



MASTER OF LIBRARY SCIENCE HANDBOOK



2023-24

COLLEGE OF EDUCATION
Womack Educational Leadership Department
Master of Library Science

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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.

HANDBOOK CONTENTS

Handbook Contents	3
Middle Tennessee State University.....	5
<i>MTSU College of Graduate Studies Regulations</i>	<i>6</i>
The Master of Library Science (MLS)	7
Program at MTSU	7
<i>Vision.....</i>	<i>7</i>
<i>Mission</i>	<i>7</i>
<i>Outcomes</i>	<i>7</i>
<i>Goals</i>	<i>7</i>
<i>Program Objectives.....</i>	<i>8</i>
<i>Values.....</i>	<i>8</i>
<i>MTSU's library science program allows you to obtain the following:</i>	<i>8</i>
Admission	9
<i>The Application</i>	<i>9</i>
<i>School Library Endorsement</i>	<i>9</i>
<i>Statement of Purpose (SOP) for Graduate School.....</i>	<i>10</i>
<i>Statement of Purpose Rubric</i>	<i>11</i>
Required Courses.....	12
<i>THE MLS Degree</i>	<i>12</i>
<i>School library licensure.....</i>	<i>13</i>
Course Descriptions	15
MLS Program Plans of Study	17
<i>Course Rotation</i>	<i>19</i>
<i>Course Numbering System.....</i>	<i>19</i>
<i>Permission of the Department Courses [PODs]</i>	<i>20</i>
<i>Student Advising</i>	<i>20</i>
Registration Guide	21
Teacher Licensing for Library Information Specialist	23
<i>I Have a Current Tennessee Teacher License</i>	<i>23</i>
<i>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.</i>	<i>23</i>
<i>Applying for the Endorsement.....</i>	<i>23</i>

<i>Teacher Licensing – Non-Degree</i>	<i>23</i>
<i>Applying for the Endorsement</i>	<i>25</i>
<i>Praxis Registration Information</i>	<i>25</i>
<i>Praxis Study Guides</i>	<i>26</i>
<i>Study Guides</i>	<i>26</i>
<i>Guidelines</i>	<i>26</i>
Student Teaching for Initial License	28
<i>Teaching</i>	<i>28</i>
Applying for Library Media Specialist Form.....	33
Starting the Semester	35
Textbooks	36
Disability and Access Centre	37
Financial Aid	38
Grades—Incomplete.....	40
Graduating.....	43
Career Centre at MTSU	45
Professional Organizations for	46
Library Science Students	46
Highly Recommended	47
Professional Books.....	47
Intercultural and.....	48
Diversity Affairs	48
MTSU Veterans and Military Family Centre	49

MIDDLE TENNESSEE STATE UNIVERSITY

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.*

MTSU COLLEGE OF GRADUATE STUDIES REGULATIONS

[MTSU College of Graduate Studies](#)

READ THE GRADUATE CATALOG! THERE ARE MINIMUM GRADE POINT STANDARDS

Min 3.0 GPA required

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 [HERE](#).)

Please fill out and mail, [email](#) (PREFERRED), or fax ((615) 898-2859) to PROGRAM DIRECTOR, Prof. Holly Hebert.

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 [HERE](#).

THE MASTER OF LIBRARY SCIENCE (MLS) PROGRAM AT MTSU

VISION

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 (2019) and to specific values that the program holds.

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*

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 (**24-36 credits hours**)

Master of Library Science with **initial** teacher licensure. This license allows you to work as a school librarian. (**42 credit hours**)

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 CAEP, and it is approved by the Tennessee Department of Education.

The MLS requires a 100 hour field experience/practicum. This is not negotiable—if you feel that you cannot take time from work to complete a field experience in any one semester, do not pursue this degree.

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

THE APPLICATION

Go to the [College of Graduate Studies website](#) 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.

STATEMENT OF PURPOSE (SOP) 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.

You also may want to review [8 Qualities of Powerful Writing](#).

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 attending graduate school. If that is your only reason, perhaps you should reconsider!

STATEMENT OF PURPOSE RUBRIC

Instructions:

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

AREA	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	EMERGING (2)	UNACCEPTABLE (1)	SCORE
THESIS, PURPOSE, THEME, FOCUS	Can write a clearly articulated, original thesis/purpose in applying to the MLS program in Graduate Studies.	Can state a thesis/purpose; may be either somewhat unclear or somewhat lacking in originality.	Can articulate a thesis/purpose; may be unclear or lacking in originality.	Cannot articulate any thesis/purpose for applying to the MLS program in Graduate Studies	
PROFESSIONAL UNDERSTANDING	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.	Motivation has realistic perceptions of the profession; is somewhat unclear in the understanding of the profession as career	Motivation has unrealistic perceptions of some aspects of librarianship; motivation is theoretical and not practical.	Motivation indicates that applicant has not observed or researched the profession; no understanding of the profession as a career.	
ORGANIZATION, COHERENCE, FLOW	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.	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.	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.	Statement of purpose has no clear organizational pattern	
STYLE, MECHANICS	Can use correct grammar, spelling, and punctuation. Writing is clear and concise, without unnecessary jargon.	Can write a statement with minor Errors in grammar, spelling, or punctuation. Writing is still clear and concise, without unnecessary jargon.	Can write a statement with moderate Errors in grammar, spelling, or punctuation; or in some places writing is unclear, wordy, or uses unnecessary jargon.	Writes a statement with major errors in grammar, spelling, or punctuation; or in several places writing is unclear, wordy, or uses unnecessary jargon.	
CREATIVITY	Can write a very original statement. Statement strongly conveys student's individual voice and personality and powerfully sets candidate apart from other candidates.	Can write an original statement. In most places, statement conveys student's individual voice and personality and sets candidate apart from other candidates.	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.	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.	
REFLECTIVE EXAMPLES	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.	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.	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.	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	
TOTAL:					

*Adapted from the [Emory University Career Center](#)

REQUIRED COURSES

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>

At least two LIBS 60xx classes must be taken BEFORE you can enroll in other elective classes. EXCEPTIONS: LIBS 6310, LIBS 6311, LIBS 6340.

THE MLS DEGREE

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

CORE COURSES (18 CREDITS)

1. LIBS 6000 Librarianship
2. LIBS 6010/6115 Collection Development and User Services
3. LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
4. LIBS 6020 Organizing Library Materials
5. LIBS 6030 Information Technology for Information Professionals
6. LIBS 6060 Understanding Research for Evaluation in Libraries

ADMINISTRATION COURSE (3 CREDITS)

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

CAPSTONE AND FIELD EXPERIENCE COURSES (3 CREDITS)

7. LIBS 6550 Supervised Field Experience in Libraries

ELECTIVES - (12 CREDITS)

- LIBS 6106 Introduction to Leadership in Libraries
- LIBS 6115 Collection Development and User Services
- LIBS 6201 Public Libraries and Librarianship
- 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
- LIBS 6401 Academic Libraries and Librarianship
- LIBS 6550 Supervised Field Experience in Libraries (may be taken once more as an elective)
- LIBS 6700 Special Libraries and Librarianship

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

☐ **I HAVE A MASTER'S DEGREE AND I HAVE A TEACHING LICENSE (NON-DEGREE SEEKING) (ENDORSEMENT TO LICENSE) – 24 CREDITS**

If you are not seeking the MLS degree because you possess a Masters in another discipline, and you are a currently licenced teacher, your plan of study will consist usually of these courses:

CORE COURSES (12 CREDITS)

1. LIBS 6000 Librarianship
2. LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
3. LIBS 6010/6115 Collection Development and User Services
4. LIBS 6020 Organizing Library Materials

ADMINISTRATION COURSE (3 CREDITS)

5. LIBS 6105 School Library Management [school licensure]

CAPSTONE AND FIELD EXPERIENCE COURSES (3 CREDITS)

6. LIBS 6550 Supervised Field Experience in Libraries

ELECTIVES - (6 CREDITS)

7. LIBS 6310 Materials for the Literacy of Children [school licensure]
8. LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure]

**Transfer Courses must be approved by your advisor.*

☐ **I HAVE A MASTER'S DEGREE AND I DO NOT HAVE A TEACHING LICENSE -**

36 CREDITS

If you are not seeking the MLS degree because you possess a Masters in another discipline, and you need your teaching licence, the usual program of study consists of these courses:

CORE COURSES (12 CREDITS)

1. LIBS 6000 Librarianship
2. LIBS 6010/6115 Collection Development and User Services
3. LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
4. LIBS 6020 Organizing Library Materials

ADMINISTRATION COURSE (3 CREDITS)

5. LIBS 6105 School Library Management [school licensure]

CAPSTONE AND FIELD EXPERIENCE (12 CREDITS)

6. LIBS 6550 Supervised Field Experience in Libraries
7. YOED 5510 The Teaching Internship 7-12 (9 credits)

ELECTIVES - (9 CREDITS)

8. LIBS 6310 Materials for the Literacy of Children [school licensure]
9. LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure]
10. LIBS 6345 Instructional Strategies for Information Professionals

☐ **I DO NOT HAVE A MASTER'S DEGREE AND I DO NOT HAVE A TEACHING LICENSE -42 CREDITS**

CORE COURSES (18 CREDITS)

1. LIBS 6000 Librarianship
2. LIBS 6010/6115 Collection Development and User Services
3. LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
4. LIBS 6020 Organizing Library Materials
5. LIBS 6030 Information Technology for Information Professionals
6. LIBS 6060 Understanding Research for Evaluation in Libraries

ADMINISTRATION COURSE (3 CREDITS)

7. LIBS 6105 School Library Management [school licensure]

CAPSTONE AND FIELD EXPERIENCE (12 CREDITS)

8. LIBS 6550 Supervised Field Experience in Libraries
9. YOED 5510 The Teaching Internship 7-12 (9 credits)

ELECTIVES - (9 CREDITS)

10. LIBS 6310 Materials for the Literacy of Children [school licensure]
11. LIBS 6311 Materials for the Literacy of Young People and Adults [school licensure]
12. LIBS 6345 Instructional Strategies for Information Professionals

COURSE DESCRIPTIONS

LIBS 6000 LIBRARIANSHIP

3 CREDITS

Presents the broad field of librarianship as a profession. Emphasis on the place of the library as an essential resource for communities and the role of the librarian in provision of service to all users. The e-portfolio will be planned and designed.

LIBS 6015 INTRODUCTION TO INFORMATION INTERMEDIATION, RESOURCES, AND INSTRUCTION

3 CREDITS

Evaluation and use of print and electronic reference materials, programming for literacy skills, the reference selection process, emerging technologies for reference, and initial search strategies

LIBS 6020 ORGANIZATION OF INFORMATION

3 CREDITS

The purpose of this course is to introduce students to the concepts and theoretical foundations of organizing information with an emphasis on organizing library resources.

LIBS 6030 INFORMATION TECHNOLOGY FOR INFORMATION PROFESSIONALS

3 CREDITS

This course presents basic information technology concepts and skills necessary for library and information science professionals.

LIBS 6060 UNDERSTANDING RESEARCH FOR EVALUATION IN LIBRARIES

3 CREDITS

Studies of research methods, qualitative and quantitative research, and statistical analysis to assist decision-making skills based on research results and to design empirical research projects. Emphasis on practitioner skills to evaluate processes, products, services of libraries.

LIBS 6100 MANAGEMENT OF LIBRARIES

3 CREDITS

Administration and management of the library. Trends, governance, information literacy issues, and all other elements of managing the modern library will be addressed. **Prerequisites: 6 credits of LIBS 60xx courses.**

LIBS 6105 SCHOOL LIBRARY MANAGEMENT

3 CREDITS

Encompasses the administration and supervision of the modern library and its program. goals are based on ala and/or AASL standards and initiates exploration of library improvement and instruction for learning. **Prerequisites: 6 credits of LIBS 60xx courses.**

LIBS 6106 INTRODUCTION TO LEADERSHIP IN LIBRARIES

3 CREDITS

This course offers an introduction to the theories, practices, and procedures relevant to effective leadership of libraries. **Prerequisite: LIBS 6100 OR 6105.**

LIBS 6115 COLLECTION DEVELOPMENT AND USER SERVICES

3 CREDITS

The study of library collections and their relationship to user services. Includes studies of the evolution of library collections, the development of information needs, analysis of stakeholder needs, library mission, collection analysis, selection aids, and collection maintenance.

LIBS 6201 PUBLIC LIBRARIES AND LIBRARIANSHIP

3 CREDITS

This course focuses on the public library's role in society including current practices, trends and issues. Topics include: history of public libraries, governance, funding, equity and access, youth and adult services, facilities, technology, outreach, and global perspectives. **Prerequisite: LIBS 6000.**

LIBS 6310 MATERIALS FOR LITERACY OF CHILDREN	3 CREDITS
Materials suitable for babies, toddlers, and elementary school children. Includes study of reading skills, recreational reading, non-fiction, criteria for evaluating, selection, and how to integrate national standards into programming for these patrons. The partnership between library and school curriculum will be emphasized.	
LIBS 6311 MATERIALS FOR LITERACY OF YOUNG PEOPLE AND ADULTS	3 CREDITS
Materials suitable for young adults and adults. Includes recreational reading, non-fiction, criteria for 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. <i>Prerequisites: LIBS 6 credits of LIBS 60xx courses.</i>	
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. <i>Prerequisites: LIBS 6 credits of LIBS 60xx courses.</i>	
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 6401 ACADEMIC LIBRARIES AND LIBRARIANSHIP	3 CREDITS
Provides a broad overview of academic libraries. Examines the purpose of the academic library in light of the type of institution it serves; introduces the mission of academic libraries in universities and colleges as well as examines the necessary services, resources, space, and funding needed to fulfill that mission. <i>Prerequisite: LIBS 6000.</i>	
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. <i>Prerequisites: 12 hours of library science. May be repeated up to a maximum of 6 credit hours.</i>	
LIBS 6700 SPECIAL LIBRARIES AND LIBRARIANSHIP	3 CREDITS
This course is an examination of the contexts and administrative functions of special libraries. In this class, students will garner a clear understanding of what special libraries are, how special libraries operate, what the responsibilities of being a special librarian are, the methods of librarianship used by special librarians, and the professional and institutional development of special libraries. <i>Prerequisite: LIBS 6000.</i>	

MLS PROGRAM PLANS OF STUDY

*** Please note that credit hour requirements are dependent on a student's enrolment status, *especially* for students pursuing the MLS for school librarianship while working in a job-embedded position or on a waiver in a school library. Please consult with your advisor (Prof. Hebert) for more detailed information. ***

MLS only	I am seeking licensure for school librarian		
I DO NOT HAVE A MASTER'S DEGREE	I HAVE A MASTER'S DEGREE AND I HAVE A TEACHING LICENSE (ENDORSEMENT TO LICENSE)	I HAVE A MASTER'S DEGREE (NON-DEGREE SEEKING) AND I DO NOT HAVE A TEACHING LICENSE	I DO NOT HAVE A MASTER'S DEGREE AND I DO NOT HAVE A TEACHING LICENSE
CORE COURSES (18 CREDITS)	CORE COURSES (12 CREDITS)	CORE COURSES (12 CREDITS)	CORE COURSES (18 CREDITS)
<ul style="list-style-type: none"> LIBS 6000 Librarianship LIBS 6010/6115 Collection Development and User Services LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction LIBS 6020 Organization of Information LIBS 6030 Information Technology for Information Professionals LIBS 6060 Understanding Research for Evaluation in Libraries 	<ul style="list-style-type: none"> LIBS 6000 Librarianship LIBS 6010/6115 Collection Development and User Services LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction LIBS 6020 Organization of Information 	<ul style="list-style-type: none"> LIBS 6000 Librarianship LIBS 6010/6115 Collection Development and User Services LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction LIBS 6020 Organization of Information 	<ul style="list-style-type: none"> LIBS 6000 Librarianship LIBS 6010/6115 Collection Development and User Services LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction LIBS 6020 Organization of Information LIBS 6030 Information Technology for Information Professionals LIBS 6060 Understanding Research for Evaluation in Libraries
ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)	ADMINISTRATION COURSE (3 CREDITS)
<ul style="list-style-type: none"> LIBS 6100 Management of Libraries [generalist] OR LIBS 6105 School Library Management [school licensure] 	<ul style="list-style-type: none"> LIBS 6105 School Library Management [school licensure] 	<ul style="list-style-type: none"> LIBS 6105 School Library Management [school licensure] 	<ul style="list-style-type: none"> LIBS 6105 School Library Management [school licensure]
FIELD EXPERIENCE COURSE (3 CREDITS)	FIELD EXPERIENCE COURSE (3 CREDITS)	FIELD EXPERIENCE AND STUDENT TEACHING COURSES (12 CREDITS)	FIELD EXPERIENCE AND STUDENT TEACHING COURSES (12 CREDITS)
<ul style="list-style-type: none"> LIBS 6550 Supervised Field Experience in Libraries-100 hrs. 	<ul style="list-style-type: none"> LIBS 6550 Supervised Field Experience in Libraries-100 hrs. 	<ul style="list-style-type: none"> LIBS 6550 Field Experience (to be completed prior to student teaching.) YOED 5510 The Teaching Internship, Gr. 7-12 (9 credits) 	<ul style="list-style-type: none"> LIBS 6550 Field Experience (to be completed prior to student teaching.) YOED 5510 The Teaching Internship, Gr. 7-12 (9 credits)
ELECTIVES (12 CREDITS)	ELECTIVES (6 CREDITS)	ELECTIVES (9 CREDITS)	ELECTIVES (9 CREDITS)
<ul style="list-style-type: none"> LIBS 6106 Introduction to Leadership in Libraries LIBS 6115 Collection Development and User Services LIBS 6201 Public Libraries and Librarianship LIBS 6310 Materials for the Literacy of Children LIBS 6311 Materials for the Literacy of Young People and Adults 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 LIBS 6401 Academic Libraries and Librarianship 	<ul style="list-style-type: none"> LIBS 6310 Materials for the Literacy of Children LIBS 6311 Materials for the Literacy of Young People and Adults 	<ul style="list-style-type: none"> LIBS 6310 Materials for the Literacy of Children* LIBS 6311 Materials for the Literacy of Young People and Adults LIBS 6345 Instructional Strategies for Information Professionals 	<ul style="list-style-type: none"> LIBS 6310 Materials for the Literacy of Children LIBS 6311 Materials for the Literacy of Young People and Adults LIBS 6345 Instructional Strategies for Information Professionals

<ul style="list-style-type: none"> LIBS 6550 Supervised Field Experience in Libraries (<u>MAY BE TAKEN ONCE MORE AS AN ELECTIVE</u>) LIBS 6700 Special Libraries and Librarianship 			
—36 CREDITS	—24 CREDITS	--36 CREDITS	—42 CREDITS

COURSE ID	COURSE TITLE	SEMESTER
LIBS 6000	Librarianship	<i>Fall, summer</i>
LIBS 6010/6115	Collection Development and User Services	<i>Fall, summer</i>
LIBS 6015	Introduction to Information Intermediation, Resources, and Instruction	<i>Spring, summer</i>
LIBS 6020	Organization of Information	<i>Spring, summer</i>
LIBS 6030	Information Technology for Information Professionals	<i>Fall, summer</i>
LIBS 6060	Understanding Research for Evaluation in Libraries	<i>Fall, spring</i>
LIBS 6100	Management of Libraries	<i>Fall</i>
LIBS 6105	School Library Management	<i>Fall</i>
LIBS 6106	Introduction to Leadership in Libraries	<i>Pending</i>
LIBS 6201	Public Libraries and Librarianship	<i>Spring</i>
LIBS 6310	Materials for Literacy of Children	<i>Spring, fall</i>
LIBS 6311	Materials for Literacy of Young People & Adults	<i>Summer, spring</i>
LIBS 6320	Information Searching Strategies	<i>Fall alternating</i>
LIBS 6330	Digital Library Collections	<i>Summer alternating</i>
LIBS 6340	Integration of Learning Theory, Programs, & Technology	<i>Summer alternating</i>
LIBS 6345	Instructional Strategies for Information Professionals	<i>Spring</i>
LIBS 6401	Academic Libraries and Librarianship	<i>Summer</i>
LIBS 6550	Supervised Field Experience	<i>Fall, spring, summer</i>
LIBS 6700	Special Libraries and Librarianship	<i>Fall alternating</i>
LIBS 6999	Exit Assessment Preparation (1 credit)	<i>As needed</i>

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.

A minimum of 2 60XX courses must be taken before 61XX or 63XX. *Exceptions: 6310, 6311, 6340*

COURSE ROTATION

Course rotation of highest enrolled current courses

Fall	Spring	Summer
LIBS 4150 (undergrad only)	LIBS 4150 (undergrad only)	LIBS 6000
LIBS 6000	LIBS 6010/6115	LIBS 6015
LIBS 6010/6115	LIBS 6015	LIBS 6020
LIBS 6030	LIBS 6020	LIBS 6030
LIBS 6060	LIBS 6060	LIBS 6311
LIBS 6100	LIBS 6201	LIBS 6330 or 6340
LIBS 6105	LIBS 6310	LIBS 6550
LIBS 6310	LIBS 6311	LIBS 6401
LIBS 6320 or 6700	LIBS 6345	
LIBS 6550	LIBS 6550	
OTHER ELECTIVES OFFERED DEPENDING ON STUDENT DEMAND-MIN. OF 8 STUDENTS REQUIRED		

COURSE NUMBERING SYSTEM

60xx	Core	xx00	Foundation
61xx	Administration	xx10	Materials
62xx	Public Libraries	xx20	User Services
63xx	Library Services	xx30	Technology
64xx	Academic Libraries	xx40	Learning Theory
65xx	Field experience	xx50	Field experience
66xx	Advanced User Services	xx60	Research
67xx	Other Information Centers	xx70	Open
68xx	Advanced Information Organization	xx80	Open
69xx	Capstone	xx90	Reinforcement of earlier course

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 Pipeline), the course number and section, and the course CRN (find it on Pipeline).

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 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)!

STUDENT ADVISING

The MLS Program Coordinator advises all incoming and continuing MLS students. Student advising is supported by the Degree Works platform (accessed through Pipeline). Degree Works is managed by the College of Graduate Studies.

Degree Works is a degree audit system that maps the student's course plan of study to ensure that the courses students' complete conform to the MLS Program's four plans 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.

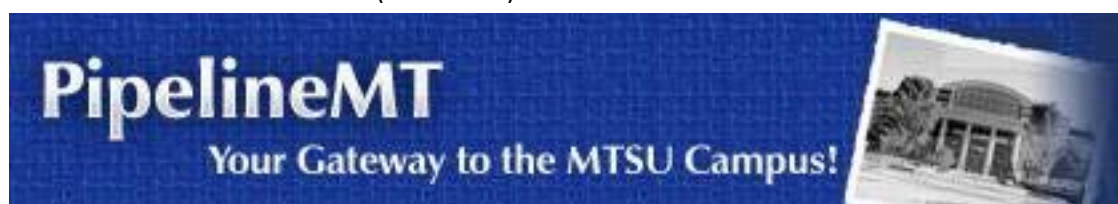
REGISTRATION GUIDE

([LINK TO THE REGISTRATION DATES AND 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.

Sections Found

LIBS-Library Service																
Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	XL Cap	XL Act	XL Rem	Instr
NR	50393	LIBS	4150	D01	24M	3.000	Books, Media, and Literacy for Children		TBA	25	0	25	36	0	36	Kathryn Boudr
								S	09:00 am-11:00							Kathryn Boudr

Clicking on the CRN will give you more info about the course including required textbooks for the class.

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 [FIELD EXPERIENCE HANDBOOK](#).

If you have an interest in courses outside the library and information sciences discipline, please contact your advisor. Prof. Hebert is advising ALL MLS students.

Please note that instructors may change due to enrollments.

How to choose your courses?

Look at the plan of study that matches your goals (the LIBS Handbook has a set of plans of study for students on pp. 17-18). See which courses you have not taken that are offered in spring or summer if you are currently in fall semester. Think ahead also. There is a course rotation schedule on p. 22 to help you plan ahead.

Contact your advisor if you have any questions

Holly.Hebert@mtsu.edu

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 [edTPA](#) and the Praxis II School Library Media Specialist exam (5311 - 5312 starting January 2024)

APPLYING FOR THE ENDORSEMENT

Please see the information on the page after next.

TEACHER LICENSING – NON-DEGREE

Students who already have earned a Master's degree in an Education discipline need the add-on endorsement for Library Media Specialist (school librarian), but not a second Master's degree-thus they are not seeking a degree. Choose Add-On endorsement when you apply to College of Graduate Studies.

The required coursework consists of seven (7) library science courses (21 credits) and 3 credits of field experience for a total of 24 credit hours. In some circumstances, the library science Program Coordinator will help define the plan of study needed to complete the State requirements. For most students, the following courses are needed:

CORE COURSES:

- LIBS 6000 LIBRARIANSHIP
- LIBS 6010/6115 COLLECTION DEVELOPMENT AND USER SERVICES
- LIBS 6015 INTRODUCTION TO INFORMATION INTERMEDIATION, RESOURCES, AND INSTRUCTION
- LIBS 6020 ORGANIZATION OF LIBRARY RESOURCES
- LIBS 6310 MATERIALS FOR LITERACY OF CHILDREN
- LIBS 6311 MATERIALS FOR LITERACY OF YOUNG PEOPLE AND ADULTS
- LIBS 6105 SCHOOL LIBRARY MANAGEMENT

- LIBS 6550 SUPERVISED FIELD EXPERIENCE

IF YOU HAVE A MASTER'S DEGREE, BUT DO NOT HAVE A TEACHING LICENSE....the initial license can be obtained. Please see the Plan of Studies pages.

Course requirements will depend upon your previous studies. You must complete a full semester of student teaching as well as one field experiences prior to your teaching semester. You are a non-degree student, but you must be admitted to the Teacher Education Unit as well as the College of Graduate Studies. Passing scores on edTPA Library Specialist assessment and the Praxis II School Library Media Specialist specialty test are required to obtain the license and the endorsement.

ALL LICENSURE STUDENTS: The State requires a passing Praxis II score (146) on the specialty test (5311) and 154 for the new specialty test (5312) starting January 1, 2024. Make sure that you have Praxis scores sent to MTSU's Office of Teacher Licensure.

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

PRAXIS II Library Media Specialist Test 5311 -- Minimum score is 146; NEW test 5312 (Jan. 1, 2024) -- Minimum score is 154

PRAXIS REGISTRATION INFORMATION

See the [Praxis site](#) for registration information and access.

The link for the test is: <https://www.ets.org/praxis/prepare/materials/5311>.

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.

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](#))

STUDY GUIDES

- [AASL Standards for 21st Century Learners](#)
- [The Praxis Study Companion for Library Media Specialist \(5311\)](#)
- [Study guide with flash cards and terms](#)
 - <http://quizlet.com/2221580/praxis-ii-library-media-specialist-0311-flash-cards/>
 - State of Tennessee Dept. of Ed page on Praxis

Praxis II Librarian test is not required for the degree. It is required for the school library endorsement, but may be taken after graduation.

TEACHER LICENSING - TENNESSEE STATE DEPARTMENT OF EDUCATION STANDARDS AND REQUIREMENTS FOR THE LIBRARY INFORMATION SPECIALIST ENDORSEMENT

[Teacher Licensure Standards](#)

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.
- II. 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.
- 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.

STUDENT TEACHING FOR INITIAL LICENSE

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 5510 – The Teaching Internship, Grades 7-12

9 credit hours

A full-day, full-semester supervised teaching experience in a public-school classroom. Pass/Fail.

Prerequisites: All required professional education courses; appropriate special methods course(s); admission to teacher education.

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.

See: [Admission to Teacher Education](#)

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](#)

Tennessee Teacher Licensure Standards: Library Information Specialist PreK-12

Date Standards Adopted or Most Recent Revision: 1994
Date Institutions Must Submit To DOE: Current
Date Candidates Must Meet Standards: September 1, 2000

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.

APPLYING FOR LIBRARY MEDIA SPECIALIST FORM

FOR STUDENTS WHO WANT TO BE SCHOOL LIBRARIANS AND NEED TO HAVE THE ENDORSEMENT ADDED TO YOUR LICENCE:

Select: Library Media Specialist (473)

DO THIS TO APPLY FOR LIBRARY MEDIA SPECIALIST LICENSE ONLY AFTER YOUR DEGREE OR FINAL COURSES HAVE BE POSTED TO YOUR MIDDLE TENNESSEE STATE UNIVERSITY TRANSCRIPT.

- 1) Go to www.mtsu.edu
- 2) Use the A-Z Index and type **T** for the ***Office of Teacher Licensure***
- 3) On the Teacher Licensure page scroll to bottom and open link “***Applying for Licensure***”.
- 4) Read that paragraph then click on the ***Preliminary Application for Tennessee Teaching Licensure***
- 5) Open as an ADOBE PDF file...it will not be sent automatically to Middle Tennessee State University... you must save and print after you complete the form. Please note you are a Post-Baccalaureate candidate and you will need to complete the bottom half.
- 6) When you see: List endorsement area expected to teach: ***Select Library Media Specialist (473)*** from the drop box
- 7) Remember you **must PRINT the form** and **save your INFORMATION**... You must include your SS# and your M#
- 8) Complete the form by signing it
- 9) **Contact Middle Tennessee State University Records and have an Official Electronic Transcript sent to the Tennessee Department of Education once your degree and/or grades has been posted.**

It is not necessary to send transcripts from other universities unless you don't have a licensure. In that case you can either send them directly to the Tennessee Department of Education or include them in your package.

Please mail preliminary application (**no email or fax**):

Middle Tennessee State University
P. O. Box 14
Murfreesboro, TN 37132

MASTER OF LIBRARY SCIENCE

NON-DEGREE ENDORSEMENT ONLY COMPLETION SHEET

I have completed the following courses:

MY NAME:	MY M#:	
COURSE	GRADE	SEMESTER / YEAR TAKEN
FIELD EXPERIENCE COURSES		
EXITPORTFOLIO URL	See the exitportfolio submission form in the Handbook. Exitportfolios are due in mid-semester	

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: Prof. Hebert VIA EMAIL at Holly.Hebert@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 ID and password. 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

TEXTBOOKS

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.

From whom you buy your books is your decision. You are welcome to consider other booksellers, both online and bricks and mortar

**Keep all your professional books! You should continue to use them in future courses and in your career.*

DISABILITY AND ACCESS CENTRE

[Disability and Access Centre Website](#)

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 it 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](#)

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 Deferment”*
3. *Financial Aid*

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

SCHOLARSHIP 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](#).

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](#)

[Edwin S. Gleaves Scholarship Tennessee Library Association Recommendation Form](#)

Please check [TLA's website](#) for applications

[ALA financial aid resources](#)

GRADES—INCOMPLETE

[The Graduate Catalog](#) contains the policy for requesting a grade of Incomplete.

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.

Download-
Return to
instructor
by email

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? D2I 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:

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:

- | | |
|--|---|
| <input type="checkbox"/> Instructor Correction | <input type="checkbox"/> Instructor Entry Error |
| <input type="checkbox"/> Incomplete Removed | <input type="checkbox"/> Change X to Grade for Non-Graded Student |
| <input type="checkbox"/> Student Submitted Late Work | |

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

GRADUATING

You only graduate if you are getting the DEGREE. Non-degree students do not graduate!
No more than 2 C grades can be counted towards graduation. This can be emailed to Prof. Hebert.

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

Intent to Graduate is filled out online. Go to <https://mtsu.edu/graduate/forms.php> and select "Forms for Current Graduate Students". 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 Prof. Hebert** for her records. Can be snail mailed, dropped off, or emailed (preferably) to Prof. Hebert

holly.hebert@mtsu.edu

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 page after the next one and submit it via email. Submit the form in the first 3 weeks of your final semester.

ADVISING

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:

Prof. Holly Hebert holly.hebert@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.

Prof. Hebert 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 Prof. Hebert.

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

CAREER CENTRE AT MTSU

CAREER CENTRE WEBSITE

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](#)
- [TNLA](#)
- Other state library associations. ALA has a list of these at [ALA Chapters Directory](#)
- State Libraries may have job listings. [Kentucky Department of Libraries and Archives](#)
- [Chronicle of Higher Ed](#)
- [Higher Ed Jobs](#)

School Librarians:

Contact school systems to complete applications for positions.

- [Murfreesboro City Schools](#)
- [Rutherford County](#)
- [Bedford County](#)
- [Cannon County](#)
- [Wilson County](#)
- [Williamson County](#)
- [Franklin City Schools](#)
- [Davidson County](#)
- [Hamilton County](#)
- [Marshall County](#)
- [Maury County](#)
- [Giles County](#)

PROFESSIONAL ORGANIZATIONS FOR LIBRARY SCIENCE STUDENTS

From Wikipedia June 30, 2016

- [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](#)
- [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.gc.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](#)

[List of Library Associations specific to American states](#)

[List of Library Associations specific to Canadian territories](#)

HIGHLY RECOMMENDED PROFESSIONAL BOOKS

Battles, M. (2011). *The library: An unquiet history*.

Cahall, J., & Bishop, K. (2012). *Positive classroom management skills for school librarians*. Carr, N. (2009). *The shallows: What the Internet is doing to our brains*.

Chan, L. M., & Salaba, A. (2016). *Cataloging and classification: An introduction*.

Edwards, M. A. (2002). *The fair garden and the swarm of beasts: The library and the young adult*. Chicago: ALA.

Gorman, M. (2015). *Our enduring values revisited*.

Johnson, D. (2013). *The indispensable librarian: Surviving and thriving in school libraries in the information age*.

Krashen, S. (2004). *The power of reading*.

Licklider, J.C.R. (1965). *Libraries of the future*.

Lyons, M. (2011). *Books: A living history*.

McCluhan, M. (1964). *Understanding media: The extensions of man* Miller, D., & Anderson, J. (2009). *The book whisperer*.

Murray, S. (2012). *The library: An illustrated history*.

Palfrey, J. (2015). *BiblioTech: Why libraries matter more than ever in the age of Google* Rubin, R. E. (2016). *Foundations of library and information science*.

Shera, J. (1972). *The foundations of education for librarianship*. [any book or writing by him] Taylor, A. G., & Joudrey, D. N. & Taylor, A. (2009). *The Organization of information*.

Vaughan, L. (2001). *Statistical methods for the information professional: A practical, painless approach to understanding, using and interpreting statistics*.

Wiggins, G. (2005). *Understanding by design (UDB)*.

INTERCULTURAL AND DIVERSITY AFFAIRS

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 an 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.

MTSU VETERANS AND MILITARY FAMILY CENTRE

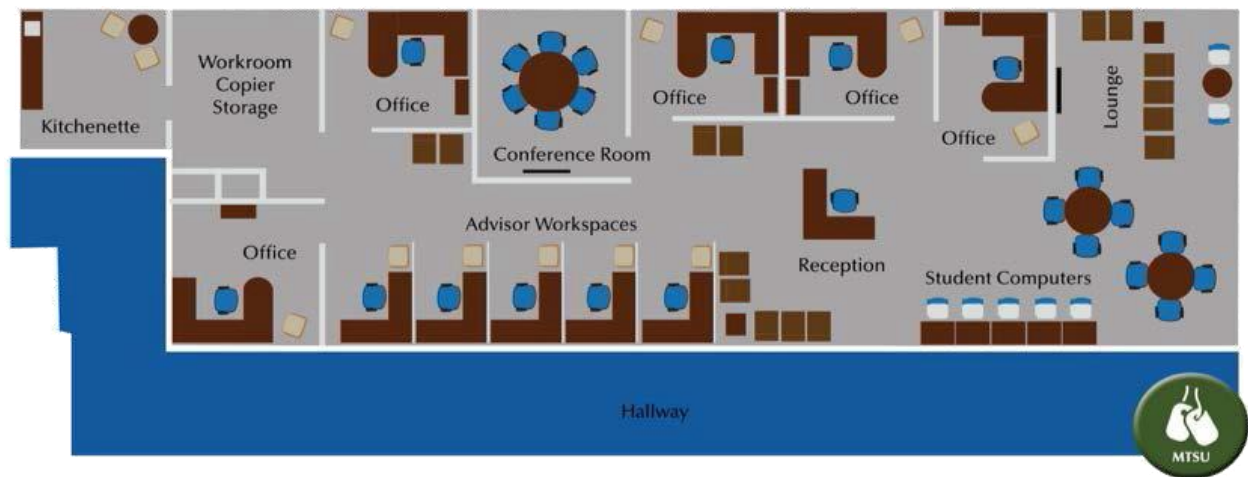
Welcome to [MTSU and the Veterans and Military Family Center](#).

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.](#)