The College of Education Student Handbook will help you stay organized, informed, and balanced with your academic requirements while completing a major offered by the College of Education.

Make sure you bring your student handbook with you to all of your academic advising appointments. While you progress through your major, add any additional resources that will aid in your degree progress within the College of Education.

We look forward to working with you at Middle Tennessee State University. Feel free to contact the College of Education Academic Advisors if you have any questions.
The College of Education's mission is to provide comprehensive student-centered learning environments through excellence in teaching, basic and applied research, creative endeavors, quality advisement, and diverse partnerships. In addition to being a premier teacher preparation program, the College of Education is characterized by nationally accredited intensive programs that provide knowledge and skills necessary for success in other professional roles in education.

“Teaching kids to count is fine, but teaching them what counts is best.”

Bob Talbert
# Table of Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Letter from the Dean</td>
<td>4</td>
</tr>
<tr>
<td>Letter from Advisors</td>
<td>5</td>
</tr>
<tr>
<td>First Generation Students</td>
<td>6</td>
</tr>
<tr>
<td>What is Academic Advising?</td>
<td>7</td>
</tr>
<tr>
<td>Preparing for Advising Appointments</td>
<td>8-9</td>
</tr>
<tr>
<td>Academic Advisors Do This, Not That</td>
<td>10</td>
</tr>
<tr>
<td>How to Schedule an Advising Appointment</td>
<td>11</td>
</tr>
<tr>
<td>Pre-Advising Checklist</td>
<td>12</td>
</tr>
<tr>
<td>High School vs. College</td>
<td>13</td>
</tr>
<tr>
<td>Financial Aid Basics</td>
<td>14</td>
</tr>
<tr>
<td>Email Etiquette</td>
<td>15</td>
</tr>
<tr>
<td>&quot;How to College&quot; Glossary</td>
<td>16-18</td>
</tr>
<tr>
<td>College of Education Majors</td>
<td>19</td>
</tr>
<tr>
<td>Admission to the Teacher Education Program Requirements</td>
<td>20</td>
</tr>
<tr>
<td>Satisfactory Test Scores Requirements</td>
<td>21-23</td>
</tr>
<tr>
<td>MTSU Graduation Requirements</td>
<td>24</td>
</tr>
<tr>
<td>MTSU General Education Courses</td>
<td>25</td>
</tr>
<tr>
<td>What is an Academic Map? Upper Division form?</td>
<td>26</td>
</tr>
<tr>
<td>Help! I'm Having Registration Issues!</td>
<td>27</td>
</tr>
<tr>
<td>MT Mobile App &amp; Schedule Planner</td>
<td>28</td>
</tr>
<tr>
<td>Student Success Resources &amp; Tools</td>
<td>29-49</td>
</tr>
</tbody>
</table>
Welcome!

The MTSU College of Education has a proud tradition of preparing more top performing teachers than any other College of Education in Tennessee. This is the result of our students’ dedication and our deep commitment to support our students on their journey toward excelling in their academic program and licensure requirements. Every faculty and staff member in the College of Education is dedicated to helping you achieve your aspiration of becoming a GREAT educator across our broad range of more than 35 different licensure endorsement areas. We are here to support you as you develop the knowledge, skills, and attributes to serve the children and families in communities across Tennessee, throughout the United States, and around the world. Because your success is our top priority, when you are faced with difficulties and challenges, we count on you to contact your academic advisor, faculty, or departmental staff so we can make sure you receive the best assistance possible. We are here to support you as you work toward your goal of becoming one of the best teachers in Tennessee.

Dr. Rick Vanosdall
Interim Dean
College of Education
Your assigned academic advisor will be an invaluable source of information to help you navigate degree requirements, empower you to learn about the College of Education and University policies, refer you to other important campus resources, and generally serve as a coach supporting you along the way. Your advisor will be one of the best resources available to you, so take the time to get to know that person well.

You can expect your advisor to be accessible, knowledgeable, and genuinely interested in your academic success. In return, your advisor will expect that YOU take responsibility for your educational journey. You can do this by meeting with your advisor regularly, learning about your major and its requirements, and charting your own academic progress.

Teachers make all other professions possible. Without teachers, other all other majors on campus would not exist. The greatest doctor and the most brilliant scientist would not exist without the work of teachers.

We are excited that you are here and wish you the best of luck as you begin your educational career.

Best Wishes,

Alicia Abney  
Advising Manager

Bryanna Licciardi  
Academic Advisor

Gerard McQueen  
Academic Advisor
Before diving into your student handbook to learn all the things, first take a moment to reflect on whether you are a first-generation student. The term “first-generation” simply refers to a student whose parent(s) or guardian(s) did not obtain a four-year college degree, like the one you are pursuing. As a first-generation student in the College of Education, you will be met with some unique challenges. Truthfully, you may even feel like you are not ready for college, but trust us - YOU ARE! Below are some tips and words of wisdom to help keep you focused and on track to meet your academic and personal goals.

- Get involved with anything! Seriously. Make this university your own community.
- Attend MTSU sporting events.
- Not a sports fan? Join a club! Even if you are a sports fan, join a club as well!
- Talk to people and make friends. I know, this is scary. It is even scary for us! But know that every new student on campus is just as nervous and as scared as you, so BE BOLD and reach out to others!
- Write down your short and long term goals. Then, hold yourself accountable for those goals.
- Talk to your advisor frequently. We cannot help you if you don’t speak to us. If you have a question, ask someone! If they cannot answer you, they can tell you someone who can (hello, financial aid questions!). There are countless individuals on this campus that come to work specifically to help and guide YOU.
- Do not doubt yourself. You are here because someone has faith in you.
- Ability is not innate. You can improve on anything if you work at it.
- Believe you will succeed. Know you will succeed.
- Know that you are not alone.
What is Academic Advising?

The College of Education advisors’ goal is to promote successful transitions for students who wish to pursue academic majors with the college. Academic advising is the best way to select and enroll in the appropriate courses for a chosen major. We encourage a sense of community and ownership of a student’s lifelong educational goals through early referral to faculty mentors, departmental and professional organizations, and MTSU academic support services. Another objective is to assist the student in understanding University, College of Education, degree program policies, state teaching license policies, and requirements to help students become successful in their pursuit of a lifelong career.

What is expected of the Academic Advisor?

Your academic advisor serves as a primary source of support to you as a student. They can provide guidance in course and major selection, course registration, hold removal, University policies, and many other academic related matters. In addition, advisors have a wealth of knowledge on many aspects of student life, and are concerned not only with your academic success but also your well-being at Middle Tennessee State University. Your advisor will support you, advocate for you, encourage you, and be a constant resource for you.

What is expected of the student?

- Schedule regular appointments with faculty and/or college advisor, and be on time to your appointment. Remember that your advisor is often in high demand. If you are not going to be able to make it to your scheduled appointment, please be courteous and let your advisor know in advance so that time is made available for someone who may need to see your advisor as well.
- Review major/program policies and requirements using the MTSU Undergraduate Catalog (catalog.mtsu.edu/index.php) and make a list of questions and concerns. This will prevent you from forgetting to ask or discuss issues that are important to you.
- Clarify personal values and goals; follow through and accept responsibility for academic decisions and performance.
- Keep a record or file of your academic progress and goals, and bring it to scheduled appointments

**CHECK YOUR EMAIL OFTEN FOR EMAILS FROM YOUR ADVISOR!**

What is expected to take place during the advising session?

All advising meetings will take place in your assigned Academic Advisor’s office. During the advising session, the student and the academic advisor will collaborate to develop a list of courses for the following semester/term. It is important to note that the ultimate responsibility for making decisions about educational goals and plans rests with you, the student. The advisor will also lift the student’s advisor hold and inform him/her of any other holds that would prevent registration. The advisor will then hand you a copy of your advising sheet (or review your advising sheet) so that you know which courses to register for when your registration window opens. We encourage you to ask your advisor as many questions as you need.

Advising Timeline

- Schedule advising appointments with your COE advisor every September/October and March/April.
- Find your advisor on Pipeline by clicking on Registration and Student Record -> Assigned Advisor
- Check Pipeline for holds prior to registration
- Meet with your COE advisor about any concerns relating to your academic success and goals.
- Meet with your faculty mentor if you have career- or residency-related questions (once admitted to the Teacher Education Program).
- Bring your advising folder to all advising appointments.
STUDENT + ADVISOR = GREAT PARTNERSHIP

STUDENTS CAN EXPECT THEIR ADVISOR TO:

- Explain college and major requirement requirements.
- Discuss students’ academic performance.
- Assist students with College of Education major exploration and interpreting degree requirements.
- Empower students to advocate for themselves.
- Support students with academic issues and personal concerns.
- Provide a safe, inclusive environment.
- Provide detailed knowledge and guidance about candidacy requirements for the College of Education.
- Help guide students through their plan of study and give advice about course requirements.
- Inform students of the required prerequisites for subsequent courses in their program.
- Assist with long- and short-term goal setting.
- Talk with students about their strengths, interests, and abilities.
- Establish a positive working relationship to help students feel welcome at MTSU.
- Teach students how to analyze information and make well-informed decisions throughout their academic career.
- Educate students on various policies and procedures necessary to navigate the university.
- Inform students of their responsibilities in the advising process.
- Refer students to additional campus resources or services as needed.

ADVISORS CAN EXPECT STUDENTS TO:

- Know your advisor’s name, office location, and email address.
- Inform your advisor if you have an interest in outside internships, study abroad, and/or experimental learning so you can plan in a timely manner.
- Check your MTSU email daily and pay careful attention to advisor emails.
- Be open to exploring new opportunities that may challenge you.
- Develop realistic short- and long-term educational and career goals.
- Familiarize yourself with the variety of campus resources and services.
- Notify your advisor of any academic difficulties or changes in your program or career interests.
- Meet with your advisor at least once a semester and come prepared with your materials and any questions you may have.
- Prepare for advising appointments by researching course offerings and requirements.
- Continuously review your degree requirements and monitor your academic progress.
- Be informed of MTSU policies and procedures. BE PROACTIVE IN YOUR EDUCATION; seek help at the very first sign of concern!
- Accept the fact that you may struggle in some classes. This is to be expected.
- Work hard and remember to communicate with your advisor.

OUTCOMES

Academic Advising in the College of Education at MTSU will ...

- Assist students in assessing their interests and abilities, examining their educational goals, making decisions and developing short-term and long-term plans to meet their objectives.
  - Students will identify fields of study that are consistent with their interests, abilities, and life goals.
- Provide accurate and timely information about degree requirements and institutional policies, procedures, and courses so students can select appropriate courses and other educational experiences.
  - Students will develop and implement a meaningful educational plan.
- Evaluate and monitor student academic progress and empower students to demonstrate self-direction and self-sufficiency in the achievement of their educational goals.
  - Students will know how to locate University policies and procedures regarding registration, academic standing, and student conduct.
  - Students will identify and utilize resources independently to evaluate their progress toward degree completion.
- Make students aware of and refer to educational and institutional resources and services (e.g., FREE TUTORING, the Writing Center, study abroad, honors, service-learning, research opportunities, adaptive services, student success center).
  - Students will know where and how to access appropriate support services to accommodate their unique needs.
**How Do I Prepare for an Advising Appointment?**

College of Education students are held to a certain standard when it comes to academic advising. We view the process as a collaboration between students and advisors - this means that students are expected to actively participate by coming to their appointment prepared, as described in the bullet point list to the right. It is important to have a good working relationship with your advisor and stay in communication with them at all times. Priority registration, the time when you will sign up for classes for the next term, will happen twice a year. Before the two weeks of priority registration, you will need to meet with your advisor(s) to go over the next semester’s schedule. Follow these tips to ensure successful meetings!

- Be on time to your appointment! Being late could result in a rescheduled appointment.
- Check your academic progress reports around midterm in Pipeline. Pipeline > Registration & Student Records > Academic Progress Report (in Academic Records box).
- Bring your updated advising documents (map, plan, Upper Division form), having checked off all completed and currently enrolled coursework.
- Browse course offerings in Pipeline and come prepared with a tentative schedule for the upcoming semester.
- **Arriving to your appointment unprepared could result in a rescheduled appointment.**

**How Do I Find My Advisor?**

- Log in to Pipeline
- Click on Registration & Student Records
- Click on assigned advisor

**DegreeWorks**

DegreeWorks is a tool available for use in Pipeline; a comprehensive academic advising and degree audit tool designed to facilitate real-time monitoring of your academic progress toward degree completion.

**How Do I Run a Degree Evaluation?**

- Log in to Pipeline > click on Registration & Student Records > click on DegreeWorks icon OR in the Academic Records box, then click on Degree Evaluation.
- Degree evaluations are run using DegreeWorks. DegreeWorks is a tool for students and advisors to use together to enhance advising, degree planning, and graduating on time.
**Academic Advising Can Help You... But**

**DO...**

- Take advantage of the opportunity to talk with an expert even though you’ve talked to friends.
- Make appointments when your advisor has more time for you.
- Share information about educational and career goals; report any learning problems; tell about important success or failure experiences. Your advisor needs this information to help guide you.
- Keep your own personal records and bring them with you when you see your advisor: audits, grades, special actions, etc. Review your online records regularly on Pipeline.
- Be assertive. Be prepared for your advising appointment. Ask questions.
- Keep your own notes. Review your online advising notes. Be proactive and impress your advisor by reminding them of what you talked about last meeting.
- Take responsibility for reading about the rules, regulations, policies, and requirements that affect you.

**DON’T...**

- Avoid academic advising as long as possible.
- Wait until registration period begins to see your advisor (or worse, when it ends!).
- Mislead or withhold information from your advisor.
- Assume your advisor has all of your records.
- Assume your advisor will tell you everything you need to know.
- Assume your advisor will remember what you talked about from one appointment to the next.
- Assume that it is only your advisor who should be familiar with the university rules, regulations, and policies.

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**Check your email regularly for updates from your advisor.**

**Hint:** Create a folder in your MTSU email titled **Advisor Emails.**

Even if you do not have the chance to read an email at the moment it arrives, you can always refer back to it when you have a question or before you reach out to your advisor with a question. Your advisor is always willing to help you, but know that you may already have the answer to your question!
Begin by logging in to mtsu.campus.eab.com using your Pipeline credentials. You can also find the "Schedule an Advising Appointment" link in Pipeline’s Registration & Student Records page.

**Start**

On the Navigate homepage, click on the blue "Schedule an Advising Appointment" button found to the right.

Next, you will be shown your advisor's availability in calendar format. Select a day and time that works best for you and your advisor.

Make sure you **READ any additional appointment details** and **add any comments** that you feel your advisor should know before meeting.

**Select College of Education.**

If you are unsure of the location, visit the major’s department page to verify.

On the next screen, make sure that the correct advising center is selected from the drop-down box. Your assigned advisor will include "(YOUR ADVISOR)" next to their name.

Select "Send me a Text" or "Send me an email" to receive reminders.

Click "Confirm appointment" and you will receive an email confirmation within a few minutes.

Check to make sure you receive the email confirmation!

**Finish**

**CONGRATS! You have made your advising appointment! We can’t wait to see you!**
What am I Supposed to Do About Academic Advising?

Pre-Advising Checklist

- Schedule an advising appointment with your academic advisor through Navigate.
  - Most academic advisors will contact current students via MTSU email ahead of priority registration to ask them to schedule an appointment.

- Gather your advising materials in your academic advising folder (or documents saved on your computer). These documents include:
  - Upper Division form
  - Academic Map
  - Academic Plan
  - Admission to the Teacher Education Program checklist
  - Other documents related to advising

- Compare your documents with your Degree Works audit report.
  - To access Degree Works, login to Pipeline from the MTSU website. Click on Registration & Student Records. Then, click on the Degree Works button or the Degree Works link found under Academic Records.
  - If you need help using Degree Works, click here. You can also click here to learn the benefits of Degree Works.
  - Note: For students expecting to receive federal aid, please review information regarding the federal requirement related to Course Program of Study (CPoS) - www.mtsu.edu/cpos/

- Ask yourself the following questions:
  - Am I on track? What am I missing?
  - Will missing courses be offered during the upcoming semester and/or term?
  - For transfer students … Have I been awarded all of the transfer credit I anticipate to receive?
  - Do I need to ask my advisor if a course substitution is necessary?
  - Are there any current courses I may need to repeat based on my current grades?
  - Do I expect I will need to drop a course for this current semester? If so, how could it affect my Financial Aid?

- Search for courses needed for the upcoming term via Pipeline using the Look Up Classes link. Bring the list of courses needed along with an alternate list to your advising session to discuss with your advisor.
  - When building possible course schedule options within Schedule Planner, look at the course delivery options for each section you plan to register for in the following term. Information on identifying the course delivery types and where to find this information in Schedule Planner and on Pipeline’s Look Up Classes option is available here: https://www.mtsu.edu/registration/spring2021schedule.php

- Be prepared to talk with your advisor regarding any questions or concerns you have as a student. Let them know if you have concerns or need help with a course, getting connected with campus resources, or planning for your career. They will be able to help guide you to the support you need.
Toto – I have a feeling we are not in high school anymore.

CHECK OUT SOME OF THE DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE.

HIGH SCHOOL
- School personnel watch out for students – guiding and correcting them on the spot if necessary.
- Students are usually told (and reminded) what they need to learn from assigned readings. Study guides are given before a test.
- Students mostly acquire facts and skills.
- Mastery can be seen as the ability to reproduce what students are taught.
- “Effort counts” courses are usually structured to reward a “good faith effort.”
- Homework can sometimes be completed during one study hall period.

COLLEGE
- Students are expected to take responsibility for what they do and do not do, as well as for the consequences of their actions or inactions.
- It is up to the students to read and understand assigned material; lectures and assignments proceed from the assumption that the students have already done so. It is important to understand the material presented.
- In college, students are responsible for thinking through and applying what they have learned.
- Mastery is often seen as the ability to apply what the student has learned to new situations or to solve new kinds of problems.
- “Results count” though “good-faith effort” is important with regard to the professor’s willingness to help students achieve good results; however, it will not substitute for results in the grading process.
financial aid basics

Financial aid can help cover the costs of tuition, housing, books, and other related expenses. The FASFA is your application for financial aid, such as federal and state grants (free money based on need), federal loans (money you will repay later), federal work-study, and other state funds, like the HOPE Lottery Scholarship. Every October you should complete the new FASFA at fasfa.gov for the upcoming fall, spring, and summer terms.

After completing the FASFA and accepting some or all of the financial aid offered to you, there are many rules that you must follow to ensure that you keep your aid. You definitely do not want to have to pay back free money! The most common reasons that students lose financial aid eligibility and must pay back funds are:

- dropping classes during the semester and failing
- withdrawing from too many courses

DROPPING EVEN ONE COURSE DURING THE SEMESTER COULD DRASTICALLY CHANGE YOUR FINANCIAL AID STATUS. ALWAYS CONSULT YOUR ACADEMIC ADVISOR AND MT ONE STOP BEFORE DROPPING ANY COURSES AFTER THE SEMESTER HAS STARTED. FOR INSTANCE, IF A STUDENT WITH HOPE SCHOLARSHIP DROPS BELOW 12 CREDIT HOURS DURING THE SEMESTER, THEY HAVE MOST LIKELY LOST THE HOPE SCHOLARSHIP FOREVER.

Failing grades not only lower your GPA and waste the tuition you paid, but they also can prevent you from receiving financial aid in the future semesters. Dropping courses for “W” grades can make you ineligible for financial aid, even though they do not impact your GPA. Students must pass at least 67% of all attempted credit hours to remain in Good Standing for financial aid. For example, if a new freshman student only passes 6 of 10 attempted courses by the end of their first year, they could be ineligible for financial aid in future semesters.

COURSE PROGRAM OF STUDY (CPOS)

A Program of Study is the courses used to complete an approved degree. The specific required courses for a student are noted in their DegreeWorks evaluation. A course must count in the evaluation of the degree using the DegreeWorks tool to be counted as part of the student’s Program of Study. Federal aid may only be paid for eligible courses that count toward the program of study. State and institutional aid (Example: HOPE Lottery Scholarship) are not subject to the same regulatory restrictions. However, the cost of attendance for students may be reduced for courses that are not counting to the program of study, which can result in a lower amount of state and institutional aid a student could receive.

The DegreeWorks tool will be used to determine if a course is part of the program of study. Financial Aid will run the program to identify students who are impacted and notify them that there could be an issue with a course that could negatively impact financial aid.

Students will be notified by MTSU email if there is a conflict that could negatively impact financial aid. In addition, students can view their “Coursework Toward Program of Study” to determine which courses are applying (or not) by going to the “My Record” tab in Pipeline and clicking the link that says “Coursework Toward Program of Study”. Academic Advisors are the student’s point of contact on courses included (or not) in the Program of Study.
EMAIL ETIQUETTE

YOUR EMAIL CORRESPONDENCE WHILE AT MTSU SHOULD BE PROFESSIONAL. HERE ARE SOME ETIQUETTE TIPS TO KEEP IN MIND:

EMAIL GOES WHERE IT IS TOLD

Check and double-check to see that the right address appears in the TO line. Just because your mom and professor share the same last name does not mean that the professor wants to hear all about your life drama.

PROFESSORS MIGHT NOT OPEN MAIL SENT FROM PARTYHARD24@GMAIL.COM

You must send all emails from your MTSU student email account. This is for your protection and theirs.

SALUTATIONS MATTER

The safest way to start an email is with “Dear Professor...”

CLEAR AND CONCISE IS BEST

Your professor might get 25-30 emails on a daily basis, so it is best if you ask your question in a focused manner. If your question is very elaborate, go to their office during posted hours or ask for an appointment.

THIS IS NOT A SHOUTING MATCH

Do not write in all upper-case letters, which is an email convention for anger or other strong emotions.

DO NOT USE EMOJICONS AND SMILEYS

There is a time and place to use emoticons and smileys in messages - typically, they are not appropriate in professional emails.

THIS IS NOT SOCIAL MEDIA

Do not write the professor in the way you would tweet or text. k fam?

YOUR PROFESSOR DOES NOT WANT TO HEAR YOUR PHILOSOPHY OF LIFE

Skip the cute quotes or statements of your religious or political views at the bottom of your professional email.

DO NOT SEND MULTIPLE EMAILS REPEATEDLY

Send one email and allow the recipient 1-2 business days to respond.

HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.

From: Student
To: Instructor/TA

Before asking your question, always consult:
A) the syllabus
B) common sense
C) the syllabus

It only takes a second to spell check! Seriously, your time is not that important.

It’s in the syllabus!!!

www.phocomics.com
Academic advisor: Academic advisors are available to answer questions from any faculty member or student, but they specialize in helping students with the selection of majors, minors, and courses. They also play pivotal roles in CUSTOMS and registration.

Academic Map: A suggested four-year schedule of courses based on degree requirements in the undergraduate catalog. It serves as a general guideline to help to build a full schedule each semester. This contains requirements necessary for timely progress to complete a major and is designated to keep you on track to graduate in four years. These maps are found in the MTSU catalog.

Academic Fresh Start: Allows students who have not been enrolled in a college or university for a period of at least four years to remove grades of F from transcripts. If they meet that criteria and are readmitted or admitted as a degree-seeking student, they may request an Academic Fresh Start after completing the: Academic Fresh Start Application, preparing a degree plan with an advisor, and also receiving approval from the appropriate college advising manager. The student’s permanent record will remain a record of all work; however, courses taken and previously failed will be excluded from the GPA calculation. Courses with a D grade will also be excluded when a grade of C or better is required in the student’s current major. This policy is independent of financial aid regulations.

Candidacy: Set of academic requirements a student must meet in order to progress in the major/program of study. Student typically will apply for candidacy through a specified application process. Not all programs require candidacy.

Catalog (Undergraduate): A listing of undergraduate courses, regulations, policies, and procedures that can be found on the MTSU website. It is a description of all of the courses that are offered here on campus or online. You can view the catalog on the web by going to catalog.mtsu.edu/index.

CLEP Testing (College Level Examination Program): Computer-based testing that allows students to earn college credit by getting qualifying scores. All results are submitted to and evaluated by the Offices of Admissions and Records, who post credits on students’ transcripts. CLEP credits do not affect students GPA.

Co-Requisite: A course that must be taken at the same time as another related course (e.g. BIOL 1030 AND BIOL 1031).

College of Education: The College of Education houses a premier teacher preparation program and is characterized by nationally accredited intensive programs that provide knowledge and skills necessary for success in other professional roles in education. The College of Education houses two departments, Elementary & Special Education and Womack Educational Leadership.

Course Number: A number assigned to a course that you will use when registering for your classes.

Course Registration Number (CRN): A five digit number that identifies each individual course offered during a semester.

Credits: The semester hour is one unit of credit at MTSU. One credit hour represents the satisfactory completion of one 50-minute class period per week (or the equivalent) for a semester and all required preparation. Most traditional lecture courses at MTSU carry 3 hours of credit. Other courses such as labs, shop, and studio classes carry one hour of credit for each two hours per week of attendance.

Dean: The head of a division of a college.

Dean’s List: Full-time undergraduate students with a GPA for the current semester of 3.50 or greater.

Department: Areas of study have a department chair who is responsible for the functions of that department. There are five departments and one school that make up the College of Behavioral and Health Sciences (see college for department list).

Department Chair: The Department Chair approves courses for the major, manages the department budget, supervises other faculty members’ workload, and ensures that the department’s activities are consistent with the university requirements.

Distance Learning: Online course taught at MTSU by an MTSU instructor. Instruction formats may include video conferencing, telecourses, correspondence courses, and online courses.

Drop Class: Utilize Pipeline or a drop/add form to withdraw from a course.

Electives: Courses that are not required for a student’s major.

Experiential Learning Course (EXL): A learning experience where students develop knowledge and skills from direct experiences and is not held in the traditional academic setting.
Faculty: Professors of different ranks who are employed by a university to teach students.

Faculty Advisor/Mentor: College of Education students that are admitted to the Teacher Education Program are assigned a Faculty mentor. This mentor is a professor in your major and is a great resource for career- and internship-related questions.

Failure to Attend (FA): If a student stops going to class and fails to drop the class. This will be recorded on the student’s permanent record and could also have financial consequences. Check with your advisor for further information.

Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act gives students certain rights with respect to their education records. Students must be given notice of their rights under FERPA and the types of personally identifiable information considered as directory information. Students can request to view their education records through the Registrar’s Office, SSAC.

Financial Aid Suspension: Students should know the difference between a financial aid suspension due to unsatisfactory progress and an academic suspension based on grades and GPA. A financial aid suspension means the student can still attend MTSU but will not receive financial aid. An academic suspension means the student cannot attend MTSU for the length of the suspension even if eligible for financial aid. These are two different suspensions, with two different appeal processes that are independent of each other.

First-Generation Student: A student who is the first student in their immediately family to attend college.

Freshman: A student who has earned 0–29 credit hours.

Full-Time Student: A student who is enrolled in at least 12 credit hours.

General Education Classes (Gen Eds): Required classes that give students basic knowledge of common core classes (math, English, science and history).

Honors Advisor: Assists students with Honors College requirements, including the thesis process and applications to national scholarships such as the Fulbright and Goldwater

Honors Courses: Courses in general studies as well as in major studies. These classes are designed to give students the feel of a small college setting while attending a large university; as a result, class enrollment is kept smaller.

Intent to Graduate: Form showing that the student intends to graduate and is on track for graduation. The student turns this in to the graduation coordinator at least two semesters prior to the planned graduation date.

Junior: A student who has earned 60–89 credit hours.

Lower-Division Courses: Courses in the 1000 and 2000 range. Typically freshman and sophomore level.

M Number: This is the number students are issued when accepted to MTSU. It is found on your student ID. Students should always provide this number when communicating with an advisor. Students are given one M number to be used throughout while attending MTSU.

Minor: Most majors require minors (the College of Education does not). Minors range from 15 to 30 credits. Some majors have restrictions on what minors can be chosen. Specific requirements for minors are found in the department descriptions in the catalog.

Minor Advisor: If you have a minor, you will need a minor advisor

Override Permit: Also known as a POD (Permission of Department). Is given by the department so a student can take a course even if they have not met the requirements such as prerequisite, co-requisite, class standing, grade point average, or major/minor

Part-Time Student: A student who is enrolled in 11 credit hours or fewer

Pass-Fail: Certain courses at MTSU (as noted in the catalog) are graded on the pass/fail basis. The grades of P or F are given in such courses. In the calculation of GPAs, a P grade earns hours toward graduation but the GPA is not affected one way or the other.

PIE Form (Partners in Education): A form that allows parents/guardians access to the student’s information. Students can revoke or have the form revised or added to their student record.
**Pipeline:** The official “Gateway to MTSU Campus.” On here you can register for classes, pay fees, check your email, keep a calendar, and access your personal data.

**Prerequisite:** This is a course that must be completed prior to attempting a more advanced course.

**Prescribed Courses (K Course):** Prescribed courses are denoted with the letter K. Students enrolled in prescribed courses are provided additional academic support and awarded college credit for those courses pending successful completion of the course(s).

**Priority Registration:** Date and time that students are allowed to register. Honors students, military students and students with disabilities are given the earliest registration dates and times. Then, continuing students will be allowed to register based on their number of earned credit hours completed.

**Probation:** An undergraduate student failing to meet one of the following standards during any term will be placed on academic probation for the subsequent term:
  - attain a 2.00 GPA for the current semester, or
  - meet one of the following retention standards:
    - if you have 0–29.99 GPA hours, you need a 1.50 overall combined GPA
    - if you have 30–49.99 GPA hours, you need a 1.80 overall combined GPA
    - if you have 50 or more GPA hours, you need a 2.00 overall combined GPA

If you are on academic probation and don’t meet one of the above standards the next term in which you’re enrolled, you will be will be suspended. The first time you are suspended, it’s for one semester (not including summer) and any subsequent suspensions will be for two semesters (not including summer). Students previously suspended are not eligible for probationary status and will be suspended again each semester you don’t meet the retention standards.

**Provost:** Provides leadership and management to support instruction, research, public service, institutional effectiveness, international affairs, and student success.

**RA (Resident Assistant):** Trained peer leaders who supervise those living in a residence hall or group housing facility.

**Registrar:** Provides grade reporting, transcripts, graduation status, and veterans enrollment information to the MTSU community.

**Senior:** A student who has earned at least 90 credit hours.

**Sophomore:** A student who has earned 30–59 credit hours.

**Student-Athlete Advisor:** Aids students with course selection and NCAA eligibility requirements.

**Supplemental Instruction (SI):** Supplemental instruction is a peer-assisted study and learning method provided free of charge to students in historically challenging courses at MTSU. SI is a non-remedial approach to learning and understanding that significantly increases student performance and long-term success.

**Suspension:** If a student is suspended, any future registration is purged and the student cannot attend MTSU for the length of the suspension. A student can appeal a suspension. For information about Financial Aid Suspension, see Financial Aid Suspension.

**Syllabus:** A document which gives clear expectations and responsibilities for a course. It provides students with clear course objectives, requirements, and policies. It should also give the dates of exams, projects, and any assignments that the student will be expected to complete.

**TRIO/SSS Advisor:** Serves students within the TRIO/SSS program.

**Undergraduate Student/Undergraduate Studies:** A student enrolled in the University who will be obtaining a bachelor’s degree.

**Upper-Division Courses:** Courses in the 3000 and 4000 range. Typically Junior- and Senior-level courses.

**Withdraw:** This is done officially by either contacting MT OneStop or your advisor. The date that you withdraw will impact the grade you get, and there are financial consequences that you will need to be aware of as well.
Majors:

Early Childhood Education  
Grades PreK-3rd grade

Elementary Education  
Grades K-5

Middle Level Education  
Grades 6-8  
(Choose One Concentration: Math, Science, Social Studies, English/Language Arts)

Special Education  
Comprehensive, Grades K-12  
Interventionist, Grades K-8  
Interventionist, Grades 6-12

Teacher Education Program

In order to become a teacher in Tennessee, students must be admitted to a Tennessee State Board of Education approved Educator Preparation Program and complete a number of state license requirements. Every student in the College of Education begins as a pre-candidacy student. In order to become a teacher candidate, students must be admitted to the Teacher Education Program. Students that fail to apply to the Teacher Education Program or are not admitted to the program will not be permitted to enroll in Upper Division Courses that require admission to the Teacher Education Program (Content Major Courses and Professional Education Courses).
requirements

- Inclusive Grade Point Average of 2.750 or higher
  - The Inclusive Grade Point Average refers to the combination of the student’s grade point average on all MTSU and college level transfer coursework.
- Complete 45 hours of coursework.
- Complete EESE 1010 and 1011 (or approved substitutions) with a grade of B or better.
  - Applications may be submitted while the student is enrolled in the required course, but admission procedures will not be final until the final grades are posted.
- Satisfactory Test Scores
  - 22 or higher on the ACT,
  - 1080 or higher on the SAT, **OR**
  - Passing test scores on the Praxis Core Academic Skills for Educators exams. Passing scores are Reading - 156, Math - 150, Writing - 162
- Three favorable faculty recommendations
  - One with a faculty member in professional education, one with a faculty member teaching courses in general education, and one with a classroom teacher/practitioner (PreK-12) in a public school.
  - Visit www.mtsu.edu/education/admission.php to print/view Recommendation forms.
- Completion of Fingerprinting and background check with Tennessee Bureau of Investigation (TBI)
  - Visit www.mtsu.edu/education/admission.php for fingerprinting and background check instructions as well as background check waivers (Noncriminal Justice Applicant Privacy Rights form and VECHS Waiver Agreement and Statement form)
- Disciplinary clearance from the College of Education.

Visit www.mtsu.edu/education/admission.php to complete your online application for the Teacher Education Program.
Because of required documentation from physicians and other medically certified individuals, start the accommodation process quickly. At times, the process has taken a calendar year for approval.
What should I know about these tests?

These tests measure academic skills in reading, writing, and mathematics. They were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs. All skills assessed have been identified as needed for college and career readiness. The tests are delivered on computer and may be taken either as three separate tests on separate days or as one combined test.

### Core Academic Skills for Educators: Reading

**Qualifying Score: 156**

The Core Reading test includes sets of questions that require the integration and analysis of multiple documents, as well as some alternate response types, e.g., select-in-passage.

<table>
<thead>
<tr>
<th>Time</th>
<th>85 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Questions</td>
<td>56 selected-response questions</td>
</tr>
<tr>
<td>Format</td>
<td>Selected-response questions based on reading passages and statements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
<td>17-22</td>
<td>35%</td>
</tr>
<tr>
<td>Craft, Structure, and Language Skills</td>
<td>14-19</td>
<td>30%</td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>17-22</td>
<td>35%</td>
</tr>
</tbody>
</table>

### Core Academic Skills for Educators: Writing

**Qualifying Score: 162**

The Core Writing test assesses both argumentative writing and informative/explanatory writing, and will contain one writing task for each writing type. In addition, multiple-choice questions will be added to address the importance of research strategies and assess strategies for revising and improving text.

<table>
<thead>
<tr>
<th>Time</th>
<th>100 minutes total: 40-minute selected response section and two 30-minute essay sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Questions</td>
<td>40 selected-response questions and two essay questions</td>
</tr>
<tr>
<td>Format</td>
<td>Selected-response questions involving usage, sentence correction, revision in context, and research skills; 2 essay topics as the basis for writing samples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Types, Purposes, and Production</td>
<td>6-12 selected-response; 2 essay</td>
<td>60%</td>
</tr>
<tr>
<td>Language and Research Skills for Writing</td>
<td>28-34 selected-response</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Core Academic Skills for Educators: Math

**Qualifying Score: 150**

The Core Mathematics test includes numeric entry and multiple choice questions, and will also offer an on-screen calculator to help ensure that questions are testing mathematical reasoning by reducing the change that a candidate’s wrong response comes from a simple arithmetic error.

<table>
<thead>
<tr>
<th>Time</th>
<th>85 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Questions</td>
<td>56</td>
</tr>
<tr>
<td>Format</td>
<td>Selected-response questions—select one answer choice; selected-response questions—select two or more answer choices; numeric entry questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Quantity</td>
<td>17</td>
<td>30%</td>
</tr>
<tr>
<td>Algebra and Functions</td>
<td>17</td>
<td>30%</td>
</tr>
<tr>
<td>Geometry</td>
<td>11</td>
<td>20%</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>11</td>
<td>20%</td>
</tr>
</tbody>
</table>
**Praxis Core Academic Skills for Educators Tests**

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you have been away from the content the more preparation you will most likely need. If it has been longer than a few months since you’ve studied your content area, you will want to make a concerted effort to prepare for the *Praxis* tests.

1. **Collect study materials.**
   Obtaining and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:
   - Did you take a course in which the content area was covered? If yes, do you still have your book(s) or your notes?
     - Core Mathematics: MATH 1010, MATH 1710
     - Core Writing: ENGL 1010, ENGL 1020
   - Does your college library have a good introductory college-level textbook in this area?
   - Does your local library have a high school-level textbook?

2. **Plan and organize your time.**
   You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of time to review so you can avoid “cramming” new material at the end.
   - Choose a test date far enough in the future to leave you plenty of preparation time.
   - Work backward from that date to figure out how much time you will need for review.
   - Set a realistic schedule and stick to it.

**Free Praxis Core Academic Skills for Educators Test Preparation Material**

<table>
<thead>
<tr>
<th>Subject / Resource</th>
<th>Website</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics—ETS Study Companion</td>
<td><a href="www.ets.org/s/praxis/pdf/5733.pdf">www.ets.org/s/praxis/pdf/5733.pdf</a></td>
<td>Personalized study plan, study topics, sample test questions, test tips, understanding scoring, what to expect on test day</td>
</tr>
<tr>
<td>Writing—ETS Study Companion</td>
<td><a href="www.ets.org/s/praxis/pdf/5723.pdf">www.ets.org/s/praxis/pdf/5723.pdf</a></td>
<td>Personalized study plan, study topics, sample test questions, test tips, understanding scoring, what to expect on test day</td>
</tr>
<tr>
<td>Reading—ETS Study Companion</td>
<td><a href="www.ets.org/s/praxis/pdf/5713.pdf">www.ets.org/s/praxis/pdf/5713.pdf</a></td>
<td>Personalized study plan, study topics, sample test questions, test tips, understanding scoring, what to expect on test day</td>
</tr>
<tr>
<td>Khan Academy Instructional Support Videos and Exercises</td>
<td><a href="www.ets.org/praxis/prep/khan">www.ets.org/praxis/prep/khan</a></td>
<td>Videos and exercises to support test preparation. Each topic included in the test is mapped to a video and an exercises that may help students prepare to answer questions related to that topic.</td>
</tr>
<tr>
<td>Praxis Core for Dummies (all subjects)</td>
<td><a href="www.dummies.com/test-prep/praxis">www.dummies.com/test-prep/praxis</a></td>
<td>Online lessons, general questions, budgeting time while taking the tests, how-to basics (registering, preparing, etc.), practice topic questions</td>
</tr>
<tr>
<td>Mometrix Test Preparation (all subjects)</td>
<td><a href="www.mometrix.com/academy/praxis-test/">www.mometrix.com/academy/praxis-test/</a></td>
<td>Practice test, study guide, flashcards, FAQ, general questions</td>
</tr>
</tbody>
</table>

**Student Working Document with Tips, Ideas, and Resources:** [https://docs.google.com/document/d/1nuL-vrnEF5pKvkr-KEQmVL5q5AWq_YE4DSJjiQnz0c/edit?usp=sharing](https://docs.google.com/document/d/1nuL-vrnEF5pKvkr-KEQmVL5q5AWq_YE4DSJjiQnz0c/edit?usp=sharing)

**Free ACT Test Preparation Material**

| Free Practice, study guides, flashcards         | [http://uniontestprep.com/act](http://uniontestprep.com/act) |
| Blog of suggested test prep websites            | [www.collegeraptor.com/getting-in/articles/act-sat/7-free-resources-for-act-sat-test-prep/](www.collegeraptor.com/getting-in/articles/act-sat/7-free-resources-for-act-sat-test-prep/) |
REGISTERING FOR CLASSES

General Graduation Requirements

To graduate from Middle Tennessee State University with a bachelor’s degree, a student must meet at minimum the following requirements:

1. At least 120 semester hours with a GPA of 2.00 (C average) or higher.
2. Minimum of 25% of credit for the degree earned at MTSU.
3. 36 upper-division hours (3000-4000 level courses).
4. Maximum of 60 semester hours of non-course credit (e.g., credit by examination, service experience credit, etc.)
5. 50 semester hours must be from senior college credit (four-year university).
6. At least 12 upper division semester hours for the major must be from MTSU.
7. 41 credit hours of General Education requirements outlined on the next page.

NOTE: IN ALL INSTANCES, MEETING THE REQUIREMENTS FOR GRADUATION IS THE RESPONSIBILITY OF THE STUDENT. IN ADDITION TO THE GENERAL REQUIREMENTS ABOVE, CANDIDATES FOR THE VARIOUS DEGREES MUST MEET CERTAIN SPECIFIC REQUIREMENTS. STUDENTS MAY REVIEW PROGRESS TOWARD DEGREE USING DEGREEWORKS ON PIPELINE.
**GENERAL EDUCATION REQUIREMENTS**

All MTSU students must complete 41 hours of General Education courses in the categories outlined below. The purpose of the General Education core is to ensure that college students have the broad knowledge and skills to become lifelong learners in a global community that will continue to change.

**Most College of Education majors require specific courses from this list - CONSULT WITH YOUR ACADEMIC ADVISOR!**

<table>
<thead>
<tr>
<th>Communication - 9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C- or better in ENGL 1010K, ENGL 1010, and ENGL 1020</td>
</tr>
<tr>
<td>ENGL 1010 or ENGL 1010K - Expository Writing</td>
</tr>
<tr>
<td>ENGL 1020 - Research and Argumentative Writing</td>
</tr>
<tr>
<td>COMM 2200 - Fundamentals of Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics - 3 credits (choose one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1010 or MATH 1010K - Math for General Studies</td>
</tr>
<tr>
<td>MATH 1530 or MATH 1530K - Applied Statistics</td>
</tr>
<tr>
<td>MATH 1630 - Math for Managerial, Social, and Life Sciences</td>
</tr>
<tr>
<td>MATH 1710 or MATH 1710K - College Algebra</td>
</tr>
<tr>
<td>MATH 1720 - Plane Trigonometry</td>
</tr>
<tr>
<td>MATH 1730 - Pre-Calculus</td>
</tr>
<tr>
<td>MATH 1810 - Applied Calculus</td>
</tr>
<tr>
<td>MATH 1910 - Calculus I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History - 6 credits (choose two)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 2010 - Survey of US History I</td>
</tr>
<tr>
<td>HIST 2020 - Survey of US History II</td>
</tr>
<tr>
<td>HIST 2030 - Tennessee History</td>
</tr>
<tr>
<td>HIST 2040 - Survey of African American History I**</td>
</tr>
<tr>
<td>HIST 2050 - Survey of African American History II**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities and Fine Arts - 6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two different subjects</td>
</tr>
<tr>
<td>ANTH 2210 - Introduction to World Prehistory</td>
</tr>
<tr>
<td>ART 1030 - Art Appreciation</td>
</tr>
<tr>
<td>ART 1920 - Survey of Western Art I</td>
</tr>
<tr>
<td>DANC 1000 - Dance Appreciation</td>
</tr>
<tr>
<td>HIST 1010 or HIST 1020 - Survey of Western Civilization</td>
</tr>
<tr>
<td>HIST 1110 or 1120 - Survey of World Civilization</td>
</tr>
<tr>
<td>MUHL 1610 - The World of Music</td>
</tr>
<tr>
<td>MUS 1030 - Introduction to Music</td>
</tr>
<tr>
<td>PHIL 1030 - Introduction to Philosophy</td>
</tr>
<tr>
<td>THEA 1030 - Introduction to Theatre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature Requirement - 3 credits (choose one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course must be completed after ENGL 1010 or ENGL 1020</td>
</tr>
<tr>
<td>ENGL 2020 - Themes of Literature and Culture</td>
</tr>
<tr>
<td>ENGL 2030 - Experiencing Literature</td>
</tr>
<tr>
<td>HUM 2610 - Foreign Literature in Translation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Sciences - 8 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two different subjects (some require completion of learning support &quot;K&quot; courses first)</td>
</tr>
<tr>
<td>ASTR 1030/31 - Exploring the Universe</td>
</tr>
<tr>
<td>BIOL 1030/31 - Exploring Life</td>
</tr>
<tr>
<td>BIOL 1110/1111 - General Biology</td>
</tr>
<tr>
<td>BIOL 2010/2011 - Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIOL 2020/2021 - Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>CHEM 1030/31 - Chemistry for Consumers</td>
</tr>
<tr>
<td>CHEM 1010/1011 - Introduction to General Chemistry</td>
</tr>
<tr>
<td>CHEM 1110/1111 - General Chemistry I</td>
</tr>
<tr>
<td>GEOL 1030/31 - Introduction to Earth Science</td>
</tr>
<tr>
<td>GEOL 1040/41 - Physical Geology</td>
</tr>
<tr>
<td>PGEO 1030 - Physical Geography</td>
</tr>
<tr>
<td>PHYS 1110 - Discovering Physics</td>
</tr>
<tr>
<td>PHYS 2100/2111 - Calculus Based Physics I</td>
</tr>
<tr>
<td>PHYS 2110/2111 - Calculus Based Physics I</td>
</tr>
<tr>
<td>PSCI 1030/31 - Topics in Physical Science</td>
</tr>
<tr>
<td>PSCI 1130/1131 - Contemporary Issues in Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social and Behavioral Science - 6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two different subjects</td>
</tr>
<tr>
<td>AST 2100 - Introduction to African American Studies</td>
</tr>
<tr>
<td>ANTH 2100 - Cultural Anthropology</td>
</tr>
<tr>
<td>ECON 2410 - Principles of Economics: Macroeconomics</td>
</tr>
<tr>
<td>ECON 2420 - Principles of Economics: Microeconomics</td>
</tr>
<tr>
<td>EMC/JOUR/RM 1020 - American Media &amp; Social Institutions</td>
</tr>
<tr>
<td>GEOG 2000 - Introduction to Regional Geography</td>
</tr>
<tr>
<td>GS 2010 - Introduction to Cross-Cultural Experiences</td>
</tr>
<tr>
<td>HALTH 1530/31 - Health and Wellness</td>
</tr>
<tr>
<td>PS 1010 - Introduction to Global Politics</td>
</tr>
<tr>
<td>PS 1005 - Introduction to American Politics</td>
</tr>
<tr>
<td>PSY 1410 - General Psychology</td>
</tr>
<tr>
<td>RS 2030 - Religion and Society</td>
</tr>
<tr>
<td>SOC 1010 - Introductory Sociology</td>
</tr>
<tr>
<td>SOC 2010 - Social Problems</td>
</tr>
<tr>
<td>WGST 2110 - Introduction to Women's Studies</td>
</tr>
</tbody>
</table>

---

**HIST 2040 and HIST 2040 is cross listed with AST 2040 and AST 2050.**

**Check with your advisor to see if these courses do qualify as a General Education course for History (depends on high school coursework).**
Academic Maps and Upper Division Forms are tools that you will use with the help of your advisors to stay on track for graduation. It is expected that you will have an updated Academic Map and Upper Division form prepared every time that you meet with your advisor. Failure to do so will result in a rescheduled advising appointment.

- Upper Division Forms list all of the requirements for your major/degree with course titles and details on how each course is categorized - general education, major, supporting, or minor courses.
- Academic Maps also list the courses required for your degree, but they outline a SUGGESTED sequence of courses. Following the suggested course sequence is often critical to graduate in four years! Academic Maps are designed with consideration of courses that must be taken in order and those that are offered in Fall and Spring only.

### UPPER DIVISION FORM

- **Student Name**: 
- **Major**: Elementary Education  
- **Degree**: Bachelor of Science  
- **Upper Division**: 
  - **COURSES**:
    - [List of courses including General Education, Major, Supporting, or Minor categories]
  - **SUGGESTED Sequence**:
    - [Detailed sequence of courses suggested for graduation]

### ACADEMIC MAP

- **College of Education**
- **Upper Division Form 2020-2021 Elementary Education**

- **Course Title**: [List of courses and requirements]

- **Suggested Fall/Spring Four-Year Schedule**

- **Freshman-Fall**: 
  - [Courses and requirements for Fall semester]

- **Freshman-Spring**: 
  - [Courses and requirements for Spring semester]

- **Sophomore-Fall**: 
  - [Courses and requirements for Fall semester]

- **Sophomore-Spring**: 
  - [Courses and requirements for Spring semester]

- **Junior-Fall**: 
  - [Courses and requirements for Fall semester]

- **Junior-Spring**: 
  - [Courses and requirements for Spring semester]

- **Senior-Fall**: 
  - [Courses and requirements for Fall semester]

- **Senior-Spring**: 
  - [Courses and requirements for Spring semester]

- **Total Credits**: 128

### ADVISING FOLDER | PAGE 26
Registration Issues

For general issues with registration, please contact MT One Stop by email at mtonestop@mtsu.edu.

Your academic advisor in the College of Education is only able to assist with necessary registration overrides for courses within the College of Education (EESE, ELED, SPED, MLED, ECE, READ).

If you receive a registration error for one of the courses listed above, email your academic advisor with the following information:

- Full Name
- M#
- Major
- Course Prefix and Number (ex: ECE 1234)
- CRN
- Error Received

If the course you need is closed due to capacity, please contact the instructor to request a capacity override. If you do not receive a response from the instructor within 2-3 business days, contact the department of the class. To find the email of the instructor, go to MTSU.edu and then click on the Directory Link at the top of the website. Or, you can visit Pipeline, Registration & Student Records, Look Up Classes, Select Appropriate Term, Select Course Prefix, Select Course Number, click on the course CRN, and then click on the mail/letter icon next to the instructor's name.
MT Mobile App

MTSU Mobile is a smart phone application developed by students for students to provide easy access to a wide variety of university information.

- Tracking of bus locations
- Parking lot information
- Class Schedule Information
- Classroom and Office Locations
- Faculty Contact Information
- Academic Progress Reports Submitted by Professors
- Campus Office Phone Numbers
- Confirming the Upcoming Term’s Class Schedule
- And more!

MT Schedule Planner
sched.mtsu.edu

MT Schedule Planner is a tool that students can use to get guidance in finding the schedule best suited for them. The planner lets users select upcoming terms, class times, days of the week, break times and lunch times, among many other things.

This site does not register you for classes!

- Log in to Pipeline
- In the Priority Registration Tools Box, click on Schedule Planner
- Choose the Parameters that best suits the schedule you are trying to create
- Once your schedule is generated, write down the CRN numbers then return to Pipeline to register for your classes
STUDENT Resources

30  Office of Student Success
31  Ready Reference: How Does a Student...
32  What You Can Do to Improve Your Academic Success
33-34  7 Ways to Manage (& Make) Time
35  Term at a Glance
36-37  Time Management: 168 Hours in One Week
38-39  10 Traps of Studying
40-41  Study Cycle
42-43  Test Taking Strategies
44-47  Note Taking 101
48  Elements of a Productive Work Space
49  Advice from MTSU Faculty
Did you know that free tutoring is available for almost every subject? Use it! Do not wait until it is too late to take advantage of the free tutoring opportunities at MTSU. Know your weaknesses and begin tutoring right away so that you can stay ahead.

- To find tutoring for your courses, visit mtsu.edu/student success, then click on “Tutoring Spot”. You will find tutoring locations around campus with a wide range of tutoring hours throughout the week and, sometimes, even the weekend!
- The largest tutoring center can be found in Walker Library. Free online tutoring is also available to students enrolled in at least one online course. As we mentioned above, seek out tutoring early on in the semester for courses that you know will be challenging. It is far better to get extra help early and often, rather than scramble to get salvage a low grade late in the semester.
- Supplement your regular studying and tutoring visits by utilizing free online resources like khanacademy.org and coursera.org throughout the semester, and even during semester breaks to keep the material fresh in your mind.
- MTSU students, faculty, and staff have access to the online training video library, LinkedIn Learning (formally Lynda.com). Tutorials are available for thousands of writing, publishing, graphic design, animation, and audio/visual programs; career fields like marketing, filmmaking, game creation, IT security, and web design; and even job skills such as time management and program coordination. So, whether for classroom assignment or personal or professional development, you can learn with LinkedIn.

Accessing LinkedIn Learning with your MTSU account:

- Log in to the access portal at https://portal.office.com/myapps. Once the page loads, you will see the Office 365 sign in page.
- Under “Work/School Microsoft Account” credentials, enter your MTMail username@mtmail.mtsu.edu. Then type in your MTMail password.
- Click the sign-in button. *If you are prompted to choose a Work, School, or Personal account, then choose “Work” or “School.”
- From here you can click on LinkedIn Learning where you will automatically be signed in and ready to use the program. If you previously had a Lynda.com account, you will see a greeting prompting you to migrate your old profile to your new account.

Office of Student Success Resources

- Student success workshops are a great free service that you can access each semester. Visit mtsu.edu/studentsuccess and click “Academic Series” for the schedule of workshops. Topics range from time management to goal-setting to study skills and career exploration - and so much more!
- If you are experiencing financial difficulties, the Office of Student Success has resources to help! Stop by Peck Hall 142 to discuss your situation and find out if our services, like MTSU Food Pantry or Emergency Loans, can meet your needs.
Receive Writing Support?
The University Writing Center, in Walker Library 262, provides writing resources for students via remote learning including one-on-one, 45-minute appointments. Sign up at mtsu.edu/writing-center

Get Tutoring Assistance?
Find tutoring schedules for free remote tutoring in over 180 courses at mtsu.edu/studentsuccess/tutoring.php

Schedule an Academic Advising Appointment?
Find the link on Pipeline MT’s Registration and Student Records page at pipeline.mtsu.edu

Receive Food Assistance?
The Student Food Pantry provides access to free food, meal vouchers, and personal items with a student ID and is located with MT One Stop, SSAC second floor. Or make an online request at mtsu.edu/foodpantry.

Receive Medical Care?
The Health Services Building located at the Rec Center is open Monday-Friday during fall and spring semesters. Contact the office at 615-898-2988 and mthealth@mtsu.edu.

Get Counseling Assistance?
Fully committed to the emotional health and wellness of our students, Counseling Services is housed in KUC 326-S. Schedule an appointment by calling 615-898-2670

Report Sexual Violence, Harassment, and/or Discrimination?
Visit the Office of Institutional Equity and Compliance in Cope 116 or at mtsu.edu/iec.

Access Free Professional Clothing?
Raiders’ Closet in KUC 327 has professional attire for both men and women (suits, jackets, slacks, shirts, ties, skirts, scarves). Email kim.collins@mtsu.edu or call 615-898-5467

Receive Life Needs Support?
The June Anderson Center, located in Student Union 330, offers housing/utility assistance, legal clinics, child care services, food vouchers, and scholarships. mtsu.edu/jac

Learn about Internships and Employers?
The Career Development Center’s services include career advising appointments, professional document review, virtual interview practice, and job search databases. Contact them at 615-898-2500 and career@mtsu.edu.

Apply for an Emergency Grant?
The MTSU Emergency Micro-Grant Program helps students in good standing with short-term financial emergencies to enable them to cope with unexpected hardships and remain in school. Apply on your academic college’s home page.

Contact Campus Police?
Reach the University Police 24-7 by calling 615-898-2424 on a cell phone or campus phone or 911 on a campus phone only

Qualify for an Accommodation?
Visit the Disability and Access Center in KUC 107, call 615-898-2783, or email dacemail@mtsu.edu

Access Training Videos Online?
MTSU students have access to the online training video library, LinkedIn Learning, which has over 3,000 training videos. mtsu.edu/itd/lil.php

Report Misconduct by a Student?
Submit incident to the Office of Student Conduct, located in KUC 208, through the online form at mtsu.edu/student-conduct.

Succeed as a First-Generation Student?
Student Support Services, housed in KUC 308, works especially with first-generation and Pell grant-eligible students to ensure they navigate college successfully and graduate. One-on-one help with tutoring, advising, mentoring, and major selection are a few of the services provided. mtsu.edu/ssupport

Learn More about Veterans’ Student Benefits?
The Charlie and Hazel Daniels Veterans and Military Family Center, in KUC 124/316, provides transition services for veterans and their families after returning to civilian life. Contact the center staff through mtsu.edu/military.
What You Can Do to Improve Your Academic Success

Don’t wait!

• As soon as you realize you are not doing as well as you’d like on quizzes, homeworks, etc., it’s probably time to enhance your study skills. Review the info below! Take advantage of the resources MTSU offers. Generally, doing more of the same thing won't produce different results.

Learn how to succeed from the instructor/TA

• Most instructors include clear expectations and tips for success in the course syllabus. Review them and try them out.
• When you come across something in class or in notes that you aren't clear about, **do you go to the instructor’s office hours** to check the explanation in the text, talk with peers or otherwise try to clarify and deepen your understanding?
• Have you **met with the professor during office hours** to ask for their tips on how to succeed in the class, especially if you find you are struggling in a particular area?
• For papers, **did you talk your topic/thesis through with the instructor** to make sure it was sound?

Realistically assess how you study - If you are doing everything the instructor recommends, can you be more effective?

• **Do you prepare for class** (e.g., do the reading before class and go in with questions you want answered, etc.) so you get the most out of the lecture?
• **Do you take good, detailed notes** in class (or during online lectures) and **review them the same day** you take them (while it’s in your short-term memory)?
• When you do the reading, do you find yourself thinking after you've finished a chapter, "Well, I don't really remember any of that"? **Or do you take notes to get a big picture idea of what's going on** as well as to grasp the details?
• **Do you compare the concepts/information in the text to what you've been doing in class**?
• Do you have a **study buddy/group to talk about the material with** (not just to swap answers, but to deepen everyone's understanding of the material)?
• When solving problems, **do you really reflect on what, conceptually, is going on in the problem before attempting to solve it**? Or do you look for problems that are similar and automatically use the same strategies for answering them?
• **When writing a paper, do you do the research to support your argument(s)**?
• **Do you give yourself enough time** to draft, edit, proof, and edit the paper again?
• **Do you know how to properly cite your sources**?

Are you sabotaging your own learning/study time?

• **Do you study when you aren't productive**?
  • Are you studying at times of day when you aren’t naturally productive, trying to study for long periods without a break, or “studying” when you are really also checking social media, messaging with a friend, etc.? For many students, the actual focused time spent studying is a lot lower than the time set aside for studying.
  • **Are you studying between classes/during the day** or leaving everything to the night?
  • Studying during the day helps you break studying out into manageable bits and also makes starting classwork at night less overwhelming because some of it is already done.

Is your brain function optimal?

• **Do you get basic exercise**? You don’t have to be a gym rat - brisk walking is fine. How were you active in high school and are you continuing that?
• **Are you getting adequate sleep** (6-8 consecutive hours a night)?
• **Are you feeling overwhelmed, unhappy, or so stressed that you aren’t able to focus on your schoolwork**? MTSU has resources to help!
First: Set aside time to plan
When you have a lot to remember, it can be easy to forget. Take twenty minutes or so at the start of each week (Sunday!) to sit down & plan your week out. Consider these questions:
► What are your standing appointments and commitments?  
► When are you going to bed and waking up?  
► Where is everything located?  
► How long will it take you to commute place to place?

Second: Use a weekly schedule
When you know the answers to the above questions, begin plugging information into your preferred scheduling device. If you like to use your phone, challenge yourself to also try a paper-&-pen planner or a weekly calendar sheet.

Essentially, you're creating a map for yourself. Don't just record your class and work commitments, but also when you plan to work out, or to hike in the woods, or to go to the movies with friends, or to just take time for yourself to meditate or work on your bike or whatever it is that helps you to feel whole. And be specific: don't just mark a block of time as study. Add details: What are you studying? Where? What do you want to accomplish in that time? Etc.

Third: Think long-term
In addition to your weekly calendar, try to use a term-long calendar. A Term at a Glance can help you to see your entire term in one go, can help you to populate your weekly calendar & can help you to prepare for high-stress times of the term, so you can deliver on deadlines and commitments and also feel as balanced as possible at the same time.

Here's how it works:
1. Take all of your syllabi at the start of the term: identify all of your exams, all of your major project and paper due-dates, and any major assignments for each of your classes.
2. Think beyond coursework for your term, too: what else are you involved in? Do you have a weekend you'll be away, or will you be delivering a paper at a conference, or celebrating someone's most important birthday? Make note of these on the Term at a Glance, too.
3. Use color coding and symbols to easily delineate between courses and project types.
4. Once it's filled, study it: when will you need to plan ahead to be able to meet the obligations of your coursework and your work life and your social life, too? How will you plan ahead to do your best studying and your best drafting and your best project work?
5. Take a picture of it and keep referring to it. Use it as your screen-saver on your phone. Hang it up where you eat. Make copies of it so it's with all of your course notebooks. Know what's coming up so you're prepared and can plan.

Fourth: To-do lists make the days go ‘round
In addition to a weekly calendar and a term calendar too, there's the to-do list. In a perfect world, you'll be using multiple tools and strategies simultaneously & the to-do list will be one of these.

For some people, to-do lists can feel like an easier tool/strategy to introduce to their time-management lives. They're great for daily tasks, it's motivating to cross things off, and they can help you prioritize your approach - what HAS to happen, what would be great to have happen, and what's alright if it doesn't happen today (and moves to tomorrow's list)?
Take a minute and answer the following questions - list as many answers as possible:

1. I lose track of time when I...
2. I do my best work when I’m...

Distractions can be internal and external.

Internal distractions are often thoughts or feelings about what you’ve recently experienced, what you’re excited about, nervous about, or trying to remember. When you’re trying to study, or write, or code, or participate in group sessions, at the same time as this internal noise, it can feel difficult to concentrate.

External distractions relate to the environment that surrounds us, and the things we have at our disposal to distract us by. If it’s easy to lose track of time when you go on social media, or hang out with friends, or start texting on your phone, pay attention to this and put yourself in situations where those distractions can’t reach you as easily.

- Put your phone away
- Go to the library, rather than trying to study in your room
- Arrive to your work & study session with everything you need
- Tell your friends that you’ll be unavailable at specific times when you’re studying
- When you catch yourself distracted, course-correct: note the distraction & try to remove it

Internal distractions can be harder to counter than external distractions. But, being aware of what could distract you internally is a big part of the process, and so is deciding ahead of time what you’ll do when you find yourself distracted. Will you simply acknowledge the distraction, or write it down and then try to move forward? Or will it be better for you to take a quick break to refocus? Having a plan to navigate these distraction-obstacles can help you feel more confident going into your work sessions.

When I notice I’ve lost focus, I’ll get back on track by (What will you do to re-focus/re-center/re-commit to concentration?):
1.
2.

Sixth: Be realistic

If you’re new to a class or discipline, or to the 10-week term, it may take a week or two to have a good idea of how long your tasks will take. But, once you know, be sure you use that information, and do your best to schedule your time appropriately. If something is taking far longer than you’d like it to, try to break that task up. Part of being realistic with your scheduling is understanding yourself and how long you can focus for. As a rule of thumb, it’s best to spend anywhere from 25 - 50 minutes studying or working before you take a 5 - 10 minute break. Take care of yourself, so you can stay fresh and focused.

Seventh: Flex-time is your friend

What’s flex time? Hours blocked solely for the purpose of being available as back-up, in case you spend more time than you planned to spend on something. They provide you with buffer time in the event that something unexpected happens.

Try to have your flex time show up a couple places (maybe once in the beginning & once towards the end of the week). It can be a huge relief to know that you have that time available in case you need it. And, if you get there and you don’t need it, then you have that extra time in your schedule!

A note of advice: don’t fall into the trap of relying solely on that extra time. Continue to work to follow your weekly schedule and your daily to-dos. Just know that you’ve set yourself up with some just-in-case time, too.

BONUS!!! Consider this as you manage time... & strive to successful!

Time Management is a process that intersects with concentration (and distraction), as well as with motivation, goal setting, and a whole lot more. We’ve offered some concrete strategies and tools here, but we also love talking about and working with students on motivation techniques and goal setting (among other topics!).
Fill in the term and appropriate dates in each box. Refer to each of your syllabi for important due dates. All examinations and due dates of major assignments, projects, and papers can be entered on the calendar to assist you in planning your course of study each week throughout the term.

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How to Spend your 168 Hours a Week Wisely
A Guide for Time Management

Time, or the lack of time, is a major problem for many college students. The week will not expand to 200 hours, so it's up to you to make your activities fit the time you have. Follow these directions and use the chart to analyze your use of time and find some solutions. About 100 of the 168 hours are taken up with sleeping, eating, travel, chores, religious activities, and some leisure time.

First, fill in major commitments and personal time

- Pencil in all your class times, work hours, and other regular commitments such as meetings and practices.
- Allow for travel times.
- Allow time to shower, eat meals, do laundry, shop for groceries, etc.
- Remember to allow enough time for sleep! If you consistently try to get by on less than 7 hours of sleep per day, you may risk your physical health and undermine everything else.

Now, consider the times you have to study:

- It is true — you should allow about two hours of study time for every hour you spend in class. A 4-credit science class requires eight hours a week to read, study, and do homework problems.
- Schedule study and review times as soon after classes as possible.
- Allow study time every day for difficult subjects.
- Study specific subjects at specific times — math at 2 on Sunday, for example.
- Try to study at the times of day that are best for you. If you are at your best in the morning, try to study your most difficult subjects then rather than in the late afternoon or evening.
- If you've set a three-hour study block, take breaks and don't spend all the time on one subject.
- Leave some time unscheduled every day.

Total hours allowed for Class, Study, Work, and Outside Activities

- IF THESE HOURS TOTAL MORE THAN 65, YOU MAY BE OVERCOMMlITTED!
- It can be very difficult to work 30+ hours a week and carry a full academic schedule. The time for studying is quite limited.
- Some people thrive on and can maintain this kind of pace. If you try it one semester and have problems, you should seriously rethink your schedule and commitments.

Examine your schedule as it is

- What is wrong with the picture? Is every waking minute full? Are some items taking time at the expense of other items?

What can you do?

- Be motivated. No one can control your time but you.
- You must have time for yourself to do what you enjoy - friends, family, exercise, hobbies.
- Be realistic. What do you really have time for?
- Set priorities and goals. What do you really want to do?
- Change, rearrange, delegate and combine tasks and responsibilities.
- Try a schedule for at least a week or two to see how it goes.
1. “I DON’T KNOW WHERE TO BEGIN.”

Take control. Make a list of all the things you have to do. Break your workload down into manageable chunks. Prioritize! Schedule your time realistically. Don’t skip classes near an exam - you may miss a review session. Use that hour in between classes to review notes. Interrupt study time with planned study breaks. Begin studying early, with an hour or two per day, and slowly build as the exam approaches.

2. “I HAVE SO MUCH TO STUDY...AND SO LITTLE TIME!”

Preview. Survey your syllabus, reading material, and notes. Identify the important topics and areas you still do not understand. Previewing saves time, especially with non-fiction reading, by helping you organize and focus on the main topics. Adapt this method to your own style and study material, but remember, previewing is not an effective substitute for reading.

3. “THIS STUFF IS SO DRY, I CAN’T EVEN STAY AWAKE READING IT!”

Attack! Get actively involved with the text as you read. Ask yourself, “What is important to remember about this section?” Take notes or underline key concepts. Discuss the material with others in your class. Study together. Stay on the offensive, especially with material that you don’t find interesting, rather than reading passively and missing important points.

4. “I READ IT, I UNDERSTAND IT. BUT I JUST CAN’T GET IT TO SINK IN.”

Elaborate. We remember things that are most meaningful to us. As you are reading, try to elaborate upon new information with your own examples. Try to integrate what you’re studying with what you already know. You will be able to remember new material better if you can link it to something that’s already meaningful to you. Some techniques include:

- **Chunking**: An effective way to simplify and make information more meaningful. For example, suppose you wanted to remember the colors in the visible spectrum (red, orange, yellow, green, blue, indigo, violet). You would have to memorize seven “chunks of information.” However, if you take the first letter of each color, you can spell the name Roy G. Biv and reduce the information into the three “chunks.”

- **Mnemonics**: A memory-assisting technique that helps us to associate new information with something familiar. For example, to remember a formula or equation, we may use letters of the alphabet to represent certain numbers. Then, we can change an abstract formula into a more meaningful word or phrase so that we will be able to remember it better. Sound-alike associations can be very effective, too, especially when trying to learn a new language. The key is to create your own links so you won’t forget them.

5. “I GUESS I UNDERSTAND IT.”

Test yourself. Make up questions about essential sections in notes or reading. Keep in mind what the professor has stressed in the course. Examine the relationships between concepts and sections. Often, simply be changing section headings, you can generate many effective questions. For example, a section titled “Bystander Apathy” might be changed into questions such as, “What is bystander apathy?” “What are the causes of bystander apathy?” and “What are some examples of bystander apathy?”
6. "THERE'S TOO MUCH TO REMEMBER!"

Organize. Information is recalled better if it is represented in an organized framework that will make retrieval more systematic. There are many techniques that can help you organize new information, including:
- Write chapter outlines or summaries; emphasize relationships between sections.
- Group information into categories or hierarchies where possible.
- Information Mapping: Draw up a matrix to organize material. For example, if you were trying to understand the causes of World War I, you could make a chart listing all the major countries involved across the top, and then list the important issues and events down the side. Next, in the boxes in between, you could describe the impact each issue had on each country to help you understand and learn these complex historical developments.

7. "I KNEW IT A MINUTE AGO!"

Review. After reading a section, try to recall the information contained in it. Try answering the questions you made up for that section. If you cannot recall enough, re-read portions you had trouble remembering. The more time you spend studying, the more you tend to recall. Even after the point where information can be perfectly recalled, further study makes the material less likely to be forgotten entirely. In other words, you can't over study. However, how you organize and integrate new information is still more important than how much time you spend studying.

8. "BUT I LIKE TO STUDY IN BED!"

Context. Recall is better when study context (physical location, as well as mental, emotional, and physical state) are similar to the test context. The greater the similarity between the study setting and the test setting, the greater the likelihood that material studied will be recalled during the test.

9. "CRAMMING BEFORE A TEST HELPS KEEP THE MATERIAL FRESH IN MY MIND."

Spacing: Start studying now. Keep studying as you go along. Begin with an hour or two a day about one week before the exam, and then increase study time as the exam approaches. Recall increases as study time is spread out over time.

10. "I'M GOING TO STAY UP ALL NIGHT UNTIL I GET THIS DONE."

Avoid mental exhaustion. Take short breaks often when studying. Before a test, have a rested mind. When you take a study break, and just before you go to sleep at night, don't think about academics. Relax and unwind, mentally and physically. Otherwise, your break won't refresh you and you'll find yourself lying awake at night. It's more important than ever to take care of yourself before an exam! Eat well, sleep, and get enough exercise.
**Fundamentals**

**Study Cycle**

**Prepare for Success**

*Know yourself:* study when and where you are most alert.

See our [Evaluate Your Study Places](#)

*Plan your time* with a schedule and calendar

See our [Term at a Glance](#)

**Test**

*Arrive early* with all necessary materials.

*Use appropriate test-taking strategies;* e.g., for multiple choice questions, cover answers and generate your own response.

*Analyze* returned tests.

**Self-Test**

*Create possible test questions,* keeping in mind different levels of learning. e.g., do practice problems, put ideas into your own words, apply your knowledge to real-world situations. See "Levels of Learning"

*Trade and discuss* your questions with a partner and/or a group.

**A Strategic Approach to Learning**

**Distribute practice**

Spend 2-3 hours studying outside of class for every hour in class—but spread your studying out over time with shorter, more frequent sessions. Try to avoid study marathons!

**Balance input/output**

How are you taking in information (by listening to lecture, reading)? Balance these activities with opportunities to produce the content you’re learning (by writing, speaking, drawing). That will give you practice for the actual test.

**Preview**

*Identify* relevant text or notes.

*Scan* chapter headings, keywords and diagrams; read chapter intro/summary.

*Formulate* questions you want to answer.

**Attend Class, Read**

*Listen or read actively*; find answers to your questions.

*Consider* a note-taking system.

See Note Taking 101

**Synthesize** lecture and reading material.

**Review**

*Fill in gaps* and correct misunderstandings; resources include your TA, professor, other students, text.

*Put main ideas* of lectures and readings into your own words.

**Create**

*Organize your information* into different formats: outlines, charts, diagrams, flashcards, timelines, flowcharts.

*Use structures* that show relationships within/between material: similarities, differences, comparisons, hierarchies, chronologies.

*Adapted* from the Sanger Learning & Career Center, The Study Cycle: study smart, not hard
**Preparation for Success**

- Class: _____________
- Days to study: ______________
- Hours to study: ______________

Decide what you’ll achieve in each session. Be sure to bring all you need.

**Balance input/output**

How are you taking in information (by listening to lecture, reading)? Balance these activities with opportunities to produce the content you’re learning (by writing, speaking, drawing). That will give you practice for the actual test.

*Adapted from the Sanger Learning & Career Center, The Study Cycle: study smart, not hard*
As you start the exam - take control.

1. Listen closely to directions.
2. Look over the entire test and read carefully each section.
3. Budget time accordingly.
4. Build confidence by answering questions you know first.
5. Mark questions you're unsure of and recheck later.
6. Your first guess may not always be the best.
7. Some questions may jog memory or provide answers to other questions.
8. Know what the question asks for before selecting an answer.
9. If you not what appears to be a typo, ask the teacher, it may not be a typo.
10. Scan any text, figures, charts, or drawings that accompany a question, then read the questions to see what information you will need. Next, return to the drawings for a more careful reading.
11. Answer every question. A blank answer is always wrong; a guess may be right.

Multiple choice

1. Read directions carefully noting how many correct answers for each question.
2. If there is only one correct answer, you are looking for the one best answer.
3. Read the stem and all answers before marking an answer.
4. The more choices you eliminate, the better the chance of a correct guess.
5. Be reasonable. Some answers make more sense than others.
6. Watch for negative words such as not or except.
7. Note absolutes (100% words) such as all, no, best...Except in math and science, these are more often incorrect choices.
8. Foolish options are usually wrong.
9. “All of the above” is often used when all statements are correct unless it is a choice for every question. If you can find at least two correct answers to a question, then “all of the above” may be the best choice unless you can mark more than one answer correct.
10. Dates—if you don’t know, eliminate the high and low and make an intelligent guess.
11. Watch for similar answers. It indicates focus, and usually one is correct.
12. Often the correct answer is longer or more inclusive.
13. Watch for clues such as an/a, is/are.

Matching

1. Read the directions, noting if an answer may be used more than once.
2. Run down both columns to see what you are dealing with. Count choices in each column to see if every choice will be used.
3. Start with the left column and then read down the right. Consider all possibilities before making a final choice.
4. Fill in all you are sure of, skipping those you are unsure of. If you can write on the test, mark off the answers selected.
5. Don’t guess until you have answered all of the questions you know for sure.
6. Make lists of possibilities and associated facts and ideas.
TEST TAKING STRATEGIES

SHORT ANSWERS
1. Think before you write.
2. Use simple, concise answers and sentences; You do not need to use big words to answer a prompt correctly.
3. Make sure you are capitalizing proper nouns. Remember, a short answer response is an academic response, not text to your friend.
4. If you are unsure of an answer, write as much as you can recall.
5. Answer the question that is asked.

ESSAY TESTS

Use the acronym LABBOWL:

L - Look over the entire exam
A - Ask for point allotment.
B - Budget time.
B - Build confidence and momentum.
O - Outline each question before writing.
W - Watch for key words.
L - Look over exam when finished.

Use the acronym COPS:

C - Capitals
O - Organization
P - Punctuation
S - Spelling

SUGGESTED USAGE OF 45 MINUTES IN CLASS: 10 MINUTES PLANNING, 30 MINUTES WRITING, 5 MINUTES USING COPS.

1. Organize intelligently. Give a statement then explain in more detail. One idea per paragraph. Include the best reasons in first few lines. End with a summary sentence.
2. Avoid unsupported opinions or statements.
3. Use complete sentences and transition words like next, first, last, consequently, on the other hand.
4. Number your responses, especially if a certain number is necessary.
5. Incorporate subject specific vocabulary used by the instructor and textbook.
6. If time permits, don’t leave a question blank. Try for partial credit.
7. Leave wide margins and several blank lines between questions to allow for inserting information.
8. Have answers for every question listed on instructor made study guides.
9. If no study guide is given, make up your own sample questions.
In the university, taking notes and using notes later is a key part of learning and remembering information from lectures, class discussions, and other activities. Because note taking is such an important part of the learning process, it's a good idea to take time to evaluate your processes and experiment to find what note taking strategies work for each of your courses.

There are some common ways to take notes, and you've likely tried a few of them already. Keep in mind that how you take notes in different classes can—and should—vary. Here are a few note-taking strategies to try:

**CORNELL:**
- Qs
- Notes
- Summary

**MIND-MAP:**

**OUTLINE:**
- X vs. Y

**LECTURE SLIDES:**

**FLOWCHART:**

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**NOTE TAKING IS A PROCESS THAT HAPPENS BEFORE, DURING, AND AFTER CLASS**

**BEFORE**
- ✤ Print out and review any lecture notes or slides
- ✤ Look for and connect your notes to learning outcomes
- ✤ Identify main concepts and terms you expect to learn

**DURING**
- ✤ Take notes in your own words
- ✤ Use consistent abbreviations and symbols
- ✤ Include notes for all aspects of the class (lecture, discussion, student questions/answers, visuals)
- ✤ Add depth and detail to the notes you bring to class
- ✤ Answer any questions you wrote before class

**AFTER**
- ✤ Make time to return to your notes after class
- ✤ Add to your notes at moments you marked confusing
- ✤ Relate your notes to the week's learning outcomes
- ✤ Compare notes with a classmate to catch missed info
- ✤ Transform your notes into a new format (e.g., visual, mind map, quiz questions, study guide)
- ✤ Summarize your notes in writing, verbally, or—better yet—both!
- ✤ Connect current class notes to concepts from the previous classes/weeks
- ✤ Use your notes to self-test on key concepts

**WRITE QUESTIONS YOU HOPE THE LECTURE WILL ANSWER**
- ✤ Be sure notes include information from all other assigned work for the week (Canvas or online content, readings, upcoming homework, videos, etc.)
- ✤ Try a few of the week's assigned practice problems

**NOTE NEW QUESTIONS OR AREAS OF CONFUSION FROM THE LECTURE SO YOU CAN REVIEW THOSE CONCEPTS LATER**
- ✤ Capture main ideas and sufficient detail (definitions, examples, images)
- ✤ Make and visualize connections between concepts
NOTES ARE ONLY AS GOOD AS WHAT YOU DO WITH THEM LATER!

Notes are a starting point for exam prep. Your notes will be most useful if you think of them as a jumping off point for further learning. Put your notes to good use! Your brain will remember information better if it’s seen it multiple times and has different pathways for accessing the information.

Use all of your senses. Whenever possible, using a range of senses while taking and using notes can help you remember information. For example, try writing your notes, then talking through them with a classmate, then drawing a picture based on main concepts.

Make connections. Don’t let lecture be the first (or last!) time you hear about a concept. Read and take notes before class, add to notes during class, and make connections between concepts during and after class.

10 GREAT WAYS TO USE YOUR NOTES: Here are a few ways you can use your notes to create long-term memories and recall information on a test or in the next class you take which builds on the information.

1. Visit office hours to talk through questions you noted during lecture.

2. Make a study guide.

3. Write a summary of main points.
   
The best times to see the unicorn are in the early morning and at dusk, right before nightfall. Narwhal tusks have been sold before as unicorn horns, much as the skate fish has been sold as scallop and monkfish as lobster. Unicorns, however, do not dwell in the sea, though they may be found in fields near the sea.

4. Transform your notes into a visual.

5. Fill in answers to questions you write during class.
   
   Why is the unicorn truly incredible?
   Because magic.

6. Write practice test questions.
   
   1. Describe 3 characteristics specific to the unicorn, shared by the narwhal.
   
   2. Which of the following is true:
      a. Unicorns can only be seen in the mist.
      b. Narwhals are mythical creatures.
      c. An even more mythical beast than both the narwhal and the unicorn is the uniwhal, which sports the head of a unicorn and a narwhal’s body.
      d. All of the above.

7. Make and organize post-it notes.

8. Make visual connections between notes from different lectures.

9. Identify real-world examples of main concepts.

10. Explain the main points from class to a friend who wasn’t there.

4 WAYS TO POWER UP YOUR NOTE TAKING STRATEGIES!

#1 TAKE NOTES IN YOUR OWN WORDS

- Your working memory stresses less when you think in your own words.
- When you transcribe lectures, you spend less time learning concepts during lecture

#2 TRANSFORM YOUR NOTES AFTER CLASS

- Transforming notes into a summary, diagram, or mind map creates new retrieval paths to your memory
- The test won’t look like your notes; using and applying notes gives you practice with the material in different formats

#3 TAKE NOTES NO MATTER WHAT

- Instructor notes and slides are a good starting point, but your thinking matters!
- Include associations, questions, and details that might not be captured in the slides

#4 TAKE NOTES BY HAND IF POSSIBLE

- Note-taking on your laptop can invite multi-tasking and distract from listening and learning
- You can always convert your notes to a digital format later as part of your study process
NOTE TAKING MYTH BUSTERS

MYTH: All you need to do is take notes during class

FOR REALS: Notes are only as good as what you do with them after class. Learning happens when you put notes to use. Here are a few ways to commit notes to memory:

- Transform your notes into a new format (summary, visual, diagram, etc.)
- Explain your notes and main points aloud to someone else
- Write possible test questions based on your notes
- Create a study guide that you add to each week with new information and connections you’ve made

MYTH: You should write down everything you hear in lecture

FOR REALS: Don’t do that. You might end up tuning out content if you only focus on transcription. Or you might get super stressed if you miss a word. Instead...

- Listen for key points
- Translate ideas into your own words
- Listen 80% of the time and write 20% of the time
- If you know you have a question about a concept, don’t stress. Mark it, so you can review it later with other materials or in office hours

MYTH: There is one “right” way to take notes

FOR REALS: You should find a system that works for you. The important elements to remember in any system are

- Take notes in your own words
- Be brief. Use phrases and abbreviations
- Include enough detail to use (and transform) the notes later
- Leave space to add information from other sources

MYTH: Quantity = Quality

FOR REALS: Excessive note taking may not be quality note taking. Check your balance between listening, learning, and note taking by asking...

- Am I focused on comprehension during lecture (rather than on transcription)?
- Can I recall and explain what I learned after lecture?
- Do my notes have enough main points and detail for me to use them later in a new way? (e.g. writing a summary, drawing a mind map)

3 MORE WAYS TO POWER UP YOUR NOTE TAKING STRATEGIES!

#5 Use consistent abbreviations & symbols

- Using abbreviations and symbols for common words saves time
- It's helpful to develop personal associations; signal these connections with symbols

#6 Be open to trying new things

- Challenges yourself to take notes in a new style to find what works for you

#7 Take notes in all of your learning environments

- Remember that class discussions and student comments are learning opportunities and can spur and deepen your thinking and understanding
- Online activities will be rich with note-worthy material, too (discussion boards, videos, practice problems)
BUT WHAT IF...

MY INSTRUCTOR TALKS TOO FAST
• Use abbreviations so you can capture information faster
• After class, share and compare notes with friends
• Mark moments you want to return to or add detail to later when studying
• If the lecture is recorded, revisit it later and fill in detail

I’M HAVING TROUBLE UNDERSTANDING MY PROF BECAUSE OF AN ACCENT
• Write questions you hope will be answered in class
• Listen for main ideas, key terms, or answers to your questions
• Listen and watch for cues to important information
• Visit office hours to speak with the professor. The more you converse and listen to someone, the better you get at understanding features of their speech

THE LECTURE SLIDES ARE SPARSE
• Write questions you hope will be answered in class
• Look for connections and try to find additional information in your text, online, through work with a study group, etc.
• Use lecture slides as a starting point and add detail from other course content (textbook, videos, etc.)

I’M NOT SURE WHAT TO WRITE DOWN
• Listen and watch for references to concepts you read about
• Listen for repetition - often instructors will say things multiple times or in different ways to emphasize what they want you to know
• Listen for numbers (E.g., “There are 2 ways to think about…”), cues, and specific examples of a concept. All of these can all signal important information.
• Watch and listen for big ideas or how examples relate to a main point

IN ALL SCENARIOS, IT’S A GOOD IDEA TO PRACTICE THE FOLLOWING:
• Prepare before class. Complete the reading and come with your own set of notes so you know what concepts that will be discussed
• Mark moments you want to return to or add detail to later when studying
• After class, share and compare notes with friends
• Visit office hours to ask questions you had about the lecture
Elements of a Productive Study Space

While our brains are capable of incredible processes, these processes require concentration and focus—both of which take energy and practice. The more we can do to minimize distractions, the more likely our brains are to maintain focus and retain material. Study space is key. Here are some elements to consider when setting up your study time and space:

**MAKE IT FOR STUDY ONLY**
If possible, choose one space for studying. Establishing a single space trains your brain to focus in that space. If you can’t make a study-only space, try using cues to create mental space for studying (e.g., posture, headphones, closing apps, etc.).

**MAKE IT YOUR OWN & KEEP IT CONSISTENT**
This will be your learning space rather than a classroom or auditorium. Make it a place you want to be. Think about visuals, seating, table space, light, plants, air quality, etc.

**REMOVE DISTRACTIONS**
Close unnecessary browsers and apps. If your phone is not needed, silence notifications and place it out of reach. It may also help to create visual cues for other people like a sign indicating when you’re working.

**INTERNET MATTERS**
Learning remotely, you’ll want access to a reliable internet connection.

**HAVE ALL THAT YOU NEED**
Prepare your space. Gather everything you’ll need to study: books, technology, chargers, notes, paper, writing utensils, water, snacks, etc.

**SET A SCHEDULE**
A schedule helps you stay on track and work efficiently. Learning remotely could mean working at your own pace or participating in live class sessions. You can schedule blocks of time throughout your day and week to stay on track. Remember to include non-academic commitments, stop times, breaks, and self-care in your schedule.

**BE SPECIFIC & SET GOALS**
As much as possible, spread your work out over time, and create short sessions where you can maintain focus. Identify 1-2 goals for each session and name specific activities for that session. Creating a study cycle for each class can help you identify activities.

**THINGS TO KEEP IN MIND**
- If you’re learning remotely, your study space may also be where you attend live class sessions or visit office hours.
- Visual and physical cues may help create routine. Some people find it helpful to create a ritual or sequence of actions to prepare for studying, or to dress as they would if attending an in-person class.
- We all work best in different spaces or environments. Some people like organized, meticulous spaces; others appreciate creative chaos. Make your space one that works for you.
- If the space doesn’t work, take time to figure out why. Evaluate your study space, make changes, and work to create an environment where you can learn effectively.
DO...

- GO TO CLASS!
- Check MT and D2L email DAILY.
- Take responsibility for your own academic career. The most successful students have consulted various official resources so that they fully understand the requirements.
- Approach your professors! They want to see you earn good grades and are willing to spend time outside of class to discuss the material.
- Enroll in summer courses. This can speed your progress toward graduation or make your course load lighter during regular semesters.
- Take at least 15 credit hours a semester to graduate in four years.
- STUDY, STUDY, STUDY! Strive for understanding the material.
- Cultivate a good working relationship with your academic advisor and faculty mentor.
- Keep your advisor informed. If you decide to change your major and/or minor, contact the advisor for the NEW major for guidance.
- Be aware of all prerequisites and grade requirements. Make sure that your academic plan includes those courses.
- Get to know your peers. You will likely find study buddies and even lifelong friends.
- Take advantage of FREE on-campus tutoring, workshops, and the career center.
- Get involved! Join clubs, honor societies, and volunteer your assistance. Jump on board with some undergraduate research, internships, etc.

DON'T...

- Take a full load if you are working or have other obligations that limit your study time. Graduate and medical schools are more concerned about your GPA and letters of recommendations than whether or not you completed your degree in four years.
- Avoid the hard classes your freshman year. Begin your science and math requirements as soon as possible! Many upper-division classes require science and math as prerequisites to the classes.
- Air your dirty academic laundry on social media. Once it is out there, it is staying forever!
- Take advice from somebody not authorized to give it. Your friends and parents will probably be happy to advise you, but if they are wrong and you listen to them, you will have to suffer the consequences.