

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number: COE 8563

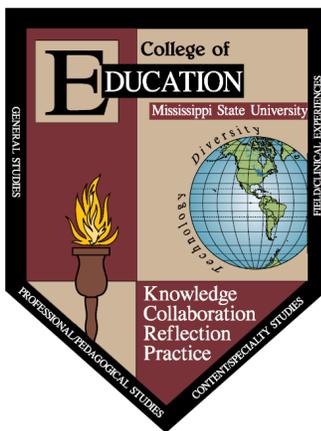
Course Title: Introduction to Assessment in Student Affairs

Credit Hours: 3 hours

Type of Course: Lecture

Catalog Description: Three hours lecture. Introduces the methods and tools used in Student Affairs and higher education assessment: provides opportunities to implement the use of these tools in specific settings.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Counseling Programs Mission Statement:

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Course Overview:

Research, assessment, and evaluation are integral in the quality assurance of student affairs programs in higher education. This course is designed to expose students to good practices in student affairs assessment. Students will learn the practical aspects of assessment including the political, ethical, and environmental issues surrounding the assessment process. Students will also be provided with an opportunity to apply their learning as they participate in the creation of a student affairs assessment project.

Learner Outcomes: *(Updated 4/12)*

Students participating in the course will:

1. Understand the purpose and role of assessment in various systems and environmental contexts that involve student affairs and higher education. (CACREP SACC: A.1, B.6; CFPO #4)
2. Identify assessment goals and objectives of student affairs programs and services. (CFPO #1, 10)
3. Know current theories and methods of using assessment data to support data-based decision making. (CACREP SACC: G.2; CFPO #13)
4. Analyze and use multiple data sources, including institutional data, to make decisions about improving differentiated student programs. (CACREP SACC: H.2)
5. Critically examine the implications of student assessment outcomes for institutional practices and policies, especially in the student affairs field. (CFPO #1, 3, 4)
6. Participate in the design, management, and assessment of student affairs programs through the development of a comprehensive assessment project. (CACREP SACC: B.6, J.1, J.2; CFPO #4, 10, 11)
7. Use standards of the student affairs profession as assessment benchmarks to analyze student needs for learning and development opportunities. (CACREP SACC: F.2; CFPO #10, 12)
8. Develop clear communication skills and effective use of technology to collect, disseminate, and present assessment information. (CFPO #5, 7)
9. Participate in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students. (CACREP SACC: D.6)
10. Critically evaluate research relevant to the practice of student affairs and college counseling. (CACREP SACC: I.1; CFPO #4, 13)
11. Know basic strategies for evaluating programmatic outcomes in student affairs and college counseling. (CACREP SACC: I.3, J.3)
12. Demonstrate the ability to prepare a research proposal for a human subjects/institutional review board review. (CACREP SACC: J.4)

13. Knows models of program evaluation for student affairs and college counseling that include measures for learning processes and outcomes and assessment of postsecondary environments and organizations (CACREP SACC: I.2).

*References to CFPO (Conceptual Framework Program Outcomes) numbers are based on the Mississippi State University College of Education Advanced Graduate Program Conceptual Framework.

*References to CACREP (Council for Accreditation of Counseling and Related Educational Programs) refer to the CACREP Standards for Student Affairs and College Counseling programs.

Topics to be Covered:

Introductions & Course Overview

Why Assess and Important Definitions

Assessment vs. Evaluation vs. Research

How do we define the “problem”?

Readings:

-Upcraft and Schuh, Chapters 1, 2

-Schuh & Associates, Chapter 1

-Upcraft, M. L. & Schuh, J. H. (2002). Assessment vs. Research: Why We Should Care about the Difference. *About Campus*, March/April, 16-20.*

Measuring Satisfaction

Who decides what to assess?

Readings:

-Upcraft & Schuh, Chapter 3, 4, & 6

-Schuh & Associates, Chapter 4

Assessing Student Needs

Qualitative and Quantitative Data

Sampling Risks

How to select who and how to assess?

Readings for next class:

-Schuh & Associates, Chapter 5

Measuring Program and Learning Outcomes

Performance Measures and Using Portfolios

How to choose an instrument and collect data

Supervised Student Group Workshop – Assessment Consultants

-Assessment Project Preparation (Lyle Tate)

-Survey Gizmo/SPSS Training (Sirena Parker)

Readings:

-Upcraft & Schuh, Chapters 8 & 9

-Schuh & Associates, Chapter 3

Assessing Student Development

Assessing Campus Environment

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Interviews, Focus Groups, & Case Studies
Survey Research

Readings:

- Upcraft & Schuh, Chapter 14
- Schuh & Associates, Chapter 8

Student Affairs Assessment at MSU
Institutional Review Board
Ethical Issues in Assessment

Readings:

- Upcraft and Schuh, Chapters 11 & 12
- Schuh & Associates, Chapter 6

Data Analysis
Performance Indicators and Accountability
Benchmarking and Professional Standards
Institutional Research and Effectiveness

Readings:

- Upcraft, M. L. (2003). Assessment and evaluation. In S. R. Komives, D. B. Woodard, Jr. (Eds.) *Student services: A handbook for the profession* (4th Ed., 555-571). San Francisco, CA: Jossey-Bass.* (SKIM – EXCEPT LAST 4 pages).
- Schuh, J. H. & Upcraft, M. L. (1998). Facts and myths about assessment in student affairs. *About Campus*, 3(5), 2-8.* (READ)
- King, P. M., & Howard-Hamilton, M. (2003). An assessment of multicultural competence. *NASPA Journal*, 40(2), 119-133.* (SKIM)
- Elam, C. McKaig, R. N., Jacobs, B., Whitlow, M., & Gros Louis, K. R. (2006). Examining a safe ride program: An assessment of the midnight special late night bus service. *NASPA Journal* 43(2), 358-376.* (SKIM)
- Knoll, D., Meiers, C., Honeck, S. (2006). Transforming student health services through purpose-driven assessment techniques. *NASPA Journal* 43(3), 484-496.* (SKIM)

Challenges and Benefits to Assessment in Student Affairs
Encouraging Involvement in Assessment

Readings:

- Upcraft and Schuh, Chapter 13, 15
- Schuh & Associates, Chapter 7

Reporting and Using Assessment Results

Articles with a () need to be downloaded from WebCT

Some of the concepts in this syllabus were obtained with permission from Dr. Wade Livingston at Clemson University.

Required Text:

See Topics to Be Covered Section

Methods of Instruction:

Lecture, Discussion, Project-based

Student Activities/Course Assignments (see Course Schedule for due dates):

1. Active Class Participation and Preparation – 10 points. To meet the student learning outcomes as listed above, you must be present and participate actively in the discussion and experiential aspects of the course. Attendance, promptness, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. If you are unable to attend class due to an emergency or other similar circumstance, you are expected to notify the professor in advance whenever possible. **Treat class as you would a job; notify the professor as you would a supervisor.**

All students are expected to be fully prepared to engage in class discussions by completing every assigned reading prior to class. Many weeks students will be asked to formulate and “bring” their answer to the next step in the assessment process. Although these preliminary rough documents will not be graded, they provide the foundation for the finalized graded documents, count toward your participation grade, and should be prepared accordingly.

You are responsible for everything that is covered, distributed, or announced during class. If you miss more than one class period, or are repeatedly late, your final grade will be affected. See point distributions and descriptions below.

- **Excellent** – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking (9-10 points).
- **Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and reflection (7-8 points).
- **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (5-6 points).
- **Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the process of the discussion exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contribution of others (0-4 points).

2. Human Subjects Research Training – 5 points. Students will complete MSU’s mandated free online training for all persons conducting research involving human subjects. Students conducting research with human subjects will be required to complete an IRB application for their assessment project (CACREP SACC: J.4; Learner Outcome: #12).

The following URL will take you to training website:

<http://www.orc.msstate.edu/quicklinks/onlinetraining.php>.

- Complete the Institutional Review Board (IRB) Online Training
- Save a copy of the training certificate as a PDF for the professor. Students should retain a second copy for their own records.

3. SIGNATURE ASSIGNMENT. Assessment Project – 85 points.

The Assessment Project is a multifaceted, comprehensive, and immersive assignment and serves as the centerpiece of this course. Students will complete this project individually or in small groups (no more than three students per group) in stages with guidance from the instructor, assessment consultants, and Student Affairs division “clients.” Please note that students choosing to conduct this project in groups will receive a group grade for each assignment.

Students will complete comprehensive assessment plans that will inform their understanding of their chosen Student Affairs program area, assessment needs, and literature/research applicable to the assessment. Formats of the assessment plan will vary, based on the assessment problem. Depending on the nature of the assessment need of the Student Affairs program area, the plan may focus on one or more relevant areas of interest: the student served by the program area, the developmental outcome or need of the assessment plan, or other topic approved with the professor. The ultimate goal of this assignment is to learn the necessary steps of assessment projects, to report results back to interested constituents, and to articulate the steps of the assessment cycle. The project has five (5) phases which are outlined below.

A. Phase 1: Project/Client Orientation (10 points). (CACREP SACC: A.1, B.6, H.2, J.1, J.2, I.1, I.3, J.3; Learner Outcomes: #1, 2, 4, 6, 8, 9, 10, 11). Students will meet with their respective functional area “client” early in the semester to become familiar with the functional area, learn about current assessment efforts within that area, and to begin planning their assessment project. **From this meeting, each group will prepare a two (2) page executive summary (excluding any pertinent artifacts) which addresses the following information:**

- The date of the initial client meeting (and a list of all those in attendance)
- The mission, vision, and goals of the functional area
- Any pertinent information about the specific assessment project the group will complete during the semester, including:
 - The purpose of the assessment project (Why is this project necessary?)
 - The rationale and “history” behind this project (How did this project come to fruition?)
 - A synopsis of any previous assessment efforts related to this specific project (What are some steps the functional area has taken – from an assessment standpoint – to get “here?”)
- Inclusion of any appropriate artifacts which would be necessary for an “outsider” to understand this project; this could include:
 - Mission/vision statements
 - Past assessment instruments/data
 - Executive summaries, meeting minutes, or any other “communication items”

B. Phase 2: Assessment Protocol (20 points). (CACREP SACC: A.1, B.6, H.2, J.1, J.2, I.1, D.3, I.3, J.3; Learner Outcomes: #1, 2, 4, 6, 8, 9, 10, 11). Student groups will prepare an assessment protocol

that details the plan of action for completing the assessment project. **Groups will prepare a three to five (3-5) page executive summary which details the following information:**

- A short “background” section which offers context for readers and introduces the specific project and plan (think about the necessary information you gathered during your client orientation meeting)
- The type of assessment the group plans to use (needs-based, satisfaction, etc.)
- The methodology of the assessment (qualitative, quantitative, mixed methods)
- The data collection procedures (how will – or was – data collected)
- The data analysis procedures (how will data be analyzed?)
- Appropriate IRB information and other ethical considerations
- Plan for administering the assessment
 - The detailed roles of each group member (if appropriate)
 - The detailed timeline for completing the project

C. Phase 3: Data Collection and Analysis (20 points). (CACREP SACC: A.1, B.6, H.2, J.1, J.2, I.1, D.3, I.3, J.3; Learner Outcomes: #1, 2, 4, 6, 8, 9, 10, 11). Student groups will explain how they have collected and analyzed data for their specific assessment project. **Groups will prepare a four to six (4-6) page executive summary (excluding artifacts) which details the following information:**

- Evidence of data collection (How were data collected? What specific steps were taken to collect data? What does the raw data look like?)
- Evidence of data analysis (What does your qualitative coding and/or quantitative analysis look like? What kind of data analysis did you do and how did you do it?)
- The group’s analysis of the data:
 - What do the data “mean?” (What does it tell you and why is it important?)
 - How can the results be “categorized?” (What are the areas of strength? Areas for improvement? Any other categorizations?)
- How does your “client” interpret your analysis?
 - **NOTE: You will need to meet with your client at this juncture and show evidence that you have done so (please attach an agenda that illustrates the time/date of your client meeting and the persons in attendance)**
 - What do the data mean to the client? (What does it tell the client and why is this important?)
 - How will the client use your analysis? (What impact will your data have on the assessment project and overall assessment efforts within the specific functional area?)
- What steps are you taking to present your final analysis and recommendations to your client?
 - How will you tie your report to the client’s mission and goals (and to the SA Division mission and goals?)
 - How do your findings support the client’s functional area, the SA Division, and the University?
- Attach any appropriate artifacts; these could include:
 - SPSS printouts
 - Samples of raw data coding
 - Meeting minutes and other “communication items” that illustrate the group’s efforts to analyze and make meaning of the data

- Evidence of communication with the functional area client

D. Phase 4: Presentation of Assessment Results to Client (15 points). (CACREP SACC: A.1, B.6, G.2, D.6; Learner Outcomes: 1, 2, 3, 8, 9). Being able to present the findings of your assessment is often the measure of whether the recommendations are implemented. In a professional format, groups will provide an overview of their assessment projects to clients and classmates. In fact, these will also be peer-reviewed by all in attendance. Groups will facilitate a comprehensive presentation (**40 minutes total – 30 minutes facilitation and 10 minutes for questions/feedback**) which details the following information. Students will be required to use technology (i.e. Prezi, PowerPoint, etc.) and to dress professionally for the presentation. The presentation will address the following content areas.

- An overview of the previous three phases:
- Phase 1: Client Orientation
 - ◆ What background information is necessary to understand your project?
 - ◆ Why is this project significant?
 - ◆ What did you learn from your client that your classmates need to know?
- Phase 2: Assessment Protocol
 - ◆ What type of assessment approach did you use and why?
 - ◆ What type of methodology did you use and why?
 - ◆ What ethical/IRB considerations were important to note?
 - ◆ What was each group member's role in the assessment project?
- Phase 3: Data Collection and Analysis
 - ◆ How did you collect your data?
 - ◆ How did you analyze your data? (Show examples of analysis)
 - ◆ What did your analysis show?
 - ◆ How did your client interpret your analysis?
- The findings and implications of your assessment project (**NOTE: This section is the most important component and should be the focal point of your presentation**).
 - ◆ What did you discover?
 - ◆ What are the implications of your findings?
 - ◆ How do your findings support and advance the mission/vision of your client, the SA Division, and the University?
 - ◆ What are the “next steps?”
 - How will the client use your data?
 - Will (and if so, how will) your findings be presented further?
 - Does your client envision any changes in practice, requests for resources, etc. because of your findings?
 - Will your client do a follow-up assessment based on your project?

E. Phase 5: Final Assessment Plan Documentation (20 points). (CACREP SACC: A.1, B.6, G.2, H.2, J.1, J.2, F.2, D.6, I.1, I.2; Learner Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13). After the assessment results have been presented to the client it is crucial that the information be provided in an easy to read, accessible, hard copy format. Using a provided rubric including the information listed above each group will submit a final comprehensive assessment plan to both the instructor and to their client. This information will be important as the client moves forward with intentionality based on the information provided.

Please Note: All assignments are due at the BEGINNING of class on the dates indicated on the schedule. Late assignments will NOT be accepted in this course.

Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

Academic Integrity and Misconduct:

In light of MSU's Honor Code and your personal integrity, you will be held accountable to the highest standards for academic integrity in this course. Students are expected to be honest in all academic activities. Students should immediately ask about assignments and group work before beginning assignments. Academic misconduct will be taken very seriously in this course. Sanctions for violating MSU's Honor Code range from an XF (failure of the course with a notation on your transcript) to removal from graduate school and suspension. ANY act of academic dishonesty will be reported to the university, will result in a grade of zero for the relevant assignment, and may be grounds for failure in the course.

Cell Phone and Technology Policy:

In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.

Nondiscrimination Policy;

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The Department of Counseling and Educational Psychology's Counseling Program at Mississippi State University encourages the recruitment, COE 8563 Introduction to Assessment in Student Affairs – Spring 2014

acceptance, and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. Their phone number is (662) 325-3335 and their web address is <http://www.sss.msstate.edu/>

Field Experience:

None

Student Evaluation:

Active Class Participation and Preparation	10 points
Human Subjects Research Training	5 points
Assessment Project	85 points
*Project/Client Orientation (10 points)	
*Assessment Outline (20 points)	
*Data Collection and Analysis (20 points)	
*Presentation of Assessment Results to Client (15 points)	
*Final Assessment Plan Documentation (20 points)	

TOTAL POINTS POSSIBLE: 100 points

Grades:

A student’s final grade in the course will be aggregated from their performance on each of the areas described above and will be determined on the following scale:

A	100 – 90 points
B	89 – 80 points
C	79 – 70 points
D	69 – 60 points
F	59 – 0 points

Incomplete Grades:

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester

(excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

Civility Statement:

Our class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, overly sarcastic, disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and the creation of a variety of ideas and opinions, respect must be shown to all.

Department Retention Policy:

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy:

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Absences

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students’ fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in clinical situations, and their adherence to their discipline’s codes of ethics. A series of formal evaluations are conducted at key stages of the student’s education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students’ academic performance, students’ dispositions

and professionalism are evaluated using the Graduate Student Review and Evaluation Form. Students with multiple absences are also evaluated to determine their continued success in the program.

Missed Exams

There will be no makeup exams without instructor permission.

Missed Assignments

All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

E-mail Policy

Each student at MSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course. The e-mail and MyCourses systems are helpful for maintaining communication between the instructor and students.

STUDENT ACKNOWLEDGMENT OF COURSE POLICIES

Please provide the following information (and please print legibly!):

Name:

Address:

Home Phone:

Work/Cell Phone:

E-mail:

Please note with a () the easiest way to reach you (email, cell phone, etc.).

Your signature below acknowledges your receipt of this syllabus and your agreement that you 1) understand, 2) are willing to abide by the policies and procedures delineated therein, and 3) will uphold the following MSU Honor Code statement:

As a member of the MSU community, I pledge to hold myself and my peers to the highest standards of honesty and integrity.

THIS FORM MUST BE RETURNED TO DR. HEISELT BY THE END OF THE SECOND FULL WEEK OF CLASSES DURING THE ACADEMIC TERM IN WHICH YOU ARE ENROLLED IN THIS COURSE; failure to do so will result in your being dropped from enrollment in the course.

Signature _____ Date _____

NOTE: The information listed above will only be used by me and will not be shared with the class without your permission.