SUPERVISED FIELD EXPERIENCE
SPSE 6500-6520
3 CREDIT HOURS EACH

Class Web site: Use http://elearn.mtsu.edu and log in

AMANDA DAMASCHUN
Murfreesboro, Tn
Office Hours via email

This is an online class and the D2L email is checked 3-4 times a day. If you include the Course number LIBS 6500 OR 6520 in the subject line, I will answer the email promptly.

Office hours:
By appointment, any time.
Email always: adamasch@elearn.mtsu.edu or amanda.damaschun@mtsu.edu

Office:
Walker Library, BA100
Library Science homepage http://www.mtweb.mtsu.edu/kpatten

Class Web site:
Use http://elearn.mtsu.edu and log in
Grades and email are available through D2L only; no other grade access will be given.

NOTE: THIS SECTION IS A SCHOOL LIBRARY CLINICAL EXPERIENCE ONLY.

COURSE DESCRIPTION:
Direct field experience in appropriate areas of school operation which will meet specific needs related to such individual matters as career plan, position changes (principals, supervisors, superintendents, curriculum directors, librarians, etc.), or needed competencies.

DURING THE FIRST WEEK:
- Familiarize yourself with the course website
- Remember the style requirements!
- Print the syllabus
- Print the assignments and readings for the first week
- Compile and print the calendar for the first two weeks

COURSE GOALS:
<table>
<thead>
<tr>
<th><strong>AASL STANDARDS FOR THE INITIAL PREPARATION OF SCHOOL LIBRARIANS</strong></th>
<th><strong>COLLEGE OF EDUCATION FRAMEWORK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1a Knowledge of learners and learning</strong></td>
<td><strong>Problem Identification -- Knowledge</strong> 5 understands environmental factors (DA-K-2) <strong>Data Analysis -- Knowledge</strong> 2 understands factors that impact learning (PrI-K-3) <strong>Data Analysis -- Performances</strong> 2 evaluates how to meet needs of all learners 3 analyzes learning environment and adjusts 5 talks with, listens to student</td>
</tr>
<tr>
<td>Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning.</td>
<td><strong>Planning and Implementation -- Performances</strong> 1 creates smoothly functioning learning community 2 identifies and designs appropriate instruction 4 creates lessons for diverse learners <strong>Problem Identification -- Dispositions</strong> 3 values students as people <strong>Planning and Implementation -- Knowledge</strong> 1 understands principles of effective classroom management <strong>Problem Identification -- Performances</strong> 2 establishes relationships with parents and guardians 3 acts as advocate for students; responsive to student distress 4 creates positive classroom climate</td>
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<tr>
<td><strong>1.1b Knowledge of learners and learning</strong></td>
<td><strong>Data Analysis -- Performances</strong> 2 evaluates how to meet needs of all learners 3 analyzes learning environment and adjusts 5 talks with, listens to student</td>
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<tr>
<td>Candidates assess learner needs and design instruction that reflects educational best practice.</td>
<td><strong>Planning and Implementation -- Performances</strong> 1 creates smoothly functioning learning community 2 identifies and designs appropriate instruction 4 creates lessons for diverse learners <strong>Problem Identification -- Dispositions</strong> 3 values students as people <strong>Planning and Implementation -- Knowledge</strong> 1 understands principles of effective classroom management <strong>Problem Identification -- Performances</strong> 2 establishes relationships with parents and guardians 3 acts as advocate for students; responsive to student distress 4 creates positive classroom climate</td>
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<tr>
<td><strong>1.1c Knowledge of learners and learning</strong></td>
<td><strong>Data Analysis -- Knowledge</strong> 2 understands factors that impact learning (PrI-K-3)</td>
</tr>
<tr>
<td>Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.</td>
<td><strong>Planning and Implementation -- Performances</strong> 1 creates smoothly functioning learning community 2 identifies and designs appropriate instruction 4 creates lessons for diverse learners <strong>Problem Identification -- Dispositions</strong> 3 values students as people <strong>Planning and Implementation -- Knowledge</strong> 1 understands principles of effective classroom management <strong>Problem Identification -- Performances</strong> 2 establishes relationships with parents and guardians 3 acts as advocate for students; responsive to student distress 4 creates positive classroom climate</td>
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<td><strong>1.1d Knowledge of learners and learning</strong></td>
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<td>Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.</td>
<td><strong>Planning and Implementation -- Dispositions</strong> 3 values development of critical thinking, problem solving, and performance capabilities</td>
</tr>
<tr>
<td><strong>1.2 Effective and knowledgeable teacher</strong></td>
<td><strong>Planning and Implementation -- Performances</strong> 1 creates smoothly functioning learning community 2 identifies and designs appropriate instruction 4 creates lessons for diverse learners <strong>Problem Identification -- Dispositions</strong> 3 values students as people <strong>Planning and Implementation -- Knowledge</strong> 1 understands principles of effective classroom management <strong>Problem Identification -- Performances</strong> 2 establishes relationships with parents and guardians 3 acts as advocate for students; responsive to student distress 4 creates positive classroom climate</td>
</tr>
<tr>
<td><strong>1.2a Effective and knowledgeable teacher</strong></td>
<td><strong>Data Analysis -- Knowledge</strong> 2 understands factors that impact learning (PrI-K-3)</td>
</tr>
<tr>
<td>Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.</td>
<td><strong>Planning and Implementation -- Dispositions</strong> 3 values development of critical thinking, problem solving, and performance capabilities</td>
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<tr>
<td>1.2b Effective and knowledgeable teacher</td>
<td>Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators.</td>
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<tr>
<td>1.2c Effective and knowledgeable teacher</td>
<td>Candidates can document and communicate the impact of collaborative instruction on student achievement.</td>
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<tr>
<td>1.3 Instructional partner</td>
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<tr>
<td>1.3a Instructional partner</td>
<td>Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators.</td>
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<tr>
<td>1.3b Instructional partner</td>
<td>Candidates acknowledge the importance of participating in curriculum development, of engaging in school 2010 improvement processes, and of offering professional development to other educators as it relates to library and information use.</td>
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<tr>
<td>1.4 Integration of twenty-first century skills and learning standards</td>
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<tr>
<td>1.4a Integration of twenty-first century skills and learning standards</td>
<td>Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards.</td>
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<tr>
<td>1.4b Integration of twenty-first century skills and learning standards</td>
<td>Candidates employ strategies to integrate multiple literacies with content curriculum.</td>
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<tr>
<td>1.4c Integration of twenty-first century skills and learning standards</td>
<td>Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.</td>
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<tr>
<td>2.4 Literacy strategies</td>
<td>Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.</td>
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<tr>
<td>2.4a Literacy strategies</td>
<td><strong>Problem Identification – Dispositions</strong> 1 works with other professionals</td>
</tr>
<tr>
<td>3.1 Efficient and ethical information-seeking behavior</td>
<td><strong>Data Analysis -- Dispositions</strong> 1 uses student strengths as a basis for growth, and their errors as an opportunity for learning. 2 consults with other adults in family, school, and community</td>
</tr>
<tr>
<td>3.1a Efficient and ethical information-seeking behavior</td>
<td>Candidates identify and provide support for diverse student information needs.</td>
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<tr>
<td>3.1b Efficient and ethical information-seeking behavior</td>
<td>Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.</td>
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<tr>
<td>3.1c Efficient and ethical information-seeking behavior</td>
<td><strong>Problem Identification – Dispositions</strong> 1 works with other professionals</td>
</tr>
<tr>
<td>3.2 Access to information</td>
<td><strong>Problem Identification – Performances</strong> 2 establishes relationships with parents and guardians 3 acts as advocate for students; responsive to student distress 4 creates positive classroom climate</td>
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<tr>
<td>3.2b Access to information</td>
<td>Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.</td>
</tr>
<tr>
<td>3.2c Access to information</td>
<td>Candidates facilitate access to information in print, non-print, and digital formats.</td>
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</tbody>
</table>
3.3 Information technology

| 3.3a Information technology | Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. |

4.1. Networking with the library community

| 4.1a Networking with the library community | Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. |

5.4 Strategic Planning and Assessment

| 5.4a Strategic Planning and Assessment | Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. |

| 5.4b Strategic Planning and Assessment | \[ \text{Problem Identification -- Performances} \ 2 \text{ establishes relationships with parents and guardians} \ 3 \text{ acts as advocate for students; responsive to student distress} \ 4 \text{ creates positive classroom climate} \ |

| 5.4b Strategic Planning and Assessment | \[ \text{Assessment -- Performances (All) Assessment -- Dispositions} \ 2 \text{ promotes student growth through assessment and monitors learning in systematic fashion} \ 3 \text{ respects student privacy and confidentiality} \ 4 \text{ understands measurement theory and can use assessment} \ |

These are the College of Education dispositions that are evaluated in this course. Your grade will be affected by assessment of these dispositions. The evaluation rubric is on the D2L course website.

**Ethical**
- Values human diversity
- Shows respect for the varied talents of individuals
- Demonstrates compassion toward others
- Respectful of others
- Sets high expectations for achievement for self and others
- Honest
- Acknowledges appropriately the work/ideas of others
- Aware of the standards and policies of the profession
Reflective
● Evidences curiosity about topics/issues studied
● Patient
● Disciplined
● Evaluates the effects of instruction
● Frequently demonstrates flexibility and adapts processes to incorporate new information
● Analyzes multiple sources of information for purposes of problem solving

Self-directed
● Accepts responsibility for actions
● Seeks answers to problems independently
● Outlines plan of action
● Takes initiative in resolving problems

WHAT YOU SHOULD KNOW AFTER THE FIELD EXPERIENCE...
● The day-to-day schedule of the librarian's workday
● The attitude required to be an effective librarian
● The place of clerical work in the provision of library services
● How to create a library curriculum that incorporates all information literacy skills standards for all students
● How to structure a collaborative lesson
● An incipient knowledge of leadership assumption
● Correlation between the theory learned in classes with actual practice

PREREQUISITES:
12 CREDITS of Library Science coursework must be completed (or you must have Professor Boudreau-Henry’s permission). There is an original cataloging assignment that is required. If you do not obtain a PASS on the cataloging assignment, you will not pass the field experience! LIBS 6120 is the cataloging class.

REQUIRED TEXTBOOKS:

  $29.95-39.00 at Phillips bookstore on campus

COURSE TOPICS
All of these will be performed under the guidance of the supervising librarian on an as needed basis.

- Assessment of the school library media center (the evaluation manual/portfolio)
• Collection development and maintenance
• Preparation of the required number of library units based on collaboration between teacher and librarian
• Equipment maintenance and use
• Public relations work
• Communication with stakeholder groups in the school community
• Other assignments as needed to attain mastery of the course goals.

ASSESSMENT AND PARTICIPATION
Due dates are set to keep the workload evenly distributed. Getting behind is not acceptable, thus a zero is awarded for late work! No exceptions! Don’t even ask!

ALL DUE DATES ARE ON THE GOOGLE CALENDAR CHANGES TO DATES ARE ANNOUNCED VIA D2L EMAIL
If you have a question about assignment criteria or requirements, ask! TESTING PROCEDURE
THERE ARE NO TESTS IN THIS CLASS.

GRADING PROCEDURE:
Grading in this course is based on quality of the work. Simple completion of an assignment does not guarantee 100% of the points available for an assignment. Student work that indicates extra effort and time needs to be recognized; if 100% is given just for completing an assignment, recognition for excellence cannot be provided! Based on the philosophy that extra effort should be recognized and rewarded, the assignments that are completed per the requirements obtain 88% of the points (a solid B). Work that shows evidence of time, deep thinking, research, intellectual exploration, and learning will gain points to raise the grade above the 88% level. Do not expect to receive a 10/10 grade unless you have really delved into the assignment and shown it. Success in cataloging is essential in the clinical practice. The cataloging assignment is graded for 100% accuracy. If you do not pass that assignment with a passing grade (>73%) you will not pass the field experiences. Professor Boudreau-Henry grades the cataloging assignment

GRADING THE PORTFOLIO:
Evaluation procedures and types of evidence to be used as a basis for recommending students for certification in the area:
• Evaluation by supervising Librarian--written comments must be positive
• Quality of all discussion and written work by MTSU advisor—must be C or better grades
• Reflective elements (not just a chronology of your experience) as specified. Questions asked for each journal day reflect depth of thought about the field experience.
• Questions about practice are asked and investigated.
• Problems and solutions are useful and pertinent to the school library.
• Assessment of the portfolio by MTSU advisor (grading is Outstanding or Target)
• Work is completed on time and is of Outstanding / Target performance
• Student attitude towards students in field experience school demonstrates empathy, competence, respect, and expectation. Dispositions listed on the Course Content will be in evidence. The student’s score will be 9 or higher for these.
• Student demonstrates initiative, independence, self-awareness, and good judgment--an ability to find solutions rather than create problems.
GRADING SCALE FOR THE COURSE

Assignments are graded on this scale:

Because this is a field experience, the assessment must be based on overall performance. Grade cannot just be based on 'doing' an assignment. Each assignment is an indication of your dedication to the course and to learning.

Individual assignments will not receive a grade. The final course grade is based on overall performance in the assignments according to this rubric. Assessments that are weak, will be noted with an explanation. Make sure that every portion of the portfolio is excellent as well as the portfolio itself.

The descriptions are modeled on the SLIS at Indiana University.

A: Pass ++ Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. Independent research on the topic, insightful statements that other students did not make, perfection in writing style, adherence to English grammar rules, evocative questions and fully explored answers must be present. The grade of A+ is not granted except in very exceptional cases.

A: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner. Independent research on the topic, insightful statements that other students did not make, adherence to English grammar rules must be present.

1. Required coursework is completed on time.
2. All objectives/goals of each assignment are achieved.
3. No absences from the field experience.
4. Sponsoring Librarian written comments are positive.
5. Sponsoring Librarian rubric scores are all above average.
6. Student attitude towards students in field experience school demonstrates empathy, competence, respect, and expectation.
7. Student demonstrates initiative, independence, and self-judgment—an ability to find solutions rather than create problems.
8. Questions in each diary day reflect depth of thought about the field experience.

B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

1. Required coursework is completed on time.
2. 90% of the objectives/goals of each assignment are achieved.
3. No more than 1 excused absence from the field experience.
4. Sponsoring Librarian written comments are positive with only 1-2 exceptions.
5. Sponsoring Librarian rubric scores are all average or higher.
6. Student attitude towards students in field experience school demonstrates empathy, competence, respect, and expectation.
7. Student demonstrates initiative, independence, and self-judgment—an ability to find solutions rather than create problems.
8. Questions in each diary day reflect depth of thought about the field experience.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

1. Required coursework is completed on time.
2. **83%** of the objectives/goals of each assignment are achieved.

3. No more than 2 excused absences from the field experience.

4. Sponsoring Librarian written comments are positive with no more than 3 exceptions...

5. Sponsoring Librarian rubric scores are all average or higher.

6. Student attitude towards students in field experience school demonstrates empathy, competence, respect, and expectation.

7. Student demonstrates initiative, independence, and self-judgment—an ability to find solutions rather than create problems.

8. Questions in 75% of the diary days reflect depth of thought about the field experience. The remaining entries vary in quality.

C+, C, C- Remediate Unsatisfactory work and inadequate understanding of course materials.

1. Work is not completed on time.
2. **Less than 83%** of the objectives/goals of each assignment are achieved.
3. More than 2 excused absences or 1 or more unexcused absences from the field experience.
4. Sponsoring Librarian written comments are mostly positive with no more than 4 exceptions.
5. Sponsoring Librarian rubric scores are all average with no more than 1 exception.
6. Student attitude towards students in field experience school demonstrates lack of commitment to the profession and to self-reflection.
7. Student does not demonstrate initiative, independence, and self-judgment.
8. Questions in each diary day do not reflect depth of thought about the field experience.
9. Students receiving this grade must complete a remediation experience and repeat the field experience in another school.

D+, D, D-: Fail Unacceptable work; course work completed at this level will not count toward the M.Ed. degree.

F: Failing. Fail May result in an overall grade point average below 3.0 and possible removal from the program. REMEDIATION NOT POSSIBLE-CANNOT BE RECOMMENDED FOR LICENSURE

**THE CATALOGING ASSIGNMENT** IS GRADED FOR 100% ACCURACY. IF YOU DO NOT PASS THAT ASSIGNMENT WITH A PASSING GRADE (see above) YOU WILL NOT PASS this field experience. Remedial work may be assigned depending upon the number of errors and the seriousness of the errors. KEBH GRADES THE CATALOGING ASSIGNMENT.

**CLASS PARTICIPATION:**

Students must participate in all interactive aspects of the course. For example, students are expected to communicate with the instructor as a learning resource, students must check the course email frequently for announcements, and students must actively participate in threaded discussion events if assigned.

Since each assignment has been crafted to help you attain one or more course objectives, participation in all assignments is required to pass this class. Do not miss an assignment.

The federal government has defined "academic attendance" in online classes as more than just logging in to the class. An institution must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.
ASSIGNMENTS AND PROJECTS:
Scheduled meetings with university supervisor as needed.
Activities specified by the supervising librarian as needed.
Photographs, video, student work, handouts, etc. must be included and uploaded to EPORTFOLIO.
Assignments from other courses are included in the portfolio. A complete portfolio must be submitted.

COURSE GROUND RULES

STYLE GUIDELINES FOR SUBMISSIONS (DROP BOX AND DISCUSSION BOARD):

- Files are submitted TO THE ePORTFOLIO or in the Drop Box of D2L. For submission in D2L, each file must have a unique name. Therefore, here is the rule: name the file you are submitting with your LAST NAME as the first part of the file name. 5% deduction for failure.
- Examples:
  - Boudreau-Henry Asst 1
  - Smith
  - Martin Chapter 3
- Microsoft Office (Word or Excel or PowerPoint) if you use another software, make sure that you SAVE AS a Word file or as an rtf file -- Word 2007 files can be opened once you download the free converter from Microsoft
- 12 pt Times New Roman type
- Double space all submitted written work (essays and papers submitted thru the drop box) with 1" margins except for material in a table or Excel format SEE NOTE ABOUT DISCUSSION BELOW.
- Include a footer on all work in the Drop box (5% deduction if not correct or if no footer is included)
  - A footer is at the page bottom, use the footer tool in Word
  - The footer includes YOUR LAST NAME
  - The footer includes the page numbering. Use page x of y numbering o x=the current page ; y=the total number of pages in the document o Example of a proper footer
    - Boudreau Page 1 of 4

APA is used to format citations and list of resources for Discussions and Drop box papers. APA is the professional citation style for the discipline of EDUCATION. This is an EDUCATION course.

- Citations and list of references are required for any work that you submit.
  - APA requires a title page, abstract, running title. THESE ARE NOT REQUIRED FOR THIS CLASS.
  - The D2L content page has APA resources for you. This is not an English course or a research course—this course does not teach you how to use APA.
  - APA SKILLS ARE GRADED. SUCCESSFUL USE OF APA IS ASSESSED FOR EACH ASSIGNMENT.
- The calendar is used to communicate due dates. The calendar on Google is the authority for due dates for Please make sure that you use only that Google calendar—the instructor does not update any of the D2L calendars.
Some assignments or the calendar may be changed by the instructor during the semester as determined by class progress. Check the calendar weekly. Do not print the entire course out the first week! Calendar changes should appear when you open the calendar.

RULES AND COURSE EXPECTATIONS:

- Participation is required,
- Complete assignments on time,
- Communicate with other students in team projects,
- Learn how to navigate in d2l,
- Use the Google calendar only,
- Keep abreast of course announcements,
- Send email within D2L.
- Address technical problems immediately, and
- Observe course netiquette at all times.
- No footer, 5% loss of grade (same for filename)

WEB ENHANCED COURSES HAVE ELEVATED EXPECTATIONS SINCE SOME FACE-TO-FACE TIME IS REPLACED BY WEB COMMUNICATION (SAVING DRIVE TIME). YOU ARE THE RESPONSIBLE PARTY FOR CONSTRUCTING YOUR LEARNING. COMMUNICATION GUIDELINES

EMAIL:

- Always include a subject line that starts with the course number 6500 or 6520.
- Per the Family Educational Rights and Privacy Act (FERPA), all course communication will be conducted using D2L email. Faculty will not respond to student emails via a non-institutional assigned email account. After the term, please communicate via your MTSU assigned MTMAIL account.
- Remember that without facial expressions some comments may be misinterpreted. Choose your words carefully when writing your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

SYLLABUS CHANGES

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and by posting both notification and nature of change on the course bulletin board.

STUDENT RESOURCES

The D2L course site has a list of MTSU resources. Those are part of the syllabus.

Frequently Used Student Resources

Technical Support
Students who experience problems logging into their course, timing out of their course, using the course web site tools or experience other technical problems, should be encouraged to contact the MTSU Help Desk online (24/7) or at 1-615/898-5345.

Students With Disabilities
Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any
student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu.

ACADEMIC MISCONDUCT
The use of a third party to submit a student’s work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs. 

**Turnitin** software is used to scan submitted work. Turnitin identifies phrases, sentences, ideas in your work that are present in other materials on the web (including journal articles). Your use of sources should be copious since you need authoritative support for ideas; these sources should be cited in a reference list according to APA style. [http://turnitin.com/en_us/about-us/our-company](http://turnitin.com/en_us/about-us/our-company)

**Individual Assignments: Shared Work is Not Allowed**!

It is perfectly permissible to discuss assignments with other students. However, there is a line that cannot be crossed. You may not create one document that is turned in by several students. If you cannot recognize the line, then you need to complete each assignment independently without consulting with other students.

For example, if you discuss how to use Excel to compute a statistic, that is okay. However, if you then actually create the spreadsheet and insert the formula, you may not share that document. If submitted assignments are the same format with the same entries (figures, wording, formulae, etc.), all students who submit the duplicated papers will be considered to have violated the Honor Code.

Students should be familiar with the "MTSU Students Rights and Responsibilities" handbook which outlines academic misconduct including plagiarism, cheating, fabricating or facilitating any such act. The Handbook also provides a statement of community standards of civil behavior and code of computer use.

**THE TRUE BLUE PLEDGE**

I am True Blue

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER.

True Blue!

8/17/2015