Points for these are based on the interaction that you have on the discussion board and not just your original post. Topics will be posted at the start of the assigned week. Your **original answer must be posted by Wednesday at midnight of each week. You will then post at least three responses to your classmates' posts by Friday at 11:59 pm**. These assignments cannot be made up if missed and no late work will be accepted. Remember, these are to be **quality** responses that come from your own thoughts, encourage discussion, and are supported by your readings. A rubric explaining the discussion expectations is posted on Blackboard.

Missed assignments will affect your grade directly and indirectly through performance on in-class assignments, exams, and class participation. All reading assignments **MUST BE COMPLETED PRIOR TO CLASS** (start of the weekly work) on the date indicated on the class schedule. If the instructor suspects that students are not completing reading assignments prior to class discussions, she reserves the right to change the syllabus and course calendar to include *POP TESTS* **IN ANY OR ALL CLASS WEEKS AND TO** *CHANGE THE GRADING SYSTEM* to include the results of the pop tests.

A total of 185 points are possible to earn. At the end of the semester during final grad calculations, your two lowest grades will be dropped (up to 20).

Grading Procedures: I grade on the point scale listed below.

Grade	Points
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0-59%

Item	Points Available
1 Test	50
Curriculum Project	200
Book Report	50
ITERS-R	50
Discussion Points and Weekly Assignments	165 (to be distributed evenly among assignments)

Week	Start Date	Topic	Assignment	Due Date
Unit 1: Introduction				
Week 1	August 19	Course Introduction and Introduction to Infants and Toddlers (Brodie pages 1-5)	Blackboard (BB) Weekly Work	August 25
Week 2	August 26	3Rs and 10 Principles	BB Weekly Work	September 1
Unit 2: Areas of Infant and Toddler Development				
Week 3	September 2	Social and Emotional Development (Brodie Chapter 2)	BB Weekly Work	September 8
Week 4	September 9	Social and Emotional Development and Attachment	BB Weekly Work	September 15
Week 5	September 16	Attachment (Garhart Mooney book) **Book Report**	- BB Weekly Work -**Book Report**	**September 22**
Week 6	September 23	Physical Development (Chapter 3)	BB Weekly Work	September 29
Week 7	September 30	Language Development (Chapter 4)	BB Weekly Work	October 6
Week 8	October 7	Play Development (Chapter 5) **Toddler Record Choice** FALL BREAK OCTOBER 7-8	-BB Weekly Work -Toddler Record Choice*	October 13
Week 9	October 14	Math Development (Chapter 6)	-BB Weekly Work -Individualized Play Planning Sheet*	October 20
Week 10	October 21	Cognitive Development (Chapter 7) Special Educational Needs (Chapter 8) Goals and Objectives Review (from FACS 193 and 294)	- BB Weekly Work -Goals and Objectives Set* -Individualized Goal Planning*	**October 27**
Unit 3: Additional Factors for Teaching Infants and Toddlers				
Week 11	October 28	Developmentally Appropriate Practices for Infants and Toddlers (NAEYC DAP book) **Interactive Activity Assignment** (Curriculum Project) **Unit 2 Test**	-BB Weekly Work **-**Interactive Activity Assignment* -Unit 2 Test	**November 3**
Week 12	November 4	The Environment (Chapter 9)	-BB Weekly Work	November 10
Week 13	November 11	ITERS-3	**-**BB Weekly Work -ITERS-3 Observation and completed ITERS-3	November 17
Week 14	November 18	Curriculum Project workweek	-**Curriculum Project***	**November 24**
Week 15	November 25	Partnerships (Chapter 10) **Thanksgiving Week!!!**	-BB Weekly Work	December 1
Unit 4: Wrap Up				
Week 16	December 2	**Finals Week: Have a great week!!**		December 5

*Item pertaining to the Curriculum Project

Please not that all assignments are posted on Monday and are due by 11:59 pm the following Sunday EXCEPT for original answers on discussion boards.

CLASS POLICIES
1. **SYLLABUS POLICY:** The instructor reserves the right to modify this syllabus and post a revised copy on the web or disseminate the revision by email at her discretion.

2. **MAKE-UP and LATE ASSIGNMENT POLICY**: **No** make-up work will be accepted for weekly assignments. Makeup work will ONLY be accepted for large assignments (e.g. critical papers, presentation, observation materials and tests) when Dr. Babb is contacted in advance and arrangements are made and only in extreme situations (e.g. family death, major illness, hospitalization).

   Late work for weekly assignments will NOT be accepted. Late exams will NOT be accepted except in extreme cases and with proper documentation and if Dr. Babb has agreed to and made arrangements in advance.

   Late work will only be accepted for major class papers or projects (e.g. fieldwork assignments). A 20% deduction will be taken for every day the paper is late. If you submit an assignment after the due time that counts as one day late and the deduction will be taken.

   If you enroll late, you will NOT be able to make up assignments with past due dates for credit.

3. **COMPUTER ISSUES POLICY:** Computer issues are not an acceptable excuse for work not submitted. However, I do understand that there can be Blackboard glitches that are out of your control. If you have a problem with Blackboard, **you MUST call the WKU IT Service Desk immediately** and obtain a receipt verifying the problem. **NO adjustments will be made due to computer issues will be made without a receipt sent directly to me from the IT Service Desk.**

   Please note- Blackboard apps do not provide a comprehensive Grade Center like the full-site and there are inconsistencies with the devices. After reviewing four separate devices, all had different appearances, items listed, and methods to access grades. The entire course is ONLY available on the full site. You may miss deadlines or complete assignments by misunderstanding the purpose of the apps and only using them. Be certain to check the full site for checking assignments, due dates, and grades. Blackboard submissions may be added in the Mobile App, but it is your responsibility to verify posting in the Full-Site. The apps are not comprehensive and are only a tool to supplement the Full-Site. Additionally, the Blackboard gradebook does not account for dropped assignments and does not total or average according to the syllabus. Your final grade will be calculated using the point system provided in the syllabus.

4. **DROP POLICY:** Current university policy applies. Non-attendance does not constitute a withdrawal. Students are not automatically dropped from classes at WKU after the first week of class.

5. **PROJECT SUBMISSION POLICY**: **NO** course work will be accepted **VIA EMAIL**. Any emails containing work will be deleted.

   Be certain to upload your work and projects in the correct assignment folder. **A 50% deduction will be taken for ALL materials uploaded in the incorrect location.** Once an assignment is submitted it is considered your final paper, even if it is uploaded before the due date.

   All must include in-text citations and a reference page in APA format.

   All work must be double-spaced and 12 pt. font.

   Original answers on discussion boards are due on Wednesday of the week assigned.

   **********Materials MUST be submitted either in .pdf, PowerPoint, Publisher, or Word. Assume all other formats will not be accepted and will NOT be graded.**********

6. **INCOMPLETE POLICY**: Incompletes will be granted only in very unusual circumstances and in cases in which the student is both already passing the course and has a reasonable possibility of completing the material (see WKU Addendum below).

7. **CLASSROOM CONDUCT POLICY:** Conduct for this class is the responsibility of the student to conform to conduct conducive to learning by being prepared, attentive, and courteous and by conforming to policies set by the teacher to maintain an academic decorum. Anything that is done to disrupt learning may result in a student being dismissed from that weekly discussion or assignment and receiving a "0". In an online classroom, crass and degrading comments will not be accepted.

8. **AI TOOLS PROHIBITED**: Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

9. **APPROPRIATE PRACTICES STATEMENT:** In prerequisite courses, you learned about Developmentally Appropriate Practices (DAP) and activities that should and should not be used with young children. If developmentally inappropriate practices (DIP) are used in your Curriculum Project, you will receive a 0 for that portion of the assignment. These practices are outlined in the NAEYC DAP Position Statement, work from FACS 193 Curriculum Development for Young Children and include **worksheets, flashcards, drills, tests, quizzes, or electronic games and activities**. Therefore, **DO NOT** use any of the aforementioned DIP teaching methods. ONLY use Developmentally Appropriate Practices and methods.

10. **EMAIL ETIQUETTE**: Since email is a popular form of communication, it is important that respect and manners be demonstrated through email messages. The following should be part of any email to professors at WKU:
    -Include the course and section numbers in the subject line of **all** emails
    -A greeting (Dear Dr., Etc.) For me, you would want to say "Dear Dr. Babb"
    -Clearly written paragraph(s) indicating the question or concern you have
    -End the message (thanks, have a great day, best wishes, etc.)
    -Be sure and type your name at the end!!

    Emails that display hostile attitude, those that are inappropriate or those that contain rude messages will be returned to the student with no answer. Please be respectful of your colleagues and professors. In this class, you are looked upon by the Professor as both professionals and colleagues; respect will be given to you and is expected in return. I reserve the right to return emails that do not follow proper email etiquette requesting that you resend the email using proper procedure.

    Any email requesting information that is contained in the syllabus or assignment descriptions can be answered stating, "This material is in the syllabus or assignment procedure. Please read the information before emailing. If you then have specific questions, please send those to me after reading."

11. **INTELLECTUAL PROPERTY POLICY:** Words and ideas are the intellectual property of the individuals who originated them. Thus, **whenever you quote more than three words in sequence from any single source, you must enclose those words "in quotation marks". Cite in parentheses the author of the book or article, the year of publication, and the number of the page on which the words were written (e.g., van Zeijl et al., 2006, p. 995).** Include the complete citation of the source in your references at the end of your paper. Failure to follow these procedures will result in loss of points on any paper in which such failure occurs. It may also result in a grade of "F" for the course. Furthermore, failure to follow these procedures may be viewed as **PLAGIARISM** and, thus, a violation of university policies that pertain to academic integrity.

12. **ACADEMIC INTEGRITY POLICY:** Western Kentucky University is committed to Academic Integrity. I expressly prohibit plagiarism and all other violations of academic integrity. According to _Webster's Third New International Dictionary_, **PLAGIARISM** may include (a) stealing or taking credit for another person's words or ideas and (b) failing to give credit to a source (c) reusing your work from a previous assignment in either this course or another course. Plagiarism is a serious offense and is considered an act of Academic Dishonesty. The academic work of a student must be his/her own. **THE INSTRUCTOR RESERVES THE RIGHT TO REPORT ACADEMIC INTEGRITY VIOLATIONS TO THE OFFICE OF THE DEAN OF STUDENT LIFE AND ASSIGN A GRADE OF "F" FOR THE ASSIGNMENT AND MAY RECEIVE AN "F" IN THE COURSE**. This includes **ANY** form of cheating and/or plagiarism. Assignments will be submitted using plagiarism detection software.

13. **WRITING POLICY**: Writing assignments for this class must be consistent with the style of the _Publication Manual of the American Psychological Association_. All papers must be written in formal English: typed, correct grammar, word selection, spelling, and punctuation. Errors in grammar, spelling and punctuation are unacceptable, because all university computer labs are equipped with software that includes "spell check" and "grammar check" options.

14. **COURSE REPEAT POLICY:** If you are retaking this course for any reason, you may NOT use any work submitted during the previous attempt at the class. All graded materials submitted MUST be rewritten containing ALL NEW information. Any work "resubmitted" for the same assignment will be given a zero and you may fail the class due to self-plagiarism.

15. **Regular and Substantive Interaction in Online Courses:** The U.S. Department of Education requires that distance education courses include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

    In this course, regular and substantive interaction will take place in the following ways:
    - Weekly optional synchronous sessions (office hours),
    - Class-wide feedback to weekly assignments,
    - Weekly announcements, and
    - Timely and detailed feedback on assignments provided within two weeks of submission for weekly module assignments and within two weeks for major projects.

16. **ATTENDANCE POLICY:** Class attendance is critical for success! Attendance policies not only apply to face-to-face classes, but they also apply to semester-based web classes.
    - Registration in a course obligates the student to attend regularly. In a semester-based online class, this means signing into Blackboard for class review and/or participation at least twice each week.
    - Students enrolled in online semester-based classes who, without previous arrangement with the instructor or department, fail to login to Blackboard during the first week of classes and submit at least one assignment MAY be dropped from the course.
    - Non-attendance does NOT release students from the responsibility to officially drop any course for which they have enrolled and chose not to complete.
    - Students wishing to change their schedule or add/drop a class, may do so during set time periods. Students enrolled in face-to-face, and term-based web courses should follow the dates published in the academic calendar.

WKU Syllabus Statements

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Title IX/Discrimination & Harassment: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's

Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Sexual Assault Resources

ADA Accommodation: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Pregnant and Parenting Students: Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Plagiarism Policy: Plagiarism is a serious offense and is considered an act of Academic Dishonesty. The academic work of a student must be his/her own. Students who commit any act of academic dishonesty may receive from the professor a failing grade. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanction. This is in accordance with the Western Kentucky University student handbook:

- http://www.wku.edu/coursecatalog/index.php?subcategoryid=106
- Cheating in any form will not be tolerated. The policy for academic dishonesty will be followed.
- Student papers will be checked using plagiarism detection software.
- Should I learn, after an assignment has been graded, that a student has cheated in any form, I reserve the right to change that specific assignment grade to a failing grade. The student will also fail the course.

Writing Center Assistance: *The Writing Center on the Bowling Green campus* is offering **only** remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU Glasgow START Center/Writing Center will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at https://www.wku.edu/startcenter/.

The Learning Center Peer Tutoring Services: The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Incomplete: A grade of "X" (incomplete) is given only ***when a relatively small amount of work is not completed*** because of illness or other reason satisfactory to the professor. A grade of "X" received by an undergraduate student will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded.) An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A grade of "X" received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded). A student should work with the professor who assigned the incomplete on an independent basis in order to complete the necessary assignments. The grade of "X" will continue to appear as the initial grade on the student's transcript, along with the revised grade. A grade of incomplete is not used under any circumstances as a substitute for "F" or "W."

Withdrawal from the University: For various reasons it is occasionally necessary for a student to withdraw from the University. Prior to the midpoint of the semester, students may use TopNet to withdraw. After the midpoint of the semester, the student should report to the Office of the Registrar to initiate withdrawal procedures. Students leaving the institution without an official withdrawal will receive failing grades in all courses in which enrolled and endanger their future status in the institution. Students withdrawing after the midpoint of the semester, a bi-term or comparable period during the summer session must consult with their professors as to the withdrawal grade. The official date of the withdrawal is the date the withdrawal is processed on TopNet or the written notice is received in the Office of the Registrar. Students wishing to return to WKU at a later date must submit an application for readmission prior to the deadline for submitting applications.

SYLLABUS AGREEMENT FORM
Western Kentucky University

I, _____, (print name) have reviewed the syllabus, course policies, and class schedule for FACS _____during the semester of_____, _____ (semester and year) on _____, 20___ (date) and understand the classroom policies, expectations, and rules as stated in the syllabus, course policies, and class schedule. By signing this form, I agree both to comply with the policies outlined and accept the policies and expectations for this course.

The following documents have been reviewed (please initial each one)
_____ Syllabus

_____ Student Success (reviews late work, finals, grade appeals, attendance, backing up work, code of conduct, academic honesty, & consequences of cheating)

_____ Course Outline and/or Schedule

SIGNED _____

DATE _____

PLAGIARISM POLICY

According to Random House Webster's Unabridged Dictionary, plagiarism is the unauthorized use of close imitation of the language and thought of another author and the representation of him or her as one's own original work (1479). It is against school policy to plagiarize. Therefore, by signing this form, I, _____ (print name), understand that plagiarism is wrong. I also understand that if I choose to plagiarize, the steps outlined by Western Kentucky University policy will be taken.

SIGNED _____

DATE _____

Please complete and upload on blackboard. The signatures on the form must be actual legal signatures and may not be typed or electronic.