

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

**Course Prefix & Number:** HED 8133

**Course Title:** University and Community College Instruction

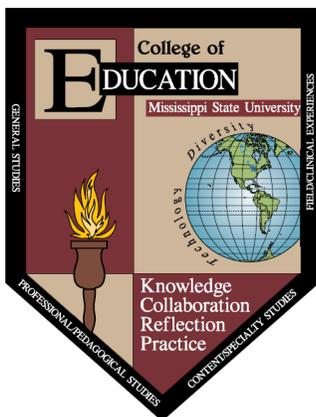
**Credit Hours:** 3 Semester Hours

**Course Type:** Lecture

**Course Description:** Three hours lecture. A study of teaching methods and techniques, development of course content and instructional aids, and evaluation of student performance in the university and community college. The goal of this course is to assist students in understanding university and community college instruction. We will accomplish this goal by studying the theoretical and research perspectives of university and community college teaching and by gaining knowledge of the practical aspects of teaching adults. Each student will also apprentice with a university or community college faculty member. In this way, we will begin to analyze the challenges inherent in teaching college courses, and discuss ways to creatively resolve those challenges.

This course will be run as a true doctoral seminar, that is, the students will take responsibility for readings, but will also be asked to bring information to the class, and we will spend time discussing your perspectives, experiences, and questions. Ultimately, it is my hope that you will leave the class with many ideas, reflections, and experiences for your future careers in teaching and learning.

**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.

### **Student Learning Outcomes/Topics to Be Covered:**

Students participating in the course will:

1. Develop and demonstrate a personal philosophy of teaching and learning (CACREP Doc D1, CFPO# 8).
2. Demonstrate the ability to design and deliver course materials, and determine appropriate evaluation methods in correlation with academic course objectives (CACREP Doc D2).
3. Identify influences (political, educational, financial, etc.) that impact instruction within the academy (CFPO#'s 1, 3, 10, 11, 14).
4. Recognize the essential components of a successful higher education course (CACREP Doc D2, CFPO#'s 11, 12).
5. Consider the needs and learning requirements of adult learners (CFPO#'s 2, 9).
6. Experiment with a range of tools, techniques, and strategies to enhance teaching effectiveness (CFPO# 1, 11).
7. Observe, interview, and practice in an ongoing university class (CFPO#'s 1, 3, 5, 11).
8. Understand, synthesize, and analyze instructional theory, research, and methods relating to the teaching and learning environment (CACREP Doc C2; CFPO#'s 1, 4, 10, 13).
9. Develop resources to support instruction and promote learning (CFPO#'s 1, 11).
10. Use and explore various technologies and their impact in the classroom (CFPO#'s 7).
11. Understands theories and skills of instructors as classroom leaders (CACREP Doc I1).
12. Recognize and understand the major roles, responsibilities, and activities of educators (CACREP Doc C1).

\*References to CACREP refer to standards established by the Council for Accreditation of Counseling and Educational Programs. References to CFPO (Conceptual Framework Program Outcomes) numbers are based on the Mississippi State University College of Education Advanced Graduate Program Conceptual Framework.

## Required Text(s):

Brookfield, S. D. (2006). *The skillful teacher* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

Svinicki, M., & McKeachie, W. J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13<sup>th</sup> ed.). Boston, MA: Houghton Mifflin Company.

\*\*Students will also be expected to read other assigned readings and supplemental materials as required by the professor.

## Strongly Recommended Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: Author.

## Methods of Instruction:

Lecture, discussion, case study, guest speakers, and WebCT will be integral components of course instruction.

## Student/Course Assignments:

**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. 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. Ten percent of your final grade is based on the expectation of your full participation in every class. (CACREP Doc D1; Learning Outcomes: 1-12).

**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 (6-8 points).
- **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (3-5 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 (0-2 points).

**2. Mentor/Apprentice Activity Log and Paper, 25 points.** Students will be asked to find a faculty member working in a higher education institution who is teaching a course of interest and ask to apprentice with him/her for the semester. Each student will **attend a minimum of three mentor classes**, and **teach one lesson** in one class (you will arrange this as early in the semester as possible, and ideally, you will work on materials with this professor, teach some aspect of the course, etc). You will also **interview (not via email) your faculty mentor** (less than a 20-minute interview please) and **then write a short paper (no more than eight pages) about your experiences, reflections, and conclusions (see notes below)**. What did you learn? What did you find difficult or challenging? How will this experience impact your future teaching? (CACREP Doc C1, C2, D1, D2; Learning Outcomes: 2-7, 11).

In your interview you may want to discuss the professor's preparation to teach in college, the qualities of effective teachers and the professor's thoughts on your activity log experiences (both positive and negative).

*In deciding on a faculty member/course consider the following:*

- \*Choose an undergraduate course taught by a tenured or tenure-track faculty member.
- \*Select an instructor with whom you have not taken a class.
- \*You might consider a course in another discipline to compare similarities and differences to your own.
- \*You are encouraged to observe a professor whose race and/or gender is different than yours.
- \*If you need ideas for a class to observe, please talk with your classmates or me.
- \*Plan early to do your observation. Be certain that you do not attend on an exam day which will provide little teaching to observe.

**In your paper, be sure and describe the class sessions you observed:**

- \*Critique the syllabus, observation, and interview.
- \*Include in the paper things you hope to incorporate and avoid in your own teaching to be an effective college teacher.
- \*What type of leadership does your mentor exude? How is this seen/felt/discussed by the students?
- \*You do not need to cite your interview as "personal communication" throughout your paper. Simply indicate that you interviewed Dr. Jones. Then you can write something to the effect of "Dr. Jones stressed the importance of . . . ."
- \*Your tone should be personal, not detached. It is appropriate to refer to yourself in the first person in the paper.

### **Activity Log**

Keep a running list or log for yourself of "ah ha" experiences, good ideas, and "things to consider," that might make you a more effective teacher. These may come from readings, class discussions, observations, presentations, etc. Submit a log of your top 15 items. Include an explanation of each (and its source) and why you think each is a good idea or worth considering. How might this "ah ha," good idea, or consideration help you become a more effective teacher? At least three entries should come from three

different readings for the course. As always, your log should include appropriate citations when referring to the works of others.

**3. Current Issue Discussion, 5 points.** Each student is expected to read about current issues and events that surround instruction within higher education institutions. You will write a brief (no more than 1-2 pages) analysis about the issue. The issue could be something in a research article, or something in *The Chronicle of Higher Education* that applies to instruction and higher education. In your paper be sure to discuss (a) the issue, (b) your reaction to the issue, and (c) an analysis as to your thoughts on how the issue will impact the roles, responsibilities, or activities of educators in university/community college instruction. Each student will be responsible for discussing their current issue in class. When it is your turn to discuss, **BRING THREE QUESTIONS FOR EACH STUDENT (hard copies, printed out) that address your topic.** This will be modeled in class. The discussion will be initiated by you and should take approximately ten minutes. Discussion dates will be assigned in class. (CACREP C1; Learning Outcomes: 3, 7, 8).

**4. Reading Leader, 10 points.** Each student is expected to complete the readings prior to class. Each week students will examine the theme for the week and review the topic with the class. In reviewing the topic, **THIS IS NOT TO BE A SUMMARY OF THE READINGS** as the class has already read the readings and is prepared. Rather, use the 20 minutes to illustrate a unique way to get the message to the class through discussion, concept, or game. As reading leaders you will identify at least one activity or topic that relates to theme of the day that your classmates could use in the future. For example, the activity could be an idea for a discussion method or some other classroom tool. When it is your turn you will **bring a handout for each class member** (no more than 1-2 pages), highlighting your discussion ideas for that day's theme and explaining the tool/game and its use. An example will be discussed in class. (CACREP Doc C2, D2; Learning Outcomes: 6-9).

**5. SIGNATURE ASSIGNMENT. Philosophy of Teaching and Learning Statement, 20 points.** Each student will participate in a three-part philosophy of teaching and learning assignment, including a rough draft, peer review, and final draft. These components are described below and in an attachment at the end of the syllabus. (CACREP Doc D1; Learning Outcomes: 1, 2, 5, 8).

A. *Rough Draft.* Each student will write two versions of a reflective statement that describes their philosophy of post-secondary education, teaching, and learning with respect to organization, pedagogy, and content. The first draft will be considered a "rough draft" and will provide each student with an opportunity to create a written statement addressing their beliefs about teaching and learning. The rough draft will also be shared and analyzed with a peer (classmate).

B. *Peer Review of Classmate's Rough Draft.* This peer review will be due prior to the final draft submission. The peer review process will be discussed in class. Each student will be responsible for designing a rubric (see: <http://www.rubistar.com>) to be used in determining how they would review a colleague's philosophy statement (see McKeachie Chapter 9).

C. *Final Draft.* This draft will be graded by the professor and compared with your rough draft submission and peer review analysis, to evaluate your learning, reflection, and growth as it relates to your personal philosophy of teaching and learning. Submit your peer review and rough draft with your final draft submission.

**6. Online Teaching Technology Project, 10 points.** As technology continues to have an impact on teaching it behooves instructors to learn about new technology and software that can be used in the classroom. To that end, each student will learn about a method, form, or style of technology/software  
HED 8133 University and Community College Instruction – Spring 2014

during this course. Examples may include demonstrating how to use a software product such as Camtasia or Dropbox, illustrating how to use Twitter in teaching, and so forth. The project must specifically relate to technology/software that can be used by instructors in a university or community college setting. Each project will be approved by the professor and will not be duplicated (nor its derivatives). After instructor approval, students will “sign-up” for their technology/software on our WebCT site. This is a first-come, first-served basis. The project has three parts.

A. Each student will create a one-page handout with information about his or her technology/software, including pros and cons, website to where additional information can be found, cost, and at least two teaching examples for which the technology/software may be used.

B. Using technology (YouTube video, Prezi, Camtasia, etc.) each student will give an **ELECTRONIC** 15-minute presentation illustrating his/her technological project and the benefits derived through the use of this classroom technology. These will be posted or emailed to the class via our WebCT site.

C. A rubric will be provided for the presentations. Each student must peer-review a minimum of three (3) posted technological presentations and submit the peer-reviewed rubrics\* to the professor (rubrics will be provided in class) by the due date listed below. These reviews will remain confidential, but will assist the professor in her grading of the projects.

(CACREP Doc C2, D2; Learning Outcomes: 6, 9, 10).

**7. SIGNATURE ASSIGNMENT. Teacher Leader Project, 20 points.** Each of us has been inspired in some way (either positively or negatively) by a university or community college professor. This person may have even inspired you to consider teaching! This assignment has two parts.

A. Each student will choose a university or community college instructor (instructor, professor, or otherwise) and write a paper about this person’s leadership in the classroom. How does he or she lead the learning that is occurring? Is this positive or negative? How so? How does he or she exude leadership inside/outside of the classroom? Using information from class discussion, course texts, and at least three (3) peer-reviewed journal articles analyze the skills and traits your teacher emulates in his/her classroom. Discuss why you picked this particular individual over everyone else. Share what we (individuals who may not know this person) can learn from this person’s leadership style in the classroom and teaching skills. Illustrate for us what this individual brings to university/community college instruction in terms of shaping the field. See rubric for more details. **Note: No two students will write about the same individual. Be sure to sign-up via WebCT by sending the class a message and “claiming” your teacher. This is a first-come, first-served basis.**

B. On one class day, teacher leader projects will be reviewed with the instructor. Students will bring an outline of the texts that he or she plans to use (APA style is fine) as well as the name of your chosen teacher and your plan of action for your paper and presentation.

C. Each student will “introduce” us to their Teacher Leader via class presentation. The presentation must include technology, professional dress, and creativity. Feel free to make a video or YouTube “clip” of your teacher leader. Help us get to know the importance of this person, what you learned from him or her and what we can learn too! The presentation will be 10-15 minutes. Using a provided rubric, each student will peer review the presentations of their colleagues (CACREP Doc D2, I1; Learning Outcomes: 2, 8, 11).

### **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/>

### **Technology:**

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.

### **Nondiscrimination Policy/Diversity:**

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, 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.

### **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. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

### **Field Component:**

This course does contain a field experience component. See student activities.

### **Evaluation of Student Progress:**

#### Grading and Point Scale

Active Class Participation and Preparation	10 points
Mentor/Apprentice Activity Log and Paper	25 points
-Paper (15 pts.)	
-Activity Log (10 pts.)	
Reading Leader	10 points
Current Issue Discussion	5 points
Philosophy of Teaching and Learning Statement	20 points
-Rough Draft	
-Peer Review/Analysis (5 pts.)	
-Final Draft (15 pts.)	
Technology Project	10 points
Teacher Leader Project	20 points
-Teacher as Leader Paper (10 pts.)	
-Presentation (10 pts.)	

**TOTAL:**

**100 points possible**

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

- A = 91 – 100 points
- B = 80 – 90 points
- C = 70 – 79 points
- D = 60 – 69 points
- F = 60 points and below

### 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.

### **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](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](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 in advance 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.

#### 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.

## **Philosophy of Teaching and Learning Statement**

HED 8133

For some people, the word ‘philosophy’ brings to mind visions of abstract theories or beliefs about the importance of education. You might even be concerned that you do not have a philosophy of teaching and learning. You do have one – even if you have never had the opportunity or reason to articulate it.

In some ways, your philosophy of teaching and learning statement is similar to a theoretical statement in a research document as it illustrates the basis that guides your actions and provides a framework into which everything else fits. Your philosophy statement will demonstrate that you have given some thought to the field of teaching. Typically, a philosophy statement describes the rationale behind your actions in instructional and other academic settings.

The goals of this assignment are to allow you to establish your own initial philosophy of teaching and learning so that you can examine (on paper) your beliefs on education, teaching, learning, and students. Your statement is a “living” document and will change as you move through your career; it may become more sophisticated, more profound, or it may simply mature as you do! In this sense, the assignment provides another opportunity for you to reflect upon how you develop throughout the semester.

### ***A. Rough Draft***

The rough draft of your statement should reflect your beliefs about education, teaching, community colleges and universities, students, student learning and any other aspects that comprise education. You can include references to what you know about the philosophers of education, but are not required to do so. In any case, you should have specific examples of your thinking, and your logic should be clear. This assignment requires some soul searching, wrestling with what is really important to you. This should NOT be a treatise on good educational practice as if written by a textbook author. Hint: Use "I believe" statements to help you get started. This is not what others believe, but **your own** beliefs. (What basic beliefs led you to teach? In what areas do you need to improve? What do you believe about student learners?) This is not a statement on the traits of good teachers, this is an opportunity to develop and define your own personal philosophy of teaching and learning.

Discuss any influences, threads, and themes from the past that have shaped your educational views. This is a personal philosophy statement and will be important to you as you present yourself in future job interviews, selecting a future higher education setting that fits you, or simply in furthering your education.

A guideline for the length of this assignment is four (4) double-spaced pages. This is a guideline only. Some students will write more, some will write less. Although you will not receive a grade for the rough draft, take the opportunity to craft your statement in a way that will be beneficial as you prepare to give this draft to your peer and in preparation for future submission of the final draft.

**B. Peer Review of Classmate's Rough Draft (5 points)**

This assignment will provide each student with an opportunity to design an evaluation (a rubric) for an established assignment. Using Rubistar, a rubric software system (see: <http://www.rubistar.com>) each student will develop a rubric based upon the information listed above. Using the established rubric, each student will evaluate a peer's statement (see McKeachie Chapter 9). You may choose the peer with whom you wish to work on this assignment. Note: Some students may be asked to review more than one classmate's work (due to the size of the class). Submission for this assignment includes the peer-reviewed statement and the rubric from Rubistar.

**C. Final Draft (15 points)**

Your statement should reflect a well-considered discussion of your philosophy with support through reasons, examples, and research citations as appropriate. Please make sure you cite research appropriately and provide a reference page at the end of the assignment following APA style. Clearly, your final version should be more detailed, peppered with experiences from our classroom discussions, your mentor project, and the authors we have read that may have moved you. Grading will be based on the effort made between each draft of this assignment, comments from the peer analysis, and the incorporation of coursework or experiences that had an impact on your philosophy.

*Note: Grammar/Syntax/Style are major considerations in this assignment. After all, you are in the education profession and this statement may be read by a variety of different people. Please write using APA style and appropriate grammar and spelling. Also, please have at least one other person proofread your work before you submit it.*

**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.