Department of Communication Sciences and Disorders
SLP 513-07 – Cognitive Communication Disorders
Fall 2024

Course Prefix: SLP   Course Number: 513, Section 0701   Location: Online   Credit Hours: 3

Important Notice

This syllabus and its components are subject to change based on instructional needs or (unlikely) university closure. I (Dr. Huffman) will let you know of any change in the content of this syllabus in a timely manner. I will communicate any change through multiple channels, such as, email, Blackboard (Bb) announcements, the "Housekeeping" section of course PowerPoint, and my voice.

Instructor
Dr. Myra Jean Huffman, PhD, CCC-SLP
Assistant Professor, Department of Communication Sciences and Disorders (CSD)
1906 College Heights Blvd. #41030
Western Kentucky University
Bowling Green, KY 42101-1030

Dr. Huffman's Email: myrajean.huffman@wku.edu
Dr. Huffman's Office location: Academic Complex, 108C

CSD Department Main Office
  Office Phone: (270) 745-4541
  Office Fax: (270) 745-3441

Class Meeting Information
Day: Monday, 5:30 pm – 7:00 pm, CST
Mode: Distance Learning
Place: Online: https://wku.blackboard.com/
LMS: Blackboard Learn (Bb LMS = Blackboard Learning Management System-Ultra). The
                     course content will be shared using the Bb Ultra platform. You will find additional
                     study materials, quizzes, and exams there. (Always open Bb using the WKU link.)
Student Handbook: https://www.wku.edu/handbook/
Health Services: 1681 Normal Drive, Bowling Green, KY 42101-1041; (270) 745-CARE (2273)

Dr. Huffman's Office Hours

Mondays: 1:00 pm–4:00 pm on Mondays
Tues.–Thurs.:   9:00 am–4:00 pm (CST) Tuesdays-Thursdays.

        Please understand my office hours are hybrid (in-person and online). You may request to schedule a Zoom meeting (online) during these times. If I must be away from the office, or these time frames don't work for you, please make an appointment by sending me an email with your request.

Course Description (consistent with the WKU Catalog)

        [This course is] Designed [for students] to develop a working knowledge of neural-based cognitive communication disorders, with an emphasis on traumatic brain injury, dementia and other etiologies that cause cognitive-communication disorders. Students will gain knowledge of cognitive linguistic disorders in the areas of: subclassification of types, identification of brain areas with neuroanatomical impairment, assessment and diagnostic skill development, and therapeutic strategies.

Modes of Instruction

        I will present your instruction synchronously online and asynchronously by video recordings of required lecture information. Unless you are notified otherwise (e.g., unlikely university closure), synchronous class meetings will take place using Zoom. Links for required asynchronous (additional) course content will be posted on Bb. Asynchronous course content will include, but not be limited to: pre-recorded lectures, small/cooperative learning group assignments, internet exploration, independent learning activities, assigned readings, and/or on-demand professional development courses.

        The course site for SLP-513 will be using the Ultra Experience within Bb. As a result, the course site may look different from what you have used in previous courses. The platform now has a simpler layout and the various components run across the top of the main page and are easier to access. Please review the [Introduction to Blackboard Learn with the Ultra Experience for Students video](#)*.*

Required Text (We will take a deep dive into this text.)
Kimbarow, M.L., & Wallace, S. E. (2024). *Cognitive Communication Disorders*. (4th ed.). San Diego,
      CA: Plural Publishing.

Suggested Texts
      Some selected readings from the following resources will be posted on Bb.

*Sohlberg, M. M., Hamilton, J., & Turkstra, L. (2023). *Transforming cognitive rehabilitation: Effective
      instructional methods*. New York: Guilford Press.
**Bayles, K., McCullough, K., & Tomoeda, C.K. (2018). *Cognitive-communication disorders of
      MCI and dementia: Definition, Assessment, and Clinical Management* (3rd ed.). San
      Diego, CA: Plural Publishing.

* This is an essential resource for those with special interest in adult neurogenic disorders.
** This text is offered to you for free download by our WKU library.

Required Supplemental Readings and Professional Development Course

This semester, I will assign supplemental assignments. These may include reading a professional journal article or completing an online professional development course. I will post these on Bb for you.

Learning Objectives

Upon completion of this course, students will be able to demonstrate the following "knowledge and skills" outcomes. These are based on the ASHA 2020 Certification Standards (https://www.asha.org/certification/2020-slp-certification-standards/). For you to achieve these outcomes related to cognitive communication disorders, my methods of instruction will include your attendance during weekly lectures, completing course projects, reviewing audio/video materials, and completing required readings from the textbooks and other supplemental materials.

Learning Objectives	ASHA Standard	Method of Assessment
Knowledge Outcomes		
1. Describe etiologies and characteristics of cognitive-communication disorders.	IV-C	Assignments, Quizzes, Learning Checks
2. Describe anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of cognitive-communication disorders in children & adults.	IV-C	Assignments, Quizzes, Learning Checks
3. Demonstrate current knowledge of the principles & methods of assessment and intervention for persons with cognitive-communication disorders.	IV-D	Case-based project, LAB activities, Learning Checks
4. Demonstrate knowledge of processes used in research & of the integration of research principles into evidence-based clinical practice.	IV-F	Case-based project, LAB activities, Simulation Assignment, Quizzes, Learning Checks
Skills Outcomes		
5. Demonstrate the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.	V-A	Assignments, case-based in-class project, journal report activity
6. Select and administer appropriate evaluation procedures, such as behavioral observations, & non-standardized and standardized tests.	V-B-1	Assignments, LAB activities, Simulation Case assignment
7. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.	V-B-1	Simulation assignment, LAB activities, SimuCase assignment

Table 1. Learning Objectives, Part 1 of 2

Learning Objectives	ASHA Standard	Method of Assessment
Skills Outcomes		
8. Select or develop and use appropriate materials and instrumentation for prevention and intervention.	V-B-2	Case-based project, SimuCase assignment
9. Measure and evaluate clients'/patients' performance and progress.	V-B-2	Assignments, In-class LAB activities
10. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.	V-B-3	Assignments, In-class LAB activities
11. Provide counseling regarding cognitive-communication disorders to clients/patients, family, caregivers, and relevant others.	V-B-3	Assignments; Service-learning project

Table 1. Learning Objectives, Part 2 of 2

Other Recommended Resources (These are excellent websites to explore.)
- OWL – Purdue Online Writing Lab (APA formatting and style guide): http://owl.english.purdue.edu/owl/section/2/10/
- ASHA – American Speech Language Hearing Association: http://asha.org See Practice Portal.
- Publication Manual of the American Psychological Association, Seventh Edition (2022) https://apastyle.apa.org/products/publication-manual-7th-edition

Course Methodology (aka: Course Policies)

My over-arching goal for your experience in this course is academic success and a feeling of support within a community of learning. By this I mean, I aim to engage students' interest and motivation to learn about cognitive communication disorders and their treatments. The scope of our course material is broad and will likely challenge you. I will do my best to help each student feel comfortable communicating their ideas, study issues, or concerns regarding the course materials both with me and with other students in class. I will treat each of you fairly. I will make every effort to facilitate your learning the course's content for the purposes of passing your professional praxis exam and ultimately, for developing a penchant for a lifetime of learning.

Interpersonal Communication

Communicating with you is extremely important to me, so I will respond to your emails as soon as I possibly can. During the business week, l will likely send my reply the same day or the next morning. But *at most* within 36 hours of its posting on WKU's Microsoft Outlook. For emails sent to me during the weekend, if I happen to be working on the computer at the time, I will respond ASAP; when I am not, I will respond *at most* by midday on the following Tuesday. If you do not receive a reply from me, I have missed seeing your message. Please know this was accidental and certainly re-send the email. You can always remind me during class that your email remains unanswered.

Class correspondence will only be sent to your WKU email address (for privacy and security reasons). You are responsible for checking your email and our Bb course site regularly. As always, it is important for each of us to remain respectful when we recognize differences (from our own) in other's thoughts, perspectives, or life experience.

Class Technology

Audio/Video Recording. Recording any portion of our class, either audio or video, is prohibited without my prior permission. Students with approved accommodation allowing special audio recordings of our class will be given permission in writing without hesitation. If you do not have accommodations but want to make a video record of a lecture, please send an email to me with an explicit request. I will consider your need on an individual basis.

Management of Student Technology. Managing student technology is your sole responsibility. You are responsible for making sure that: (a) your word processing software is compatible with that used by WKU; (b) your email address and password are in the https://my.wku.edu/ system, (c) your home or dorm Internet service providers' equipment and software are installed, working properly, and you have clear access to your router; (d) you know how access your WKU account (e.g., so to send email attachments to your peers or to me), and (e) you know how to use key program and program tools (such as, the WORD spell check or alignment tools, the Excel data sorting tool, and the proper way to save your files). Just so you know: Bb works best if you use Firefox or Google Chrome. Certainly for class, and often for meetings, we will use Zoom software.

If any student has difficulty with any aspect of operating their computer programs, one solution would be to ask Google for help. Most computer operating issues are addressed in a step-by-step manner on Google. Another F2F solution would be to ask for help at the WKU Student Success Center (https://www.wku.edu/cebs-student-success-center/).

In the event that a student's computer completely stops working or it becomes totally inoperative (a virus), that student must have the computer repaired immediately or secure another computer. There are short-term ways by which a student can continue to log into the course, such as the use of one's cell phone. However, in our professional environment, it is essential that each student has continuous access to a working computer. Please communicate with me if you encounter this problem and cannot resolve it in a timely manner on your own.

IT Help Desk. Please familiarize yourself with the business hours of WKU's IT help desk, the WKU IT website, and alternative means of communication with the IT department. *The IT Help Desk can be reached at 270-745-7000.*

Zoom. Zoom is our video communications tool. For safety and security, you should always link in to Zoom using our Bb **Course Site** ONLY**.** When the time comes to link in, you will find that I have posted a link on your Bb Announcements. Otherwise, click on **Tools —> Zoom Meeting —> Join** box Please visit this website to familiarize yourself with Zoom: https://www.wku.edu/its/zoom/ Zoom has an easy, reliable cloud platform for collaborating via video conferencing, for chatting, and for attending webinars. It is possible to download and link it across mobile devices, desktops, and room systems. We use Zoom for you to record activity videos and send the product to me for grading.

Student Study Habits

 I expect each of you to acquire the habit of independently using the range of available resources for your learning. I expect you to actively examine the information present in the required readings, pay attention during lectures, think through the relevance of the required videos, and recheck your responses to assignments before posting them on Bb. I encourage you to actively think about "cog-sci" information (i.e., empirically garnered research regarding cognitive communicative disorders), relate it to your personal life experiences, and also to share your ideas with the rest of us in class. I expect your academic honesty and integrity. There is no doubt, you will need to *consistently* put forth a reasonable amount of mental effort and maintain personal discipline for completing all reading assignments, projects and activities, quizzes, and thus obtaining a personally satisfying grade.

 Class attendance is mandatory. Attendance will be taken routinely. Your presence and participation will obtain 5 points per class (75 points). If you must miss class, I need you to send an email to me *prior* to the class. It should include your reason for missing. If this happens with just cause, I am happy to excuse your absence and give you access to the video recording of the lecture you missed. For more information on attendance and excused absences, please refer to the WKU Student Handbook: https://www.wku.edu/handbook/

Assignment Policies

 Due Dates and Time. A class schedule will be added to this syllabus and the revised syllabus will be posted to Bb by the second week of class. Each assignment must be uploaded to Bb by 11:59 pm Central Standard Time (CST) on the due date indicated on the "Course Schedule." For your convenience, the due date for assignments is also documented in the assignment's rubric and is posted on Bb.

 Occasionally, I make unexpected extensions for due dates. I will notify you when an extension is made, and I will change the Bb cue for that assignment. Also, I will explain any change in the "Housekeeping" section of my lecture PowerPoints prior to the assignment's revised due date. When you notice that due dates do not match, it is likely my typographical mistake (typo). So please reach out to me for clarification.

 Document Format. You must type all of your papers in Microsoft Word (.docx), Adobe (.pdf), or when necessary Excel (.xlsx). The required format for each assignment will be indicated in all assignment's instructions. Please do not submit a Google Pages document (.pages) because this format is not viewable using Apple products, it does not have all the word processing tools I need for grading your work, and it is not professionally condoned.

 You must type all assignments using the 12-point Times New Roman or the 11-point Calibri fonts. These are two APA-approved font styles. One-inch margins are required on all four sides of a written paper (That is, all around the text.) Most computers come with Microsoft WORD, and this is part of its default settings. All completed assignments that are ready for submitting to Bb for grading must have an easily recognizable file header (label). I want this to include your last name, assignment title, course number and section, and your submission date. Each labeled entity should be separated by an underscore symbol. Students should save files as indicated in each project description. The following is an example of a file name: Huffman_ListeningEssay_SLP-513-701_101724.

 Document Quality. Because your CSD program is an accredited professional training program, assignments are designed to prepare you for certified work in CSD environments. Professional writing is

an important part of our work. All reports and papers must be submitted using "proper" formatting and with the level of professional quality indicated in the APA Publication Manual (7th ed, 2022). Understandably, this means all of your assignments must follow APA format whenever I indicate this requirement in an assignment's instructions and on an assignment's rubric. Assignments submitted should be completed in full and they should always contain proper writing mechanics (e.g., spelling, grammar, sentence structure, punctuation, cohesion, and coherence). Each assignment will have a rubric indicating potential point deductions that are associated with certain types of errors.

   Document Style. When an assignment's rubric indicates it must be in APA format, please comply. This is so your product can obtain the most points possible. Please do not include a title page for class assignments. My main concern for adherence to APA standards in this course is that you make proper reference citations within your paragraphs and your reference list at the end of your paper is done professionally.

   Document Submission. Late work will obtain score deductions of 5% per day. Late assignments will not be accepted after three calendar days of the due date. After three days have passed waiting for your work, I will sadly give you a zero score. I am dedicated to your success not to your failure. I need to consistently keep to my time line in the same way as you. So *please* communicate any extenuating circumstances you are experiencing *before* the due date of an assignment. I will consider any emergencies or other super tough situations you might be going through on an individual basis, then I will determine the fairest way to handle the problem (e.g., an extension or not).

   Document Uploading Difficulty. Please do not email an assignment to me if you have difficulty uploading it to Bb. I am required to have a permanent record of each assignment that you complete. This is Bb's job. So, if you have difficulty uploading a document, contact a classmate for help. Better yet, *first* contact WKU's IT. Adhering to this practice (connecting with IT) will help you protect your grade. Know that every contact that you make with IT is always and automatically given a time stamp and afterwards, you will receive an email documenting your query.

Class Schedule

Tentative Class Schedule, Part 1 of 2			
Class #–Day–Date	Class Topic	Readings	Notes/Description
1. Monday – 08/19/2024	Orientation, Intro Cognitive Communication Disorders	Review Syllabus; intro topic; discuss populations with cognitive communication disorders; complete "What do you know?"; begin reading Sohlberg et al. (2024), pp 1-43	Study Guide 1 (**SG1**) posts on Bb by 082124. Complete in prep for Quiz 1.
2. Monday – 08/26/2024	Cognition and Communication	Reading: Sohlberg-Chapters 1, 2, & 3, pp 1-43; Bayles et al. (2020)-Chaps 1 & 2, pp 1-21; Other activities and videos on Activity List	Quiz-1 opens on Bb at 8:00 am 082124;
3. Monday – 09/02/2024	Academic holiday	Labor Day – begin reading: Kimbarow & Wallace (K&W), Chap 1, Attention, pp 1-39 (in prep for next week)	No class

Table 2. Class Schedule, Part 1 of 2

Tentative Class Schedule, Part 2 of 2			
Class #–Day–Date	Class Topic	Readings	Notes/Description
4. Monday – 09/09/2024	Psyc. Mindfulness, Attention	Begin reading: K&W, Chap 2, Memory, pp 53-88.	Quiz-2 opens at 8:00 am on Bb
5. Monday – 09/16/2024	Memory	Begin reading: K&W, Chap 3, Executive Functions, pp 101-148.	Quiz-3 opens at 8:00 am on Bb; Learning Check-1 (in class)
6. Monday – 09/23/2024	Executive Functions	Begin reading: K&W, Chap 4, Right Hemisphere Impairment, pp 201-241.	
7. Monday – 09/30/2024	Right Hemisphere Impairment	Begin reading: K&W, Chap 3, Executive Functions Interventions, pp 148-180.	Quiz-4 opens at 8:00 am on Bb
8. Monday – 10/07/2024	Academic holiday	Fall Break – Begin reading: Sohlberg Chap 4, RTSS & Systematic Instruction, pp 44-58, Sohlberg Chap 5, PIE Framework, pp 59-92; Sohlberg Chap 6, Discrete Facts/Routines, pp 103-132; and Sohlberg, Chap 7, Cognitive Strategy Instruction, pp 133-161	No class
9. Monday – 10/14/2024	Intervention–PIE framework	Begin reading: K&W Chap 4, Right Hemisphere Impairment, pp 201-241.	Exam-2 opens at 8:00 am on Bb
10. Monday – 10/21/2024	Right Hemisphere Damage; Cognitive Strategy Instructn.	Begin reading: K&W Chap 5, Primary Progressive Aphasia, pp 285-307; Bayles, Frontotemporal Dementia, pp. 123-133.	LAB-3 opens on Bb at 8:00 am; closes 10/27/24
11. Monday – 10/28/2024	Primary Progress Aphasia (FTD); Discrete Facts Instruction	Begin reading: K&W Chap 6, Dementia: Concepts/Practice, pp 317-348; Sohlberg, (Recall: Chap 6 Discrete facts/routines, pp 103-1290	Quiz-4 opens at 8:00 am on Bb (covers: PPA & RHD)
12. Monday – 11/04/2024	Dementia, part 1	Begin reading: Bayles Chap 4, Alzheimer's Dementia, pp 39-53; Bayles Chap 6, Vascular Dementia, pp 71-77; Bayles Chap 7, - Parkinson's Disease & Dementia, pp 83-92	Learning Check-3 LAB-4 opens on Bb at 8:00 am; closes 11/14/24
13. Monday – 11/11/2024	Dementia, part 2	Begin reading: Sohlberg Chap 8, Traumatic Brain Injury (TBI), pp 431-466	Quiz-5 opens at 8:00 am on Bb
14. Monday – 11/18/2024	Traumatic Brain Injury (TBI)	Begin reading: K&W Chapter 9, Culturally Responsive and Trauma-Informed Care, pp 483-501; Sohlberg et al., Chap 9, Supporting Social Competence, pp 242-260	Service-Learning Reflection Paper due 11/24/27
15. Monday – 11/25/2024	Social Competent Interventions; Culturally Responsv Care	Complete all readings for this unit; Begin preparing for the final learning check	Quiz-6 opens at 8:00 am on Bb

Table 2. Class Schedule, Part 2 of 3

Class Schedule, continued

SLP-513, Section 0701 – **Final Learning Check,** Fall 2024
Final Learning Check-4 – Monday 12/02/24 – 6:00 pm-8:00 pm

Table 2. Class Schedule, Part 3 of 3

Grading Information

Academic Proficiency. The activities students will complete, the points awarded for each type of activity, and all additional items included are listed in the grading scale that follows. Greater detail about each assignment is included on the "Grading Scale" and in the "Class Schedule".

Attendance (75 points total). Students are expected to attend and participate in class each week, as well as access other resources posted on Blackboard assigned for the week. Students are encouraged to bring their laptops to class for note taking, responding to classroom queries, and completing in-class assessments.

Quizzes (150 points total). Students will complete six (6; 25 pts. each) vocabulary quizzes during the semester. These "quizzes" are assigned as online homework activities. Items are drawn from the designated Study Guides. *Students will be allowed two attempts to take each quiz.* The higher score will be posted in the Bb gradebook. See the "Activity List" for each quiz date.

Learning Checks (200 points total). Four (4; 50 pts. each) learning checks will be administered. Each learning assessment will contain 25 multiple-choices items, a 15-item matching task, and a 150-word short essay. Each assessment will be completed during class time.

LAB Activities (200 points). Students will complete four (4; 50 pts. each) practical activities that focus on clinically relevant care of persons with cognitive-communication disorders. Each LAB activity will count for 50 points. More details will be provided in the directions and rubric for each activity.

MoCA Training (50 points). The Montreal Cognitive Assessment (MoCA), a screening measure of mild cognitive dysfunction, will be provided on Bb. This online student training involves student certification upon successful completion. It must be completed by midterm.

Service-Learning Project or Bingocize® participation (100 points)**.** Students will complete a multi-part service-learning project. All students will have the option to "shadow" an activities director at a skilled nursing facility and then write a reflection paper about their experience. More details will be provided during class and in the directions and rubric for each activity.

Grading Scale. In this course, grades are based on the total percentage of points earned (points earned/total points). All final course grades are calculated to the nearest hundredth and will not be rounded up. For example, a final course grade of 89.99 will remain an 89 in the final course computation. Completed work in this course will obtain at most 775 points. The grading scale is as follows: A = 100-93%   B = 92-85%   C = 84-77%   D = 76-69%   F = 68% and below

Grading Scale

Grading Scale						
Letter Grade	Quality Points	GPA Equivalent	Lower Limit (%)	Upper Limit (%)	Lower Limit (points)	Upper Limit (points)
A	4	4.00	93%	100%	720	775
B	3	3.00	85%	92%	658	719
C	2	2.00	77%	84%	596	657
D	1	1.00	69%	76%	534	595
F	0	0	0	68%	0	533

Table 3. Grading Scale

For your information: The WKU grade point average (GPA) is defined as the ration of the total number of quality points to the total number of GPA hours attempted.

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 many courses. For more information or to make an appointment, visit www.wku.edu/tlc. Also, TLC hires students who are qualified in several academic areas for the purpose of tutoring others.

ASHA and CAA Statements

CAA Accreditation Statement

The Master of Science education program in speech-language pathology at Western Kentucky University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

CAA Policy and Grievance Statement

Because the WKU Communication Sciences and Disorders program is accredited by the CAA in both Audiology and Speech-Language Pathology, any student of ours who is concerned about our course content, or the nature of its presentation should talk to me first. If we cannot obtain a resolution, please contact our Department Chair, Dr. Kimberly Green. If the concern remains, schedule to meet our CHS Dean (Dr. Tania Basta). If that fails, schedule a meeting with our Provost ("Bud" Fischer, Jr.). If the concern is not resolved here on our campus, please contact the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, especially if the problem is related to a standard of accreditation.

Complaints about programs must be signed and submitted *in writing* to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. A complaint must be specific and clear, describe the complaint based on CAA accreditation standards, and include supporting

evidence for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. CAA will not accept complaints by email or facsimile.

<p align="center">**Western Kentucky University Policies and Statements**</p>

Academic Integrity and Student Code of Conduct

This course will adhere to the WKU Academic Integrity and Student Code of Conduct policies. These are published on our WKU website. In particular, learn more information about academic dishonesty and the WKU Student Code of Conduct. The student Code of Conduct contains new policies, requirements, and procedures that will be enforced during this academic semester. These codes of conduct are located at the following Internet addresses.
https://www.wku.edu/handbook/academic-dishonesty.php
https://www.wku.edu/studentconduct/student-code-of-conduct.php

Plagiarism

University Guidance. The following quote is from the WKU Faculty Handbook, 30th edition, p. 65: "To represent ideas or interpretations taken from another source [and use them] as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism."

Disposition of an Offense. When evidence of an act of academic dishonesty is *determined*, the student(s) involved will likely receive a failing grade for the assignment (test/assessment, project's report, reflection paper, etc.). In every case, I will make efforts to understand precipitating circumstances related to the offending student's reason(s) for plagiarizing coursework. Please note: It is the student's responsibility to communicate with me about overwhelming circumstances before one succumbs to the temptation to plagiarize.

Severe instances of plagiarism, such as copying an entire paper or exam, or committing a similarly egregious offense, could obtain a failing grade in the course without the possibility of withdrawal. To be sure, I will report a severe offense to the University Disciplinary Committee (Office of the Vice President for Student Affairs) for review and potential disciplinary sanction. Any time a student believes I have dealt unfairly with them in a situation involving alleged academic dishonesty should seek counsel using the WKU Student Complaint Procedure. This procedure is outlined at: http://www.wku.edu/handbook/academic-complaint.php.

Use of Artificial Intelligence (AI)

As stated above, when an individual student in this class is charged to complete an individual assignment, I expect the resulting work to be original (their own work). Students are not authorized to use artificial intelligence (AI) tools such as Copilot, ChatGPT, Otter.ai, Quill Bot, Perplexity, or any other AI platform. However, students are allowed to access AI tools that suggest ideas (e.g., ask AI for a list of open-ended questions), enhance learning (look up an idea for a research topic), or to spell and grammar check their original work (e.g., run a completed report through Grammarly or use the spellcheck tool in WORD).

As a matter of fact, at least once, or a few times, students will be given an assignment and will receive explicit instructions about how AI can be used to complete it. For this purpose, proper citation

will be required. An example of how to cite an AI tool is available at https://libguides.wku.edu/stylewrite/ai.

       Again, unless permission is granted, my rule is that the WKU CSD graduate students in my classes are expected to complete individual assignments without substantive assistance from others, including AI tools. If a student in this course is unsure if they are using an AI tool appropriately, that student is encouraged to contact me for an appointment and discuss this.

Title IX/Discrimination and Harassment

       The Western Kentucky University faculty, administration, and staff personnel are committed to supporting other faculty, staff, and/or 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 on our campus or by our students. 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 to the Title IX Investigator (Michael Crowe, 270-745-5429).

       Please be aware that WKU faculty are considered authorized officials of the University. Therefore, each of us has the obligation to report an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct to WKU's Title IX office for review. WKU employees in this office are trained to ascertain which WKU policy has been violated, to investigate the complaint thoroughly, and to make appropriate referrals to policing, healthcare, or counselling agencies. If you prefer speaking confidentiality with someone who can help you, contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement

       In compliance with WKU policy, students with disabilities and who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in Downing Student Union, room 1074. SARC's phone number is 270-745-5004 [270-745-3030 TTY]; their email address is: sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without first obtaining a faculty notification letter (FNL) from SARC.

University Grievance Policy

       The University's grievance (complaint) policy is specified at the following URL: https://www.wku.edu/sarc/student_grievance.php

Inclusion Statement

       Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, our classroom will be a respectful, accepting and safe space emotionally. Students of all sexes, races, ages, national origins, ethnicities, sexual orientations, gender identities/labels/expressions, intellectual and physical abilities, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles will receive fair and humane treatment from me. I strongly encourage each

student in this class to interact with one another in a similar manner. If at any time during this course a student feels excluded or has a sense of alienation from any aspect of the course (its structure, content, student colleagues, resources, or other), please contact me privately during my open office hours or by appointment using my email address: myrajean.huffman@wku.edu.

Additional information regarding WKU syllabus information is here:
https://www.wku.edu/syllabusinfo/

Educating the mind without educating the heart is no education at all. Aristotle