MASTER OF LIBRARY SCIENCE HANDBOOK
1019-8283 / Middle Tennessee State University does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs, and activities sponsored by MTSU. The Assistant to the President for Institutional Equity and Compliance has been designated to handle inquiries regarding the non-discrimination policies and can be reached at:

Cope Administration Building 116
1301 East Main Street, Murfreesboro, TN 37132
Marian.Wilson@mtsu.edu; or 615-898-2185.

The MTSU policy on non-discrimination can be found at [www.mtsu.edu/titleix](http://www.mtsu.edu/titleix).
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VISION of the Master of Library Science (MLS) Program

To meet the information society’s current and future needs pertaining to the discovery, acquisition, organization, provision, and ethical and effective use of information regardless of media format.

Mission

To prepare the next generation of 21st century information professionals through impactful research, creative entrepreneurship, learner-centered teaching, and innovative professional practice.

Outcomes

Upon completion, MLS Program graduates and endorsement completers should be able to:

- Represent the profession according to professional codes and standards and according to community expectations
- Appreciate and address the information needs of diverse (access, ability, location, identity) communities
- Embrace opportunities for practice in all facets of librarianship and other information professions
- Engage in advocacy and outreach for the profession of librarianship and other information professions
- Create and sustain robust information organizations of all types and sizes
- Advance the Library and Information Science discipline and advance information professions through innovative: research; entrepreneurship; teaching; and, practice

Goals

The MLS Program at MTSU will provide candidates:

- With customizable curricula that is grounded in library and information science theory and practice that they can tailor to meet their interests and needs for continued growth and development as an information professional;
- With an appreciation of the importance of advocacy for their profession and for their institutions, which provide access to information resources;
- With an initiate’s attainment of the American Library Association’s (ALA’s) Core Competencies of Librarianship within the Standards for Accreditation of Master’s Programs in Library and Information Studies articulated and enforced by ALA, and other related standards such as the American Association of School Librarianship’s Standards for Initial Preparation of School Librarians.
The MLS Program develops and encourages collaborative relationships with libraries that are willing to provide professional initiation field experiences so that candidates receive a diverse and effective practitioner’s experience through pedagogical support exemplified by the Program’s coursework.

**Program Objectives**

1) Job placement for graduates/completers (endorsement seeking) of the MLS Program

80% of all MLS Program students will have secured a position in librarianship or a similar information-based profession (e.g., librarian, archivist, museum staff, knowledge manager, indexer) or information-based organization within one year following their graduation/completion of their degree or non-degree plan of study.

2) Professional skills of MLS Program graduates or completers (endorsement seeking)

80% of employers of the MLS Program’s graduates and/or our graduates themselves will respond in some form of agreement that our graduates/they have the skills and attributes to become and remain successful information professionals.

3) Satisfaction determination of MLS Program graduates/completers (endorsement seeking)

80% of all MLS Program student graduates will respond in some form of agreement that they are satisfied with their graduate education.

**Values**

The MLS Program subscribes to the Core Values of Librarianship put forth by the American Library Association (2004) and to specific values that the program holds.

In relation to the ALA Core Values, the MLS Program regards these as essential values:

- Quality of life
- Literacy
- Democracy
- Informed decision-making
- Critical thinking
- Education and lifelong learning
- Intellectual freedom
- Social responsibility
- Diversity
- Inclusion

The program supports the mission of the College of Education with student-centered learning environments through:

- Excellence in teaching
- Basic and applied research
- Creative endeavors
- Quality advisement
- Mentorship from practicing librarians
- Diverse field experiences
- Diverse partnership programs
MTSU’s library science program allows you to obtain the following

**Master of Library Science** for students interested in working in any type (public, academic, or special/corporate) of library **(36 credit hours)**.

If you are interested in school librarianship, the program offers:

**Master of Library Science** with licensure endorsement added to an **existing** teacher license **(36 credit hours)**

**Non-degree** licensure for candidates with a Master’s degree in another discipline added to their license or for candidates to obtain a teaching license **(24-27 credits hours)**

**Master of Library Science** with **initial** teacher licensure. This license allows you to work as a school librarian. **(39 credit hours)**
Grad school is far more academically intense than undergraduate study.

From The Idealist http://www.idealist.org/info/GradEducation/Resources/Preparing/WhatChanges

"...don't expect your advisor (or worse still your program's director!) to be too much of a "hand-holder." There's a general expectation that grad students will be mature self-starters who can navigate the ins and outs of the program, from administrative tasks to academic pursuits. Depending on your program, this may mean making a lot more decisions about course choices and how to structure your studies than you ever did at the undergraduate level. [The Library Science handbook and Resources site is a 24/7 source] It is not that advisors will not help you—they certainly will (and many campus services, from financial aid to crisis counseling, are still available to graduate students). However, as a graduate student you will have more autonomy and less guidance. You will be primarily responsible for ensuring that you finish assignments and meet deadlines, plan your thesis/dissertation or final project, and maintain enrollment status while also handling all the non-school issues, from relocation adjustments to, yes, keeping the rest of your life in order. In fact, many graduate students view their graduate studies as a full-time job."

"The distance learning format gives you great flexibility in deciding when you will complete work, so that you can meet work, family, and other responsibilities. It does not mean that it takes less time or less commitment-- just like in an on-campus course, you will need to devote a number of hours and be active in the course several times every week. This type of format gives you the flexibility mentioned, but it also requires more personal responsibility to keep up with due dates and assignments and in planning your time. Make sure you are ready to accept these added responsibilities and keep up with course requirements." ... quoted from Dr. David Carleton. Although the above quotation is derived from the thoughts of other disciplines in other universities and professors, in your chosen profession of library science, the ability to find information is crucial. That is a task you will do repeatedly; first for yourself while earning your Masters or endorsement, then later for others who need your assistance finding their information.

Librarians do not know everything; they just know how to find the information. The graduate classes in the program ask you to do that when we ask for 'other research' or 'find sources on.....' Expect to work 12 hours a week per course in a 13-week semester. Graduate students strive to be 'masters' of the discipline and subject content. Graduate students strive to be 'masters' of thinking. Therefore, it is called a Master's degree!
Opening on September 11, 1911, with a two-year program for training teachers, Middle Tennessee State Normal School evolved into a four-year teacher’s college (Middle Tennessee State Teachers College) in 1925, and the degree program changed to four years leading to a Bachelor of Science degree. In 1943, the General Assembly designated the institution a state college. This new status marked a sharp departure from the founding purpose and opened the way for expanding curricular offerings and programs. In 1965, the institution was advanced to university status.

Today, MTSU is an academic city of over 500 acres (2.0 km²), about 24,000 students, and a faculty of over 900. The institution is still essentially a "people’s university" with a concern for the diverse needs of the area that it serves.

To fulfill its mission, Middle Tennessee State University:

- fosters a student-centered environment conducive to lifelong learning, personal development, and success;
- offers a broad array of high quality, affordable academic programs grounded in a common core of arts and sciences;
- enhances access and academic opportunity for a diverse student population, including distance learning and other special services and programs for first generation, non-traditional, high-achieving, and transfer students;
- challenges students through diverse teaching methods and media including educational technology, experiential learning, undergraduate and graduate research, and co-curricular and extra-curricular activities;
- recruits exceptional faculty and develops resources to support excellence in instruction, research, creative activity, and public and professional service;
- develops and sustains academic partnerships, entrepreneurial activities, outreach and public service that support instruction and research and that meet the needs of communities throughout the region; and,
- serves as an emerging center for international study, understanding, and exchange.

Graduate Studies [http://www.mtsu.edu/graduate/student/admit.php](http://www.mtsu.edu/graduate/student/admit.php)
READ THE GRADUATE CATALOG! THERE ARE MINIMUM GRADE POINT STANDARDS—3.0 GPA IS REQUIRED

http://catalog.mtsu.edu/index.php?catoid=19

MTSU academic regulations allow no more than 6 credits of C grades in the program. You may not count any D grade towards your degree.

Probationary status is very difficult to remove. At a minimum, you will have to take a course again in an attempt to replace the low grade with a better grade.

YOU MUST FILE A REQUEST TO REPEAT A COURSE. The form required may be found at: https://www.mtsu.edu/graduate/pdf/RepeatCourseRequest.pdf.

Fill out and mail, email (PREFERRED), or fax to PROGRAM DIRECTOR (frank.lambert@mtsu.edu) or FAX 615.898.2859

It is possible to repeat a course and replace the first grade with the second grade. If admission conditions were placed on your admission, failure to maintain the required grades or grade average means that you cannot be fully admitted and will have to leave the program.

Faculty continually assess the success of students in attaining course and program goals. The key assessments that are submitted in LiveText encompass several program goals. These are major assessments on progress of students and success of the program. Results can be found at http://www.mtsu.edu/programs/library-science-mls/#t-8.

ADMISSION

University regulations and policies are in the MTSU Graduate Catalog. All applications, letters, scores, transcripts, etc. are sent to the graduate school. Admission to the graduate school does not guarantee admission to the Library Science program.

This program grants a Master’s of Library Science degree. The degree is not yet accredited by ALA. It is accredited by NCATE, it is CAEP eligible, and it is approved by the Tennessee Department of Education.

The MLS requires a 200-clock hour practicum. This is not negotiable—if you feel that you cannot take time from work to complete the two courses (100 clock hours each) in two separate semesters, do not pursue this degree.

Admission is based on GPA from prior college work, recommendation letters, and, to an extent, your statement of purpose.

A degree plan is filed ONLY if you are seeking the degree. Endorsement seeking students do not file a degree plan.
You may access a course in the program through this link and login

http://elearn.mtsu.edu  username=prospective  password=student Choose SAMPLE COURSES 

THE APPLICATION:

Go to the Grad Studies link www.mtsu.edu/graduate/apply.php to find the application and how to submit the transcripts, teaching license (if applicable), the required writing sample (statement of purpose), and 3 letters of recommendation (Educational Leadership uses a form, not a standard letter).

When you are admitted to The College of Graduate Studies, you may take classes for one semester. Once you have an admission decision, as long as it says, "Admission Process Initiated," and you do not have any holds on your account, you should be eligible to register the following day.

If you do not have a Master's degree ...

You will want to keep an eye on your Graduate Application Status, online. The application packet must be complete (letters, transcripts, etc.) before it will be considered for admission to the program. The library science advisor receives no information on your application until it is complete and cannot grant admission to the program without a complete application. It is your responsibility to check on the progress of the materials needed for the application.

School Library Endorsement: You may seek initial licensure if you do not hold a teaching license. There are added requirements and a change in coursework for initial licensure.

If you have an education related Master's degree, you do not need to complete a second Master's degree. Admission as a non-degree seeking student in the graduate school is sufficient.
A STATEMENT OF PURPOSE FOR GRADUATE SCHOOL

Think about why you are going to school for the degree. What is your purpose in doing so?

What do you think the reader (admissions officer) is expecting? Probably these: strong writing; detailed reasons; and, a unique perspective on the library and information professions as it relates to you.

THE SOP AS A WRITING ASSESSMENT

Graduate candidates must have solid writing ability. If you do not know what good writing “looks” like, read this by Vince Gotera. http://www.uni.edu/~gotera/gradapp/stmtpurpose.htm

You also may want to review 8 Qualities of Powerful Writing: http://www.lifehack.org/articles/communication/8-qualities-of-powerful-writing.html

Have you ever examined your writing and practiced writing?

The reader of the SOP will most certainly judge your writing skills. The piece needs to be interesting, explain clearly and logically why you are pursuing this path, and be free of repetitive blather.

THE SOP AS PERSONAL REVELATION

Library Science requires a “certain kind of mindset.” After all, it is a service industry comprised of art and science. Curiosity is necessary. Industry is necessary. Attention to detail is necessary. Note that “love of reading” is not included.

THE SOP AS INDICATION OF GRADUATE ATTITUDES

The reader is most certainly looking for an attitude that indicates a willingness to learn, to work hard, to research independently, to explore the unfamiliar with pleasure, and to be friendly. This is an online program, so the responsibility on how much you learn is in your hands. The SOP should convey an understanding of the duties of online graduate work.

FINALLY

Although the admissions faculty understand that you really just want a job at the end of your studies, it is awkward to emphasize that as the only reason for seeking the degree. There are better ways to get a job than attend graduate school. If that is your only reason, perhaps you should reconsider!
# Middle Tennessee State University—Master of Library Science—Admission—Statement of Purpose Rubric

Adapted from the Emory University Career Center

http://www.career.emory.edu/documents/pre_law/advising/personal_statement_rubric.pdf

Instructions: Student submits at least 500 words on his/her statement of purpose for pursuing the Master of Library Science degree.

<table>
<thead>
<tr>
<th>Area</th>
<th>Exceeds Expectations (4)</th>
<th>Meets Expectations (3)</th>
<th>Emerging (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis, Purpose, Theme, Focus</strong></td>
<td>Can write a clearly articulated, original thesis/purpose in applying to the MLS program in Graduate Studies.</td>
<td>Can state a thesis/purpose; may be either somewhat unclear or somewhat lacking in originality.</td>
<td>Can articulate a thesis/purpose; may be unclear or lacking in originality.</td>
<td>Cannot articulate any thesis/purpose for applying to the MLS program in Graduate Studies</td>
</tr>
<tr>
<td><strong>Professional Understanding</strong></td>
<td>Motivation for profession is based in knowledge of the profession and desire for user service; clearly understands why the profession is fitting as a career.</td>
<td>Motivation has realistic perceptions of the profession; is somewhat unclear in the understanding of the profession as career.</td>
<td>Motivation has unrealistic perceptions of some aspects of librarianship; motivation is theoretical and not practical.</td>
<td>Motivation indicates that applicant has not observed or researched the profession; no understanding of the profession as a career.</td>
</tr>
<tr>
<td><strong>Organization, Coherence, Flow</strong></td>
<td>Can write a well-organized statement of purpose, including a clearly written intro., main body, and conclusion. Introduction includes thesis or introduces theme. Each body paragraph has a topic sentence, develops one main idea, and has a transition sentence linking it to the next paragraph. The conclusion brings everything together plus adds a little more.</td>
<td>Can write an intro., main body, and conclusion. The intro includes a thesis. 1-2 body paragraphs may lack a topic sentence, include more than one idea, or lack a transition sentence. The conclusion summarizes the main argument but may not add a little more.</td>
<td>Can write an intro, main body, and conclusion. The intro includes a thesis. Multiple body paragraphs may lack a topic sentence, include more than one main idea, or lack a transition sentence. The conclusion may not clearly summarize the argument or add a little more.</td>
<td>Statement of purpose has no clear organizational pattern</td>
</tr>
<tr>
<td><strong>Style, Mechanics</strong></td>
<td>Can use correct grammar, spelling, and punctuation. Writing is clear and concise, without unnecessary jargon.</td>
<td>Can write a statement with minor Errors in grammar, spelling, or punctuation. Writing is still clear and concise, without unnecessary jargon.</td>
<td>Can write a statement with moderate Errors in grammar, spelling, or punctuation; or in some places writing is unclear, wordy, or uses unnecessary jargon.</td>
<td>Writes a statement with major errors in grammar, spelling, or punctuation; or in several places writing is unclear, wordy, or uses unnecessary jargon.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Can write a very original statement. Statement strongly conveys student’s individual voice and personality and powerfully sets candidate apart from other candidates.</td>
<td>Can write an original statement. In most places, statement conveys student’s individual voice and personality and sets candidate apart from other candidates.</td>
<td>Statement of purpose may be somewhat original. In some places, statement conveys student’s individual voice and personality and sets candidate apart from other candidates. In other Places, the statement may sound formulaic and/or relies on clichés.</td>
<td>Statement of Purpose is formulaic and/or relies on clichés. Statement does not convey individual uniqueness or set candidate apart from other candidates. Student’s voice and personality are not evident in statement.</td>
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</tr>
<tr>
<td>Reflective Examples</td>
<td>Describes several relevant experiences, which are all vividly illustrated through detail, dialogue, and/or imagery. Student thoughtfully reflects on each experience, thoroughly explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today.</td>
<td>Describes several relevant experiences, most of which are vividly illustrated through detail, dialogue, and/or imagery. Student reflects on each experience, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may not be very thoughtful or thorough in some places.</td>
<td>Describes relevant experiences, some of which are illustrated through detail, dialogue, and/or imagery. Student reflects on some of the experiences, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may be missing from some examples and/or reflection may not be very thoughtful or thorough in several places.</td>
<td>Does not describe relevant experiences OR experiences are not vividly illustrated through detail, dialogue, and/or imagery. Student may not reflect on any of the experiences he or she describes OR reflection is not thoughtful or thorough.</td>
</tr>
</tbody>
</table>

**TOTAL SCORE:**

**Comments**

Adapted from the Emory University Career Center http://www.career.emory.edu/documents/pre_law/advising/personal_statement_rubric.pdf

Middle Tennessee State University—Master of Library Science—Admission—Statement of Purpose Rubric
Everyone at MTSU is focused on your success in this program.

DO NOT USE THE EMAIL WITHIN D2L TO ASK YOUR ADVISOR ABOUT OTHER COURSES OR YOUR PROGRAM. USE this address FROM WITHIN YOUR MTMAIL ACCOUNT. There is one advisor currently:

Dr. Frank Lambert frank.lambert@mtsu.edu

Please note that this might change as the faculty complement expands. You will be contacted with your new advisor’s information should that happen.

Dr. Frank Lambert is the program coordinator for the Library Science program. It does not matter if you are degree seeking or non-degree. Questions about the Library Science program may be directed to Dr. Lambert.

If you need information from the analysts in the Graduate Studies Office, please contact them at askgrad@mtsu.edu or 615-898-2840 (fax-615-904-8020).

Mailing Address:
College of Graduate Studies
MTSU Box 42
Murfreesboro, TN 37132
United States

Physical Address (and Courier/Express Delivery Address):
College of Graduate Studies
Sam H. Ingram Building
2269 Middle Tennessee Blvd. Main Floor
Murfreesboro, TN 37132
United States
Looking for a position? Start with the Career Center for help with resume, interview skills, etc.

Generalist Librarians: Professional organizations usually have job listings.
- ALA Joblist https://joblist.ala.org/
  http://www.tnla.org/networking/
- Other state library associations. ALA has a list of these at http://www.ala.org/groups/affiliates/chapters/state/stateregional
- Chronicle of Higher Ed https://chroniclevitae.com/job_search?job_search%5Bposition_type%5D=58
- Individual Universities
  - Penn State - https://libraries.psu.edu/about/jobs/faculty-jobs-libraries
  - Georgetown University - http://www.library.georgetown.edu/employment

School Librarians: Contact school systems to complete applications for positions.
- Murfreesboro City Schools http://www.cityschools.net/human_resources.html
- Rutherford County http://www.rcsnc.org/employment/
- Cannon County http://www.ccstn.net/15091081716212580/site/default.asp
- Williamson County http://www.wcs.edu/humanresources/homepage.htm
- Franklin City Schools http://fssd.org/?option=com_content&task=view&amp;id=62&amp;amp;Itemid=307
- Davidson County http://www.hr.mnps.org/site200.aspx
- Lebanon County City schools http://www.lebanon.k12.oh.us/asp/emp_view.aspx
- Hamilton County http://www.hcde.org/careers
- Marshall County http://www.marshall.k12.ky.us/jobs/employment.htm
- Maury County http://www.mauryk12.org/personnell/
- Giles County http://www.giles-lea.giles.k12.tn.us
## REQUIRED COURSES—ALL COURSES ARE FULLY ONLINE

The MLS Program's courses at MTSU are offered online only. There are no required meetings with the instructors or other students.

There is a learning curve in your first class that may be unexpected. 97% of students are successful in overcoming the curve. You do not have to be tech proficient or a 'tech guru', you just have to be adventurous and inquisitive and stubborn enough to stick with it!

Please use the Graduate catalog so that you know what is expected in Academic Performance in the Graduate School. [http://catalog.mtsu.edu/index.php](http://catalog.mtsu.edu/index.php)

At least two LIBS 60xx classes must be taken BEFORE you can enroll in other classes.

**EXCEPTIONS:** LIBS 6310, LIBS 6311, LIBS 6340.

### I DO NOT HAVE A MASTER'S DEGREE—36 CREDITS

**CORE COURSES (15 CREDITS)**

1. LIBS 6000 Librarianship
2. LIBS 6015 Reference Materials and Process
3. LIBS 6020 Organizing Library Materials
4. Libs 6030 Information Technology for Information Professionals
5. LIBS 6060 Understanding Research for Evaluation in Libraries

**ADMINISTRATION COURSE (3 CREDITS)**

6. LIBS 6105 School Library Management (school licensure)  
   OR LIBS 6100 Management of Libraries (public, academic, or special libraries)

**CAPSTONE AND FIELD EXPERIENCE COURSES (6 CREDITS)**

7. LIBS 6900 Skills and Issues in the Library — NOT REQUIRED OF NEW MLS STUDENTS STARTING SPRING 2020 AND ONWARD
8. LIBS 6550 Supervised Field Experience in Libraries (take twice)

**ELECTIVES—choose 4 (12 CREDITS)**

- LIBS 6010 Collection Development and User Services ([core course for students starting before Summer 2020; elective for students starting Summer 2020 and onward](#))
- LIBS 6310 Materials for the Literacy of Children [school licensure]
- LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure]
- LIBS 6320 Information Searching Strategies
- LIBS 6330 Digital Library Collections
- LIBS 6340 Integration of Programs, Learning Theory, and Technology
- LIBS 6345 Instructional Strategies for Information Professionals

***The following apply only to students who are seeking school library licensure***

### I HAVE A MASTERS DEGREE AND I HAVE A TEACHING LICENSE (NON-DEGREE SEEKING) (ENDORSEMENT TO LICENSE) —24 CREDITS

If you are not seeking the degree, ask the program coordinator for a Program of Study. It will be a list of the courses you will need to take. The usual program consists of these courses:

**CORE COURSES (6 CREDITS)**

1. LIBS 6015 Reference Materials and Process
2. LIBS 6020 Organizing Library Materials

**ADMINISTRATION COURSE (3 CREDITS)**

3. LIBS 6105 School Library Management [school licensure]
CAPSTONE AND FIELD EXPERIENCE COURSES (6 CREDITS)

4. LIBS 6900 Skills and Issues in the Library — NOT REQUIRED OF NEW ENDORSEMENT STUDENTS STARTING SPRING 2020 AND ONWARD

5. LIBS 6550 Supervised Field Experience in Libraries (take twice)

ELECTIVES — choose 3 (9 CREDITS)

- LIBS 6000 Librarianship
- LIBS 6010 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting Summer 2020 and onward]
- LIBS 6310 Materials for the Literacy of Children [school licensure]
- LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure]
- LIBS 6320 Information Searching Strategies
- LIBS 6330 Digital Library Collections
- LIBS 6340 Integration of Programs, Learning Theory, and Technology

Transfer Courses must be approved by your advisor.

I HAVE A MASTERS DEGREE AND I DO NOT HAVE A TEACHING LICENSE — 27 CREDITS

If you are not seeking the degree, ask the program coordinator for a Program of Study. It will be a list of the courses you will need to take. The usual program consists of these courses:

CORE COURSES (6 CREDITS)

1. LIBS 6020 Organizing Library Materials
2. LIBS 6015 Reference Materials and Process

ADMINISTRATION COURSE (3 CREDITS)

3. LIBS 6105 School Library Management [school licensure]

CAPSTONE AND FIELD EXPERIENCE COURSES (9 CREDITS)

4. LIBS 6900 Skills and Issues in the Library — NOT REQUIRED OF NEW ENDORSEMENT STUDENTS STARTING SPRING 2020 AND ONWARD

5. YOED 5110 Directed student 7-12 (9 credits)

ELECTIVES — choose 3 (9 CREDITS)

- LIBS 6000 Librarianship
- LIBS 6010 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting Summer 2020 and onward]
- LIBS 6310 Materials for the Literacy of Children [school licensure]
- LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure]
- LIBS 6320 Information Searching Strategies
- LIBS 6330 Digital Library Collections
- LIBS 6340 Integration of Programs, Learning Theory, and Technology

I DO NOT HAVE A MASTERS DEGREE AND I DO NOT HAVE A TEACHING LICENSE — 39 CREDITS

CORE COURSES

1. LIBS 6000 Librarianship
2. LIBS 6015 Reference Materials and Process
3. LIBS 6020 Organizing Library Materials
4. LIBS 6030 Information Technology for Information Professionals
5. LIBS 6060 Understanding Research for Evaluation in Libraries
ADMINISTRATION COURSE

6. LIBS 6105 School Library Management [school licensure]

CAPSTONE AND FIELD EXPERIENCE COURSES

7. LIBS 6900 Skills and Issues in the Library [NOT REQUIRED OF NEW MLS STUDENTS STARTING SPRING 2020 AND ONWARD]
8. YOED 5110 Directed Student Teaching 7-12 (9 credits)

ELECTIVES—choose 4 (12 credits)

LIBS 6010 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting Summer 2020 and onward]
- LIBS 6310 Materials for the Literacy of Children [school licensure]
- LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure]
- LIBS 6320 Information Searching Strategies
- LIBS 6330 Digital Library Collections
- LIBS 6340 Integration of Programs, Learning Theory, and Technology
- LIBS 6345 Instructional Strategies for Information Professionals
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 6000</td>
<td>Librarianship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Presents the broad field of librarianship as a</td>
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<td></td>
<td>profession. Emphasis on the place of the library</td>
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<td></td>
<td>as an essential resource for communities and the</td>
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<td></td>
<td>role of the librarian in provision of service to</td>
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<td>all users. The e-portfolio will be planned and</td>
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<td>designed.</td>
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<tr>
<td>LIBS 6015</td>
<td>Reference Materials and Process</td>
<td>3</td>
</tr>
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<td></td>
<td>Evaluation and use of print and electronic</td>
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<td>reference materials, programming for literacy</td>
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<td>skills, the reference selection process,</td>
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<tr>
<td></td>
<td>emerging technologies for reference, and initial</td>
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<tr>
<td></td>
<td>search strategies</td>
<td></td>
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<tr>
<td>LIBS 6020</td>
<td>Organization of Information</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The purpose of this course is to introduce</td>
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<tr>
<td></td>
<td>students to the concepts and theoretical</td>
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<tr>
<td></td>
<td>foundations of organizing information with an</td>
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<tr>
<td></td>
<td>emphasis on organizing library resources.</td>
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<tr>
<td>LIBS 6030</td>
<td>Information Technology for Information</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professionals</td>
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<tr>
<td></td>
<td>This course presents basic information technology</td>
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<tr>
<td></td>
<td>concepts and skills necessary for library and</td>
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<tr>
<td></td>
<td>information science professionals.</td>
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<tr>
<td>LIBS 6060</td>
<td>Understanding Research for Evaluation in</td>
<td>3</td>
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<tr>
<td></td>
<td>Libraries</td>
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<tr>
<td></td>
<td>Studies of research methods, qualitative and</td>
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<td></td>
<td>quantitative research, and statistical analysis</td>
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<tr>
<td></td>
<td>to assist decision-making skills based on</td>
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<tr>
<td></td>
<td>research results and to design empirical</td>
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<tr>
<td></td>
<td>research projects. Emphasis on practitioner</td>
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<tr>
<td></td>
<td>skills to evaluate processes, products, services</td>
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<tr>
<td></td>
<td>of libraries.</td>
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<tr>
<td>LIBS 6100</td>
<td>Management of Libraries</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Administration and management of the library.</td>
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<tr>
<td></td>
<td>Trends, governance, information literacy issues,</td>
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<tr>
<td></td>
<td>and all other elements of managing the modern</td>
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<tr>
<td></td>
<td>library will be addressed. Prerequisites: 6</td>
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<tr>
<td></td>
<td>credits of LIBS 60xx courses.</td>
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<tr>
<td>LIBS 6105</td>
<td>School Library Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Encompasses the administration and supervision</td>
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<tr>
<td></td>
<td>of the modern library and its program. goals</td>
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<tr>
<td></td>
<td>are based on ala and/or AASL standards and</td>
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<td></td>
<td>initiates exploration of library improvement</td>
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<td></td>
<td>and instruction for learning. prerequisites: 6</td>
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<tr>
<td></td>
<td>credits of LIBS 60xx courses.</td>
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<tr>
<td>LIBS 6101</td>
<td>Collection Development and User Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study of library collections and their</td>
<td></td>
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<tr>
<td></td>
<td>relationship to user services. Includes studies</td>
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<tr>
<td></td>
<td>of the evolution of library collections, the</td>
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<tr>
<td></td>
<td>development of information needs, analysis of</td>
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<tr>
<td></td>
<td>stakeholder needs, library mission, collection</td>
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<td></td>
<td>analysis, selection aids, and collection</td>
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<tr>
<td></td>
<td>maintenance.</td>
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<td></td>
<td>**core course for students starting before</td>
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<td>Summer 2020; elective for students starting</td>
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<td>Summer 2020 and onward</td>
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<tr>
<td>LIBS 6201</td>
<td>Public Libraries and Librarianship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the public library's</td>
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<tr>
<td></td>
<td>role in society including current practices,</td>
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<tr>
<td></td>
<td>trends and issues. Topics include: history of</td>
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<tr>
<td></td>
<td>public libraries, governance, funding, equity</td>
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<tr>
<td></td>
<td>and access, youth and adult services, facilities,</td>
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<tr>
<td></td>
<td>technology, outreach, and global perspectives.</td>
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<tr>
<td>LIBS 6310</td>
<td>Materials for Literacy of Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Materials suitable for babies, toddlers, and</td>
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<td></td>
<td>elementary school children. Includes study of</td>
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<tr>
<td></td>
<td>reading skills, recreational reading, non-fiction,</td>
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<td></td>
<td>criteria for evaluating, selection, and how to</td>
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<tr>
<td></td>
<td>integrate national standards into programming</td>
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<tr>
<td></td>
<td>for these patrons. The partnership between</td>
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<tr>
<td></td>
<td>library and school curriculum will be</td>
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<tr>
<td></td>
<td>emphasized.</td>
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<tr>
<td>LIBS 6311</td>
<td>Materials for Literacy of Young People and</td>
<td>3</td>
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<tr>
<td></td>
<td>Adults</td>
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<td></td>
<td>Materials suitable for young adults and</td>
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<td></td>
<td>adults. Includes recreational reading, non-fiction,</td>
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<tr>
<td></td>
<td>criteria for</td>
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</tbody>
</table>
evaluating, selection, and how to integrate current standards of library service into programming for these patrons.

**LIBS 6320 Information Searching Strategies** 3 Credits

Study of user behaviors will provide the foundation for identifying productive search strategies. Includes information security, study of search engine features and design, and application of information studies to design instruction that fosters efficient and effective searches. Prerequisites: LIBS 6 credits of LIBS 60xx courses.

**LIBS 6330 Digital Library Collections** 3 Credits

Provides a theoretical framework for the digitization of materials. Explores user needs, issues and trends related to digital collections. Prerequisites: LIBS 6 credits of LIBS 60xx courses.

**LIBS 6340 Integration of Programs, Learning Theory, and Technology** 3 Credits

Discusses and examines technology-based materials and adaptation to library literacies instruction and individual learning styles/needs. Design, creation, and production of technology-based materials that reflect professional standards, good online design principles, understanding of instructional design, and audience needs.

**LIBS 6345 Instructional Strategies for Information Professionals** 3 Credits

This course is intended to provide students with an introduction to the concepts, theories, and practice of instructing users in information environments. The focus of the course will be on instruction for adult users in academic, public, and other library settings. This course is designed for students with little or no background in educational theory. The course will include readings, discussions, and reflections in addition to observations of library instruction. Students will create instructional sessions and materials, both traditional and electronic.

**LIBS 6550 Supervised Field Experience** 3 Credits

Provides direct field experience in a library with practicing materials specialists/librarians at work. Students participate in actual library operations. Planning and implementation of programs based on ala standards is mandatory. Seminar opportunities are provided for discussion and reflection. Prerequisites: 12 hours of library science. May be repeated up to a maximum of 6 credit hours.

**LIBS 6900 Skills and Issues in the Library** 3 Credits

Final preparation of e-portfolio. In depth examination and practice of all aspects of the library. Students must provide evidence of program goals during the semester. Innovative research into current issues, strategic planning, and advocacy is expected. Restricted to final two semesters. Prerequisites: LIBS 6100 or LIBS 6105

**LIBS 6900 COURSE IS NOT REQUIRED FOR STUDENTS STARTING THEIR MLS OR ENDORSEMENT IN SPRING 2020 OR ONWARD.**
# MASTER OF LIBRARY SCIENCE
Womack Educational Leadership Department

**YELLOW HIGHLIGHTED COURSES DO NOT NEED TO BE COMPLETED BY STUDENTS STARTING IN SPRING 2020 OR ONWARD**

<table>
<thead>
<tr>
<th>I DO NOT HAVE A MASTER’S DEGREE</th>
<th>I HAVE A MASTER’S DEGREE AND I HAVE A TEACHING LICENSE (ENDORSEMENT TO LICENSE)</th>
<th>I HAVE A MASTER’S DEGREE (NON DEGREE SEEKING) AND I DON’T HAVE A TEACHING LICENSE</th>
<th>I DO NOT HAVE A MASTER’S DEGREE AND I DON’T HAVE A TEACHING LICENSE</th>
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</thead>
<tbody>
<tr>
<td><strong>CORE COURSES (15 CREDITS)</strong></td>
<td><strong>CORE COURSES (6 CREDITS)</strong></td>
<td><strong>CORE COURSES (6 CREDITS)</strong></td>
<td><strong>CORE COURSES (15 CREDITS)</strong></td>
</tr>
<tr>
<td>LIBS 6000 Librarianship</td>
<td>LIBS 6015 Reference Materials and Process</td>
<td>LIBS 6015 Reference Materials and Process</td>
<td>LIBS 6000 Librarianship</td>
</tr>
<tr>
<td>LIBS 6015 Reference Materials and Process</td>
<td>LIBS 6020 Organization of Information</td>
<td>LIBS 6020 Organization of Information</td>
<td>LIBS 6015 Reference Materials and Process</td>
</tr>
<tr>
<td>ADMINISTRATION COURSE (3 CREDITS)</td>
<td>ADMINISTRATION COURSE (3 CREDITS)</td>
<td>ADMINISTRATION COURSE (3 CREDITS)</td>
<td>ADMINISTRATION COURSE (3 CREDITS)</td>
</tr>
<tr>
<td>LIBS 6900 Skills and Issues in the Library</td>
<td>LIBS 6900 Skills and Issues in the Library (take twice)</td>
<td>LIBS 6900 Skills and Issues in the Library</td>
<td>LIBS 6900 Skills and Issues in the Library (take twice)</td>
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<tr>
<td>LIBS 6900 Supervised Field Experience in Libraries (take twice)</td>
<td>LIBS 6900 Supervised Field Experience in Libraries (take twice)</td>
<td>LIBS 6900 Supervised Field Experience in Libraries (take twice)</td>
<td>LIBS 6900 Supervised Field Experience in Libraries (take twice)</td>
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<tr>
<td><strong>ELECTIVES (9 CREDITS)</strong></td>
<td><strong>ELECTIVES (6 CREDITS)</strong></td>
<td><strong>ELECTIVES (6 CREDITS)</strong></td>
<td><strong>ELECTIVES</strong></td>
</tr>
<tr>
<td>LIBS 6010 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting before Summer 2020 and onward]</td>
<td>LIBS 6010 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting before Summer 2020 and onward]</td>
<td>LIBS 6010 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting before Summer 2020 and onward]</td>
<td>LIBS 6010 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting before Summer 2020 and onward]</td>
</tr>
<tr>
<td>LIBS 6021 Public Libraries and Librarianship</td>
<td>LIBS 6020 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting before Summer 2020 and onward]</td>
<td>LIBS 6020 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting before Summer 2020 and onward]</td>
<td>LIBS 6020 Collection Development and User Services [core course for students starting before Summer 2020; elective for students starting before Summer 2020 and onward]</td>
</tr>
<tr>
<td><strong>I AM SEEKING LICENSURE FOR SCHOOL LIBRARIAN</strong></td>
<td><strong>I AM SEEKING LICENSURE FOR SCHOOL LIBRARIAN</strong></td>
<td><strong>I AM SEEKING LICENSURE FOR SCHOOL LIBRARIAN</strong></td>
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<tr>
<td>LIBS 6310 Materials for the Literacy of Children</td>
<td>LIBS 6310 Materials for the Literacy of Children</td>
<td>LIBS 6303 Information Technology for Information Professionals</td>
<td>LIBS 6310 Materials for the Literacy of Children</td>
</tr>
<tr>
<td>LIBS 6311 Materials for the Literacy of Young People and Adults</td>
<td>LIBS 6311 Materials for the Literacy of Young People and Adults</td>
<td>LIBS 6311 Materials for the Literacy of Children</td>
<td>LIBS 6311 Materials for the Literacy of Young People and Adults</td>
</tr>
<tr>
<td>LIBS 6320 Information Searching Strategies</td>
<td>LIBS 6320 Information Searching Strategies</td>
<td>LIBS 6320 Information Searching Strategies</td>
<td>LIBS 6330 Digital Library Collections</td>
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<tr>
<td>LIBS 6330 Digital Library Collections</td>
<td>LIBS 6330 Digital Library Collections</td>
<td>LIBS 6330 Digital Library Collections</td>
<td>LIBS 6330 Digital Library Collections</td>
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<tr>
<td>LIBS 6340 Integration of Learning Theory, Programs, and Technology</td>
<td>LIBS 6340 Integration of Learning Theory, Programs, and Technology</td>
<td>LIBS 6340 Integration of Learning Theory, Programs, and Technology</td>
<td>LIBS 6340 Integration of Learning Theory, Programs, and Technology</td>
</tr>
<tr>
<td>LIBS 6345 Instructional Strategies for Information Professionals</td>
<td>LIBS 6345 Instructional Strategies for Information Professionals</td>
<td>LIBS 6345 Instructional Strategies for Information Professionals</td>
<td>LIBS 6345 Instructional Strategies for Information Professionals</td>
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</tbody>
</table>

Students seeking school licensure must choose Libs 6310 and Libs 6311 as two of their electives.

<table>
<thead>
<tr>
<th>I DO NOT HAVE A MASTER’S DEGREE</th>
<th>I HAVE A MASTER’S DEGREE AND I HAVE A TEACHING LICENSE (ENDORSEMENT TO LICENSE)</th>
<th>I HAVE A MASTER’S DEGREE (NON-DEGREE SEEKING) AND I DON’T HAVE A TEACHING LICENSE</th>
<th>I DO NOT HAVE A MASTER’S DEGREE AND I DON’T HAVE A TEACHING LICENSE</th>
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<tbody>
<tr>
<td>—36 CREDITS</td>
<td>—24 CREDITS</td>
<td>--27 CREDITS</td>
<td>—39 CREDITS</td>
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</tbody>
</table>
Candidate must complete 36 hours in the following program of study: With permission from the program coordinator, students may elect courses that support work in special librarianship. In general, those are not online courses and are not required.

**NEW ELECTIVE COURSES UNDER DEVELOPMENT HIGHLIGHTED IN GREEN**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>LIBS 6000</td>
<td>Librarianship</td>
<td>Fall, summer</td>
</tr>
<tr>
<td>LIBS 6015</td>
<td>Reference Materials and Process</td>
<td>Spring, summer</td>
</tr>
<tr>
<td>LIBS 6020</td>
<td>Organization of Information</td>
<td>Spring, summer</td>
</tr>
<tr>
<td>LIBS 6030</td>
<td>Information Technology for Information Professionals</td>
<td>Fall, summer</td>
</tr>
<tr>
<td>LIBS 6060</td>
<td>Understanding Research for Evaluation in Libraries</td>
<td>Fall, spring</td>
</tr>
<tr>
<td>LIBS 6100</td>
<td>Management of Libraries</td>
<td>Fall</td>
</tr>
<tr>
<td>LIBS 6105</td>
<td>School Library Management</td>
<td>Fall</td>
</tr>
<tr>
<td>LIBS 6010</td>
<td>Collection Development and User Services</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>(to become 6115)</td>
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</tr>
<tr>
<td>LIBS 6201</td>
<td>Public Libraries and Librarianship</td>
<td>Spring</td>
</tr>
<tr>
<td>LIBS 6310</td>
<td>Materials for Literacy of Children</td>
<td>Spring, fall</td>
</tr>
<tr>
<td>LIBS 6311</td>
<td>Materials for Literacy of Young People &amp; Adults</td>
<td>Summer, spring</td>
</tr>
<tr>
<td>LIBS 6312</td>
<td>Government Information Resources</td>
<td>(tentative) Summer</td>
</tr>
<tr>
<td>LIBS 6320</td>
<td>Information Searching Strategies</td>
<td>Fall</td>
</tr>
<tr>
<td>LIBS 6330</td>
<td>Digital Library Collections</td>
<td>Fall</td>
</tr>
<tr>
<td>LIBS 6331</td>
<td>Library Systems and Automation</td>
<td>(tentative) Spring</td>
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<tr>
<td>LIBS 6340</td>
<td>Integration of Learning Theory, Programs, &amp; Technology</td>
<td>Spring</td>
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<tr>
<td>LIBS 6345</td>
<td>Instructional Strategies for Information Professionals</td>
<td>Spring</td>
</tr>
<tr>
<td>LIBS 6401</td>
<td>Academic Libraries and Librarianship</td>
<td>Summer</td>
</tr>
<tr>
<td>LIBS 6550</td>
<td>Supervised Field Experience</td>
<td>Fall, spring, summer</td>
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<tr>
<td>LIBS 6620</td>
<td>Library Services for Special Populations</td>
<td>(tentative) Summer</td>
</tr>
<tr>
<td>LIBS 6820</td>
<td>Advanced Metadata Management of Library Resources</td>
<td>(tentative) Fall</td>
</tr>
<tr>
<td>LIBS 6900</td>
<td>Skills and Issues in the Library</td>
<td>Not required for students starting the MLS or endorsement starting Spring 2020</td>
</tr>
<tr>
<td>LIBS 6999</td>
<td>Exit Assessment Preparation (1 credit)</td>
<td>As needed</td>
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</table>

**Note:** For students seeking initial teaching licensure, a student teaching experience (9 semester hours) is required in place of LIBS 6550.

A minimum of 2 60XX courses must be taken before 61XX or 63XX. Exceptions: 6310, 6311, 6340
Proposed course rotation of current and new courses (*) under development and course(s) being deleted (<>).

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>LIBS 4150 (undergrad only)</td>
<td>LIBS 4150 (undergrad only)</td>
<td>LIBS 6000</td>
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<td>LIBS 6000</td>
<td>LIBS 6015</td>
<td>LIBS 6015</td>
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<td>LIBS 6030</td>
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<td>LIBS 6060</td>
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<td>LIBS 6010</td>
<td>LIBS 6201</td>
<td>LIBS 6311</td>
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<td>LIBS 6100</td>
<td>LIBS 6310</td>
<td>LIBS 6312*</td>
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<tr>
<td>LIBS 6105</td>
<td>LIBS 6311</td>
<td>LIBS 6330</td>
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<td>LIBS 6310</td>
<td>LIBS 6311*</td>
<td>LIBS 6401*</td>
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<td>LIBS 6320</td>
<td>LIBS 6340</td>
<td>LIBS 6550</td>
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<tr>
<td>LIBS 6550</td>
<td>LIBS 6345</td>
<td>LIBS 6620*</td>
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<tr>
<td>LIBS 6820*</td>
<td>LIBS 6550</td>
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Course Numbering System

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<tr>
<th>60xx</th>
<th>Core</th>
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<th>Foundation</th>
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<tbody>
<tr>
<td>61xx</td>
<td>Administration</td>
<td>xx10</td>
<td>Materials</td>
</tr>
<tr>
<td>62xx</td>
<td>Public Libraries</td>
<td>xx20</td>
<td>User Services</td>
</tr>
<tr>
<td>63xx</td>
<td>Library Services</td>
<td>xx30</td>
<td>Technology</td>
</tr>
<tr>
<td>64xx</td>
<td>Academic Libraries</td>
<td>xx40</td>
<td>Learning Theory</td>
</tr>
<tr>
<td>65xx</td>
<td>Field experience</td>
<td>xx50</td>
<td>Field experience</td>
</tr>
<tr>
<td>66xx</td>
<td>Advanced User Services</td>
<td>xx60</td>
<td>Research</td>
</tr>
<tr>
<td>67xx</td>
<td>Other Information Centers</td>
<td>xx70</td>
<td>Open</td>
</tr>
<tr>
<td>68xx</td>
<td>Advanced Information Organization</td>
<td>xx80</td>
<td>Open</td>
</tr>
<tr>
<td>69xx</td>
<td>Capstone</td>
<td>xx90</td>
<td>Reinforcement of earlier course</td>
</tr>
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</table>
PERMISSION OF THE DEPARTMENT COURSES [PODs]

PODs are needed for some courses.

Please send THE INSTRUCTOR an email with your name, your M number (find it on RaiderNet), the course number and section, and the course CRN (find it on RaiderNet).

Once the POD request is received, the instructor will submit it to Educational Leadership administration. It may take up to 48 hours for the POD to be processed.

Use Pipeline / Raidernet to enroll in the class. If you can enroll, the POD has been processed.

Do not use D2L course Web sites’ email to ask for PODs since an email created in course email cannot be forwarded to the secretary in the department of Educational Leadership. PODs need a 48-hour turnaround time—so please do not submit a POD too late in the registration period or ensure it has been submitted to the instructor very early in the semester (e.g., the very first week!)

ADVISING FORM (under “Forms for Current Graduate Students” on https://www.mtsu.edu/graduate/forms.php

THE ADVISING FORM

The Program Coordinator advises all incoming students. Student advising is supported by two tools: the electronic Advising Form (https://www.mtsu.edu/graduate/forms.php) and the Degree Works platform (accessed through Pipeline). Both platforms are managed by the College of Graduate Studies. The Advisor Form documents that the Program has assigned each student an advisor and that the student’s advisor has assisted the student plan a course plan of study for him/herself. To be eligible to register for a second semester, a student must have an Advising Form on file.

Degree Works is a degree audit system that maps the student’s course plan of study. Degree Works aids the advisor and student in tracking the student’s progress toward his/her degree. Degree Works tracks financial aid eligibility, as well as course plan of study. The system identifies for the federal government which of a student’s courses are required for a particular degree, and are therefore eligible for federal financial aid.

- Fill out the advising form after you have been admitted to the College of Graduate Studies and before you enroll in your first semester. Fill out the form ONLY if you are seeking a degree (you don’t need a plan for a degree if you are not getting a degree; e.g., endorsement)
- On the advising form, please select “Non-thesis” and “Portfolio”, the latter referring to the MLS Program’s exitPortfolio.
- Keep a copy of it if possible in case you are contacted by Graduate Studies that you did not submit one. A hold might be placed on registration without this form. Advisors cannot remove the hold.
- Once completed, the advising form will be routed to the Program Director for his/her
signature and approval.

DISABILITY AND ACCESS CENTER https://www.mtsu.edu/dac/

SCHEDULE AN EXAM OR QUIZ – MORE INFO
Welcome to the Disability and Access Center. We serve the Middle Tennessee State University campus by providing accommodations that level the academic playing field. We are also a cultural hub that provides relevant programming that gives students another avenue to participate fully in campus life.

MISSION

The Disability & Access Center is a cultural, social, and academic support hub for students at Middle Tennessee State University. We serve as an initial point of contact, conduit of information, and provisioner in matters related to disability accommodations, access, and awareness. By keeping abreast of emerging trends, the Disability & Access Center will effectively and efficiently respond to the needs of the population is serves.

VISION

The Disability & Access Center supports student success by promoting independence, cultural awareness, access, advocacy, universal design principles, and technological advances culminating in the understanding that disability is a natural part of the life experience.
Please take a moment to explore the resources listed on the left side of this page and become familiar with them. Within our site you will discover a variety of ways our office serves as a campus resource that promotes disability access and culture. We hope that you find this information to be of benefit to you. We look forward to working with you, and if you have any further questions or comments, please do not hesitate to contact us.
FINANCIAL AID

FORMS CAN BE FOUND ON THE MTSU FINANCIAL AID SITE.
https://www.mtsu.edu/financial-aid/

LOANS

To apply for a loan submit

- FAFSA
- Federal Direct Student Loan Request Sheet for Undergraduate or Teacher Certification”
  entering the amount of loan funds wanted for the entire academic year (fall-spring-summer). You can apply for up to $12,500 in federal student loans (up to $6,250 per semester). The
  Student Information Section of the attached “Request for Federal Financial Aid for
  Additional Coursework Form”; students should check the middle box on the Form indicating
  “Seeking Teacher Certification”. Also, they should include a copy of their Program of Study
  they receive from you (list of classes they are required to take). The completed, signed, and
  dated form should be submitted to the MT One Stop, faxed, or mailed according to the
  instructions on the Form. Hope this helps.

- The financial aid office at MTSU works diligently to process the applications, but you must
  understand that they are flooded with applications and you need to apply long before the
  semester starts.

IF YOU DAWDLE IN APPLYING: To prevent classes from being deleted, YOU can request an online loan
deferment to hold classes until you have handled all of the requirements (correcting FAFSA, submitting
Forms, etc.).

Request a Financial Aid deferment by completing the following steps:

1. Log into PipelineMT Click on the RaiderNet tab
2. Click on the Financial Aid tab Select “Request a
3. Financial Aid

Deferment”

There are graduate assistantships available. The application is available at the Grad Studies Office.
Have it sent to Educational Leadership.

SCHOLARSHIPS AND GRANTS

Federal Government has a tuition abatement program for librarians.

The Public Service Loan Forgiveness Program
Current tuition and fees are available at the Bursar’s webpage:

http://w1.mtsu.edu/bursar/FinancialAid

FINDING SCHOLARSHIP INFORMATION

We have an extensive scholarship website with information about scholarship opportunities for various groups of students. It also includes a section on private scholarships, with information about where to find and how to win some of the millions of private awards given each year across the US. You may want to suggest that your students visit www.mtsu.edu/scholarships to take advantage of this resource.

Bonnie A. McCarty  
Assistant Director of Scholarships Scholarship Office,  
Middle Tennessee State University 206 James Union  
Building MTSU Box 31, 1301 E. Main St.,  
Murfreesboro, TN 37132  
615-904-8414; Fax: 615-494-7770  
bonnie.mccarty@mtsu.edu  www.mtsu.edu/scholarships  
www.twitter.com/MTFinancialAid

SCHOOL LIBRARIANS

As part of its commitment to increase the ranks of individuals within the school library profession, TASL has created the TASL-School Library Media Scholarship. The purpose of this scholarship is to provide financial assistance to worthy students pursuing graduate studies leading to a Master’s in Library Science or certification in school library.

Applications are due in June. Please go to the TASL website at

http://www.tasltn.org/awards  Edwin S. Gleaves Scholarship Tennessee Library  
Association Recommendation Form

Please check TLA’s website for applications  http://www.tnla.org/search/all.asp?bst=scholarships+

ALA financial aid resources  
http://www.ala.org/educationcareers/education/financialassistance
The Graduate Catalog contains the policy for requesting a grade of Incomplete. 
http://catalog.mtsu.edu/index.php  Make sure you choose the latest graduate catalog. This is from the 2015-16 catalog:

The grade I indicates that the student has not completed all course requirements due to illness or other uncontrollable circumstances, especially those which may occur toward the close of the term. Mere failure to make up work or turn in required work on time does not provide a basis for the grade of I unless the extenuating circumstances noted above are acceptable to the instructor. When a student fails to appear for a final examination without known cause, the grade to be reported should be determined as follows: If the student has done satisfactory work to that point, the grade I may be reported on the assumption that the student was ill or will otherwise present sufficient reason for official excuse; if the student has attended irregularly and has not done satisfactory work to that point, the grade F should be reported.

The “incomplete” must be removed during the succeeding semester, excluding summer. Otherwise, it converts to a grade of F. A student should not make up the “incomplete” by registering and paying again for the same course. The I grade carries no value until converted to a final grade.

In the Library Science program, a grade of Incomplete will not be granted without a written application letter fully explaining the rationale for the request. Examples of conditions under which an Incomplete might be appropriate: (All must occur within the last 4 weeks of the semester)

- Long-term illness or treatment that will not end before the semester ends
- Family crisis required full-time attention for the duration of the semester Each request is treated without reference to any previously-allowed Incomplete grades.

All work for an Incomplete, must be submitted by the end of one month after the semester ends. Please take that into account before asking for an Incomplete.

All requests should be submitted to the instructor. Use the forms that follow this. Fill out the Request and the Change of Grade form.
Request for Incomplete Grade

Please submit this form to your instructor as soon as you know you cannot complete the remainder of the semester’s work. Must be submitted prior to last day of the session/semester.

Student’s Name: __________________________________________

M#: ___________________________  Semester (check one): □ Fall □ Spring □ Summer

Course CRN: ______________________  Course Title:____________________

Instructor’s Name: ______________________  Advisor’s Name: ______________________

I understand that 70% of my course work must be completed in order for this request to be considered. I am requesting an Incomplete for this course due to the following extenuating circumstances. (Please attach any supporting documentation.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How will you submit work and access course content? D2l access ends at the end of the semester.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s Signature: __________________________________________  Date:____________________

Student Notes:

• An “I” grade does not yet reflect credit in the course. If a course with an “I” grade is a prerequisite for another course, that other course may not be taken until the “I” grade has been changed to reflect a passing grade

• If required work is not submitted by the date below*, the “I” will be changed to an “F”. You will be notified of the new grade

 □ Approved  □ Denied

Instructor’s Signature: __________________________________________  Date:____________________

Work to be Completed:__________________________________________

Date: ______________________

Comments:

________________________________________________________________________

Your coursework must be completed by: *

* Maximum of 30 business days after the start of the next semester*

Fill out the Change of Grade form and submit with this request for the Incomplete
CHANGE OF GRADE FORM

Instructors: Please complete this form, print it, and submit to the Registrar’s Office in SSAC 150, by campus mail, or by fax to 898-5538. This form will not be accepted from a student.

Student M#:

First Name: ___________________________ M.I.: _____ Last Name: ___________________________

CRN: ___________ Course Subject/Prefix: _________ Course Number: _____________

Semester: ___________________________ Year: ___________________________

Change of grade from: __________ to: __________ *LDA: ___________________________

*When changing a grade to F, please enter a Last Date of Attendance in the LDA field.

(Please use appropriate grade for course grade type, i.e., A- for graduate level courses only or P for Pass/Fail courses, etc.)

Reason for Grade Change:

☐ Instructor Correction ☐ Incomplete Removed
☐ Student Submitted Late Work ☐ Instructor Entry Error
☐ Change X to Grade for Non-Graded Student

Request for Incomplete Extension (Justification and requested date of extension must be provided) Final Date of Extension: ___________________________

Justification: ____________________________________________

Instructor’s Name (print or type): ___________________________________ Instructor’s Signature_________________________ Date _________________

Dept Chair’s/Dean’s Name (print or type) __________________________________________________________

Signature of Dept Chair or Dean* _____________________________________________________________________ Date ____________________________

- A department chair signature is not required for change of incomplete to a final grade.
- A change of grade to grade requires the signature of the instructor and department chair or dean. If the instructor is the department chair, then the dean’s signature is required
- A change of grade or incomplete to “W” must be processed by the Withdrawal Office.
- All grade changes must be submitted prior to the next term’s start date for a student’s academic status to be recalculated.

A Tennessee Board of Regents Institution
Middle Tennessee State University, in its educational programs and activities involving students and employees, does not discriminate on the basis of race, color, national origin, sex, religion, or age. Furthermore, the university does not discriminate against veterans or individuals with disabilities.
Revised 6-2-14
You only graduate if you are getting the DEGREE. Non-degree students do not graduate!
Your degree plan (submitted before your first class) must match your transcript. Make sure that courses listed on the degree plan are on the transcript. No more than 2 C grades can be counted towards graduation. This can be emailed to Dr. Lambert.

Intent to graduate form is filed in the semester of graduation (not before)

GO TO: http://www.mtsu.edu/graduate/intent.php Fill this out online. Print the webpage before you submit. Print the receipt that you receive and keep it in your file.
Send a copy of the intent to Dr. Lambert for his records. Can be snail mailed, dropped off, or emailed (preferably) to Dr. Lambert.

frank.lambert@mtsu.edu Office in COE 348
MTSU
1301 E. Main #91
Murfreesboro 37132
fax 615.898.2859

ENDORSEMENT ONLY STUDENTS - If you are finishing your non-degree work, please fill out the form on the next page and submit. Submit the form in the first 3 weeks of your final semester.

Match Degree Plan courses to your transcript. If degree plan does not match, please file revision to degree plan form with your advisor.
Master of Library Science

COMPLETION SHEET

I have completed the following courses:
Check the courses completed and add the semester

<table>
<thead>
<tr>
<th>MY NAME:</th>
<th>MY M#:</th>
</tr>
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<tbody>
<tr>
<td>COURSE</td>
<td>GRADE</td>
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FIELD EXPERIENCE COURSES

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<tr>
<th>EXITPORTFOLIO URL</th>
<th>See the exitportfolio submission form in the Handbook. Exitportfolios are due in mid-semester</th>
</tr>
</thead>
</table>

LICENSURE STUDENTS: I have taken the Praxis II Librarian test with a score of _________________

Signature of candidate ___________________________

Date __________________

Complete this form in your last semester and submit in the first two weeks of the semester.

RETURN TO: Dr. Lambert VIA EMAIL at Frank.Lambert@MTSU.EDU
People having the privilege and good fortune to attend a college or university have called their experiences some of their most cherished memories. With thoughts such as these in mind, Intercultural & Diversity Affairs (IDA) exists to make your future university experiences become cherished memories.

**IDA IS DEDICATED TO:**

- Creating a “relevant environment”
- Providing each student with the opportunity to acquire the best education possible
- Providing each student with the opportunity to graduate to a fulfilling and rewarding career
- Providing a safe environment for issues related to the LGBT+ population on campus
- Ensure that international students have the best experience possible
- Create and environment conducive for a smooth transition to the American educational system for international students
- Develop programming that fosters a social and cultural life in a new unfamiliar setting

If you would like to have more information on how MTSU IDA can make these opportunities possible and available to you, please explore and review the rest of the IDA web site.

Thank you for your interest in MTSU IDA. In a spirit of cooperation, our mutual ends will be achieved. Everyone is welcome to attend and participate in all activities offered by IDA.
NON-DEGREE SEEKING WITH MASTER’S AND TEACHING LICENSE

For Non-degree Seeking Students who hold a current teaching license & a Master’s degree.

(Students who already have earned a Master’s degree in an Educational discipline need the add-on license, but not second Master’s degree—thus you are non-degree seeking. Do not file a degree plan since you are not getting a degree) Choose Add-On endorsement when you apply to Graduate Studies.

The required coursework consists of library science courses and the 6 credits of field experiences. Your advisor will plan the program needed to complete the State requirements.

IF YOU HAVE A MASTER’S DEGREE, BUT DO NOT HAVE A TEACHING LICENSE... the initial license can be obtained. Course requirements will depend upon your previous studies. You must complete a full semester of student teaching in place of two field experiences courses. You are a non-degree student but must be admitted to the Teacher Education Unit as well as the Grad School. Passing scores on Praxis II Principles of Learning and Teaching and Praxis II specialty test are required to obtain the license.

ALL STUDENTS: The State requires a passing Praxis II score (146) on the specialty test (10311). Make sure that you have Praxis scores sent to MTSU.

COMPLETION

Complete an application for the endorsement to your teaching license. MTSU files the application, but you must fill it out and send it to MTSU. Granting the license endorsement is the State Dept. of Education’s domain, not MTSU’s. (see Graduating page). Middle only certifies that you did complete the requirements; the state grants the endorsement. Do this after you have completed all coursework.
PROFESSIONAL BOOKS HIGHLY RECOMMENDED


PROFESSIONAL ORGANIZATION FOR LIBRARY SCIENCE STUDENTS

From Wikipedia June 30, 2016

List of Library Associations specific to American states
List of Library Associations specific to Canadian territories

- **American Library Association** (ALA) (includes membership in Tennessee Library Association)
- **American Association of Law Libraries** (AALL)
- **American Association of School Librarians** (AASL)
- **American Indian Library Association**
- **American Theological Library Association** (ATLA)
- **Art Libraries Society of North America** (ARLIS/NA)
- **Asian/Pacific American Librarians Association**
- **Association of Architecture School Librarians**
- **Association of Caribbean University, Research and Institutional Libraries**
- **Association of College and Research Libraries** (ACRL)
- **Association of Jewish Libraries**
- **Association of Research Libraries** (ARL)
- **Black Caucus of the American Library Association, Inc**
- **Border Regional Library Association** (BRLA)
- Canadian Federation of Library Associations COMING SOON 2017
- **Canadian Association for Information Science (CAIS-ACSI)**
- **Catholic Library Association**
- **Chinese American Librarians Association**
- **Church and Synagogue Library Association (CSLA)**
- **Colorado Library Consortium** (CLiC)
- **Illinois Library Association**http://www.abqla.qc.ca/
- **L'association des bibliothécaires du Québec/Quebec Library Association**
- **Library Information Technology Association** (LITA)
- **Major Orchestra Librarians' Association**
• Medical Library Association
• Music Library Association
• North American Serials Interest Group (NASIG)
• Pennsylvania Library Association
• Polish American Librarians Association (PALA)
• Public Library Association
• Southeastern Library Association
• Substance Abuse Librarians & Information Specialists (SALIS)
• Tennessee Library Association
• Theatre Library Association
• United States Agricultural Information Network
• Urban Libraries Council
• USA Toy Library Association
• Western Association of Map Libraries
• Wisconsin Library Association
REGISTRATION = REGISTRATION GUIDE (LINK TO THE REGISTRATION DATES AND REGISTRATION GUIDELINES)

If a course requires permission for enrollment, please follow the POD directions in this Handbook

IF A CLASS IS FULL, SEND A POD REQUEST TO THE INSTRUCTOR. Some of the classes will allow you to enroll even if they are full.

According to the Graduate Catalog, you must be a current student to enroll in classes—if you have not attended classes in the previous fall or spring semester, you are not a current student! Please contact Grad Studies to be readmitted (reenrolled). 615.898.2840

Use Pipeline / Raidernet / Registration to Look Up Classes

The CRN (Course Record Number) is needed -- for this course it is 50393.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Lib</th>
<th>Crs</th>
<th>Sec</th>
<th>Crnp</th>
<th>Title</th>
<th>Days</th>
<th>Time</th>
<th>Cap Act</th>
<th>Rom XL Cap</th>
<th>XL Act</th>
<th>XL Rem</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>50393</td>
<td>LMS</td>
<td>4150</td>
<td>24M</td>
<td>5.000</td>
<td>Books, Media, and Literacy for Children</td>
<td>TBA</td>
<td>25</td>
<td>25</td>
<td>56</td>
<td>0</td>
<td>56</td>
<td>Kathy Round</td>
</tr>
</tbody>
</table>

Clicking on the CRN will give you more info about the course.
Courses available in the LIBS degree are listed in the schedule book. You need the 5-digit CRN after the title of the course. Multiple sections of a course are the same. If there is room in the D01 section, enroll in D01.

- Any course number that starts with 60xx is a core course and required. You must take at least two of these before you can take other courses.
- Any course number that starts with 63xx is an elective. [EXCEPT FOR LICENSURE STUDENTS WHO MUST TAKE LIBS 6310 6311, elective of choice]
- Any course number that starts with 65xx is a field experience. You cannot take that until you have taken 12 credits of library science courses. LOOK FOR THE APPLICATION IN THE LIBS HANDBOOK http://www.mtsu.edu/programs/library-science-mls/docs/LIBS-Handbook.pdf
- LIBS 6900 is taken near the end of your program. The Exit ePortfolio and advanced concepts are the major focus in that course.

If you have an interest in courses outside the LIBS discipline, please contact your advisor. Dr. Lambert is advising LIBS students.

Please note that instructors may change due to enrollments.

How to choose your courses?

Look at your degree plan or program of study (the LIBS Handbook has a set of programs of study for students). See which courses you have not taken that are offered in spring. Think ahead also. Courses that are offered more than once a year...LIBS 6310, LIBS 6060, LIBS 6550. LIBS 6010, 6020, 6320, 6340 are only offered in the spring.

Contact your advisor if you have any questions

Frank.Lambert@mtsu.edu
**STARTING THE SEMESTER**

All courses are delivered through D2L at MTSU. Access to your course will not be possible until the day classes start.

**TO ACCESS YOUR COURSES:**

Open your web browser

Use this address to get to D2L http://elearn.mtsu.edu. The log in is your Pipeline

Login Courses are linked and choosing the link takes you to the instructor's D2L course site

**TEXTBOOKS**

These are listed on the Phillip's Bookstore site or are available through Pipeline.

**ONLINE BASICS**

Three to four days before the semester, check your MTmail account. The instructor will send an email about starting the course.

Note this significant feature of online education--you are in control. The education is delivered to your door and you choose when to receive and use the materials. You are not "delivered" to the instructor at the instructor's preference. It is a convenient but onerous responsibility--it lies in your hands. Ask the instructor about anything --content, navigation through D2L, missing or inconsistent instruction, etc. The instructor's job is to guide your success. The instructor wants you to succeed!

**DO NOT USE THE EMAIL WITHIN D2L TO ASK YOUR ADVISOR ABOUT OTHER COURSES OR YOUR PROGRAM. Use the email for the advisor that ends in @mtsu.edu**
The **Teacher Education Unit** handles initial licensure. You must apply and be admitted to the Teacher Education Unit. Once you are admitted, you must file a different application for a placement as a student teacher. Student teaching is a full-time job working in two different school libraries. All library science coursework must be completed before you student teach.

The course for student teachers is **YOED 5110 - Directed Teaching, Grades 7-12**

9 to 12 credit hours

Prerequisites: All required professional education courses; appropriate special methods course(s); admission to teacher education. A full-day, full-semester supervised teaching experience in a public-school classroom. Pass/Fail.

**Teaching**

Complete your application to Teacher Education **at least one semester** in advance of your desired student teaching semester. Library Science is a Secondary Ed Minor and post-baccalaureate.

Admission to Teacher Education see [http://www.mtsu.edu/education/admission.php](http://www.mtsu.edu/education/admission.php)

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**Timeline for Submission of ATE Application**

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>ADMISSION DEADLINES</th>
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</thead>
<tbody>
<tr>
<td>Spring</td>
<td>October 4 and December 4</td>
</tr>
<tr>
<td>Summer</td>
<td>March 4 and May 4</td>
</tr>
<tr>
<td>Fall</td>
<td>August 4</td>
</tr>
</tbody>
</table>

**NOTE:** To be eligible for priority registration, students should apply no later than March 4 for Fall semester and October 4 for Spring semester.

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**Secondary Education Minors**

- In order to obtain full admission to the program, you must complete all requirements for admission.
- [Click here to view Admission Requirements](http://www.mtsu.edu/education/admission.php)

---

**Apply for Admission to Teacher Education Program (ATE)**

- [Elementary Ed Majors](http://www.mtsu.edu/education/admission.php)
- [Secondary Ed Minors](http://www.mtsu.edu/education/admission.php)
TEACHER LICENSING FOR LIBRARY INFORMATION SPECIALIST

I HAVE A CURRENT TENNESSEE TEACHER LICENSE

Take the courses to obtain the Master’s degree [M.L.S.] If you already hold a related Master's degree, contact the Program Director to determine your courses [THE NEXT PAGE HAS SOME INFORMATION ON ENDORSEMENT-ONLY STUDENTS]

I DO NOT HAVE A TEACHER LICENSE AND I AM SEEKING AN INITIAL LICENSE THAT WILL ALLOW ME TO TEACH AS A LIBRARY INFORMATION SPECIALIST. I MAY OR MAY NOT HAVE A MASTER’S DEGREE.

Contact the Program Director to find out the required courses.

The State of Tennessee requires that you participate in an "enhanced student teaching experience." MTSU's student teaching residency II is state approved. You must work full-time for one semester in two different school libraries (called Residency II). Residency II is administered through the Office of Professional Laboratory Experiences.

ALL LICENSURE CANDIDATES MUST

Pass the Praxis II PLT and the Praxis II Librarian test

APPLYING FOR THE ENDORSEMENT

Please see the information on the next page.

TEACHER LICENSING – NON-DEGREE

Students who already have earned a Master's degree in an Education discipline, need the add-on license, but not a second Master's degree--thus are not seeking a degree--Do not file a degree plan since you are not getting a degree) Choose Add-On endorsement when you apply to grad school.

The required coursework consists of library science courses and the 6 credits of field experiences. The Library Science program coordinator will plan the program needed to complete the State requirements. For most students, the following courses are needed:

Core Courses:
- LIBS 6311 MATERIALS FOR LITERACY OF YOUNG PEOPLE AND ADULTS
- LIBS 6105 SCHOOL LIBRARY MANAGEMENT
- LIBS 6020 ORGANIZATION OF LIBRARY RESOURCES
- LIBS 6015 REFERENCE MATERIALS AND PROCESS
- LIBS 6900 SKILLS AND ISSUES IN THE LIBRARY
- LIBS 6550 SUPERVISED FIELD EXPERIENCE (TAKE TWICE)

Choice courses (Choose one):
- LIBS 6000 LIBRARIANSHIP
• LIBS 6010 COLLECTION DEVELOPMENT AND USER SERVICES
• LIBS 6310 MATERIALS FOR LITERACY OF CHILDREN
• LIBS 6320 INSTRUCTIONAL TEACHING STRATEGIES
• LIBS 6330 DIGITAL LIBRARY COLLECTIONS
• LIBS 6340 INTEGRATION OF LEARNING THEORY, CURRICULUM, AND TECHNOLOGY

IF YOU HAVE A MASTER'S DEGREE, BUT DO NOT HAVE A TEACHING LICENSE....the initial license can be obtained.
Course requirements will depend upon your previous studies. You must complete a full semester of student teaching in place of the two field experiences courses. You are a non-degree student, but you must be admitted to the Teacher Education Unit as well as Grad School. Passing scores on Praxis II Principles of Learning and Teaching and Praxis II specialty test are required to obtain the license.

ALL LICENSURE STUDENTS: The State requires a passing Praxis II score (146) on the specialty test (10311). Make sure that you have Praxis scores sent to MTSU.

**APPLYING FOR THE ENDORSEMENT**

Endorsement Number = Library Information Specialist PreK-12 (473)
Please go to the Office of Teacher Licensure page on the Middle Tennessee State University website. Scroll to the Applying for a License section, there you will find information for applying for licensure.

Send everything together. All grades and degrees are posted to your transcripts (no faxed, photocopies, email or escripted transcript). You cannot apply before your degree is posted! Your degree is not posted until after the semester when all grades are completed. The application for teacher license/endorsement and the Praxis registration will not be filed for you unless you initiate the process. Complete an application for the endorsement to your teaching licence.

**Office of Teacher Licensure at MTSU**
http://www.mtsu.edu/education/licensure.php
PRAXIS II Library Media Specialist Test 5311 – Minimum score is 146

PRAXIS REGISTRATION INFORMATION

See the Praxis site http://www.ets.org for registration information and access

The link for the test is http://www.ets.org/praxis/prepare/materials/0311

There is a Praxis Study Guide available from ETS—order online, pay, and download. Make sure you are at a computer with a printer!

Scores must be sent to MTSU for endorsement. In February 2013 ETS will offer a computer based test. Its number is Library Media Specialist (5311)

PRAXIS STUDY GUIDES

- These items are essential resources:
  - Information Power
  - Standards for the 21st Century Learner
  - Empowering Learners: Guidelines for School Library Media Programs
  - ALA documents (Intellectual Freedom, Library Bill of Rights and the interpretations, etc. are available from the ALA website http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm)

STUDY GUIDES

- Study guide for Praxis from Mansfield U
  - http://lib.mansfield.edu/home
- Study guide with flash cards and terms

Praxis II Librarian test is not required for the degree. It is required for the school library endorsement, but may be taken after graduation.
Candidates for licensure with endorsement as a school library information specialist will complete a graduate program leading to a master’s degree with a major in library information science. Candidates who already hold a master’s degree will complete an approved course of study at the graduate level meeting the appropriate knowledge and skills for a school library information specialist. A candidate may seek licensure as a school library information specialist as an area of initial (first) endorsement or additional endorsement. Field experiences and clinical practice (enhanced student teaching or internship) are integral components of the preparation program. They are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of the program.

- Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs.

- Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing. [MTSU's LS 6180 / 6190]

Candidates for initial endorsement will acquire knowledge and skills specified for the professional education core (including instructional technology) and library information specialist. They will complete an enhanced student teaching semester or full-year internship experience in school library settings at both the PreK-6 and 7-12 grade levels. Candidates must have opportunities to observe regular classrooms as part of their preparation program field experience.

Candidates for additional endorsement will acquire the knowledge and skills specified for the school library information specialist and instructional technology in the professional education core. They will complete a practicum of at least 200 clock hours in a school library setting.

Library information specialists will be prepared to serve schools with grades PreK-12. Preparation programs will have identifiable aspects at both the PreK-6 and 7-12 grade levels.

Supervision of the practicum, student teaching, and internship may be addressed by collaborative arrangements among institutions with school library information specialist programs, institutions with teacher preparation programs, and school systems.

The new licensure standards become effective no later than September 1, 2000. Library media specialists who are endorsed under existing standards prior to this date will be considered appropriately endorsed and may continue to serve as library media specialists.
In a professional program, it is not always possible to limit the costs. The Library Science program tries to keep the cost of textbooks as low as possible.

The textbooks for most courses cost approximately $125. A few courses have no textbooks at all.

All students in the College of Education, including Library Science, must purchase assessment software which is used for accreditation reporting. Instructors will tell you which software to buy and how to purchase. Several assignments are submitted to LiveText.

The bookstore website lists the books. [http://www.bkstr.com/middletennesseestatestore/home](http://www.bkstr.com/middletennesseestatestore/home)

From whom you buy your books is your decision.

KEEP ALL OF YOUR PROFESSIONAL BOOKS! YOU SHOULD CONTINUE TO USE THEM IN FUTURE COURSES AND IN YOUR CAREER
Library Privileges Request Form Tennessee  
K-12 Teachers

This form is to be completed by the individual teacher and submitted to the Walker Library Circulation Desk.

Last Name: ___________________  First: ___________________  Driver’s License: ___________________

Address: ____________________________________________________________

Email: _________________________ Phone(s): ________________________________

School Affiliation: ______________________________________________________

The requested privileges become the basis of an agreement between Walker Library and the requesting teacher. Regular borrowing privileges for materials apply.

I understand that I bear the same responsibility for the use and return of any materials I may access or borrow. I understand that any unfulfilled obligations pertaining to my use of library facilities and fines for overdue books will be regarded and pursued in the same manner as for non-MTSU affiliated patrons. I further understand that any conditions pertaining to my library usage that render me not in good standing with library policies will result in a hold being placed on my library account that will prevent my being able to check out library materials until those obligations have been satisfied.

I agree to abide by all the requirements, regulations, and policies pertaining to the normal and regular use of library facilities and services.

Signature:_________________________________________  Date: ____________________
Library Information Specialist PreK-12  
(Endorsement in Library Information Specialist PreK-12)

The role of a Library Information Specialist requires communication skills, professional knowledge of teaching and learning, understanding and use of technology, ability to manage and organize resources, and knowledge of books, media, and instructional materials basic to effective library programs. In addition to the general implementation standards, programs seeking to prepare candidates for this endorsement should consider the following:

Specialty Area Standards
EPPs must identify standards to which the program is aligned. Appropriate standards may include the relevant Tennessee Student Academic Standards and/or relevant specialty area standards.

Implementation Standards
1. EPPs may offer a course of study at the graduate level in library information science for candidates who already hold a master’s degree. Programs may offer a graduate program of study leading to a master’s degree for candidates who do not already hold a master’s degree.

2. A candidate may seek licensure as a school library information specialist as an area of initial (first) endorsement or additional endorsement.

3. Candidates for initial endorsement will acquire knowledge and skills specified for the professional education core (including instructional technology) and library information specialist. They will complete clinical practice in school library settings at both the PreK-5 and 6-12 grade levels. Candidates must have opportunities to observe regular classrooms as part of their preparation program field experience.

From the Tennessee Educator Preparation Policy https://www.tn.gov/assets/entities/education/attachments/epp_policy.pdf
See also the Board of Education https://tn.gov/assets/entities/sbe/attachments/7-25-14%20III_J_Educator_Licensure_Policy_Attachment.pdf
Introduction

A school library information specialist works with teachers and students in organizing knowledge and accessing information. This role requires communication skills, professional knowledge of teaching and learning, understanding and use of technology, ability to manage and organize resources, and knowledge of books, media, and instructional materials basic to effective library programs. In order to implement these licensure standards, an expansion of distance learning opportunities will be required.

Prospective school library information specialists will complete studies in library science. The education and professional development of a school library information specialist is initiated in course work, refined in field experiences, and enhanced during professional practice. School library information specialist preparation programs will provide the prospective candidate with the knowledge and skills to develop the following:

I. Professionalism and Communication

   A. Ability to communicate effectively with students, faculty, parents, and other colleagues individually and in groups to determine needs and to provide guidance in the selection and use of reading, viewing, and listening materials and electronic media for both pleasure and research.

   B. Ability to provide staff development and activities for teachers in the use of library and media resources.

   C. Ability to demonstrate a commitment to personal and professional growth by participating in local, state, and national professional organizations.

   D. Knowledge of a variety of cultural and philosophical viewpoints and the responsibility of the library information specialist to provide information and materials to reflect this variety.

II. Instructional Leadership

   A. Ability to collaborate with teachers on curriculum development and instructional design of lessons, units, and activities.
B. Understanding of student development and ability to use teaching strategies to meet the needs of diverse learners.

C. Ability to identify and select resources appropriate to areas of the curriculum and various client groups.

D. Ability to convey research skills and strategies, including the evaluation and analysis of information, to students and teachers.

E. Understanding of traditional and non-traditional research tools and the ability to use technology for research and information retrieval, and to instruct teachers and students on the use of electronic resources.

F. Ability to convey the importance of preparing one’s self to become a lifelong learner and to provide students with the skills necessary for this endeavor.

III. Collection Management and Organization

A. Knowledge of books, media, and instructional material appropriate for children and young adults.

B. Ability to develop, implement, and revise resource selection policies and procedures that reflect the school’s goals and objectives.

C. Ability to plan collection development, library instruction, and library schedule to accommodate the needs of the instructional program.

D. Ability to create an organized, accessible environment that facilitates access and stimulates use of library resources and is conducive to student learning.

E. Ability to manage a budget, conduct an inventory, develop the collection, and provide statistical analysis of circulation in a library.

F. Ability to evaluate both internal holdings and external resources in order to select appropriate resources to meet the needs of students and faculty.

G. Knowledge of community and global resources which supplement library services.
IV. Administration

A. Ability to develop and implement short and long range goals for a library program.

B. Ability to manage other library personnel.

C. Ability to develop and administer the programs and processes of the library.

D. Understanding of computer applications for both instructional and administrative purposes and ability to use library networks effectively.

Guidelines

I. Candidates for licensure with endorsement as a school library information specialist will complete a graduate program leading to a master’s degree with a major in library information science. Candidates who already hold a master’s degree will complete an approved course of study at the graduate level meeting the appropriate knowledge and skills for a school library information specialist.

II. A candidate may seek licensure as a school library information specialist as an area of initial (first) endorsement or additional endorsement.

III. Field experiences and clinical practice (enhanced student teaching or internship) are integral components of the preparation program. They are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.

IV. Candidates for initial endorsement will acquire knowledge and skills specified for the professional education core (including instructional technology) and library information specialist. They will complete an enhanced student teaching semester or full-year internship experience in school library settings at both the PreK-6 and 7-12 grade levels. Candidates must have opportunities to observe regular classrooms as part of their preparation program field experience.
V. Candidates for additional endorsement will acquire the knowledge and skills specified for the school library information specialist and instructional technology in the professional education core. They will complete a **practicum of at least 200 clock hours in a school library setting**.

VI. Library information specialists will be prepared to serve schools with grades preK-12. Preparation programs will have identifiable aspects at both the PreK-6 and 7-12 grade levels.

VII. Supervision of the practicum, student teaching, and internship may be addressed by collaborative arrangements among institutions with school library information specialist programs, institutions with teacher preparation programs, and school systems.

VIII. The new licensure standards become effective no later than September 1, 2000. Library media specialists who are endorsed under existing standards prior to this date will be considered appropriately endorsed and may continue to serve as library media specialists.
http://mtsu.edu/military/ Welcome to MTSU and the Veterans and Military Family Center. Thank you for your service to our country.

The goal of our Veterans and Military Family Center is to assist current military, veterans, and family members move from military to college, then from college to a successful career.

The Web site will provide step-by-step directions through the transition process.

Visit the Center

The 2,600-square foot center is located in Room 124 of Keathley University Center, right in the heart of the MTSU campus. It is on the first floor of the center, next to the campus post office. Click here for a searchable campus parking map.

The center is the largest and most comprehensive veterans center on any Tennessee higher education campus. It enables the about-1,000 student-veteran population on campus to have a one-stop shop to meet a variety of academic needs.

It is a place for our student-veterans to study, to gather and to get help from fellow veterans, who will serve as peer advisers and sponsors. Click here to read more about the center’s origins and services.