



COLLEGE OF EDUCATION

Womack Department of Educational Leadership

Master of Library Science

Pre-Candidacy Application for Accreditation
by
The American Library Association
September 2016

1301 E. Main Street
Murfreesboro, Tennessee 37132
www.mtsu.edu



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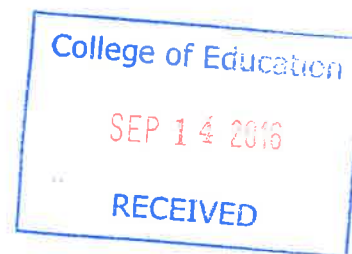
To the Committee on Accreditation
American Library Association

Please accept this application for pre-candidacy from the Master of Library Science at Middle Tennessee State University.

Respectfully submitted on September 20, 2016,

A handwritten signature in blue ink that reads "Kathy Boudreau-Henry".

Kathy Boudreau-Henry, Professor
Womack Educational Leadership Department
Kathryn.Boudreau-Henry@mtsu.edu
615-308-1440



Precandidacy Application Declaration

This Application is submitted to the
American Library Association
Committee on Accreditation
on
September 30, 2016

Application prepared by:

Print name: Kathryn Boudreau Title: Program Coordinator

Signed:  Date: 9/14/2016

Approved by:

Chief Executive Officer of the Institution:

Print name: Dr. Sidney McPhee Title: President

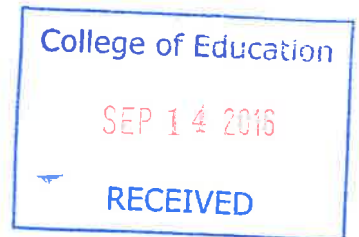
Signed:  Date: 9/19/16

Chief Academic Officer of the Academic Unit:


Print name: Dr. Lana Seivers Title: Dean, College of Education

Signed:  Date: 9-14-16


Waiver – Precandidacy Status




The undersigned acknowledge that Precandidacy Status in no manner guarantees or implies that the Master of Library Science program offered by Middle Tennessee State University will be accredited at the end of the candidacy period. (I.7.3 (b) Application Requirements, p. 9, *American Library Association, Committee on Accreditation, Accreditation Process, Policies and Procedures*, February 1, 2003)

 9/20/16
Signature, chief executive officer of the Institution, e.g., President Date

Dr. Sidney McPhee President
Name, printed Title

 9-14-16
Signature, chief academic officer the School, e.g., Dean Date

Dr. Lana Seivers Dean, College of Education
Name, printed Title

 9-14-16
Signature, chief academic officer of the Program, e.g., Director Date

Dr. James Huffman Chair, Womack Educational
Dr. James Huffman Leadership Department – Program
Name, printed Director
Title



TENNESSEE BOARD OF REGENTS

Office of Academic Affairs

1415 Murfreesboro Road, Suite 324 | Nashville, TN 37217-2833 | Phone 615.366.4482 | Fax 615.366.3903 | www.tbr.edu

MEMORANDUM

To: Teresa Thomas
Ann Reaves

From: Lilly Hsu, TBR

Re: M.L.S. in Library Science

Date: April 9, 2015

The Tennessee Board of Regents and the Tennessee Higher Education Commission have approved a new M.L.S. degree for Middle Tennessee State University. Please update MTSU's academic program inventory with the following:

- O Terminate the *Library Science* concentration within the M.Ed in Administration and Supervision (Proposed Implementation Date: Fall 2016)

Major Code:	08.13.0401.00
Degree Code:	4.2MEd
Effective Date:	August 2016
End of Phase-out Date	August 2018

- O Establish a new fully on-line M.L.S. degree in Library Science (Proposed Implementation Date: Fall 2016)

Major Code:	17.25.0101.00
Degree Code:	4.2MLS
TBR Approval Date:	March 2015 Board Meeting
THEC Approval Date:	March 2015 Interim Action
Effective Date:	August 2016

Please let me know if there are any questions or concerns.

Cc: Chris Brewer
Janice Lewis



RUSS DEATON
Interim Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605
FAX: (615) 741-6230

BILL HASLAM
Governor

March 30, 2015

Dr. Sidney McPhee, President
Middle Tennessee State University
1301 East Main Street
Murfreesboro, TN 37132-0001

Dear Dr. McPhee:

Pursuant to THEC Academic Policy A1.1 (*New and Modified Academic Programs: Evaluation Criteria*), the Master of Library Science, Library Science program at Middle Tennessee State University has been approved. Since the MLS program is a separation of a concentration from an existing program to a free-standing program, this program does not require approval by the Commission.

Best wishes for success in implementing this academic program.

Sincerely,

A handwritten signature in black ink, appearing to read "Russ Deaton".

Russ Deaton

cc: Chancellor John Morgan
Dr. Tristan Denley

Sidney A. McPhee

President
Middle Tennessee State University
Cope Administration Building 204
1301 East Main Street
Murfreesboro, TN 37132
o: 615-898-2622 • f: 615-898-2507



February 15, 2016

Committee on Accreditation
Office for Accreditation
American Library Association
50 East Huron Street
Chicago, IL 60611-2795

Dear Committee on Accreditation:

Middle Tennessee State University has a long tradition of serving the educational and professional needs of **the Mid South** and is accredited by the **Southern Association of Colleges and Schools Commission on Colleges**. In recent years, one of our initiatives at MTSU has been to increase the number of accredited programs that we offer in an effort to position our university as a state-of-the-art institution that promotes high standards of excellence.

As part of that service, **Middle Tennessee State University** plans to offer a Master of Library Science program. We believe that it is appropriate to seek accreditation for the program. Accreditation is important given that it is verification to the public/prospective applicants that a program has met rigorous curriculum and programmatic standards. Graduates of an accredited Library Science program will not only be highly competent in the practice of their trade, but will be more competitive in the market place.

This plan has my full support. I am confident that the Master's of Library Science program will meet the ALA standards for accreditation within the scheduled time frame.

Thank you for your consideration of our precandidacy application.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sidney A. McPhee".

Sidney McPhee
President

A Tennessee Board of Regents Institution

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 individual, or any other basis prohibited by law. MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities. For additional information about these policies and the procedures for resolution, please contact Marian V. Wilson, assistant to the president and Title IX Coordinator, Institutional Equity and Compliance, Middle Tennessee State University, Cope Administration Building 116, 1301 East Main Street, Murfreesboro, TN 37132; Marian.Wilson@mtsu.edu; or call (615) 898-2185. MTSU's policy on nondiscrimination can be found at <http://www.mtsu.edu/titleix/>.

**Office of the Dean
College of Education**

College of Education Building 202
MTSU Box 93
Murfreesboro, TN 37132
Office: (615) 898-2874 • Fax: (615) 898-5188



February 15, 2016

Committee on Accreditation
Office for Accreditation
American Library Association
50 East Huron Street
Chicago, IL 60611-2795

Dear Committee on Accreditation:

As **Dean of the College of Education at Middle Tennessee State University**, I write to you with my full support for the pre-candidacy application of the **Master of Library Science** program. **The program will serve the Mid-South region and build an active base of support from alumni and friends of libraries.**

The plan for accreditation has been thought through with care and balance. The faculty and I expect the program to grow and strengthen as it moves toward ALA accreditation.

Thank you for your consideration of this pre-candidacy application.

Sincerely,

A handwritten signature in blue ink that reads "Lana C. Seivers".

Lana Seivers, Dean
College of Education 202
1301 E. Main
Middle Tennessee State University
Murfreesboro, Tennessee 37132

MIDDLE TENNESSEE

STATE UNIVERSITY®

COLLEGE OF EDUCATION

Womack Department of Educational Leadership

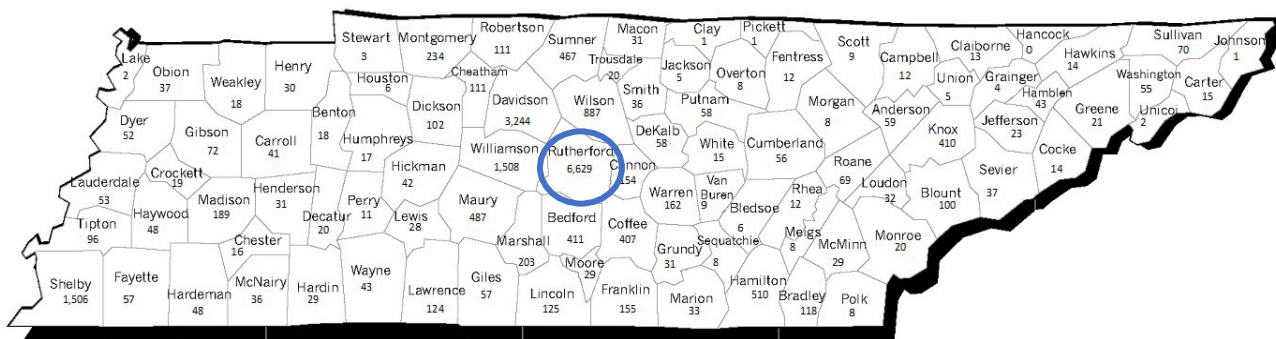
Master of Library Science

History

OVERVIEW OF MIDDLE TENNESSEE STATE UNIVERSITY

On September 11, 1911, Middle Tennessee State Normal School opened as one of three teacher preparatory schools in the state of Tennessee. Today, MTSU is a Carnegie Doctoral Research Intensive University that occupies more than 1,000 acres in Rutherford County including a 500-acre main campus, an agricultural campus, an aerospace facility at the Murfreesboro Airport, and the Miller Horse Science Center.

Map 1 Enrollment at MTSU by County in 2015

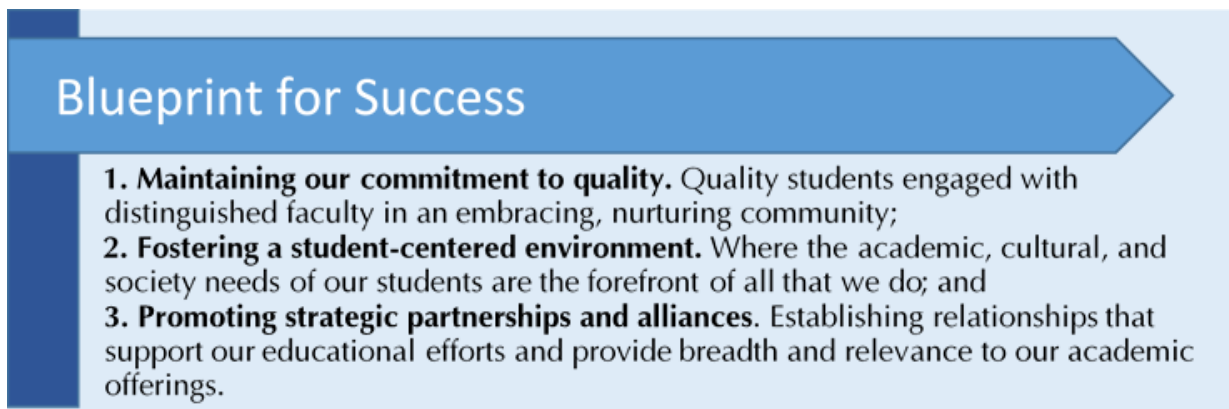


MTSU houses a wide variety of nationally recognized academic degree programs at the baccalaureate, master's, and doctoral levels. The University is composed of eight undergraduate colleges, with more than 40

departments and over 140 degree programs. The College of Graduate Studies offers more than 100 degree programs. Since 1911, MTSU has graduated more than 100,000 students. Despite the University's growth from a campus of 100 acres, 125 students, and a faculty of 18, to an academic city of over 500 acres, more than 22,000 students, and a faculty of more than 950, the institution is still essentially a "people's university" with a concern for the diverse needs of the community that it serves.

Middle Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctorate degrees. MTSU maintains a close and personal quality of interaction with faculty and students and the community it serves. Grounded in its Academic Master Plan, our University has developed a blueprint for the individual success of each student that can be defined by these three primary objectives.

Figure 1 Blueprint for Success--3 objectives



MT Engage, launched in 2016, is focused on enhancing student academic engagement. This will be accomplished by:

- Incorporating high-impact pedagogies within the course and through beyond-the-classroom engagement activities/strategies:
- High-Impact Pedagogies: learning communities, problem-based learning, collaborative learning, project-based learning, etc.
- Beyond-the-Classroom examples: service-learning, research, cocurricular activities, attending related campus events, attending off-campus events, etc.
- Challenging students to use integrative thinking and reflection across multiple contexts and educational experiences. Students will develop an ePortfolio that will showcase the integration of the knowledge, skills, and abilities gained during their time at MTSU.



THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

The College of Education serves under the direction of the dean who assumes leadership to identify, implement, and evaluate standards of excellence for the preparation of reflective practitioners. National Council for the Accreditation of Teacher Education (NCATE, now CAEP) standards are integrated in both content and pedagogical knowledge. The Conceptual Framework (CF), *Educators as Reflective Decision-Makers (Appendix 1)*, provides candidates with a template for acquiring the essential knowledge, skills, and dispositions to effectively interact and help all children to learn.

MISSION OF MIDDLE TENNESSEE STATE UNIVERSITY

Middle Tennessee State University is a comprehensive university that embraces its role as the destination of choice for Tennessee undergraduates while expanding its reach nationally and internationally through signature programs and select master's and doctoral programs. The University generates, preserves, and disseminates knowledge and innovation and uses scholarship to enhance teaching and public service. The University is committed to preparing students to thrive in their chosen professions and in a changing global society.

A major public institution of higher learning, MTSU is a member of the Tennessee Board of Regents in Tennessee. (In 2016, the Governor and Legislature removed the four-year colleges from TBR administration. Each university soon will have its own board. This transition is taking place through 2017.

MISSION OF THE COLLEGE OF EDUCATION

The College of Education supports the mission of the University by providing comprehensive student-centered learning environments through excellence in teaching, basic and applied research, creative endeavors, quality advisement, and diverse partnership programs. In addition to being a premier teacher-preparation program, the College of Education is characterized by nationally accredited intensive programs that provide knowledge and skills necessary for success in other professional roles in education. Each of these areas involves the following specific goals:

1. Coordinating and supporting instruction, research, public service, and professional development in graduate and undergraduate programs within the college.
 - a. Coordinate, support, and supervise the various undergraduate and graduate majors, minors, and programs of the college. Coordinate and facilitate the process of licensure for students seeking Tennessee teacher licensure and professional certifications.

- b. Support teaching, public service, and professional development activities of faculty members within the College of Education.
 - c. Support and encourage research, creativity, and professional development for faculty, undergraduate, and graduate students.
 - d. Support diversity in recruitment and retention of faculty and students.
2. Pre-service preparation and postgraduate professional development of teachers and other school personnel.
- a. Support educational programs and services that represent research-based best practices, support national and state accreditation standards, and support those with learning differences.
 - b. Insure that the essential knowledge and skills to prepare candidates to serve as teachers and in other professional roles within educational settings are offered in teacher preparation programs.

THE LIBRARY SCIENCE PROGRAM

Before 2000, the program existed as a Master of Education in Administration and Supervision with a concentration in Library Services. Students were licensed teachers seeking a master's degree and an endorsement as school librarian. The state of Tennessee implemented superior licensure standards in 2001. In preparation for the new standards, the name of the concentration changed to Library Science and all courses were revised in 2000. This was an opportunity to shape the program as a Library Science generalist education rather than solely focus on school librarianship. The program is approved by the Tennessee Department of Education, and completion fulfills teacher licensure requirements for school librarians. School librarianship did remain as the primary goal of students, but a few candidates began to enter the program for public librarianship. In 2002 the conversion of the program to a completely online program began. The Tennessee Board of Regents approved the program as a fully online program in 2006. The program's purpose evolved to add a teacher piece to a librarian rather than adding a librarian piece to a teacher. With the inclusion of two required supervised field experience courses, practice in the profession grounds the program. All courses include at least one field visit or experience. The MT Engage principles are incorporated into the Library Science program so that the program is in full compliance with MT Engage.

MISSION

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the University.

Acknowledging that practice and theory are equally important, MTSU's Library Science program helps prepare graduates to:

- Embrace opportunities for practice in the administration of library processes and personnel, user services, collection management, core values, and public relations.
- Be civically engaged and globally responsible librarians.
- Use research and entrepreneurship to advance the profession.
- Foster the creation of vibrant libraries in communities.
- Understand that users require diversity in presenting information and in information problem-solving.
- Appreciate and embrace the unique characteristics of user groups.
- Represent the profession as a distinguished one that holds a central role in society's use and understanding of information.

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.

GOALS

The program uses the ALA Competencies for Librarians as goals. Each course is aligned to those goals (*See Appendix in Section II*). The Library Science program at MTSU will provide candidates with

- A graduate program tailored to meet their interests and their needs for continued growth and development.
- An appreciation of the importance of advocacy for their information resources and for the profession.
- An initiate's attainment of the Competencies defined by the American Library Association. (*See Appendix 2*)

The Library Science program develops collaborative relationships with libraries that are willing to provide professional initiation field experiences so that candidates are given a diverse set of practitioner's experience throughout the coursework.

VALUES

The program subscribes to the Core Values of Librarianship put forth by the American Library Association (2004) and to specific values that the program holds. (*See Appendix 3*)

In addition to the ALA core values, the Library Science program regards these as essential values.

- Candidates are proficient in 21st-century librarianship, including knowledge of information policy, and information's role in democratic society.
- Candidates determine goals for their study and career path and then accomplish those goals.
- Candidates are proactive advocates for the education of all stakeholders in the attainment of information literacy.
- Candidates provide leadership in the integration of new technologies to advance authentic learning for all users.
- Candidates make significant contributions to organizations in which they serve through assessment and accreditation processes.
- Candidates design processes affording all users and coworkers the opportunities to be successful.
- Candidates master pedagogy so that they can prepare all library users to be proficient in their information-seeking behaviors.

- Candidates obtain the critical knowledge and skills to thrive in the practice of their professional roles.

COLLEGE OF EDUCATION FRAMEWORK

Problem Identification/Needs Assessment. A key component necessary for sound decision-making is the ability to identify precisely what needs to be accomplished. The ability to examine pertinent issues and develop clear goals and objectives is crucial to remaining true to one's mission.

Data Analysis. Good decision-makers develop an appropriate knowledge base regarding any issue before them. They investigate and become informed of facts and details that should be considered before action is taken. Effective librarians base decisions on a careful analysis of available information.

Planning and Implementation. Once a goal has been established and appropriate data have been assembled and analyzed, effective decision-makers must develop and implement sound plans of action. Consistent success comes from developing a clear plan and executing that plan with precision and confidence.

Outcomes Assessment. The success rate of any plan of action is determined by the extent to which the goals and objectives are mastered or achieved.

CONTEXTUAL STATEMENT

The Master of Library Science degree is housed as a program in the Womack Educational Leadership Department. A Program Director (MTSU organizational structure uses "Program Director" rather than "Program Head") leads the program with a Program Coordinator administering day-to-day policies and procedures. The department is one of two in the College of Education. (*See Appendix 5 Middle Tennessee State University Organizational Chart*)

MTSU's program will be practitioner-based with opportunity for diverse field experiences. Students will have input into the sites for field experiences with the stipulation that there must be diversity in the user population and richness in the opportunities to practice the profession. The instructor approves the final site. Experiences will include observations with field notes, identification of problems, obstacles, and solutions, evaluation of populations, library practices, assessment of community needs, supervised work in libraries or affiliated agencies, analysis of the "anatomy and physiology" of physical space, and interviews with practicing professionals. The program will be small in size, but ambitious in quality. The MTSU academic plan specifies "student centeredness" as a primary goal. This program will adhere to that goal and efficiently use the state dollars that are available.

In 2015 the University adopted a four-point goal set which includes an ePortfolio for students. The MLS

program is an early adopter of the ePortfolio process. The University piloted the ePortfolio with one group of undergrads in 2015-16. The Library Science program adopted the ePortfolio in Fall 2015, in order to use best practices.

SIZE OF PROGRAM

Table 2 Anticipated Number of Candidates Year 1-5 starting Fall

2Year	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE	Graduates
1	10	38	48*	29	12
2	10	45	55*	32.5	14
3	11	50	61*	36	16
4	12	50	62	37	18
5	12	50	62	37	20

The average class size is 12 students. * M.Ed. and MLS

Table 3 Faculty Workload

Fall and Spring semesters	
Program Director	3 credits
Program Coordinator	6 credits
Full-time tenured	9 credits
Full-time temporary	15 credits
Total	30 credits

During the Fall and Spring semesters, 7-9 courses will be offered (*See Appendix 6*). The additional credits are assigned for the teaching of an undergraduate education course (LIBS 4150 Books, Media, and Literacy for Children) and FOED 6610 (the Research course in the Womack Educational Leadership department). The graduate faculty load at MTSU is 12 credits per full-time tenured faculty member. The load for the full-time temporary faculty (non-tenure track) is 15 credits. The load for an adjunct is 6-9 credits. There are 3 full-time faculty for the program. Adjuncts are employed for courses that exceed the workloads of the faculty. In 2015, adjuncts

were assigned to 6 credits in the Spring, 3 credits in Summer, and 6 credits in fall. In Fall 2016, the adjuncts taught 9 credits. The Program Coordinator is relieved of 6 credits of load and will teach 6 credits per semester for program administration, planning, and advising. The full-time tenured faculty will be assigned 9 of the 27 credits in the Library Science program, with advising duties.

That leaves 15 credits assigned to full-time temporary faculty. All faculty must obtain graduate faculty status (*Appendix 7*) and hold the terminal degree for their discipline. Three-credit sections do not exceed 12 students when possible.

The Summer teaching load is assigned by request of the faculty member. It is paid on a separate faculty contract. Faculty may teach up to 9 credits in the Summer; the program plans to offer only 6 courses during the Summer. Two to three faculty members will be needed. There has never been a problem in obtaining sufficient faculty to cover the Summer.

During pre-candidacy, we expect enrollment numbers to remain stable even though accreditation is not yet obtained. At that time, the majority of students will be in the school licensure program. Once candidacy is attained, the university will work quickly to complete the process for accreditation. During the 2 years in which accreditation is still not in place, student enrollment will increase only in the second year as the accreditation review process is approached. There is high interest in the program and partnerships are being formed to recruit students. However, without ALA accreditation, the program will remain as it is now—primarily for school licensure. The NCATE-accredited M.Ed. will be phased out in December 2018. Admission to the M.Ed. program closed in May 2016. Students have until October 2016 to remain as M.Ed. candidates or apply to enroll as MLS candidates.

GOVERNANCE OF PROGRAM

The Library Science program is within the Womack Educational Leadership Department. The Chair of the Department is the Program Director and has standing and salary similar to other Program Directors and Chairs in the COE.

The **Program Director**:

- Allocates the departmental budget.
- Hires faculty in the program.
- Oversees the health of the Library Science program as a whole.
- Analyzes data submitted by the Program Coordinator.

- Sets goals and objectives in collaboration with the Program Coordinator.
- Is a liaison to the university and college administration and communicates all relevant information to the Program Coordinator.

Since the department chair is the Program Director, he or she has standing and salary similar to other chairs in the department and college.

The **Program Coordinator:**

- Submits budget requests to the Program Director and the University library for materials needed in the program and spends the funds allocated to the program.
- Communicates with the Graduate Studies office.
- Sets policies and procedures for admissions, curriculum, advising, and program accountability.
- Oversees admission to the program.
- Supervises curriculum design and the movement of curriculum changes through the University processes.
- Assigns advisors for the MLS.
- Determines teaching assignments.
- Hires faculty in the program.
- Supervises recruiting activities and other promotional events.
- Initiates interdisciplinary relationships for courses and collaboration.

The Program Coordinator has standing and salary similar to other Program Coordinators in the department and college. The departmental secretaries handle the preparation of documents for travel, purchasing, and hiring. The College of Education serves under the direction of the Dean who assumes leadership to identify, implement, and evaluate standards of excellence for the preparation of reflective practitioners. The Dean has a college budget and sees to the health of the college as a whole. The Dean reports to the Provost.

(See Appendix 5 Middle Tennessee State University Organizational Chart)

COMMITTEE STRUCTURE FOR CURRICULAR PROCESS

Curriculum at MTSU is assessed at several levels of administrative structure.

At the **departmental** level: Departmental Curriculum Committee

At the **college** level: College Curriculum Committee

At the **Graduate Studies** level: The Graduate Council

University College requires all online courses to be assessed with the Peer Review rubric in Appendix 17.

The Program Coordinator initiates the proposal and paperwork for all curricular changes and submits to the Program Director. At any level, the proposal may be rejected and returned. Committees can table the proposal until additional information is provided. The proposal is submitted to the Departmental Committee for approval; if approved the proposal moves to the college and then on the Graduate Council. The Graduate Council has a subcommittee, which meets on curriculum changes and then proposes a consent calendar for curriculum changes. The Program Coordinator attends the subcommittee meeting when a proposal for the program is presented. Once approved, the Graduate Council publishes the minutes (monthly) and then implements the changes at the semester indicated on the proposal. Certain items pertaining to admission and graduation requirements require Tennessee Board of Regents (TBR) approval using the 30-day approval process. The state legislature removed the University from the TBR governance in 2016. As of this writing, the University's governing board is being assembled.

Systematic Planning, Standard I

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

I.1.3 Improvements to the program based on analysis of assessment data;

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

VISION

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

I.1.1 Beginning in Fall 2015, Mission, Core Values, goal alignment with courses, programs of study, and other documents written to support the Library Science program will be reviewed every year by the program faculty of the Library Science program, 2 currently-enrolled graduate students, and 5 members of the MLS Advisory Council and the Library Science Alumni Council (Appendix 4). The faculty implement relevant revisions. The amended documents are sent to current students and advisory council members. The documents are placed on the appropriate public communication venue—the website, syllabi, or the program's Graduate Studies brochure. The goals for each course are realigned to correspond to revisions. Revision of course lessons, activities, and assessments takes place by the next semester in which the courses are taught.

Table 1 Revision plan

What?	Who examines?	When?	How: Data Collection and Data Analysis?	Stores Data and Implements Revisions?	Communication of Revisions?
Core Documents Vision, Mission, Goals and Program Communications	Faculty (3), Advisory Council members (5), Graduate Students (2)	May of each year	On campus meeting with teleconference to remote participants	Program Coordinator	Website Send to students Brochure Syllabi (Vision)
Courses	Instructors	December, May of each year	Student inputs (surveys from D2L, grades, comments, and email	Faculty with Program Director	Syllabi Course websites
Goal Alignment	Faculty	May, December of each year	Based on revisions to courses	Faculty with Program Director	Website
Faculty	Faculty, Department Chair	June, January of each year	University evaluations	Department, Program Director, Individual Instructor	Program Director

I.1.2 Course assessments are aligned to the program's goals and objectives. (*Appendix 8*) The faculty identify individual students who are not successful in attaining the goals not only by grades, but by responses to course initiatives. Examination of the courses, assessment, admission policies, and remediation plans yield the evidence that help program staff decide what changes or refinements are needed.

I.1.3 The Program Director and the Program Coordinator are mindful of making sure that any program changes align to the core documents. The major driver for change is the assessment data that are collected. The use of LiveText allows for a systematic process so that all faculty are on the same page. The scheduled reviews of the data enable the Director to bring learning methodologies and pedagogies into line with desired outcomes.

I.1.4 The Core Foundation documents of Vision, Mission, Values, and Goals are written and included in the Library Science Handbook. The website contains the Vision and Mission. All syllabi contain the goals aligned to the course. The complete goal / course alignment is available on the Library Science Resources website. The strategic plan is not yet formulated. The plan will be written during the Spring of 2017.

I.2 Clearly-defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve

consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

I.2.1 The essential character of the field of library and information studies;

I.2.2 The philosophy, principles, and ethics of the field;

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4 The importance of research to the advancement of the field's knowledge base;

I.2.5 The symbiotic relationship of library and information studies with other fields;

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.7 The role of library and information services in a rapidly changing technological society;

I.2.8 The needs of the constituencies that the program seeks to serve.

The learning outcomes are aligned to program goals and each course includes its goals on the syllabus. Each assignment document includes the expected outcomes for that assignment. ALA competencies include all of the learning outcomes in 1.2.1 through 1.2.8. Since the courses are aligned to the competencies, the elements are taught in specific courses and assessed with rubrics. As to ascertaining if the students actually learned the program competencies, the faculty identified key assessments to assess one or more of these elements. The data are in LiveText.

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

With the branding of “Every librarian is an educator” and as a unit in the College of Education, the program definitively regards teaching as integral to the professional skills and dispositions for all librarians. The core of service lies at the heart of teaching; analysis of user needs is the starting point for many assessments. The ALA Competencies include knowledge of users and the program’s Values include service to all stakeholders.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

1.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The mission of MTSU is a student-centered one. By focusing on the student's success, all other university stakeholders are regarded as important partners. The Library Science program considers relationships with alumni, employers, and community practitioners as invaluable. The relationships are nurtured and sought after. Volunteer work, provision of educational opportunities, and serious discussion on solutions to current problems are essential components of faculty work. The current goals were adopted during a process that included review by practicing librarians and alumni. The establishment of the two advisory councils (*Appendix 4*) affords the program a willing review team for all foundation documents and curriculum needs.

1.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

The Program Director and Program Coordinator keep detailed notes of meetings to document discussions and solutions to obstacles. Written yearly reports on results from the data analysis are kept.

1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

Changes to the program are recorded in Evernote and in the Graduate Council minutes by the Program Coordinator. More importantly, the minutes of discussions in Evernote record the "why" of the changes. Program meetings will discuss the strategic plan for each year.

Curriculum, Standard II

The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

CURRICULUM IS BASED ON GOALS AND OBJECTIVES

“The Mission/Goals/Objectives of the MTSU College of Education’s Library Science program drive its curriculum design. The curriculum as a whole uses

- The ALA competencies (initiate level of attainment)
- The College of Education Framework
- The INTASC / CAEP standards
- The competencies from professional library organizations such as SLA, AASL, RUSA, and ALSC (initiate level of attainment)
- The ISTE Standards for students

The program maps all courses and verifies that all competencies are covered. (*See Appendix 8*) Table 4 maps courses to the Standard II elements (theory, principles, practice, legal and ethical issues, and values). After the goals for each course are assigned, the objectives for the course are determined.

Instruction is planned based on the objectives. Each assessment is matched to the objectives, and the program maps all of the assignments to the goals and objectives. In this way, the MLS program ensures that all of the goals and objectives are assessed as well as maintaining internal consistency with the department’s and college’s goals and objectives.

InTASC=Interstate Teacher Assessment and Support Consortium

CAEP=Council for the Accreditation of Educator Preparation

ISTE= International Society for Technology in Education

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THE CURRICULUM

Table 4 Courses and Elements in Standard II

Theory	LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services LIBS 6020 Organizing Library Resources LIBS 6015 Reference Materials and Process LIBS 6340 Integration of Learning Theory, Library Programs, and Technology LIBS 6100 Management of Libraries OR LIBS 6105 School Library Management
Principles	LIBS 6020 Organizing Library Resources LIBS 6060 Understanding Research for Evaluation in Libraries LIBS 6330 Digital Library Collections LIBS 6010 Collection Development and User Services
Practice	LIBS 6015 Reference Materials and Process LIBS 6310-6311 Materials for Literacy of Children (Young People and Adults) LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections LIBS 6900 Skills and Issues in Library Science LIBS 6550 Supervised Field Experience in Library Science
Legal / Ethical	LIBS 6000 Librarianship LIBS 6060 Understanding Research for Evaluation in Libraries LIBS 6100 Management of Libraries OR LIBS 6105 School Library Management
Values	LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services

SYSTEMIC PLANNING AND CONTINUOUS REVISION

At the end of each semester:

- Students in all classes provide input on the success of the assignments and their assessment rubrics in attainment of goals. Instructors provide guided questions to obtain the input. (*See Appendix 9*)
- The instructors note comments and questions made during the class as indications of clarifications needed in the assignments.

- Instructors use TK20/LiveText to collect assessments and scoring rubrics. The Program Coordinator gathers data on student performance on key assessments using the TK20/LiveText software. (*See Appendix 10*)
- The instructor presents the assessment results to the program faculty. Faculty considers the following: revision of any assessment artifact, reassignment of goals to another course, and modification of objectives. (Item 1-1 in Table 7 in Standard II.6)
- Curriculum for the MLS is sent to the MLS Advisory Council for suggestions and commentary.
- At semester's end, students formally evaluate each course. This is a University-wide practice. The instructors examine the results when they become available (2 months after class ends).

May of each year:

- The Program Director and Coordinator collect data from key assessments, instructor data, student evaluation of instructors and courses. The results are conveyed to the instructors, who meet in May to discuss which courses need complete or partial revision.
- Internal surveys designed by Dr. Lambert are sent to employers and alumni.

August of each year:

- The Library Science Alumni Council queries the alumni for comments and suggestions about the program's effectiveness in preparing them to be librarians.

From all stakeholders, the program asks for and accepts ideas to keep the program at the forefront of the profession. Course content does not remain stagnant. Instructional content, assessments, and resources for each course are reviewed each time they are taught. On a three-year rotation, courses are completely reviewed and formally revised if needed using the Peer Review process from Distance Education.

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The list of courses and their descriptions is in *Appendix 8*. All courses delve into the literature of librarianship and deal with finding appropriate materials for users. Table 5 indicates which of the concepts in this standard are taught in depth with mastery of the function as a goal.

Table 5 Courses and Elements of Standard II.2

Information / knowledge Creation	LIBS 6900 Skills and Issues in Library Science LIBS 6550 Supervised Field Experience in Library Science
Communication	LIBS 6340 Integration of Learning Theory, Library Programs, and Technology LIBS 6060 Understanding Research for Evaluation in Libraries
Identification	LIBS 6015 Reference Materials and Process LIBS 6310-6311 Materials for Literacy of Children (Young Adults) LIBS 6330 Digital Library Collections
Selection	LIBS 6010 Collection Development and User Services LIBS 6015 Reference Materials and Process LIBS 6310-6311 Materials for Literacy of Children (Young Adults) LIBS 6330 Digital Library Collections
Acquisition	LIBS 6010 Collection Development and User Services LIBS 6330 Digital Library Collections
Organization / Description	LIBS 6020 Organizing Library Resources LIBS 6330 Digital Library Collections
Storage / Retrieval	LIBS 6100 Management of Libraries or LIBS 6105 School Library Management LIBS 6320 Information Searching Strategies
Preservation / Curation	LIBS 6100 Management of Libraries OR LIBS 6105 School Library management LIBS 6330 Digital Library Collections
Analysis	LIBS 6060 Understanding Research for Evaluation in Libraries LIBS 6900 Skills and Issues in Library Science
Interpretation	LIBS 6060 Understanding Research for Evaluation in Libraries LIBS 6900 Skills and Issues in Library Science
Evaluation	LIBS 6015 Reference Materials and Process LIBS 6060 Understanding Research for Evaluation in Libraries
Synthesis	LIBS 6060 Understanding Research for Evaluation in Libraries LIBS 6900 Skills and Issues in Library Science
Dissemination	LIBS 6010 Collection Development and User Services LIBS 6330 Digital Library Collections LIBS 6015 Reference Materials and Process

Use and Users	LIBS 6010 Collection Development and User Services
Management of Human Resources	LIBS 6100 Management of Libraries OR LIBS 6105 School Library Management
Management of Resources	LIBS 6010 Collection Development and User Services LIBS 6330 Digital Library Collections

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

Collaborative activities with peers in courses include assessment of leadership. Students practice leadership in courses by taking central roles in collaborative papers and discussions. They initiate communication and provide ideas for completing the group work. The instructor may ask for voluntary commentary that takes time to complete. Leadership is assessed in discussions by using the comments that students make to help peers towards success. Leaders step forward to take on activities that help all group members succeed. The COE / MLS Dispositions Rubric assesses leadership. (*See Appendix 11*) LIBS 6900 includes a unit on leadership styles and self-appraisal and reflection of the student's own leadership style.

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

Each course provides sets of resources that correspond to the goal of the section. As a growth activity, students are required to seek additional information on their own. Instruction on searching current literature is provided (standard indexes, source databases, Interlibrary Loan instruction). Sources outside the discipline are prized for their perspective (Pew Internet Center, *First Monday* as examples). Within each assignment, the instructors communicate the belief that students must use research-based material to support all of their ideas.

As an interdisciplinary profession, the faculty seeks information from other disciplines that applies to the goals of each course. Business, journalism, print arts, and education provide materials that can flesh out the program and enable students to see beyond their disciplines.

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

Students use a variety of technology-based products to present their work, but theoretical basis is not fully addressed. Students are not expected to be programmers nor network engineers. LIBS 6340 specifically addresses the use of technology in designing programs or presentations. Learning theory is examined and portrayed as the basis for choosing a technology tool. The value of technology tools lies only in the

appropriateness for the material being presented. The theoretical basis for reinforcing the use of technology will be added to a core or administration course.

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

Courses include design of outreach, programs, or communication and specify that students must make accommodations for special needs populations. Several courses embed exploration of diverse viewpoints and invite debate. The concept of identifying underserved populations will be explicitly included, as well as techniques to serve them. As the program progresses, program faculty will include more global learners as target groups. The study of folklore, culture, and ethnicity will be included as an elective. At least one core course will add a unit on these topics.

LIBS 6900 Skills and Issues in the Library and LIBS 6010 Collection Development and User Services require that students identify perceived needs of communities and strategies to address those needs.

LIBS 6310 includes a search for holdings of Pura Belpre and Coretta Scott King Award books in local libraries. Reflection on the need for those holdings is included.

All programming plans (LIBS 6550 or LIBS 6100) require a section on accommodations for diverse learners. The research course (LIBS 6060) contains a discussion assignment that asks students to look up their hometown through the census Website. Based on their findings from the census data, students then consider what sort of decisions they might need to consider making while working in a library in terms of programming, collections, etc. Invariably, this includes analysis of underserved groups since students can examine census tracts in a public or school library service area.

In regards to the Library Science program being supportive of diverse students, instructors choose topics within courses that include analysis of populations with different economic backgrounds, ethnicities, and physical abilities. In our own student population, these same attributes are found. Assignments vary in production of the assessment product to allow students of different capabilities or styles to succeed.

MTSU is exceptionally welcoming to students with disabilities and to veterans. The Disabled Student Services office and the Charlie and Hazel Daniels Veterans and Military Family Center (*See Appendix 12*) offer services and peer support for these students. The Intercultural and Diversity Affairs unit encourages participation in and dialogue among all students. The aforementioned ALA Awards discovery in LIBS 6310 includes a discussion to provoke thinking about the need for the awards.

II.2.5 Provides direction for future development of a rapidly changing field;

Students are presented with contemporary problems. They identify obstacles and possible solutions. The fluidity of the profession and its underpinnings (the physical library and print format) are discussed in at least two classes—LIBS 6340 and LIBS 6000. With the attention now being placed on the future (ALA's The Future of the Library), such content in LIBS 6000 must be upgraded to a higher priority for study. All courses must include reflection on future developments in librarianship. The inclusion in selected key assessments to compare / contrast present and future directions provides the opportunity for students to attain this forward-thinking outlook.

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

Faculty hold membership in professional organizations to model required behaviors. Faculty encourage attendance at professional conferences and workshops, and subscribing to professional blogs, websites, podcasts, and webinars. The core courses include activities to encourage professional growth and assess knowledge of common professional tools.

Faculty recommend publishing opportunities for students when an assessment results in a paper. Such opportunities for presentation and publication will be regularly included in at least two of the courses.

Membership in ALA and Tennessee Library Association is required. Students must choose one division of ALA to join, or school librarians can join Tennessee Association of School Librarians. Students are encouraged to present at TASL, TLA, and other professional conferences. Instructors give notice of Summer workshops offered by TASL and other local associations. The required field experience allows professional development hours to fulfill up to 10 hours of field experience hours.

Faculty look at student papers to find those worthy of publishing. Faculty recommend the papers for publishing and ask the student to examine submission criteria, polish the paper, and submit. Several student papers that have been submitted for coursework in the Library Science program have been published. (See *Appendix 13 Student publications*)

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

The opportunity to choose electives allows students to explore specific types of librarianship. Within the required courses, faculty will allow students to specify a direction for their coursework. For example, a student with interests in public libraries may use the public library as context for assignments and field experiences. The responsibility will be on the advisor and course instructors to make sure that each student tailors an individual approach. The Program Coordinator and faculty will monitor student response to see how well the approach works. We understand that a generalist program such as this cannot produce a “finished” archivist or music librarian or business librarian. But MTSU’s program can acquaint students with specific areas of librarianship so that the student will know if they want to pursue that area.

Courses in other disciplines will be encouraged to meet elective requirements. The major stumbling block will be the lack of online courses in other disciplines. This needs to be addressed by Spring of 2017. A partnership with the School of Music has been approved by both parties. The Jennings Jones School of Business offers 2 online courses that would be appropriate for pre-service librarians. Public History has placed students in Library Science courses and there are courses in that discipline of interest. There are no online sections yet in Public History. Meetings will be scheduled with Business and Public History to explore the possibilities of sharing courses.

Curriculum growth is related to faculty workload. In 2016 two additional courses (advanced cataloging course and an assessment course) will be proposed so that students will have more elective choices. In 2017 growth will depend upon enrollment in current courses and needs of the profession. For example, the program personnel see a need for a course on financial management and one on adult services. Future curricula depend upon students’ fields of interests.

Field experience is a core focus and students will explore working libraries and institutions in every course. For example, in LIBS 6010, students examine a real collection in a library of choice when developing policy and in practice of weeding.

The 2016 program of study is in *Appendix 14*. The program allows rolling admissions, so a strict sequence is not possible. There is a general plan of sequence of courses in that taking the core courses early in the program is required followed by the administration course. The capstone and field experience are near the end of the program. Electives fill in the “gaps”.

The numbering of course follows the syntax in Table 6 so that instructors may know from their course rubric

where the courses fits in the program. The rubric is used for analysis of the program as a whole. Which areas

Table 6 Course Numbering Rubric

Course Numbering Rubric			
60xx	Core	xx00	Foundation
61xx	Administration	xx10	Materials
63xx	Library Services	xx20	User Services
65xx	Field experience	xx30	Technology
69xx	Capstone	xx40	Learning Theory
		xx50	Field experience
		xx60	Research

need adjustment to offerings? The rubric offers a quick view for faculty and the Program Director.

Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Before any course is designed, the goals and objectives for the course are selected. Those are based on competencies identified by ALA and its divisions. The College of Education framework and dispositions are also selected for each course. Activities and assignments are based upon the goals and objectives. The course designer looks at the contents of the course for coherence and comprehensiveness in adherence to the goals. The program as a whole is mapped to these standards and the director makes sure that all competencies are covered in a student's program.

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

Curriculum will be aligned to other competencies such as those from the Special Libraries Association, the Reference and User Services Association / *Guidelines for Behavioral Performance of Reference and Information Service*, and selected documents for public libraries such as *2014 Tennessee Standards for Non-Metropolitan Libraries*. Association of American School Librarian standards are aligned to courses since those have been the standards in use with the M.Ed. degree. Faculty has looked at the standards from the Society of American Archivists / *Guidelines for a Graduate Program in Archival Studies* and the Music Library Association. The faculty will implement an alignment to the elements in those standards not covered in ALA competencies.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and

other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements.

Evaluation of the curriculum includes assessment of students' achievements.

The program wishes to seek ideas from all stakeholders in order to keep the program as a responsive, forward-looking leader for librarianship.

END OF COURSE MAY-AUGUST-DECEMBER

Input on the success of the assessments is solicited from the students in the class. (Item 1-2 in Table 7 in Standard II.6)

The instructor notes comments and questions made during the class as indications that some clarification may be needed in the assessments. (Item 1-3 in Table 7 in Standard II.6)

Student reflection on course effectiveness is collected and assessed. Data from unit evaluations are included.

MIDSEMESTER

Review of student progress by Library Science faculty

END OF SEMESTER MAY-AUGUST-DECEMBER

The instructor presents the assessment results to the program faculty. The following are considered: revision of any assessment artifact, reassignment of goals to another course, and modification of objectives. (Item 1-1 in Table 7 in Standard II.6).

Send curriculum for the MLS to the MLS Advisory Council for suggestions and commentary.

Make formal evaluation each semester at the University level. The instructors examine the results when they become available (2 months after class ends).

The Program Coordinator collects data and convey results to the instructors, who meet to discuss which courses need complete revision or partial.

Random sample of students is used to collect advice for curriculum issues.

END OF YEAR JULY 31

Survey alumni through the Library Science Alumni Council for comments on the program's effectiveness in preparing them to be librarians.

Survey employers of graduates. The survey is already created. The LSAC is charged with distribution of the survey for an annual data collection from employers.

Determine additions or deletions to current course offerings and timeline for development or deactivation. This is based on enrollments and student feedback.

Revise one-year plan for next year in regard to data collection. Change in assessments, collection points, interpretations, and revisions to program and curriculum need to be reviewed.

Five-year plan is in place and reviewed yearly and will be added so that five years are always available in the plan.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

The Program Coordinator and faculty use Evernote to record minutes of program meetings. Minutes are kept for meetings with other stakeholders. Table 7 identifies the data collected to demonstrate how decisions are made for the program.

Table 7 Procedure to Collect Evidentiary Data

Practice	Item 1	Item 2	Item 3
Data Collection	Meeting minutes	All surveys	Comments from class
Evaluation Process	Exit Portfolio	Alumni input	MAC input
Revision Process	Program faculty minutes of meeting	Changes recorded	End of year evaluation of results

to improve the program and to plan for the future.

At the end of the academic year, the program faculty create a one-year plan that incorporates any needed changes in the program. The Program Coordinator will examine the previous year's plan to see if it was executed and identify successes/failures. The projected year's plan will incorporate areas that need attention.

Current One-Year Plan:

2016-2017 Evaluation Strategies

Revision: Based on reaction to Professor DeAnne Luck's use of weekly summaries, all instructors will follow suit. Streamline course homepages so that weekly summaries are easily found.

The evaluations from Fall 2016 will be available in February 2017. Faculty meets to discuss the results. List items that are under average and select one or two items that are just average for improvement. Propose an action plan for both low and average items.

- Conduct alumni survey on past program's effectiveness in December.
- Distribute new course outlines to MAC for comment on topics covered.
- Additional documents for May meeting:
- Compile course questions posed during the course.
- Compile TK20/LiveText results.
- Align ALA Standards to other professional standards.
- Review plan for candidacy and adjust if needed.

Faculty, Standard III

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

Each faculty member has experience in multiple settings including special libraries, academic libraries, public libraries, school libraries, and schools. Promotion and tenure policies at MTSU require that all faculty provide evidence of quality in teaching, research / creative endeavors, and service. Teaching excellence is required.

Additionally, excellence in research or service must also be evident. Before tenure is granted, faculty provide evidence of their progress toward tenure by participating in a yearly review by the departmental promotion and tenure committee, the department chair, the college committee, the dean of the college, the provost and the president. In their 5th year, faculty may apply for tenure (and promotion to associate professor). In their 10th year, faculty may apply for promotion to full professor. A continuous record of excellence in teaching, research, and service must be provided. The University has a detailed faculty policy manual that is available online at http://www.mtsu.edu/provost/fac_handbook/personnel.php.

If the program meets projections as shown in Table 2, a new full-time faculty member will be needed in Year 3. New tenure lines are requested by the Program Director to the Dean's office. New non-tenured faculty lines can be requested to the Dean's office or to University College which will pay for distance education instructors. Enrollment drives the approval of new faculty. The Program Director follows university policy in workload assignments and the program does not assign overloads to the faculty. This policy will support the requests for faculty and maintain the high faculty / student ratio of no more than 15 students (12 preferred) for each 3 credits of workload. Advising is limited to 35 students per faculty member. In Fall 2016, the Program Coordinator advises 28 students and the tenured faculty member advises 34 students. The University will support the addition of a new faculty member (full time tenured or full time temporary) if the program exceeds the workload.

Membership in ALA and the Tennessee Library Association and/or Tennessee Association of School Librarians is required. Faculty choose a division or roundtable from ALA that supports their interests. Additional memberships in other discipline-specific organizations are encouraged.

All faculty possess these skills: expertise in online course design, subject expertise, library administration, and collection management. Skills in program administration are required.

The faculty share responsibility in program decisions regarding strategic planning, curriculum, assessment, advocacy, implementing short and long-term plans, and staying on task to achieve all goals.

III.2 The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

These same three categories are identical to the ones used at MTSU for evaluating faculty. In the past 5 years, MTSU has strengthened its Office of Research and the Library Science program will respond positively to this. The Office of Research has this as its mission: "The mission of the Office of Research is to stimulate research and creative activities by improving infrastructure, providing seed grants and matching funds, making

researchers aware of funding opportunities, providing expertise on pre-award and post-award grant preparation and administration, and helping establish partnerships with public and private sector entities that benefit the students, faculty, and university.” <http://www.mtsu.edu/research/> The program acquired a skilled researcher with the hiring of Dr. Frank Lambert.

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

The program recruits adjunct faculty for their specialties that are carefully matched to course content. Adjuncts are used in only two situations a) when full-time faculty have reached their workload limit and b) when full-time faculty decide that a specific professional will enhance the student experience. Adjuncts who represent diverse backgrounds or have experience with underserved populations are sought. The MLS Advisory Council is a fruitful resource for recruitment of adjuncts who meet the need for diverse faculty.

Hiring of full-time faculty is carried out by a search committee composed of faculty in the department, faculty in other departments, alumni, and practicing professionals in the community. The search committee seeks candidates who bring diversity in experience to the current faculty, perhaps in the academic library sector or in digitization of resources. The “pool” of candidates is provided to Human Resources for approval before faculty candidates are interviewed. The search committee must supply a reason for applicants who were not chosen for the pool. Advertising for the position is placed in public journals and on websites to draw from as wide a candidate base as possible. The MLS Advisory Council is recruited to help with the search for qualified candidates who bring a diverse perspective to the job. The program follows the hiring policies of the university. Those policies and procedures are public and can be found at

http://www.mtsu.edu/provost/fac_handbook/personnel.php and at this site as well,

<http://mtsu.edu/hrs/employment/index.php>. Advertised jobs are listed on <https://mtsujobs.mtsu.edu/>

Placement ads for Library Science tenure-track positions are placed in *The Chronicle of Higher Education* and the ALA Joblist at a minimum. These widely circulated sources attract national and international candidates.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

All faculty members teaching LIBS rubric courses hold ALA-accredited Library Science degrees and are members of the Graduate Faculty (Table 8). Graduate Faculty status is reviewed every five years. Library Science faculty are subject to the academic policies of the University. See *Appendix 15* for the index to the academic policies website and the application for Graduate Faculty status.

The curricula vitae are available in *Appendix 16*.

Faculty hold memberships in: AASL, ALISE, TLA, TASL, Southeast Library Association, Association of Small and Rural Libraries, Association for Curriculum and Supervision Development, AERA, IRA, and ALSC. ALA membership is required and other memberships depend upon the faculty member's interests.

Table 8 Summary of Faculty Qualifications

Name	Highest Degree	Area(s) of Expertise	Experience and Additional Qualifications	Program Courses to be Taught	Percentage FTE in proposed program
Huffman, James Professor Department Chair and Program Director	Ed.D. Curr. and Instruction, Univ. of Tennessee	Higher Education		Administrator only	0%
Boudreau, Kathryn Professor Program Coordinator	Masters of Library and Information Science, Long Island University	User Services Special Collections Library Administration	5 journal articles published in last 5 years; 5 presentations at national / international conferences in last 5 Years Academic, Public, School and Special library experience	LIBS 6100 LIBS 6900 LIBS 6105 LIBS 6010 Student Advisor Program Advising	25%
Lambert, Frank Assistant Professor	Ph.D. Library and Information Science, Univ. Western Ontario, CA	Research Skills Cataloging Information Science		LIBS 6900 LIBS 6020 LIBS 6060 LIBS 6340 Student Advisor	25%
DeAnne Luck Assistant Professor	Masters of Library Science, Indiana University	Reference Services Digital Collections Children's Literature	Austin Peay State University Library School librarian Tenn-Share consortium	LIBS 6015 LIBS 6330 LIBS 6310	35%

Moisant, Kathryn Adjunct Instructor	Masters of Library Science, University of Tennessee	School Libraries Field Experience Supervision Young Adult Literature	10 years as school librarian at Blackman Elementary School and Oakland High School; Cataloger at Williamson County Public Library	SPSE 6550 LIBS 6000 LIBS 6310	5%
Rhonda Leigh Watson Adjunct Instructor	Masters of Library Science, Florida State University	Field Experience Supervision	Reference desk in MTSU Academic library School librarian	LIBS 6550	5%

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

MTSU's mission to be student-centered is illustrated in the emphasis on excellence as the teaching standard in promotion, tenure, annual, and chair reviews. Research and creative scholarship endeavors are expected to be high-quality as well. The curricula vitae that are attached will show the faculty does engage in sustained professional activities. It is not possible to be on the faculty without scholarship or professional activities.

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

Candidate CVs show that current faculty received degrees from the University of Michigan, Western Ontario University, Long Island University, University of Illinois, and the University of Tennessee. In Fall 2015 a search for a full-time, tenure position began. Review of applicants began on November 9, 2015. Dr. Frank Lambert accepted the offer and started August 1, 2016. Distance Learning requires training at the Faculty Instructional

Technology Center for online instructors. When courses in the program are created, they undergo peer review by certified online instructors. *(See Appendix 17 Peer Review Rubric)*

Faculty attend conferences and provide in-service to regional entities. Field experiences by students result in interaction with practicing librarians and a chance to discover needed realignments in skills and dispositions for the program.

The University provides professional development and grant opportunities for faculty.

Faculty Grants and Awards

- Walker Library Information Literacy Curriculum Revision Grant (for MTSU Faculty)
- Faculty Development Grants
- Instructional Evaluation and Development Grants
- Non-Instructional Assignment Grant
- Summer Research and Creative Activity Program
- Academic Year Research and Creative Activity Program
- Social Work Related Grant
- Instructional Technologies Development Grant
- Public Service Grants
- Special Project Grant
- Bryn Mawr Summer Institute for Women -contact Faye Johnson @ ext. 5941
- Faculty Awards
- Outstanding Teacher Award
- Career Achievement Award
- Distinguished Research Award
- Distinguished Creative Activity Award
- Faculty Emeritus

- Outstanding Achievement in Instructional Technology
- Outstanding Public Service Award
- Outstanding Teaching in General Education
- Interdisciplinary Synergy Awards
- Award for Innovative Excellence in Teaching, Learning and Technology

III.7 Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

The Program Coordinator assigns faculty to courses each semester. Adjuncts are recruited depending upon the content of the course. For example, Ms. Moisant is a practicing school librarian. She has spent 5 years in elementary libraries and 3 in high school. Thus, she teaches the children's and young adult literature courses. Full-time faculty are also fitted to the courses that concern libraries in which they have experience. Professor Boudreau-Henry has worked in academic, public, and school libraries. She teaches the library administration courses. Dr. Lambert is well-suited for the cataloging and research courses.

Students, Standard IV

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

The admission, retention, and graduation requirements as contained in the MTSU Graduate Catalog will be the policies of this degree program. (<http://catalog.mtsu.edu/content.php?catoid=22&navoid=3792>)

RECRUITMENT

MTSU uses recruitment strategies through Graduate Studies Office personnel, program faculty, social media, professional conferences, regional employment fairs, and alumni. The Graduate Studies Program engages potential candidates with a traveling "fair" to promote MTSU and its graduate programs. Faculty attend

conferences and distribute program literature. Public libraries, school systems, and campus counselors receive program literature. The University and the program have diversity plans to attract non-traditional students.

(See Appendices 19 and 20)

ADMISSION

All applicants are required to provide the following for unconditional admission:

- Earned Bachelor's degree from an accredited institution.
- Acceptable scores on the Graduate Record Examination (GRE). Applicants to the School Library endorsement program may provide a current teacher's license or passing score on Praxis II PLT.
- Official transcripts from all previous college-and university-level work showing a minimum grade point average (GPA) of 2.75.
- Three letters of recommendations from professionals, instructors, and or colleagues.
- a written statement of purpose explaining their choice of librarianship as a degree.

The Graduate Studies Office determines the length of time that a GRE score remains viable (currently 10 years). The Program Coordinator determines the "acceptable" test score. In general, MTSU students are non-traditional, meaning they are older, working full time, and have families. The Program Coordinator can admit students with conditions if s/he feels that the GPA or test scores do not represent their current academic potential. Instructors monitor students admitted with conditions during coursework to assess their progress.

The University policy does not allow a "hard" cutoff for test score. The discretion of the Program Coordinator is encouraged for admission decisions. In order to maintain an internally consistent process, the faculty admissions process uses Table 9 as guidance for admissions.

Table 9 Conditional admissions guidelines

Conditional admissions guidelines		
IF GPA =	AND IF GRE =	THEN
2.75	<50% Verbal	First 6 credits of Library Science coursework = B or better

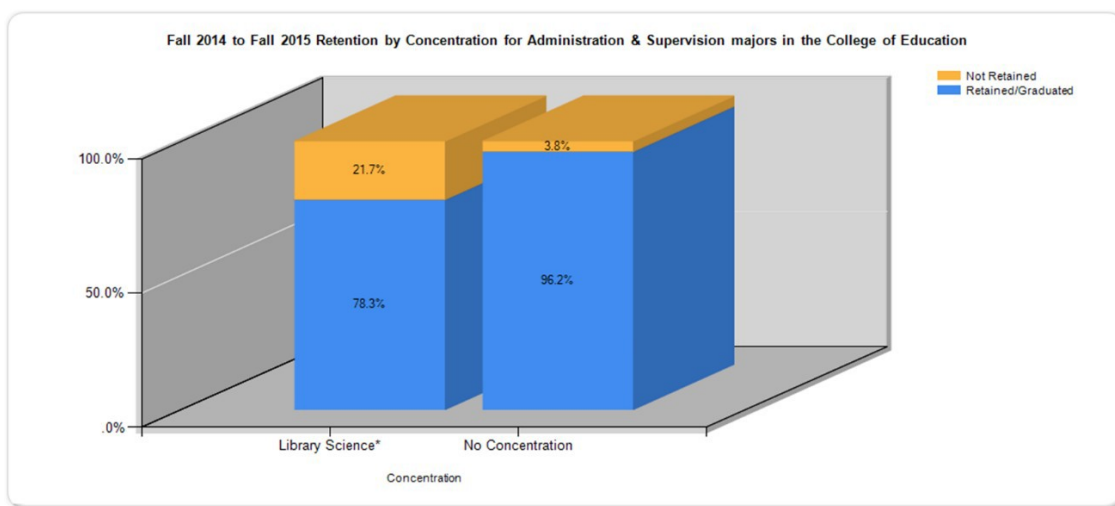
<2.75	>50% Verbal	First 6 credits of Library Science coursework = B or better
2.5 to 2.75	>50% Verbal	First 9 credits of Library Science coursework = B or better
2.5 to 2.75	<50% Verbal	First 12 credits of Library Science coursework = B or better
<2.5	>50% Verbal	Deny admission with reapplication possible if GPA raised with non-degree courses
<2.5	<50% Verbal	Deny admission

Students must maintain a 3.0 GPA to remain in the graduate school. One additional graduation requirement (the ePortfolio) will apply to all students in the MLS degree program. Licensure candidates must also pass the PRAXIS II Librarian test.

RETENTION

The existing program has a high retention rate of 79%. Generally, students drop out of the entire program due to financial issues, family problems, language deficiencies, workload burdens, or discovery that librarianship is not a suitable profession for them. The Program Coordinator contacts students who drop out by email or phone to discover why they have left the program. S/he retains those reasons to share with the faculty for program review meetings. In Spring 2015, 40 students enrolled in classes; 1 dropped out due to cost and 2 did not return for Fall due to family issues.

Table 10 Retention 2014-15



The University as a whole emphasizes retention reflecting a dedication to skilled teaching as a transformative experience. Grounded in student success rather than a weeding process. Without sacrificing high expectations and academic rigor, identifying a student who is struggling is high priority and the earlier this is done, the better. The program and the University have procedures to check on student progress early in the semester. Once identified, the instructor contacts the student through email or phone to pinpoint the services needed. The instructor may notify the Program Coordinator if performance does not improve. The student's life situation determines the advice given to him/her. The program attempts to help the student surmount temporary obstacles without sacrificing the student's attainment of goals or the program's quality.

FINANCIAL AID

The University's financial aid and career services offices provide a basic access point for students. The Program Coordinator adds relevant material to the program website that is librarianship-specific. The strong ethics, respect for diversity, and commitment to practitioner skills is a hallmark of the College of Education. The values make the College of Education an especially appropriate location for the MLS since those values are the underpinning for the MLS program. The Graduate Studies Office investigates new routes to funding for students, such as this initiative announced in February 2016, "The graduate programs have been added to the Regional Scholars program. It does not decrease tuition for students in this radius all the way to in-state, but it does reduce it significantly. We are planning on being a more prominent part of the our-of-state True Blue stops and in doing more visits to locations within that radius (Louisville, Huntsville, Atlanta, etc.)." (Scott Handy, email, February 1, 2016). The Regional Scholars program allows out-of-state undergraduate and graduate students within a 250-mile radius of Murfreesboro to attend MTSU at reduced tuition rates. (See Appendix 18)

CAREER SERVICES

The University offers a career development center (<http://www.mtsu.edu/career/>), a student teacher fair includes school librarian students, and the MLS Program Coordinator posts jobs. Links to online web recruiters and job sites are listed on the Library Science website's career advisement page.

UNIVERSITY SERVICES TO STUDENTS

The services provided by the College and the University allow the MLS program to supplement what is already a strong foundation. These are some of the University services offered to all students, including distance education. Adult (re-entering) student services/programs include:

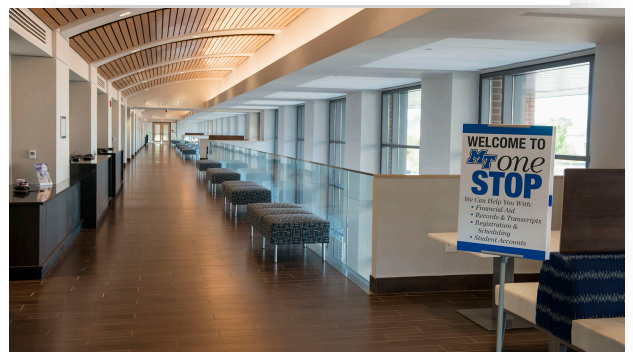
Career counseling	Women's services
Financial aid counseling	Services for students with disabilities
Minority students' services	Writing center
Personal counseling	Digital Media Center
Placement services for graduates	Graduate student media laboratory
Veterans counselor	Tutoring services

In 2014 MTSU opened its Student Services and Admissions services in a new building. "The MT One Stop (<http://www.mtsu.edu/one-stop/>) provides integrated services in the areas of financial aid, course registration, tuition and billing, and transcripts" (from MT One Stop website). The centralized location is student-responsive.

The following services are available at One Stop.

- Ask questions about the MTSU billing statement
- Get information about applying for financial aid and scholarships
- Complete FAFSA verification processes
- Request a transcript
- Get assistance in completing forms to drop or add a class
- Get assistance with withdrawing from classes

Photo 1 MT One Stop



- Complete a Partners in Education (PIE) form or request PIE assistance
- Sign up for deferred payment plans
- Sign up for direct deposit
- Enrollment verification for insurance or other purposes
- Change their address or other personal information
- Change their major or minor
- Ask questions about installment payment plans
- Make registration and schedule changes

REINFORCEMENT OF MISSION THROUGH POLICIES AND PROCEDURES

With a mission to advance the profession, professionalism must be reflected in the policies and procedures that students encounter. The program attempts to keep academic procedures clear and direct.

The faculty models advocacy for students in administrative issues by contacting campus departments to identify precisely the needed paperwork and procedures. Because the majority of students work full time, the students well understand the value of practice in learning skills. The program places emphasis on producing practitioners to conform closely to the Vision. Collaborative work and peer support reinforce the mission. Online linking on the program's websites better meets the needs of our students than on-campus presences do. The program faculty serve as facilitators to MT One Stop services. Faculty send forms to students, and faculty take those to MT One Stop. The student-centered focus rises to the fore in all policy and procedure decisions.

DIVERSITY

With an African-American student body percentage of 21% (Big Future by the College Board), the new Veterans Center, and a strong international partnership with China and Saudi Arabia, it is evident that MTSU supports diversity. MTSU had a well-developed Diversity Plan in place for 2011-15 (*Appendix 19*). Past 2015, the University's plan will be refined based on the data collected as part of the plan.

The Library Science program does not enjoy these same successes in attracting diversity. The faculty are undertaking implementation of a robust recruitment plan. Seeking rural applicants and non-traditional

applicants, the program presents at county librarian conferences, the statewide library conferences, the MLS Advisory Council and contacts the deans of local colleges. To illustrate the need for rural recruitment, in the Stones River Region (State Library regions), only 5 of the 25 library managers hold degrees. Although all are required to attend four regionally-sponsored training events per year, the State Librarian would prefer that degreed librarians hold those positions. This situation affords MTSU's Library Science program an opportunity to help the current managers obtain the degree. The University's Office for Community Engagement and Support identifies and contacts interested partners. See *Appendix 20 for the program's diversity plan*

The student body for library science stubbornly continues to be majority female and white. Faculty are working diligently to recruit in other pools of applicants.

Based on the progress of students currently enrolled in our concentration in Library Science, the vast majority of students will take two classes per semester for the fall, Spring, and Summer semesters, with an occasional semester of three classes (following the general pattern seen in the Sample Program of Study in *Appendix 21*.) The average Fall enrollment between 2009-10 and 2012-13 was 39 students (8 full-time and 31 part-time). We started our year-one enrollment estimate with that baseline and added a conservative estimate of increase based on the new degree designation. We based our enrollment and graduation estimates on the historical trends in the existing M.Ed. concentration and this includes an attrition rate of approximately 5% per entering class. The attrition rate is based on all students, not just the degree-seeking students.

We realize that initial enrollment in a program without ALA accreditation will not be attractive to many candidates. There are students who will seek the degree since their aspirations for public or school librarianship will not be affected by a lack of ALA accreditation. The school librarian licensure candidates should continue to support the enrollment numbers as they do now.

Recruitment will be aggressive. Faculty will pursue personal interactions at Tennessee Library Association, the regional library system professional development meetings, ALA conferences, rural public libraries, and local college libraries. The Enrollment Management Specialist in Graduate Studies program helps with recruitment of graduate students. With her help, the Program Coordinator will define a 5-year plan to recruit.

SUMMARY

The university and the Library Science program have diversity recruitment plans and these form a foundation for recruitment. As an online program, this degree will be accessible to a large variety of populations, including rural, adult, working, and military populations, which will make it very inclusive. Additionally, since it is not a limited-enrollment program structured as a cohort, it will offer the opportunity to earn the MLS to all qualified

applicants, again enabling the possibility of greater diversity.

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

Because this is a small program, the Program Coordinator keeps all published information up-to-date. By year two of the program, the publications will be assigned to other faculty for upkeep. The Program Director and Program Coordinator will be responsible for approval of all material and the records of the official version of the flyer, website, brochure, business card will be retained by the Program Coordinator on the shared web drive.

There are two websites for the MLS program. Graduate Studies maintains the general library science website which includes the Vision/Mission/Goals/Value of the program, admission policies, curriculum requirements, and links to other information on the program. This site links to the site maintained by the Program Coordinator.

The other website, the Master of Library Science Resources Site, is maintained by the Program Coordinator. Links on the website include each of the items in the standard. The Program Director or Program Coordinator revise the Resources website as needed--the site is checked every two weeks for accuracy. The Library Science and ExitPortfolio handbooks are housed in this site (<http://mtweb.mtsu.edu/kpatten>).

The library science information sheet lists the mission and courses and provides contact information. It is available at the Graduate Studies Office and other campus sites as well as the director's office. Graduate Studies has a detailed website for admission. A business card and a brochure are also available for handout. The brochure is currently being created and is not available as of October 1, 2016. The program has a dedicated email mls@mtsu.edu which helps maintain records of inquiry about the program and allows all faculty to maintain consistent answers to questions. (See *Appendix 22 MLS information publications*)

IV.3 Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program

ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

The Library Science program follows all of the Graduate Studies admission requirements (*Appendix 23*) and adds a requirement for a 500-word Statement of Purpose. The SOP provides evidence of dispositions and career objectives.

Within those guidelines, the Graduate Studies Office allows wide latitude to Program Directors. The Program Director, Program Coordinator, and one other faculty member examine each applicant's application looking for indications that the applicant will be successful. Grades, GPA, test score, recommendations, and the statement of purpose are considered carefully to discern if the student has the necessary dispositions for graduate study as well as former academic success. The Library Science website contains a statement about the application process. "Admission to the Library Science program is determined by assessment of all materials in the application packet. Dispositions toward library science and public service are assessed. GPA and test score alone do not determine admission." MTSU applicants are usually the "non-traditional" student, meaning they are older with family and work responsibilities. The admissions policy recognizes that maturity brings a more dedicated applicant who may not score as highly on a standard test, but who has the attributes sought for librarianship. Approximately 10% of the applications receive a conditional admission. Students who cannot meet the conditions usually decide to withdraw without intervention. The monitoring process for student success initiates contact early and continues until the student does meet the program conditions. Table 9 in IV.1 outlines specific guidelines for conditional admission.

IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

Most students have already made inquiries before applying. That contact allows the Program Coordinator to determine their interest areas. At admission, students are contacted (email) by the Program

Coordinator. The Library Science handbook is sent to them and the Program Coordinator asks the student to describe the program of study that he/she wishes to follow. The individual indicates an area of interest so that all faculty can incorporate those interests into each course. Assessments must accommodate those interests. Example: If a student indicates an interest in public librarianship, the Library Administration class allows the student to use public libraries as a center for the courses. Another student in the class may prefer academic librarianship. Both students use the same assessment, but they base their assignment content on different

library types--field experiences, strategic plans, budgets, user services are based on the type of librarianship in which the student is interested. Students do not have to commit to one type of library for the entire program. They are free to experiment within and among courses. The program builds coherency by designating core courses followed by an administration course. Electives both within and outside the department fill in the need for specialized interests. Even though students are taking the same courses, individual needs are also met within a course by allowing student choice for library contexts and topics. Case studies use varied settings so that students are exposed to many types of libraries.

Assessment tools used to evaluate student achievement vary within each course. Papers, presentations, collaborative work, and discussion assess student progress. Traditional Office products and web-based products such as blogs, wikis, and websites are the means of producing the assessments. The turnaround time for feedback on each assessment is no more than one week. Comments on successes are required.

Constructive assessment on deficiencies is encouraged to prevent repetition of the deficiency.

The faculty advisors are always available to students for online or phone consultation. Any student may meet with faculty and advisors on campus.

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

At the University Level: The Library Science website provides information on the Student Government Association and on the Graduate Student Association. "One of the greatest resources to students, traditional and non-traditional, at MTSU is the Student Government Association. The SGA serves as the official liaison between the student body and the administration. It is the official channel of communication for all students. Our job is to listen to the concerns of students and help make your college experience the best it can be." Student Government Association website <http://www.mtsu.edu/sga/>

At the Library Science program level: In May of each year, students are asked to review the program in regard to procedures, website, and course content.

IIIV.5.2 Participate in research;

Students are required to create an action research project and complete it in LIBS 6060. Two other research opportunities are encouraged in LIBS 6900 and in LIBS 6550. Faculty will identify papers suitable for further

research and / or publication and mentor students to do so. Faculty offer to edit the projects as an advisor.

The University sponsors a Scholars Week for student research

<http://www.mtsu.edu/research/scholarsWeek/index.php> and Library Science graduates are encouraged to enter submissions. The program faculty submit student activities and achievements to the College of Education's Alumni staff and to the publicity officer. The Library Science website highlights selected student stories on the webpage.

IV.5.3 Receive academic and career advisement and consultation;

The full-time faculty provide scheduled advisement at the end of each semester. The Program Coordinator initiates the contact in the last third of each semester. Students may contact faculty at any time for additional advising. Degree Works by Ellucian is not yet functional at MTSU, but will be the program used to advise students. "Ellucian Degree Works is an easy-to-use set of online academic planning tools that help students and advisors see what courses and requirements students need to graduate." (Ellucian website, <http://www.ellucian.com/Software/Ellucian-Degree-Works/>)

Career advisement is provided when the resume / interview questions are assigned in the field experience courses. The Program Coordinator notifies students by email of job opportunities. The Master of Library Science website includes a career page.

IV.5.4 Receive support services as needed;

Every syllabus contains a list of support services and links to the websites for the services. The university has a real-time calendar and news section on the homepage of the website, Facebook page, and the internal access system (Pipeline) through which students register, check transcripts, pay bills, etc. (*See Appendix 24 Student Assistance Online and On Campus*)

Faculty identify students who may need services and recommend to the student that they contact the needed resource. The MT One Stop staff are available by phone, in person, and by email.

Graduate Student Grants and Awards include:

- Travel Grants for Graduate Students
- Mary W. and Chester R. Martin Graduate Academic Scholarship
- Albert L. and Ethel Carver Smith Scholarship
- Walton O. Warren Scholarship for Public School Teachers and Administrators in Tennessee

As an online program, support is critical to student success. “University College manages all of the online and distance learning programs offered by MTSU to meet the unique needs of students whose access to higher education is often limited by family, work, and other responsibilities by removing barriers of time, place, and tradition; supporting faculty who deliver course content and degree programs in innovative ways; and fostering a student-centered learning environment to promote the success of nontraditional students.

Through the collaboration of many campus resources, we are able to better serve nontraditional and adult learners, by offering a variety of undergraduate and graduate degree programs, with the option of taking courses online, on campus, or a combination of both. We also provide helpful resources and tools for students and faculty to ensure academic success.” University College <http://mtsu.edu/university-college/distance/index.php> Technical support for distance learners is provided by a 24/7 help desk. The University provides an on-campus support staff for learning services and D2L (the learning management system).

IV.5.5 Form student organizations;

An ALA student chapter will be created when eligible. The chapter will have its own website and Facebook page. Members can decide what other social media will be used, as well as the mission of the chapter. One of the faculty will sponsor the chapter.

Students are encouraged to join the Facebook page for Library Science and the Facebook page for MTSU. The Library Science website will provide information on Beta Phi Mu membership as soon as the program is eligible.

The Library Science Alumni Association and the Alumni Association of MTSU have web links on the Library Science website. There is a University group for graduate distance learners, linked on the Master of Library Science website.

IV.5.6 Participate in professional organizations.

Students are required to join a minimum of 3 professional organizations—ALA (joint with TLA) is mandated, while the remaining two are choices. *American Libraries* magazine is used as reading or news requirement for several assignments since all students receive print copies. Membership in LM-Net and state list-servs (TASL elist or TLA-list) is required.

IV.6 The program applies the results of evaluation of student achievement to program development.

Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

Students compile an electronic portfolio (ePortfolio) using a web-based site as they move through the program. Creation of the ePortfolio starts in the first class. Instructor and student will identify artifacts that illustrate attainment of objectives—these are the “key assessments.” The student collects visual documentation, audio documents, interviews, and other items for inclusion in the ePortfolio. Students may choose other materials that demonstrate their knowledge. The ePortfolio will be fine-tuned and polished in LIBS 6900 (the capstone course). At midterm in the capstone course, faculty review the ePortfolio. EPortfolio advisors encourage continuous revision.

At least two faculty members assess the ePortfolio using a rubric. The faculty reviewers solicit assessment from alumni and practitioners in their fields of expertise. The ePortfolio is a continuous assessment assembled by the student throughout the program. As mentioned above, one activity in the capstone course is the refinement of the ePortfolio. Students can submit the portfolio to the advisor for feedback ahead of its final assessment. (*Appendix 25 ExitPortfolio Handbook*)

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

Data are collected by instructors in TK20/LiveText and the assessment of data is done by the Program Coordinator. The faculty devised this plan of action for failing performances:

- Two assessments failed: Students who have failed to produce Acceptable scores on 2 of the assessments will be contacted by the Program Coordinator.
- Three assessments failed: The failure of a third assessment will necessitate a second remediation plan in which a similar assessment is assigned.
- No remediation is possible after 3 assessments failed. A plan of remediation will be constructed and the Program Coordinator or one of the instructors will follow the progress.

The Program Coordinator implements remediation plans in consultation with the student. At the end of each semester, the data for that semester is examined for significance. Did the remedial plan work?

Assessment, course, or program revisions will be made and implemented before the assessment is used again.

Note: Passing of the Praxis II Librarian test is a State of Tennessee requirement for licensure. Students may obtain the degree without passing the Praxis, but cannot obtain licensure without a passing score. Minutes of

meetings, email correspondence, and field notes are kept by the faculty to document the issues and concerns of all stakeholders. The Program Coordinator collects the items for the May and August meetings to decide, in conjunction with the Program Director and faculty, the program direction for the next year. The faculty brings items to the Program Coordinator throughout the year for immediate discussion or change. The director uses email to elicit advice on solutions.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

The alignment of ALA, InTASC*, and College standards provides a prescribed set of assessments to ensure student learning is evaluated in a consistent manner. The data that is collected is used to improve course structure, assessments, and program policies. The evidence of the program's use of the data lies in Table 10.

*InTASC http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Table 10 Data for Student Learning

	Evidence 1	Evidence 2	Evidence 3
Data	<i>TK20/LiveText</i>	<i>Surveys</i>	<i>Data analyses</i>
Student learning	<i>Remediation plans</i>	<i>Results of plan</i>	<i>Field notes</i>
Recording	<i>Minutes (Evernote)</i>	<i>Field notes</i>	<i>Policy changes</i>

The data are collected by the Program Coordinator either directly or from the instructors. The evidence is analyzed at the May and December meetings. Recommendations are sent to the Program Director within 3 weeks. The recommendations are distributed to faculty in the semiannual meetings. The Program Director follows up with another round (meeting or IM chat) to decide which recommendations will be implemented. It is the responsibility of the Program Coordinator to implement the recommendations.

Records of the process will be assembled and stored in the Program Coordinator's office.

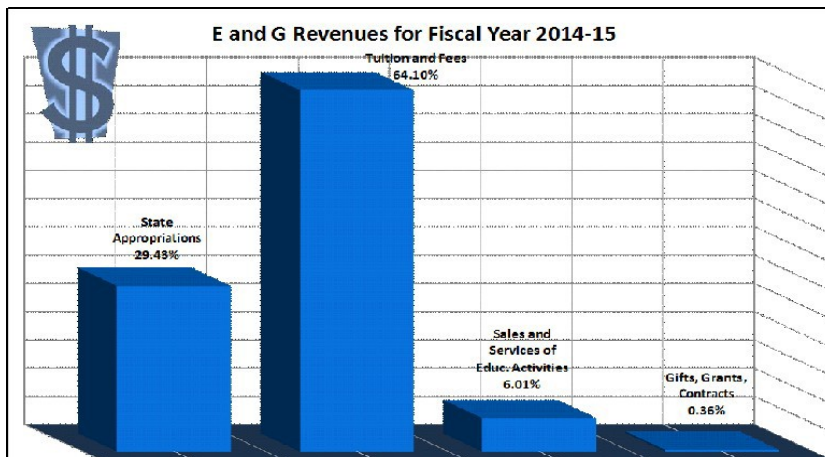
Administration, Finances, and Resources, Standard V

BUDGET

The budget for 2016-2020 is included in *Appendix 26*. As courses are added, Library resources will be supplemented to meet the additional needs of the proposed program and the new courses. The University has repeatedly supplied the needed faculty for the program. The hiring of a full-time temporary faculty was approved in 2009. The Program Director, Dean, and Graduate Studies are committed to the success of the MLS program.

Consultations with Dean Bonnie Allen of the Walker Library led to the conclusion that \$10,000 on a one-time basis would be sufficient to purchase the journals, books, and databases needed to support the program, especially in Public Libraries. Walker uses on-demand purchasing for supporting programs. One faculty member will be designated as the liaison to request new items from Walker.

Figure 3 MTSU University Revenues



Recurring costs such as OCLC access or travel monies come from the departmental budget. Across the university, course development money comes from the University College budget.

SUPPORT FOR TEACHING AND TECHNOLOGY USE

This is a fully online master's program, utilizing the full capacities of the D2L learning platform. We have very highly accomplished online instructors who are experienced with the D2L platform. MTSU has a highly skilled support organization within the division of Information Technology. Additional facilities and equipment are provided as needed. Faculty may make proposals using Technology Access funds for new initiatives. The Faculty Instructional Technology Center on campus provides training for new instructors and offers continuing education for all online instructors (such as Accessibility, Total Quality Initiative, software). (*See Appendix 27*)

The Learning, Teaching, and Innovative Technologies Center provides workshops, speakers, print resources,

and consultation for faculty. *(See Appendix 28)*

University College (home of Distance Education) provides support for faculty as enrollment grows. It also supports course development and refreshment with payment of \$3,000 for new courses and \$2,000 for revision of a course every 3 years.

TRAVEL AND PROFESSIONAL DEVELOPMENT

The Womack Educational Leadership Department has a professional development endowment to provide reimbursement to faculty for travel for professional activities. The University delegates funds to departments for travel each year. The chair assigns a set amount to each faculty member. Additional funds may be requested if the travel relates to tenure or graduate faculty requirements.

The University has a wide offering of professional development opportunities. The aforementioned FITC and LITIC centers offer 6-10 sessions per semester on technology, online certification, accessibility, and best practices in teaching. Other centers on campus offer opportunities once or twice a semester such as the Center for Dyslexia, Office of Research, Center for Educational Media, MT Engage, and Faculty Learning Committees. There are numerous possibilities for faculty and students to engage with peers and with expanded or new learning.

JAMES WALKER LIBRARY

The Library has a large range of services for students and faculty.

- Reference services are provided in-person, through text, email, chat, and phone.
- A printing allowance of 300 pages per semester is given to each MTSU ID card holder. There is a 5-cents/copy fee after the allowance is exhausted.
- The Womack Curriculum Room houses a large collection of children's materials (picture books, novels, and non-fiction) as well as materials for teaching and school librarianship. The textbook depository resides in the Curriculum Collection.
- The Library Science collection as a print collection is large, but dated. Digital versions of current library science materials are available and this collection has sufficient depth. Full-text Library Literature and Information Science is available as well as numerous other databases.
- E-books and full-text databases can be accessed online. Requests for interlibrary loan, reserves, and acquisitions are all available online.

Other services in the Library:

- The Writing Center (online consultation)
- The Digital Media Studio
- Makerspace
- The Adaptive Technology Lab
- Technology instruction
- Equipment for borrowing (computers, calculators, headphones, etc.)
- Numerous software applications

Online student services provide access to print materials via U.S. Postal Service. Delivery is free, but the return postage is the responsibility of the student. Interlibrary Loan through ILIAD provides access for non MTSU items. The students may obtain a statewide library card (TALC) that allows them to borrow from other colleges/universities in the state. The library embeds a librarian in each online course so that students have a specific consultant. Reference is available through email, phone, or chat.

Table 12 Holdings for Academic Years 2008-2009 to 2014-15

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Volumes (1)	1,108,792	1,111,412	1,120,409	1,115,388	1,521,865	1,521,802	1,488,011
Periodical	29,731	30,958	32,320	41,459	62,727	70,590	88,183
Subscriptions (2)	1,309,297	1,329,275	1,309,454	1,309,774	1,309,951	1,310,961	1,311,961
Microtext Units							
Total	2,447,820	2,471,645	2,462,183	2,466,621	2,894,543	2,903,353	2,888,155

(1) Includes electronic books

(2) Beginning 2007-2008 includes electronic subscriptions

Physical Resources and Facilities, Standard VI

This program is completely online so the facilities on campus are not usually relevant to the students in the program. The facilities available to all students are modern and technology rich.

Photo 2 College of Education building



THE COLLEGE OF EDUCATION

The College of Education (See *Appendix 29* for Floor 1 plan) is housed in a 2010 building that includes technology access in every classroom. There are 4 computer classrooms and there are 10 classrooms specifically designed for collaborative work. There is a 150-seat technology-enabled classroom used for webcasting, webinars, and live broadcasts and tapings. The second floor consists of the Dean's suite of offices, the Office of Professional Laboratory Experiences, and classrooms. The third floor included departmental offices, conference rooms, and faculty offices.

Photo 3 COE class with Dr. Allyson Bass



In 2015 the College opened the Center for Educational Media. "The Center for Educational Media (CEM), in

McWherter Learning Resources Center, oversees the production and distribution of high-quality educational video programs for the College of Education and coordinates the scheduling and operation of the college's new K-12 Professional Development Center. The CEM offers production services for other MTSU departments and offices upon request.”

JAMES WALKER LIBRARY

In Spring 1999, MTSU opened a new library to meet the needs of a rapidly growing student body. It

Photo 5 Walker Library



was designed to accommodate a collection of over one million bound volumes and provide seating for 2,600. The library includes a four-floor atrium that serves as the central organizing element for the interior spaces and brings controlled, natural daylight to readers and study spaces in the building. In Fall 2001, the new library, a visible sign of the University’s commitment to quality education, was named James E. Walker Library in honor of a former MTSU president who was a friend of the library, a leader in higher education, and a partner in securing funding for the new building.

The Walker Library building is visited by well over ONE MILLION people per year (that’s an average of over

25,000 per week) and equally as many people visit online through library.mtsu.edu. Through hundreds of Library research classes taught to one on one research coach appointments to the 40,000 people helped with research and technology at library service desks throughout the year the James E Walker Library truly is the JEWEL of the campus. Built in 1998, the Walker Library houses over 1,521,802 bound volumes. (See *Appendix 30 Walker Library Report*)

Additional resources at the Albert Gore Research Center and the Center for Popular Music support library science specialties such as archival interests or music librarianship. (See *Appendix 31*)

A three-year old Learning Commons in the library affords collaborative space for all students. The library houses the Writing Lab, a digital media center to assist students in producing and accessing digitized materials, a tutoring center, a Makerspace, an adaptive technology center, and a help desk for the technology available in the library. There are 443 computers for public use and 32 printers. (See *Appendix 32 Walker Library floorplans*)

From Dean Bonnie Allen, "Once you grab a cup of coffee (from the in-house Starbucks), you can find a space in the library that suits your needs. We have quiet spaces and collaborative spaces, and we have several help desks. You can find help with research at the Reference Desk, tutoring help at the Tutoring Spot, and additional help at the Writing Center, Technology Services, and more. Whether you are an undergraduate, grad student, or faculty member, we have services to assist you. It's all here, so we hope to see you soon!"

FACULTY OFFICES

Faculty Offices are in the College of Education. Per university policy, each faculty member has a 120-square-foot office and is connected to the Internet over a high-speed T1 line. Because the College of Education building is new, the furniture is modern and handsome. A workroom in the Womack Educational Leadership Department has a high-speed copier / scanner and other office equipment that allows faculty to complete paper-handling tasks.

Plan for Achieving Candidacy Status

The responsibility of each of the listed items falls on the Program Coordinator in 2016-17. The items will be divided and assigned to other faculty after the first year. F=Faculty PD=Program Director PC=Program Coordinator LSAC=Library Science Alumni Council All=includes MLS Advisory Council and Students

Fall 2016

- Course proposals submitted
- Accreditation study

Spring 2016

GOAL: Develop foundation

- Course Development for 4 Fall courses completed
- Hiring of new full-time tenure-track faculty member
- Implementation of ExitPortfolio
- Mission / Values / Goals communicated to all current students
- Syllabi revised to reflect Vision / Mission and ALA Competencies
- New website released

Summer 2016

ALL EXCEPT WHERE NOTED

- Creation of all evaluation assessments for program
- Admissions standards revised to include 500-word essay
- Faculty training for collection of data
- Updating departmental and college websites
- Creation of library science handbook
- Refinement of ExitPortfolio handbook based on experience with Spring 2016 students
- Data collection from Spring 2016
- Library Science Handbook created
- Creation of degree plans for new program
- Process designated for degree change to MLS from M.Ed.

Fall 2016

ALL EXCEPT WHERE NOTED

GOAL: Documentation and data collection determined

August 2016

- Collect all forms for data collection and distribute to faculty
- ExitPortfolio process refined
- Reporting forms for student surveys
- Current vitae collected for department
- Class lists September 2016--Faculty

- Assign advisors for ExitPortfolios, determine midpoint monitoring dates--PC
- AP3 standards assessed and determine which to focus on for semester October 2016--F
- Development of Spring 2017 courses--F
- Structure of program reports determined--ALL
- Meet to monitor ExitPortfolio progress and process October--December 2016--ALL
- Publication of AP3 standards to syllabi and website with monthly updating on our progress--F,PC
- Three-year plan created December 2016--January 2017 for candidacy--PC,PD

Goal: Strengthen program based on data--FACULTY

- Course Revision and development
- New courses proposed to Grad Council and Distance Education
- Program Revision

Goal: Monitor students and recruit for 2017--ALL EXCEPT WHERE NOTED

August 2016

- Class lists collected
- Student progress checked against lists
- Recruitmen of 3 non-licensure students

Goal: Assessment data collected and used--ALL EXCEPT WHERE NOTED

September 2016

- TK20/LiveText documents loaded
- Assessments and rubrics reviewed for accuracy
- TK20/LiveText measures
- Surveys to students, alumni, employers--LSAC
- Application for Candidacy submitted December 2016--PC
- Meeting to analyze data, identify revisions, and prioritize those revisions
- Course evaluation notifications sent to students
- Transition to LiveText for data collection

Spring 2017

ALL EXCEPT WHERE NOTED

Documentation

January 2017

- AP3 standards assessed and determine which to focus on for semester February 2017
- ALA Structure of reports determined, reporting analyzed, and assigned for writing for Fall semester
- Strategic Plan for 2017-2020: identify areas and write the plan by the end of March 2017.

March 2017

- Publication of AP3 standards with monthly updating on our progress
- Meet to monitor ExitPortfolio progress and process
- Meeting to assess progress and address issues
- Recruitment of 3 additional students for the non-licensure program

Program

- Course revision and development
- Program revision
- Evaluation for new courses or interdisciplinary approaches
- Negotiate online development with other disciplines at MTSU

Students

- Recruitment of 5 non-licensure students
- Class lists collected September 2017

Assessment

- Student progress checked against lists
- Program review in full-day meeting by Director and Coordinator and faculty

Summer 2017

ALL EXCEPT WHERE NOTED

Self-study

May-August 2017

- Self-study designed and started
- Three-year plan revised
- COA reports prepared for Spring and Summer

Fall 2017 Apply for Candidacy

ALL EXCEPT WHERE NOTED

Documentation

September 2017

- AP3 standards assessed and determine which to focus on for semester September – October 2017
- Structure of reports determined October – December 2017
- Publication of AP3 standards with monthly updating on our progress December 2017 – January 2018

Program

- Course Revision and development
- Program Revision

Students

- Recruitment of 3 new non-licensure students

August 2017

- Student progress

September 2017

- Class lists collected
- Student progress checked against lists

Assessment

September 2017

- LIVETEXT documents loaded
- Surveys
- Comments

November 2017

- LIVETEXT measures
- Submit COA reports--PD

January 2018

- Fall 2017 Evaluations collections

Spring 2018

ALL EXCEPT WHERE NOTED

Documentation

January 2018

- AP3 standards assessed and determine which to focus on for semester
- Review enrollments and request additional faculty line if needed

February 2018

- Publication of AP3 standards with monthly updating on our progress January 2018
- LIVETEXT documents loaded

Program

March 2018

- Course Revision determined
- Program Revision determined including results of recruitment plan

Students

April – May 2018

- Recruitment of 5 non-licensure students
- Class lists collected
- Student progress checked against lists Assessment

April 2018

- Comments from students collected
- Spring 2018 Evaluations collected
- LIVETEXT measures collection
- Faculty meeting (8-4 full day) to discuss recruiting plan, diversity plan, records-keeping, and student progress

Summer 2018

ALL EXCEPT WHERE NOTED

Program

- Faculty meeting on Program
 - Analysis of status of enrollments by course to determine course revision and development
 - Program revision

Students

- Recruitment planned for fall and next spring; choice of conferences and colleges to visit.
- Student progress
- Class lists collected

June-July 2018

- Student progress checked against lists

Assessment

May-July 2018

- LIVETEXT documents loaded

August 2018

- LIVETEXT measures
- Surveys distributed to alumni
- Summer 2018 Evaluations collected
- Self-study work
- COA visit refined and arrangements confirmed

Self-study

May-August 2018

- Three-year plan revised
- COA reports prepared for Spring and Summer

Fall 2018

ALL EXCEPT WHERE NOTED

Documentation

September 2018

- Class lists collected
- Student progress checked against lists
- AP3 standards assessed and determine which to focus on for semester

October 2018

- Structure of reports determined

December 2018

- Publication of AP3 standards with monthly updating on our progress

Program

October 2018

- Course revision and development
- Program revision

Students

October 2018

- Recruitment

November 2018

- Submit COA reports

Assessment

September 2018

- LIVETEXT documents loaded

November 2018

- LIVETEXT measures
- Surveys
- Comments
- Fall 2018 Evaluations collections

On-Site Visit Preparation

August-December 2018

- Preparation and structure of visit
- Identification of responsibilities for each stakeholder on campus
- Self-study refined and updated

Spring 2019

ALL EXCEPT WHERE NOTED

Documentation

January 2019

- File cabinets in LIVETEXT prepared--PC

Program

January 2019

- Syllabi and course artifacts uploaded to LIVETEXT

Students

February 2019

- Recruit 5-10 new students

May 2019

- Faculty meeting on campus 8-4 to discuss program results, recruiting plan, and student progress

Assessment

January 2019

- Fall 2018 Evaluations collected

January-April 2019

- Self-study refined and updated; solicit external reviews
- Check all assessment files
- Upload notes from Evernote and assemble for clarity

Summer 2019

ALL EXCEPT WHERE NOTED

June 2019

- Faculty Meeting
 - Refine presentation; use external peers
 - Continue data collection, analysis, use as in previous years
 - Identify program strength /weakness and changes needed
 - Review personnel needs

Self-study

May-August 2019

- Three-year plan revised
- COA reports prepared for Spring and Summer

PD=Program Director PC=Program Coordinator

Table 1 Revision Plan for MLS Program

What?	Who examines?	When?	How: Data Collection and Data Analysis?	Stores Data and Implements Revisions?	Communication of Revisions?
Core Documents Vision, Mission, Goals	Faculty (3), Advisory Council members (5), Graduate Students (2)	May of each year	On campus meeting with teleconference to remote participants	Program Coordinator	Website Send to students Brochure Syllabi (Vision)
Courses	Instructors	December, May of each year	Student inputs (surveys from D2L, grades, comments, email	Faculty with PD	Syllabi Course websites
Goal Alignment	Faculty	May, December of each year	Based on revisions to Courses	Faculty with PD	Website
Faculty	Faculty, Department Chair/Program Director Assoc. Dean COE	June, January of each year	University evaluations	Department, Program Coordinator, Individual Instructor	Program Coordinator, Chair/Program Director

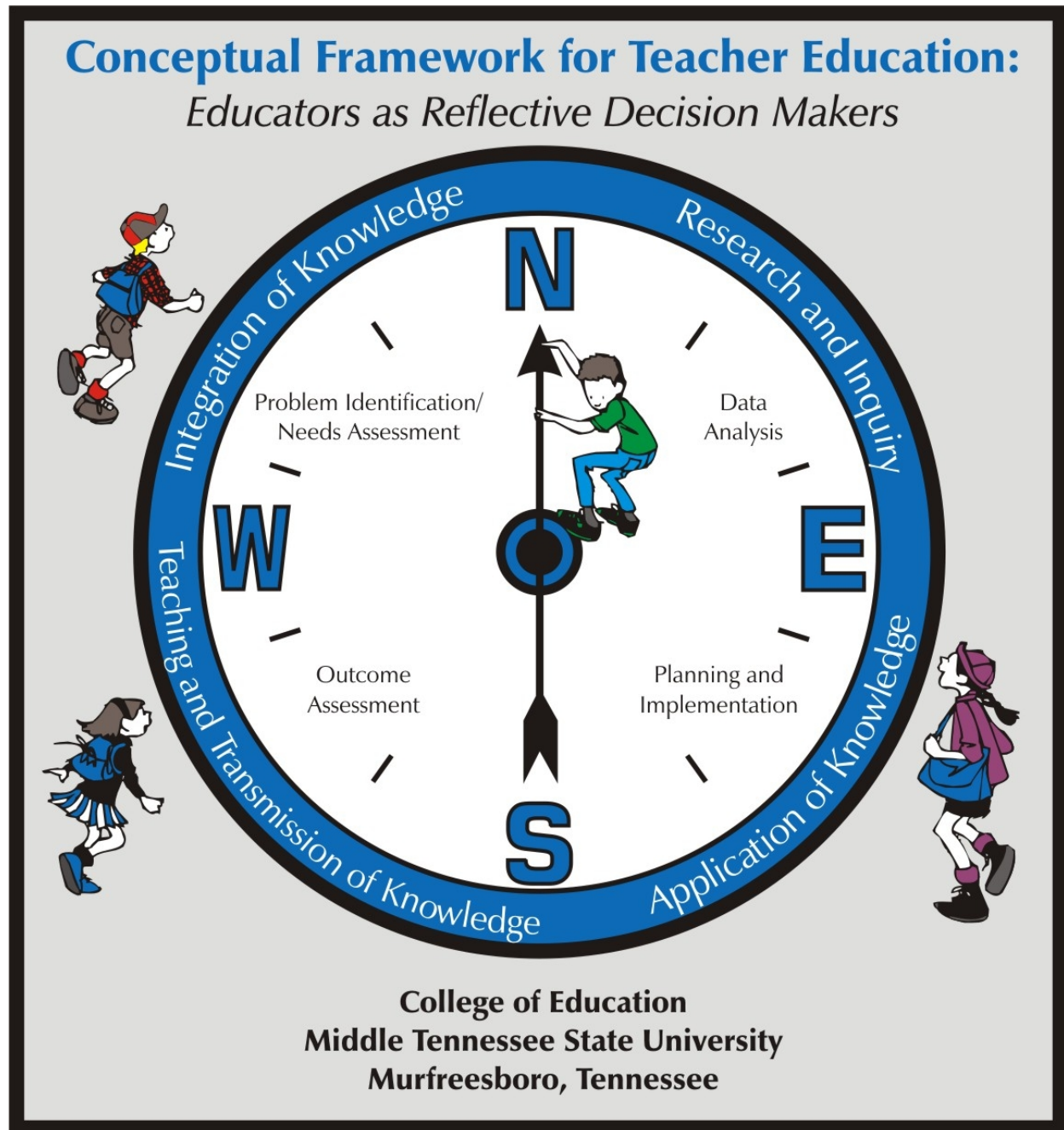


Appendices Follow

List of Appendices

- [APPENDIX 1](#) Conceptual Framework of the College of Education
- [APPENDIX 2](#) ALA Core Competencies
- [APPENDIX 3](#) Core Values of MLS Program
- [APPENDIX 4](#) Program Advisory Councils
- [APPENDIX 5](#) MTSU Organizational Chart
- [APPENDIX 6](#) Program Courses by Semester
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- [APPENDIX 21](#) Sample MLS Program
- [APPENDIX 22](#) MLS Information Publications—Brochure, Business Card, Handbook, Websites
- [APPENDIX 23](#) Admission Policies
- [APPENDIX 24](#) Student Assistance Websites
- [APPENDIX 25](#) Exit Portfolio Handbook
- [APPENDIX 26](#) Budget for Years 1-5
- [APPENDIX 27](#) Faculty Instructional Technology Website
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- [APPENDIX 29](#) COE Floor Plans
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- [APPENDIX 32](#) Walker Library Floor Plans
- [APPENDIX 33](#) MTSU Strategic Plans

CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION



Problem Identification/Needs Assessment. A key component necessary for sound decision making is the ability to identify precisely what needs to be accomplished. In the area of curriculum planning, for example, several factors must be considered before priorities are established. These may include community expectations, the state curriculum framework, national standards for the subject, and the developmental needs of students (the situational context). The ability to examine pertinent issues and develop clear goals and objectives is crucial to remaining true to one's mission.

Data Analysis. Good decision makers develop an appropriate knowledge base regarding any issue before them. They investigate and become informed of facts and details that should be considered before action is taken. Example: Before meeting with parents to discuss a problem a student may be having, the teacher may want to collect recent work samples, inspect related permanent records, and talk to the pupil. Effective educators avoid rushes to judgment. Instead, they base decisions on a careful analysis of available information.

Planning and Implementation. Once a goal has been established and appropriate data have been assembled and analyzed, effective decision makers must develop and implement sound plans of action. In classrooms where learning occurs regularly, good plans are carried out every day. Instructional plans are aligned with the objectives and progress is closely monitored and adjustments are made as necessary. Routines are established for comfort and the element of surprise is introduced for motivation. Consistent success is not the result of luck or accident. It comes from developing a clear plan and executing that plan with precision and confidence. Effective educators do not make excuses. They develop and implement good plans.

Outcomes Assessment. The success rate of any plan of action is determined by the extent to which the goals and objectives are mastered or achieved. The quality of a teacher's lesson, for example, should be determined by what the students are able to do as they apply the new knowledge and skills. Teachers who have a positive impact on learning develop clear standards of performance that are closely aligned with their goals. Checks for understanding are frequent and meaningful. When all is said and done, they determine their rate of success by the success rate of their pupils.

ALA's Core Competences of Librarianship

Final version

Approved by the ALA Executive Board, October 25th 2008

Approved and adopted as policy by the ALA Council, January 27th 2009

This document defines the basic knowledge to be possessed by all persons graduating from an ALA-accredited master's program in library and information studies. Librarians working in school, academic, public, special, and governmental libraries, and in other contexts will need to possess specialized knowledge beyond that specified here.

CONTENTS

- 1. Foundations of the Profession***
- 2. Information Resources***
- 3. Organization of Recorded Knowledge and Information***
- 4. Technological Knowledge and Skills***
- 5. Reference and User Services***
- 6. Research***
- 7. Continuing Education and Lifelong Learning***
- 8. Administration and Management***

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to employ:

1. Foundations of the Profession

1A. The ethics, values, and foundational principles of the library and information profession.

1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

1C. The history of libraries and librarianship.

1D. The history of human communication and its impact on libraries.

1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.

1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.

2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

5. Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

6. Research

6A. The fundamentals of quantitative and qualitative research methods.

6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.

7. Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8. Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

ALA Core Values of Librarianship

From American Library Association

<http://www.ala.org/advocacy/intfreedom/statementspols/corevalues>

CORE VALUES OF LIBRARIANSHIP

The foundation of modern librarianship rests on an essential set of core values that define, inform, and guide our professional practice. These values reflect the history and ongoing development of the profession and have been advanced, expanded, and refined by numerous policy statements of the American Library Association. Among these are:

- Access
- Confidentiality/Privacy
- Democracy
- Diversity
- Education and Lifelong Learning
- Intellectual Freedom
- Preservation
- The Public Good
- Professionalism
- Service
- Social Responsibility

It would be difficult, if not impossible, to express our values more eloquently than ALA already has in the Freedom to Read statement, the Library Bill of Rights, the ALA Mission Statement, Libraries: An American Value, and other documents. These policies have been carefully thought out, articulated, debated, and approved by the ALA Council. They are interpreted, revised or expanded when necessary. Over time, the values embodied in these policies have been embraced by the majority of librarians as the foundations of their practice.

Excerpts from ALA Policy

Following are some representative excerpts from ALA policy expressing the values listed above. These selections are direct quotes from the ALA Policy Manual. Please note that many of these statements express the interrelationship of these values.

A more extensive index of ALA policies compiled by CVTFII is available on the ALA Web site.

Access

All information resources that are provided directly or indirectly by the library, regardless of technology, format, or methods of delivery, should be readily, equally, and equitably accessible to all library users.

ALA Policy Manual 53.1.14 (Free Access to Information)

Confidentiality/Privacy

Protecting user privacy and confidentiality is necessary for intellectual freedom and fundamental to the ethics and practice of librarianship. ALA Policy Manual 53.1.16 (Library Bill of Rights)

Democracy

A democracy presupposes an informed citizenry. The First Amendment mandates the right of all persons to free expression, and the corollary right to receive the constitutionally protected expression of others.

The publicly supported library provides free and equal access to information for all people of the community the library serves. Interpretations of the Library Bill of Rights, Economic Barriers to Information Access

Diversity

We value our nation's diversity and strive to reflect that diversity by providing a full spectrum of resources and services to the communities we serve. ALA Policy Manual 53.8 (Libraries: An American Value.)

Education and Lifelong Learning

ALA promotes the creation, maintenance, and enhancement of a learning society, encouraging its members to work with educators, government officials, and organizations in coalitions to initiate and support comprehensive efforts to ensure that school, public, academic, and special libraries in every community cooperate to provide lifelong learning services to all. ALA Policy Manual 1.1 (Mission, Priority Areas, Goals)

Intellectual Freedom

We uphold the principles of intellectual freedom and resist all efforts to censor library resources. ALA Policy Manual, B.9.16 (Old Number 54.16) (ALA Code of Ethics, Article II)

The Public Good

ALA reaffirms the following fundamental values of libraries in the context of discussing outsourcing and privatization of library services. These values include that libraries are an essential public good and are fundamental institutions in democratic societies. 1998-99 CD#24.1, Motion #1

Preservation

The Association supports the preservation of information published in all media and formats. The

association affirms that the preservation of information resources is central to libraries and librarianship. ALA Policy Manual 52.2.1 (Preservation Policy)

Professionalism

The American Library Association supports the provision of library services by professionally qualified personnel who have been educated in graduate programs within institutions of higher education. It is of vital importance that there be professional education available to meet the social needs and goals of library services. ALA Policy Manual 56.1 (Graduate Programs in Library Education)

Service

We provide the highest level of service to all library users ...We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession. ALA Policy Manual 54.16 (Statement of Professional Ethics)

Social Responsibility

ALA recognizes its broad social responsibilities. The broad social responsibilities of the American Library Association are defined in terms of the contribution that librarianship can make in ameliorating or solving the critical problems of society; support for efforts to help inform and educate the people of the United States on these problems and to encourage them to examine the many views on and the facts regarding each problem; and the willingness of ALA to take a position on current critical issues with the relationship to libraries and library service set forth in the position statement. ALA Policy Manual, 1.1 (Mission, Priority Areas, Goals)

Adopted June 29, 2004, by the ALA Council.



Middle Tennessee State University

Womack Educational Leadership Department

Master of Library Science

MLS ADVISORY COUNCIL (MAC)

THE MISSION

The MLS Advisory Council (MAC) of Middle Tennessee State University Master of Library Science provides assistance and insight to the leadership of the program so that graduates are workforce-ready practitioners who have a strong foundation in modern librarianship.

NAME	INSTITUTION	WORK ADDRESS / PHONE	EMAIL
Laurel Best	Huntsville Public Library	915 Monroe St. P.O. Box 443 Huntsville, AL 35801 (256) 532-5951	lbest@hmcpl.org
Kathryn Moisant	Oakland High School	2225 Patriot Dr, Murfreesboro, TN 37130	moisantk@rcschools.net
Dana Juriew	Spring Hill Public Library	144 Kedron Pkwy. Spring Hill, TN 37174 (931) 486-2932	
Betty Jo Jarvis	Stones River Regional Library	2118 E. Main St. Murfreesboro, TN 37130- 4009 615-893-3380	BettyJo.Jarvis@tn.gov
Leesa Harmon	Williamson County Public Library		lharmon@williamson-tn.org

Dean Bonnie Allen	MTSU—Walker Library	Walker Library, MTSU, Box 13 615 898 2772	Bonnie.Allen@mtsu.edu
Rita Shacklett	Linebaugh Public Library	Linebaugh Public Library 105 W. Vine St. Murfreesboro, TN 37130 615-893-4131, x112	rshacklett@linebaugh.org
Dr. Jessie Smith	Fisk University	Fisk University Library Nashville, TN 37215 615.329.8731	jcsmith@fisk.edu
Ashley Bowers	Tennessee State Library and Archives	403 7th Avenue North, Nashville, TN 37243 615.532.4628	Ashley.Bowers@tn.gov
Teresa Newton	Lawrence County Public Library	519 E. Gaines Street Lawrenceburg, TN 38464 931-762-4627	tnewton@lawcotn.org
Carlos Shivers	Madison PL / Nashville Public Library	610 Gallatin Pike S Madison, TN 37115 615-336-9620	Carlos.Shivers@nashville.gov
Catherine Stephens	Franklin Special School District	507 Highway 96 West Franklin, TN 37064	stephenscat@fssd.org
Ryan Darrow	Nashville Public Library	615 Church St Nashville, TN 37219 615-862-5769	Ryan.Darrow@nashville.gov
Peggy Gold	Moore County Public Library	P.O. Box 602 Lynchburg, TN 37352 Phone:931-759-728	mcpublclibrary@gmail.com



Middle Tennessee State University

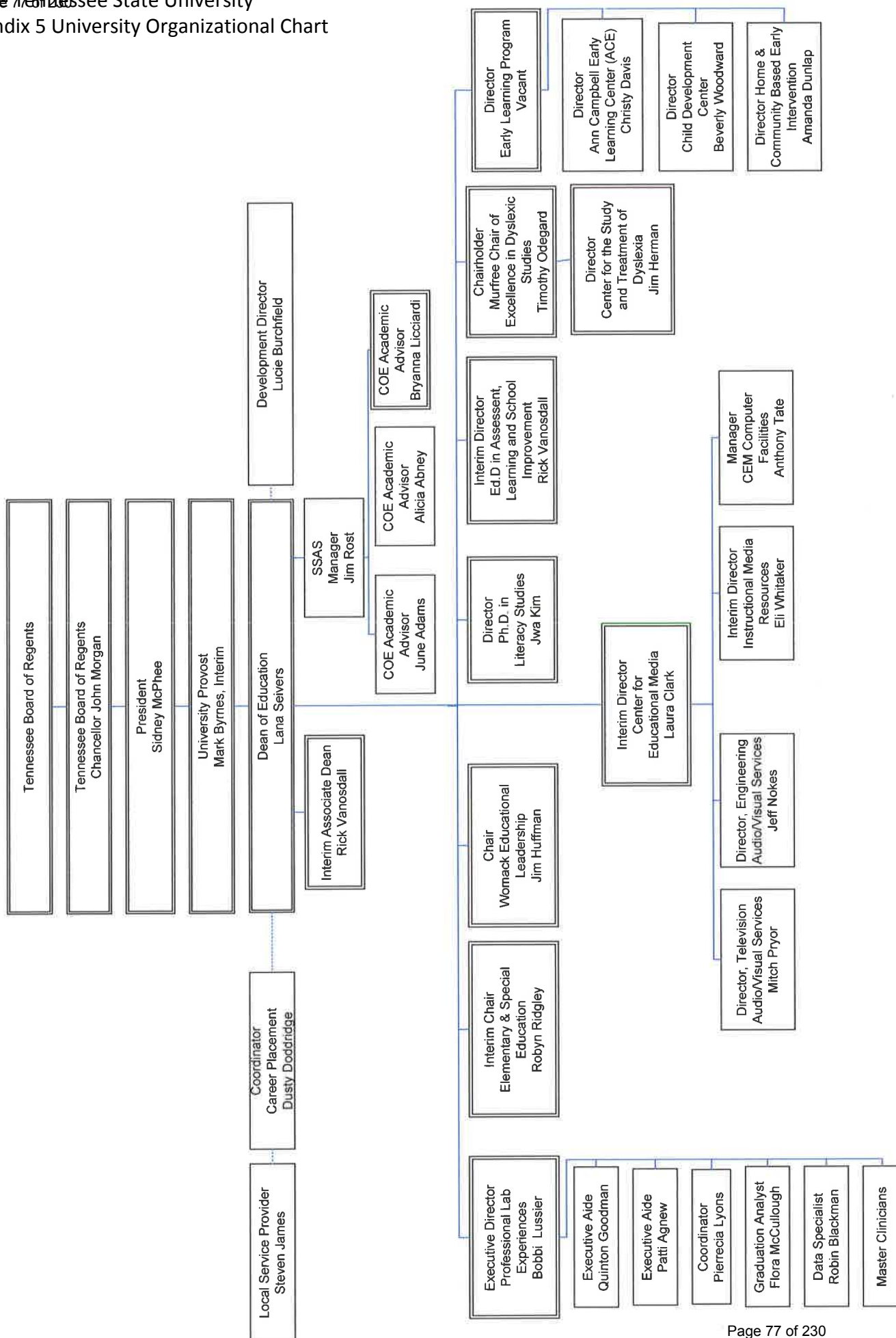
Womack Educational Leadership Department

Master of Library Science

Library Science Alumni Council - LSAC MTSU

NAME	INSTITUTION	WORK ADDRESS / PHONE	EMAIL
Myong-Suk Robinson Librarian TBD	Randall Howell Elementary	653 Bear Creek Pike Columbia, TN 38401	mrobinson@mauryk12.org
Bobbie J. Palmer Librarian	Holloway High School	619 S. Highland Ave. Murfreesboro, TN 37130	palmerb@rcschools.net
Brian H. Seadorf Librarian	Blackman High School	3956 Blaze Dr. Murfreesboro, TN 37128 www.bhs.rcs.k12.tn.us	seadorfb@rcschools.net
Sherry Scoville Librarian	Thurman Francis Arts Academy	221 Todd Ln. Smyrna, TN 37167	scovilles@rcschools.net
Kimberly Rein Teacher	Rockvale MS	6543 Highway 99, Rockvale, TN 37153	reink@rcschools.net
Stacie Whitlock Librarian	Stewarts Creek MS	400 Red Hawk Pkwy, Smyrna, TN 37167	whitlockst@rcschools.net

**MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF EDUCATION**



Middle Tennessee State
University Appendix 6
Courses with rotations



Master of Library Science

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.

Course ID	Course Title	Semester
LIBS 6000	Librarianship	<i>Spring, fall</i>
LIBS 6010	Collection Development and User Services	<i>Spring</i>
LIBS 6015	Reference Materials and Process	<i>Summer</i>
LIBS 6020	Organizing Library Resources [CATALOGING]	<i>Spring</i>
LIBS 6060	Understanding Research for Evaluation in Libraries	<i>Spring, fall</i>
LIBS 6100	Management of Libraries	<i>Fall</i>
LIBS 6105	School Library Management	<i>Fall</i>
LIBS 6310	Materials for literacy of Children	<i>Summer, fall</i>
LIBS 6311	Materials for literacy of Young People	<i>Summer</i>
LIBS 6320	Information Searching Strategies	<i>Spring</i>
LIBS 6330	Digital Library Collections	<i>Fall</i>
LIBS 6340	Integration of Learning Theory, Programs, & Technology	<i>Spring</i>
LIBS 6550	Supervised Field Experience	<i>Spring, summer & fall</i>
LIBS 6900	Skills and Issues in the Library	<i>Spring</i>

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

Fall 2016	Spring 2017	Summer 2017
1. LIBS 6000	1. LIBS 6000	1. LIBS 6015
2. LIBS 6060	2. LIBS 6010	
	3. LIBS 6020	
	4. LIBS 6060	
3. LIBS 6100	5. LIBS 6100	
4. LIBS 6105		
5. LIBS 6310	6. LIBS 6320	2. LIBS 6311
6. LIBS 6330	7. LIBS 6340	3. LIBS 6320
7. LIBS 6550	8. LIBS 6550	4. LIBS 6550
	9. LIBS 6900	

Middle Tennessee State University
Appendix 7
Graduate Faculty Membership Application and
Guidelines



BECOMING GRADUATE FACULTY AT MTSU

Overview of Graduate Faculty Membership

Because appointment to the MTSU Graduate Faculty demands knowledge of current scholarship in the discipline and because continuing professional activity is a distinct part of a faculty member's work at this university, individuals seeking appointment to the graduate faculty of the university must provide evidence of scholarly productivity and engagement that meets the expectation of their discipline and the Graduate Council.

Only members of the MTSU Graduate Faculty are eligible to teach 5000/6000/7000 level graduate courses (including dual-listed UG/GR courses) or to serve on thesis or dissertation committees. Graduate faculty members in doctoral degree granting programs who wish to chair a dissertation committee must be endorsed for such service by their program and approved by the graduate dean.

Recognizing that variations in scholarship (research and creative activity) exist across disciplines and believing that scholars within a particular discipline are best positioned to know acceptable levels of scholarship for that discipline, the Graduate Council **requires each graduate program to develop procedures for review of applications and to establish minimum criteria for eligibility for appointment to graduate faculty appropriate for its discipline.** Discipline specific criteria established by individual programs must be equivalent to or exceed the general criteria established by the Graduate Council and must be approved by the Graduate Council.

Programs who establish their own criteria will send the reviewed and acceptable candidate applications as well as a memo stating the names of approved faculty members to be approved by the Graduate Council. Programs who simply adopt the Graduate Council guidelines below must send individual faculty applications with appropriate signatures to be reviewed and recommended by the Faculty and Curriculum subcommittee of the Graduate Council.

Academic deans and associate deans are granted full membership.

Procedures for Applying for Graduate Faculty Membership

Graduate faculty membership is a 5-year renewable appointment.

Initial review of applications for graduate faculty membership occurs at the department/program level. For programs who elect to use Graduate Faculty membership options A-C below, applications and supporting documentation are reviewed and recommendations for appointment are forwarded to the Graduate Council.

The signed [application form](#) and attached documentation are forwarded to the College of Graduate

Studies, Sam H. Ingram Building, Box 42. The Graduate Faculty and Program Review sub-committee review all applications and make recommendations to the Graduate Council which then makes recommendations to the dean of the College of Graduate Studies.

Programs who have developed their own criteria and approved their own faculty will send forward their candidates' applications in addition to a memo stating the names of all approved faculty.

Persons accepted for graduate faculty membership receive notification from the College of Graduate Studies and their acceptance is noted in the Graduate Council minutes.

Full Initial or Reappointment

These criteria apply to tenured and tenure-track faculty in programs seeking appointment to the graduate faculty of Middle Tennessee State University and serving in programs that have not approved discipline-specific criteria.

Applicants for graduate faculty membership must hold the terminal degree in the teaching field. If the terminal degree is not a doctorate in the field, the application must include an approved [MTSU Academic Preparation Certification \(APC\)](#) verifying that the applicant meets SACSCOC criteria to teach at the graduate level. **If an APC form is necessary, it must go through the Provost's Office for signature first.**

Requirements for Consideration

Along with the **completed application**, applicants must include:

- **A recommendation letter -whether initial or reappointment-** from the department chair (or the Graduate Program Director if in an interdisciplinary graduate program) which describes graduate teaching expertise. If the applicant has not previously taught graduate courses the letter must specifically address instructional expertise in the areas of anticipated instruction.
- **Evidence** of Research, Creative, or other Scholarly Activities. See below for specifics.

Note that it is not sufficient to simply provide a listing of activities. Examples of required documentation include first page of article, title page of book, printed program or review of performance, proceedings from meetings showing date and citation. DO NOT SIMPLY INCLUDE A CV.

The applicant must meet one of the following criteria for Publications, Presentations or Ongoing Research, Creative, or Other Scholarly Activities.

A) Publications:

These require primary authorship or relevant co-authorship. If not yet in print, the faculty member may submit documented evidence of acceptance (i.e., in press).

Within the last five years the applicant must:

- have published **a scholarly book** requiring independent review; **OR**,
- have published **two** articles or essays in a peer-reviewed academic journal.

B) Presentations:

Presentations include the presentation of scholarly papers at professional meetings.

Within the last five years the applicant must:

- have presented scholarly conference papers to at least **two** international or national conferences or **three** regional conferences. The submitted activity must have been subject to external (off campus) review and be equivalent in contribution and rigor to the publication criteria defined above.

C) Combinations:

A combination of presentations and papers (1 peer-reviewed article or essay and 1 national/international conference or 1 peer-reviewed article or essay and 2 regional conferences). Must be recommended by the Graduate Council and approved by the Dean, College of Graduate Studies.

These are minimum standards in assessing graduate faculty membership. Individual programs may apply

different standards by vote of the faculty of the program as long as they are equivalent or more stringent and are approved by the Graduate Council and the Dean of the College of Graduate Studies.

Adjunct Membership

Part-time adjunct faculty members and full-time faculty members on non-tenure track appointments at MTSU, and individuals who are not MTSU faculty members but have specific expertise pertinent to graduate programs may be recommended for membership on an adjunct basis. Adjunct membership must be renewed every three years. Adjunct members may not direct doctoral dissertations or Master's theses, but may serve as committee members/readers and may teach graduate courses.

Requirements for Consideration

If assigned to teach a graduate course the individual must hold the terminal degree in the teaching field. If the terminal degree is not a doctorate in the field, the application must include an approved [MTSU Academic Preparation Certification \(APC\)](#), approved by Academic Affairs verifying that the applicant meets SACS criteria to teach at the graduate level.

The applicant must also:

- Provide a **current vita** as evidence of qualifications to execute assignments successfully;
- Provide a **recommendation letter** from the department chair (or the Graduate Program Director if in an interdisciplinary program);
- Be recommended by the Graduate Council;
- Be approved by the Dean, College of Graduate Studies.

For persons seeking adjunct graduate faculty membership for *purposes other than instructing graduate courses*,

- the department chair (or Graduate Program Director if in an interdisciplinary program) should provide a letter stating specific expertise/qualifications related to the specific graduate faculty duties to be assigned.

College of Graduate Studies Criteria for Chairing a Doctoral Dissertation

These criteria apply to faculty holding graduate faculty membership that wish to chair a doctoral dissertation. Approval is granted for the purpose of chairing the dissertation committee of a specific student and ends with the graduation of the student. Likewise, if the graduate student fails to enroll in two consecutive semesters the approval must be reconsidered at the time of the student's reenrollment.

The request for approval to chair a dissertation is made at the time the [Dissertation Advisory Committee Form](#) is submitted and the doctoral student is advanced to candidacy.

Requirements for Consideration

Candidates for Dissertation chair must:

- hold the doctoral degree in the discipline and must be teaching in a doctoral degree granting department or in interdisciplinary doctoral programs;
- be a member of the Graduate Faculty;
- be recommended by the graduate program director.

These are the minimum standards to chair a dissertation committee. Individual programs may apply different standards by vote of the faculty of the program as long as they are equivalent or more stringent and are approved by the Graduate Council and the Dean of the College of Graduate Studies.



Graduate Faculty Membership Application

Submit Original and supporting documentation to: College of Graduate Studies, MTSU Box 42, Sam H. Ingram Bldg. (No copies needed)

Name _____ Degree _____ MTSU ID # _____

Department _____ Faculty Rank _____

Campus Box # _____ Campus Phone _____

Email Address _____

ATTACH EVIDENCE of having met criteria for appointment/re-appointment including terminal degree, scholarly teaching, and publications, research, or other professional activities. (See *criteria for documentation requirements*.)

FULL ☐ Initial Appointment

☐ Re-Appointment

ADJUNCT ☐

Signature of Faculty Member

DEPARTMENT ENDORSEMENT:

Signature of Program Coordinator

Date

Signature of Department Head

Date

Signature of Academic Dean

Date

COLLEGE OF GRADUATE STUDIES:

Signature of Graduate Dean

Date

COURSE DESCRIPTIONS AND ALIGNMENT WITH STANDARDS

Course Descriptions**All are prefix LIBS****6310 Materials for Literacy of Children**

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.

6311 Materials for Literacy of Young People and Adults

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.

6000 Librarianship

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.

6010 Collection Development and User Services

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.

6015 Reference Materials and Process

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

6020 Organizing Library Resources

Cataloging and classification of print and non-print material using Library of Congress practices.

6060 Understanding Research for Evaluation in Libraries

Studies of research methods, qualitative and quantitative research, and statistical analysis to achieve decision-making skills based on research results. Emphasis on practitioner skills to evaluate processes, products, services of libraries. Final project will be based on a local library and presented to the library at course end.

6100 Management of Libraries

Administration and management of the library. Trends, governance, information literacy issues, and all other elements of managing the modern library will be addressed.

6105 School Library Management
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.
6320 Information Searching Strategies
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.
6330 Digital Library Collections
Provides a theoretical framework for the digitization of materials. Explores user needs, issues and trends related to digital collections.
6340 Integration of Learning Theory, Library Programs, & Technology
Dually listed with SPSE 6960. 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.
6350 Web Based Tools and Instructional Materials
Dually listed with SPSE 7970. Prerequisite LIBS 6960 or SPSE 6960. Synthesis of design, creation and production of instructional materials integrating Internet and technology-based tools throughout. Includes analysis and reflection on the effectiveness of the items created.
LIBS 6550 Field Experience in Library Science
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. Prerequisite: 12 hours of library science. May be repeated up to a maximum of 6 credit hours.
6900 Skills and Issues in the Library
Special emphasis on programming, information literacy instruction, and assessment of efficacy of such programs. Research into current issues, strategic planning, and advocacy. Finishing work on the ePortfolio. Prerequisites: Libs 6100 or Libs 6105
Final preparation of ePortfolio. In depth examination and practice of all aspects of the library. Students must provide evidence of program goals during the semester. Advanced mastery of research into current issues, strategic planning, and advocacy. Restricted to final two semesters.

ALA Competencies in Course Order

9/16	#	ALA Competencies
6000	1A	The ethics, values and foundational principles of the library and information profession

9/16	#	ALA Competencies
6000	1B	The role of the library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
6000	1C	The history of libraries and librarianship.
6000	1D	The history of human communication and its impact on libraries.
6000	1E	Current types of library (school, public, academic, special, etc.) and closely related information agencies.
6000	1F	National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
6000	1G	The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the American with Disabilities Act), and intellectual property.
6000	1K	Certification and/or licensure requirements of specialized areas of the profession.
6000	7B	The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
6010	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6010	2B	Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6010	2C	Concepts, issues, and methods related to the management of various collections.
6010	2D	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6010	5A	The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6010	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6010	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6010	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6015	5A	The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6015	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6015	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

9/16	#	ALA Competencies
6015	2B	Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6015	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6020	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6020	3A	The principles involved in the organization and representation of recorded knowledge and information.
6020	3B	The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
6020	3C	The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
6020	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6060	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6060	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6060	6A	The fundamentals of quantitative and qualitative research methods.
6060	6B	The central research findings and research literature of the field.
6060	6C	The principles and methods used to assess the actual and potential value of new research.
6060	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6060	8C	The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
6105	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6310	2B	Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6310	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6310	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

9/16	#	ALA Competencies
6310	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6311	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6311	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6311	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6320	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6320	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6320	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6320	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6320	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6320	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6320	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6320	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6330	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6330	2B	Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6330	2C	Concepts, issues, and methods related to the management of various collections.
6330	2D	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6330	3A	The principles involved in the organization and representation of recorded knowledge and information.

9/16	#	ALA Competencies
6330	3B	The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
6330	3C	The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
6330	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6330	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6340	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6340	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6340	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6550	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6550	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6550	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6550	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6550	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6550	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6550	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6900	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6900	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6900	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

9/16	#	ALA Competencies
6900	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6900	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6900	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
6100/6105	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6100/6105	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6100/6105	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6100/6105	8A	The principles of planning and budgeting in libraries and other information centers.
6100/6105	8B	The principles of effective personnel practices and human resource development.
6100/6105	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
ALL	1H	The importance of effective communication techniques (verbal and written).
ALL	1I	The techniques used to analyze complex problems and create appropriate solutions.
ALL	1J	Effective communication techniques (verbal and written).
ALL	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.

ALA Competencies in Order

9/16	#	ALA Competencies
6000	1A	The ethics, values and foundational principles of the library and information profession
6000	1B	The role of the library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
6000	1C	The history of libraries and librarianship.
6000	1D	The history of human communication and its impact on libraries.
6000	1E	Current types of library (school, public, academic, special, etc.) and closely related information agencies.
6000	1F	National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

6000	1G	The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the American with Disabilities Act), and intellectual property.
ALL	1H	The importance of effective communication techniques (verbal and written).
ALL	1I	The techniques used to analyze complex problems and create appropriate solutions.
ALL	1J	Effective communication techniques (verbal and written).
6000	1K	Certification and/or licensure requirements of specialized areas of the profession.
6020	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6010	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6330	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6015	2A	Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
6015	2B	Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6010	2B	Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6310	2B	Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6330	2B	Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
6010	2C	Concepts, issues, and methods related to the management of various collections.
6330	2C	Concepts, issues, and methods related to the management of various collections.
6010	2D	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6330	2D	Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.
6020	3A	The principles involved in the organization and representation of recorded knowledge and information.

6020	3B	The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
6020	3C	The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
6330	3A	The principles involved in the organization and representation of recorded knowledge and information.
6330	3B	The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
6330	3C	The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.
6320	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6550	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6900	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6320	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6340	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6550	4B	The application of information, communication, assistive, and related technology tools consistent with professional ethics and prevailing service norms and applications.
6015	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6330	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6020	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6330	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6900	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6010	5A	The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6015	5A	The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6320	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6010	5B	Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups
6010	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6310	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6311	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6320	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6550	5C	The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
6015	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6310	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6311	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6340	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6550	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6105	5D	Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
6320	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6550	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

6900	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6100/6105	5E	The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
6060	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6550	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6100/6105	5F	The principles of assessment and response to diversity in user needs, user communities, and user preferences.
6060	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6320	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6550	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6900	5G	The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.
6060	6A	The fundamentals of quantitative and qualitative research methods.
6060	6B	The central research findings and research literature of the field.
6060	6C	The principles and methods used to assess the actual and potential value of new research.
6900	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6100/6105	7A	The necessity of continuing professional development of practitioners in libraries and other information agencies.
6000	7B	The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
6060	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6310	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6311	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.
6320	7C	Learning theories, instructional methods, and achievement measures: and their application in libraries and other information agencies.

6010	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6320	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6340	7D	The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
6100/6105	8A	The principles of planning and budgeting in libraries and other information centers.
6100/6105	8B	The principles of effective personnel practices and human resource development.
6060	8C	The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
6100/05	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
6900	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
ALL	8E	The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Middle Tennessee State University Appendix 9 STUDENT INPUT

FORMATIVE SURVEY DURING COURSE UNITS

Survey - Manage... x

https://elearn.mtsu.edu/d2l/lms/survey/user/attempt/survey_start_frame.d2l?isprv=1&sl=6191432&ou=6418957

★ Bookmarks CampusTools Hi... TELEV Google Calendar MTSU-SCHED 24- D2L EMAIL OneDrive Drive mtsu House TK20 Michigan Census AC-CAL Other bookmarks

My Home Management of LL... Kathryn Boudreau

Course Home

MIDDLE TENNESSEE FALL 2016 LIBS 6100 MGMT LIBRARIES trueBLUE LEARNING

Content | CALENDAR | COMMUNICATION * | ASSESSMENTS * | RESOURCES * | Help

TELL ME... - Preview

Exit Preview

If these assignments helped you attain the goals.

Question 1

The number of the assignment and the name is

Question 2

Choose your level of agreement

#	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The assignment(s) helped me attain the goals					

Save Submit

Windows taskbar: 8:42 PM 9/2/2016

END OF COURSE REFLECTION

THERE ARE TWO PARTS TO THIS EXAM

PART 1: STUDY THE MATERIALS ON BIBLIOGRAPHY AND INDEXES

TAKE THE QUIZ

PART 2: WRITE A REFLECTION USING THESE GUIDELINES -- Course Statement Guidelines

Address the question:


What was the most meaningful aspect of the course for you personally?

1. Double-spaced, 12pt. Times New Roman font, Footer included (Points will be deducted for incorrect format)
2. In 1-3 pages, please tell me what you have learned from this course.
3. Be sure to include assignments that were useful, or not, to your training as an SLMS (give reasoning and explanation for your choices).


If you make references to any of your readings or research, please include citations in APA format. Please email me with any questions you might have regarding this final assignment. Finally, DO NOT submit to the Dropbox until all assignments for the course have been completed and submitted.

PART 3: TAKE THE SURVEYS [LINKED UNDER ASSESSMENTS IN COURSE MENU]

1. **Technology use in the course**
2. **Dispositions that the program expects you to attain**




LIVETEXT
Learn what's possible.

[What We Do](#) [Request a Demo](#) [Visitor Pass](#) [Login | Register](#) 


templates and materials for one course, then revise and reuse for the next course or the next term.

Assessment Management

Everything you need to track progress and provide instant feedback for learning can be done through LiveText's use of rubric assessment and commenting capabilities, surveys, video assessment, drill-down reporting, and more – all of which serve as evidence of learning.



Directly and indirectly evaluate student-learning outcomes, course and program objectives, and institutional mission and goals.



Instantly access assessment data from your Dashboard for real time insight on your students' progress.

Library Science Dispositions

DISPOSITION	Target (Exhibits the following most of the time) 3	Acceptable (Exhibits the following most or much of the time) 2	Unacceptable (Exhibits the following most or much of the time) 1
REFLECTIVE	Evidences curiosity about topics/issues studied; patient; disciplined; seeks to continuously evaluate the effects of instruction; consistently demonstrates flexibility and adapts processes to incorporate new information; analyzes and synthesizes multiple sources of information resulting in creative solutions to problems;	Evidences curiosity about topics/issues studied; patient; disciplined; evaluates the effects of instruction; frequently demonstrates flexibility and adapts processes to incorporate new information; analyzes multiple sources of information for purposes of problem solving;	Seeks quick, mechanistic solutions to topics/issues studied; undisciplined; repetitive, rigid responses to situations without considering unique variables; uses limited sources in making decisions, presenting information; does not consider the impact of actions on instruction;
PROFESSIONAL	Consistently attends class and arrives on time; thoroughly prepared for class at all times; maintains accurate and up-to-date records and uses this information for decision-making; maintains confidentiality, understands and fulfills legal responsibilities; enthusiastic; hardworking; effective communicator; participates in professional organizations and	Maintains a satisfactory record of punctuality and attendance; is adequately prepared for class; maintains accurate and up-to-date records; completes assigned tasks on schedule; follows applicable policies and procedures; maintains confidentiality and fulfills legal responsibilities; enthusiastic; hard working; effective communicator; is aware of and participates in professional	Frequently late or absent; not prepared for class; inaccurate or missing records; assignments are frequently late; does not follow policies and procedures; exhibits apathy; produces minimal work/frequently avoids involvement; communicates poorly with others; does not protect confidentiality of information; participates minimally in professional organizations and activities;

	seeks leadership roles; is aware of and uses professional literature; articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goals; engages in relevant professional development activities and follows through with the plan; maintains professional appearance appropriate to the situation; responsive to feedback;	organizations; is aware of and uses professional literature; participates in professional development opportunities; maintains professional appearance appropriate to the situation; responsive to feedback;	little awareness and use of professional literature; inappropriate appearance for given situations; ignores feedback;
SELF-DIRECTED	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action and implements plan with modifications as necessary; assumes leadership role in solving problems; creative and resourceful	Accepts responsibility for actions; seeks answers to problems independently; outlines plan of action; takes initiative in resolving problems;	Makes excuses for lack of production; blames others for mistakes; depends on others for answers; waits to be told what actions to take; avoids seeking solutions to problems

Middle Tennessee State University Appendix 12 Veterans Center Website

Charlie and Hazel Daniels Veterans and Military Family Center <http://mtsu.edu/military/>

MTSU Charlie and Hazel Daniels Veterans and Military Family Center

Overview

Welcome to MTSU and the Charlie and Hazel Daniels Veterans and Military Family Center. Thank you for your service to our country.

The goal of our center is to assist current military, veterans, and family members move from **military** to college, then from college to a successful career.

This website provides [step-by-step directions to help you 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.

Digital Grammar: Text Messaging and Writing Literacy

by Teresa Vaughn and Kathy Boudreau

Middle Tennessee State University

INTRODUCTION

In June 2008 there were 262.7 million wireless subscribers in the United States--a dramatic increase from the 97 million subscribers in June 2000 (CTIA, 2008). Four out of every five teens carry a cell phone (Harris Interactive, 2008). This saturation of cell phone use into teen lives has engendered a new form of communication -- text messaging. Texters, like instant messengers (IMers), use various orthographic devices like homonyms, acronyms, non-conventional spellings, symbols, and emoticons (smileys) to communicate their messages. wot a gr8 nvnsun! imho skool wrk wil b gd 2 use ths. The billions of text messages sent per day (Moskalyuk, 2006) and the shortened form of written communication within a text message has lead to media reports stating that text messaging is weakening written language skills (Ream, 2008; Humphrys, 2007). How does text messaging affect the writing skills of students? Can the students distinguish between “proper” grammatical use and correct spelling when asked to create an academic writing style?

Texting and Literacy

CELL PHONE STATISTICS

On average, a child receives their first cell phone between the ages of 10 and 11 (Mobile Kids, 2008). Teens say that a cell phone (after clothing), “tells the most about a person’s social status or popularity, outranking jewelry, watches and shoes” (CTIA & Harris Interactive, 2008). Engrossed in digital life, teens use their cell phone for a variety of reasons including voice calls, text and instant messaging, game playing, music downloads, music players, file transfer,

application downloads, taking pictures, and searching the Internet. Text messaging volume has grown along with the ubiquity of cell phones—CTIA (2008) predicts that 600.5 billion text messages will be sent in 2008. This number is up from 12.2 million text messages sent in 2000 (CTIA, 2008). Teens admit that texting is replacing talking on cell phones (CTIA & Harris Interactive, 2008). Eldridge and Grinter (2001) found that teens text rather than call because it is immediate, quick, and convenient. Using text to communicate avoids embarrassing or uncomfortable phone and face-to-face conversations. It is not just teenagers and adults that send text messages, 55% of kids between the ages of 8 and 12 who own a cell phone also send text messages (Mobile Kids, 2008). The Harris Interactive study also found that 42 percent of those surveyed said they could text blindfolded, and 47 percent said that if the texting feature was no longer available they felt that their social lives would be over (CTIA & Harris Interactive, 2008). Text messaging at the level of teen use costs from \$5.00-\$20.00 per month for bulk message plans (Kang, 2008). The cost of texting is not considered a luxury; in teen lifestyles, texting capability is a necessity (IDC, 2005).

THE LOOK OF A TEXT MESSAGE

A single text message is limited to 160 characters (Crystal, 2008, p.6). To keep within the character limitations, texters use an abbreviated phonetic language with a variety of orthographic devices (Plester, Wood, & Bell, In press). With such a small screen to view a text message and so few characters allowed, texters abbreviate for faster typing and so that more characters, words, and/or phrases fit onto the screen. The table below summarizes a few of the orthographic devices found in text messages (Plester, Wood, & Bell, in press; Plester, Wood, & Joshi, in press; Thurlow & Brown, 2003; Shortis, 2007; Crystal, 2008):

Table 1

Orthographic Devices Use in Texting

Letter and Number Homophones		Clippings	
r 2 4 gr8 2moro	are to, too for great tomorrow	goin lookin hav wil	going looking have will
Acronyms		Non-conventional Spellings	
lol brb wuu2	laugh out loud be right back what you up to	fone skool rite	phone school right
Emoticons & Symbols		Contractions	
:) ?? :(@	smile, happy question, confused frown, sad at	gd wrk lv txt plz wot	good work love text please what
Initialisms			
jk imho bff	just kidding in my humble opinion best friend forever		

The abbreviated phonetic language found in text messages like “wot r u doin 2nite?” (What are you doing tonight?) and “cu l8r” (See you later) has been called “texisms,” “textese,” and “text-speak” (Plester, Wood, & Bell, in press; Sutherland, 2002; Ward, 2004). Because the abbreviations used are dependent upon a certain level of phonological awareness, it may be expected that there be some type of relationship between literacy attainment and text messaging (Plester, Wood, & Bell, in press). However, Crystal (2008) and Shortis (2007) state that while texting may be a new technology, the language found within text messages is not new. The brief and concise messages sent through the telegram and shorthand note-taking has been used in the past to convey messages quickly. The abbreviated words or phrases common in texting has also been seen in the past in company trade names and popular culture (Shortis, 2007). The homophone “U” for “You” first appeared in the 1890s when the National Biscuit Co. first began

mass producing their prepackaged biscuit, “Uneeda Biscuit” (Shortis, 2007; History of Kraft, n.d.). In pop music culture, misspellings are common like the song title “Gimme Shelter” from the Rolling Stones almost 40 years ago and more recently in Avril Lavigne’s 2002 song, “Sk8r Boi” (Shortis, 2007; Friess, 2003).

Thurlow and Brown (2003) conducted research analyzing the language used within text messages. Students in a Language and Communication class at Cardiff University in Wales, UK participated in the study. The average age of the students was 19 years old. Thurlow and Brown examined 544 of these students’ text messages. Their study found that on average only 3 abbreviations were found per message, which is less than 20% of the overall message content.

MEDIA REPORTS

The abbreviated phonetic language found in text messages may not be new and may not be used within text messages that often; but the homophones, acronyms, misspellings, and contractions found in text-speak have provided the following media headlines with a source for their claim that texting is changing our language and causing illiterate students:

- “Th8 txt msgs: How Texting is Wrecking Our Language” (Humphrys, 2007)
- “Technology Marches Ahead, Grammar Gets Worse” (Sydney Morning Herald, 2004)
- “Irish Government Blames Text Messaging For Teen Illiteracy” (Associated Press, 2007)
- “Can u txt?” (Sutherland, 2002)
- “Text Messages Destroying Our Language” (Uthus, 2007)

Humphrys (2007) is disgusted with the Oxford English Dictionary for succumbing to the popularity of text-speak. He believes that texters are destroying our language and even compares texters to Genghis Khan in that they are “pillaging our punctuation; savaging our sentences; raping our vocabulary.” In the article, “Technology Marches Ahead, Grammar Gets Worse,” it was stated that due to the fast-paced nature of communicating via text messaging, grammar skills

are declining. The Associated Press (2007) reported that “Ireland's youth are becoming increasingly poor spellers and writers, and their love of text messaging on cell phones is a major reason why.” Sutherland (2002) stated that text-speak “...masks dyslexia, poor spelling and mental laziness. Texting is penmanship for illiterates.” Uthus (2007) believes that because of our fast-paced society and our continued use of text messaging our language is deteriorating.

Anecdotal evidence from educators and students has accounted similar findings. Teachers are reporting that text-speak is appearing in formal writings and since students use text messaging so often in their social lives, they are unable to realize that text-speak slips into their school work (Lee, 2002). A high school student in New Jersey is quoted as saying, "You are so used to abbreviating things, you just start doing it unconsciously on schoolwork and reports and other things" (Lee, 2002). Other media reports state that students are not able to distinguish when text-speak is appropriate (Friess, 2003).

EVIDENCE FROM RESEARCH

In contrast to the anecdotal evidence above, researcher Veenal Raval, speech and language therapist, conducted a study that “...compar[ed] the punctuation and spelling of 11- and 12-year-olds who use mobile phone text messaging with another group of non-texters conducting the same written tests found no significant differences between the two” (Ward, 2004). While both groups made grammatical and spelling errors, those students that use text messaging did not include text-speak in their formal writings (Ward, 2004). Intermediality is media literacy that allows users to cross between symbol systems and to understand the appropriate time and use for each set of symbols (Pailliotet, A.W., Semali, L., Rodenberg, R.K., Giles, J.K., & Macaul, S.L., 2000). Intermediality is a broad support for student ability to move between the worlds of texting orthography and academic language. Another strategy is code switching. Code switching is the

practice of switching from one language to another in the course of conversation. Code switching may occur so that the speaker gains “street cred” or wants to fit in as part of a social group. Code switching is used by bilinguals when they speak one language at home and another at school

(Ward, 2004). Raval concluded that that students are able to move between text-speak and proper spoken and written communication by “code switching” (Ward, 2004). Linguist, David Crystal (2008, p. 152), found that during interviews with students on the topic of using text-speak in school work, students responded with “blank incomprehension.” Students were aware that texting was for cell phone use and not for school work. The concept of “code switching” is further supported by research conducted by Lenhart, Smith, Macgill, and Arafeh (2008) who found that “[e]ven though teens are heavily embedded in a tech-rich world, they do not believe that communication over the internet or text messaging is writing.” Teens see a distinction between writing for school and writing for personal pleasure (Lenhart et al, 2008).

The ability to code switch and to distinguish between the appropriate time for informal and formal writings suggests that students’ literacy skills are not diminishing because they use shorthand conventions for text messaging. Researchers Plester, Wood, and Bell (in press) obtained mixed results from two studies that examined students’ texting behavior, knowledge of text-speak, and achievement on standardized tests. In the first study, 65 students from the Midlands of England participated. They were between the ages of 11 and 12. Their texting habits were analyzed to see if high and low text users differ in their performance on standardized tests. The students estimated that they sent a mean of 4.39 text messages a day. However, the researches decided to divide the students into high and low texting groups based on the median of three texts per day. Any student that sent fewer than three messages was included in the low text user group. This study showed that “...the higher text users scored significantly lower on

the verbal and non-verbal reasoning measures than did not text users, and marginally lower than low text users” (Pleaster, Wood, & Bell, 2008). With such a low number of texts per student, the results from this study cannot definitively state that those who send more than three texts per day will have lower literacy achievement.

In the second study, Plester, Wood & Bell (in press), examined the relationships between the abbreviated language of text-speak and performance on literacy tasks. In this study, 35 students between the ages of 10 and 11 participated. Students completed a questionnaire about their cell phone use, a standardized spelling test, a translation from text-speak into standard English, and a translation from standard English into text-speak. The results of this study showed that the higher the spelling score, the fewer errors that were made when translating from text-speak into standard English. The study also showed that when writing in text-speak those students who used more text abbreviations than “real” words also showed higher scores on the standardized test.

A study conducted by Plester, Wood, and Joshi (in press), analyzed student knowledge of text-speak and literacy attainment. Eighty-eight students from the Midlands of England between the ages 10 and 11 completed a questionnaire about their cell phone use. The questionnaire provided information about how the student used their cell phone most, how much they texted, whom they texted, etc. Standardized scores on vocabulary and working memory capacity were obtained. A word reading and spelling standardized test and two phonological awareness standardized test scores were also used. Students were given 10 scenarios in which they responded to as if they were writing a text message. The text messages were analyzed based on the text abbreviations used. The results of this study again indicate that the more text abbreviations used, the higher the scores in reading, vocabulary, and phonological awareness.

No relationship was found that linked students use of text-speak and lower spelling scores. Contact with text-speak abbreviations and misspellings did not obstruct the learning of correct spelling. These studies indicate that there is no evidence that the use of text-speak negatively impacts literacy skills, which is in contrast to negative media reports.

SUMMARY

The billions of text messages that are sent daily allow texters to communicate in a form of written communication that uses an abbreviated phonetic language. Shortis (2007) showed that abbreviations have been used in the past in order to communicate messages quickly. Business shorthand which is symbol based and medical shorthand (acronyms or symbols such as **c or p** for “with” and “after”, do not permanently corrupt adult ability to distinguish between the proper uses of language. Thurlow and Brown (2003) found that abbreviations do not account for the majority of words used in a text message. Nevertheless, media reports state that this abbreviated language is destroying our English language as well as students’ literacy skills. However, these anecdotal accounts are not founded on empirical evidence. Research conducted by Raval (Ward, 2004); Plester, Wood, and Bell (in press); and Plester, Wood, and Joshi (in press) show that there is no evidence that knowledge of text-speak negatively impacts student literacy attainment. Students are able to code-switch between text-speak and formal written communication. Students are able to differentiate between the way they communicate in their personal lives and the way they communicate in their schoolwork.

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College of Graduate Studies
Degree Plan for Master of Library Science


Part I – Student Information

Name: _____ MTSU ID # M

Current Mailing Address: _____

City, State, Zip: _____ MTSU Email Address: _____

Degree Sought: _____ Major: _____

If applicable:

Concentration: _____ Specialization: _____ Minor: _____

I understand that if human or animal subjects are involved in my research(including thesis research), it is my responsibility to file a research protocol application with the Institutional Review Board (Sam H. Ingram Building, 011B) before I begin collecting data. Failure to secure this permission prior to conducting my data collection using human or animal subjects will negate the use of that data for any academic purpose including thesis.

Signature of Student

Date

Part II – Signatures and Approvals

Signatures in this area are required for approval of *all* degree plans.

I certify that the following program, when successfully completed, meets all coursework requirements for this degree.

Graduate Advisor Name (Print)

Signature

Date

College of Graduate Studies Approval

Date

Signatures in this area are required for approval only if applicable to degree program.

This individual holds a professional license, or licensure requirements will be met by the courses listed below.

Teacher Licensure Office Approval (Print)

Signature

Date

Programs that require educational component

*Chair of Educational Leadership/Elementary
 Education (Print)*

Signature

Date

Minor Advisor

Graduate Minor Advisor (Print)

Signature

Date

Part III – Course Information

List ONLY graduate-level courses to be counted toward the degree. Include those completed as well as those still to be taken to fulfill degree requirements.

Core Courses (15 Credit Hours)				Transfer Credit	
Course ID	Course Title	Cr Hrs	Grade	Course ID	Institution
LIBS 6000	Librarianship	3			
LIBS 6010	Collection Development and User Services	3			
LIBS 6020	Organizing Library Materials	3			
LIBS 6015	Reference Materials and Process	3			
LIBS 6060	Understanding Research for Evaluation in Libraries	3			

Administration Course (3 Credit Hours)					
LIBS 6105	School Library Administration	3			
OR					
LIBS 6100	Management of Libraries	3			

Capstone and Field Experience Courses (9 Credit Hours)					
LIBS 6900	Skills and Issues in the Library	3			
LIBS 6550	Supervised Field Experience in Libraries (Taken Twice)	3			

Electives (9 Credit Hours from Listed Courses)					
LIBS 6340	Integration of Programs, Learning Theory, and Technology	3			
LIBS 6310	Materials for the Literacy of Children (School Licensure)	3			
LIBS 6311	Materials for the Literacy of Young People and Adults (School Licensure)	3			
LIBS 6320	Information Searching Strategies	3			
LIBS 6330	Digital Library Collections	3			

Department must verify that all admission conditions(s) were or were not met:

Department Admissions Conditions Met? Yes No

Middle Tennessee State University

Appendix 15 Academic Policies

Academic Policies <http://www.mtsu.edu/policies/academic-affairs/>

POLICY NUMBER	POLICY NAME
II:01:03	Emeritus Faculty
II:01:04	Academic Freedom and Responsibility
II:01:05A	Policies and Procedures for Tenure
II:01:05B	Policies and Procedures for Promotion of Tenured and Tenurable Faculty
II:01:05C	Tenure and Promotion Appeals Process
II:01:05D	Faculty Appointments
II:01:08	Intellectual Property
II:01:09	University Bookstore/Textbook, Course Materials and Course Supplies
II:01:10	Misconduct in Scholarly Activities and Research
II:01:11	Animal Care and Use In Research and Teaching
II:01:12	Conflict of Interest for Externally Funded Projects
II:01:13	English Proficiency - Faculty
II:03:00	Posthumous Degrees
II:04:00	Procedure for Adhering to the Timely Reporting of Substantive Change for Accredited Institutions Commission on Colleges (SACSCOC)
II:05:00	Education Abroad
II:06:00	Export Controls

Middle Tennessee State University

Appendix 16 Curricula Vitae of Faculty

James Huffman
Kathryn Boudreau
Frank Lambert
DeAnne Luck
Kathryn Moisant
Rhonda Leigh Watson

Outline of Faculty Data

Name: James Huffman
 Department: Womack Educational Leadership Department
 Rank: Professor
 Year Appointed: 1974

I. Academic Degrees

Ed.D. 1972 University of Tennessee, Knoxville

Major: Curriculum and Instruction

Collateral Area: Educational Administration and Supervision

Dissertation Title: A Study of Supervisory Practices As They Relate to Social Studies Instructional Programs in Selected Tennessee School Systems

M.S. 1969 University of Tennessee, Knoxville

B.S. 1966 University of Tennessee, Knoxville

II. Professional Experience

2000 – Present Professor and Chair, Womack Educational Leadership Department, College of Education, Middle Tennessee State University, Murfreesboro, TN

1974 – 2000 Professor, Womack Educational Leadership Department, College of Education, Middle Tennessee State University, Murfreesboro, TN

1973 – 1974 Dean of Students, Hiwassee College, Madisonville, TN

1971 – 1973 Instructor – Assistant Professor, Department of Curriculum and Instruction, College of Education, The University of Tennessee, Knoxville, TN

1968 – 1969 Principal, Mountain View School, Blount County Schools, Maryville, TN

1966 – 1969 Social Studies Teacher, Chattanooga Public Schools

III. Faculty and Administrative Load (Spring, Summer, Fall 2011)

A. Spring 2011 SPSE 5260 – Problems in Education
 SPSE 7190 – Professional Field Experience
 Administration of Womack Educational Leadership Department

- B. Summer 2011 SPSE 5260 – Problems in Education
SPSE 6140 – Teacher Leadership for School Improvement
SPSE 6390 – School Law
FOED 6630 – Educational Tests and Measurements
SPSE 7200 –Administrative Behavior: Theory into Practice
Administration of Womack Educational Leadership Department
- C. Fall 2011 SPSE 5260 – Problems in Education
SPSE 6020 – Educational Foundations
SPSE 6430 – Introduction to Curriculum Development Administration
of Womack Educational Leadership Department
- D. Other Collegiate Assignments
Member, P-16 Regional Council
Member, Committee for Partnership with MTSU and Murfreesboro City Schools
Member, Committee for Partnership with MTSU and Rutherford County Schools
Chair, Search Committee – Associate Dean Position, College of Education
Member, College of Education
Council on Teacher Education

IV. Current Professional and Academic Association Memberships:

Association for Supervision and Curriculum
Development (ASCD)

American Association of Colleges of Teacher Education
(TACTE) – Institutional Representative

Tennessee Association of Colleges of Education
(TACTE) – Institutional Representative

Southeastern Regional Council on Educational
Administration (SRCEA)

Phi Delta Kappa – Treasurer, Middle Tennessee Chapter

V. Publications

Books and Monographs

“Education in the Volunteer State,” with Keese, Tennessee Government and Politics: Democracy in the Volunteer State, Vile and Byrnes (editors), Vanderbilt University Press, 1998.

Helping Teachers use Research Findings, Eaker, Institute for Research on Teaching, Michigan State University, 1980.

A History of the Teacher Education Alliance for Metro: 1968-1977, with Eaker and White, Middle Tennessee State University, 1978.

“Multicultural Curriculum Leadership,” in Helping Kids Learn Multicultural Concepts: A Handbook of Strategies, Pasternak (editor), U.S. Office of Education, 1977.

Journal Articles

“Bridging the Gap Between Research and Practice,” Effective School Report, 1985, with Eaker.

“Teacher Education Reform Efforts at Middle Tennessee State University,” Tennessee Educational Leadership, 1985

“Linking Research and Practice: The Consumer Validation Approach,” The Roeper Review: A Journal on Gifted Education, 1984, with Eaker.

“Research into Practice: The Consumer Validation Process,” Action in Teacher Education, Journal of the Association of Teacher Educators, 1982.

“How Do Teachers Perceive Educational Research Findings and Dissemination Efforts,” Focus, 1981, with Eaker.

“Teachers Test Research Findings,” Tennessee Education, 1981, with Eaker.

“Linking Practice and Research,” Communication Quarterly, Institute for Research on Teaching, Michigan State University, 1980, with Eaker.

“A Study of Instructional Supervisory Practices in Tennessee School Systems,” Tennessee ASCD Journal, 1976.

“The Teacher Education Alliance for Metro: A Model for Field-Based Teacher Education,” Educational Catalyst, 1975.

Research Abstracts

“Middle School Ability Grouping and Student Achievement in Science and mathematics,” Effective Schools Research Abstracts, 1993.

“Cooperative Mastery Learning Strategies,” Effective Schools Research Abstracts, 1991.

“Cognitive Processes in Mathematics Anxiety and test Anxiety, The Role of Appraisals, Internal Dialogue, and Attributions,” Effective Schools Research Abstracts, 1988.

“Increasing First Graders’ Reading Accuracy and Comprehension by Accelerating Their Reading Rates,” Effective Schools Research Abstracts, 1988.

“The Big-Fish-Little-Pond Effect on Academic Self-Concept,” Effective Schools Research Abstracts, 1987.

“Tracking in Mathematics and Science Education: A Structural Contribution to Unequal Schools,” Effective Schools Research Abstracts, 1987.

“Public and Private School Outcomes: Results from High School and Beyond Follow-Up Study,” Effective Schools Research Abstracts, 1987.

Grant Activity

U.S. Department of Education Grant to the Renaissance Group, Linking Teaching with Student Performance. (Teacher Work Sample Methodology Coordinator) 1999 – 2005.

Tennessee Department of Education Grant, Special Education Division, (to provide assistance to Tennessee schools in school improvement planning), 1998 – present.

Tennessee Department of Education Grant, (to provide assistance to Tennessee Title I schools with school improvement planning), 1996 – 1998.

Tennessee Department of Education Grant, (to develop a teacher center for Marion County, Tennessee schools), 1980.

U.S. Office of Education, Nashville Teacher Corps Grant, 1974 – 1978.

Professional Presentations

“Off Campus Peer Cohort for Educators Pursuing a Masters of Educational Specialist Degree: A Working Model.” Association of Teacher Educators National Conference, Dallas, TX, February, 2009.

“The Dilemma: How to Provide a “Multi-Discipline” Ph.D. Program that Encourages Professional Growth and Development.” Association of Teacher Educators National Conference, New Orleans, LA, February 2008.

“Achieving Engagement For All Through Teacher Performance and Action Research.” Association of Teacher Educators National Conference, Atlanta, GA, February 2006.

“Integrating Teacher Work-Sample Methodology into a Post-Baccalaureate Graduate Teacher License Program.” Association of Teacher Educators Conference, Bismarck, ND, August 2005.

“Attaining Excellence for All Learners: Reduction of a 132 Hour to 120 Hour Research and Standards Based Assessment of Teacher Education Programs Linking NCATE Standard 2 to Revised Programs.”

Association of Teacher Educators (ATE) National Summer Conference, Boston, Massachusetts, August 2004.

“Synchronizing Text Windows and Video Streaming from Stored Media to Develop a New Approach at Teacher Evaluation in the Classroom: A Technological Solution for Educational Administrators.” Society for Information Technology and Teacher Education (SITE) International Conference. Atlanta, Georgia, March 2004.

“Providing Support for Quality Teachers: Research and Standards – Based Assessment of Teacher Education Programs.” Association of Teacher Educators National Summer Conference, Santa Fe, New Mexico, August 2003.

“Passive Presentation Programs and Authoring Language Programs for Classroom Teachers – Which is Best for the K-12 Teacher? Depends on Your Ultimate Lesson and Instructional Strategy!” Society for Information Technology and Teacher Education (SITE) International Conference, Nashville, Tennessee, March 2002.

“A Longitudinal Study of the Implementation of Block-Scheduling in a Tennessee High School,” College of Education and Behavioral Science Research Scholars Forum, March 2000.

“Promoting Teacher Action-Research as Site-Based Professional Development,” Rutherford County School Administrators Retreat, June 1999.

“The MTSU Professional Development Program for Converting the Beginning Administrator License to the Professional Administrator License,” Tennessee Professors of Educational Administration Spring Conference, April 1999.

“Improving Assessment of Student Performance,” Bellwood School Faculty Retreat, Murfreesboro, Tennessee, August 1998.

“Collaborative Decision-Making Processes for Promoting Shared-Leadership in Site Based Management Schools,” Nashville, Tennessee, Professional Development Session, 1997.

“Using Peer Coaching Techniques to Improve Classroom Instruction,” Webb School, Bell Buckle, Tennessee Professional Development Session, 1997.

“Supervisory Processes for Promoting Instructional Improvement,” Summer Conference on Instructional Improvement, Knoxville, Tennessee, 1996.

“Developing a Collaborative Culture in Site Based Management Schools,” Dyer County Professional Development Sessions, Dyersburg, Tennessee, 1993.

“Clinical Supervisory Processes for Promoting Instructional Improvement,” Administrator Professional Development Sessions, East Aurora, Illinois, 1992.

“Shared Leadership Processes for Promoting a Collaborative Culture in Schools,” Metropolitan Nashville Professional Development Sessions, Nashville, Tennessee, 1991.

“Supervisory Processes for Promoting Instructional Improvement,” Illinois School District ’99 Professional Development Sessions, Downers Grove, Illinois, 1989.

“Teacher Effectiveness and Instructional Improvement,” Illinois School District ’88 Professional Development Sessions, Dupage County, Illinois, 1986.

“Instructional Supervisory Processes,” Greater Chicago Drive-In Conference for School Administrators, Oak Brook, Illinois, 1988.

“Clinical Supervision Processes for Instructional Improvement,” Statesboro, Georgia School District Professional Development Sessions, 1987.

Curriculum Vitae

Kathryn Boudreau-Henry
Middle Tennessee State University
 Professor

Education

<u>M.S.I.S.</u>	1983	C.W. Post (Long Island University)
<u>B.A.</u>	1970	University of Michigan Ann Arbor

Experience

Middle Tennessee State University	1999-present	Professor, Tenured
Edmondson Elementary School	1998-1999	Technology Lab Supervisor
Williamson County Public Library	1998-1999	Cataloger
Brentwood Public Library	1997-1999	On call librarian
Brentwood Academy	1991-1998	Assistant Librarian
C.W. Post Center for Business Reference	1980-1981	Reference Assistant
Syracuse University	1973-1978	Map Librarian
Purdue University	1970-1973	Life Sciences Technical Assistant

Selected Publications

1. Boudreau, K. (2016). Libraries where life happens: Non-traditional settings for libraries. *The International Journal of the Book*. In press.
2. Boudreau, K. (2012). Cloaked behaviors and library space planning. *Tennessee Educational Leadership*, 39 (1).
3. Boudreau, K., & Nofsinger, K.N. (2012, March). Crossings: dance students and library science students. *Society for Information Technology & Teacher Education International Conference, 2012* (1) pp. 3867–3870
4. Boudreau, K. (2009). Kiss it! Kick it! Scream it! : Slam poetry and cultural expression for children. *Forum on Public Policy*, 8, 2010.
5. Vaughn, T., & Boudreau, K. (2009). Digital grammar: Texting and Literacy. *Tennessee Educational Leadership*, 4, 13-18. This article was written in collaboration with a student.
6. Patten, K.B., & Craig, D.V. (2007). iPods and English-Language learners: A great combination. *Teacher Librarian*, 12, 41-45.
7. Patten, K. B., & Nofsinger, K.N. (2007). Coaching the undergraduate performance arts researcher through the information literacy process. *International Journal of the Arts in Society*, 2, 13-20.
8. Craig, D.V., & Patten, K. (2006). E-literacy and literacy. *The International Journal of the Book*, 2, unpagged.

Selected Presentations

1. August 2016--. International Conference on Interdisciplinary Social Sciences. Presentation: Relocated in Mind and Space: Libraries and Boundaries, London.
2. October 2015—Thirteenth International Conference on Books, Publishing, and Libraries, Vancouver, BC.

3. March 2014—SITE conference. Presentation: Failure to Communicate? Online learning and collaborative work.
4. February 2011—International Conference for Design. Presentation: The School Library as More Than a Quiet Room
5. March 2009—Oxford Round Table, Oxford, Eng. Cultural and Religious Experience in Children's Literature since 1850. Presentation: Slam Poetry for Children.
6. November 2008—Tennessee Association of School Librarians, Franklin, TN, The Volunteer State Book Award
7. March 2008—American Educational Research Association Annual Meeting, New York, NY, Title: Qualitative Research and the Online Environment: Practices Among Graduate Students
8. 2006—Raising Nuestro Niños in any language, Resources and Suggestions for Community Literacy for Warren, Rutherford, Bedford County schools

Teaching Awards and Honors (Including those of your Students):

2008—TBR Lana Doncaster Award for Innovations in Teaching

2004—MTSU Foundation, Outstanding Teaching Award

Professional Associations

American Library Association

ALISE

Association of Small and Rural Libraries

Southeast Library Association

Association of Supervision and Curriculum Development

Tennessee Library Association

Tennessee Association of School Librarians

Stones River Regional Library-Board Member

Frank Lambert, Ph.D., MLIS

Frank.Lambert@mtsu.edu

◆ Education	
2008	Doctor of Philosophy (Ph.D.) in Library and Information Science, Faculty of Information and Media Studies (FIMS), University of Western Ontario (UWO). London, Ontario.
2002	Masters of Library and Information Science (MLIS), FIMS, UWO.
1992	Bachelor of Arts (Honours) in History and minor in Political Science, King's University College, UWO.
◆ Employment History - Academic	
Middle Tennessee State University	
2016-	Assistant Professor, Master of Library Science Program, Womack Educational Leadership Department
Kent State University	
2008-2015	Assistant Professor, School of Library and Information Science (SLIS), Kent State University (KSU)
University of Western Ontario	
2008	Assistant Professor, FIMS, UWO.
2005-2008	Lecturer, FIMS, UWO.
2002-2007	Graduate Teaching Assistant, FIMS, UWO.
2004-2005	Graduate Teaching Assistant, Department of Political Science, King's University College, UWO.
2003-2004	Research Assistant, FIMS, UWO.
Summer	Marking Assistant for LIS 504 (Research Methods and Statistics), FIMS, UWO.
2003	UWO.
1992; 2003-4	Teaching Assistant, Department of History, UWO
◆ Employment History – Professional and Other	
2016	Full-time Limited Term Position, Metadata Management Librarian, Western University (UWO).
2002-2005	Part-time Reference Assistant. Cardinal Carter Library, King's University College, UWO.
2000-2002	Part-time Reference Library Assistant/Archivist. Huron University College Library, UWO.
Summer	Full-time Co-op Position, Original Cataloguer. Mills Memorial Library,
2001	McMaster University. Hamilton, Ontario.
◆ Research & Scholarship – Publications, Conference Presentations, & Proceedings	
Peer-Reviewed Journal Publications	
Gracy, Karen and Lambert, F. (2014). Who's ready to surf the next wave? A study of perceived challenges to implementing new and revised standards for archival description. <i>American Archivist</i> , 77(1), 96-132.	
Blundell, Shelley and Lambert, F. (2014). Information anxiety from the undergraduate student perspective: A pilot study of second-semester freshmen. <i>Journal of Education in Library and Information Science (JELIS)</i> , 55(4), 261-273.	
Lambert, F. (Dec. 2014). Virtual trace: A framework for applying physical trace research methodology in a virtual electronic context. <i>QQML-Qualitative and Quantitative Methods in Libraries</i> , 1001-1018.	
Lambert, F., Panchyshyn, Roman, and McCutcheon, Sevim. (2013). Resource Description and Access (RDA) and Ohio public libraries. <i>Public Library Quarterly</i> , 32(3), 187-203.	
Lambert, F. (2013). Seeking information from government resources: A comparative analysis of two urban communities' Web searching of municipal government Web sites. <i>Government Information Quarterly</i> , 33, p.99-109.	
Lambert, F. (2011). Do provenance-based classification schemes have a role still in libraries and information centres? The case of government classification schemes. <i>Cataloging & Classification Quarterly</i> . 49(3), 208-222.	
Lambert, F. (2010). Online community information: The queries of three communities in southwestern Ontario. <i>Information Processing & Management</i> , 46(3), 343-361.	
Lambert, F. (2005). Assessing the authoritativeness of Canadian and American government health documents: A comparative analysis using informetric methodologies. <i>Government Information Quarterly</i> . 22(2), 277-296.	
Lambert, F. (2004). Applying informetric methods to empirically assess the authoritativeness of Health Canada electronic documents. <i>Government Information Quarterly</i> . 21(3), 305-318.	
Peer-Reviewed/Refereed Conference Presentations with Proceedings	
Lambert, F. (2010). Web searching to meet everyday information needs: A comparative longitudinal study of queries submitted to an online community information system. <i>Prato Community Informatics Research Network (CIRN) Conference 2010: Tales of the Unexpected: Vision and Reality in Community Informatics</i> . CIRN -DIAC Conference: Monash University Centre, Prato, Italy 27-29 October 2010. Larry Stillman and Ricardo Gomez, eds. ISBN: 978-0-9581058-8-0.	
Lambert, F. (2009). Can communities be empowered still with a 'top-down' approach to ICT conceptualization, design, and implementation? The case of <i>mycommunityinfo.ca</i> . <i>Prato Community Informatics Research Network (CIRN) Conference 2009: Empowering communities: learning from community informatics practice</i> at Monash University Prato Centre, Prato, Italy. November 4-6, 2009. ISBN: 978-0-9581058-5-9.	
Lambert, F. (2006). The <i>mycommunityinfo.ca</i> approach to online networked community information provision. Annual Conference of the Canadian Association for Information Science held with the Congress of the Social Sciences and Humanities of Canada at York University Toronto, Ontario, June 1 - 3, 2006. Full paper available at http://www.cais-acsi.ca/proceedings/2006/lambert_2006.pdf (August 21, 2006).	
Peer-Reviewed/Refereed Conferences: Presentations without Proceedings; Posters; and, Other Works	
Harper, M., Lambert, F., and Blundell, S. (2015). Conceptualizing and implementing dispositional assessments for students at the Kent State University (KSU) School of Library and Information Science (SLIS). Poster presented at the 2015 <i>Association for Library and Information Science Education (ALISE)</i> annual conference's Works in Progress Session, Chicago, IL, January 27-30, 2015.	
Gracy, K. and Lambert, F. (2013). Who's ready to surf the next wave? A study of perceived challenges to implementing new and revised standards for archival description. <i>Society of American Archivists 7th Annual-2013 Research Forum</i> ,	

- Foundations and Innovation*. Held at ARCHIVES | New Orleans 2013, Joint Annual Meeting of the Council of State Archivists and the Society of American Archivists, Tuesday, August 13, 9:00 am – 5:00 pm, New Orleans, Louisiana.
- Lambert, F. (2011). Seeking information from government resources: A comparative analysis of two communities' Web searching of municipal government Web sites. Poster presented at the 2011 *American Society for Information Science and Technology (ASIS&T) Annual Meeting*, New Orleans, Louisiana. Acceptance rate: 44% (85/195). Extended (5 pages) abstract published in proceedings.
- Lambert, F. (2008). The social shaping of an online community information provider. Presented at the 4th annual *SIG Social Informatics Research Symposium at the 2008 American Society for Information Science and Technology (ASIS&T) Annual Meeting*, Columbus, Ohio, October 25, 2008.
- Lambert, F. (2007). Rewriting the "rules" of online networked community information services: A case study of the *mycommunityinfo.ca* model. Poster presentation at the *Association for Library and Information Science Education (ALISE)* annual conference's Doctoral Poster Session, Seattle, WA, January 15-18, 2007.

◆ Academic Research Activities – Competitive Internal/External Grant Applications

- | | |
|------|---|
| 2014 | Kent State University University Teaching Council Travel Grant. \$500 (Awarded) |
| 2013 | Kent State University Creative Activity Appointment Competition. <i>Public libraries: The next "social services agency"?</i> For Summer 2014. Value: \$6,500 (Not awarded) |
| 2013 | Kent State University Program Level Assessment Grant (with Dr. Meghan Harper). <i>Development of a School-wide Professional Disposition Assessment</i> . Value: \$2,650 (Awarded) |
| 2012 | Kent State University Creative Activity Appointment Competition (with Dr. Meghan Harper). Pilot study and external grant writing for <i>How Prepared are School Libraries for FRBR and RDA?</i> For Summer 2013. Value: \$6,500 (Not awarded) |
| 2012 | IMLS National Leadership Grant, Research (with Dr. Meghan Harper). <i>How Prepared are School Libraries for FRBR and RDA?</i> Value: \$50,000 (Not awarded) |
| 2009 | Kent State University Creative Activity Appointment Competition. <i>Online municipal government information seeking: A longitudinal study of two urban municipalities' Web logs</i> . For Summer 2010. Value: \$6,500 (Not awarded) |

◆ Teaching

KSU-SLIS

- LIS 60002 Organization of Information (Master's, In person, Distance, Online)
- LIS 60003 Information Technology for Library Professionals (Master's, Online)
- LIS 60604 Research Methods for Library & Information Centres (Master's, Online)
- CCI 80001 Introduction to Research in Communication and Information (Ph.D, In person)
- LIS 81096 CCI Doctoral Student Individual Investigation (Shelley Blundell, William Kelvin)
- Advised a number (3-4) of KSU-SLIS Culminating Experience students every semester since Summer 2009
- Academic Advisor for 40+ SLIS students
- Service on doctoral student committees:
 - o Shelley Blundell, CCI Doctoral Candidate – comprehensive examination committee
 - o Janna Korzenko, Political Science Doctoral Candidate – dissertation committee

UWO-FIMS

Graduate Courses Taught/Assisted:

- LIS 502/9002 Organization of Information – **I**
- LIS 504 Research Methods and Statistics – **I**
- LIS 782 Special Topic Course: Community Information and Community Informatics – **I**
- LIS 9200 Bibliographic Description: Theory and Practice – **I**

◆ Professional Service & Volunteer Work

Western University

- | | |
|------|--|
| 2016 | Member, LIRM Head of Metadata Access Selection Committee |
|------|--|

KSU-SLIS

- | | |
|-----------|--|
| 2011- | Member, Librarians Without Borders |
| 2011-2015 | Accreditation & Assessment Committee |
| 2011 | Education & Technology Committee |
| 2010-2015 | IRB Protocol Reviewer, SLIS (CCI) Representative |
| 2010-2012 | Member, SLIS Director Search Committee |
| 2010-2011 | Member, ALA-COA Faculty Subcommittee |
| 2010-2011 | Member, Information Architecture and Knowledge Management (IAKM) Review Task Force |
| 2009-2010 | Kent State University (KSU) College of Communication and Information Recruitment and Retention Committee |
| 2008-2011 | Chair, LGBT Faculty Concerns Committee, KSU Chapter of AAUP |
| 2008-2010 | SLIS (KSU) Admissions, Awards, and Academic Standing Committee |

Article reviewer for:

- Prato Community Informatics Research Network (CIRN) Conference 2009: *Empowering communities: learning from community informatics practice*
- Journal of Documentation
- International Journal of Library and Information Science
- International Information and Library Review
- Government Information Quarterly

Session Chair for:

- Prato Community Informatics Research Network (CIRN) Conferences 2009 & 2010

Prospective Book Reviewer for:

- Quantifying the Qualitative: Information Theory for Comparative Case Analysis*. Sage Publications

◆ Academic & Professional Memberships

- Northern Ohio Technical Services Librarians (NOTSL)
- American Library Association (ALA)
- Association for Library and Information Science Education (ALISE).

DeAnne L. Luck

*4125 Lake Road
Woodlawn, TN 37191
931-551-6822
DeAnneLuck@gmail.com*

PROFESSIONAL EXPERIENCE

Lecturer

Middle Tennessee State University

8/15-present

Murfreesboro, TN

Teach online classes for the Womack Educational Leadership Department, focusing on the Library Science Program; assist with program and class development. Courses for Fall 2015:

LIBS 4150 Books, Media, & Literacy for Children

FOED 6610 Analysis & Application of Educational Research

Instruction Librarian

Austin Peay State University

1/14-8/15

Clarksville, TN

Rank: Temporary Faculty. Teach information literacy classes; provide support as embedded librarian in online classes; provide traditional and electronic reference services; serve as liaison to the College of Business and Health & Human Performance Department; manage the library's social media presence; serve on Instruction Team and LibGuides Review Committee; provide training/classes for local schools.

Librarian / Media Specialist

Burt Elementary School

8/12-12/13

Clarksville, TN

Responsible for all management and daily operation of the library; teach information literacy classes to all grades and reading classes to fourth grade; administer reading promotion programs.

Database Coordinator

Tenn-Share

6/04-7/12, part-time

Nashville, TN

Coordinate with libraries of all types across the state concerning electronic resource issues and new programs and services; negotiate purchases of electronic resources on behalf of member libraries; chair Tenn-Share Electronic Resources Committee; serve as advisor for TEL Coordinator; organize and direct DataFest, an annual vendor showcase/conference.

Electronic Resources Librarian

Austin Peay State University

6/94-6/04

Clarksville, TN

Ranks: Assistant, Associate Professor. Responsible for electronic and web resources; investigate and implement various formats of electronic databases; manage electronic resources, including usage statistics; train staff and create training materials; serve as first university Webmaster and library Webmaster; teach library instruction classes; teach LART 1000 class and serve on the Syllabus Committee; teach in the Heritage program; provide traditional and electronic reference services; serve as liaison to Music Department and Women's Studies Program.

Circulation Librarian

Tennessee State University, Avon Williams Campus

12/92-6/94

Nashville, TN

Rank: Instructor. Responsible for all aspects of circulation; provide reference and circulation services; search DIALOG, CARL, and other electronic sources; conduct library orientations and classes; train staff on Internet use.

EDUCATION

Teaching Certificate, Librarian Endorsement

Trevecca Nazarene University

August 2012

Nashville, TN

Master of Science, Library and Information Science

University of Illinois at Urbana-Champaign

Josie B. Houchens Fellowship

August 1992

Urbana, IL

Bachelor of Arts, Music

Murray State University

Business Administration Minor

Summa Cum Laude Graduate

Honors Diploma Graduate

May 1991

Murray, KY

SELECTED PUBLICATIONS AND PRESENTATIONS

Luck, D.L. (2015, April). Engaging One-Shots. Conference session presented at the Tennessee Library Association 2015 Conference, Memphis, TN.

Allison, L., Emery, M., Fuson, C., Luck, D.L., & Smithfield, A. (2011, October).

Plays well with others: Saving money and improving service through

- cooperation. Conference session presented at the 20th Tennessee Association of School Librarians Annual Conference, Murfreesboro, TN.
Similar presentations at many TASL conferences 2005-2010.
- Allison, L., Luck, D.L., Murphy, P., & Pozzebon, M.E. (2011, March). Cost savings through the Tennessee Consortial Purchase Project. Program session presented at the Tennessee Library Association 2011 Conference, Murfreesboro, TN.
Similar presentations at many TLA conferences 2005-2010.
- Pozzebon, M.E., Liedtka, T., & Luck, D.L. (2009, November). Partner Your Way to Success: Advancing Consortia Opportunities in the Volunteer State. Concurrent session presented at *Necessity is the Mother of Invention: The 2009 Charleston Conference*, Charleston, SC.
- Luck, D.L. (2005). Sherry Lansing, 1944-. In N. Schlager (Ed.), *International Directory of Business Biographies* (448-450). Detroit: St. James Press.
- Luck, D.L. (2005). Stacey Snider, 1961-. In N. Schlager (Ed.), *International Directory of Business Biographies* (448-450). Detroit: St. James Press.
- Luck, D.L. (2005). Ted Waitt, 1963-. In N. Schlager (Ed.), *International Directory of Business Biographies* (448-450). Detroit: St. James Press.
- Luck, D.L. (2003). Austin Peay State University -- Ask A Librarian: A Case Study. In J.S. Ronan, *Chat Reference: A Guide to Live Virtual Reference Services* (183-190). Westport, CT: Libraries Unlimited.
- Buchanan, L.E., Luck, D.L. & Jones, T.C. (2002). Integrating information literacy into the virtual university: A course model. *Library Trends*, 51(2), 144-166.
- Luck, D.L., Berg, E. & Buchanan, L.E. (2001, November). Making waves without upsetting the boat: Integrating virtual reference into existing workflows. Breakout session presented at the 3rd Annual Virtual Reference Desk Conference, Orlando, FL.

Luck, D.L. (2001). Review of "Women's Health Interactive," *College & Research Libraries News*, 62(6), 639.

Five more web site reviews in C&RL News

Luck, D.L. (1996). "Women's and Gender Studies," an annotated Internet bibliography included in S. Amato (Ed.), *Every Student's Internet Resource Guide*. New York: McGraw-Hill. Revised for 2nd ed. published on the McGraw-Hill web site, Fall 1996.

PROFESSIONAL ORGANIZATIONS

American Library Association	1991-
ACRL	1997-2004, 2014-
<i>Instruction Section, Learning to Teach Virtual Task Force</i>	1998-2000
LITA	1994-2004
<i>Co-Chair, Internet Resources Interest Group</i>	1998-1999
RUSA	2003-2004
ASCLA	2004-2012
AASL	2012-
Tennessee Library Association	1992-
<i>TLA Webmaster</i>	1998-2003
Tennessee Association of School Librarians	2012-
University of Illinois Alumni Association	1992-
Sigma Alpha Iota International Music Fraternity	1988-

Kathryn Sinclair Moisant

3318 Shady Forest Dr. Murfreesboro, Tennessee 37128

615-556-0586 – moisantk@rcschools.net

SUMMARY OF QUALIFICATIONS

Highly organized and detail-focused **School Library Media Specialist** with an exceptional track record of accurately managing a school library media center.

- Skilled in all aspects of circulating, cataloging, and printing reports using the Follett Destiny Library Program.
- Expertise in collection development and ordering media center materials for a school library program using a variety of vendors.
- Proficiency in teaching library user skills and collaborating with peer educators to maximize the educational experience of students in the media center environment.
- Excellent computer skills; proficient with Email/Internet, Microsoft Office products, electronic databases, basic web design, and the ability to learn computer applications quickly and easily.

Skill Proficiencies

- | | | |
|--------------------------------|------------------------|-------------------|
| • MARC cataloging | • Microsoft Word/Excel | • Follett Destiny |
| • Follett Statistics & Reports | • PowerPoint | • Purchase Orders |
-

EDUCATION

- **Teacher Licensure Coursework, 2003-2004**
 - Middle Tennessee State University – Murfreesboro, Tennessee
 - **Master of Library and Information Sciences, 2000-2002**
 - University of Tennessee – Knoxville, Tennessee
 - **Bachelor of Science, Psychology, 1994-1998**
 - East Tennessee State University – Johnson City, Tennessee
-

PROFESSIONAL EXPERIENCE

Oakland School – Murfreesboro, Tennessee

School Library Media Specialist

10/2013 – Present

Key Responsibilities:

- Support teacher instructional plans to coordinate and integrate library services across the curriculum
- Provide staff development for teachers in the use of the following: the media center, media and equipment usage, media production, and the selection and utilization of media
- Promote literacy the enjoyment of reading
- Create a school library media center environment that is conducive to learning and appropriate to the maturity and interests of the students
- Supervise the Extended Essay requirements of all International Baccalaureate diploma candidates at Oakland High School
- Work in concerted partnership with the Co-Librarian to schedule and plan use of the media center's instructional, meeting, and technological spaces for use by the entire Oakland High School faculty and administration

Blackman Elementary School – Murfreesboro, Tennessee

School Library Media Specialist

8/2003 – 10/2013

Key Responsibilities:

- Support teacher instructional plans to coordinate and integrate library services across the curriculum
- Provide staff development for teachers in the use of the following: the media center, media and equipment usage, media production and the selection and utilization of media
- Promote literacy the enjoyment of reading
- Create a school library media center environment that is conducive to learning and appropriate to the maturity and interests of the students

Middle Tennessee State University – Murfreesboro, Tennessee

Part-time Adjunct Professor

8/2005 – Present

Key Responsibilities:

- Work under the supervision of the Educational Leadership Department to facilitate online course in the area of Library Sciences
- Teach the following (as needed):
 - Books and Media for Children (LIBS 4150/5150)
 - Books and Media for Young Adults (LIBS 4160/5160)
 - School Library Administration (LIBS 6110)
 - School Library Media Center Skills & Issues (LIBS 6200)

Williamson County Public Library – Franklin, Tennessee

Catalog Librarian

6/2002 – 8/2003

Key Responsibilities:

- Catalog Materials in all areas of media, including genealogical and government documents
- Edit and maintain bibliographic and item records in the library's online catalog
- Weed and withdraw outdated/damaged materials from the library's collection

University of Tennessee College of Law Library – Knoxville, Tennessee

Senior Library Specialist -- Cataloging

7/2000 – 5/2002

Key Responsibilities:

- Supervise student workers and the physical processing of all library materials for circulation
- Utilize OCLC for adaptive cataloging of library materials
- Create original and copy cataloging of library materials

PROFESSIONAL DEVELOPMENT

- Rutherford County Schools Annual Summer Professional Conference: July 2013, July 2011, July 2010, July 2009, July 2008, August 2007, August 2005
- Rutherford County Schools Microsoft Intel Training: May 2005
- Rutherford County Technology Academy Training: June 2013, June 2012
- Reading Renaissance Model Librarian: Certified Consecutively for 5 years
- Reading Renaissance Master Librarian: Certified Consecutively for 2 years
- TASL Member

References Available Upon Request

Education

June, 2005

Trevecca Nazarene University, Nashville, Tennessee
Teacher Certification, Library Media Specialist

December, 2002

Florida State University, Tallahassee, Florida
Master of Science (MLIS), Library and Information Studies

August, 1978

Emory University, Atlanta, Georgia
Bachelor of Medical Science (BMSc), Health Record Administration

Work Experience

August, 2015 – August, 2016

Temporary Academic Faculty & Reference Librarian

Middle Tennessee State University

James E. Walker Library, Murfreesboro, Tennessee

Bonnie Allen, Dean of Libraries

Christy Groves, User Services Dept. Chair

Sharon Parente, Reference/Instructional Svcs Leader

Provide reference and instructional services for university students, faculty, and community patrons.

August, 2014 – current

Substitute & Volunteer Library Media Specialist

Central High School, Columbia, Tennessee

Roger White, Principal; Rose McClain, Asst Principal

Linda Brewer/Melanie Peery, Librarians

Assist with circulation, new book processing and display, shelf reading, inventory, reader's advisory, computer assistance, and student use of the library.

1983 – Current

Health Information Management Consultant

Coast to Coast Medical, LLC

Ted Johnson, CEO

Diagnostic, service, and procedural coding (ICD-9-CM and CPT-4), AHIMA Certification Course in ICD-10-CM/PCS, audits and training; reimbursement analysis, credentialing and contract negotiation, documentation optimization for compliance and EHRT Meaningful Use and Clinical Documentation Improvement for ICD-10.

May, 2006 – May, 2008

Library Media Specialist/Network Assistant/Media Contact

Sunset Middle School, Brentwood, Tennessee

Jason Pearson, EdD, Principal

Established library services and provided maximum access to books, media, technology, and resources based on the needs of students, faculty, administration, and staff centered on student mastery of information literacy, independent learning, and social responsibility, as well as to meet demands of the curriculum, individual assignments, and developmental needs of our diverse student population. New school and library required ordering and arranging new books in the library and establishing policies and procedures. Served on many committees – state and local.

January, 2006 – May, 2006

Interim Librarian

Woodland Middle School, Brentwood, Tennessee

Priscilla Fizer, Principal; Lindsey Anderson, Librarian

Managed the Library in the absence of the Librarian, literacy instruction, ordered and processed new books, assisted with use of technology.

2005 – 2006

Student Teaching for School Library Media Specialist Teaching Licensure

Trevecca University, Nashville, Tennessee

Judy Bivens, EdD, MLIS Program Coordinator, Advisor

Woodland Middle School, Brentwood, Tennessee, Lindsey Anderson, Librarian
 Poplar Grove Elementary School, Franklin, Tennessee, Renee Ward, Librarian

2003

Young Adult Librarian

Williamson County Public Library, Franklin, Tennessee

Janice Keck, Director of Libraries

Opened new Young Adult (YA) Department in established public library; developed YA library activities, ordered new YA books and media, performed reader's advisory, assisted move to new library site

2002 – 2003	Central High School, Columbia, Tennessee Eddie Hickman, Principal; Linda Brewer, Librarian
Library Assistant/Interim Librarian Processed and catalogued new books, circulation, inventory, reader's advisory	
1983 – 2001	The Lung Center, PC, Columbia, Tennessee Moataz Toban, MD
Practice Administrator Medical office manager: human resources, payables, receivables, coding, medical records, transcription, contracts	
1996 -1997	Volunteer State Community College, Gallatin, Tennessee Lois Knobloch, RHIA, Director, HIT Program
Instructor Taught medical record administration, health statistics, CPT-4 coding, and medical transcription mostly offsite campuses.	
1982 – 1983	Kuwait University, Shuwaikh, Kuwait Janet Westburg, RHIA, Director, HIM Program
Assistant Director/Instructor Taught medical record administration, health statistics, transcription, and student internships/audits in hospitals	
1980 – 1981	St. Louis University Health Center, St. Louis, Missouri Michael Saulich, JD, CPA, Practice Manager
Medical Record Director Managed Medical Record Department in large physician practice (500 patients/day) attached to hospital / medical school	
1979 – 1980	St. Louis Professional Standards Review Organization Barbara Demster, RHIA, Medical Audit Director
Medical Audit Assistant Conducted and reviewed medical care evaluation studies in 27 hospitals and 36 nursing homes in Metro St. Louis	

Professional Licensures

State of Tennessee Department of Education Teacher License #000273944 Endorsement 473	August, 2019
American Health Information Management Association Registered Health Information Administrator (RHIA) #0187071	August, 1978

Professional Memberships

- American Library Association**, 2000 – present. Membership **#1036837**. Membership Divisions: **American Association of School Librarians (AASL)**, **Library and Information Technology Association (LITA)**, **Young Adult Library Services Association**.
Membership Round Table: Intellectual Freedom (IFRT).
- Tennessee Library Association**, 2000 – present. Membership **#30002**. Appointed to **Intellectual Freedom Committee**, 2006-2007.
- Tennessee Association of School Librarians (TASL)**, 2005 – present. My students vote annually for the Volunteer State Book Award.
- Williamson County Librarian's Group**, 2006 – 2008. **Professional Development Committee; Library Manual Revision Committee; Reading List Revision Committee, Technology Literacy Assessment coordinator, Information Literacy Committee, Library Software Upgrade Committee**.
- International Society for Technology in Education (ISTE)**, 2007 – present. Membership **#274506**.
- Association for Educational Communications and Technology (AECT)**, 1998 – present. Membership **#26142**.
- Freedom to Read Foundation (FTRF)**, 2003 – present.
- International Reading Association (IRA)**, 2005 – present. Membership **#547703**.
- American Health Information Management Association**, 1975 – present. Registry **#0187071**.

References

Provided upon request.

Rhonda Leigh Watson, MS, RHIA



Peer Review Form

ONLINE COURSE DEVELOPMENT

Distance Education Faculty Services, University College

Course Information

Course ID and Title:
Course Designer Name:
Delivery Semester:

Instructions - Course Designer Self-evaluation

The “Required Elements-Course Designer” column describes the required elements to be developed and posted within D2L in order for the course to be recommended for approval. Under each topic place a checkmark beside each element that is present. If work over and above the required has been completed in any category, explain in the “Course Designer Comments” column. Also, use the “Course Designer Comments” column to state where each element is located (e.g., Home Page, Syllabus, etc.) and to elaborate on course design.

Email the completed form to your assigned Online Faculty Mentor (OFM). The Peer Review is then conducted and shared with you to provide an opportunity to make recommended changes. Please contact your assigned OFM if you have questions regarding this form or the process.

PEER REVIEW SUMMARY <i>(OFM use only)</i>	
Is this course recommended for delivery? <input type="checkbox"/> Yes <input type="checkbox"/> Yes – with minor modification (additional review <u>not</u> required) <input type="checkbox"/> Yes – with minor modification (additional review required) <input type="checkbox"/> No - Major modification and/or clarification recommended--additional review required.	
If students are required to use third party vendor/e-publisher/external course content, describe incorporation of this material here:	
Comments:	
OFM Signature:	Review Date:

Rubric Adapted from: Rubric for Online Instruction, CSU, Chico, Copyright 2003 / Revised 2009
Work done by the MTSU Online Course Evaluation Committee
Regents Online Degree Program Course Requirements
SREB Criteria for Evaluation Online Courses
Revised 3.21.2013
Revised 3.13.2015
Revised 2.24.2016

1. COURSE DESIGN AND ORGANIZATION			
Required Elements Course Designer	Course Designer Comments	Required Elements OFM	OFM Comments/Items to Complete Prior to Approval
D2L Home Page: <input type="checkbox"/> Instructor name <input type="checkbox"/> Instructor contact information <input type="checkbox"/> Course ID and title <input type="checkbox"/> Welcome statement <input type="checkbox"/> Announcements <input type="checkbox"/> Instructions to begin course <input type="checkbox"/> Directions for finding assignment due dates		D2L Home Page: <input type="checkbox"/> Instructor name <input type="checkbox"/> Instructor contact information <input type="checkbox"/> Course ID and title <input type="checkbox"/> Welcome statement <input type="checkbox"/> Announcements <input type="checkbox"/> Instructions to begin course <input type="checkbox"/> Directions for finding assignment due dates	
Course Content (provided in modules) <input type="checkbox"/> Overview <input type="checkbox"/> course description <input type="checkbox"/> directions for beginning the course <input type="checkbox"/> course expectations and grading/feedback <input type="checkbox"/> instructor information <input type="checkbox"/> student, technical, course resources <input type="checkbox"/> Syllabus (MTSU template) <input type="checkbox"/> Required course materials <input type="checkbox"/> Assignments <input type="checkbox"/> assignment descriptions <input type="checkbox"/> assignment requirements <input type="checkbox"/> links to resources <input type="checkbox"/> links to dropboxes <input type="checkbox"/> links to discussion forums		Course Content (provided in modules) <input type="checkbox"/> Overview <input type="checkbox"/> course description <input type="checkbox"/> directions for beginning the course <input type="checkbox"/> course expectations and grading/feedback <input type="checkbox"/> instructor information <input type="checkbox"/> student, technical, course resources <input type="checkbox"/> Syllabus (MTSU template) <input type="checkbox"/> Required course materials <input type="checkbox"/> Assignments <input type="checkbox"/> assignment descriptions <input type="checkbox"/> assignment requirements <input type="checkbox"/> links to resources <input type="checkbox"/> links to dropboxes <input type="checkbox"/> links to discussion forums	

Course Construction, Organization, Navigation <input type="checkbox"/> Design is consistent in appearance and organization. <input type="checkbox"/> Content is organized into modules. <input type="checkbox"/> Course construction functions effectively. <input type="checkbox"/> Gradebook established <input type="checkbox"/> Dropboxes established <input type="checkbox"/> All files are in HTML or accessible format. <input type="checkbox"/> Course files reside in D2L.		Course Construction, Organization, Navigation <input type="checkbox"/> Design is consistent in appearance and organization. <input type="checkbox"/> Content is organized into modules. <input type="checkbox"/> Course construction functions effectively. <input type="checkbox"/> Gradebook established <input type="checkbox"/> Dropboxes established <input type="checkbox"/> All files are in HTML or accessible format. <input type="checkbox"/> Course files reside in D2L.	
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2. STUDENT RESOURCES AND SUPPORT SERVICES			
Required Elements Course Designer	Course Designer Comments	Required Elements OFM	OFM Comments/Items to Complete Prior to Approval
Student Resources – <input type="checkbox"/> Use of MTSU syllabus template provides the link to frequently-used student resources http://www.mtsu.edu/universitycollege/distance/frequently_used_resources.php		Student Resources – <input type="checkbox"/> Use of MTSU syllabus template provides the link to frequently-used student resources http://www.mtsu.edu/universitycollege/distance/frequently_used_resources.php	

3. INSTRUCTIONAL DESIGN AND DELIVERY			
Required Elements Course Designer	Course Designer Comments	Required Elements OFM	OFM Comments/Items to Complete Prior to Approval
Student Engagement and Interaction Multiple opportunities exist for interaction, communication and collaboration. <input type="checkbox"/> Email <input type="checkbox"/> Discussion <input type="checkbox"/> Chat <input type="checkbox"/> Virtual Office Hours <input type="checkbox"/> Other		Student Engagement and Interaction Multiple opportunities exist for interaction, communication and collaboration. <input type="checkbox"/> Email <input type="checkbox"/> Discussion <input type="checkbox"/> Chat <input type="checkbox"/> Virtual Office Hours <input type="checkbox"/> Other	
Learning Styles Multiple styles accommodated <input type="checkbox"/> Print text <input type="checkbox"/> Audiovisual content (video, PowerPoint, charts, graphs, pictures) <input type="checkbox"/> Skills practice <input type="checkbox"/> Interactive content (groups, tutorials, discussion, group projects)		Learning Styles Multiple styles accommodated <input type="checkbox"/> Print text <input type="checkbox"/> Audiovisual content (video, PowerPoint, charts, graphs, pictures) <input type="checkbox"/> Skills practice <input type="checkbox"/> Interactive content (groups, tutorials, discussion, group projects)	
Student Input <input type="checkbox"/> Feedback on content input and access are clearly solicited on syllabus or other format.		Student Input <input type="checkbox"/> Feedback on content input and access are clearly solicited on syllabus or other format.	

4. ASSESSMENT AND EVALUATION

Required Elements Course Designer	Course Designer Comments	Required Elements OFM	OFM Comments/Items to Complete Prior to Approval
Assessment Strategies Multiple assessment strategies exist to measure knowledge of course content and skills. <input type="checkbox"/> Quizzes <input type="checkbox"/> Exams <input type="checkbox"/> Discussion posts <input type="checkbox"/> Written assignments <input type="checkbox"/> Other		Assessment Strategies Multiple assessment strategies exist to measure knowledge of course content and skills. <input type="checkbox"/> Quizzes <input type="checkbox"/> Exams <input type="checkbox"/> Discussion posts <input type="checkbox"/> Written assignments <input type="checkbox"/> Other	
Grade Book (in compliance with FERPA) <input type="checkbox"/> Gradebook established in D2L to report grades		Grade Book (in compliance with FERPA) <input type="checkbox"/> Gradebook established in D2L to report grades	
Self-assessment and Peer Feedback <input type="checkbox"/> At least one opportunity available and clearly defined in the syllabus or other format		Self-assessment and Peer Feedback <input type="checkbox"/> At least one opportunity available and clearly defined in the syllabus or other format	


5. TECHNOLOGY USED IN THE COURSE

Required Elements Course Designer	Course Designer Comments	Required Elements OFM	OFM Comments/Items to Complete Prior to Approval
Technological/Multimedia Tools (to enhance student learning as appropriate) <input type="checkbox"/> D2L email <input type="checkbox"/> D2L tools <input type="checkbox"/> Discussion boards <input type="checkbox"/> Web resources		Technological/Multimedia Tools (to enhance student learning as appropriate) <input type="checkbox"/> D2L email <input type="checkbox"/> D2L tools <input type="checkbox"/> Discussion boards <input type="checkbox"/> Web resources	


6. ACCESSIBILITY			
Required Elements Course Designer	Course Designer Comments	Required Elements OFM	OFM Comments/Items to Complete Prior to Approval
Accessibility and Usability <input type="checkbox"/> A statement about the importance of meeting ADA requirements and providing accommodation is present in course. (This is already included in the syllabus template.) <input type="checkbox"/> Renderable/Accessible Content <input type="checkbox"/> Heading Structure <input type="checkbox"/> Text colors - limited contrast/color schemes <input type="checkbox"/> Moving/blinking text - not used <input type="checkbox"/> Links titled with description of information to be accessed <input type="checkbox"/> Alt tags or long descriptions used for images. <input type="checkbox"/> Word docs and PDF - identified in the link title <input type="checkbox"/> Links to outside content open in new windows		Accessibility and Usability <input type="checkbox"/> A statement about the importance of meeting ADA requirements and providing accommodation is present in course. (This is already included in the syllabus template.) <input type="checkbox"/> Renderable/Accessible Content <input type="checkbox"/> Heading Structure <input type="checkbox"/> Text colors - limited contrast/color schemes <input type="checkbox"/> Moving/blinking text - not used <input type="checkbox"/> Links titled with description of information to be accessed <input type="checkbox"/> Alt tags or long descriptions used for images. <input type="checkbox"/> Word docs and PDF - identified in the link title <input type="checkbox"/> Links to outside content open in new windows	

Middle Tennessee State University Appendix 18 -- Regional Scholars Program

Regional Scholars Program



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[RESOURCES](#)

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- [Federal Student Aid](#)
- [MTSU Net Price Calculator](#)
- [MTSU Cost of Attendance](#)
- [MTSU Fee Discounts and Waivers](#)

Regional Scholars Program

Beginning with the fall 2016 semester, the MTSU Regional Scholars Program allows select non-Tennessee resident students who live within approximately 250 miles and meet specific academic requirements to attend MTSU at a greatly reduced rate and qualify for the Freshman Academic Merit Scholarships.

In order to qualify the student must meet the following requirements:


1. Graduated from a high school located in a county within a 250 mile radius of MTSU
2. Have an ACT composite of 25 (SAT 1130) or above
3. Attend full time (at least 12 hours)
4. Apply for the Academic Common market program (if available)

Students who qualify will receive:

1. A reduced tuition rate equal to approximately 48% off the standard Market Program may receive even lower rates.
2. Automatic consideration for the MTSU Freshman Academic Merit Scholarship.

Applications are now being accepted for the first class of Regional Scholars by December 1, 2015 for fall 2016 admission will receive a 48% discount on tuition (see additional requirements below). There is no separate application for the Regional Scholars Program.

Students who apply after December 1, 2015 for fall 2016 admission will not receive an academic scholarship.



[Apply Now for Admission](#)

Middle Tennessee State University *Diversity Plan for 2011-2015*

Introduction

Promoting diversity at all levels of academic life is a central goal of Middle Tennessee State University (MTSU) and a strategic objective of the Tennessee Board of Regents (TBR), as well as a requirement of all TBR institutions. In the process, we create environments that assure equity and inclusive excellence. Consequently, diversity is integral to the entire educational process as evident in the MTSU mission statement, the Academic Master Plan, and the MTSU Strategic Plan.

MTSU's *Mission Statement* – Middle Tennessee State University commits to “promoting openness and educating a diverse student body from across the nation and around the world through comprehensive undergraduate and select master’s and doctoral degrees. MTSU prepares students...to employ...an understanding of culture and history...and to participate as citizens in the global community.”

MTSU's *Academic Master Plan* highlights the institution as “delivering quality education in instruction, scholarship, and service in an environment that is inclusive, values diversity, expands opportunities for international education and responds to the needs of multicultural student population.”

The *Institutional Strategic Plan* for MTSU (proposed Mission Statement) “embraces its role as the destination of choice for Tennessee undergraduates while expanding its reach nationally and internationally through signature programs and select master’s and doctoral programs...The university is committed to preparing students to thrive in their chosen professions and a changing global society.”

MTSU is the largest institution in the TBR system with an undergraduate enrollment of approximately 26,000. The institution responds to the vision of the TN Board of Regents (TBR) to “be distinguished by public trust in its program quality, research, service, wise use of resources, and commitment to access and diversity.”

The TBR system plan addresses priority areas along with the plans of each of its institutions to “set new directions for higher education in the state of Tennessee.” In its 2010-2015 Strategic Plan – *Charting the Course* - the TBR has identified four priorities: access, student success, quality, and resourcefulness and efficiency (p.10).

- I. Access: “Improving opportunities for more Tennesseans to earn post-secondary credentials is a primary area of focus for the TBR system. Vital to this effort will be addressing barriers such as affordability, preparedness and technology, as well as issues related to increasing participation levels of traditionally underserved populations.”
- II. Student Success: “Increasing the number of citizens with diplomas, certificates, and degrees is a critical area of focus for the TBR system. Fostering greater success of students to persist and complete credentials and degrees enhances the viability of academic programs... Measures of student success can be improved by continuing to work with Tennessee high schools through P – 16 agreements and dual credit and dual enrollment programs...e-learning, co-curricular activities, and faculty-guided research

and mentoring...”

III. Quality: "Improving access and completion rates in higher education can improve the lives of Tennesseans only to the degree that students acquire and retain knowledge, skills and abilities they need to become productive employees and responsible citizens. To achieve excellence in all areas of our collective mission, we must provide high quality academic programs, faculty, services and facilities.”

IV. Resourcefulness & Efficiency: “A major point of focus must be to identify resources that can be used for need-based aid for students who cannot afford the rising cost [of tuition and fees] but are not eligible for achievement-based financial aid. Decisions leading to increasing tuition must include addressing the basic financial needs of these students.”

Accordingly, the MTSU *Academic Master Plan* identifies three foundational goals which are:

I. Excellence: Middle Tennessee State University will promote academic quality by enhancing learning, teaching, scholarship and service and by celebrating MTSU's distinctive strengths.

II. Student-Centeredness: Middle Tennessee State University will promote individual student success and responsibility for accomplishments through fostering a student-centered learning culture.

III. Partnerships: Middle Tennessee State University will promote partnerships and public service to enhance educational, social, cultural, and economic well-being.

Currently at MTSU, diversity is integrated into the core curricular in accordance with its mission and goals – academic and administrative. For example, the responsibility for creating a multicultural environment for the students has been relocated to the Office of Intercultural and Diversity Affairs (IDAC) Center – which reports to student affairs - to maximize efficiency. The responsibility for coordinating all institutional diversity efforts is under the auspices of the Vice Provost for Academic Affairs (VPAA) for purposes of planning and communication. This is the central place on campus for unifying those efforts. Working with an 18-member Diversity Advisory Board, the VPAA with the support of deans, department chairs, and directors-who in turn liaise with their respective faculty and staff –prepares the institution to achieve its diversity goals and in the process meet the guidelines of the Tennessee Board of Regents (TBR).

During Summer and Fall 2010, through a Diversity Summit and Town Hall organized by the Office of the VPAA to foster dialogue on diversity at MTSU, we began to identify key players and gather suggestions for implementing various diversity programs at MTSU. The information gathered was included in this plan.

The MTSU Diversity Plan

MTSU has identified diversity as an essential part of the educational process. The plan will propose a thorough review of what data needs to be gathered and what special initiatives need to be supported or implemented in order to achieve the goals to which MTSU has committed itself. Each effort will have an educational rationale and will be designed to meet specific objectives that are the result of a comprehensive look at underrepresented groups on the campus. These objectives will be identified based on data, information, and input from a variety of sources including institutional resources, business and industry, community leaders, etc. Additionally, mechanisms should be in place to track the progress of the program and include periodic review to determine whether the program has had its desired effect.

This plan is organized to identify both the TBR and MTSU goals that are to be realized upon the accomplishment of the diversity goals established in this document. All of the MTSU diversity goals (**in brown print**) that have been identified for this period are under the TBR "Access" priority (**in red print**) and under all three of the MTSU goals (**in blue print**): "Excellence", "Student-Centeredness" and "Partnerships".

TBR Priority: Access

The TBR system and its institutions will develop a methodology to utilize access and diversity resources to implement best practices for increasing participation levels of traditionally underserved populations.

Goal:

TBR and its institutions will use technology to increase participation in post-secondary education and workforce development.

Indicator(s):

Measurable factors of achievement after using system-wide strategies to increase participation of underserved populations in learning including use of access and diversity funds for scholarships.

MTSU Goal I

Middle Tennessee State University will promote academic quality by enhancing learning, teaching, scholarship, and service and by celebrating MTSU's distinctive strengths.

MTSU Strategic Direction 2

1. Middle Tennessee State University will review and improve processes that lead to enhancement of instructional quality.

MTSU Diversity Plan Objectives:

1. Working through the Office of Institutional Effectiveness (OIE), compile baseline data on diversity demographic that track progress/lack in providing access to under-served population-increasing access to learning and developing a critical mass of diverse student groups. By 2013 our access objective will increase (as institutional enrollment increases) among underserved populations.
2. Compile and analyze MTSU faculty/staff demographic data to understand which employee groups might be underrepresented as compared to other TBR institutions. Comparative data are now being gathered.

3. Identify the faculty/staff demographics that determine what employee groups, by unit, might be underrepresented compared to their numbers in the student population of the same unit.
4. Explore with the faculty how to develop, implement, and assess culturally-based competency in teaching. Responsible parties include: VPAA, Deans, and department chairs.
5. Determine the diversity climate [update the last climate study] at the university and department levels for students, faculty and staffs.

MTSU Diversity Plan Benchmark:

1. By 2015 MTSU will have recruited and retained in 50% of all departments a diverse, highly qualified, and active faculty- both in instruction and scholarship-who develop and deliver exemplary courses of study and engage students in collaborative inquiry. In the interim, data will be gathered each year beginning Fall 2012.
2. In collaboration with the various stakeholders, conduct a diversity town hall meeting every fall, and a summit (with a guest speaker) on cultural diversity every summer. The information gathered is included in this report, and continues to be used to guide dialogue and decisions across campus.

MTSU Strategic Direction 3

1. Middle Tennessee State University will provide adequate facilities to meet the diverse learning needs of students.

MTSU Diversity Plan Objectives:

1. To increase the available space for the social and cultural needs of minority students. Rationale: The creation of the Office of Institutional Diversity and the MTSU Scholars Academy has helped meet the social and cultural needs of minority students. However, as the office staff and Scholars Academy have grown, the facility space has increasingly become too small.

MTSU Diversity Plan Benchmark:

1. Begin conversation with the Director of Facility Services on the possibility of having a space for a Multicultural Center. Responsible parties include Provost, VPAA, and Coordinator for space issues. Dialogue is on-going. A target date is Fall 2011.
2. Working with the Office of Development on finding funds for a Multicultural Center at MTSU. Discussion will commence during summer 2011.

TBR Priority: Student Success

Increasing the number of citizens with diplomas, certificates, and degrees is a critical area of focus for the TBR system. Fostering greater success of students to persist and complete credentials and degrees enhances the viability of academic programs.

Goal:

The TBR system and its institutions will enhance student persistence to the completion of the post-secondary credential or degree.

Indicator(s):

- a). Progression rate, which measures both full time and part time degree or certificate-seeking students who either complete an ward or enroll in the subsequent term, and
- b). Number of students completing post-secondary credential annually.

MTSU Strategic Direction 1

Middle Tennessee State University will increase student academic attainment and encourage students to engage in life-long learning.

MTSU Diversity Plan Objectives:

In efforts to make MTSU a diversified campus, all stakeholders including the VPAA, the Advisory Board, faculty, staff and students) will work together to ensure that all students and those from underrepresented groups are provided the resources to complete college, and continue to graduate and professional school. The VPAA convenes on a monthly basis.

MTSU Diversity Plan Benchmark:

Annual data compiled showing continuous improvement in degree attainment, and evidence of continuation to graduate and professional school. This system should be fully implemented by 2015.

TBR Priority: Quality

Achieve excellence in all areas of our collective mission by providing high quality academic programs, faculty, services and facilities.

Goal: Institutions will monitor and improve the effectiveness of their educational programs.

Indicator(s):

Annual report on TBR General Education outcomes.

MTSU GOAL II

Middle Tennessee State University will promote individual student success and responsibility for accomplishments through fostering a student-centered learning culture.

MTSU Strategic Direction 1

Middle Tennessee State University will develop and implement academic programs and initiatives that enrich student learning and success through experiential activities.

MTSU Diversity Plan Objectives:

1. Identified or measure diversity content in each major (curriculum) for all students.
2. Review and analyze enrollment demographics, by colleges/departments/ programs/units that determine what student groups, by year, might be underrepresented compared to their numbers in the State of Tennessee-among TBR institutions, or by field of study.
3. Identify major/program enrollment demographics that determine what student groups might be underrepresented in some majors and over-concentrated in others.
4. Identify course withdrawal, failure (DFW) rates by student groups to determine if some

student groups are not passing "gate-keeping" courses.

5. Identify the retention rates by major and students groups.
6. Identify the graduation rates by major and student groups.
7. Identify student group access to special program/ organization/institution support that increases the likelihood of graduation?

MTSU Diversity Plan Benchmark

1. By 2015, each major will have a baseline report for the following rates by diverse student groups to determine which groups are underserved in what areas:
 - a. Enrollment by major
 - b. Enrollment by college
 - c. DFW (drop, failures, and withdrawals) classes
 - d. Retention
 - e. Graduation

Interim data will be gathered at the end of each academic year. The offices of admissions, enrollment management, the departments, and Institutional Effectiveness will monitor these trends.

2. MTSU will continue to see increases in recruitment, retention and graduation rates in the Scholars Academy as a model for underserved students. A ten percent increase annually is realistic depending on funding availability.
3. Through increased coordination and collaboration, work to enhance and to increase the opportunity for more resources for underserved students (graduate and undergraduate). Responsible parties: the VPAA, Admissions Office and Equity and Compliance.

TBR Mission:

Through innovation and judicious use of resources, the Tennessee Board of Regents system advances excellence in its diverse educational programs, research, service and outreach in order to benefit Tennessee and its citizens.

MTSU GOAL III

Middle Tennessee State University will promote partnerships and public service to enhance educational, social, cultural, and economic well-being [of all].

Strategic Direction 3

1. Middle Tennessee State University will pursue innovative and creative partnerships that enhance learning, scholarship, and engagement and that further social, cultural, and economic development.

MTSU Diversity Plan Objectives:

1. MTSU will institutionalize an Access and Diversity Advisory Board.
 - a. The Access and Diversity Advisory Board will advise the Office of the University provost on all matters pertaining to diversity; write the institution's Annual Report and the MTSU Diversity Plan; update all plans, and

- b. Assist the VPAA in implementing diversity initiatives at MTSU.

2. MTSU will embrace a diversity mission statement and definition jointly developed by the various stakeholders and approved by the Access and Diversity Advisory Board. [See *Attachment Two* for current formulations. These will be updated if necessary].

3. MTSU will share and promote its Diversity Mission Statement and Definition among the various academic units.

MTSU Diversity Plan Benchmark:

1. By 2015, the MTSU Diversity Mission statement –already in place- will have become fully institutionalized (implemented, communicated, and subjected to ongoing assessment). As institutional needs change (e.g. through hiring of Chief Diversity Officer) it may be necessary to revisit the mission statement. Responsible parties: the A&D Advisory Board, the VPAA, and faculty and staff.

TBR Priority: Resourcefulness & Efficiency

Identify financial resources that can be used for need-based aid for students who cannot afford the rising costs.

Goal:

TBR System and institutions will address fiscal constraints through multiple approaches such as the prudent management of resources, development of other sources of support, and the pursuit of entrepreneurial initiatives.

Indicator(s):

Each institution in the TBR system will develop plans that a) show funds being raised through sources other than state appropriations and student tuition and fees, and b) promote efficiency. *TBR Strategic Plan 2010-2015*, p.16.

MTSU Strategic Direction 5 (Section 5)

1. MTSU will enhance and enhance student learning through financial support of students; actively seek additional scholarships and stipends to increase the number and quality of students in its undergraduate and graduate programs.

MTSU Diversity Plan Objectives:

1. Identify diverse or underserved student groups' according to their access to state and federal financial aid by academic year (freshman, sophomore, junior and senior year).
2. Continue to increase scholarships available to underserved student groups. For some underserved groups, possible scholarship options are more limited than in previous decades due to the elimination of minority scholarship programs; for other groups, scholarship opportunities have always been limited, and students in such groups have historically been underserved.

MTSU Diversity Plan Benchmark

To ensure accountability, the Vice Provost will continue to work closely with the Office of

Attachment One
Middle Tennessee State University
Access and Diversity Advisory Board

David Cicotello, Associate Vice Provost, Admissions and Enrollment Services

Stephen White, Director, Financial Aid

John Harris, Director, Disabled Student Services

Kathy Musselman, Assistant Vice President, Human Resources

Vincent Windrow, Director, Intercultural and Diversity Affairs

Rick Henegar, Director, International Graduate and Undergraduate Admissions

Laurie Witherow, Director, Academic Support Center, University College

Barbara Patton, Director, Institutional Equity and Compliance

Warner Cribb, Faculty Senate President (or representative appointed by Warner)

Brandon Batts, SGA President (or representative appointed by Brandon)

Terri Johnson, Director, June Anderson Center for Women and Non-traditional Students

Rosemary Owens, University Strategic Partnerships

Guanping Zheng, Director, Confucius Institute

Cathy Delametter, Center for Veterans Affairs

Faculty-at-Large

Lynn Hampton, Asst Professor, Sociology and Anthropology

Loren Mulraine, Chair, Recording Industry

Dorothy Valcarcel Craig, Professor, Educational Leadership

Community-at-Large

George Smith, MD [Board member, MLK Jr. Fund]

Attachment Two

Diversity Statement:

The mission of Middle Tennessee State University articulates a commitment to diversity as a core value: "The University is dedicated to promoting openness and educating a diverse student body from across the nation and around the world through comprehensive undergraduate and select masters and doctoral programs. MTSU prepares students to live productively and to become lifelong learners; to employ scientific knowledge and an understanding of culture and history; to think logically, critically, and creatively; to communicate clearly; to make sound judgments; to acquire working knowledge of a discipline or group of related disciplines; and to participate as citizens in the global community."

The University recognizes that our nation is fast becoming a majority of minorities. While the distribution of power and privilege remains much the same, students must be equipped for many other changes. The truly defining issue of the age is necessarily learning to deal with diversity. Responsible citizens must acquire the courage to forego single cultural perspectives and the skills and knowledge to see, consult and find understanding with people of other cultures. A community cannot live without some level of understanding on many basic questions. Learning to come to an understanding, while taking account of multiple points of view, is a skill needed for both individual and community prosperity. To educate students to this reality, it is imperative that MTSU provide a representatively diverse student, faculty, and administration environment.

Diversity Defined:

Diversity means difference. It is inclusive and can embrace *innate characteristics* (such as age, race, gender, ethnicity, national origin, physical appearance and/or abilities, and sexual orientation), and *acquired characteristics* (such as education, socio-economic class, religious beliefs, work experience, language skills, geographic location).

Diversity is a core value at MTSU providing an invaluable competitive asset that promotes excellence because it generates a multiplicity of ideas, attitudes and perspectives. Diversity leads to more innovative and efficient problem solving, fosters an understanding and acceptance of individuals from different backgrounds, and cognizes the contributions that a variety of individuals and groups can make. Diversity at MTSU means being concerned with issues of access to resources, equity, and power. Our ultimate goal is a campus climate that is inclusive, understanding, respectful, and appreciative of the full range of human experience.

Middle Tennessee State University
Appendix 20

DIVERSITY PLAN FOR THE LIBRARY SCIENCE PROGRAM

The Library Science discipline is majority female, Caucasian. Candidates from rural areas are rare also. According to Department of Professional Employees of the AFL/CIO, "Library workers have been, and will continue to be, mostly female.

- Most students of library science are women.
- Women comprise 81 percent of M.L.S. enrollment.
- Black women comprise 4.2 percent of M.L.S. enrollment, Hispanic women comprise 4.1 percent of M.L.S. enrollment, and Asian women comprise three percent of enrollment.
- In 2010, women accounted for 82.8 percent of all librarians and 75.9 percent of all other education, training, and library workers.
- An Association of Research Libraries (ARL) survey found that 63 percent of research librarians are female. Among research library directors, women are in the majority (60 percent). (Association of Research Libraries. (2011). Annual Salary Survey (2009-10). Retrieved from: <http://www.arl.org/bm~doc/ss09.pdf>)
- While men accounted for only 17.2 percent of librarians in 2010, they accounted for 40 percent of library directors in universities."

(AFL-CIO. Department of Professional Employees. (2014). Library workers: Facts & figures. Retrieved from <http://dpeaflcio.org/wp-content/uploads/Library-Workers-Facts-Figures-2014.pdf>)

The faculty and administration recognize the difficulties in recruiting minority candidates due to the cost of graduate school as well as unfamiliarity with the nature of the profession). Diligent and persistent efforts will be required to recruit a diverse student body.

The Library Science program has its own Diversity Plan and will aggressively pursue opportunities to recruit qualified candidates in four categories of diversity: rural, African-American and Hispanic, men, and veterans. Candidates from the other categories of diversity will be welcomed, but our initial five-year strategy will focus on these four categories, which are in short supply in professional librarianship. Two overarching strategies will be utilized.

Identify and Target the Pool of Contacts

Use the resources on the MTSU campus—Intercultural and Diversity Affairs—for communication with the many organizations with which they have contact. (Appendix 16)

Create opportunities (personal contact, seminars) to recruit from the students enrolled in the Residency II semester at MTSU. These students may go directly to graduate school or teach for a few years. It is common for teachers to return for another endorsement or decide to change careers. The pool is in residency on the campus during their last semester.

Create opportunities for communication with other institutions: Paraprofessionals in libraries, Historically Black Colleges such as Fisk, small colleges in rural areas.

Involve library science faculty as energetic participants in soliciting diverse applicants. All faculty and graduate assistants must be committed to recruitment of diverse candidates.

Use local and national sources (The National Name Exchange) to identify candidates.

Develop a system to keep records of successful diverse applicants including how they found out about the program and who their mentors and/or major professors were.

Responses to prospective students need to be timely. Tactics would include appropriate follow-up after the first communication and personal letters to possible candidates followed with phone calls.

Keep in touch with former students and recruit them to assist in speaking to prospective students in their hometowns. The Alumni website and Alumni organization will provide continued access to alumni. The Program Coordinator will keep a database of alumni email. The LSAC (Library Science Alumni Council) already in place will be charged with soliciting possible new students who represent diversity. (Appendix 17 lists the current members)

A written guide to funding sources is needed to encourage students to apply for scholarships, grants, and other financial assistance vehicles.

Use Multiple Forms of Contact

Outreach to undergraduate educational institutions that have pronounced populations in these categories will be continuous and aggressive. Faculty will visit organizations such as Historically Black Colleges and Universities, McNair Programs, rural colleges, Veterans Affairs programs.

Recruit at annual conferences of library associations (Tennessee Library Association) to inform paraprofessionals of the opportunity to earn the M.L.S. online at MTSU.

Website, social media, brochures, etc. should be online and current. Send to constituents who may know of promising applicants.

Host an informational/recruitment weekend at cohort sites that are already sustained by the Womack Educational Leadership department for other graduate degrees.

Events such as Graduate Research Week or Career Fairs will include a weekend day to allow full time employees the opportunity to visit campus.

Make use of the Library Science website and the Library Science Alumni website to highlight student/faculty accomplishments and collaborations, faculty research interest and successful grants, professional development activities and other things that help the prospective student to identify the department as one dedicated to cutting-edge research, student success, diversity and the development of graduate students as colleagues and professionals.

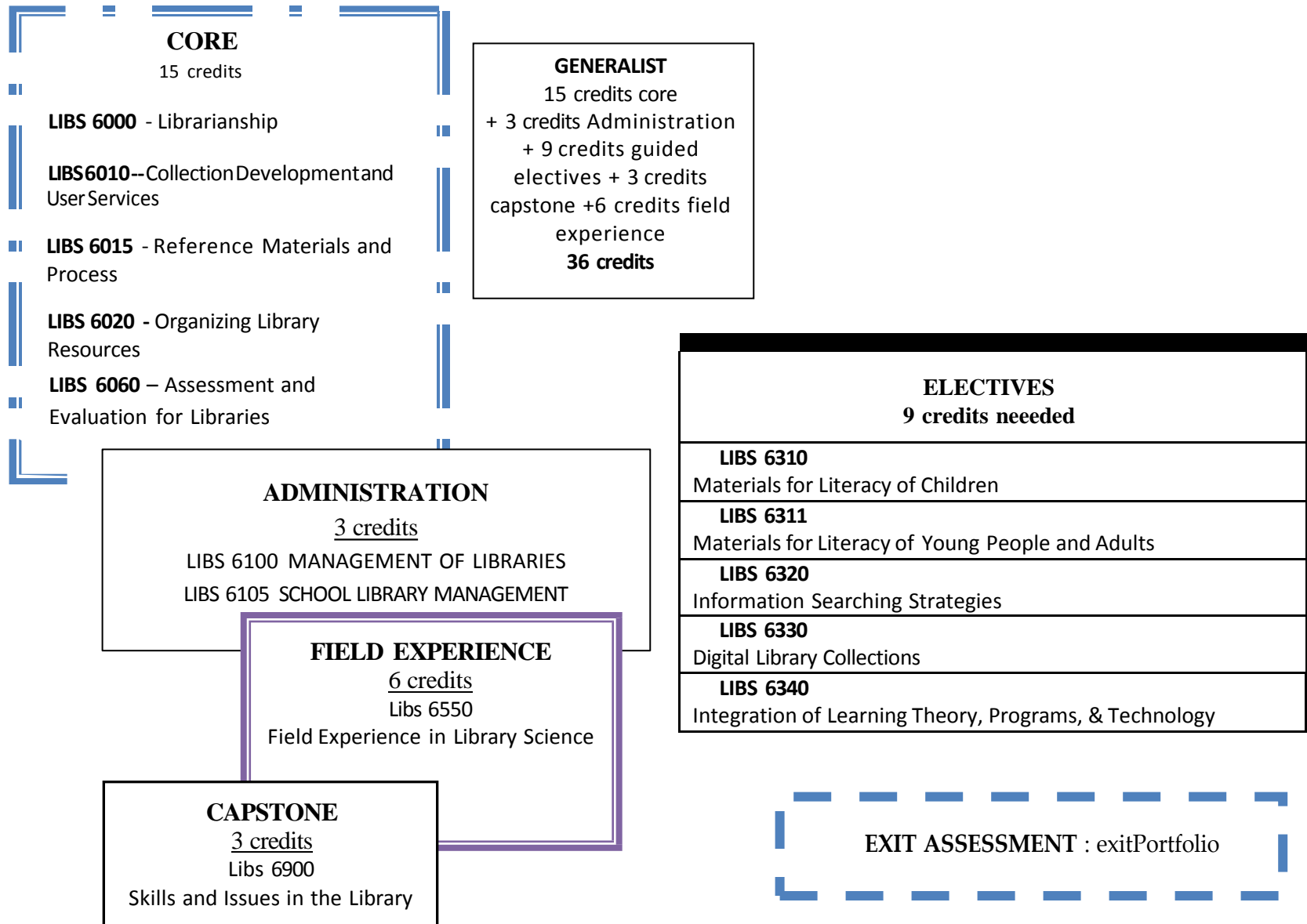
After examination of multiple existing plans, this plan was adapted from the document at the University of Michigan's Rackham Graduate School. (<http://www.rackham.umich.edu/downloads/recruitment-quick-tips.pdf>)

Middle Tennessee State University
Appendix 21 Sample Program of Study
Master of Library Science

Sample Program of Study (Full-time and Part-time)

		FALL I	SPRING II	SUMMER I	FALL II	SPRING II	SUMMER II
Generalist 1 ENTRY FALL	FULL-TIME	1) LIBS 6000 2) LIBS 6060 3) LIBS 6100	4) LIBS 6010 5) LIBS 6020 6) ELECTIVE 1	7) LIBS 6015 8) LIBS 6550 (1) 9) ELECTIVE 2	10) LIBS 6900 11) ELECTIVE 3 12) LIBS 6550 (2)		
	PART-TIME	1) LIBS 6000 2) LIBS 6060	3) LIBS 6020 4) LIBS 6010	5) LIBS 6015 6) ELECTIVE 1	7) LIBS 6100 8) ELECTIVE 2	9) LIB 6550 (1) 10) LIBS 6900	11) LIBS 6550 (2) 12) ELECTIVE 3
		SPRING I	SUMMER I	FALL I	SPRING II	SUMMER II	FALL II
Generalist 2 Entry Spring	FULL-TIME	1) LIBS 6000 2) LIBS 6010 3) LIBS 6020	4) LIBS 6015 5) ELECTIVE 1 6) ELECTIVE 2	7) LIBS 6100 8) ELECTIVE 3 9) LIBS 6550 (1)	10) LIBS 6060 11) LIBS 6550 (2) 12) LIBS 6900		
	PART-TIME	1) LIBS 6020 2) LIBS 6000	3) LIBS 6015 4) LIBS 6010	5) LIBS 6100 6) ELECTIVE 1	7) LIB 6550 (1) 8) LIBS 6900	9) LIBS 6060 10) ELECTIVE 2	11) LIBS 6550 (2) 12) ELECTIVE 3
		FALL I	SPRING II	SUMMER I	FALL II	SPRING II	SUMMER II
School Library Endorsement	FULL-TIME	1) LIBS 6105 2) LIBS 6010 3) LIBS 6000	4) LIBS 6020 5) LIBS 6340 6) LIBS 6311	7) LIBS 6310 8) LIBS 6015 9) LIBS 6500 (1)	10) LIBS 6500 (2) 11) LIBS 6900 12) LIBS 6060		
	PART-TIME	1) LIBS 6110 2) LIBS 6010	3) LIBS 6020 4) LIBS 6340	5) LIBS 6000 6) LIBS 6015	7) LIBS 6500 (1) 8) LIBS 6060	9) LIBS 6311 10) LIBS 6900	11) LIBS 6500 (2) 12) LIBS 6310

COURSES FOR MLS



<http://www.mtsu.edu/programs/library-science-mls/>

[MTSU Home](#) » [Programs](#) » [College of Education](#) » [Library Science, M.L.S.](#)

Library Science, M.L.S.

[About](#) [Career](#) [Degrees](#) [Requirements](#) [Faculty](#) [Vision](#) [Resources](#)

Imagine knowing how to find the answer for just about any question. How about knowing how to help others find solutions to their information problems? In an age of information overflow, librarians know how to pick out the information that is relevant, authentic, and accurate. They use technology, but have a deep understanding of book culture. MTSU is offering the Master of Library Science degree starting in Fall 2016 after previously offering a concentration in an education master's. The M.L.S. program at MTSU consists of 36 credits, with all courses online except for two field experiences to help produce practice-ready librarians. Each course is tailored to individual student interest, and students are allowed to propose alternative electives in other disciplines. The themes of building a learning environment, leadership, technology, and a data-based mindset are reflected in every aspect of MTSU's program.

MTSU's MLS program is seeking precandidacy status by the Committee on Accreditation of the American Library Association. Precandidacy status is an indication that MTSU's M.L.S. program has voluntarily committed to participate in the ALA accreditation process and is actively seeking accreditation. Precandidacy does not indicate that the program is accredited nor does it guarantee eventual accreditation of the program by ALA.



Graduate named branch manager for Nashville Public Library

MTSU alumnus Carlos Shivers, a 2012 graduate from the Library Science master's program, was promoted to manager of the Nashville Public Library's Edgehill branch in 2016. Shivers, who earned his bachelor's degree at MTSU in 2006, was working for the Nashville library system when managers encouraged him to return to school for a Library Science degree. "I've worked in a library system for over 10 years and just wanted to grow, and I couldn't grow without getting the degree," he says. A native of Jackson, Tenn., Shivers worked as a public library assistant in high school but didn't plan on a library career before doing work-study at MTSU's Curriculum Collection. Shivers became a librarian at the Madison branch before his recent promotion. He also works with the Limitless Libraries program, which provides delivery and access for any of the



Mother-daughter alumni each receive schools' top honor

Ann Nored and daughter Amanda Nored Counts, both graduates of MTSU's Library Science master's program, were selected by their faculties as Teacher of the Year at their respective schools in 2015. Nored ('04) is library media specialist at Wilson Central High School, and Counts ('07, '10) is library media specialist at Hobgood Elementary in Murfreesboro. Both also served on the state Board of Education's eight-member Library Information Center Rule Review Committee. Nored is in her 11th year at Wilson Central after earning her Master of Education at MTSU under the former Library Science graduate program. She started her career as an accounting and business teacher in Texas, was a stay-at-home mom 11 years, and worked at the University 11 years. Counts, who writes the [A Bookshelf Monstrosity](#) blog, is in her sixth year

Contact and Student Information

[Contact](#) [Advising](#) [Web](#) [Mail](#)

[Womack Educational Leadership Department](#)

[College of Graduate Studies](#)



MTSU College of Graduate Studies

Provides innovative, interdisciplinary programs and allows students to work in a collaborative environment... [\[more\]](#)



MTSU Campus Tour

<http://mtweb.mtsu.edu/kpatten/>



D2L Portfolio Help

Sample Courses

Go to <http://elearn.mtsu.edu>

Login with these credentials

username is prospective

password is student

LIBS 6550 THE FIELD
EXPERIENCE

PattenK Sample LIBS Course I
dev - PattenK Sample LIBS
Course I dev

LIBS 6000 LIBRARIANSHIP

PattenK Sample LIBS Course
II dev - PattenK Sample LIBS
Course II dev

FOED 6610 RESEARCH

PattenK Sample LIBS Course
III dev - PattenK Sample LIBS
Course III dev

MTSU
LIBRARY
SCIENCE

Masters of Library Science Resources Website

[Click on this link for the](#)

Library Science Handbook

(includes the Field Experience Application)

Course Resources

[School Licensure Students See this!](#)

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Find out what it means: www.mtsu.edu/trueblue

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Master of Library Science

Vision

MTSU's Library Science program seeks to produce candidates with strong practitioner credentials. Graduates will possess the skills, knowledge, and dispositions to serve as a librarian in any setting in order to enrich the life of the individual and support the progress of society.

Email: mls@mtsu.edu

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Middle Tennessee State University
Murfreesboro, Tennessee

Master of Library Science



<http://www.mtsu.edu/programs/library-science-mls/>

LIBRARY SCIENCE

Master of Library Science

PROGRAM DIRECTOR

Jim Huffman, Ed.D.

PROGRAM COORDINATOR

Kathryn Boudreau, M.L.S.

PROGRAM FACULTY /

Frank Lambert, Ph.D.

Leesa Harmon, M.L.S.

Deanne Luck, M.L.S. Kathryn

Moisan, M.L.S. Rhonda

Leigh Watson, M.L.S.

MISSION STATEMENT

The Library Science program strives to advance the profession of 21st-century librarianship, prepare students as information literacy educators for all stakeholders, engage students to be leaders in advocacy and outreach for the profession of librarianship, and support the mission and values of the Library Science program, the College of Education, and the university.

Library Science may not be the first career you have thought of, but imagine knowing how to find the answer for just about any question. How about knowing how to help others find solutions to their information problems? Earn respect as the one who can always help.

Library Science allows you to work in any setting in which you have interest. Medical, legal, academic, public, children, business are a few types of libraries. In an age of information overflow, librarians know how to pick out the information that is relevant, authentic, and accurate. They use technology, but have a deep understanding of book culture. Leadership is a key attribute as librarians guide their clientele to knowledge. No two days in a library are ever the same!

The MLS program at MTSU consists of 36 credits, including two field experiences which put you in the practitioner's seat. MTSU's program produces practice-ready librarians. The themes of building a learning environment, leadership, technology, and user-based mindset are reflected in every aspect of MTSU's program. Performance-based assessments are used to ensure that candidates are ready to take their place in the profession.

Librarians are in the business of information management. Librarians serve as the intermediary between those who produce information and those who need or use it. Librarians evaluate, identify, acquire, organize, package, summarize, filter, and deliver information. Librarians manage information and deliver it in anticipation of a need or in response to a request. The product that librarians offer is ultimately service.

--Cynthia L. Shammel

MTSU is currently seeking pre-candidacy accreditation status with the American Librarian Association. The program is NCATE accredited.

Course Offerings

The program is fully online with no on-campus presence needed. The courses are taught through the D2L course management. Collaborative papers, guided discussion, individual assignments, and field experiences enable students to learn together and get support from instructors, classmates, and practicing librarians.

Each course is tailored to individual student interest. Students are allowed to propose alternative electives in other disciplines if those help attain their goals. For candidates interested in PreK-12 certification, the program is approved by the State of Tennessee Department of Education. You may seek an initial license or add an endorsement to an existing license

Financial Assistance

The Office of Financial Aid provides financial assistance to qualified students. Results from the Free Application for Federal Student Aid (FAFSA) are required before eligibility can be determined for federal financial aid programs.

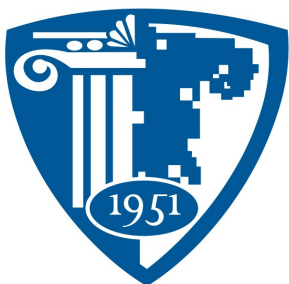
For additional information, contact:

Kathryn Boudreau

Graduate Program Coordinator
College of Education, COE, 356 (615)
898-5378
MLS@mtsu.edu

I AM *true*
BLUE

MIDDLE TENNESSEE STATE UNIVERSITY



COLLEGE OF GRADUATE STUDIES

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or contact us at graduate@mtsu.edu.

College of Graduate Studies

Sam H. Ingram Building, MTSU Box 42
2269 Middle Tennessee Blvd.
Murfreesboro, Tennessee 37132
(615) 898-2840

Ex Scientia Vera

Program of Study: Library Science M.L.S.

Required Core Courses

Rubric/#	Course Title	Semester
LIBS 6000	Librarianship	SPRING, FALL
LIBS 6010	Collection Development and User Services	SPRING
LIBS 6015	Reference Materials and Process	SUMMER
LIBS 6020	Organizing Library Resources [CATALOGING]	SPRING
LIBS 6060	Understanding Research for Evaluation in Libraries	SPRING, FALL

Required--One Administration Course

Rubric/#	Course Title	Semester
LIBS 6100	Management of Libraries	FALL
LIBS 6105	School Library Management	FALL

Required Professional Field Experiences and Capstone course (take Libs 6550 twice)

Rubric/#	Course Title	Semester
LIBS 6550	Supervised Field Experience	SPRING, SUMMER & FALL
LIBS 6900	Skills and Issues in the Library	SPRING

Electives

Rubric/#	Course Title	Semester
LIBS 6310	Materials for literacy of Children	SUMMER, FALL
LIBS 6311	Materials for literacy of Young People & Adults	SUMMER
LIBS 6320	Information Searching Strategies	SPRING
LIBS 6330	Digital Library Collections	FALL
LIBS 6340	Integration of Learning Theory, Programs, & Technology	SPRING

Admission Requirements

Admission to the Library Science, MS program requires:

1. an earned bachelor's degree from an accredited university or college with an acceptable grade point average in all college work taken;
2. completion of the Graduate Record Exam (GRE) with acceptable scores unless the applicant is seeking licensure in which case completion of the MAT or possession of a valid teacher license will be sufficient;
3. completion of the Test of English as a Foreign Language (TOEFL) with acceptable scores, **for international students**.

Application Deadlines

- March 1st for Fall admission
- October 1st for Spring admission

Application Procedures

All application materials are to be submitted to the College of Graduate Studies.

Applicant must:

1. submit application with the \$35 application fee, at www.mtsu.edu/graduate/apply.php;
2. submit official transcripts from all collegiate institutions attended;
3. submit three letters of recommendation from professors or professionals;
4. submit official scores from the Graduate Record Examination (GRE);
5. submit statement of purpose (500 words).

Library Science Handbook



**MIDDLE
TENNESSEE**
STATE UNIVERSITY

Library Science Middle Tennessee State University College of Education Womack Educational Leadership Department 2016

Faculty

Professor Kathy Boudreau-Henry kpatten@mtsu.edu

Dr. Frank Lambert frank.lambert@mtsu.edu

Professor DeAnne Luck Deanne.Luck@mtsu.edu



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Library Science, M.L.S.

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The Master of Library Science (M.L.S.) is offered at MTSU starting with the Fall 2016 semester.

MTSU's MLS program is seeking precandidacy status by the Committee on Accreditation of the American Library Association. Precandidacy status is an indication that MTSU's M.L.S. program has voluntarily committed to participate in the ALA accreditation process and is actively seeking accreditation. Precandidacy does not indicate that the program is accredited nor does it guarantee eventual accreditation of the program by ALA.

DEGREES

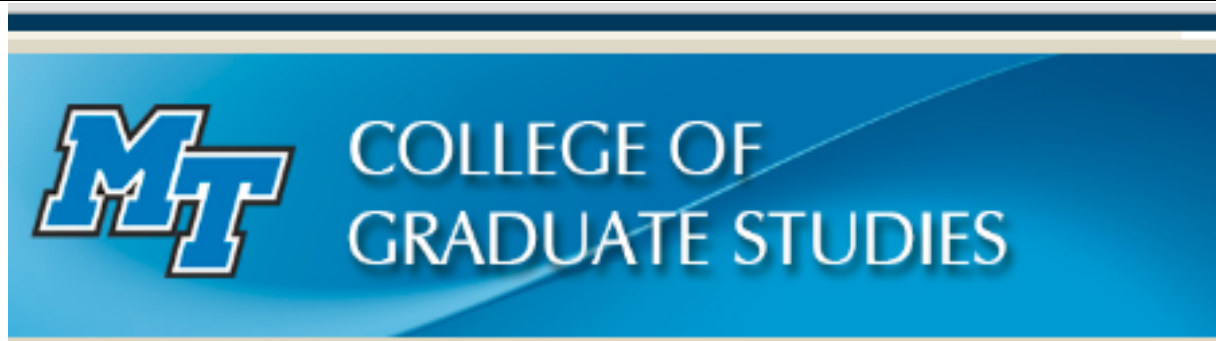
School licensure will continue to be available with the M.L.S. degree. Master's candidates may seek an initial license or add an endorsement to an existing license.

Applicants to the M.L.S. program must:

- Hold a bachelor's degree from an accredited university or college with an acceptable grade point average in all college work taken.
- Have acceptable scores from the Graduate Record Examination (GRE) unless seeking licensure—those applicants can use the Miller Analogies Test (MAT) or their valid Tennessee teaching license.
- Write a 500-word statement of purpose in pursuing the degree.
- International students additionally must submit acceptable scores on the Test of English as a Foreign Language (TOEFL).

Application deadlines are July 1 for Fall admission and October 1 for Spring admission.

Graduate Studies admission procedure



Admission Information and Procedures

Please consider the following information before beginning your online application. Keep in mind that this may be a useful page to return to as you have questions about the application process.

General Admission Policies

-

- **ADMISSION PROCEDURES:**

Admission to graduate studies at Middle Tennessee State University involves admission to an individual academic program. Upon receipt of all required materials, and assuming the applicant meets the admission standards of the desired academic program, the application is then forwarded (routed) to the individual program for consideration. Applications of admission should be completed [online](#).

Note: In accepting admission, a graduate student assumes responsibility for knowing and complying with the regulations and procedures set forth in the graduate catalog, as well as any amendments of revisions which may ensue.

- **DEGREE REQUIREMENT:**

Graduate applicants must have earned a bachelor's degree. Exceptions are those seeking the Doctorate or Specialist degrees, which may require a prior master's degree.

- **GPA REQUIREMENTS:**

All applicants to the College of Graduate Studies must have an overall undergraduate GPA of 2.75 (on a 4.00 scale) to be automatically routed to academic programs for consideration. Certain programs may consider exceptions to this policy. Please contact the program of interest for further information. Applicants who attended graduate school at another institution must have a minimum cumulative GPA of 3.00 on all graduate work and a minimum of 2.75 on all undergraduate work to be considered for unconditional admission. International students on an F-1 visa must meet requirements for unconditional admission.

Note: Individual programs may have higher GPA requirements than the College of Graduate Studies.

- **OFFICIAL TEST SCORES:**

Applicants should consult the programs for individual program admission requirements. Additionally, individual programs determine which graduate test they require, such as the GRE, GMAT, or MAT.

- **DEADLINES:**

While the College of Graduate Studies in general does not have an application deadline, we do impose a submission date each semester to ensure that our coordinators have sufficient time to process your application. At least **three months** prior to the anticipated date of registration, all degree-seeking applicants must submit the following materials to the College of Graduate Studies. Therefore, prospective students applying after the submission date may be subject to a late registration fee.

Note: Be advised that some programs do enforce admittance deadlines. Check with your desired program for these dates. Applications may take up to 1 month to process.

- Once all of the required materials are submitted, it is up to the individual programs to decide whether or not they wish to admit the student. Programs may admit or reject a student for whatever reasons they see fit. Because one program has rejected you does not mean you cannot apply to another program. If the program recommends admission, the paperwork is then returned to the College of Graduate Studies office and an official letter of admission is sent to the student. Students may check admission status by going through PipelineMT.

Note: Once you are enrolled as a graduate student, you are required to maintain an overall 3.0 GPA in your graduate credit course work to remain in good academic standing.

College of Graduate Studies Admission Checklist



MASTER OF LIBRARY SCIENCE

KATHY BOUDREAU PROGRAM COORDINATOR

James Walker Library, 386
615-898-2804
Kathryn.boudreau-henry@mtsu.edu

GLEND A VANDYGRIFT, GRADUATE ANALYST

College of Graduate Studies
Sam H. Ingram Building
615-898-5494
glenda.vandygrift@mtsu.edu

ALL APPLICANTS MUST SUBMIT THE FOLLOWING TO GRADUATE STUDIES:

- ☐ Online application and appropriate application fee (<http://www.mtsu.edu/graduate/apply.php>)
- ☐ Official transcript of all colleges, universities (including business and technical schools). If the transcripts are issued from an international (non-U.S.) institution, a course-by-course analysis is required. Original non-U.S. transcripts should be submitted directly to the evaluation service. See the College of Graduate Studies International Students webpage at <http://www.mtsu.edu/graduate/international.php> for more information.
- ☐ Official Test Scores of Graduate Record Examination (GRE) OR Millers Analogies Test (MAT) Or Principles of Learning and Teaching (Praxis II) OR a valid Tennessee Teacher License
- ☐ Three Letters of Reference
- ☐ Statement of Purpose (500 words)

International applicants should also visit the College of Graduate Studies International Student webpage for additional requirements (<http://www.mtsu.edu/graduate/international.php>)

MAILING ADDRESS:	MTSU SCHOOL CODE FOR TESTS		PHYSICAL LOCATION:
College of Graduate Studies MTSU Box 42 Middle Tennessee State University Murfreesboro, TN 37132	GRE – 1466 MAT – 1751 Praxis – 1466 TOEFL – 1466	GMAT: ACTG – 6ZR-KJ-63 INFS – 6ZR-KJ-37 MBA (Full-time) – 6ZR-KJ-25 MBA (Part-time) – 6ZR-KJ-52	College of Graduate Studies Sam H. Ingram Building, Main Floor 2269 Middle Tennessee Blvd. Murfreesboro, TN 37132

Middle Tennessee State University
APPENDIX 24 Student Assistance Online and On Campus

Student Assistance Online and On Campus

PipelineMT
Your Gateway to the MTSU Campus?

Please Login to Your Secure PipelineMT Account

User Name:

Password:

Having problems logging in? Click here.

New User?
Click here to retrieve your username and password.

What's Inside PipelineMT?
You can register for classes, pay fees, check your email, keep a calendar and access your personal data. Login and choose the RaiderNet tab for registration, fee payment, and other personal data services. Look for these icons for email and calendar functions.

Email Calendar

D2L online course resources are also available on the My Courses page inside PipelineMT.

Schedule Planner

Quick Links

Supported Browsers
How do I get a user name and password?
I can't remember my password.
View a RaiderNet Tutorial for class registration.
Make this my homepage.

HAVING TROUBLE?
Try these solutions:

> Parent/Guardian Login
> Access Online Community
> Access Catalog
> Admissions Inquiry

PipelineMT Security
Even though a padlock or https:// will not appear, PipelineMT is completely secure.

Internet
Read more about security...

Information Technology Help Desk

Phone: 615-898-5345
Email: help@mtsu.edu

trueBLUE LEARNING | D2L

MT Mail Password
Needed for student printing and computer lab use

EAB

About MT One Stop

Welcome from the Director

MT One Stop Services

MT One Stop Staff

Tutorials and Videos

Privacy Information for Students

Location and Hours

About MT One Stop

Welcome to the MT One Stop. The MT One Stop provides integrated services in the areas of financial aid, course registration, tuition and billing, and transcripts.

Our office is located on the second floor of the Student Services and Admissions Center, connected by bridge to the MTSU Student Union. You may use this site and its links as your One Stop portal to all of the provided services. Please visit the MT One Stop site often for important announcements and updates.

GRADUATE IN FOUR AND GET MORE

MTSU who apply

Hope Scholarship Increase

Guaranteed Scholarships for Transfers

Finish Line Scholarship

MIDDLE TENNESSEE STATE UNIVERSITY

I AM trueBLUE

[More Information about the MTSU Student Success Advantage](#)

CONTACT US:
Phone: 615-898-2111
Fax: 615-904-8423
Email: MTOneStop@mtsu.edu

2016, Middle Tennessee State University, a Tennessee Board of Regents institution, 1301 East Main Street, Murfreesboro, TN 37132-0001 USA • 615-898-2300

Middle Tennessee State University, in its educational programs and activities involving students and employees, does not discriminate on the basis of race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran or genetic information. For more information see Middle Tennessee State University, | [Non-discrimination Policy](#)

Last Updated: Sep 2, 2016

- Welcome
- Students ▼
- Test Proctoring ▼
- Adaptive Technology Center ▼
- Adaptive Recreation & Exercise
- Faculty/Staff ▼
- Videos ▼
- Sexual Violence Information
- Helpful Links
- Staff / Contact Us

Disability & Access Center

[Link to Schedule an Exam or Quiz](#)

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 accommodation, 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](#).

Audio Tour


Activate the Play button below for an introduction by Jessica Miller, a former student. You will find more tour clips on the main section pages of our website.

- Home
- Schedule an Appointment
- Emergency Care
- Fees
- Public Health Concerns
- Forms
- Immunization Requirements
- Important Numbers
- Locations & Directions
- Medical Insurance
- Patient Rights
- Pharmacy
- Health Promotion
- Sexual Violence Information
- Student Assistance Coordinating Committee
- Photo Gallery
- Q & A
- Registration Holds
- Services ▼

Welcome

[Schedule an Appointment](#)

For tour of Health Services, click on video below.



Health Service Hours

The Health Services Building is open Monday-Thursday, 8:00a.m. to 4:30p.m. and Fridays 8:00a.m. to 4:00p.m. during fall and spring semesters. During summer and semester breaks open Monday-Friday.

e_{exit}P_{Portfolio}



**MIDDLE
TENNESSEE**
STATE UNIVERSITY

Library Science
Middle Tennessee State University
College of Education
Womack Educational Leadership Department
2016

Table of Contents

- 1) The e_{xit}Portfolio
 - a) What is an e_{xit}Portfolio?
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 - c) Do I have to Share My Information to the World?
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- 2) Create the e_{xit}Portfolio
 - a) Structure and Navigation
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- 3) Artifact Requirements
- 4) Reflection Requirements
- 5) Sample pages
- 6) e_{xit}Portfolio Assessment
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"ePortfolio goes beyond simply collecting and storing artifacts toward leveraging digital technologies' potential to make unique linkages, connections, and reflections among multiple experiences and artifacts in ways that would not be possible with a traditional paper ePortfolio." (Parkes, Dredger, & Hicks, 2013)

The e_{xit}Portfolio

What is an e_{xit}Portfolio

You may have created a portfolio during your professional career. If you have, you know that a Portfolio consists of 'artifacts' (projects, assignments, assessments, etc.) that provide evidence of learning. Reflection documents are critical components of the Portfolio. The artifacts that you post are meaningless without a reflection on why the artifact deserves inclusion in the Portfolio.

Three types of Portfolios exist: process in which you collect artifacts to show you're an ongoing project such as your field experience; product in which you select artifacts to show attainment of goals; and showcase to collect best practices. This exit e_{xit}Portfolio will be a product e_{xit}Portfolio, but will link to process e^{xper}Portfolios that are created during the program.

The e_{xit}Portfolio is identical to the print Portfolio, but it is created, stored, and accessed via the Internet. The advantage of the e_{xit}Portfolio:

- It is portable and provides worldwide access
- It can include multimedia artifacts
- You can showcase achievements outside of traditional assignments
- "A e_{xit}Portfolio is a living and changing collection of records that reflect your accomplishments, skills, experiences, and attributes. It highlights and showcases samples of some of your best work, along with life experiences, values and achievements." *College of Charleston Career Center*

e_{xit}Portfolio is the correct term. Please use only this form for your **exit** Portfolio. e^{xper}Portfolio is the correct term for your **field experience** portfolios.

Why an e_{xit}Portfolio?

Portfolios fit the andragogic model of adult learning that Knowles et al. (2012) proposed. It is not just past events (assignments, artifacts, activities) that are the strength of the e_{xit}Portfolio, but your chance to reflect on the meaning of the experiences to project future possibilities. (Madden, 2015).

The e_{xit}Portfolio is a narrative. It reflects your personality and accomplishments. Self-discovery should occur as you construct the e_{xit}Portfolio. As an organized record of your work, it provides tangible evidence of your skills and abilities. The **purpose** of the e_{xit}Portfolio at MTSU's Library Science program is to demonstrate that you have attained all of the competencies—to show the evaluation team that you are truly a "Master of Library Science". The evaluation

team also wants to assess your dispositions—are you the type of librarian that MTSU can be proud of? Modern, intelligent, creative, lover of users?

Do I have to Share my Information to the World?

This is a sharing space to provide evidence of your learning. Personal information such as your name, your address or location, your photo, your email, or other personal identification information does not have to be included. Sharing permissions to view the e_{xit}Portfolio should be kept to yourself and e_{xit}Portfolio review committee members. You own the e_{xit}Portfolio, so you may decide later to share it with others. Since the Internet is a wide-open space, MTSU does not want to make you share information that you are uncomfortable sharing.

So if there's no names, what do I do? You can use aliases for personal information and provide that key to the e_{xit}Portfolio committee. Photos that are included can be edited with Paint to obscure names of schools. Of course, you may include maps and other information that is not specifically pointing to you. The e_{xit}Portfolio should be shared as a private, by invitation only site. Then you don't have to worry about the public access.

ALA Competencies (Goals)

The ALA Competencies are in Appendix A. Each course in the Library Science degree maps the competencies to the course as goals. Assignments met more than one competency and your choice of assignments to include in the e_{xit}Portfolio may also map to more than one competency.

Create the e_{xit}Portfolio

Use all of the free Google tools--Google Drive, Google Docs, Google Sites, Google eBlogger, Google Sheets, Google Slides, Google calendar, etc.

Here are links to the Google tools

Google **Drive** (storing documents, photos, video, etc.) <https://www.google.com/drive/>

Google **Docs** (editing documents) <https://docs.google.com/>

Google **Sheets** (editing spreadsheets) <https://docs.google.com/spreadsheets/u/o/#>

Google **Slides** (editing slide presentations) <https://www.google.com/slides/about/>

Google **Sites** (website creation) <https://sites.google.com/>

Google **eBlogger** (blogging software) <https://www.blogger.com/home>

Help for Google tools <https://support.google.com/docs/answer/49008?hl=en>

Structure and Navigation

The **ePortfolio** must have these pages. Additional Second Level Pages are your choice.

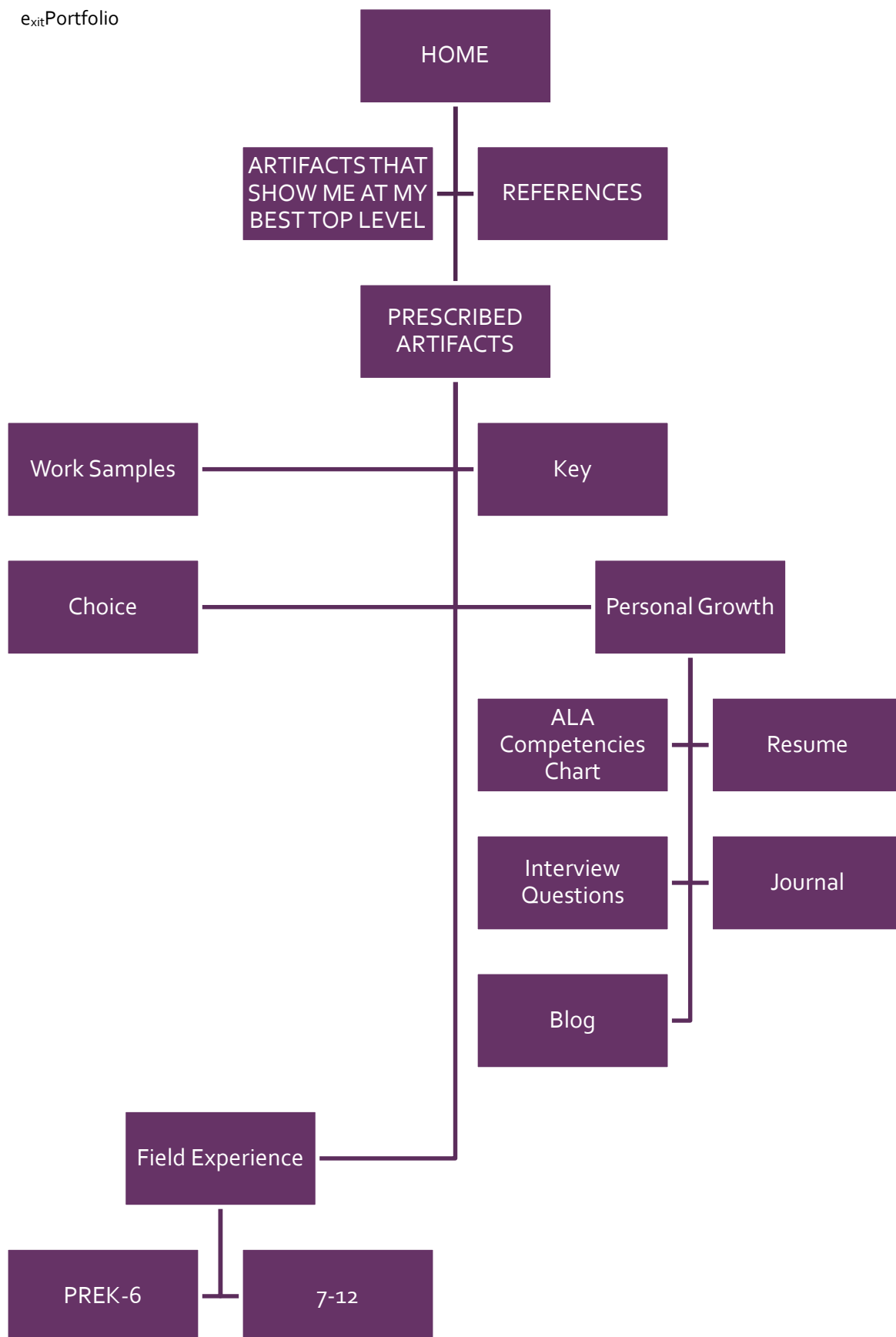
1. Homepage Top Level
2. Prescribed Artifacts Top Level
 - a. Work Samples for Goals Second Level
 - i. Key Assessments Third Level
 - ii. Choice Assessments Third Level
 - b. Personal Growth through Reflection Second Level
 - i. Evidence of membership in professional organizations Third Level
 - ii. ALA Competencies Chart Third Level
 - iii. Philosophy of librarianship and of behavior management Third Level
 - iv. Further professional growth through journals, blogs, etc. Third Level
 - v. Resume and Interview Questions Third Level
 - c. Field Experience **e^xper**Portfolios Second Level
 - i. PreK-6 Third Level
 - ii. 7-12 Third Level
3. Artifacts that Show Me at my Best Second Level
4. References Second Level
 - a. Sources of documents used in creation of **ePortfolio** Third Level
 - b. Sources of graphics / photos used in **ePortfolio** Third Level

Pages other than these will be added, but it is impossible to list here since those are individual choices. The Homepage is the top page (parent page) with other pages (child pages) linked from the homepage. Of course, you may add links to sub child pages on each page! It's like a genealogy chart, but be careful that you don't 'get lost' in a tangle of levels. In general, 3 levels is enough.

You may ask, "Where do the reflections go?" Rather than create a standalone page for those, integrate them with the experiences. But make sure they are easy to find! and that the committee can link them to the correct artifact. You will be assessed on navigation. If the assessors can't find it, they will bypass the requirement and assign it as unmet.

Collaborative projects can be included as long as you clearly describe your contributions to the project. Reflections for such artifacts should include assessment of the process of collaboration as well as the product.

Sample structure of
e_{xit}Portfolio



Design

Professional! Investigate what makes a 'good' website design. Navigation must be clear. The evaluation team should be able to find all materials easily. Check the rubric.

Homepage

Include basic information about the purpose and identify of the e_{xit}Portfolio. Include photos. Be careful about use of color-on-color. Choose your typefaces carefully. Arrange the items on the page with whitespace as needed for clarity. Choose templates carefully! Use the same template on all pages.

Content-Looking Back to Look Ahead

The e_{xit}Portfolio examines work you do in the Library Science program to see if you are satisfied with your progress in attaining goals. You can identify strengths and weaknesses early on and project solutions for weaknesses (Matthews-DeNatale, 2013). If the e_{xit}Portfolio is a narrative (telling a story), then it should include conversational writing as well as academic. Your interpretation of events is an important component. Your ability to make connections between separate events and past experiences are critical assessment points for the e_{xit}Portfolio. The assessment committee will be examining your e_{xit}Portfolio for this. The content is guided, not prescribed.

The content will include work samples, reflections on each work sample, mappings of your work to ALA competencies, and other professional materials.

Work Samples

Some of the work samples will be mandated; others will be your choice

Mandated Work Samples are the Key Assessments from the program

1. Reference pathfinders
2. Selection Assignment from Administration or Collection Development class
3. Action Research project
4. Role of the Library
5. Planning for user programs or Lesson plans
6. Censorship assignment from any class

*Choice Work Samples are selected to show your strengths. Your selections should include **no more than 3** artifacts to help complete the ALA competency map.*

Reflection

Each item that you include in the e_{xit}Portfolio requires a reflective element that addresses all of these:

- Why the item is included
- Strengths that the artifact highlights
- Weaknesses you still have in regards to the competency(ies) matched to the artifact
- Links to other experiences and the meaning of these for your future professional role

- *ALA Competency Map*
 - The map lists the ALA competencies in the left column. As you add an artifact, match it to a competency and place it in the right column of the map. Appendix A.
 - As you move through your classes, match assignments to the competency map. **Do not place all assignments on the Competency Map in the e_{xit}Portfolio.** Competency map should be complete when you end the program.

Artifacts that Show Me at my Best

You may add materials of your choice that you think highlight your strengths. Include an explanation (reflection) on why the item is included.

Personal Materials

You may choose materials that inform the viewer about you as a person. The viewer wants to know about you! Links to personal pages is acceptable. This is a professional e_{xit}Portfolio, so keep that in mind.

e_{xit}Portfolio Assessment

During Each Semester



~~~Peer Assessment~~~

Once a semester, your peers will look over what you have created and offer suggestions.



~~~e<sub>xit</sub>Portfolio Advisor Assessment~~~

Once a semester, your e_{xit}Portfolio Advisor will look over what you have created and offer suggestions. You should contact your e_{xit}Portfolio Advisor at any time for help.

Final Assessment

~~~Committee Assessment~~~

Portfolio is assessed by a committee—2 faculty members and a member of the MAC or LSAC (appendix B). Each student will be assigned a faculty advisor for the e<sub>xit</sub>Portfolio. The e<sub>xit</sub>Portfolio is evaluated once a semester. Formative feedback will be written and sent to the student. It is the responsibility of the student to implement changes in the e<sub>xit</sub>Portfolio. The student must keep all written feedback as part of the e<sub>xit</sub>Portfolio!



## Submission Process

Submit the Request Form (see the Appendix) by the date specified on the form.

In the 4<sup>th</sup> week of the last semester, the student should request a conference with the committee advisor to ask questions about the completion of the e<sub>xit</sub>Portfolio.

Submit the finished e<sub>xit</sub>Portfolio in the 7<sup>th</sup> week of the last semester of enrollment. The e<sub>xit</sub>Portfolio completion form with the rubric is sent to each committee member.

## Evaluation

The committee evaluates the e<sub>xit</sub>Portfolio individually with the rubric, adds comments, and then conferences to decide upon the evaluation, given in the 9<sup>th</sup> week of the semester.

Students who receive a 2 *Standards not completely met, revisions needed* must make revisions that respond to the written feedback and resubmit no later than the 11<sup>th</sup> week of the semester. Graduate Studies will not accept graduation information after that date.

Students who receive a 3 *Does not meet the standards* must delay graduation by one semester. They must enroll in Libs 6999 for one credit and continue to work on the e<sub>xit</sub>Portfolio. They will submit the e<sub>xit</sub>Portfolio again using the same submission process.

Appeals of the rating may be made to the program coordinator.

See the Appendices for the Rubric and the submission form

### EVALUATION RATINGS

The evaluation will receive one of these ratings:

1. Standards met; no revision needed
2. Standards not completely met; revisions needed
3. Does not meet

# Appendices

## Appendix A: ALA COMPETENCIES table.

### *Foundations of the Profession*

| COMPETENCY                                                                                                                                                                                                                                                | ARTIFACT THAT HELPED ATTAIN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1A. The ethics, values, and foundational principles of the library and information profession.                                                                                                                                                            |                             |
| 1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).                                                                      |                             |
| 1C. The history of libraries and librarianship.                                                                                                                                                                                                           |                             |
| 1D. The history of human communication and its impact on libraries.                                                                                                                                                                                       |                             |
| 1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.                                                                                                                                          |                             |
| 1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.                                                                                         |                             |
| 1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property. |                             |
| 1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.                                                                                                                                          |                             |
| 1I. The techniques used to analyze complex problems and create appropriate solutions.                                                                                                                                                                     |                             |
| 1J. Effective communication techniques (verbal and written).                                                                                                                                                                                              |                             |
| 1K. Certification and/or licensure requirements of specialized areas of the profession                                                                                                                                                                    |                             |

### *Information and Resources*

| COMPETENCY                                                                                                                                                                     | ARTIFACT THAT HELPED ATTAIN |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.                            |                             |
| 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection. |                             |

|                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                       |  |
| 2C. Concepts, issues, and methods related to the management of various collections.                                   |  |
| 2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation. |  |

### *Organization of Recorded Knowledge and Information*

| COMPETENCY                                                                                                                                       | ARTIFACT THAT HELPED ATTAIN |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 3A. The principles involved in the organization and representation of recorded knowledge and information.                                        |                             |
| 3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.                       |                             |
| 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information. |                             |

### *Technological Knowledge and Skills*

| COMPETENCY                                                                                                                                                                         | ARTIFACT THAT HELPED ATTAIN |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.  |                             |
| 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.                                           |                             |
| 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements. |                             |

### *Reference and User Services*

| COMPETENCY                                                                                                                                                                                                                                      | ARTIFACT THAT HELPED ATTAIN |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.                                              |                             |
| 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.                                                                                                       |                             |
| 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.                                                      |                             |
| 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy. 5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services. |                             |
| 5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.                                                                                                                               |                             |
| 5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.                                                  |                             |

## Research

| COMPETENCY                                                                                    | ARTIFACT THAT HELPED ATTAIN |
|-----------------------------------------------------------------------------------------------|-----------------------------|
| 6A. The fundamentals of quantitative and qualitative research methods.                        |                             |
| 6B. The central research findings and research literature of the field.                       |                             |
| 6C. The principles and methods used to assess the actual and potential value of new research. |                             |

## Continuing Education and Lifelong Learning

| COMPETENCY                                                                                                                                                                                                                  | ARTIFACT THAT HELPED ATTAIN |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.                                                                                                      |                             |
| 7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services. |                             |
| 7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.                                                                                  |                             |
| 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.                                                        |                             |

## Administration and Management

| COMPETENCY                                                                                                                                                             | ARTIFACT THAT HELPED ATTAIN |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 8A. The principles of planning and budgeting in libraries and other information agencies.                                                                              |                             |
| 8B. The principles of effective personnel practices and human resource development.                                                                                    |                             |
| 8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.                                                            |                             |
| 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served. |                             |
| 8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.                                                                 |                             |

## Appendix B: MLS Advisory Council &amp; Library Science Alumni Council

## MLS ADVISORY COUNCIL (MAC) 2014-2017

*Master of Library Science***THE MISSION**

The MLS Advisory Council (MAC) of Middle Tennessee State University Master of Library Science provides assistance and insight to the leadership of the program so that graduates are workforce-ready practitioners who have a strong foundation in modern librarianship.

| NAME               | INSTITUTION                           | WORK ADDRESS / PHONE                                                                        | EMAIL                        |
|--------------------|---------------------------------------|---------------------------------------------------------------------------------------------|------------------------------|
| Laurel Best        | Huntsville Public Library             | 915 Monroe St. P.O. Box 443<br>Huntsville, AL 35801<br>(256) 532-5951                       | lbest@hmcpl.org              |
| Kathryn Moisant    | Oakland High School                   |                                                                                             | moisantk@rcschools.net       |
| Betty Jo Jarvis    | Stones River Regional Library         | 2118 E. Main St.<br>Murfreesboro, TN 37130-4009<br>615-893-3380                             | BettyJo.Jarvis@tn.gov        |
| Leesa Harmon       | Williamson County Public Library      |                                                                                             | lharmon@williamson-tn.org    |
| Dean Bonnie Allen  | MTSU—Walker Library                   | Walker Library, MTSU,<br>Box 13<br>615 898 2772                                             | Bonnie.Allen@mtsu.edu        |
| Rita Shacklett     | Linebaugh Public Library              | Linebaugh Public Library<br>105 W. Vine St.<br>Murfreesboro, TN 37130<br>615-893-4131, x112 | rshacklett@linebaugh.org     |
| Dr. Jessie Smith   | Fisk University                       | Fisk University<br>Nashville, TN 37215<br>615.329.8731                                      | jcsmith@fisk.edu             |
| Ashley Bowers      | Tennessee State Library and Archives  | 403 7th Avenue North,<br>Nashville, TN 37243<br>615.532.4628                                | Ashley.Bowers@tn.gov         |
| Teresa Newton      | Lawrence County Public Library        | 519 E. Gaines Street<br>Lawrenceburg, TN 38464<br>931-762-4627                              | tnewton@lawcotn.org          |
| Carlos Shivers     | Madison PL / Nashville Public Library | 610 Gallatin Pike S<br>Madison, TN 37115<br>615-336-9620                                    | Carlos.Shivers@nashville.gov |
| Catherine Stephens | Franklin Special School District      | 507 Highway 96 West<br>Franklin, TN 37064                                                   | stephenscat@fssd.org         |
| Ryan Darrow        | Nashville Public Library              | 615 Church St<br>Nashville, TN 37219<br>615-862-5769                                        | Ryan.Darrow@nashville.gov    |
| Peggy Gold         | Moore County Public Library           | P.O. Box 602<br>Lynchburg, TN 37352<br>Phone:931-759-728                                    | mcpublclibrary@gmail.com     |

## Library Science Alumni Council (LSAC) 2014-2017



*Master of Library Science Degree*

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|                               |                                                                                                                                                                           |                                                                                                                                              |                                                                                                                                        |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>exitPortfolio Rubric</b>   |                                                                                                                                                                           |                                                                                                                                              |                                                                                                                                        |
| Page 182 of 230               | <b>NAME</b>                                                                                                                                                               | <b>SEMESTER==&gt;</b>                                                                                                                        | <b>YEAR</b>                                                                                                                            |
| <b>Criteria</b>               | <b>3 Target</b>                                                                                                                                                           | <b>2 Acceptable</b>                                                                                                                          | <b>1 Unacceptable</b>                                                                                                                  |
| <b>SELECTION OF ARTIFACTS</b> | All artifacts and work samples are clearly and directly related to the purpose of the exitportfolio. A wide variety of artifacts is included.                             | Most artifacts and work samples are related to the purpose of the exitportfolio                                                              | Some of the artifacts and work samples are related to the purpose of the exitportfolio                                                 |
| <b>DESCRIPTIVE TEXT</b>       | All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.                                            | Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.  | Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date. |
| <b>REFLECTIVE COMMENTARY</b>  | All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term). | Most of the reflections explain growth and include goals for continued learning.                                                             | A few of the reflections explain growth and include goals for continued learning.                                                      |
|                               | All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.                                      | Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives. | A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives. |
| <b>CITATIONS--APA STYLE</b>   | All images, media or text created by others are cited with accurate, properly formatted citations.                                                                        | Most images, media or text created by others are cited with accurate, properly formatted citations.                                          | Some of the images, media or text created by others are not cited with accurate, properly formatted citations.                         |

|                                                                      |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NAVIGATION</b>                                                    | The navigation links are intuitive. The various parts of the e <sub>xit</sub> portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the navigation menu, and all external links connect to the appropriate website or file. | The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the navigation menu. Most of the external links connect to the appropriate website or file. | The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the navigation menu, but in other places the links do not connect to preceding pages or to the navigation menu. Some of the external links do not connect to the appropriate website or file. |
| <b>USABILITY AND ACCESSIBILITY: text elements, layout, and color</b> | The e <sub>xit</sub> portfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.                                                                                                                                                                                                             | The e <sub>xit</sub> portfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.                                                                                                                                      | The e <sub>xit</sub> portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, text or long paragraphs.                                                                                                                                                                                                             |
|                                                                      | Use of headings, sub-headings and paragraphs promotes easy scanning.                                                                                                                                                                                                                                                                    | In general, use of headings, sub-headings and paragraphs promotes easy scanning.                                                                                                                                                                                           | Inconsistent use of font styles (italic, bold, underline) distracts the reader.                                                                                                                                                                                                                                                                                            |
|                                                                      | Use of font styles (italic, bold, underline) is consistent and improves readability.                                                                                                                                                                                                                                                    | Use of font styles (italic, bold, underline) is generally consistent.                                                                                                                                                                                                      | Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.                                                                                                                                                                                                                                                                   |
|                                                                      | Horizontal and vertical white space alignment are used appropriately to organize content.                                                                                                                                                                                                                                               | Horizontal and vertical white space alignment are generally used appropriately to organize content.                                                                                                                                                                        | Horizontal and vertical white space alignment are sometimes used inappropriately to organize content.                                                                                                                                                                                                                                                                      |
|                                                                      | Color of background, fonts, and links enhance the readability and aesthetic quality, and are used consistently throughout the e <sub>xit</sub> portfolio.                                                                                                                                                                               | Color of background, fonts, and links generally enhance the readability of the text, and are generally used consistently throughout the e <sub>xit</sub> portfolio.                                                                                                        | Color of background, fonts, and links generally enhance the readability of the text, and are generally used consistently throughout the e <sub>xit</sub> portfolio.                                                                                                                                                                                                        |

|                                                                                                              |                                                                                                                                                                                 |                                                                                                                                                              |                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>WRITING CONVENTIONS</b>                                                                                   | There are no errors in grammar, capitalization, punctuation, and spelling.                                                                                                      | There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.                                      | There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.  |
| <b>MULTIMEDIA ELEMENTS :<br/>photographs, concept maps, spreadsheets, graphics, audio and/or video files</b> | All of the graphic elements and multimedia effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose. | Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest. | Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships.    |
|                                                                                                              | Accessibility requirements using alternate text for graphics are included in the e <sub>xit</sub> portfolio.                                                                    | Most of the graphics include alternate text in the e <sub>xit</sub> portfolio.                                                                               | Some of the graphics include alternate text in the e <sub>xit</sub> portfolio.                                       |
|                                                                                                              | All audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.                                                             | Most of the audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.                                  | A few of the audio and/or video artifacts are edited with inconsistent clarity or sound (too loud/too soft/garbled). |
| <b>ADHERENCE TO DIRECTIONS</b>                                                                               | All directions were followed.                                                                                                                                                   | Most directions were followed.                                                                                                                               | Some directions were followed.                                                                                       |
| <b>TOTAL</b>                                                                                                 |                                                                                                                                                                                 |                                                                                                                                                              |                                                                                                                      |
| <b>Name of Evaluator</b>                                                                                     | <b>signature</b>                                                                                                                                                                | <b>date</b>                                                                                                                                                  |                                                                                                                      |

## Submission Form

### e<sub>xit</sub>Portfolio Final Submission

I have finished with my coursework and I respectfully request to submit my finished e<sub>xit</sub>Portfolio at the end of this semester.

Name \_\_\_\_\_ M# \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

Email at MTSU \_\_\_\_\_

e<sub>xit</sub>Portfolio link \_\_\_\_\_

Signature of Committee Chair \_\_\_\_\_

Date \_\_\_\_\_

My signature \_\_\_\_\_

Date \_\_\_\_\_

Submit the following documents with this form

Degree seekers:

- The Degree Plan you submitted in your first semester
- Any revisions to the degree plan
- A copy of your transcript with the MLS courses highlighted

Non-degree seekers:

- A copy of your transcript with the MLS courses highlighted

I have read and understood the (check all that apply)

- ☐ The e<sub>xit</sub>Portfolio Handbook
- ☐ The Library Science website Graduating Page
- ☐ If I am seeking the school license, the Apply for the License page, the Praxis page

Download, fill in, save, and send to Program Coordinator by the end of the applicable month

Fall by September 15 / Spring by February 15 / Summer by May 31

**Financial Estimate Form**  
**Middle Tennessee State University**  
**Master of Library Science in Library Science**  
**2016-2020**

Appendix 26 Budget 2016-2010

Five-year projections are required for baccalaureate and post-baccalaureate programs and certificates. Three-year projections are required for associate degrees and undergraduate certificates. Projections should include cost of living increases per year.

|                                  | PRECANDIDACY | CANDIDACY  |            |            |            |
|----------------------------------|--------------|------------|------------|------------|------------|
|                                  | 2016         | 2017       | 2018       | 2019       | 2020       |
|                                  | Year 1       | Year 2     | Year 3     | Year 4     | Year 5     |
| <b>I. Expenditures</b>           |              |            |            |            |            |
| <b>A. One-time Expenditures</b>  |              |            |            |            |            |
| New/Renovated Space              | \$ -         | \$ -       | \$ -       | \$ -       | \$ -       |
| Equipment                        | -            | -          | -          | -          | -          |
| Library                          | -            | -          | -          | -          | -          |
| Consultants                      | -            | -          | -          | -          | -          |
| Travel                           | -            | -          | -          | -          | -          |
| Other                            | 18,000       | 3,923      | 2,923      | 5,000      | 2,923      |
| Sub-Total One-time               | \$ 18,000    | \$ 3,923   | \$ 2,923   | \$ 5,000   | \$ 2,923   |
| <b>B. Recurring Expenditures</b> |              |            |            |            |            |
| <b>Personnel</b>                 |              |            |            |            |            |
| <b>Administration</b>            |              |            |            |            |            |
| Salary                           | \$ 5,000     | \$ 5,000   | \$ 5,000   | \$ 5,000   | \$ 5,000   |
| Benefits                         | -            | -          | -          | -          | -          |
| Sub-Total Administration         | 5,000        | 5,000      | 5,000      | 5,000      | 5,000      |
| <b>Faculty</b>                   |              |            |            |            |            |
| Salary                           | \$ 197,489   | \$ 203,099 | \$ 208,877 | \$ 214,828 | \$ 220,958 |
| Benefits                         | 61,706       | 63,557     | 65,464     | 67,428     | 69,451     |
| Sub-Total Faculty                | \$ 259,195   | \$ 266,656 | \$ 274,341 | \$ 282,256 | \$ 292,209 |
| <b>Support Staff</b>             |              |            |            |            |            |

|                               |                                                    |                          |                          |                          |                          |
|-------------------------------|----------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Salary                        | \$ -                                               | \$ -                     | \$ -                     | \$ -                     | \$ -                     |
| Benefits                      | -                                                  | -                        | -                        | -                        | -                        |
| Sub-Total Support Staff       | \$ -                                               | \$ -                     | \$ -                     | \$ -                     | \$ -                     |
| <b>Graduate Assistants</b>    |                                                    |                          |                          |                          |                          |
| Salary                        | Assigned to Department for Library Science faculty |                          |                          |                          |                          |
| Benefits                      | -                                                  | -                        | -                        | -                        | -                        |
| Tuition and Fees* (See Below) | -                                                  | -                        | -                        | -                        | -                        |
| Sub-Total Graduate Assistants | \$ -                                               | \$ -                     | \$ -                     | \$ -                     | \$ -                     |
| <b>Operating</b>              |                                                    |                          |                          |                          |                          |
| Travel                        | \$ -                                               | \$ -                     | \$ -                     | \$ -                     | \$ -                     |
| Printing                      | -                                                  | -                        | -                        | -                        | -                        |
| Equipment                     | -                                                  | -                        | -                        | -                        | -                        |
| Other                         | 10,000                                             | 12,500                   | 12,500                   | 12,500                   | 12,500                   |
| Sub-Total Operating           | \$ 10,000                                          | \$ 12,500                | \$ 12,500                | \$ 12,500                | \$ 12,500                |
| Total Recurring               | <u>\$ 274,195</u>                                  | <u>\$ 284,156</u>        | <u>\$ 291,841</u>        | <u>\$ 299,756</u>        | <u>\$ 307,909</u>        |
| <b>TOTAL EXPENDITURES</b>     | <u><b>\$ 292,195</b></u>                           | <u><b>\$ 288,079</b></u> | <u><b>\$ 294,764</b></u> | <u><b>\$ 304,756</b></u> | <u><b>\$ 310,832</b></u> |
| (A+B)                         |                                                    |                          |                          |                          |                          |

\*If tuition and fees for Graduate Assistants are included, please provide the following information.

|                               |      |      |      |      |      |
|-------------------------------|------|------|------|------|------|
| Base Tuition and Fees Rat     | \$ - | \$ - | \$ - | \$ - | \$ - |
| Number of Graduate Assistants | -    | -    | -    | -    | -    |

|                              | Year 1                   | Year 2                   | Year 3                   | Year 4                   | Year 5                   |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>II. Revenue</b>           |                          |                          |                          |                          |                          |
| Tuition and Fees1            | 311,004                  | 362,880                  | 414,162                  | 436,560                  | 449,616                  |
| Institutional Reallocations2 | (28,809)                 | (76,801)                 | (121,398)                | (131,804)                | (140,784)                |
| Federal Grants3              | -                        | -                        | -                        | -                        | -                        |
| Private Grants or Gifts4     | -                        | -                        | -                        | -                        | -                        |
| Other5                       | 10,000                   | -                        | -                        | -                        | -                        |
| <b>BALANCED BUDGET LINE</b>  | <u><b>\$ 292,195</b></u> | <u><b>\$ 288,079</b></u> | <u><b>\$ 294,764</b></u> | <u><b>\$ 304,756</b></u> | <u><b>\$ 310,832</b></u> |

**Notes:**

1. In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees

include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

*Tuition revenue begins in year 1 and is calculated using 2014 tuition & fees rates and including a 3% inflation factor*

*Year 1: (10 FT x 9 SCH x 2 sem x \$489) + (38 PT x 6 SCH x 2 sem x \$489) = \$311,004*

*Year 2: (10 FT x 9 SCH x 2 sem x \$504) + (45 PT x 6 SCH x 2 sem x \$504) = \$362,880*

*Year 3: (11 FT x 9 SCH x 2 sem x \$519) + (50 PT x 6 SCH x 2 sem x \$519) = \$414,162*

*Year 4: (12 FT x 9 SCH x 2 sem x \$535) + (50 PT x 6 SCH x 2 sem x \$535) = \$436,560*

*Year 5: (12 FT x 9 SCH x 2 sem x \$551) + (50 PT x 6 SCH x 2 sem x \$551) = \$449,616*

2. Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

*No additional reallocations are required to establish this degree.*

3. Please provide the source(s) of the Federal Grant including the granting department and CFDA number.

*No Federal Grants are associated with this degree proposal.*

4. Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

*No other grants or gifts are associated with this degree proposal.*

5. Please provide information regarding other sources of the funding.

Revenue - Other includes \$10,000 in year one - transfer of funds from University College (online fees) for online course development.

NOTES:

One Time Expenditures: Year 1 includes \$5,000 for recruitment and promotion expenses.

One-Time Expenditures: Year 1 includes \$10,000 for online course development. (4 courses @ \$2,500 per course)

One Time Expenditures: Years 1-5 includes application and annual maintenance fees for ALA precandidacy, candidacy & accreditation

Recurring Expenditures (Personnel-Administration): Years 1-5 include \$5,000 for summer stipend for program director.

Recurring Expenditures (Personnel-Faculty): Years 1-5 include salary of current full & part-time faculty plus new hire beginning in year 1

Recurring Expenditures (Operating-other): Years 1 -5 include \$10,000 to support enhanced library resources.

Recurring Expenditures (Operating-other): Years 2 -5 include \$2,500 to support ongoing recruitment and program promotion.



FACULTY INSTRUCTIONAL TECHNOLOGY CENTER



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Faculty Instructional Technology Center

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## Faculty Instructional Technology Center

ITD's Faculty Instructional Technology Center (FITC), located in the Telecommunications Building, assists [Middle Tennessee State University](#) faculty with the creation of technology-based instructional materials for their courses, including:

### Who may use the FITC?

Only faculty may use the FITC. Student assistants working on faculty projects may use the center with written permission from a faculty member. [Download the permission form...](#)

Faculty may work on their own, or consult with the FITC staff for hardware and software support services.

### Equipment and resources

LEARNING, TEACHING & INNOVATIVE TECHNOLOGIES CENTER



[A to Z Index](#) [PipelineMT](#) [MTSU Email](#) [Blue Raider Athletics](#) [Directory](#)

[EXPLORE](#) [LEARN](#) [BELONG](#) [APPLY](#) [QUICK LINKS](#)



# LT&ITC

## LEARNING TEACHING & INNOVATIVE TECHNOLOGIES CENTER

[LT&ITC HOME](#)

[MT ENGAGE RESOURCES](#)

[MT ENGAGE SUMMER INSTITUTE](#)

[WORKSHOPS & EVENTS](#)

[PROGRAMS](#)

[SERVICES](#)

[FACULTY GRANTS & AWARDS](#)

### Welcome to the Learning, Teaching, and Innovative Technologies Center!

**Located in the James E Walker Library, Room 348**

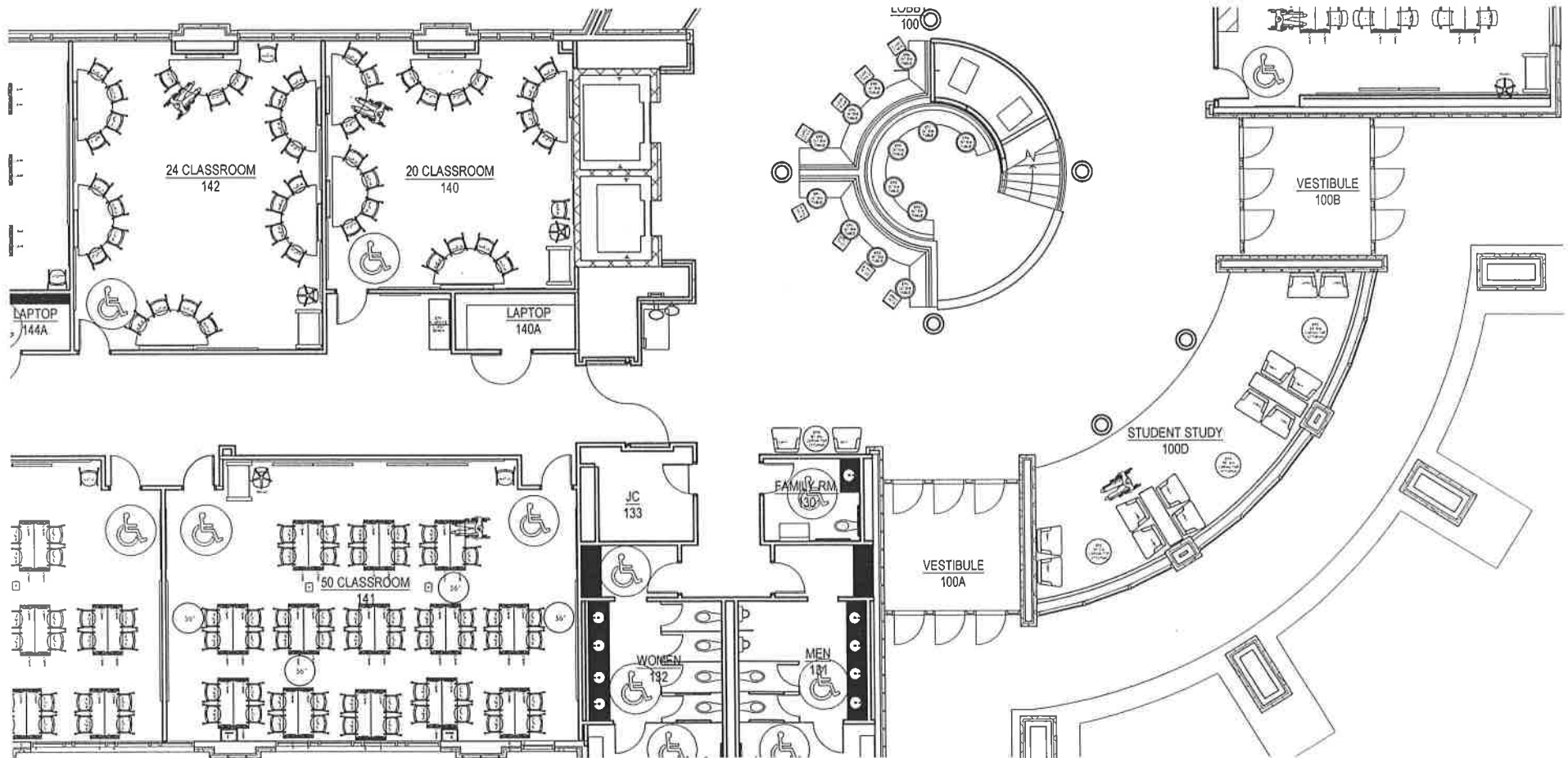
*At the LT&ITC, faculty come together to develop, improve and integrate creative and effective teaching practices to enhance student learning.*

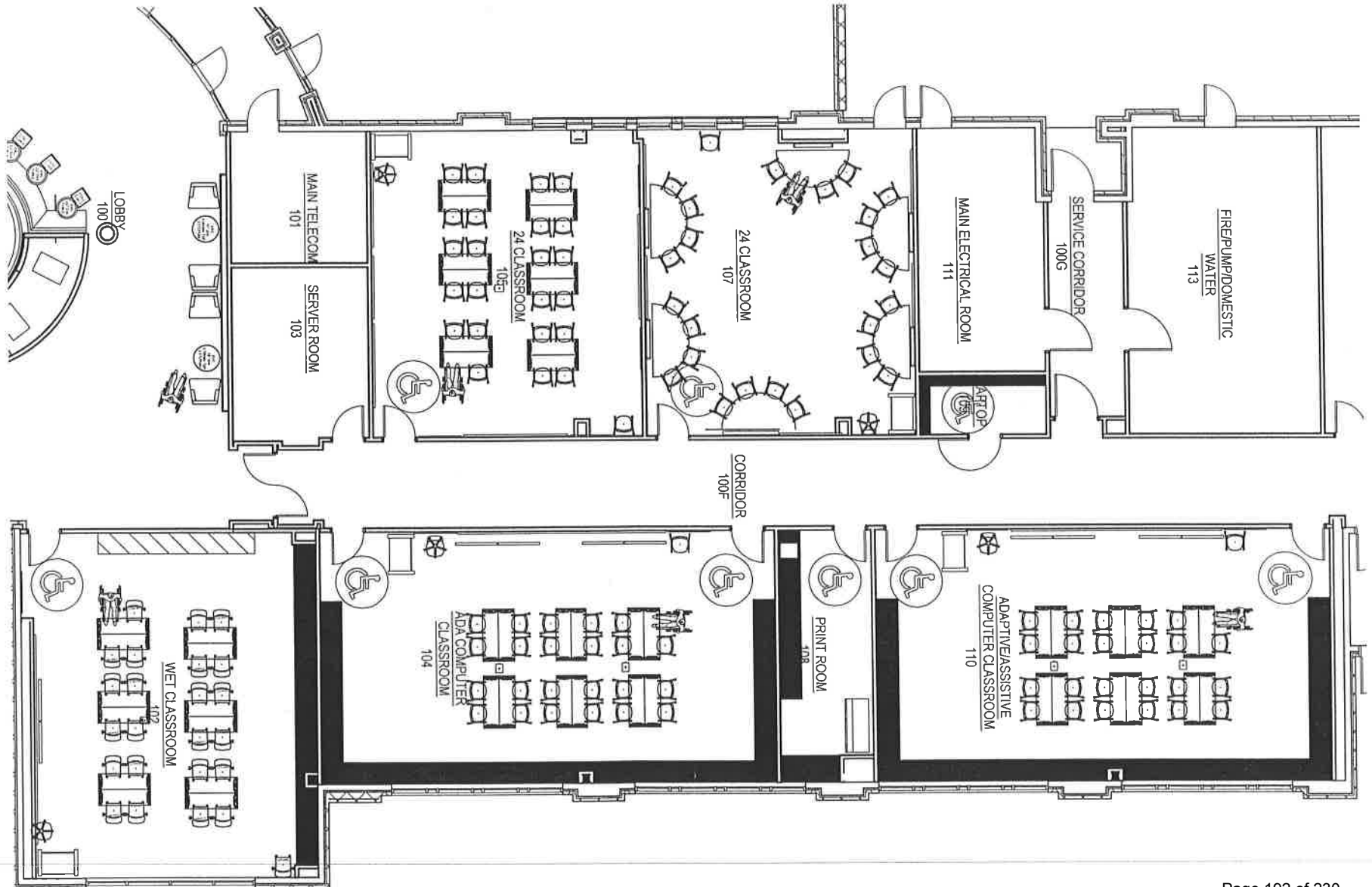
**We can assist you with the following:**

- Faculty Development Planning and Consultation

Private, confidential consulting for faculty interested in working on a formal development plan for teaching, research, and service activities; also, consulting on how to best balance your teaching, research, and service activities.

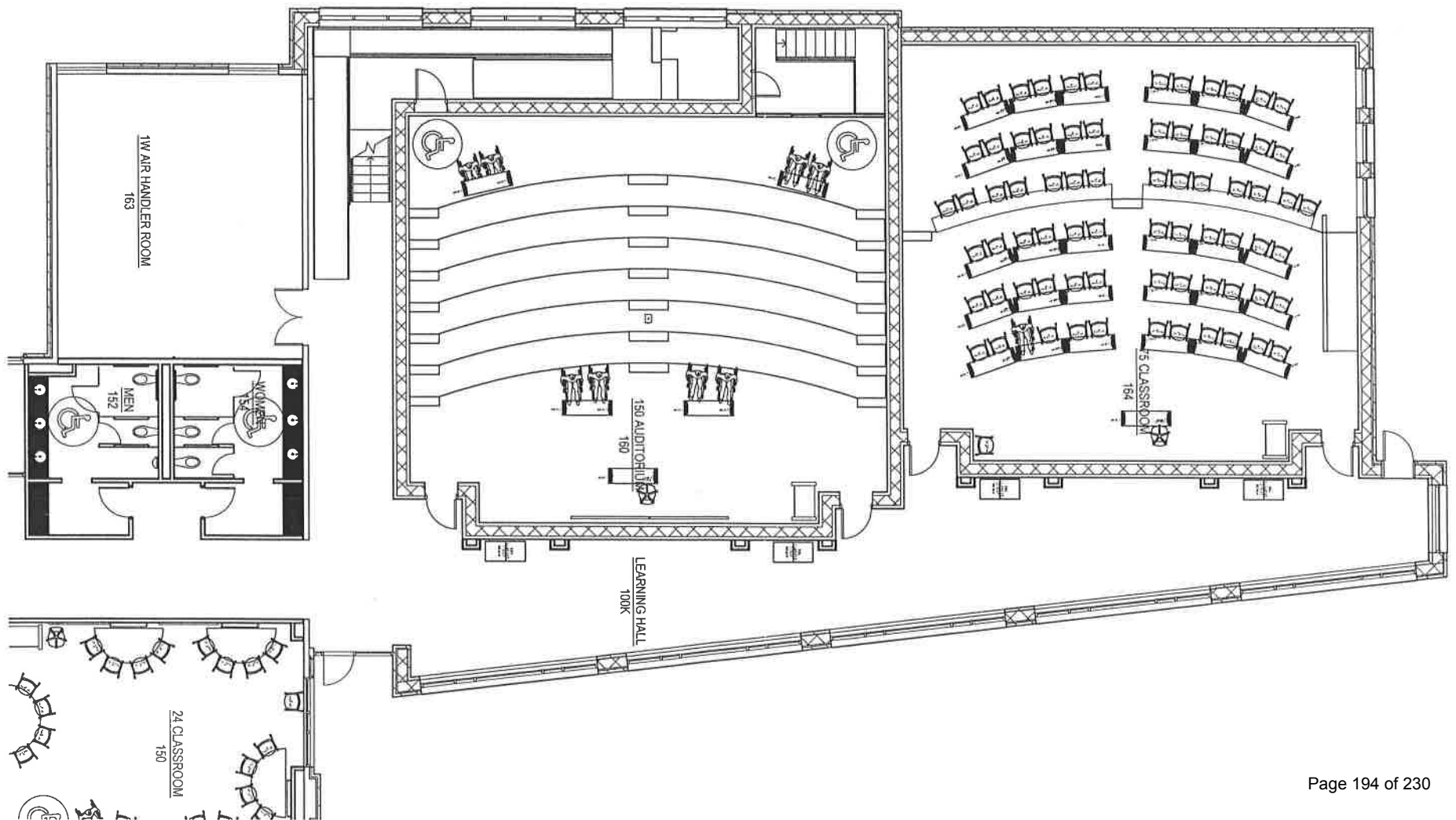
Middle Tennessee State University Appendix  
29 First Floor  
COE Floor Plan first floor entry / classrooms

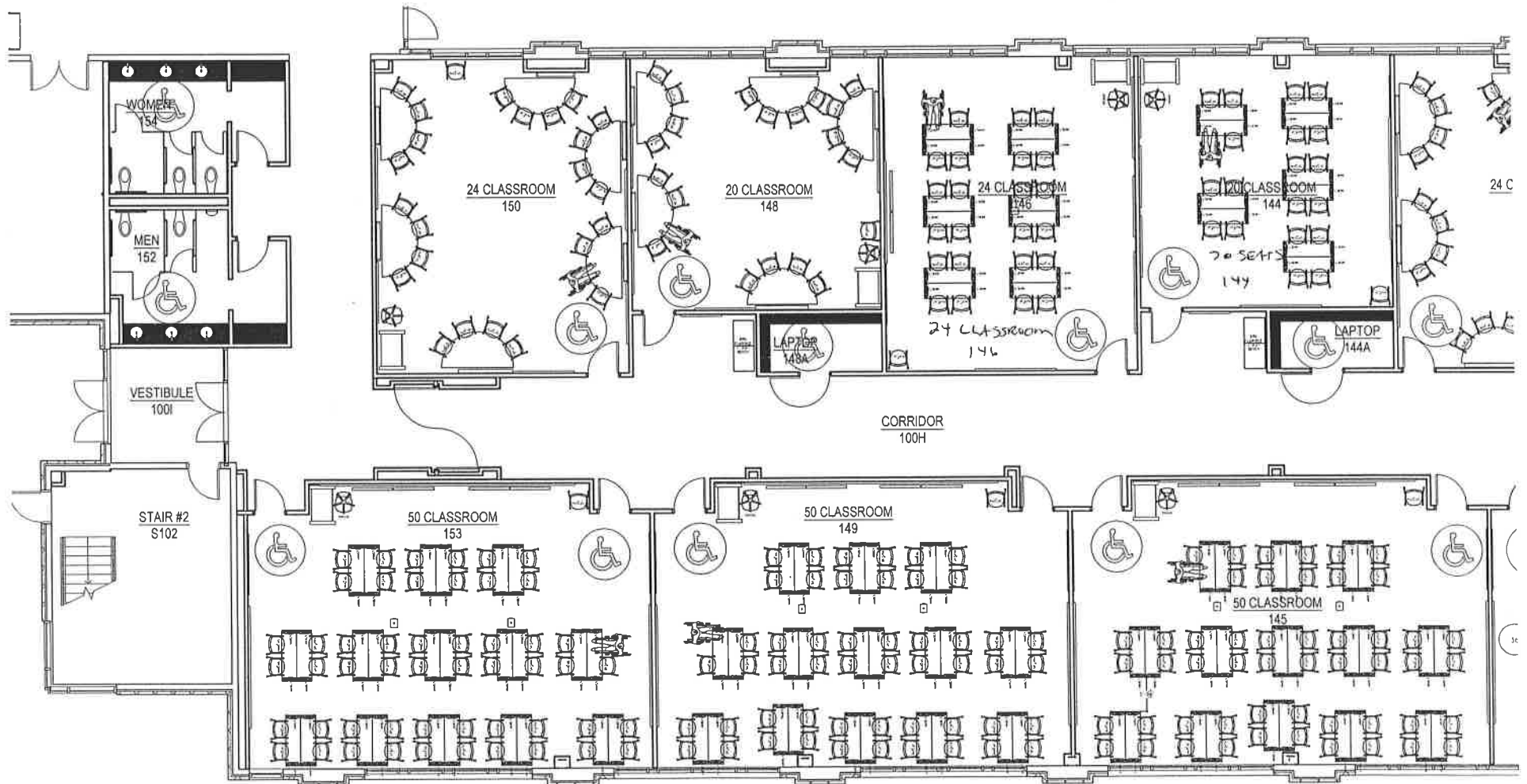


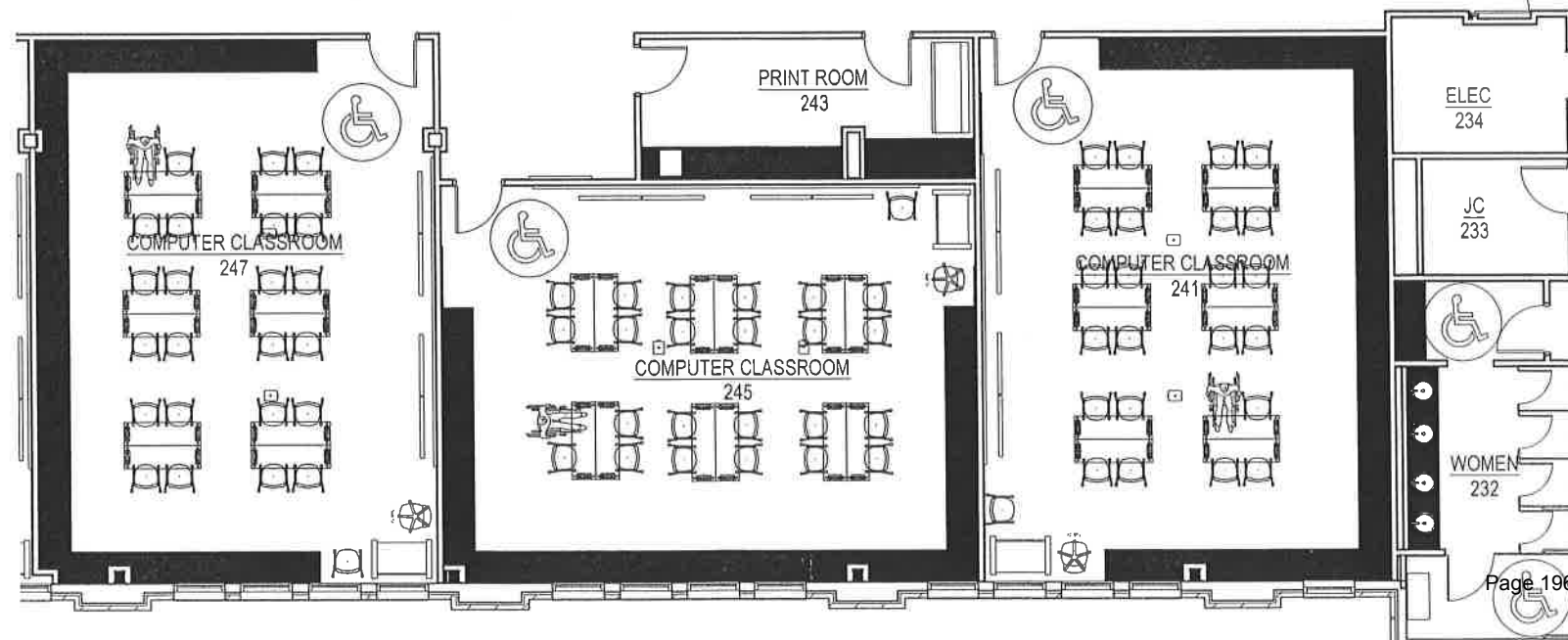
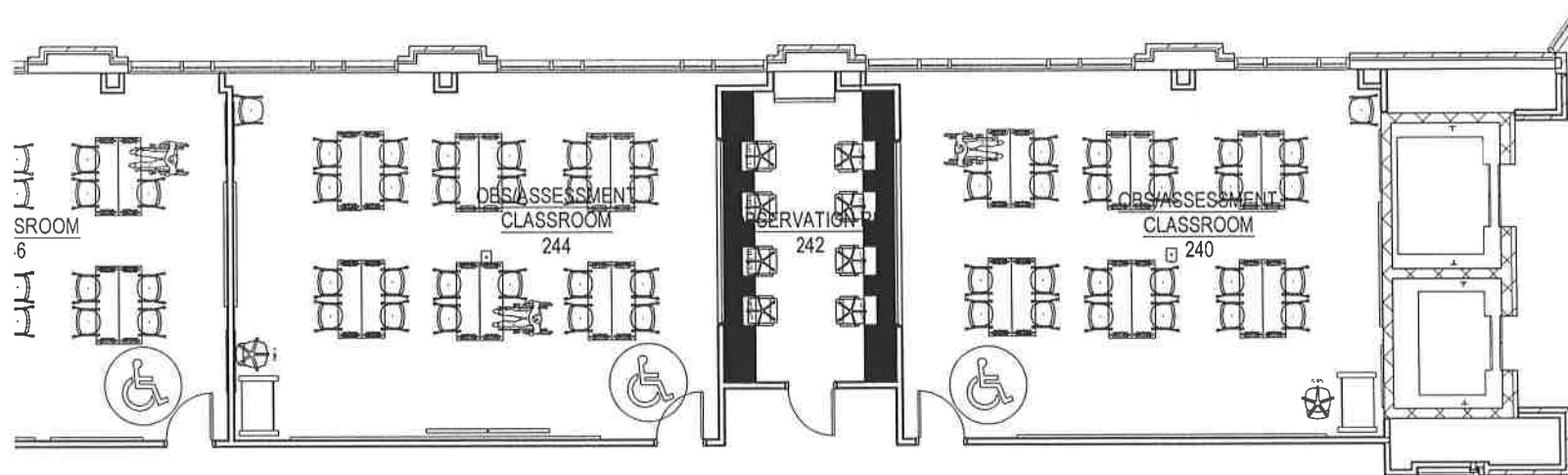














# Master's of Library Science

## 2015 Library Resources Report

The James E. Walker Library supports the Masters of Library Science through providing scholarly resources and the research expertise of the librarians and staff. This report aims primarily to describe the library's collection in general and specific collections germane to the Library Science program that have been curated by the librarians. In addition, this report features services of the library that support student success.

### ***Facts about James E. Walker Library Collection***

The main collection, music collection, curriculum collection and special collections of the James E. Walker Library include 1,488,011 volumes of which 185,069 are bound volumes of serials, 67,710 are online government documents, and 560,417 are e-books. This collection also includes 18,104 streaming videos and 22,138 audio files. James E. Walker Library also provides over 390 databases, and over 13,679 print and 88,183 full text online journals for the MTSU community. The microtext area on the second floor contains 1,311,961 units of microtext.

In the academic year ending in 2010, Walker Library spent \$2,837,835 on library materials. In the academic year ending in 2015, the library spent \$3,892,021, an increase of 37% in five years. With this increase in spending, Walker Library has leveraged its material budget to subscribe to large bundled electronic resource collections from major publishers including Elsevier, Oxford, and Sage which

substantially increases access for our students and faculty to scholarly material.

Walker Library has also acquired through perpetual licenses electronic archival monograph and ephemeral collections. It is not the nature of these collections to be priced based on disciplinary or departmental content. In the academic year ending in 2014, the library was able to designate the costs of some of these collections in cases where the content was clearly associated with a few distinct disciplines within the traditional metric of expenditures.

Prior to the 2013 – 2014 academic year, library resources were requested by teaching faculty in the Educational Leadership department. A faculty representative from the Educational Leadership department forwarded recommended academic titles to Collection Management for ordering and purchase. Beginning in fall 2013, Walker Library shifted away from the traditional department-based book allocation to having books shipped automatically to Walker Library that meet specific subject profiles for each department (an approval plan). These approval plans have been tailored to the courses taught in that department and the research interests of its faculty. The approval plan should result in decreased time required by faculty to select relevant material and increased quality and quantity of resources. Faculty can still request materials not received on approval.

### **Library Science Content Provided by James E. Walker Library**

Walker Library provides scholarly content to faculty and students through journals and serial publications, electronic databases, and monographs. The following sections describe these resources.

**Journals:** Over 13,679 print and 88,183 full text online journals are available at

<http://qq5td7he6s.search.serialssolutions.com/?V=1.0&L=QQ5TD7HE6S&tab=JOURNALS&N=100&S=SC&C=SO0136>. The following list shows the Library's serial holdings to support the Master's in Library Science program by subject headings. There are 603 print or online journals on the topic of Library & Information Science

### **Library Science**

As an interdisciplinary profession, journals for library science encompass many different subject areas. This report will select journals that are specifically subject-headed as "library science", research resources, and a few of the most popular interdisciplinary databases.

As mentioned previously, it has become impossible to fully quantify the amount that Walker Library spends for library science journals. However, we can provide a list of journal titles for which we pay to receive subscribed access. In Appendix A, we list journal titles in Library Science which received more than 20 full-text article downloads. The most highly used journal title was *Library Journal*, published by Library Journals, LLC, with 2,884 full-text articles downloaded.

### **A. Electronic Databases**

Over 390 databases are available to students and faculty at MTSU library. The majority of these may be accessed remotely from off campus as well as in the library and on campus. A complete listing is available on the library's web site at <http://libraryguides.mtsu.edu/databasesaz>.

The following selected electronic resources are from the Library Sciences Research Guides, <http://libraryguides.mtsu.edu/libsci>, which provides chat boxes,

journal, e-book and full catalog search boxes, as well as a collection of the best resources for Library Sciences.

Library Literature & Information Science Full Text

Indexing for key library science publications, including book reviews, 1997 to present.

Children's Literature Comprehensive Database (CLCD)

Information and critical reviews on books and audio visual materials for children and youth.

Ulrichsweb

Detailed information for current and closed periodicals published world-wide.

Library Press Display (Current Digital Newspapers)

Full digital replicas of over 2,000 newspapers and magazines from 100 countries in 56 languages (current editions and 60-day archives). Limited to 5 simultaneous users.

LISTA (Library, Information Science & Technology Abstracts)

Indexes more than 600 periodicals on librarianship and related topics.

Emerald eJournals Premier

Over 350 full text peer reviewed journals for management, engineering, education, and library studies (current issues and backfiles).

Dissertations & Theses Full-text from ProQuest

Index to dissertations and theses published in the United States with many in full-text.

[SAGE Research Methods](#)

Over 100,000 pages of SAGE research methods books, journals, and reference material with advanced search features. Helpful resource for research design and methodology.

Academic OneFile

Database of scholarly journals, news magazines, and newspapers in various fields, including selected journals in library science. Provides full text and images accompanying many source citations.

ERIC (Education Resources Information Center)

Citations and abstracts to over 750 educational journals, as well as conference proceedings, research reports, speeches, curriculum guides, etc.

OmniFile Full Text Mega Edition

Comprehensive article database for all subjects, 1984 to present.

Scopus

Abstracts and citations from peer-reviewed literature in Life Sciences, Medicine, Physical Sciences, Technology, Social Sciences and Arts & Humanities.

Web of Science - Science Citation Index

Indexing to leading journals in the sciences, with links to full-text

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## **B. Monographs and Government Documents**

Walker Library provides a variety of content to support student and faculty research including traditional print monographs on our shelves, electronic books that can be accessed through our catalog and/or library web interface and downloaded onto mobile devices, and government documents. The Library Science collection contains 5,599 print (3,133) and electronic books (2,566) that are classified in the table below.

|                                                  |       |
|--------------------------------------------------|-------|
| <b>Libraries</b>                                 | 670   |
| <b>Books and reading</b>                         | 445   |
| <b>Library science</b>                           | 305   |
| <b>History libraries</b>                         | 347   |
| <b>Academic libraries</b>                        | 284   |
| <b>School libraries</b>                          | 270   |
| <b>Computer network resources</b>                | 231   |
| <b>Children's literature</b>                     | 217   |
| <b>Special collections</b>                       | 213   |
| <b>Bibliography</b>                              | 206   |
| <b>Automation</b>                                | 45    |
| <b>Public libraries</b>                          | 178   |
| <b>Administration</b>                            | 173   |
| <b>Information science</b>                       | 170   |
| <b>Archives</b>                                  | 168   |
| <b>Books</b>                                     | 168   |
| <b>Library administration</b>                    | 157   |
| <b>Information storage and retrieval systems</b> | 147   |
| <b>Librarians</b>                                | 145   |
| <b>History and criticism</b>                     | 136   |
| <b>Information services</b>                      | 136   |
| <b>Children's libraries</b>                      | 135   |
| <b>Web sites</b>                                 | 129   |
| <b>Research</b>                                  | 126   |
| <b>Management</b>                                | 99    |
| <b>Instructional materials center</b>            | 123   |
| <b>Total</b>                                     | 5,599 |

## **Librarian Liaison support of the Library Sciences Program**

In fall 2014, James E. Walker Library hired a librarian, Associate Professor, Karen Reed, as a liaison to the College of Education. In this role, Karen Reed is embedded in the library science courses to aid the enrolled graduate students; meets with graduate students for individual research consultation; creates specialized and web-accessible subject guides for Library Science and Education topics; and works with both the College of Education and the library's internal Information Resources Group to identify and acquire scholarly resources that best serve instruction and research.

Associate Professor Reed maintains the following specialized subject research guide, <http://libraryguides.mtsu.edu/libsci>. These guides represent one-stop gateways to Walker Library's electronic and print holdings.

## ***Other Library Services***

Librarians are available to assist students in library research at the main floor Reference Desk. Students, faculty, and other library patrons may find a variety of helpful information and research aids at the Library Home Page at <http://library.mtsu.edu/>

## **Adaptive Technology**

This center, located on the first floor, is equipped with special equipment designed to enhance the use of the library by those with disabilities, especially those with visual impairment.

## **Library Web Page <http://library.mtsu.edu/>**

The library web page contains library information as well as links to subject

resources in the library and on the Internet.

### **Ask-a-Librarian (James E. Walker Library homepage, menu option “Ask a Librarian.”**

Library assistance is available at the Reference desk, online at E-mail a Librarian, <http://libanswers.mtsu.edu/>, or by telephone, 615-898-2817 (option 3), or text (Send a message to 265010. Start the message with our AIM screen name libmtsu. Example: libmtsu what r yr hrs?). Chat reference is also available on the Ask-A-Librarian webpage and is available during open library hours.

### **Library Instruction**

Instruction classes on research materials available in the library and how to use them are available upon faculty request.

### **3D Printing**

James E. Walker Library offers 3D printing to students for a nominal cost. More information about the 3D printing is available at <http://library.mtsu.edu/3dbrochure.pdf>.

### **Computers**

Over 350 public PCs are located in the James E. Walker Library and priority is given to students performing class work. PCs are available on all of the Library's four floors. The Use of the computers is governed by the library's Information Technology Resources Policy. Printing is available from all public computers to dedicated laser printers on each floor. Walker Library also loans laptops to students. Students check out the laptop as they would check out a book. The laptops are network enabled and provide free printing.



## **Digital Media Studio**

The Digital Media Studio, located on the 2nd floor of the James E. Walker Library, offers the latest digital tools and unique facilities to enable the exploration of rich digital media for learning experiences, collaboration and creative expression. The Digital Media Studio is a welcoming, collaborative space for users of all abilities, disciplines, levels and interests.

## **Distance Education <http://library.mtsu.edu/distance.php>**

Distance Learners at MTSU are entitled to library resources equivalent to students in a traditional campus setting. Distance Education students have three options for obtaining library resources without traveling to campus: book delivery, E-books, and obtaining a TALC card to use a library at public college or university closer to the student's home. In addition to using the Library webpage to locate and obtain online articles, the Interlibrary Loan Office may scan the article and send the article to the student via email.

## **Interlibrary Loan**

Journal articles and books may be obtained from other libraries for students and faculty. <http://library.mtsu.edu/ill/> Students and faculty may request from the Interlibrary loan librarian books or periodical articles from other libraries. Interlibrary loan services are free to students and most articles arrive within a few days.

## **Laptop computers**

Wireless laptops, adapters, and Ethernet cables are available for checkout at the Technology Services desk. The laptops and adapters have been provided through student technology funds and, as such, are only available to currently enrolled MTSU

students. The loan period per item is four hours and may be taken outside the library. Microsoft Office is installed on all of the laptops. Students may use these laptops to print documents via the library's printers.

**Research Coach** [http://library.mtsu.edu/reference/res\\_coach.php](http://library.mtsu.edu/reference/res_coach.php)

Faculty and students may set up individual appointments with librarians in order to receive in-depth research assistance in the selection and use of library resources and services.

**Reserves**

Reserve services support the instructional needs of university courses by allowing greater access to limited resources. Instructors' personal copies, photocopies, or library materials may be placed on reserve for varying loan periods. Furthermore, our electronic reserve service allows many materials on reserve to be electronically accessed using the University Library's Sierra online system.

**Security**

A security system has been installed for the safety of library users and the protection of the collection. Security cameras mounted throughout the library are monitored from the service desk. Motion detectors/sensors detect unauthorized personnel after closing hours. Panic buttons and alarms are located strategically in the building.

**Tutorials and research help**

Self-help and interactive tutorials for students to learn how to use the library, how to cite references and how to do research, etc. This information is located on the

James E. Walker Library homepage, found at <http://library.mtsu.edu/index.php> .

Under the James E. Walker Library banner, there is an option for “Get Help.”

## **Writing Center**

The Margaret H. Ordoubadian University Writing Center provides a relaxed, yet professional atmosphere in which writers from across the curriculum can become more comfortable with processes of writing. The new location of the center is on the third floor of Walker Library. The primary goal is to foster independent writers who are capable of recognizing and capitalizing on their strengths as well as identifying and correcting their weaknesses.

## **Library Spaces**

Combining space and services in an environment that inspires learning and interaction, the library building brings together the intellectual and social aspects of the institution in a beautiful facility. The James E. Walker Library is 250,000 gross square feet. The building is four floors above ground and is fully accessible to all persons with disabilities.

## **Carrels**

Carrels are available for the convenience of graduate students doing research in the library. Carrels can be requested by filling out the form at <http://library.mtsu.edu/services/gradcarrel0112.pdf>,

## **Group Zones**

The 1st and 2nd floors, Group Study rooms on all floors, and room 446 on the 4th floor are designated as Group Zones. While individuals may work here,

collaboration is encouraged and noise levels may be elevated.

### **Quiet Zones**

The 3rd and 4th floors past the elevators, the Curriculum Collection on the 3rd floor, and room 264 on the 2nd floor are designated Quiet Zones. Talking, loud music, and cell phone use is restricted in these areas.

### **Group Study Rooms**

The library has 37 group study rooms located on the 2nd, 3rd, 4th floors which can seat from 4 to 10 people. Each group study is equipped with a computer and whiteboard. Markers may be checked out at the Service Desk on the 1st floor. Nine of the group studies on the 4th floor may be reserved up to a week in advance.

### **Presentation Practice Rooms**

Two large group study rooms on the 2nd floor (248B and 201D) are equipped with large wall-mounted monitors and recording devices to allow students to practice and record presentations.

### **The Meeting Place, Room 248**

The Meeting Place is a semi-enclosed space large enough to accommodate 12 people. It features flexible furniture and movable whiteboard partitions. A laptop may be checked out from the Digital Media Studio and hooked up to a large screen wall-mounted monitor. Current MTSU students, faculty, and staff may reserve the Meeting Place for 3 hours at a time up to three months in advance.

### **Research Commons**

The Research Commons on the first floor is a place to access, collaborate,

create, and get help. Over 100 individual and team computer workstations, modern, flexible furnishings, and expert technical staff and research librarians are at your fingertips.

### **Synergy Spot**

Located in the Research Commons on the 1st Floor, Synergy Spot features a wall-mounted large screen monitor attached to a PC running software capable of displaying several laptops at once to enable groups to share ideas.

### **The Lounge**

Located on the 1st floor near the Technology Services Desk, The Lounge features soft seating, newspapers, popular magazines, and a collection of NY Times Bestsellers that you may check out for 2 weeks. The Lounge includes two ceiling mounted televisions displaying headline news.

### **Hours**

The library is open one hundred and five hours a week:

Sunday 1:00 p.m. – 2:00 a.m.

Monday-Thursday 7:00 a.m.- 2:00 a.m.

Friday 7:00 a.m. - 6:00 p.m.

Saturday 10:00 a.m. - 6:00 p.m.

A Complete schedule of hours for spring semester 2016 is available on our website, <http://library.mtsu.edu/hours.php>.

## ***Access to material located at other libraries:***

### **Access Cards**

Access cards to Vanderbilt University Libraries are available to graduate students at MTSU and to undergraduates working on a research project. Since Vanderbilt University Libraries are open to MTSU students during the day, students would only need an Access card for research during evening hours. Students should ask for request forms at the reference desk.

### **TALC Cards**

This card may be obtained at the Circulation Desk. It allows MTSU students/faculty to check out materials from other UT libraries and TBR libraries. The user must have a current MTSU ID in order to check out materials.

## Appendix A: Most highly used journals in Library Sciences

| Journal                                                                              | Publisher                                                       | Print ISSN | Online ISSN | Subject                       | Reporting Period Total |  |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------|-------------|-------------------------------|------------------------|--|
| Library Journal                                                                      | Library Journals, LLC                                           | 0363-0277  |             | Library & Information Science | 2,884                  |  |
| Publishers Weekly                                                                    | PWxyz, LLC                                                      | 0000-0019  | 2150-4008   | Library & Information Science | 1,356                  |  |
| School Library Journal                                                               | Library Journals, LLC                                           | 0362-8930  |             | Library & Information Science | 1,103                  |  |
| Booklist                                                                             | American Library Association                                    | 0006-7385  |             | Library & Information Science | 479                    |  |
| Teacher Librarian                                                                    | E L Kurdyla Publishing LLC                                      | 1481-1782  |             | Library & Information Science | 475                    |  |
| Knowledge Quest                                                                      | American Library Association                                    | 1094-9046  |             | Library & Information Science | 310                    |  |
| Library Media Connection                                                             | Linworth Publishing Company                                     | 1542-4715  |             | Library & Information Science | 310                    |  |
| Reference & user services quarterly                                                  | American Library Association                                    | 1094-9054  | 2163-5242   | Library & Information Science | 237                    |  |
| Horn Book Magazine                                                                   | The Horn Book Incorporated                                      | 0018-5078  |             | Library & Information Science | 204                    |  |
| Young Adult Library Services                                                         | American Library Association                                    | 1541-4302  |             | Library & Information Science | 105                    |  |
| School Library Monthly                                                               | ABC-CLIO Interactive                                            | 2166-160X  |             | Library & Information Science | 89                     |  |
| American Libraries                                                                   | American Library Association                                    | 0002-9769  | 2163-5129   | Library & Information Science | 72                     |  |
| Children & Libraries: The Journal of the Association for Library Service to Children | American Library Association                                    | 1542-9806  |             | Library & Information Science | 66                     |  |
| The Reference Librarian                                                              | Taylor & Francis Group                                          | 0276-3877  | 1541-1117   | Library & Information Science | 59                     |  |
| History: Reviews of New Books                                                        | Taylor & Francis Group                                          | 0361-2759  | 1930-8280   | Library & Information Science | 55                     |  |
| Black issues book review                                                             | Target Market News Group Inc                                    | 1522-0524  |             | Library & Information Science | 51                     |  |
| Journal Of Library Administration                                                    | Taylor & Francis Group                                          | 0193-0826  | 1540-3564   | Library & Information Science | 49                     |  |
| College & research libraries                                                         | Association of College and Research Libraries                   | 0010-0870  | 2150-6701   | Library & Information Science | 48                     |  |
| Library technology reports                                                           | American Library Association                                    | 0024-2586  |             | Library & Information Science | 40                     |  |
| College & Research Libraries News                                                    | Association of College and Research Libraries                   | 0099-0086  | 2150-6698   | Library & Information Science | 39                     |  |
| Journal of Academic Librarianship                                                    | JAL                                                             | 0099-1333  | 1879-1999   | Library & Information Science | 38                     |  |
| School Library Research                                                              | American Library Association                                    |            | 2165-1019   | Library & Information Science | 37                     |  |
| School Library Media Activities Monthly                                              | ABC-CLIO Interactive                                            | 0889-9371  |             | Library & Information Science | 36                     |  |
| School Libraries Worldwide                                                           | International Association of School Librarianship               | 1023-9391  |             | Library & Information Science | 35                     |  |
| Law Library Journal                                                                  | American Association of Law Libraries                           | 0023-9283  |             | Library & Information Science | 34                     |  |
| Publishing Research Quarterly                                                        | Springer Verlag New York Inc                                    | 1053-8801  | 1936-4792   | Library & Information Science | 28                     |  |
| Information Technology and Libraries                                                 | American Library Association                                    | 0730-9295  | 2163-5226   | Library & Information Science | 27                     |  |
| Tennessee Libraries                                                                  | Tennessee Library Association                                   |            | 1935-7052   | Library & Information Science | 25                     |  |
| Book Report                                                                          | Linworth Publishing Company                                     | 0731-4388  |             | Library & Information Science | 24                     |  |
| Magill book reviews                                                                  | Salem Press                                                     | 0890-7722  |             | Library & Information Science | 24                     |  |
| Journal of Education for Library and Information Science                             | Association for Library and Information Science Education-ALISE | 0748-5786  | 2328-2967   | Library & Information Science | 23                     |  |
| Australasian Public Libraries and Information Services                               | Auslib Press                                                    | 1030-5033  |             | Library & Information Science | 22                     |  |
| Information Today                                                                    | Information Today Incorporated                                  | 8755-6286  |             | Library & Information Science | 22                     |  |
| Journal of the American Society for Information Science and Technology               | John Wiley & Sons, Inc                                          | 1532-2882  | 1532-2890   | Library & Information Science | 21                     |  |
| Computers in Libraries                                                               | Information Today Incorporated                                  | 1041-7915  |             | Library & Information Science | 20                     |  |
| School Libraries in Canada (Online)                                                  | Canadian Library Association                                    | 1710-8535  |             | Library & Information Science | 20                     |  |

## Middle Tennessee State University

### APPENDIX 31-CENTER FOR POPULAR MUSIC AND GORE CENTER

EXPLORELEARNBELONGAPPLYQUICK LINKS

Explore archival collections, including over **13,000 photographs.**

CPM Home

About CPM

News and Events

Search Our Collections

center for popular music

Subscribe

Search for Books

Finding Aids

Programs & Exhibits

Research Resources

Policies and Services

Donations & Contributions

Director's Blog

Contact Us

**Welcome!** The Center holds over one million items related to American vernacular music traditions, encompassing the full range of styles in popular music, folk and traditional music, sacred music, and community band music. The materials are wide-ranging and include, in part, early American sheet music, songsters, and broadsides; sound recordings in all formats; published scholarly books and periodicals; unique archival collections; multi-media digital collections; and databases that offer the latest marketing statistics.

The Center also strives to stimulate learning and the exchange of ideas through grant-supported projects, conferences, classes, guest lectures, concerts, the Spring Fed record label, interviews, discussion blogs, social media engagement, digitization activities, and staff research projects. You can explore many of our digital collections, activities, and holdings on this website. Free and open to everyone, the Center has a staff eager to help you better understand our country's vast musical heritage.

**Fall Events**

The CPM has an action-packed calendar for the upcoming Fall semester, with speakers, performers, and other exciting programs. Mark your calendars and stay tuned to our website and social media pages for locations and other information. All events are free of charge and open to the public!

**September 14, 4:30 pm — Tracy Nelson**

Blues-rock singer Tracy Nelson, who Entertainment Weekly called, "blues practitioner of tremendous vocal power and emotional range," will be on campus to sing some of her magnificent catalog and talk about her amazing career. Tracy started her career in Chicago in the 1960s, learning from Charlie Musselwhite, Muddy Waters, and Howlin' Wolf, then became an important part of San Francisco's psychedelic scene as the lead singer of Mother Earth. Since then she's worked with Willie Nelson, Marcia Ball, and other icons of American roots music.

**September 19, 12:40 pm — The Americans**

Roots-rock band The Americans, featured in the new film American Epic (produced by Jack White, T-Bone Burnett, and Robert Redford) will present a program exploring the

to our Newsletter

popular.music@mtsu.edu





615-898-2449

615-898-5829 (fax)

MTSU Box 41



PRESERVING OUR PAST. ENGAGING OUR PRESENT. ENRICHING OUR FUTURE

| Research Our Collections                                                                              | Exhibits and Resources                                                                                     | Give Your Support                                                                                | Albert Gore Sr.                            | About Us                                                       | Blog with Us                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explore MTSU history, American democracy, equine history and other topics. Apply for research grants. | View online exhibits; engage students with lesson plans; see what's new in the Democracy Education Center. | Donate materials, money, or time, or shop in our store. Volunteer to become a citizen archivist. | Study the life and career of Senator Gore. | Find directions, contact information, policies, news and more. | Join the discussion and see what others are saying; follow us on Facebook, Twitter, Tumblr, and HistoryPin.<br>    |



The Albert Gore Research Center is a unit of the College of Liberal Arts at Middle Tennessee State University. The center is open as a public service without charge to anyone with research needs that fit our collections. We look forward to assisting you.

#### Our Mission:

To educate the MTSU community and the public about the histories of MTSU, of American democracy, of equine studies, and of life in Middle Tennessee, and to lead the preservation of materials vital to those histories.

#### Our Vision:

To be the leading archival institution in Middle Tennessee through engagement and innovation.

#### NEWS and FEATURES

##### Closed for the Holidays December 23 - January 3

The Albert Gore Research Center will close for the holidays on Wednesday, December 23, 2015 and reopen on Monday, January 4, 2016.

As always, please check with the staff before visiting during the holiday season to be sure we are open at the time you wish to visit. Limited staff during university breaks sometimes requires temporary closing while the archivists attend to other off-site duties. 615-898-2632. Additional contact information may be found on the "[About Us](#)" page.

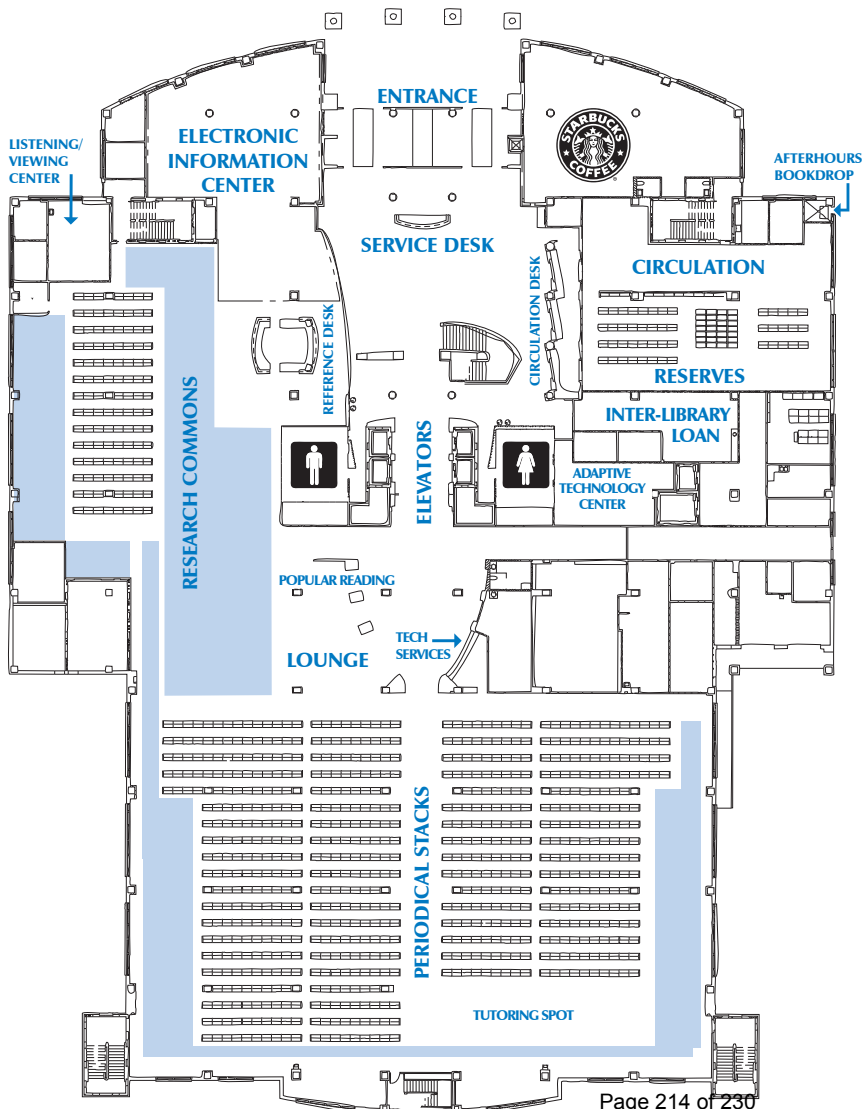


# James E. Walker Library

## MIDDLE TENNESSEE STATE UNIVERSITY

### FIRST FLOOR

■ Designated study areas



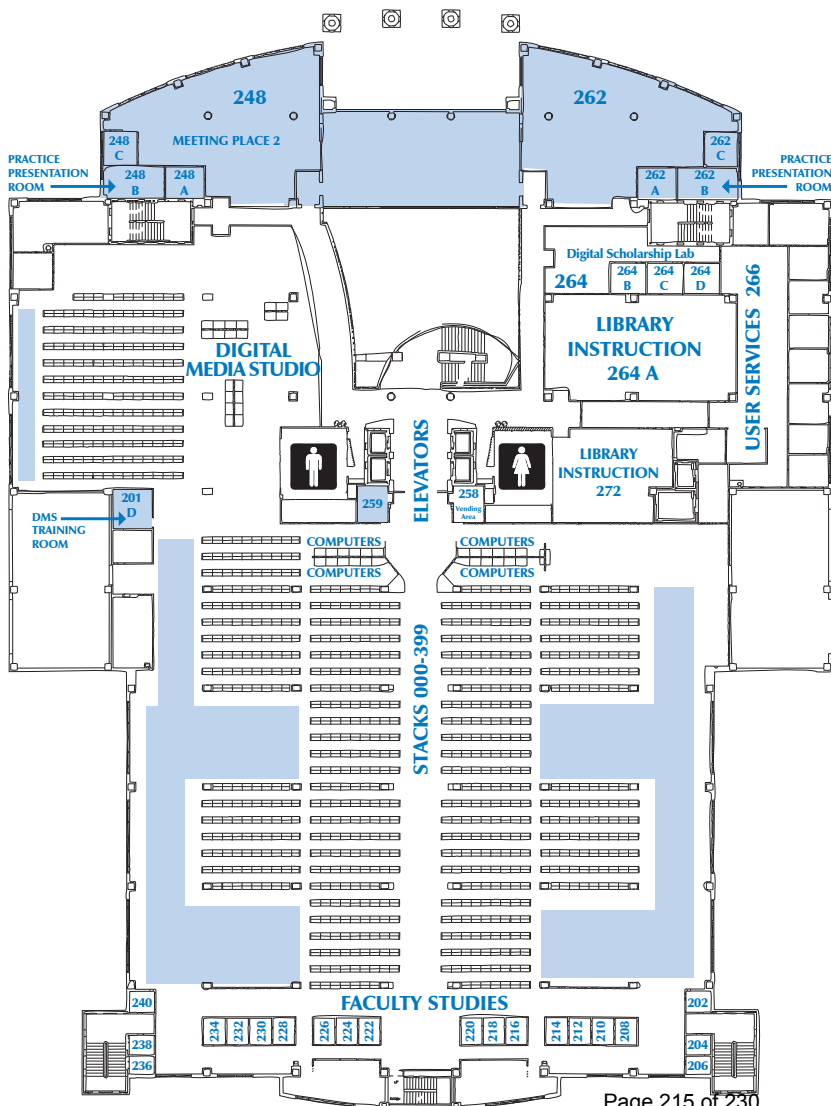


# James E. Walker Library

## MIDDLE TENNESSEE STATE UNIVERSITY

### SECOND FLOOR

■ Designated study areas  
(Group study rooms available)



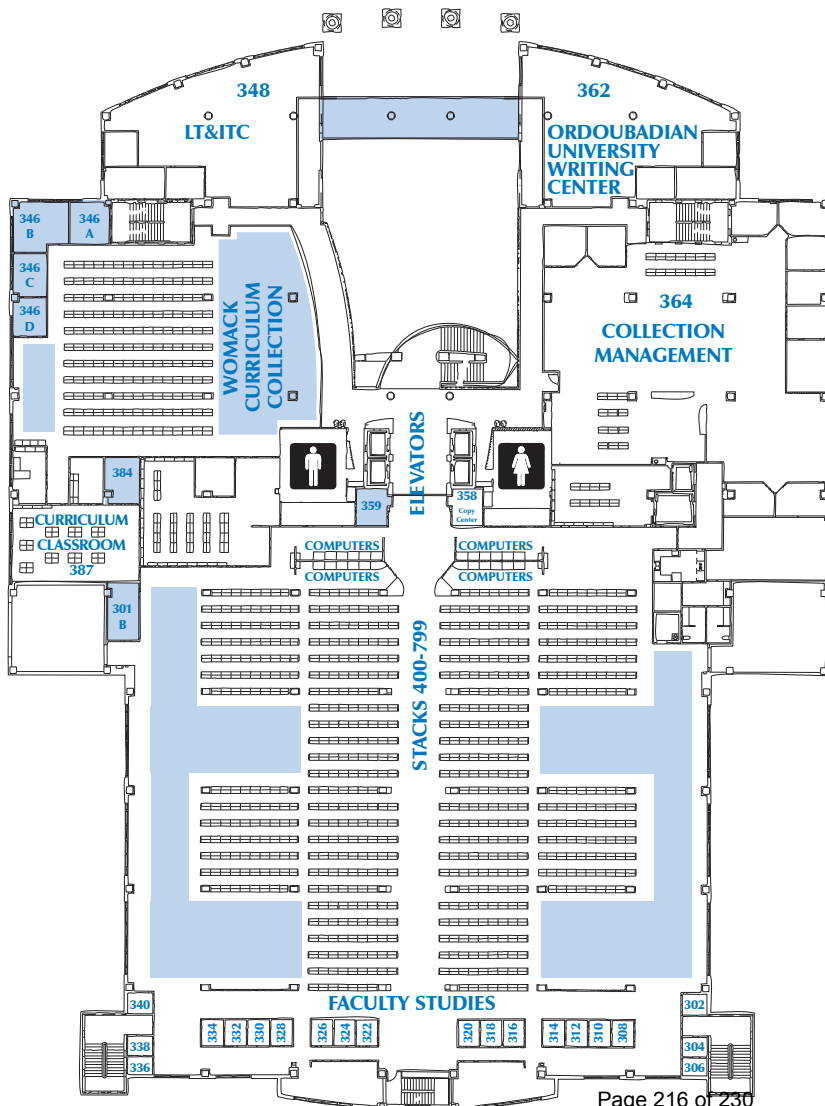


# James E. Walker Library

## MIDDLE TENNESSEE STATE UNIVERSITY

### THIRD FLOOR

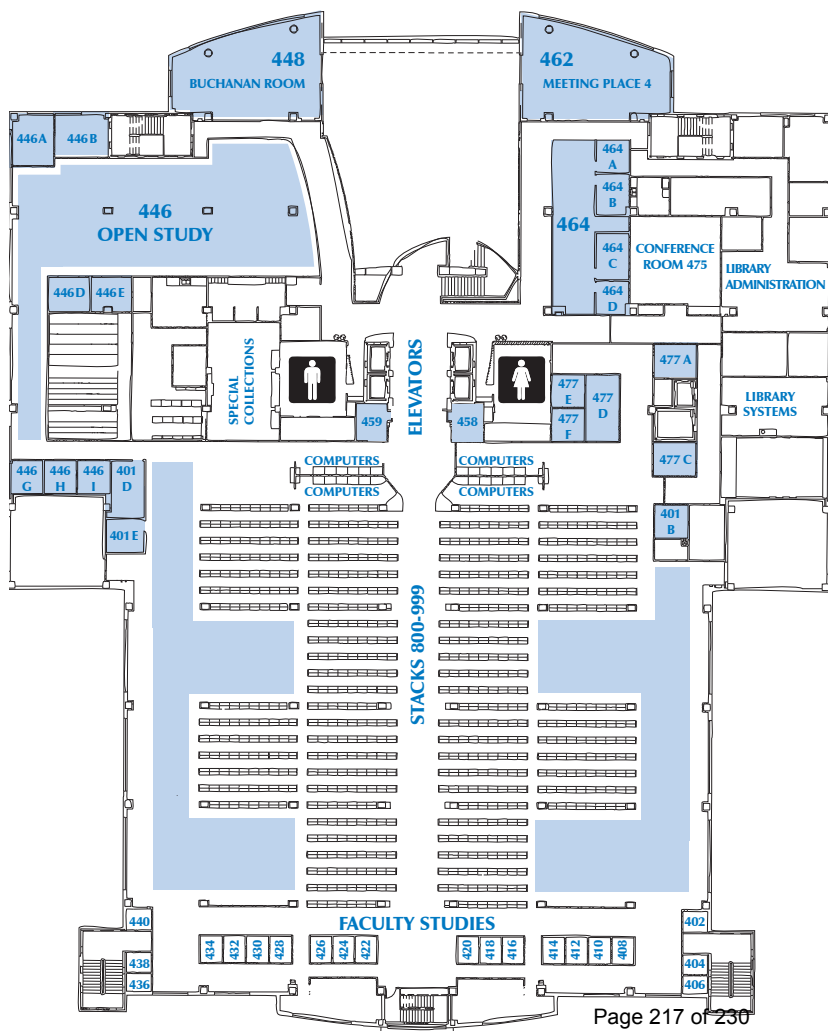
■ Designated study areas  
(Group study rooms available)



## MIDDLE TENNESSEE STATE UNIVERSITY

### FOURTH FLOOR

■ Designated study areas  
(Reservable group study rooms available.)





# Quest for Student Success 2013–2016

A comprehensive, strategic initiative designed to improve retention and completion rates



## QUEST FOR STUDENT SUCCESS

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## MIDDLE TENNESSEE STATE UNIVERSITY

# Quest for Student Success

## 2013–2016

Student success is the core and fiber of Middle Tennessee State University—central to its mission and defining the strength of its integrity as an institution of higher education. The University is committed “to preparing students to thrive in their chosen professions and a changing global society” and articulates that commitment as a central goal in its Academic Master Plan, *Building on the Blueprint for Excellence, 2007–2017*, which says, “Promote individual success and responsibility for accomplishments through fostering a student-centered learning culture.” MTSU delivers on this commitment by providing students a high-quality academic experience marked by continuous improvement in the educational environment and changing external economic realities.

MTSU has been centered on student success for over 100 years, and in its second century, it is imperative to build on this strong foundation. Consequently, MTSU made a strategic decision three years ago to address a challenging economic environment, dwindling annual budgets, and the Complete College Tennessee Act of 2010, which is focused on educational outcomes. The decision was to recommit to its core value: student success. Since then, the University has engaged in an intentional and deliberate exploration of student success strategies through its University Leadership Council; strategic enrollment planning process; and academic department, college, and division-based planning. The council and other collaborative stakeholders throughout the University, guided by fact-finding and best practices shown to have a powerful impact on student success, have identified educational improvements to be made and support gaps to be addressed. The culmination of this work is a plan focused on implementing best practices to significantly improve the educational experiences and success rates of MTSU students over the next three years.

MTSU’s Quest for Student Success keeps the University focused on its primary purpose—educating students. It weaves student success and academic enhancement into the institutional core and emphasizes how best the University can engage and support students as they progress, achieve, and graduate.

### Goal I

Middle Tennessee State University will recruit students who value student success and have the potential to achieve in a student-centered culture.

### Goal II

Middle Tennessee State University will enhance the academic experience of students to better ensure their success.

### Goal III

Middle Tennessee State University will facilitate student success through innovation and the use of data-informed best practices.



# MIDDLE TENNESSEE

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STATE UNIVERSITY

## THE REACH TO DISTINCTION

Middle Tennessee State University  
ACADEMIC MASTER PLAN, 2015–2025





The University community seized opportunity, even in challenging economic times, to position itself for the future and firmly commit to a Quest for Student Success.

## A community of scholars

IN BUILDING ON THE *Blueprint for Excellence*, 2007–2017, Middle Tennessee State University established a foundation for academic excellence built on its commitment to academic quality, student-centered learning, and mutually beneficial partnerships and outreach. These efforts resulted in one of the most notable eras in the University's history, the apex of which was the celebration of MTSU's Centennial. The University community seized opportunity, even in challenging economic times, to position itself for the future and firmly commit to a *Quest for Student Success*. It met its challenges during a decade marked with the establishment of a new College of Behavioral and Health Sciences and a new University College, the addition of over 25 undergraduate and graduate degrees, bringing the number of doctoral programs to nine, and the prestigious designation of the elective Community Engagement Classification from the Carnegie Foundation. The University witnessed an increase in enrollment of high-ability students, many of whom distinguished themselves nationally and internationally—14 were named Fulbright Scholars, five received Goldwater Scholarships, and one was named a Rhodes Scholarship finalist. The face of the campus changed with over \$700 million in construction and infrastructure upgrades, including the completion of the new 250,000-square-foot science and 91,200-square-foot education buildings, the new Student Union, and the Student Services and Admissions Center, housing the MT One Stop. The University met its original Centennial Campaign goal and reset its course to exceed the \$100 million mark, and its athletics programs moved to Conference USA.



# THE REACH TO DISTINCTION

Middle Tennessee State University  
ACADEMIC MASTER PLAN, 2015–2025





## Goals

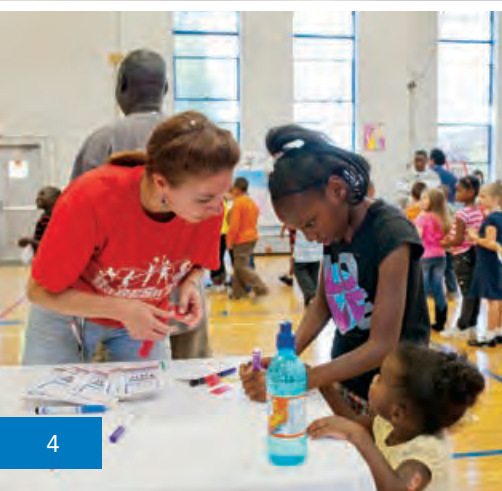
### Middle Tennessee State University will

- I. advance academic quality** through excellence in teaching, scholarship, and service and the celebration of MTSU's strengths;
- II. promote student success and individual responsibility** for accomplishments through a community dedicated to student-centered learning; and
- III. develop** purposeful and sustainable **partnering relationships and outreach.**

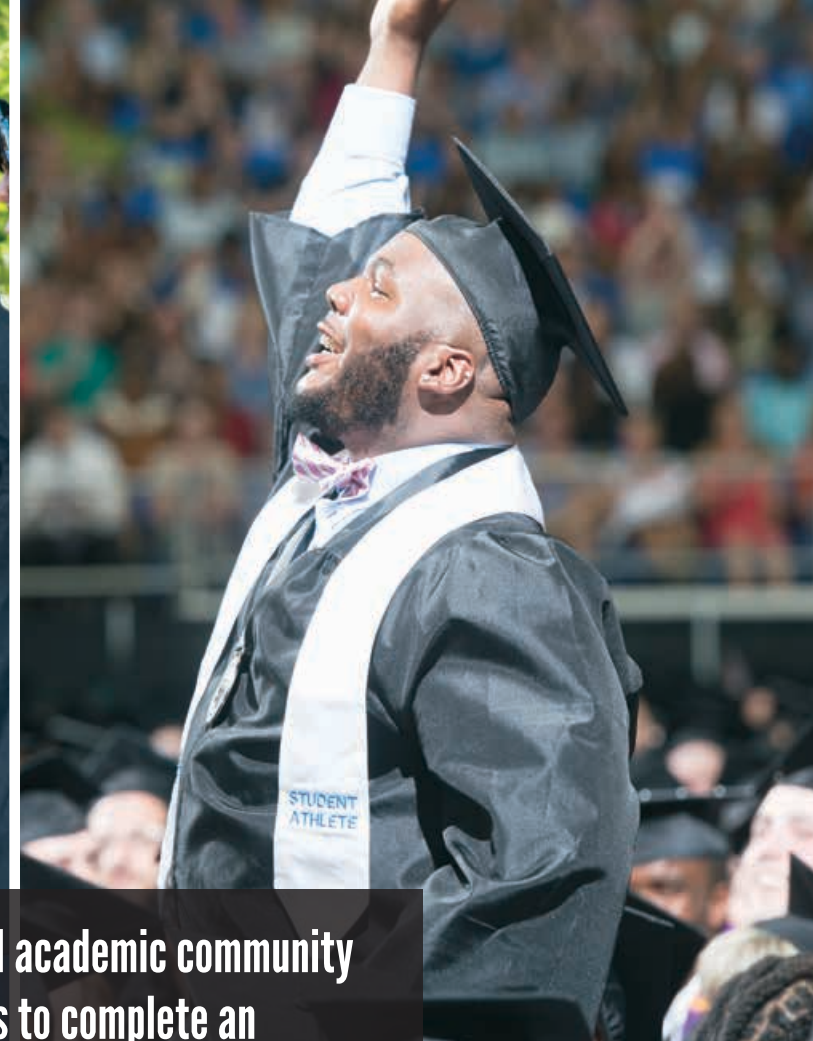
## The Reach to Distinction

AS WE APPROACH THE COMING decade, the University stands poised to embrace further its responsibility to educate students and to deepen its educational impact, locally and globally, for the common good. The University stands poised both to continue strengthening its academic core and developing stronger, more purposeful relationships with its public, private, and nonprofit partners. The University stands poised to transform itself—in the reach to distinction.

Primary to MTSU's pursuit of distinction is a commitment to Tennessee's "Drive to 55" and to the reaffirmation of the goals of advancing academic quality, fostering student-centered learning, and developing meaningful outreach and partnering relationships. The reach encompasses providing educational programs of high quality and value at all levels in established and emerging fields. The reach includes building lasting academic relationships between faculty and students through learning, teaching, and mentoring activities that engage faculty and students in a broad spectrum of learning experiences. The reach summons greater involvement of students in what faculty and the University do—research, creative activities, governance, service, community engagement, and partnership building with business and the nonprofit sector—across local communities and around the globe. The reach calls for a greater investment in the people, programs, and communities that contribute to the core academic enterprise of the University. The reach measures relationships and community service by their impact on the educational core of the University, its partnering communities, and the extent to which these activities contribute to the common good. By 2025, MTSU's reach to distinction will be evidenced by an academic community that is engaged in deep learning and scholarship, enriched by diversity in all of its manifestations, rooted in enhanced, distinguished programs and student success, marked by purposeful, sustained partnering relationships and outreach, and recognized for its educational impact on the economic and cultural landscape of the region and beyond.







**A strong, engaged academic community prepares students to complete an undergraduate or graduate degree and empowers them to pursue the careers of their choice and the jobs of the future.**



## Strategic Directions

The University will focus on three strategic directions in pursuit of its goals—each one powerful in itself and each made immeasurably stronger in import and effect when pursued together as the University moves toward greater academic distinction.

### Strategic Direction 1:

## Promote engagement

Preparing students for success in college and a future of lifelong learning, professional development, and civic engagement requires a cohesive academic community that actively involves and integrates students, faculty, staff, alumni, friends, and partners in the life and activities of the University. A strong, engaged academic community prepares students to complete an undergraduate or graduate degree and empowers them to pursue the careers of their choice and the jobs of the future. An engaged academic community produces students and graduates who love learning, who commit themselves to ethical and responsible practices, who think critically, who communicate effectively, who adapt technology appropriately to learning, research, and problem solving, and who contribute meaningfully to and thrive in collaborative working environments.

### To promote engagement that supports learning, scholarship, and student success, the University will

- implement aggressively the *Quest for Student Success*;
- achieve the goals of MT Engage;
- sharpen its focus on the internationalization of programs and partnerships;
- create more interactive learning/living spaces across campus; and
- facilitate collaborations among and between faculty, alumni, community, friends, and the business and nonprofit sectors.



Strategic Direction 2:

# Foster academic community

MTSU will develop and nurture an academic community from the inside out and the outside in. Drawing upon both its current program strengths and its capacity to develop select, new programs in emerging, interdisciplinary fields, the University will foster relationships among its faculty, students, staff, alumni, and friends and between the University and its partnering communities. To support these collaborations, the University will increase its investment in creating, preserving, and sharing knowledge that sustains learning, scholarship, and outreach.

MTSU will build an academic community that celebrates diversity. A community that cultivates a diversity of people and values the free exchange of ideas is a catalyst for the creation of new knowledge and the development of distinctive programs to meet the needs of the University and the communities it serves. Academic community building advances accessibility for all students, faculty, staff, alumni, and the lifelong learners in our communities; encourages academic, civic, and professional engagement; and advances excellence and innovation in academic programs, scholarship, and the arts.

## To foster academic community, the University will

- deepen commitment to access and diversity;
- develop innovative, interdisciplinary undergraduate and graduate programs;
- promote increased and sustained research, scholarship, and creative activity;
- cultivate meaningful, reciprocal partnerships and public service programs;
- invest in the professional development of faculty, students, and staff; and
- recognize and celebrate achievement of excellence.



I am a learner, now and forever.  
I am True Blue.





**A highly engaged academic community requires dedicated resources, adaptive processes, and organizational procedures that promote innovation and recognize and reward excellence.**



### Strategic Direction 3:

## Innovate for effectiveness and efficiency

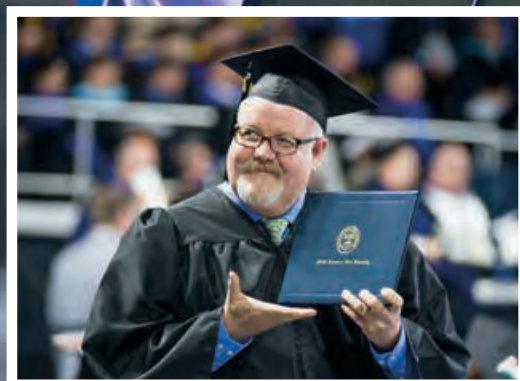
A highly engaged academic community requires dedicated resources, adaptive processes, and organizational procedures that promote innovation and recognize and reward excellence. Robust informational resources, most notably the James E. Walker Library, equipment, facilities, and technology access are integral to learning and research and are key factors in promoting academic quality and student success. An academic community grounded in collaboration and interdisciplinary initiatives calls for enhanced communication processes, informational resources, and infrastructure to facilitate community, civic, and academic engagement among and between faculty, students, staff, alumni, friends, and partners. A dynamic academic community requires ongoing assessment of the University's strengths aligned with opportunities that arise in the private and public sectors.

### To innovate for effectiveness and efficiency, the University will

- encourage and support innovative programs and services;
- partner with business, industry, and nonprofit organizations to respond to their unique educational needs and the economic development of the region;
- promote communication, transparency, and accountability;
- create more flexible administrative processes;
- enhance its informational, physical, and technological infrastructure;
- promote efficiencies in its operations and processes; and
- create a welcoming, inclusive campus that is healthy and safe for all University publics.







**The University will achieve greater academic distinction through innovation, a celebration of diversity, and a heightened sense of active engagement.**

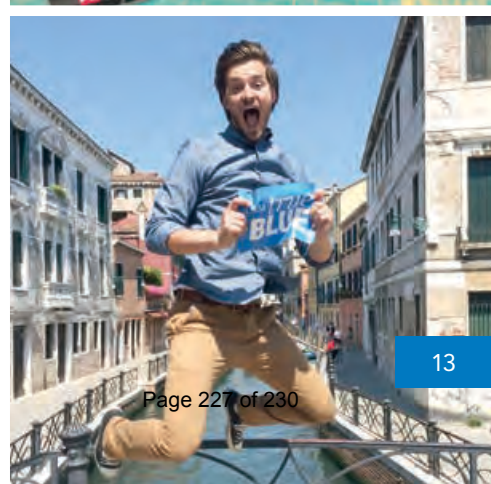
## Enhanced academic distinction

**B**y 2025, MTSU will have over 100,000 graduates living in the middle Tennessee area, with another 50,000 located across the country and around the world. Individually and collectively, their leadership capacity and professional achievements will continue to enrich the region that the University serves—shaping its culture, building and strengthening its economy, and infusing greater vitality into its civic life. The successes of its graduates, whether they live in or beyond the region, will be directly related to their capacity to create opportunities and be responsive to the challenges in the regional, national, and global arenas.

MTSU embraces its responsibility to educate students and prepare them to build their futures with confidence. Over the course of this academic master plan, MTSU will cultivate the Middle Tennessee State University community, a highly engaged academic community that shares a clear sense of purpose and a consistent story of quality, student success, and productive partnering relationships and outreach for the common good. The University will achieve greater academic distinction through innovation, a celebration of diversity, and a heightened sense of active engagement that takes advantage of the opportunities that arise and turns challenges into opportunities. In the coming decade, MTSU will both broaden and deepen the success footprint of its students and the local and global educational imprint of the institution in the reach to distinction.

**“The hand that follows  
intellect can achieve.”**

**—Michelangelo**







**The Reach to Distinction**

Academic Master Plan, 2015–2025

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