



**MIDDLE
TENNESSEE**
STATE UNIVERSITY.

COLLEGE OF EDUCATION

Womack Educational Leadership Department

Master of Library Science

Precandidacy Application for Accreditation
by the American Library Association

1301 E Main St, Murfreesboro, TN 37132
www.MTSU.edu

May 2020

0919-8155 / Middle Tennessee State University does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs, and activities sponsored by MTSU. The Assistant to the President for Institutional Equity and Compliance has been designated to handle inquiries regarding the non-discrimination policies and can be reached at:

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

The MTSU policy on non-discrimination can be found at www.mtsu.edu/titleix.

May 30, 2020

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

Dear Committee on Accreditation:

Please let this packet serve as Middle Tennessee State University's (MTSU's) official request for pre-candidacy status for American Library Association (ALA) accreditation. MTSU is a dynamic public institution that serves its students and enriches the citizens of Tennessee, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

As part of that service, MTSU offers a Master of Library Science (MLS) program. It is appropriate to seek accreditation for the program in order to support the professional needs of our students and other stakeholders.

Thank you for your consideration of our precandidacy application.

Warmest regards,

A handwritten signature in black ink that reads "Frank Lambert". The signature is written in a cursive style with a large, stylized "F" and "L".

Frank Lambert, Ph.D., MLIS
Assistant Professor and Program Coordinator
MLS Program
Womack Educational Leadership Department
Frank.Lambert@mtsu.edu
615-898-2583

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Pertinent Precandidacy Documents

Precandidacy Application Declaration


This Application is submitted to the
American Library Association
Committee on Accreditation
on
December 13, 2019

Application prepared by:

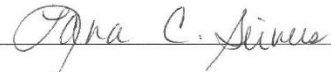
Print name: Dr. Frank Lambert Title: Program Coordinator
Signed:  Date: Nov. 8, 2019

Approved by:

Chief Executive Officer of the Institution:


Print name: Dr. Sidney McPhee Title: President
Signed:  Date: 11/20/19

Chief Academic Officer of the Academic Unit:

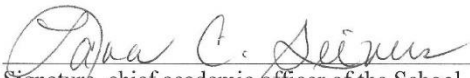
Print name: Dr. Lana Seivers Title: Dean
Signed:  Date: 11-15-19

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. (1.8.2 Precandidacy status application requirements, *American Library Association, Committee on Accreditation, Accreditation Process, Policies and Procedures*, fourth edition, June 2015.)

 11/20/19
Signature, chief executive officer of the Institution, e.g., President Date

Dr. Sidney McPhee President
Name, printed Title

 11-15-19
Signature, chief academic officer of the School, e.g., Dean Date

Dr. Lana Seivers Dean
Name, printed Title

 11-8-19
Signature, chief academic officer of the Program, e.g., Director Date

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

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

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



BILL HASLAM
Governor

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

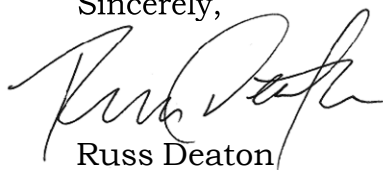
March 30, 2015

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,

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



November 8, 2019

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. These efforts have paid off with the recent inclusion of MTSU as one of the nation's "Best 385 Colleges" as determined by the Princeton Review.

As part of that service, Middle Tennessee State University offers a NCATE accredited (until 2022)/CAEP-eligible Masters of Library Science program. However, we believe that it is appropriate to seek further accreditation for the program through the American Library Association to provide a complete graduate education for our students who hope to develop careers in public and academic libraries in one of the fastest growing population regions in the United States. 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 practice of their trade, but will be more competitive in the marketplace.

This plan has my full support. I am confident that the Masters 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 that reads "Sidney A. McPhee".

Sidney McPhee, Ph.D.
President

Middle Tennessee State University does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs, and activities sponsored by MTSU. The Assistant to the President for Institutional Equity and Compliance has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Cope Administration Building 116, 1301 East Main Street, Murfreesboro, TN 37132; Marian.Wilson@mtsu.edu; or 615-898-2185. The MTSU policy on non-discrimination can be found at www.mtsu.edu/titleix.

College of Education

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



November 8, 2019

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**, I write to you with my full support for the precandidacy application of the **Master of Library Science** program. **The program is developing quickly a rich history in the state of Tennessee, with a growing and active base of alumni and friends in libraries. It has a growing and robust enrollment year after year and enjoys a solid reputation for producing high quality graduates.**

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 precandidacy application.

Sincerely,

A handwritten signature in cursive script that reads "Lana C. Seivers".

Lana Seivers, Ed.D.
Dean

College of Graduate Studies
Office of Research
MTSU Box 42
Sam H. Ingram Building, First Floor
2269 Middle Tennessee Boulevard
Murfreesboro, TN 37132
o: 615-898-2840 • f: 615-904-8020



November 20, 2019

Committee on Accreditation
American Library Association
50 East Huron Street
Chicago, Illinois 60611-2795

Dear Committee Members:

I write in strong support of the Master's in Library Sciences (MLS) Program's precandidacy application for accreditation with the American Library Association (ALA). As Dean, College of Graduate Studies, I have actively, and will continue to be active, in assisting the Master's in Library Sciences with resources to support the enrollment growth of their program.

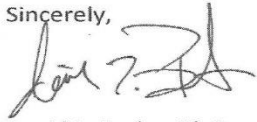
As Dean, I have examined all of the graduate degrees at Middle Tennessee State University (MTSU) and have created a list of programs which have an upside capability for growth. The MLS program is included in this list. Beyond access to money for traditional recruiting methods, the MLS program has been provided digital advertising. This advertising comes in the form of Google Adwords search terms, Facebook advertising on Facebook, Instagram, and Facebook Messenger, and LinkedIn ads. There are four ad sets that have been created and are toggled on and off to change up the ads that are seen in these platforms. The keywords and ads on these platforms were created in cooperation from the MTSU office of Marketing and Communication and the graduate program director of the MLS program, Dr. Frank Lambert, with my office paying for the services. Professor Lambert had the final green light on all ads related to his program before they were launched.

From January 2019 to the present, with no ads running from July-October, the MLS program on Facebook platforms alone have reached 176,642 people within the middle Tennessee region, with 1,235 people clicking and going to a landing page. The total cost of the Facebook platforms alone during this period cost \$4,909.50, or \$4.42 per result. The persons clicking on the Facebook ads were between 18-44 years old, with 66% women and 34% men. Those who click on the ads and go to the webpage have an opportunity to fill out a form to get more information, apply for the program, and/or contact the program via phone or email. When an inquiry comes in, this person begins an email communication plan about the MLS program, which was created in coordination between the MTSU office of Marketing and Communication and Dr. Frank Lambert as the graduate program director.

These are examples of the efforts in support of the Master's in Library Sciences (MLS) Program at MTSU. Such efforts will continue as the goals of growth of the MLS program parallel those of my college, which is graduate student enrollment growth. As accreditation with the ALA is considered a

benchmark of quality, and will continue to attract strong applicants, I strongly support the precandidacy application for the MLS program's accreditation with the American Library Association (ALA).

Sincerely,

A handwritten signature in black ink, appearing to read "David L. Butler".

David L. Butler, Ph.D.
Dean, College of Graduate Studies &
Vice Provost for Research

James E. Walker Library
P.O. Box 13
Middle Tennessee State University
Murfreesboro, Tennessee 37132
Office (615) 898-2772 • Fax: (615) 904-8505



September 5, 2019

Dear Members of the Committee on Accreditation,


We at Middle Tennessee State University are very grateful for your consideration of our Master of Library Science program as a potential candidate for accreditation by the ALA. It is my pleasure to recommend the program, as well as demonstrate the program's strength as bolstered through a strong partnership with its academic library.

As the Education Librarian at MTSU's Walker Library, I have worked directly with the Master of Library Science program for the past six years. During this time, I have seen the program evolve from a singular focus on school librarianship to its current breadth encompassing academic and public tracks. I have worked accordingly to procure a range of library materials in response to the program's expansion. Although the program has long received considerable collection development funding from the library, a supplemental \$10,000 in start-up funds was allocated in 2017 to support the growth of the MLS program. The collection development strategy for this program has emphasized the acquisition of electronic resources whenever possible, rather than print materials, to accommodate the entirely online delivery of the MLS program. Overall, Walker Library provides access to 101,023 full text online journals, but of these 646 titles address the library and information science discipline. As an example of journal usage, Walker Library's most highly-used library science journal title in 2018 was *Library Journal* with 2,254 downloads. E-books are another important resource, and Walker Library's catalog contains 345 e-books with the subject of library science.

Beyond Walker Library's holdings, however, I feel it is also important to point out the human resources assisting the MLS program. Walker Library has served as a field placement site for the MLS program's practicum students; this cooperation would not have been possible without the devotion of library faculty and staff members who are committed to MLS student success. Furthermore, as the Education Librarian I provide varied and continual assistance to the MLS program. I serve as an embedded librarian to approximately 6-8 online courses each semester. I respond to inquiries from MLS students through in-person as well as remote office consultations. It has also been my pleasure to assist with faculty research projects within the MLS program: for example, Prof. Holly Hebert and I co-authored a research project that we will present later this month at the annual Association for Library and Information Science Education (ALISE) conference. Prof. Hebert has received additional library consideration as a recipient of Walker Library's Information Literacy Grant in 2017; this grant provided funding to encourage further integration of information literacy concepts within the curriculum.

I fully endorse the goals of MTSU's Master of Library Science program, including its bid for ALA pre-candidacy status. The program has received wide support from Walker Library in the past, and will continue to do so in its future growth.

Sincerely,

A handwritten signature in cursive script, reading "Karen N. Reed".

Karen N. Reed, Ph.D.
Associate Professor/ Education Librarian

University Administration and Program Faculty



DR. SIDNEY MCPHEE
PRESIDENT, MIDDLE TENNESSEE
STATE UNIVERSITY



DR. FRANK LAMBERT, ASSISTANT
PROFESSOR
LIBRARY SCIENCE, PROGRAM
COORDINATOR



DR. DAVID BUTLER
DEAN, COLLEGE OF
GRADUATE STUDIES



PROFESSOR HOLLY HEBERT, ASSISTANT
PROFESSOR
LIBRARY SCIENCE, FACULTY



DR. LANA SEIVERS, PROFESSOR
DEAN, COLLEGE OF EDUCATION



DR. KIMBERLY DOUGLASS, ASSOCIATE
PROFESSOR
LIBRARY SCIENCE, FACULTY



DR. JIM HUFFMAN, PROFESSOR
WOMACK EDUCATIONAL LEADERSHIP
DEPARTMENT, CHAIR
LIBRARY SCIENCE, PROGRAM DIRECTOR



PROFESSOR DEANNE LUCK, LECTURER
LIBRARY SCIENCE, FACULTY

MIDDLE TENNESSEE STATE UNIVERSITY (MTSU)
Master of Library Science (MLS) PRECANDIDACY PROPOSAL
Report of Program's Status

Unit	Master of Library Science Program
Chief Administrator of the Unit	Jim Huffman, Department Chair, Womack Educational Leadership Department
Parent Institution	Middle Tennessee State University
Institutional Accrediting Body	Southern Association of Colleges and Schools
Chief Executive Officer	Sidney McPhee, President
Chief Academic Officer	Mark Byrnes, Provost
Library Science reports to:	Lana Seivers, Dean of the College of Education
Program Seeking Pre-candidacy	Masters of Library Science
Brief Program Description	The Master of Science in Library Science Program is a 36 (minimum) semester credit hours program. Once admitted to the program, candidate must complete 36 semester credit hours which includes a 15-hour major field core, a 3-hour library administration course, 9 (soon to be 12) hours of electives, 6 hours of field experience, a (soon to be deleted from the course catalogue) 3-hour capstone course, and complete a culminating e-portfolio on a Web-based site as he/she moves through the program to be assessed by at least two faculty members in the candidate's final semester.
Contact Information	Masters of Library Science Program Middle Tennessee State University College of Education Building 1301 E Main St, Murfreesboro, TN 37132 www.MTSU.edu

Introduction and Overview

The MTSU Masters of Library Science has positioned itself to enter the (ALA) pre-candidacy phase of program development. Always with an eye on the learner, we have aligned our values, vision, mission, and goals for pre-candidacy through to accreditation. Also, we have instituted technological and administrative processes and workflows to help us address our vision, mission and goals. In addition, we have lined up resources necessary to sustain a vibrant program. Finally, we have proof of our ability to deliver positive outcomes for our students, our program, our college, our University, and our community.

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. Completion of the MLS degree 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 to pursue careers in *public librarianship* after graduation. 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, hands-on professional practice in the profession grounds the program. The MT Engage principles are incorporated into the Library Science program so that the program is in full compliance with MT Engage. With seven new courses under development and with most of them nearing readiness to be offered in 2020-21, the MLS Program will be educating public and academic librarians with the same rigor that has distinguished our school library media specialists.

In 2018, MTSU's MLS Program was ranked #12 out of the 20 most affordable online Master's in Library Science degrees ranked by College Choice.¹ The MLS Program was the only program or school from Tennessee to make that list. This makes the MLS Program one of the best values in library science education, preparing quality information professionals in a low-cost graduate environment.

Middle Tennessee State University is requesting Precandidacy status for the Master of Library Science (MLS) program. The program, which launched in fall 2016, is located in the Womack Educational Leadership Department in the College of Education. The program primarily graduates school librarians. However, students and graduates also work in public libraries and academic libraries. The MLS program is nationally accredited by the *National Council for Accreditation of Teacher Education (NCATE)* and is eligible for accreditation with the *Council for the Accreditation of Educator Preparation (CAEP)* in 2022. The MLS program also will be pursuing national recognition by the *American Association of School Libraries (AASL)* during our CAEP accreditation process.

Program Values

¹ College Choice (2018). Most affordable online Master's in library science degrees. Retrieved August 31, 2019, from <https://www.collegechoice.net/rankings/most-affordable-online-masters-in-library-science-degrees/>.

The MLS Program subscribes to the Core Values of Librarianship put forth by the American Library Association (2004). In relation to the ALA Core Values, the MLS Program regards the following as it relates to our discipline and profession as most essential: quality of life, literacy, democracy, informed decision-making, critical thinking, education and lifelong learning, intellectual freedom, social responsibility, diversity, and inclusion.

Program Vision & Mission

The *vision* of the MLS program is to meet the information society's current and future needs pertaining to the discovery, acquisition, organization, provision, and ethical and effective use of information regardless of media format. The *mission* of the MLS program is prepare the next generation of 21st century information professionals through impactful research, creative entrepreneurship, learner-centered teaching, and innovative professional practice.

Program Outcomes

Graduates and endorsement completers are able to: represent the profession according to professional codes and standards and according to community expectations; appreciate and address the information needs of diverse (access, ability, location, identity) communities; embrace opportunities for practice in all facets of librarianship and other information professions; engage in advocacy and outreach for the profession of librarianship and other information professions; create and sustain robust information organizations of all types and sizes; and advance the Library and Information Science discipline and advance information professions through innovative: research, entrepreneurship, teaching and, practice.

Program Goals

The MLS Program at MTSU provides candidates: customizable curricula that is grounded in library and information science theory and practice that they can tailor to meet their interests and needs for continued growth and development as an information professional; appreciation of the importance of advocacy for their profession and for their institutions, which provide access to information resources; and attainment of the American Library Association's (ALA's) Core Competencies of Librarianship within the Standards for Accreditation of Master's Programs in Library and Information Studies articulated and enforced by ALA, and other related standards such as the American Association of School Librarianship's Standards for Initial Preparation of School Librarians.

The MLS program develops and encourages collaborative relationships with libraries that are willing to provide professional initiation field experiences so that candidates receive a diverse and effective practitioner's experience through pedagogical support exemplified by the Program's coursework.

Program Objectives

The MLS program meets specific program objectives to fulfill its obligations to Southern Association of Colleges and Schools Commission on Colleges

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

Professional skills of MLS Program graduates or completers (endorsement seeking):
80% of employers of the MLS Program's graduates and/or our graduates themselves will

respond in some form of agreement that our graduates/they have the skills and attributes to become and remain successful information professionals.

Satisfaction determination of MLS Program graduates/completers (endorsement seeking): 80% of all MLS Program student graduates will respond in some form of agreement that they are satisfied with their graduate education.

Department

The MLS Program's academic "home" is within the Womack Family Educational Leadership Department, which is one of two departments in the College of Education. The Chair of the Womack Educational Leadership Department, Dr. James Huffman, is the chief administrative officer of the department. He is responsible for representing the department and its associated programs to the university administration and to the Dean of the College of Education. Besides the MLS Program, the Chair of Educational Leadership is also the chief administrative officer of programs in Administration and Supervision, Curriculum and Instruction, M.Ed. in ESL Program, and Professional Counseling. The Chair is in essence the MLS Program's administrative director and has standing and salary similar to other Program Directors and Chairs in the COE.

College Mission

The MLS 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 and diverse partnership programs.

MTSU History

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.

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 1,000 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.

Program Accomplishments

Middle Tennessee State University's (MTSU's) Master of Library Science (MLS) Program has made tremendous strides in its program and administrative development since its last application for American Library Association (ALA) program precandidacy, filed with the Committee on Accreditation (COA) in April 2017. The MLS Program began offering the library science discipline's terminal degree in August 2016. Prior to this date, the Womack Educational

Leadership Department, the administrative home of the MLS Program, offered a Master of Education in Administration and Supervision Degree, with a Library Science Concentration. During that time, the program trained teachers as students in principles of librarianship rather than educating students to become librarians and other types of information professionals. Shortly after August 2016, the former Program Coordinator of the MLS Program prepared and submitted two applications for precandidacy towards accreditation; one in November 2016 and another in April 2017. The COA's response to these two submissions has been invaluable in the preparation of the current precandidacy application.

Briefly, below are some of the MLS Program's accomplishments from the last two-plus years.

- 1) Seven (7) new 100% online courses (the MLS Program is 100% online) have been approved and are in various stages of development (see [Appendix 1](#)). The MLS Program will offer these courses to our students once the courses have received final approval by MTSU Online, the University's distance education department housed in University College. We anticipate all of these courses being offered by Spring 2021. These new courses address a number of important and diverse topics appropriate to our discipline, such as public and academic librarianship, government information resources, advanced cataloguing/resource description, and serving special populations, among other topics. With the implementation of these courses, forecast to occur over the next calendar year, the MLS Program will become a truly comprehensive librarian/information professional graduate education program.
- 2) Our faculty complement has grown considerably in response to a significant concomitant increase in our graduate student enrollment that has occurred despite the MLS Program not being in precandidacy, preaccreditation, or accredited status with ALA.
- 3) MTSU has provided substantial investments in both financial, in-kind, and administrative support from other university academic units such as MTSU Online, the College of Graduate Studies, and the James E. Walker Library. These investments demonstrate the University's immediate and long-term interest in the MLS Program attaining and maintaining ALA accreditation.
- 4) The MLS Program has renamed a number of courses and updated descriptions while the courses undergo revision to reflect contemporary terminology used in the discipline.
- 5) New data collection instruments have been designed and created to help the MLS Program engage in a culture of systematic planning, help faculty achieve program objectives, and monitor how the Program can improve student success.
- 6) MLS Program faculty have designed appropriate rubrics for the Council for the Accreditation of Educator Preparation (CAEP) accreditation, setting the MLS Program up to contribute to a successful reaccreditation campaign within MTSU's College of Education and also to pursue American Association of School Libraries (AASL) national recognition. Applying these rubrics will provide the MLS faculty additional data for quality assurance. These quality assurance measures will enhance the Program's curriculum, which will equip our students to be successful in their graduate education.
- 7) The MLS Program has begun very preliminary work, including drafting agreements with other academic units within the University, to create dual degree options with the MLS Program. For example, discussions have begun to create a combined Master of Social Work (MSW)/MLS degree (see [Appendix 3](#)). In addition, the MLS Program has worked with MTSU's Masters of Public History (MPH) Program to allow MLS students interested in archival studies to pursue related elective course work in the MPH Program and to allow students in the MPH Program to complete relevant MLS Program courses. In the future, MLS students interested in archival studies may be able to complete relevant coursework as electives in place of MLS courses so they may pursue careers in archives.

Consistent with MTSU's mission of being a student-focused tertiary educational institution, the

accomplishments and opportunities listed above will place MTSU's MLS Program on a path for long-term success to meet and exceed ALA's accreditation standards. However, the faculty of the MLS Program have even loftier goals. All of us are working towards these goals beyond the most immediate and important goal of achieving recognition of ALA accreditation. Once the MLS Program has achieved accreditation, we will propose that our degree change from the Master of Library Science to the Master of Library and Information Science. We are adding courses currently that cover concepts and topics related to information science writ large. These courses focus, for example, on information technology and peoples' interaction with it. Additionally, through our proposed partnership with MTSU's Public History Program, as mentioned above, MLS students who are interested in studying the archives will have the opportunity to complete additional courses in archival studies as part of their plan of study. Finally, as the MLS Program's student enrollment continues to grow, we plan to propose to MTSU's senior administration that the MLS Program become its own department within the College of Education, similar and equal to that of our current administrative parent, the Womack Family Educational Leadership Department.

Size of the Program

Table 1 - Real and *Anticipated* Number of Degree-Seeking and Non-Degree Seeking Candidates Year 1-6 starting Fall 2016 (first semester of MLS Program)

Year, Fall Semester	Full-Time Headcount, MLS	Part-Time Headcount, MLS	Endorsement (non-degree) students	Total Headcount	FTE (9 credits/ Semester), MLS & Endorsement	MLS/M.Ed. Graduates/ Academic Year
2015	2 (M.Ed. only)	24 (M.Ed. only)	11	37	15.8	10 (M.Ed. only)
2016 (Year 1)	10*	33*	11	54	27.3	11*
2017	9*	29*	9	47	21.4	13*
2018	11	37*	12	60	28.5	21*
2019	6	38	9	53	24.0	3 (Fall '19)
2020	12	40	12	62		
2021	15	43	13	71		

The MLS Program offers rolling enrollment, with student intake at the beginning of the fall, spring, and summer semesters. Because of this, and to help our current and future students progress as quickly as they are able through their respective plan of study, the MLS Program offers a balanced course rotation. Core, mandatory courses are offered at least twice per year, with the exception of our two library management courses, and electives are offered once per year. This course rotation schedule will be reviewed annually as more of our newly developed course come online based on student demand for certain electives. Program faculty also teach an undergraduate education course (LIBS 4150 Books, Media, and Literacy for Children). The

graduate faculty load at MTSU is 12 credits per full-time tenured faculty member with a floor of 8 and a cap of 15 students per course section taught. The load for full-time temporary faculty (non-tenure track) is 15 credits. The load for an adjunct is a maximum of 9 credit hours per semester. There are 4 full-time faculty for the program (2 on tenure track, 1 tenured, 1 as temporary). Adjuncts are employed for courses over the workloads of the faculty. The Department Chair is relieved of instruction load and the Program Coordinator has a reduced load due to administrative demands. All faculty must obtain graduate faculty status (Appendix 4).

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 during the Summer semester. All courses taught during the Summer follow the same 13 week duration as taught during the Fall and Spring semesters.

During precandidacy, we expect enrollment numbers, comprised of a combination of licensure and non-licensure students, to increase even though accreditation will not yet be obtained. We expect that the majority of students will continue to be in the school licensure program. However, we continue to see an increase of students interested in generalist librarian studies. These students have helped increase our overall enrollment (MLS degree and non-degree seeking endorsement students) in Fall 2019 by nearly 45% compared to Fall 2015, the beginning of the last full academic year of the M.Ed. in Administration and Supervision with a library science concentration. For Fall 2019, MLS Program degree-seeking Master's students comprised 13.4% of all Master's students in the Educational Leadership Department, and 15.7% of all degree- and non-degree seeking graduate students in the Department. Once candidacy with the American Library Association 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 continue to increase as the accreditation review process approaches. We can state this with confidence based on:

- 1) The number of email inquiries the Program Coordinator has received about *when* the MLS Program hopes to obtain accreditation;
- 2) The number of face-to-face inquiries received by the Program Coordinator and MLS Program faculty at state conferences such as the Tennessee Library Association and the Tennessee Association of School Libraries about *when* the MLS Program will earn accreditation; and,
- 3) As of the latest application data provided for Spring 2020, we have at least 13 new applicants for the MLS Program (10 MLS, 3 endorsement seeking) with only 3 MLS students graduating and 3 endorsement students completing their studies in Fall 2019.

There is high interest in the program and partnerships are being formed to recruit students. Even though the MLS Program is 100% online for its course work, we draw students from across the state; however, we enroll new students primarily from the Nashville-Davidson--Murfreesboro--Franklin, TN Metro Area, a geographic region of roughly 2 million persons.² 47% of our students come from Rutherford, Davidson, and Williamson counties, all part of the Nashville-Davidson-Murfreesboro-Franklin, TN metro area. Without ALA accreditation, the program will remain as it is now—primarily for school licensure with a minority of students

² U.S. Census Bureau (2017). American Community Survey 1-year estimates. Retrieved from Census Reporter Profile page for Nashville-Davidson--Murfreesboro--Franklin, TN Metro Area <<http://censusreporter.org/profiles/31000US34980-nashville-davidson-murfreesboro-franklin-tn-metro-area/>>

finding employment in public libraries and the odd student finding employment in academic libraries as the latter type of library have more stringent degree requirements for its professional staff. The NCATE-accredited M.Ed. has been phased out with the last M.Ed. student graduating at the end of the Spring 2018 semester, 8 months sooner than anticipated as reported in our last precandidacy application. Admission to the M.Ed. program closed in May 2016.

Governance of the Program

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 education and information practitioners. The Dean has a college budget and sees to the health of the college as a whole. The Dean reports to the Provost.

The MLS Program's academic "home" is within the Womack Family Educational Leadership Department, which is one of two departments in the College of Education. The Chair of the Womack Educational Leadership Department, Dr. James Huffman, is the chief administrative officer of the department. He is responsible for representing the department and its associated programs to the university administration and to the Dean of the College of Education. Besides the MLS Program, the Chair of Educational Leadership is also the chief administrative officer of programs in Administration and Supervision, Curriculum and Instruction, M.Ed. in ESL Program, and Professional Counseling. The Chair is in essence the MLS Program's administrative director and has standing and salary similar to other Program Directors and Chairs in the COE.

The **Department Chair**, as the chief administrative officer of the Womack Educational Leadership Department:

- 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.

The Department Chair is contrasted with the Program Coordinator.

The **Program Coordinator**, has the responsibility for developing, reviewing and updating curriculum, identifying program and student learning outcomes, assessment, program management, student recruitment, and advising. Other responsibilities for the MLS Program's Program Coordinator include.:

- Submitting budget requests to the Program Director and the University library for materials needed in the program and spends the funds allocated to the program.
- Communicating with the Graduate Studies office.
- Setting policies and procedures for admissions, curriculum, advising, and program accountability.

- Overseeing admission to the program.
- Supervising curriculum design and the movement of curriculum changes through the University processes.
- Assigning advisors for all MLS students.
- Determining teaching assignments.
- Recommends the hiring of specific faculty for the program, including tenure-track, full-time temporary, and adjunct faculty.
- Supervising student recruiting activities and other marketing and promotional events.
- Initiating interdisciplinary relationships for courses and collaboration between academic programs on campus.

The Program Coordinator has standing and salary similar to other Program Coordinators in the department and college based on his tenure-track rank. The departmental secretaries and executive aides handle the preparation of documents for travel, purchasing, and hiring as well as ordering supplies, support MLS Program instructors, schedules courses based on direction from the Program Coordinator, assisting students generally, and routing prospective students to the Program Coordinator for application guidance.

Committee Structure for the Curricular Process

Curriculum at MTSU is assessed at several levels of the university's administrative structure.

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

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

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

At the **Provost** level: University Provost

University College requires all online courses to be assessed with the Peer Review rubric found in Appendix 5 once the course's content has been loaded completely into the course shell.

The Program Coordinator or Program faculty who wish to create new courses following consultation with the Coordinator initiates the new course proposal for curricular changes. 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. Once approved, the Graduate Council publishes the minutes (monthly) and then implements the changes at the semester indicated on the proposal.

Closing Introductory Comments

With this background of the MLS Program presented to you above within the larger context of Middle Tennessee State University and the region that the university serves, we would now would like to demonstrate how the MLS Program has been working towards ALA's accreditation standards and how ready it is to enter into precandidacy and, soon, candidacy. We could continue to extol all of the potential that might be found in MTSU's MLS Program. However, we

recognize clearly how important it is that information about professional preparatory programs such as the MLS Program adheres to standards for the information professions so that all library science graduates meet their own respective potential while also succeeding as professionals in serving their communities' information needs according to the MLS Program's vision, mission, and objectives.

Standard I

The MLS Program has aligned its courses to the Program's goals and objectives (see [Appendix 2](#)). The faculty identifies individual students who are not successful in attaining the goals not only by grades, but also through responses to course specific activities such as field experience mentor assessment feedback, course discussion posts, communications between instructor and student, etc.. Examination of the courses, course assessments such as assignments, papers, discussions, etc., admission policies, and remediation plans yield the evidence that help program staff decide what changes or refinements are needed. The MLS Program also makes the determination that these actions are taken based on the assessment of other data collected in various forms by the Program. These data include Praxis II examination scores by students focusing on school librarianship; the assessment of rubric data collected in LiveText for the purposes of maintaining NCATE accreditation and attaining CAEP accreditation; analysis of student exit survey data submitted by graduating students; and, analysis of graduating students' employment survey data collected six months after the students' graduating semester.

The major driver for change in the MLS Program is the assessment of all data that are collected. Data sources include exit and employment surveys and LiveText, which houses key assessments. The Program also analyzes the Statements of Purpose written and submitted by applicants to the MLS Program as part of the admissions and CAEP accreditation process. In addition, the Program analyzes data from field experience assessments as a formative mid-Program assessment. Finally, the Program assesses the students' exitPortfolios, using rubrics, at the point of graduation. The assessments mentioned above enable systematic assessment of student progress toward graduation and enable uniform understanding by faculty of what is happening in the Program. The ongoing reviews of the data enable the Program Coordinator to bring to MLS Program instructors' attention potential deficits in current learning methodologies and pedagogies so they may be adjusted to be brought into line with desired outcomes.

MTSU is student-centered. By focusing on student 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 Program Coordinator's service on two public library boards and on MTSU's standing University Library Committee assists with this opportunity resolution process. Data from our student exit surveys and the alumni employment surveys further substantiate that we are meeting program goals and objectives.

The MLS Program archives data such as reports of exit and employment survey results and meeting minutes and videos for future reference by all MLS Program faculty and for substantiation. For example, as part of our analysis of the Program's curriculum, the Program's faculty engaged in a curriculum review on April 25, 2018. The minutes detail faculty findings regarding content currency, content duplication across courses (there was very little except in one course, explained below), and assignment duplication across courses (again, there was very little, except in one course). The purpose of this review was for the MLS Program to find credit hour "savings" for elective courses for our students. We were about to embark on the creation of new core and elective courses to broaden our course offerings to expand into academic and public librarianship. The result of the analysis included the determination that 1) LIBS 6010 *Collection Development and User Services* would become an elective; 2) LIBS 6030 *Information Technology for Information Professionals*, a new course, would replace LIBS 6010 as a core course; and, 3) LIBS 6900 *Skills and Issues In the Library* would be discontinued as it

had assignments that were duplicated in other courses and had little to offer in terms of content to contribute to a student's overall education in the library sciences. Thus, the credit hours from this core "culminating" course can be used now by students to enroll in another one of our new elective courses. Changes to the MLS Program are recorded in meeting minutes by the Program Coordinator that are then stored on the MLS Program Google Drive. We also store video recordings of our meetings that are held over Zoom for primary reference. Additionally, for less formal decision making, and given the distributed nature of the 100% online MLS Program, emails between the Program Coordinator and other program faculty are retained long-term, as per state records retention requirements. These communications also may be used for program improvement and future planning.

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

The MLS Program has positioned itself to progress from pre-candidacy to candidacy by clearly articulating its values, vision, mission, outcomes, goals, and program objectives. To demonstrate progression from pre-candidacy to candidacy, the Program will review the values, vision, mission, outcomes, goals and program objectives annually, as we examine data pertaining to our program goals, student learning outcomes and objectives.

The Program's shift from pre-candidacy to candidacy will be informed by the community served by the MLS Program. The Program will appoint at least six information professionals to represent school (2 representatives), public (2 representatives), and academic (2 representatives) libraries to a new advisory council. Additionally, the Program will appoint at least two MLS Program alumni to serve on the same council in the same capacity. Council members will give their feedback to proposed changes to the Program's foundational statements and to other related documentation once per year, at the same time as when the faculty complete their review of the Program's foundational statements and other related documentation.

Student feedback will continue to play an important role in decision-making as the Program shifts from pre-candidacy to candidacy. The MLS Program will continue using student exit surveys to understand the student experience in the MLS Program. The exit survey asks students about advising, curriculum, the field experience (practicum), MTSU physical facilities³, and administrative and support staff. The MLS Program will also continue collecting data through an employment survey six months after a cohort's graduation. This survey helps inform Program faculty about our graduates' success in finding employment in the library and information science fields. Also, the employment survey allows students to communicate to the Program how well the professional dispositions learned during their plan of study has applied to their current professional positions.

³ Questions related to facilities will soon be eliminated. MLS Program data collected from students indicate students have absolutely no interaction with physical facilities.

1.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

In preparation for the progression toward candidacy, the MLS Program has aligned courses to the Program's goals and objectives and initiated techniques to measure this progression and course alignment (Appendix 2). The Program will continue to provide evidence of the progression from pre-candidacy to candidacy and course alignment through the following: the assessment of rubric data collected in LiveText for the purposes of maintaining NCATE accreditation and attaining CAEP data; analysis of student exit survey data submitted by graduating students; and, analysis of graduating students' employment survey data collected six months after the students' graduating semester.

1.1.3 Improvements to the program based on analysis of assessment data;

As the Program progresses from pre-candidacy to candidacy it will continue to assess data collected through exit and employment surveys and LiveText, which houses key assessment data. The Program will continue analyzing the Statements of Purpose written and submitted by applicants to the MLS Program as part of the admissions process. The Program will continue analyzing data from field experience assessments as a formative mid-Program assessment. In addition, the Program assesses the students' exitPortfolios, using rubrics, at the point of graduation. Further program improvements may be made by the analysis of our exit and employment survey data.

1.1.4 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.

The Program will undertake an annual review of foundational statements (<https://www.mtsu.edu/programs/library-science-mls/info>) to assure alignment of these statements with the Program's long-range plan and to assure forward motion from pre-candidacy to candidacy.

In relation to the MLS Program's goals and objectives aligning with that of the parent institution, the College of Education, the program's academic unit, 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 MLS Program has been, and will continue to be, located in the College of Education for the foreseeable future due to the close synergies between the library sciences and education disciplines.

1.2 Systematic Planning. 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:

1.2.1 The essential character of the field of library and information studies;

To support progression from pre-candidacy to candidacy, the Program will continue to tighten the Program Outcomes with the regard to the essential character of the field of library and information studies and tighten related outcomes in these and other courses: LIBS 6000 *Librarianship* course, Profession of Librarianship, History of Librarianship, Types of Libraries; Different Types of Librarians; Role of the Library; Censorship; and, Ethics in the Library.

1.2.2 The philosophy, principles, and ethics of the field;

To support progression from pre-candidacy to candidacy, the Program will continue to tighten the Program Outcomes with the regard to the philosophy, principles and ethics in the field and tighten related outcomes of the following courses: Librarianship, Introduction to Information Intermediation, Resources, and Instruction, and Understanding Research for Evaluation in Libraries.

1.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

To support progression from pre-candidacy to candidacy, the Program will continue to tighten the Program Outcomes with the regard to the appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations and tighten related outcomes in the Librarianship course.

1.2.4 the importance of research to the advancement of the field's knowledge base;

To support progression from pre-candidacy to candidacy, the Program will continue to tighten the Program Outcomes with the regard to the importance of research to the advancement of the field's knowledge base and tighten related outcomes for the Understanding Research for Evaluation in Libraries course.

1.2.5 The symbiotic relationship of library and information studies with other fields;

To support progression from pre-candidacy to candidacy, the Program will continue to tighten the Program Outcomes with regard to the symbiotic relationship of library and information studies with other fields and tighten related outcomes in the following courses: Organization of Information, Information Technology for Information Professionals, Management of Libraries and School Library Management.

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

To support progression from pre-candidacy to candidacy, the Program will continue to tighten the Program Outcomes with the regard to role of library and information services in a diverse global society, including the role of serving the needs of underserved groups and tighten related outcomes for Information Intermediation, Resources, and Instruction, Library Services for Special Populations (in development) and Academic Libraries and Librarianship (in development).

1.2.7 The role of library and information services in a rapidly changing technological society;

To support progression from pre-candidacy to candidacy, the Program will continue to tighten the Program Outcomes with the regard to role of library and information services in a rapidly changing technological society and related outcomes in these courses: Information Technology for Information Professionals and Introduction to Information Intermediation, Resources, and Instruction.

1.2.8 the needs of the constituencies that a program seeks to serve.

To support progression from pre-candidacy to candidacy, the Program will continue to tighten the Program Outcomes with the regard to the needs of the constituencies that a program seeks to service and tighten related outcomes in the following courses: Public Libraries and Librarianship, Academic Libraries and Librarianship, Advanced Metadata Management of Library Resources and Information Technology for Information Professionals.

To support progression from pre-candidacy to candidacy, the Program will continue to track student placement in libraries throughout Tennessee and beyond. The Program will also continue to track the pass rate for MLS students. We already excel in providing qualified graduates for librarians for schools across the state of Tennessee as our NCATE accreditation testifies *and* as our Praxis II Library Media Specialist Subject Assessment pass rate (97.4%) and average examination score (168) attests.

1.3 Systematic Planning. 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 MLS Program regards teaching as integral to the professional skills and dispositions for all

librarians. While this is emphasized particularly with our licensure students, the MLS Program also provides our generalist students opportunities to develop further their appreciation of teaching and service to the field. This is demonstrated with our core course Information Intermediation, Resources, and Instruction, and with the creation and offering of our newest elective course Instructional Strategies for Information Professionals. Service to users is the core of teaching. Therefore, analysis of users' needs is the starting point for many assessments of our students' competences.

1.4 Systematic Planning. 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.

As the Program shifts from pre-candidacy to candidacy, it will continue to use the data collected through student exit surveys and the alumni employment surveys to substantiate that we are meeting program goals and objectives.

1.5 Systematic Planning. 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 MLS Program will be able to provide evidence of its ongoing decision-making processes and that the Program is achieving its mission, goals and objectives by archiving data mined from reports of exit and employment survey results and from meeting minutes and videos. A Google Drive database is the archive of record for the Program, containing all pertinent documents and other data that pertain to the program's development since its creation in 2016.

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

As it moves from pre-candidacy to candidacy, the MLS Program will be able to demonstrate that results of evaluation are used systematically to improve the Program in the present and future. The Program will document this evolution through records of meetings where data are analyzed and meetings where course improvement and prospective courses are discussed in response to these data. This evolution will also be documented in the iterations of the MLS Student Handbook, the exitPortfolio Handbook, the Field Experience Handbook and other Web content.

Standard II

CURRICULUM IS BASED ON GOALS AND OBJECTIVES

The Mission/Goals/Objectives of the MTSU College of Education's Library Science program drive the Program's curriculum design. With an eye toward pre-candidacy, then candidacy, the Program uses the following to inform its curriculum:

- The ALA competencies (initiate level of attainment)
- The MTSU College of Education Framework
- The Interstate Teacher Assessment and Support Consortium (INTASC) / Council for the Accreditation of Educator Preparation (CAEP) standards
- The competencies from professional library organizations such as SLA, AASL, RUSA, and ALSC (initiate level of attainment)
- Benchmarking the MLS Program's curriculum with that of other LIS programs across the English-speaking world for general guidance

II.1 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.

To guide the Program from pre-candidacy to candidacy, the Program will continue to adopt changes to the following:

- The ALA competencies (initiate level of attainment)
- The MTSU College of Education Framework
- The Interstate Teacher Assessment and Support Consortium (INTASC) / Council for the Accreditation of Educator Preparation (CAEP) standards
- The competencies from professional library organizations such as SLA, AASL, RUSA, and ALSC (initiate level of attainment)

The Program maps all courses and verifies that all competencies are covered. (See [Appendix 2](#)) Table II.1.1 maps courses to the Standard II elements (theory, principles, practice, legal and ethical issues, and values). After the instructor in consultation with the Program Coordinator assigns the course's goals, the then the instructor determines the course's objectives.

THE CURRICULUM

Table II.1.1-Courses and Elements in Standard II

Theory	LIBS 6000 Librarianship LIBS 6010 Collection Development and User Services LIBS 6020 Organization of Information LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction LIBS 6030 Information Technology for Information Professionals LIBS 6340 Integration of Learning Theory, Library Programs, and Technology LIBS 6100 Management of Libraries OR LIBS 6105 School Library Management
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Principles	LIBS 6020 Organization of Information LIBS 6030 Information Technology for Information Professionals LIBS 6060 Understanding Research for Evaluation in Libraries LIBS 6330 Digital Library Collections LIBS 6010 Collection Development and User Services
Practice	LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction LIBS 6020 Organization of Information LIBS 6060 Information Technology for Information Professionals LIBS 6201 Public Libraries and Librarianship LIBS 6310-6311 Materials for Literacy of Children (Young People and Adults) LIBS 6320 Information Searching Strategies LIBS 6330 Digital Library Collections LIBS 6345 Instructional Strategies for Information Professionals 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 LIBS 6201 Public Libraries and Librarianship

SYSTEMIC PLANNING AND CONTINUOUS REVISION

To map progress from pre-candidacy to candidacy, at the end of each semester the Program will continue to:

- Gather input through student reflections
- Interpret comments and questions made during classes as indications that clarification is needed in a particular assignment.
- Use LiveText to collect assessments and scoring rubrics.
- Review assessment results to the program faculty during the MLS Program's regular end of semester meeting and then consider revising of any assessment artifact, reassignment of goals to another course and modification of objectives.
- Provide opportunities for students to formally evaluate each course. This is a University-wide practice. The instructors examine the results when the Office of Institutional Effectiveness, Planning and Research (IEPR) makes those data available (2 months after class ends).
- Use D2L (online learning platform) surveys and surveys delivered via Qualtrics to solicit stakeholder input on targeted areas.
- Collect data from key assessments, instructor data, and student evaluation of instructors and courses, discuss results with the instructors and then discuss with instructors which courses need complete or partial revision.
- Send graduating students a self-administered exit survey "interview".
- Send an employment survey to alumni.

Faculty members will continue updating courses to prevent stagnation. Faculty will continue reviewing each course on a three-year rotation and formally revise those courses, using the Peer Review process from *MTSU Online*, MTSU's Distance Education unit.

II.2 Curriculum. 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 are in [Appendix 10](#). All courses delve into the literature of librarianship and deal with finding appropriate materials for users. As the Program progresses from pre-candidacy to candidacy, it will be able to provide a list of courses, describe how they address critical topics (found among current events, policies and practices), and describe how the courses have been informed by survey and other data.

The curriculum:

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;

As it progresses from pre-candidacy to candidacy, the Program will continue using the COE/MLS Dispositions Rubric to assess its capacity to develop leadership among students.

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

To assess its progression from pre-candidacy to candidacy, the Program will continue to assess how the research proposal submission in LIBS 6060 encourages information seeking in other disciplines. Also, the Program will continue to assess how each course requires each student to seek information on their own using either periodical databases or library collections.

Additionally, the Program will continue to assess the utility and availability of resources at the University Library.

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

As it progresses from pre-candidacy to candidacy, the Program will continue to assess students' experience with the D2L platform (learning management system). The Program will also assess the capability of LIBS 6030 to address the theoretical aspects of technology's influence on information and society and LIBS 6340's capability to address the use of technology specifically in designing programs or presentations.

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

As it progresses from pre-candidacy to candidacy, the MLS Program will continue to assess the capability of programming plans (LIBS 6550 or LIBS 6100) to address accommodations for diverse learners. The Program will continue to assess the capability of the research course (LIBS 6060) to instruct students to examine the census tracts that contains a public or school library service area based on poverty levels, ESL, etc. The Program will also continue to assess the capability of Understanding Research for Evaluation in Libraries and Collection Development and User Services to direct students to identify perceived needs of communities and strategies to address those needs based on analysis of primary data. In addition, the

Program will assess the capability of LIBS 6310 to teach students how to search holdings of Pura Belpre and Coretta Scott King Award books in local libraries and to reflect on the need for these holdings.

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

The Program will evaluate its capability to provide direction for a rapidly changing field by continuing to review course content and update courses, based upon current need. The University promotes this review by requiring regular updates to online courses. Additionally, the MLS Program will continue benchmarking with other library science programs and implementing changes based on alumni survey data.

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.

As it progresses from pre-candidacy to candidacy, the Program will maintain a roster of students and faculty who hold professional members, who participate in events and other who participate in professional activities, such as presenting or publishing research.

The Program will encourage its students to engage in professional activity. Membership in ALA and Tennessee Library Association are required. Students must join one division of ALA. Alternately, school librarians can join the Tennessee Association of School Librarians (TASL). 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 completed with TASL to fulfill up to 10 hours of field experience observation hours.

The Program will encourage and support students to found local student chapters for these organizations.

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.

As the Program progresses from pre-candidacy to candidacy, it will demonstrate how the curriculum allows students to construct course plans of study to fit their needs but still meet the Program student learning outcomes. The Program will continue to demonstrate this development by comparing screens from the University's degree audit system, Degree Works, by student, and comparing individual audits by the student's goals stated at the time of admission.

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

The Program will continue to demonstrate that its curriculum is informed by competencies from relevant professional organizations. The Program will demonstrate this alignment by showing how admissions standards, courses, handbooks and web content have evolved over time.

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.

As the Program progresses from pre-candidacy to candidacy, it will continue to demonstrate it has routine assessment procedures. The Program will continue seeking ideas from all stakeholders 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 6 in Standard II.6)

The instructors note comments and questions made during the class as indications that some clarification may be needed in the assessments. (Item 1-3 in Table 6 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 as well as administering an online, anonymous survey based on MTSU's student course evaluations in individual classes.

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 II.6.1 in Standard II.6).

Review formal student evaluations 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 conveys results to the instructors, who meet to discuss which courses need complete revision or partial. Optionally, the Program Coordinator will call a course review meeting, similar to what was done in April 2018 prior to the proposal and design of new classes.

Ongoing

Survey alumni six months after graduation about the effectiveness of the MLS Program in preparing them to be librarians through our employment survey.

Survey employers of graduates. The survey questionnaire is under development. The Program Coordinator is charged with distribution of the survey for regular data collection from employers. We hope to implement it as we move from precandidacy to candidacy.

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

number of determinations: the discontinuation of LIBS 6900; moving LIBS 6010 from a core to an elective status; create a new core course, LIBS 6030.

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.

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

To document that ongoing decision-making takes place between the pre-candidacy stages, the Program Coordinator and faculty use a Sharepoint site (University provided - OneDrive), accessible by all faculty, to house recorded minutes of program meetings. Program faculty retain minutes from meetings with other stakeholders. Table II.6.1 identifies the data collected to demonstrate how decisions are made for the program.

Table II.6.1 - Procedure to Collect Evidentiary Data

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

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

To demonstrate progression from the pre-candidacy to the candidacy stage, the faculty will continue to create a one-year plan that incorporates any needed changes in the program. The Program Coordinator will continue examining the previous year's plan to see if it was executed and identify successes/failures. The projected year's plan will incorporate areas and practices that need attention. Data from the key assessments that are assessed using CAEP-based rubrics in LiveText will help faculty with this evaluation. Additionally, the data from the rubric used to assess the students' final culminating assessment, the exitPortfolio, will compliment the LiveText data.

Standard III

Going into pre-candidacy, the MTSU Masters of Library Science Program has four full-time faculty members. The Program will continue to evaluate the capacity of the full-time faculty members and part-time faculty members to deliver courses related to books and media for children, collection development, processing reference materials, school librarianship, and school library administration. The Program will also continue to assess the faculty's capability to think strategically about the Program's trajectory. In addition, the Program will continue to evaluate the capability of part-time faculty who work currently for MTSU's Walker Library to help shape the conversation about how to integrate academic librarianship and librarianship in other information environments into the MLS curriculum.

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.

As the Program shifts from the pre-candidacy to candidacy phase, it will continue to assess the full-time faculty's qualifications and capacity to accomplish program objectives through the university's annual performance review process. During this process, faculty must upload their credentials to an electronic system that tracks faculty progress toward tenure and/or promotion. Evidence of scholarly activities includes curriculum vitae, pages from journal articles, title pages from books, abstracts and other artifacts. Faculty also submit information from peer reviews and student course evaluations. Additionally, they submit information regarding awards and accolades. Finally, faculty submit documentation of service activity, such as sitting on community boards. The Program Coordinator uses the type of evidence identified above to evaluate the competency of part-time faculty.

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.

As the Program shifts from pre-candidacy to candidacy, it will measure the faculty's ability to provide a stimulating learning and research environment by analyzing data from student evaluations, and exit and employment surveys, and by analyzing students' reflections on their time in the Program through tools such as the exitPortfolio.

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 MLS Program is on a consistent growth trajectory. As new faculty are hired in the future to accommodate Program growth or to fill vacancies, the Program will seek support from the University Human Resources on how to draw diverse applicants. The Program will measure progress in this area by analyzing the pool of applicants and the individuals invited to interview for positions. MTSU also is committed to hiring qualified faculty from diverse backgrounds and reviews preliminary interview candidates to ensure hiring committees are upholding this commitment.

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.

In addition to the regular evaluation of the faculty vitae to assess performance, the Program Coordinator will continue to mine data from the full and part-time faculty vitae to ensure faculty qualifications align with program needs. The Program's needs will continue to be assessed by student applications to the Program, student reflections during courses, student field experience reports, student exitPortfolios, student exit surveys, alumni surveys and employer surveys.

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.

As the Program shifts from the pre-candidacy to the candidacy stage, faculty development will be documented in their curriculum vitae and analyzed by the Program to highlight accolades and contributions in the field. Additionally, MTSU reviews faculty research performance annually as part of our tenure track reappointment process.

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.

As the Program shifts from the pre-candidacy to the candidacy stage, faculty development will be documented in their curriculum vitae and analyzed by the Program to highlight accolades and contributions in the field and to highlight ways faculty have engaged students and other faculty outside of the Program in their intellectual pursuits.

MLS faculty have all been trained at different universities across North America. With the exception of Dr. Douglass, each faculty member holds an LIS degree: Ms. Herbert (MLIS); Dr. Lambert (MLIS and PhD in LIS); and, Ms. Luck (MLIS). Dr. Douglass holds a PhD in Political Science. However, Dr. Douglass tenured initially in the Information Science Program at UTK. Her teaching and research while at UTK, for example, Government Information Sources, occupied that space between Information Science and Political Science/Public Administration. Since then, she has centered her research and teaching focus squarely on public, academic, and school librarianship.

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.

As the Program progresses from pre-candidacy to candidacy, it will pay attention to the distribution of courses to each faculty members. The Program will consider these data against data from student evaluation, data from exitPortfolios, and the total weight of responsibilities carried by individual faculty members. The University's workload policy and documentation requirements structures this analysis process.

III.8 Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

As the Program shifts from the pre-candidacy to candidacy phase, it will continue to assess the full-time faculty's qualifications and capacity to accomplish program objectives through the University's annual performance review process. During this process, faculty must upload their credentials to an electronic system that tracks faculty progress toward tenure and/or promotion. Evidence of scholarly activities includes curriculum vitae, pages from journal articles, title pages from books, abstracts and other artifacts. Faculty also submit information from peer reviews and student course evaluations. Additionally, they submit information regarding awards and accolades. Finally, faculty submit documentation of service activity, such as sitting on community boards. The Program Coordinator uses the type of evidence identified above to evaluate the competency of part-time faculty. The Program will encourage innovation by supporting applications for innovations grants and nominating faculty for awards. The Program will use awards generally, grant awards and intellectual products to gauge innovation among faculty members.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

As the Program shifts from the pre-candidacy to the candidacy stage, it will continue to document ongoing decision-making with meeting minutes and recordings, as the Program meetings are now held online. All meeting minutes are available and accessible to all MLS Program faculty as they are hosted on a shared drive, Google Drive, that is maintained by the University.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

As the Program shifts from pre-candidacy to candidacy, the Program will continue to use student evaluations, student surveys and student reflections to indicate areas for improvement in the Program and in curriculum delivery.

Standard IV

In the progression from pre-candidacy and candidacy, the MTSU MLS Program will demonstrate a clear understanding of its stakeholders' needs. Chief among these stakeholders are the students and prospective graduate students who historically have resided mainly in Tennessee. However, considering the MLS Program is 100% online, our stakeholders are no longer limited to one politically-defined region of the United States. All activity in the MLS program is constructed to produce candidates with strong library and information practitioner credentials. Graduates exit the Program possessing the skills, knowledge, and dispositions to serve as librarians in any setting in order to enrich the lives of individuals and support society's progress.

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.

As it shifts from pre-candidacy to candidacy, the program will analyze and integrate the results of the following activities:

- Relationship building through community library boards and other related community activities
- Digital marketing to expand the Program's reach and attract diverse applicants
- Outreach to Historically Black Colleges and Universities (HBCUs) to create collaboration opportunities and agreements and increase diversity
- Assuring our admissions requirements align with our values
- Simplifying admissions procedures where possible
- Continued revision of the Program's Library Science Handbook, the Field Experience Handbook and the exitPortfolio Handbook.
- Surveying to understand the use of student travel grants and loans, graduate assistantships, discounts employee waivers and scholars to complete the Program
- The Program will continue to collect data efficiently by multi-purposing data collected for more than accrediting agency. According to SACSCOC, Program faculty are responsible for Program quality, which includes attracting and admitting eligible, high quality applicants. To establish consistency in applicant evaluation, for now, the Program Coordinator reviews the three letters of recommendation and the 500-word statement of purpose to determine the applicant's fit with the Program. Each statement of purpose is assessed using a pre-established rubric, which generates a baseline score of the applicant's aptitude for graduate studies in library science. The Program applies other rubrics throughout the student life-cycle to assess key MLS Program competences. These rubrics include field experience reports and exitPortfolio reflections, which provide critical data for CAEP accreditation, AASL national recognition, and ALA accreditation.

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.

As the Program shifts from pre-candidacy to candidacy, communicating with stakeholders will be essential to its forward trajectory. The Program will update its website as new information becomes available. Each semester, the Program will take inventory of the Web site and measure its accuracy. The Program will gauge the usability of the site by the number of inquiries it receives about information that cannot be located on the site or information that is inaccurate.

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.

Admissions processes are critical to aligning the Program with the needs of the student body. Each year the Program will review its admissions policies to assure the policies reflect the priorities of the field. The Program will review the credentials of admitted students each year to assure consistency in the way admissions criteria are applied.

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.

As the Program progresses from pre-candidacy to candidacy, it will demonstrate how the curriculum allows students to construct course plans of studies to fit their needs but still meet the Program student learning outcomes. The Program will continue to demonstrate this development by comparing screens from the University's degree audit system, Degree Works, by student and comparing individual audits by the student's goals stated at the time of admission.

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;

As the Program progresses from pre-candidacy to candidacy, the Program will devote attention to the inclusion of students in decision making processes. Each year, the faculty will gauge the

level of decision making by students by observing student involvement in town halls, advisory councils, course development, and policy development.

IV.5.2 Participate in research;

As the Program progresses from pre-candidacy to candidacy, it will analyze data from the Research Methods course to see if that course serves as a launching pad for students to engage in research. These data will be cross-referenced with data about student participation in conferences and student publication in journals and other media.

IV.5.3 Receive academic and career advisement and consultation;

As the Program shifts from pre-candidacy to candidacy, it will use data from the online Advisor Form from the College of Graduate Studies and the degree audit system, Degree Works, to indicate the level of career and academic advisement given to students.

IV.5.4 Receive support services as needed;

The University, the College and the Program provide students a host of resources that can be accessed remotely. As the Program shifts from pre-candidacy to candidacy, survey questions, added to existing surveys, will indicate the extent to which students use these resources.

IV.5.5 Form student organizations;

As the Program shifts from pre-candidacy to candidacy, student involvement will be an essential part of the Program culture. The Program will encourage the formation of student organizations. The Program will gauge interest at the Program's Town Hall in forming student organizations. The Program will encourage students to hold their own student body meeting to assess interest among themselves. Success in this area will be gauged by the number of new student organizations, the number of members in one or more organizations and the level of activity from the group.

IV.5.6 Participate in professional organizations

As the Program shifts from pre-candidacy to candidacy, it will encourage more students to engage in professional development activities outside of the program. The Program will use student attendance and presentation at conferences and other meetings to gauge student involvement in professional development. The Program will also use publications by students to gauge the level of student involvement in outside professional development. Students currently *must* become members of TLA and ALA. This is a graded requirement as part of our library management courses.

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

As the Program shifts from pre-candidacy to candidacy, it will continue using the MLS Program Exit Survey as one means of systematic communication that enables faculty to develop a clear understanding of students' experiences in the MLS Program and to gauge whether the Program is meeting its objectives. Additional tools to measure student achievement include the CAEP-based rubrics. Instructors collect data in LiveText and the Program Coordinator analyzes the data. The data collected in LiveText are designed explicitly to help the MLS Program determine whether "the program's academic and administrative policies and activities regarding students are accomplishing its objectives." All but one CAEP rubric is designed for student assignments, and in Spring 2020, faculty will begin collecting data for the next CAEP evaluation. Thus, the Program's CAEP accreditation efforts will help inform ALA accreditation efforts partially and vice versa.

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 (Interstate New Teacher Assessment and Support Consortium), CAEP and College of Education standards provides a prescribed set of assessments to ensure MLS student learning is evaluated in a consistent manner. The Program collects these data to improve course structure, assessments, and program policies

The Program will continue to gauge MLS program and academic development based on student input gathered through exitPortfolios, student exit surveys, and course evaluations. Table IV.8.1 describes the MLS Program's use of these data.

Table IV.8.1 – Sources of Evidence of Student Performance

Data for Students	Evidence 1	Evidence 2	Evidence 3
Data	LiveText	Surveys	Email (anonymized) communications between instructors and students
Student learning	Alumni surveys	Changes recorded	Field notes taken during class assessments
Recording	Meeting minutes and video	Field notes taken during class assessments	Policy Changes

The field note data are collected by the Program Coordinator directly or from the instructors. The evidence is analyzed at the May, August, and December meetings. Recommendations are

sent to the Department Chair within 3 weeks. The recommendations are distributed to faculty at each end of semester meeting when appropriate. The Department Chair consults with the Program Coordinator to decide which recommendations will be implemented. It is the Program Coordinator's responsibility to implement the recommendations. Records of the process will be assembled and stored in the Program Coordinator's office.

Standard V

Integral Academic Unit

During the shift from pre-candidacy to candidacy, the MLS Program will continue demonstrating it is an integral unit within the institution (see [Appendix 4](#)). It also will continue to demonstrate that is an integral part of the support network for local schools and other information-based institutions including local public, academic, and school libraries and their respective boards and districts.

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

Integral Academic Unit

As the Program shifts from pre-candidacy to candidacy, it will be essential to demonstrate the unit's independence and sustainability. The Program will be able to demonstrate that it has the administrative infrastructure and financial and personnel resources to deliver quality education in the long term. This independence and sustainability will be demonstrated by documentation of annual support from the central University administration, the College of Graduate Studies, the College of Education and MTSU Online. To support strong policy, the Program will continue to designate specific times of the year to reconsider policies, based on feedback from various stakeholders. The Program faculty will be able to shape the level of support it receives from Graduate Studies, Walker Library, and MTSU Online by being product testers for Graduate Studies, and participating in committee work that impacts other university units such as Walker Library and MTSU Online.

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

As the Program progresses from pre-candidacy to candidacy, faculty will expect to become more involved in decision making processes and broaden its connections across campus. The Program will gauge the extent of its reach on campus by the number of faculty participating on decision making boards, compared to units of similar size. It will also be able to gauge based upon the number of agreements and collaborations it develops with complementary units across campus.

V.3 The administrative head of the program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The Program will continue to compare the Program Coordinator's and the Department Head's salaries, as it advocates for comparable pay for comparable qualifications and responsibilities acting as program coordinators and department heads.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

The Program will gauge the extent to which the administrative head nurtures the Program development by the number of agreements the Program has across the University.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

The Program will gauge how effectively the administrative and other staff support the administrative staff and faculty by availability of staff to carry out administrative duties, large and small. These duties may involve the acquisition of resources. The Program will also gauge this effectiveness by noting the timeliness of messages and information that have significant impact on the Program.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff.

The Program will evaluate the University's level of financial support based on year to year funding allocations from university central administration, *MTSU Online*, and the College of Graduate Studies. This evaluation will consider the absolute number of students enrolled in the Program, as well as the growth in the number of students relative to academic units that are comparable in size. In particular, the Program will compare the level of support for new faculty to the growth in student enrollment.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

The Program will continue to evaluate faculty compensation relative to other faculty in the field and across campus who have comparable education, experience, responsibilities, and accomplishments. The Program will collect and compare data from any faculty search process about candidate qualifications and reasons a candidate might not have accepted an offer.

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

As the Program matures, faculty will develop more attention to funding for research projects and other professional development. Faculty will evaluate availability of resources for faculty and students at the time of the request.

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

Program faculty will examine the availability of new software, graduate writing groups, research activity grants, summer stipends, reassigned time, and access to physical facilities.

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

With the MLS Program being 100% online, there is little need for physical resources and facilities for the delivery of face-to-face instruction. The Program's online learning platform Desire 2 Learn (D2L) is supported by a 24 hour Help Desk available for students to contact and seek assistance at all hours of the day.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

The Program will continue to assess holdings at Walker Library and the usability of those holdings for MLS students in cooperation with the collections librarian assigned to education and library sciences. This assessment has historically considered the range of the materials and the volume of materials.

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

Most of the Program infrastructure resides with Graduate Studies and *MTSU Online*. The MLS Program will continue to assess and give feedback to Graduate Studies about its ability to admit students as quickly as possible on behalf of MLS. The Program works closely with *MTSU Online* to understand how the online infrastructure functions or may be altered.

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

Meeting notes and email communications that include commentary from more senior administrators pertaining to finances and resources include this evidence of ongoing decision making. This evidence is housed either on the MLS Program's Google Drive or the Program Coordinator's email where such emails are retained as per state records retention requirements to meet public access requirements and requests. Such evidence includes decisions pertaining to purchasing resources such as RDA Toolkit and Cataloger's Toolkit as well as requests for funding for promotional activities at conferences across Tennessee. These latter requests also are not merely for funding from the Educational Leadership Department; similar requests also exist of similar decision-making processes between the MLS Program and the College of Graduate Studies and *MTSU Online*.

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the Program and to plan for the future.

The MLS Program consults a number of different sources to accomplish this standard. Concurrent use data are sought from RDA Toolkit and Cataloger's Desktop's sponsoring organizations to make decisions regarding changes to ongoing subscription needs to ensure that monies spent on these resources are spent wisely. In turn, student exit survey and employment data are used to determine if these two resources, as one example, results in monies well spent in terms of developing information professionals that are hired in their profession within a reasonable amount of time and then thrive and meet the MLS Program's vision and mission.

Appendices

Appendix 1-List of New MLS Courses Approved by MTSU and Currently Under Development

LIBS 6030	Information Technology for Information Professionals (new core course, for delivery during fall and summer semesters)-Completed for delivery in Summer 2020.
LIBS 6201	Public Libraries and Librarianship (elective, for delivery during spring semesters)-Completed for delivery in Spring 2020.
LIBS 6312	Government Information Resources (elective, for delivery during summer semesters)
LIBS 6345	Instructional Strategies for Information Professionals (elective, for delivery during spring semesters)-Completed for delivery in Spring 2020.
LIBS 6401	Academic Libraries and Librarianship (elective, for delivery during summer semesters)-nearing completion
LIBS 6620	Library Services for Special Populations (elective, for delivery during summer semesters)
LIBS 6820	Advanced Metadata Management of Library Resources (elective, for delivery during fall semesters)-nearing completion

Appendix 2- Course Standards Alignment

ALA Competencies in Course Order

Course 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.
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.
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.

6030	4A	Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
6030	4B	The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
6030	4C	The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
6030	4D	The principles and techniques necessary to identify and analyse emerging technologies and innovations in order to recognize and implement relevant technological improvements.
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.
6201	1C	The history of libraries and librarianship.
6201	1E	Current types of library (school, public, academic, special, etc.) and closely related information agencies.
6201	1F	National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
6201	1H	The importance of effective advocacy for libraries, librarians, other library workers, and library services.

6201	4D	The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.
6201	8D	The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
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.
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.
- 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.

- 6345 1B The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
- 6345 1F National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
- 6345 1J Effective communication techniques (verbal and written).
- 6345 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.
- 6345 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.
- 6345 5D Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
- 6345 5E The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
- 6345 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.
- 6345 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.
- 6345 7C Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.
- 6345 7D The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.
- 6345 8D The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
- 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.
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.
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.

Appendix 3-Memoranda of Understanding for Establishing Dual Degree Programs or Integrating Other Program's Course Work with the MLS Program

Department of Social Work
Peck Hall, Rooms 120-136
MTSU Box 139
Murfreesboro, TN 37132
o: (615) 898-2868 • f: (615) 898-5428



August 28, 2019

Frank Lambert, Ph.D., MLIS
Assistant Professor & Program Coordinator
Master of Library Science Program
Womack Educational Leadership Department
College of Education
Middle Tennessee State University
1301 E. Main Street
P.O. Box 91
Murfreesboro, TN 37132

Re. Memorandum of Understanding (MOU) to establish a combined Master of Social Work (MSW) and Master of Library Science (MLS) degree program.

Dear Dr. Lambert:

Please accept this letter as a MOU that the Department of Social Work at Middle Tennessee State University (MTSU) is interested in working with you as a representative of the MLS Program to establish a combined MSW/MLS degree program. This project has received positive reception from faculty within the MSW Program. We believe that our efforts combined with the efforts of MLS Program faculty will result in a rigorous plan of study that will produce graduates well versed in both of our respective disciplines. These graduates will fill a tremendous service gap and make a positive impact on society.

Sincerely,

A handwritten signature in black ink, reading "Cathy McElderry".

Cathy McElderry, Ph.D., MSW
Professor and Chair
Department of Social Work
Middle Tennessee State University

Frank Lambert

From: Brenden Martin
Sent: Wednesday, August 30, 2017 1:35 PM
To: Frank Lambert; Mark Doyle
Subject: Re: Inquiry for student re. Essentials of Archival Management

Hi Frank,

Thanks for the email about your student. We should be able to accommodate this request if there are enough seats in the class. We have a system that requires a permit to enroll in our graduate courses. We usually limit the class size to 12 graduate students, but if Dr. Kelly Kolar (the archives professor) agrees to allow another students, we can exceed the 12-seat limit.

Please ask your student to contact me at brenden.martin@mtsu.edu so we can begin this process.

Sincerely,
Bren

P.S.—Congratulations on your position as program coordinator. Once the beginning of the semester crunch subsides, I'd like to schedule a meeting with you to see if our programs can develop a partnership.

Dr. Brenden Martin
Professor of History
Director, MTSU Public History Program
615-898-2643

From: Frank Lambert
Sent: Tuesday, August 29, 2017 3:06 PM
To: Brenden Martin; Mark Doyle
Subject: Inquiry for student re. Essentials of Archival Management

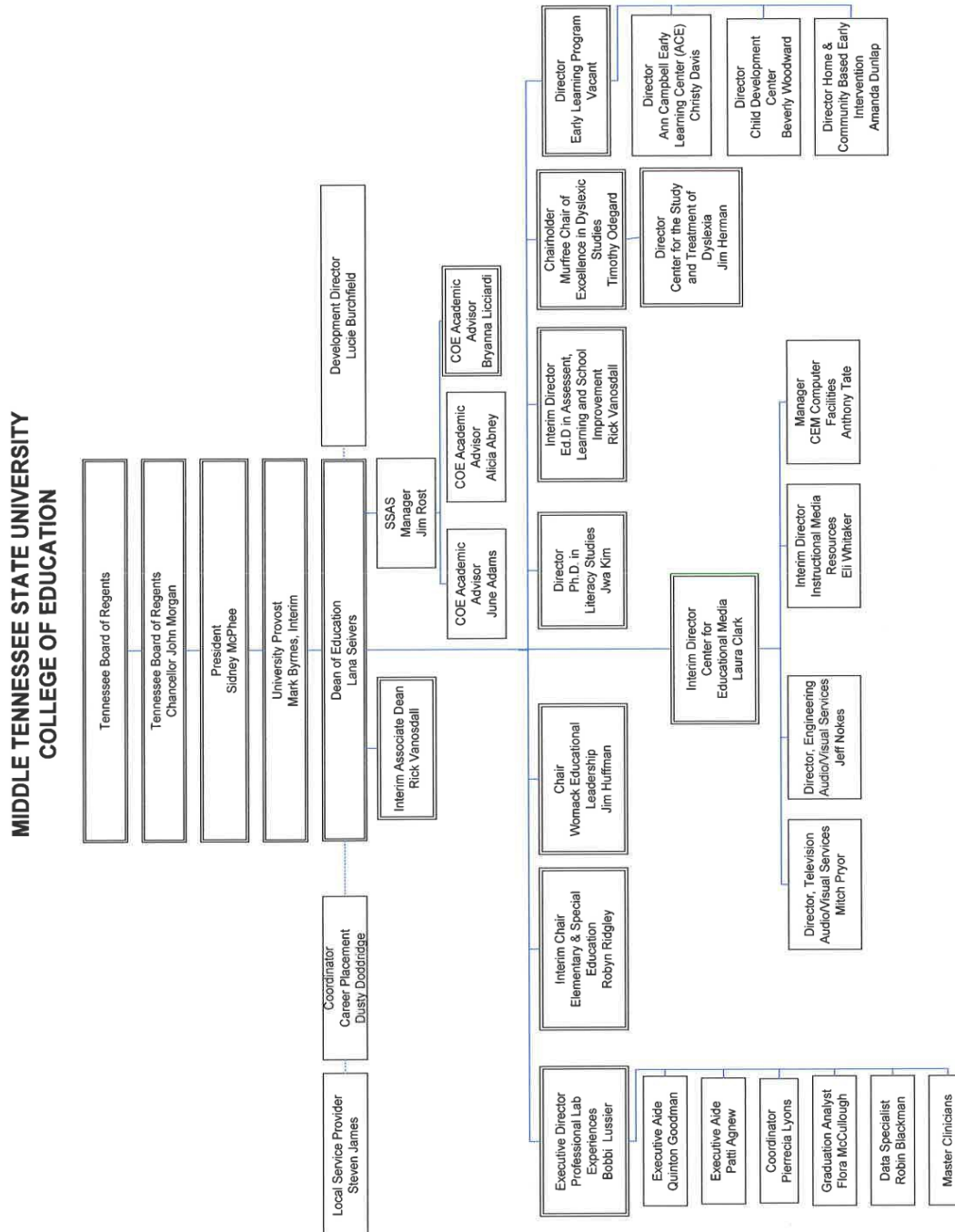
Greeting Brendan and Mark. I did not know to whom I should direct this inquiry, so I hope you do not mind me contacting both of you.

My name is Frank Lambert, and I am the new Program Coordinator of the MLS Program in Educational Leadership at the College of Education. I am writing you because I have a student who is interested in taking your Essentials of Archival Management course as an elective for his own MLS program of study next semester. I have no opposition to his decision, but I was hoping that you might be able to approve his taking of this course please. Also, if you could please indicate what the student might need to do to enroll for this course if it requires special enrollment permissions, I would appreciate that information too please.

I am this MLS student's academic advisor, and I have a moderate amount of archives experience through a combination of my graduate education (studying under Dr. Jean Dryden) and working in the Huron College Archives located at the University of Western Ontario in London, Ontario, where I described and made available new additions to the archives' collection. I have worked with RAD for archival arrangement and am familiar with DACS. This way, should the student seek me out particularly for advice or information that is archives related, I may be another course advising source besides the course instructor. Additionally, I have published empirical research in *American Archivist* with my former Kent State colleague, Dr. Karen Gracy.

Thank you both of you for considering my request in advance. I look forward to working with both of you in the immediate and distant future to the benefit of all students interested in organizing and making accessible information that is housed in all sorts of different information organizations. Take care.

Appendix 4-Middle Tennessee State University and College of Education Organizational Chart



Appendix 5-Courses and Their Relationship to Concepts and Elements in Standard II

Theory	LIBS 6000 Librarianship
	LIBS 6010 Collection Development and User Services
	LIBS 6020 Organization of Information
	LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
	LIBS 6030 Information Technology for Information Professionals
	LIBS 6340 Integration of Learning Theory, Library Programs, and Technology
	LIBS 6100 Management of Libraries OR LIBS 6105 School Library Management
Principles	LIBS 6020 Organization of Information
	LIBS 6030 Information Technology for Information Professionals
	LIBS 6060 Understanding Research for Evaluation in Libraries
	LIBS 6330 Digital Library Collections
	LIBS 6010 Collection Development and User Services
Practice	LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
	LIBS 6060 Information Technology for Information Professionals
	LIBS 6201 Public Libraries and Librarianship
	LIBS 6310-6311 Materials for Literacy of Children (Young People and Adults)
	LIBS 6320 Information Searching Strategies
	LIBS 6330 Digital Library Collections
	LIBS 6345 Instructional Strategies for Information Professionals
	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
	LIBS 6201 Public Libraries and Librarianship

Information / knowledge Creation	LIBS 6060 Understanding Research for Evaluation in Libraries 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 Introduction to Information Intermediation, Resources, and Instruction 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 Introduction to Information Intermediation, Resources, and Instruction LIBS 6310-6311 Materials for Literacy of Children (Young Adults)
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 LIBS 6820 Advanced Metadata Management of Library Resources (elective, for delivery during fall semesters)-nearing completion
Storage / Retrieval	LIBS 6100 Management of Libraries or LIBS 6105 School Library Management LIBS 6020 Organization of Information LIBS 6030 Information Technology for Information Professionals LIBS 6320 Information Searching Strategies
Analysis	LIBS 6060 Understanding Research for Evaluation in Libraries LIBS 6201 Public Libraries and Librarianship LIBS 6100/6015 School Library Management/Management of Libraries

Interpretation	LIBS 6060 Understanding Research for Evaluation in Libraries
	LIBS 6900 Skills and Issues in Library Science
	LIBS 6100/6015 School Library Management/Management of Libraries
Evaluation	LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
	LIBS 6060 Understanding Research for Evaluation in Libraries
	LIBS 6100/6015 School Library Management/Management of Libraries
Synthesis	LIBS 6060 Understanding Research for Evaluation in Libraries
	LIBS 6100/6015 School Library Management/Management of Libraries
Dissemination	LIBS 6010 Collection Development and User Services
	LIBS 6060 Understanding Research for Evaluation in Libraries
	LIBS 6330 Digital Library Collections
	LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
	LIBS 6345 Instructional Strategies for Information Professionals

Appendix 6-Course Rotation of Current and New Courses (*) Under Development and Course(s) Being Deleted (<>)

Fall	Spring	Summer
LIBS 4150 (undergraduate only)	LIBS 4150 (undergraduate only)	LIBS 6000
LIBS 6000	LIBS 6015	LIBS 6015
LIBS 6030	LIBS 6020	LIBS 6020
LIBS 6060	LIBS 6060	LIBS 6030
LIBS 6010	LIBS 6201	LIBS 6311
LIBS 6100	LIBS 6310	LIBS 6312*
LIBS 6105	LIBS 6311	LIBS 6330
LIBS 6310	LIBS 6331*	LIBS 6401*
LIBS 6320	LIBS 6340	LIBS 6550
LIBS 6550	LIBS 6345	LIBS 6620*
LIBS 6820*	LIBS 6550	
<LIBS 6900>	<LIBS 6900>	

Appendix 7-Faculty Curriculum Vita

Kimberly L. Douglass, MPA, PhD

EDUCATION & PROFESSIONAL DISTINCTIONS

HERS. Denver Class of 2018. Denver, Colorado. June 2018.

PhD, University of Tennessee, Knoxville - Political Science, Knoxville. 2009 Master of Public Administration (MPA), Tennessee State University. 1997 Bachelor of Arts and Sciences (BS), Tennessee State University. 1995

RESEARCH AGENDA

Trauma-Informed Libraries

Information Resources for Parents of Children with Special Needs

ACADEMIC WORK EXPERIENCE

Middle Tennessee State University

College of Graduate Studies. Associate Dean. July 2017- August 2019. Masters of Library Science.

Associate Professor. Spring 2019 - present.

University of Tennessee, Knoxville - College of Communication and Information Associate Professor. June 2016.

Interim Associate Director. School of Information Sciences. 2015-2016.

Assistant Professor. School of Information Sciences. 2010-2016.

Project Manager - Post-Doctoral Research Associate. NSF-funded DataONE (Project Manager, Manager of User-Experience Laboratory, and Staff to Baseline Assessment Ad Hoc Committee). UT College of Communication & Information, Center for Information & Communication Studies. 2009- 2010.

NSF-funded DataONE. Co-Leader, DataONE Sociocultural Working Group. 2011- 2014.

SELECT PEER REVIEWED PUBLICATIONS

Douglass, Kimberly, and Bharat Mehra. "A Four Frames Analysis to Address the Information Challenges of Families of Children with ADHD: Actions for Public Libraries to Address Embedded Power Imbalances." *Libri* 66, no. 1 (November 2016): 59-71.

Douglass, Kimberly, and Thura Mack. "What do You Give the Undergraduate Researcher who has Everything? An Academic Librarian." *Journal Of Academic Librarianship* 41, no. 5 (September 2015): 540-547. doi:10.1016/j.acalib.2015.07.008.

Fleming-May, Rachel, and Kimberly Douglass. "Framing Librarianship in the Academy: An Analysis Using Bolman and Deal's Model of Organizations." *College & Research Libraries* 75, no. 3 (May 2014): 389-415. DOI: 10.5860/crl13-432.

*top 1% of articles cited in Public Library of Science (PLOS). Tenopir, Carol, Suzie Allard, Kimberly Douglass, Arsev Umur Aydinoglu, Lei Wu, Eleanor Read, Maribeth Manoff, and Mike Frame. "Data Sharing by Scientists: Practices and Perceptions." *PLOS ONE* 6, no. 6 (June 2011): 1-21. DOI: 10.1371/journal.pone.0021101. <http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0021101>.

GRANT AWARDS

April 2014-2017. (Co-PI) "Data Specialists Enabling Team Science (Team Science)." Institute for Museum and Library Services (IMLS), \$438,991.

BOOKS

Bessman, Wendy and Kimberly Douglass. *Young Adult Road Map: A Step-by-Step Guide to Navigating Wellness, Independent Living, Transition Services for People in their Teens and Twenties*. 2018. Melton Hill Media: Oak Ridge, TN.

COURSE DESIGN AND TEACHING EXPERIENCE

2018-2019. Middle Tennessee State University, Center for Health and Human Services. Building Strong Brains Tennessee ACE Initiative. All Children Excelling: An Adverse Childhood Experiences Toolkit for Higher Education.

Course Modules – Contributions to the Toolkit

Federalism and ACEs: Government Information Resources Public Policy Agenda: Stakeholder Salience
Trauma Informed Libraries

Course Design and Delivery

Information Science Courses

Information Environment

Fall 2010, Spring 2011 (Distance Education), Spring 2012 (DE).

Management of Information Organizations (DE)

Spring 2011, Fall 2011, Spring 2012, Fall 2012. Fall 2013. Spring 2015. Spring 2016. Spring 2017.

Government Information Sources (DE)

Fall 2011, Fall 2012. Fall 2013. Fall 2014. Fall 2016.

Information Policy (DE) Spring 2014. Spring 2015.

Doctoral Committees

Alan Wilford, Political Science Department, UTK. Defended.

Laverne Gray, College of Communication and Information, UTK. Defended.

Masters Committees – Theses

Meredith Reid Boehm. "Analysis of (bee) Colony Collapse Disorder (CCD) Information on the WWW: Complex Environmental Problems and Web I.Q." Graduated Spring 2012. Thesis Award.

Gregory Stoner. "The Augusta County Law Library Association: A Case Study." Graduated Spring 2012. Thesis Award. Mary Beth West. "RSS Feeds, Browsing and End-User Engagement in Undergraduate End- Users." Graduated Spring 2011.

SELECT HONORS & AWARDS

Phi Kappa Phi. Spring 2019. Middle Tennessee State University.

College of Communication and Information Innovative Technology Teaching Award. November 2015. University of Tennessee.

Best Poster Award. Jenkins, Erica and Kimberly Douglass. "Seeing Policy

Clearly: A Comparison of Network Analysis Models on Domestic Partner Benefits in Tennessee." Poster presented at the UTK College of Communication and Information Thirty-Seventh Research Symposium: Communication, Information & the Community. February 2015. University of Tennessee.

SELECT SERVICE ACTIVITY

University of Tennessee, Institutional Review Board (IRB). July 2015-Present. University of Tennessee, Office of Student Conduct & Community Standards Academic Review Board Hearing. August 1, 2014.

JOURNAL REVIEWS

International Journal of Library and Information Science, Journal of the Association for Information Science & Technology (JASIST), Journal of Education for Library and Information Science (JELIS), Ecological Informatics, Editorial Board

PROFESIONAL MEMBERSHIPS

Association for Information Science and Technology (ASIS&T), 2017-2019.

Holly S. Hebert

EDUCATION

Master of Science in Education, Option in Online Teaching and Learning 2010
California State University, East Bay, Hayward, CA
Master of Library and Information Science 2004 Wayne State University, Detroit, MI
Bachelor of Science in Sociology 1989
Abilene Christian University, Abilene, TX

CERTIFICATES

Georgia Archives Institute (Certificate of Completion) 2012

TEACHING EXPERIENCE

Middle Tennessee State University, *Fall 2019*
LIBS 6000 Librarianship
LIBS 6900 Skills and Issues in the Library
LIBS 6100 Management of Libraries

Summer 2019

LIBS 6000 Librarianship
LIBS 6010 Collection Development and User Services
LIBS 6311 Materials for the Literacy of Young Adults and Adults

Spring 2019

LIBS 6010 Collection Development and User Services
LIBS 6900 Skills and Issues in the Library
LIBS 6060 Understanding Research for Evaluation in Libraries

Fall 2018

LIBS 6000 Librarianship
LIBS 6900 Skills and Issues in the Library
LIBS 6100 Management of Libraries

Summer 2018

LIBS 6000 Librarianship
LIBS 6311 Materials for the Literacy of Young Adults and Adults

Spring 2018

LIBS 6010 Collection Development and User Services
LIBS 6900 Skills and Issues in the Library
LIBS 6060 Understanding Research for Evaluation in Libraries

Fall 2017

LIBS 4150 Books, Media, and Literacy for Children
LIBS 6000 Librarianship
LIBS 6100 Management of Libraries
LIBS 6105 School Library Management
LIBS 6900 Skills and Issues in the Library

Rochester College

INF 1011 Information Literacy 2007 - 2017

Developed and taught the first information literacy course at Rochester College and played key role in broader curriculum development in both online and face-to-face information literacy courses for traditional and nontraditional student populations

Yearbook Advisor, 2000 - 2006

RELEVANT WORK EXPERIENCE

Middle Tennessee State University, Murfreesboro, TN

Assistant Professor, College of Education, Educational Leadership

Aug. 2018 - Present

Lecturer, College of Education, Educational Leadership Department

Aug. 2017 – July 2017

Ingram Content Group, LaVergne, TN Nov. 2013 – June 2017

Collection Development Librarian

- Provided collection development for libraries worldwide
- Provided curated title lists for libraries
- Met and consulted with large and small publishers
- Collaborated with other departments on special projects
- Compiled and edited the adult librarian newsletter
- Wrote book reviews on forthcoming titles

Brentwood Library Brentwood, TN Nov. 2010 – Nov. 2013

Reference/Special Collections Librarian

- Provided collection development for non-fiction, local history and digital collections
- Assumed department head duties during month's long illness of supervisor in 2013
- Customized and maintained library website and OPAC
- Produced reports in SimplyReports
- Assisted patrons with public computers and scanner
- Served on website committee
- Maintained social media outreach
- Provides reference services
- Provided instruction and proctoring

Rochester College Library Rochester, MI Oct. 2003 – Aug. 2010

Librarian II (Assistant Professor) Jan. 2006 – Aug. 2010

- Maintained electronic resources
- Maintained library website
- Maintained Horizon ILS and provided training for circulation staff
- Provided information literacy instruction online and face-to-face
- Provided in-person, phone and e-mail reference to campus community
- Library liaison to the Religion and Behavioral Science Departments
- Collection development for the Religion and Behavioral Sciences
- Conducted library orientation for faculty and students
- Developed bibliographies and instructional materials.

Interim Director of Library Services Jan. 2005 – Jan. 2006

- Hired, supervised and scheduled staff and student workers
- Oversaw day to day library operations
- Original and copy cataloging of digital and print content
- Interim board member of DALNET
- Planned, organized and hosted Christian College Librarians Conference, May 2005

Circulation Clerk / Reference Librarian Oct. 2003 – Jan. 2005

- Provided in-person, phone and e-mail reference to campus community
- Provided library and bibliographic instruction to campus community
- Managed circulation department and supervised 5 student workers
- Managed reserves
- Maintained religion collection
- Trained library staff in circulation procedures

Rochester Hills Public Library, Rochester Hills, MI Aug. 2000 – Aug. 2010

Reference Librarian May 2004 – Aug. 2010

- Provided in-person, phone, e-mail and chat reference in adult services
- Provided computer lab assistance to patrons

Circulation clerk Aug. 2002 – May 2004

- Worked the information desk, drive-through, and circulation desk
- Handled all aspects of patron records from applications to renewals and holds
- Sorted library materials from drop boxes
- Placed items on hold for patrons

Page in Adult Services Aug. 2000 – July 2002

- Handled periodical requests
- Helped patrons with microfilm readers and copiers
- Sorted and shelved materials

Clinton-Macomb Public Library, Clinton Twp., MI Jan. 2004 – Apr. 2004

Library Intern

- Provided reference and information services at reference desk in adult services
- Evaluated virtual reference service

REVIEWS

Book Reviews, *Library Journal*

2009 – Present

Current reviewer for Social Sciences.

CONFERENCE PROCEEDINGS

Hebert, H. & Reed, K. (2019, September 26). *Understanding Incoming MLS Graduate Student Proficiency and Perceptions of Information Literacy Skills*. Presented at ALISE 2019 Conference Exploring Learning in a Global Information Context, Knoxville, TN. (pp 1-4). Seattle, WA: Association of Library and Information Science Education. Retrieved September 21, 2019 from <https://www.ideals.illinois.edu/handle/2142/104593>

PUBLICATIONS

Hebert, H. & Lambert, F. (accepted pending revision-2019). Providing voter registration and election information in libraries: a survey of public libraries in Tennessee. *Public Library Quarterly*.

Hebert, H. (to be published 2019). Providing vibrant social opportunities for homeschooling families. In Gubnitskaia, V. & Smallwood, C. (Eds.), *Homeschooling and Libraries: New solutions and opportunities* (pages TBD). Jefferson, NC: McFarland & Company.

Hebert, H. (to be published 2019). Preparing to Work with Homeschooling Families. In Gubnitskaia, V. & Smallwood, C. (Eds.), *Homeschooling and Libraries: New solutions and opportunities* (pages TBD). Jefferson, NC: McFarland & Company.

Hebert, H. & Walton, B. (2017, March 15) Capitalizing on money smart week. [Blog Post]. Retrieved from <https://www.ingramcontent.com/blog/capitalizing-on-money-smart-week>.

Hebert, H. & Smithwick, W. (2017, February 17) A brief tour in travel guides. [Blog post]. Retrieved from <https://www.ingramcontent.com/blog/a-brief-tour-in-travel-guides>.

Hebert, H., Lindsay, J. M., York, A. (2012) Transforming the Library Website: You and the IT Crowd, *Tennessee Libraries*, 62(3).

Hebert, H. (2010) [Review of *Noodle Tools*]. *Public Services Quarterly*, 6(4), 363-364.

Hebert, H. (2009) [Review of *H-NET Humanities and Social Sciences Online*]. *Public Services Quarterly*, 5(3), 196-197.

Hebert, H. (2008) Reports from the 2008 MLA Annual Conference. *Michigan Libraries*, 73(6), 14.

Hebert, H. (2008) [Review of *Moodle*]. *Public Services Quarterly*, 4(3), 240.

Hebert, H. (2007) Lining It Up: Timing Academic Library Instruction. *Michigan Libraries*, 72(6), 14.

PRESENTATIONS

Hebert, H. & Reed, K. (2019). "*Understanding incoming MLS graduate student proficiency and perceptions of information literacy skills*". Association for Library and Information Science Annual Conference, Knoxville, TN.

Hebert, H., Dixon, K., Hall, C., Johnson, P., McKee, A., Roach, A.M. (2019). "*Stand and be counted: Libraries facilitating Voter Engagement*". Tennessee Library Association Conference, Chattanooga, TN.

Hebert, H., Creecy, K., & Huwieler, C. (2018) "*A Professor, a Librarian, and a Vendor: Collection Development Trends from Three Perspectives*". Tennessee Library Association Conference, Memphis, TN

Hebert, H., Lehue, A., & Huwieler, C. (2015) "When Your Plate is Too Full: Collection Development Timesavers for Librarians on the Run" Tennessee Library Association Conference, Memphis, TN.

SERVICE

National:

ALA Library Instruction Roundtable (LIRT) Adult Learner Committee (appointed) 2019 – 2021

State:

Tennessee Library Association, Recording Secretary (elected) 2019 - 2021

Tennessee Library Association, Reference Roundtable Chair 2013 - 2014

Tenn-Share/Datafest Committee 2018 - 2019

Peer Reviewer for *Tennessee Libraries* 2017 - 2018

Michigan Library Association Annual Conference Committee 2010

Institutional:

MTSU Grade Appeals – University Committee 2019 - 2020

MTSU Faculty Travel Grant – University Committee 2019 - 2020

MTSU College of Education Curriculum Committee 2019 - 2020

Brentwood Library Website Committee 2010 - 2013

Rochester College Faculty Affairs Committee 2009 - 2010

Rochester College Library Advisory Committee 2003 - 2010

Detroit Area Library Network (DALNET) Project Manager 2003 - 2010

Rochester College Freshman Seminar Committee 2005 - 2008

Rochester College Retention Committee 2005 - 2008

Rochester College Academic Cabinet 2005 - 2006

Detroit Area Library Network (DALNET) Systems Librarian Search Committee 2006

PROFESSIONAL MEMBERSHIPS

American Library Association 2002 - Present

Association for Library and Information Science Educators 2018 - Present

Tennessee Library Association 2010 - Present

Tennessee Association of School Librarians 2017- Present
Michigan Library Association 2003 - 2011

HONORS

Beta Phi Mu International Library
and Information Science Honor Society, Inducted 2005

Frank Lambert, Ph.D., MLIS

frank.f99@gmail.com; Frank.Lambert@mtsu.edu

1542 Nathan Court, Murfreesboro, TN, 37130

234-678-6453 (Home); 234-380-7753 (Mobile)

◆ **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

2017- Program Coordinator, Master of Library Science (MLS) Program, Womack Educational Leadership Department, College of Education

2016- Assistant Professor, MLS Program, Womack Educational Leadership Department, College of Education

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 Adjunct Lecturer, FIMS, UWO

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. Collected data and conducted statistical tests for: Vaughan, L. & Shaw, D. (2005). Web citation data for impact assessment: A comparison of four science disciplines. *JASIST*, 56(10), 1075-1087.

Summer 2003 Marking Assistant for LIS 504 (Research Methods and Statistics), FIMS, UWO

1992; 2003-4 Teaching Assistant, Department of History, UWO

◆ **Employment History – Library**

Public Sector – Library

2016 Full-time Limited Term Position, Metadata Management Librarian, University of Western Ontario (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 2001	Full-time Co-op Position, Original Cataloguer. Mills Memorial Library, McMaster University. Hamilton, Ontario.

◆ Research & Scholarship – Publications, Conference Presentations, & Proceedings

Published/Accepted Peer-Reviewed Journal Publications

Hebert, H. & Lambert, F. (2019). Providing voter registration and election information in libraries: a survey of public libraries in Tennessee. *Public Library Quarterly*.

Lambert, F., Panchyshyn, Roman, and McCutcheon, Sevim. (2019). Resource Description and Access (RDA) implementation in public libraries in the United States. *Library Resources and Technical Services (LRTS)*, 63(2), 119-130.

Rosenzweig, J., Thill, M., & Lambert, F. (2019). Student constructions of authority in the framework era: A bibliometric pilot study using a faceted taxonomy. *College and Research Libraries (CNRL)*, 80(3), 401-420.

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. *American Archivist*, 77(1), 96-132.

Blundell, Shelley and Lambert, F. (2014). Information anxiety from the undergraduate student perspective: A pilot study of second-semester freshmen. *Journal of Education in Library and Information Science (JELIS)*, 55(4), 261-273.

Lambert, F. (Dec. 2014). Virtual trace: A framework for applying physical trace research methodology in a virtual electronic context. *QJML-Qualitative and Quantitative Methods in Libraries*, 1001-1018.

Lambert, F., Panchyshyn, Roman, and McCutcheon, Sevim. (2013). Resource Description and Access (RDA) and Ohio public libraries. *Public Library Quarterly*, 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. *Government Information Quarterly*, 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. *Cataloging & Classification Quarterly*. 49(3), 208-222.

Lambert, F. (2010). Online community information: The queries of three communities in southwestern Ontario. *Information Processing & Management*, 46(3), 343-361.

Lambert, F. (2005). Assessing the authoritativeness of Canadian and American government health documents: A comparative analysis using informetric methodologies. *Government Information Quarterly*. 22(2), 277-296.

Lambert, F (2004). Applying informetric methods to empirically assess the authoritativeness of Health Canada electronic documents. *Government Information Quarterly*. 21(3), 305-318.

Published/Accepted Peer-Reviewed/Refereed Conference Presentations with Proceedings

Rosenzweig, J., Thill, M., & Lambert, F. (2018). A model for analyzing and understanding how novice researchers construct source authority. *Association for Information Science and Technology (ASIS&T) Annual Meeting*, Vancouver, British Columbia, November 10-14, 2018. Acceptance rate: 50%.

Lambert, F. (2010). Web searching to meet everyday information needs: A comparative longitudinal study of queries submitted to an online community information system. *Prato Community Informatics Research Network (CIRN) Conference 2010: Tales of the Unexpected: Vision and Reality in Community Informatics*. CIRN -DIAC Conference: Monash University Centre, Prato, Italy 27-29 October 2010. Larry Stillman and Ricardo Gomez, eds. ISBN: 978-0-9581058-8-0. Available through KSU Libraries.

Lambert, F. (2009). Can communities be empowered still with a 'top-down' approach to ICT conceptualization, design, and implementation? The case of *mycommunityinfo.ca*. *Prato Community Informatics Research Network (CIRN) Conference 2009: Empowering communities: learning from community informatics practice* at Monash University Prato Centre, Prato, Italy. November 4-6, 2009. ISBN: 978-0-9581058-5-9.

Lambert, F. (2006). The *mycommunityinfo.ca* 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.

Accepted Peer-Reviewed/Refereed Conferences: Presentations without Proceedings; Posters; and, Other Works

Rosenzweig, J., Thill, M., & Lambert, F. (2019). Beyond CRAAP: An Updated Approach to Source Evaluation. *American Library Association Annual Conference, June 20 - 25, 2019*. Association of College and Research Libraries (ACRL) Professional Development Committee Program. Acceptance rate: 23%.

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 *Association for Library and Information Science Education (ALISE)* 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. *Society of American Archivists 7th Annual-2013 Research Forum, 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.

Lambert, F. (2004). Assessing the authoritativeness of Canadian and American government health documents: A comparative analysis using informetric methodologies. Presented at *Connections 2004 Great Lakes Conference*, Faculty of Information Studies, University of Toronto, May 15-16, 2004. Conference abstract published in *Canadian Journal of Information and Library Science*, 28(3), 114.

◆ Academic Research Activities – Competitive Internal/External Grant Applications

- 2018 Middle Tennessee State University faculty travel grant for expenses related to 2018 ASIS&T Conference, Vancouver, B.C.. Withdrawn.
- 2014 Kent State University University Teaching Council Travel Grant. \$500 (Awarded)
- 2013 Kent State University Creative Activity Appointment Competition. *Public libraries: The next "social services agency?"*. For Summer 2014. Value: \$6,500 (Not awarded)
- 2013 Kent State University Program Level Assessment Grant (with Dr. Meghan Harper). *Development of a School-wide Professional Disposition Assessment*. Value: \$2,650 (Awarded)
- 2012 Kent State University Creative Activity Appointment Competition (with Dr. Meghan Harper). Pilot study and external grant writing for *How Prepared are School Libraries for FRBR and RDA?* For Summer 2013. Value: \$6,500 (Not awarded)
- 2012 IMLS National Leadership Grant, Research (with Dr. Meghan Harper). *How Prepared are School Libraries for FRBR and RDA?* Value: \$50,000 (Not awarded)
- 2009 Kent State University Creative Activity Appointment Competition. *Online municipal government information seeking: A longitudinal study of two urban municipalities' Web logs*. For Summer 2010. Value: \$6,500 (Not awarded)

◆ Scholarships, Start-up Funding, Honours, & Distinctions

- 2008 Kent State University. Research and Graduate Studies (RAGS) faculty startup funding. Value: \$21,000
- 2003-2006 Ontario Graduate Scholarship. Value: \$15,000 per annum; \$45,000 total
- Summer 2005 Nominated to receive the FIMS Dean's Part-time Teaching Excellence Award for LIS 502 (Organization of Information)
2003. Special University Scholarship, UWO. Value: \$7,444

◆ Teaching

MTSU-MLS Program-all online

- LIBS 6020 Organizing Library Resources (Redeveloped Spring 2017)
- LIBS 6060 Understanding Research for Evaluation in Libraries (Redeveloped Spring 2019)
- FOED 6610 Analysis and Application of Educational Research (Redeveloped Spring 2017)
- LIBS 6820 Advanced Metadata Management of Library Resources (new program course developed 2019-20)
- LIBS 6030 Information Technology for Information Professionals (new program course developed (2019)
- Service on doctoral student committees:
Brandon Owens, Public History Doctoral Candidate – comprehensive examination committee (Sept. 2019) and dissertation committee

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 of KSU-SLIS Culminating Experience students every semester since Summer 2009
- Academic Advisor for 40+ SLIS students
- Service on doctoral student committees:
Shelley Blundell, CCI Doctoral Candidate – comprehensive examination committee
Janna Korzenko, Political Science Doctoral Candidate – dissertation committee

UWO-FIMS

Graduate Courses Taught/Assisted:

- LIS 502/9002 Organization of Information – I
- LIS 503 Information Sources and Services – A
- LIS 504 Research Methods and Statistics – I
- LIS 505 Information Systems and Technology – A
- LIS 558 Database Management Systems – A
- LIS 782 Special Topic Course: Community Information and Community Informatics – I
- LIS 9200 Bibliographic Description: Theory and Practice – I

Undergraduate Courses Assisted:

- MIT 026 Introduction to Information Retrieval
- MIT 203 The Matter of Technology
- POL 020 Introduction to Political Science
- HIS 186 The Two World Wars

Invited Guest Lectures, Seminars, Panels, and Workshops

Middle Tennessee State University

2019 Invited along with my research colleagues to present our research (Beyond CRAAP: An Updated Approach to Source Evaluation. *American Library Association Annual Conference, June 20 - 25, 2019*) on Nov. 4, 2019, 1:00-4:00 pm, to the High School to College Transition Special Interest Group Online Meeting, Southeastern NY Library Resources Council, 21 S. Elting Corners Rd., Highland, NY 12528

2019 RDA Presentation/Training. Red River Regional Library, 1753 Alpine Dr., Suite A
Clarksville, TN. January 22, 2019, 1:00-3:00 pm

2018 RDA Presentation/Training. Stones River Regional Library, Tennessee State Library & Archives, 2118 E. Main St., Murfreesboro, TN. July 19, 2018, 9:30 am-2:30 pm

2018 RDA Presentation/Training. Stones River Regional Library, Tennessee State Library & Archives, 2118 E. Main St., Murfreesboro, TN. December 15, 2017, 9:30 am-2:30 pm

2017 RDA Presentation/Training. Buffalo River Regional Library, Tennessee State Library & Archives, 230 E. James Campbell Blvd., Columbia, Tennessee. Nov. 15, 2017, 1:00 pm-4:30 pm

2017 RDA Presentation/Training. Falling Water River Regional Library, Tennessee State Library & Archives, 208 Minnear Street, Cookeville, TN. March 23, 2017, 9:00 am-1:00 pm

University of Western Ontario Libraries

2015 "The Potential Impact on Cataloguing Among OCUL Member Libraries Due to a Shared Integrated Library System." Dec. 15, 2015

University of Texas Arlington

2015 "Measuring Up: Approaches to Assessing the Experiences of UT-Arlington Library Users." August 20, 2015

University of Alberta, School of Library and Information Studies

2015 "Who's Ready to Surf the Next Wave? Part 2: American Archivists' Qualitative responses to a Nationwide Survey." April 13, 2015

KSU-SLIS

2013IRB workshop for CCI faculty and graduate students. "IRB Philosophy and Procedures and Broader Issues in Research Ethics." October 18, 2013, 3-5 pm, Rm. 146 Taylor Hall.

2013IRB workshop for KSU Libraries librarians. October 15, 2013, 2-3 pm, Rm. 152 Main Library

2013Nominated by a 2013 Graduate Student Orientation (GSO) teaching fellow as an outstanding mentor and advisor. As a result, served on a faculty panel as part of the 2013 GSO on August 20, 2013, Kent Student Center

2012Panel Discussion for CCI Graduate Students: Fundamentals of IRB and the Ethics of Research Conduct. October 12, 2012, Rm. 146 Taylor Hall

UWO-FIMS

2006 MIT 146 Introduction to Web Search Engines and Web Data Mining. Presentation to undergraduate Media, Information, and Technoculture class: "Web Query Log Analysis of an Online Community Information Provider."

2006 LIS 870 Information Practices in Everyday Life. Presentation to Ph.D. LIS class: "The *mycommunityinfo.ca* approach to online networked community information provision."

2004 LIS 582 Government Information. Presentation to MLIS class: "Assessing the authoritativeness of Canadian and American government health documents: A comparative analysis using informetric methodologies."

◆ Professional Service & Volunteer Work

Middle Tennessee State University

2019Member, Search Committee for new position of Associate Dean and Director of Distance Education

2019-Article reviewer for the Tennessee Library Association's journal, *Tennessee Libraries*

2019Invited juried papers reviewer for the 2019 Association for Library and Information Science Education (ALISE) Annual Conference

2019Member, Search Committee for new Dean of James Walker Library

2019Member, MTSU Learning Management System (LMS) Review Committee

2018-20University standing committee member - Library Committee and Public Service Committee (Chair of Public Service Committee for 2019-2020)

2018Member, two separate Search Committees for tenure-track and full-time temporary Educational Leadership faculty

2018-Member, Departmental Effectiveness Committee, Educational Leadership

2017-Member, Graduate Curriculum Committee, Educational Leadership

2017-19Faculty Liaison for the South East Young Adult (SEYA) Book Festival held at MTSU

2017Member, Search Committee for new temporary Educational Leadership faculty

University of Western Ontario

2016 Member, LIRM Head of Metadata Access Selection Committee

KSU-SLIS

2011-2015 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

2009-2010Kent 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

UWO-FIMS

2007-2008 Member, FIMS Research (Ethics) Committee

2005-2006 Alternate representative for Doctoral Students Association on the Doctoral Program Committee, representing the Systems stream, FIMS

2004-2006 Chief Steward, Social Sciences, Graduate Teaching Assistants' Union, Local 610 of the Public Service Alliance of Canada, UWO

2003-2005 Treasurer, Doctoral Students Association, FIMS

2002-2004 Department Steward, Graduate Teaching Assistants' Union, representing Graduate Teaching Assistants at FIMS

Winter Treasurer, MLIS Student Council, FIMS
2002

Other-Community

2018-Board Member, Rutherford County Library System, Tennessee

2017-Board Member, Stones River Regional Library System, Tennessee

2011 Interviewed by John Caniglia, *The Plain Dealer*. Quoted in "[Cuyahoga County Public Library begins \\$100 million renovation, construction project](#)," Thursday, September 22, 2011.

◆ Academic & Professional Memberships

Current

American Library Association (ALA)

Former

Association for Information Science and Technology (ASIS&T)

Northern Ohio Technical Services Librarians (NOTSL)

Association for Library and Information Science Education (ALISE) **DeAnne L. Luck**

4125 Lake Road Woodlawn, TN 37191 931-551-6822

DeAnne Luck

DeAnneLuck@gmail.com DeAnne.Luck@mtsu.edu

PROFESSIONAL EXPERIENCE

Teach online classes for the Department of Educational Leadership, focusing on the Library Science Program; assist with program and class development.

Instruction Librarian 1/14-8/15

Austin Peay State University 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 8/12-12/13

Burt Elementary School 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 6/04-7/12, part-time

Tenn-Share 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 6/94-6/04

Austin Peay State University 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 freshman experience course and serve on the Syllabus Committee; co-teach in the Heritage program; provide traditional and electronic reference services; serve as liaison to Music Department and Women's Studies Program.

Circulation Librarian 12/92-6/94

Tennessee State University, Avon Williams Campus 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

Master of Science, Library and Information Science

University of Illinois at Urbana-Champaign

Josie B. Houchens Fellowship

Bachelor of Arts, Music

Murray State University

Business Administration Minor Summa Cum Laude Graduate Honors Diploma Graduate

August 2012

Nashville, TN

August 1992

Urbana, IL

May 1991

Murray, KY

SELECTED PUBLICATIONS AND PRESENTATIONS

Frere, P., Luck, D.L., Phillips, P., Ponnappa, S., & Weber, J. (2017, October). Tenn-Share past, present & future: A conversation with the movers, shakers, and founders of Tenn-Share. Concurrent session at Tenn- Share Fall Conference: Breaking Barriers, Building Bridges, Nashville, TN.

Sharp, J., Luck, D.L., et al. (2017, September). Collaboration rocks! A panel session with public and academic librarians." Preconference at Tennessee Association of School Librarians Conference: Make Your Library ROCK!, Murfreesboro, TN.

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, 2014-16 *Instruction Section, Learning to Teach Virtual Task Force 1998-2000*
 LITA
 Co-Chair, *Internet Resources Interest Group*
 RUSA ASCLA AASL
 Tennessee Library Association
TLA Webmaster
TLA Honor Award
Staff & Career Development Cmte (Co-chair, 18-19)
 Tennessee Association of School Librarians
VSBA Intermediate Cmte
 University of Illinois Alumni Association
 Sigma Alpha Iota International Music Fraternity

1994-2004
1998-1999
2003-2004 2004-2012 2012-
1992- 1998-2003 2016 2017-
2012-
2015-18
1992- 1988-

Appendix 8-Program Timeline

Middle Tennessee State University - Masters in Library Science (MLS)

PLAN FOR MOVING TOWARD ALA CANDIDACY STATUS

May 2020 to May 2021

Standard	Systematic Planning
Goal	I.1 The MLS faculty will refine existing systematic planning processes
Actions	The MLS faculty will discuss program goals, data collection, and data analysis at regular semesterly program meetings throughout the year.
Sources of Measurable Data	Minutes from regular program meetings will document discussion of annual goals and evaluation of progress on actions steps.
Schedule	MLS faculty will evaluate minutes from fall and spring semester meetings.

Standard	Systematic Planning
Goal	I.2 The MLS faculty will increase engagement of constituencies in systematic planning.
Actions	MLS faculty will hold bi-annual MLS Program Advisory Council Meetings.
Sources of Measurable Data	MLS faculty will mine meeting agendas, minutes, and recordings of the MLS Program Advisory Council Meetings for data.
Schedule	The first MLS Program Advisory Council meeting will take place in August 2020 to coincide with the University President's Annual State of the University Address and the College of Education and Educational Leadership Departments' Annual Retreats/Meetings. MLS faculty will align discussions with the priorities articulated by the President, the College and the Department.

Standard	Systematic Planning
Goal	1.2.1 The MLS faculty will engage MLS students in robust community dialogue.
Actions	The MLS faculty will hold the Annual Town Hall Meeting for MLS students. Data from the Annual Town Hall Meeting will feed into the MLS Program Advisory Council processes.

Sources of Measurable Data	The MLS faculty will mine minutes from the Annual Town Hall Meeting to identify themes. The Town Hall Meeting will take place on a webinar platform and will be recorded.
Schedule	The MLS faculty will hold the Annual Town Hall Meeting in September each academic year.
Standard	Systematic Planning
Goal	I.2.2 The MLS faculty will identify alumni perceptions of strengths and weaknesses of MLS' capacity to prepare students for professional life.
Actions	MLS faculty will survey Program alumni regarding their perceptions of the strengths and weaknesses of the MLS Program's capacity to prepare students for the workforce.
Sources of Measurable Data	Distribution strategy of the MLS survey of alumni will net a 40 to 60 percent return rate of surveys.
Schedule	MLS faculty will distribute a well-designed, well-vetted, short, but detailed survey to alumni about Program quality. MLS faculty will send reminders to prospective survey respondents one to two weeks after the initial survey distribution.
Standard	Systematic Planning
Goal	1.2.3 MLS faculty will develop a steady pipeline of students and prospective students.
Actions	MLS faculty will distribute handouts/slides to prospective students and employers at state conferences and university graduate program fairs.
Sources of Measurable Data	MLS faculty will document conversations with prospective students and employers through a Customer Relationship Management System (CRM). The CRM records names and email addresses. MLS faculty will use the CRM data to measure the conversion rate of those names entered into the CRM into enrolled students.
Schedule	MLS faculty will collect CRM data at the following events: Tennessee Library Association March-April 2020, Tennessee Association of School Librarians (TAASL) April-May 2020, Tennessee Paraprofessional Meeting April 2020, Tennessee ACRL (TLACRL) April 2020.

Standard	Curriculum
Goal	II.1 The MLS Program will refine and expand curriculum to ensure students have a variety of experiences across coursework that address the learning outcomes identified for the Program and to grow the Program.
Actions	MLS faculty will apply CAEP metrics to course work, modifying where necessary. The CAEP metrics are tied to AASL standards.
Sources of Measurable Data	Faculty will look for consistency among course evaluations, as a well as among data mined from course work, individual course syllabi and course syllabi mapped to each other. Faculty will make data extracted from these processes available to the MLS Program Advisory Council for its review.
Schedule	Ongoing
Standard	Curriculum
Goal	II.1 MLS faculty will propose new catalog changes to expand course options.
Actions	MLS faculty will complete developing courses.
Sources of Measurable Data	MLS faculty is pursuing partnerships with other masters programs on campus, which will extend the course options available to MLS and other students. MLS is considering a dual MLS/MSW Degree with the Social Work Program. MLS is considering joint courses with the Public History Program to offer archives courses to MLS and other students.
Schedule	The options listed here will be proposed in Fall 2020 to appear in the 2021-2022 Graduate Catalog.
Standard	Faculty
Goal	III.2 The MLS Program will offer new courses through an MLS/MSW dual degree with Social Work.
Actions	MLS and MSW will develop a list of expert adjuncts and faculty.
Sources of Measurable Data	Syllabi will highlight offerings and course content for the dual degree, based upon aligned expert adjuncts and faculty members.
Schedule	The list of experts will be available September 2020.

Standard	Faculty
Goal	III.1 MLS faculty will encourage and foster excellence in teaching, service and research.
Actions	The MLS Program will encourage faculty to participate in at least one MTSU professional development opportunity.
Sources of Measurable Data	Full-time tenure track and tenured faculty will deliver at least one academic publication per academic year. All teaching personnel will demonstrate effectiveness in teaching, as measured in part by course evaluations. The information above will be documented in faculty CVs.
Schedule	Ongoing
Standard	Faculty
Goal	III.2 The MLS Program will request a new faculty line(s) and fill the new faculty line(s).
Actions	As MLS student enrollment increases, MLS faculty will evaluate teaching loads of current and temporary full time and adjunct faculty.
Sources of Measurable Data	When student headcount reaches approximately 100 students, a new faculty line for the MLS Program will be requested (100 students all each taking at least 2 classes (i.e., all part-time)=200 spaces required in all classes/15 students maximum for all class sections=13.3 sections. Teaching load of 3 TT and 1 temporary full time, and two adjunct, instructors=18 sections. This allows for multiple sections of some classes, lower than maximum enrollment in others.
Schedule	The request for new MLS faculty will take place by approximately fall 2021.
Standard	Students
Goal	IV. The MLS faculty and Advisory Board will develop and initiate recruitment, admission, financial aid, and other policies to attract and retain students that reflect the diversity of our communities.
Actions	The MLS faculty will continue working closely with the College of Graduate Studies to tweak digital marketing content and approaches. Since it has been proven effective, digital marketing will continue to be a key component of the Program's strategic recruitment.
Sources of Measurable Data	MLS faculty will evaluate the following to determine appeal to diverse prospective applicants: social media touches, program website,

	informational webinars, broad distribution of brochures, and other materials through attendance at university, state and national venues.
Schedule	The evaluation of digital marketing tools' capacity to reach diverse audiences is underway and will be ongoing.
Standard	Administration, Finances and Resources
Goal	V.1 The MLS Program director and the department chair (administrative head) will make full use of available campus resources and relationships that support the Program's goals and mission.
Actions	The MLS Program will continue to identify campus and other resources related to assessment, technology, leadership training & mentorship, best practices, student support and curriculum design.
Sources of Measurable Data	The strength of this approach will be found in the robustness of the Program's virtual rolodex of university personnel, offices, professional development who can provide support to the faculty and students for the Program with log of contacts.
Schedule	The Program's acquisition of and full use of campus resources will be ongoing.

SUMMARY STATEMENT AND OVERALL GOAL:

The MLS Program has progressed rapidly since its inception as a full library science program in 2016. The MLS Program is highly confident with that, with pre-candidacy status plus the achievement of the action steps listed above, we will be ready to apply for Candidacy in Fall 2021. With the work achieved already prior to formally applying for candidacy, we believe that we have substantively met or exceeded most of the Standards for accreditation.

Appendix 9-Program Budget

MLS Program Tuition Revenue & Payroll Expenses (source: College of Education)

Year & Semester	Full-Time (9+ credit hours) Headcount, MLS	Part-Time (< 9 credit hours) Headcount, MLS	Total Headcount M.Ed. & MLS	Full-Time (9+ credit hours) Endorsement (non-degree) students	Part-Time (< 9 credit hours) Endorsement (non-degree) students	Total Headcount	FTE (9 credits/ Semester), MLS & Endorsement	Tuition (excludes fees)/ semester x FTE x 9 credit hours	Tuition revenue per annum	Salaries & benefits expenses / semester, paid by College of Education	Salaries & benefits expenses / semester, paid by MTSU Online	Salaries & benefits expenses per annum, paid by CoE	Difference Revenue P/A less CoE Salary/ Benefits expenses P/A	Salaries & Benefits expenses, MTSU Online	Total Salaries & Benefits, CoE AND MTSU Online	Difference Revenue P/A and CoE AND MTSU Online Salary/ Benefits expenses
2016 Fall (Year 1)	10*	33*	43	0	11	54	27.30	\$108,845.10		\$83,595.85	\$36,535.45					
2017 Spring	8*	30*	38	0	14	52	25.50	\$101,668.50		\$89,123.78	\$36,354.30					
2017 Summer	5	21*	26	0	8	34	15.90	\$63,393.30	\$273,906.90	\$25,557.99	\$2,260.65	\$198,277.62	\$75,629.28	\$75,150.40	\$273,428.02	\$478.88
2017 Fall	9*	29*	38	1	8	47	21.40	\$87,633.00		\$62,096.11	\$35,729.16					
2018 Spring	6	30*	36	0	4	40	19.10	\$78,214.50		\$70,653.35	\$35,729.24					
2018 Summer	8	23*	31	2	7	40	21.40	\$87,633.00	\$253,480.50	\$31,822.03	\$39,414.19	\$164,571.49	\$88,909.01	\$110,872.59	\$275,444.08	-\$21,963.58
2018 Fall	11	37*	48	1	11	60	28.50	\$121,068.00		\$84,271.43	\$39,414.19					
2019 Spring	5	39*	44	1	10	55	26.40	\$112,147.20		\$83,406.28	\$38,106.06					
2019 Summer	8	24	32	2	8	42	20.80	\$88,358.40	\$321,573.60	\$38,261.89	\$13,456.25	\$219,395.85	\$102,177.75	\$90,976.50	\$310,372.35	\$11,201.25
2019 Fall	6	38	44	1	8	53	24.00	\$107,352.00	\$107,352.00	\$128,276.53	\$52,568.04	\$128,276.53	-\$20,924.53	\$52,568.04	\$180,844.57	-\$73,492.57
Running total ->													\$245,791.51			-\$83,776.02

MLS Program Expenditures, 2017-2020 (source: Womack Educational Leadership Department)

Library Science Budget 2017-18					
Date	Name	Status	Amount	Paid	Notes
10/4/2017	Catalogers Desktop	receipted	685.00	685.00	completed
11/3/2017	RDA Toolkit	receipted	500.00	500.00	completed
2/22/2018	TLA Booth rental		525.00	525.00	completed
TOTAL			\$ 1,710.00	\$ 1,710.00	

Balance 10/16/17	\$ 2,500.00
Total Spent/Encumbered	-1,710.00
Recruitment/ Promo	Promo 5,000 promised
LIBS resources	10,000 promised
Balance	\$ 790.00

Library Science Budget 2019-20					
Date	Name	Status	Amount	Paid	Notes
12/1/2019	Catalogers Desktop	receipted	685.00	685.00	
12/4/2019	RDA Toolkit	receipted	500.00	500.00	
12/13/2019	Laptop	receipted	1,769.00	1,769.00	
2/4/2020	TLA Booth	receipted	525.00	525.00	
TOTAL			\$ 3,479.00	\$ 3,479.00	

Balance	
Total Spent/Encumbered	-3,479.00
Balance	\$ (3,479.00)

Library Science Budget 2018-19					
Date	Name	Status	Amount	Paid	Notes
12/31/2018	Catalogers Desktop	receipted	685.00	685.00	
12/31/2018	RDA Toolkit	receipted	500.00	500.00	
2/4/2019	TLA Booth	receipted	525.00	525.00	
2/21/2019	Promo items	receipted	2,190.00	2,190.00	for recruiting
5/3/2019	Promo Bookmarkers	receipted	1,698.00	1,698.00	
TOTAL			\$ 5,598.00	\$ 5,598.00	

Balance	\$ 5,000.00
Total Spent/Encumbered	-5,598.00
Balance	\$ (598.00)

provost funds Walker Library book purchase 10,000.00

MTSU Provost's Office Budget for MLS Program (source: MTSU Provost's Office)

Support for MLS in Library Science

	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
<u>Recurring</u>					
Summer Stipend for Director	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Operating Budget/Recruitment/Promotion		\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Library Periodicals		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Online Course Development	\$ 10,000.00				
Faculty (TT) Sal/Benefits-Lambert	\$ 78,300.00	\$ 80,649.00	\$ 84,241.35	\$ 85,083.75	\$ 86,761.80
Faculty (FTT) Sal/Benefits -Luck	\$ 66,960.00	\$ 68,968.80	\$ 70,706.25	\$ 71,412.30	\$ 71,412.30
Faculty (TT) Sal/Benefits-Boudreau	\$ 105,001.65				
Faculty (TT) Sal/Benefits - Hebert		\$ 67,770.00	\$ 78,104.25	\$ 78,885.90	\$ 82,833.30
Faculty (TT) Sal/Benefits - Douglass				\$ 103,952.70	\$ 103,952.70
Subtotal Fac Sal/Benefits	\$ 250,261.65	\$ 217,387.80	\$ 233,051.85	\$ 339,334.65	\$ 344,960.10
Total Recurring	\$ 265,261.65	\$ 234,887.80	\$ 250,551.85	\$ 356,834.65	\$ 362,460.10
<u>Non-Recurring</u>					
Recruitment/Promotion		\$ 5,000.00	\$ 5,000.00		
Accreditation	\$ 1,986.00				\$ 1,986.00
Total Non-Recurring	\$ 1,986.00	\$ 5,000.00	\$ 5,000.00	\$ -	\$ 1,986.00

MTSU Online Budget Support for MLS Program (source: *MTSU Online*)

MTSU ONLINE SUPPORT OF MLS-2016 TO PRESENT (does NOT include Full Time Temporary and Adjunct salaries & benefits)

SERVICE	FUNDING PROVIDED
Online Course Development - 10 courses	\$30,000
Online Course Redesign - 9 courses	\$18,000
Conference Booth	\$525
Instructional Designers (2)	\$104,000
Online Faculty Mentors-19 peer reviews @ \$150 ea	\$2,850
Social Media Marketing	\$5,000 estimate - 3 video testimonials
	\$160,375 Grand total

Travel Expense Reimbursement from Educational Leadership, Provost's Office, & MTSU Online (sources: MTSU Educational Leadership Dept., MTSU Online)

TRAVEL

10/6/2016	Kathryn Boudreau	\$733.24			Georgia COMO Conference (Georgia Library Association)	Athens, GA	10/5-6/2016	Recruitment
3/23/17	Frank Lambert	\$76.89			mileage to Falling Water River Regional Library System	Clarksville	3/23/2017	workshop
6/27/17	Frank Lambert	\$2,766.00			ALA Conference	Chicago, IL	6/22-27/2017	
11/11/17	Frank Lambert	\$1,231.56			AASL Conference	Phoenix, AZ	11/8-11/2017	
2/7/18	Frank Lambert	\$64.77			Transportation for Tenure Track Candidate, Nashville to Murfreesboro	Nashville- Murfreesboro	2/7/2018	Interview
4/6/2018 *	Holly Hebert	\$584.88			TLA Conference	Memphis	4/5-6/2018	booth/marketing
4/6/2018 *	DeAnne Luck	\$484.30			TLA Conference	Memphis	4/5-6/2018	booth/marketing
4/26/2019	Frank Lambert	\$245.87			TLA Conference	Chattanooga	4/24-26/2019	booth/marketing
1/22/19	Frank Lambert	\$77.93			mileage to Clarksville		1/22/2019	workshop
4/23/2019	Frank Lambert	\$1,744.10	\$390.60	\$500.00	ALA Conference	Washington, DC	6/21- 24/2019	Presentation
9/26/2019	Holly Hebert	\$292.12		\$500.00	ALISE Conference	Knoxville, TN	9/24-26/2019	Presentation

Total Reimbursement for Travel, MLS Program, By Ed. Leadership	\$7,666.90
Total Reimbursement for Travel, MLS Program, By MTSU Online (*)	\$1,069.18
Total Reimbursement for Travel, MLS Program, from Provost Travel Grant	\$1,000.00
Grand Total Travel Reimbursement 2017-present	\$9,736.08

James E. Walker Library Expenditures on MLS Program, 2016-present (source: Walker Library)

Database Titles	FY16	FY17	FY18	FY19	FY20
Emerald eJournals Premier	\$ 90,726.00	\$ 81,653.00	\$ 73,488.00	\$ 75,649.00	\$ 77,908.00
Children's Literature Comprehensive Database	\$ 1,095.00	\$ 1,135.00	\$ 1,135.00	\$ 1,199.00	\$ 1,239.00
Library, Information Science & Technology Abstracts (LISTA)	cost covered by TBR				
Library Literature & Information Science Full Text (H.W. Wilson)	cost covered by TBR		estimated cost for MTSU to cover is \$4032/yr		

Record Number	Title	Call No.	Format	Order Type	Vendor	Est. Price
		ML111 .B77				
o10847492	American music librarianship : a biographical and historical survey / Carol June Bradley.	1990;"026.78 B7281a"	p	f	ybp	\$ 79.95
o10637461	Understanding FRBR : what it is and how it will affect our retrieval tools / edited by Arlene G. Taylor.	025.3 Un2 025.84 R51p 2010;"Z110.C7 R58	p	r	ingrm	\$ 50.00
o1068668x	Preserving archives & manuscripts / Mary Lynn Ritzenthaler.	2010"	p	f	ybp	\$ 63.00
o10539402	The embedded librarian's cookbook / edited by Kaijsa Calkins and Cassandra Kvenild.	025.5677 Em13	p	f	amazo	\$ 48.00
o10542462	Logic and the organization of information / Martin Frick.	025 F91l 2014	p	f	ybp	\$ 99.00
o10544720	Looking for Information : a survey of research on information seeking, needs and behavior / edited by Donald O. Case.	025.524 L8728	p	f	ybp	\$ 83.95
o10566156	Organizational storytelling for librarians : using stories for effective leadership / Kate Marek.	025.1 M33o	p	f	mwest	\$ 50.00
o10567136	How do I find information online? / Tricia Yearling.	025.042 YEA	p	f	mwest	\$ 25.27
o1058061x	Cinema and art as archive : form, medium, memory / edited by Francesco Federici and Cosetta G. Saba.	025.177 C49	p	f	mwest	\$ 30.00
o10585321	Cultural heritage information [electronic resource] : access and management / edited by Ian Ruthven and G.G. Chowdhury.		e	f	ybppe	\$ 155.88
o10590080	Roots and flowers: the life and work of Afro-Cuban Librarian Marta Terry González / Abdul Alkalimat and Kate Williams.	025.197 T27 Al4	p	f	mwest	\$ 35.00
o10591989	Creative management of small public libraries in the 21st century [electronic resource] / edited by Carol Smallwood.		e	f	ybppe	\$ 157.49
o10591990	Discovering and Using Historical Geographic Resources on the Web [electronic resource] : a Practical Guide for Librarians.		e	f	ybppe	\$ 134.99
o10592003	Finding reliable information online : adventures of an information sleuth / Leslie F. Stebbins.	1 user at a time	e	f	ybppe	\$ 94.99
o10592015	Foundations of library services : an introduction for support staff / Hali R. Keeler.	1 user at a time	e	f	ybppe	\$ 34.99
o10592027	Information services today : an introduction / edited by Sandra Hirsh.		e	f	ybppe	\$ 194.99
o10592039	Historical dictionary of librarianship / Mary Ellen Quinn.		e	f	ybppe	\$ 157.49
o10592040	Free technology for libraries / Amy Deschenes.		e	f	ybppe	\$ 157.49
o10592052	In-house bookbinding and repair / Sharon McQueen and James Twomey ; illustrations by Ellen Latorraca and Richard Douglas Wambold.		e	f	ybppe	\$ 112.49

o10592076	Digitization and digital archiving : a practical guide for librarians / Elizabeth R. Leggett.	1 user at a time	e	f	ybp	\$	64.99
o10592088	Ethics and values in librarianship : a history / Wallace Koehler.	1 user at a time	e	f	ybp	\$	99.99
o1059209x	Implementing web-scale discovery services : a practical guide for librarians / JoLinda Thompson.		e	f	ybp	\$	119.99
o10592118	MOOCs and libraries / Kyle K. Courtney.	1 user at a time	e	f	ybp	\$	104.99
o1059212x	Infographics : a practical guide for librarians / Beverley E. Crane.	1 user at a time	e	f	ybp	\$	64.99
o10592155	WordPress for libraries / Chad Haelele.		e	f	ybp	\$	157.49
o10592179	Knowledge management for libraries / Valerie Forrestal.		e	f	ybp	\$	157.49
o10592180	Meeting community needs : a practical guide for librarians / Pamela H. MacKellar.	1 user at a time	e	f	ybp	\$	64.99
o10592209	Digital preservation for libraries, archives, and museums / Edward M. Corrado and Heather Lea Moulaison.		e	f	ybp	\$	124.49
o10592210	Online searching : a guide to finding quality information efficiently and effectively / Karen Markey.	1 user at a time	e	f	ybp	\$	54.99
o10598741	Donors and archives : a guidebook for successful programs / Aaron D. Purcell.	025.2 P9711d	p	f	ybp	\$	90.00
o10600474	Encyclopedia of archival science / edited by Luciana Duranti, Patricia C. Franks.		e	f	ybp	\$	232.49
o10602987	Information literacy efforts benchmarks / Primary Research Group.	025.5677 ln34 2016	p	f	pcard	\$	106.00
o10605484	The indispensable librarian : surviving and thriving in school libraries in the information age / Doug Johnson ; illustrations by Brady Johnson.		e	f	ybp	\$	93.20
o10605496	School library collection development : just the basics / Claire G. Stephens.		e	f	ybp	\$	81.55
o10605502	Developing a vision [electronic resource] : strategic planning for the school librarian in the 21st century / John D. Crowley.		e	f	ybp	\$	104.85
o10606567	Appraisal and acquisition : innovative practices for archives and special collections / edited by Kate Theimer.	1 user at a time	e	f	ybp	\$	119.99
o1061610x	The Librarians of Congress / Christian A. Nappo.	1 user at a time	e	f	ybp	\$	93.09
o10616226	Digitizing flat media : principles and practices / Joy M. Perrin.	1 user at a time	e	f	ybp	\$	114.99
o10619355	Find it fast : extracting expert information from social networks, big data, tweets, and more / Robert I. Berkman.		e	f	ybp	\$	29.99
o10628861	Metadata / Marcia Lei Zeng and Jian Qin.	025.3 Z43m 2016 025.1	p	f	ybp	\$	84.00
o10630259	Marketing for special and academic libraries : a planning and best practices sourcebook / Valerie S. Gordon and Patricia C. Higginbottom.	G659m;"Z716.3 .H54 2016"	p	f	ybp	\$	75.00

o10634691	The accidental taxonomist / Heather Hedden.	025.47 H35a	p	f	amazo	\$	39.50
o10638283	RDA essentials / Thomas Brenndorfer.	025.3 B7509r	p	f	ybp	\$	75.00
o10638477	Metadata / Jeffrey Pomerantz.	025.3 P7712m	p	f	ybp	\$	15.95
o10640381	The accidental taxonomist / Heather Hedden.	025.47 H35a 2016	p	f	amazo	\$	39.50
o10806386	The African American experience in cyberspace : a resource guide to the best Websites on black culture and history / Abdul Alkalimat. Everyday information [electronic resource] : the evolution of information seeking in America / edited by William Aspray and Barbara M. Hayes.		e	d	ithka	\$	84.00
o1078651x	Better off forgetting? [electronic resource] : essays on archives, public policy, and collective memory / edited by Cheryl Avery and Mona Holmlund.		e	d	ithka	\$	84.00
o10749950	Reimagining reference in the 21st century / edited by David A. Tyckoson and John G. Dove.		e	d	ithka	\$	73.50
o10823219			e	d	ithka	\$	31.45
o10670245	Digital library programs for libraries and archives : developing, managing, and sustaining unique digital collections / Aaron D. Purcell. Rogue archives : digital cultural memory and media fandom / Abigail De Kosnik.	025.1 P9711d	p	f	ybp	\$	85.00
o10675103	Introduction to library public services;"Library programs and services : the fundamentals."	026 D3401r	p	f	ybp	\$	45.00
o10678256	Collection development and management for 21st century library collections : an introduction / Vicki L. Gregory.	025.5 Ev155l	p	f	ybp	\$	65.00
o10678268	Archives, documentation, and institutions of social memory : essays from the Sawyer Seminar / edited by Francis X. Blouin Jr. and William G. Rosenberg.	025.21 G8628c	p	f	ybp	\$	77.00
o10725520			e	d	ithka	\$	105.00
o10679777	Keeping archives / editors, Jackie Bettington [and others].	025.171 K25p 2008	p	f	ybp	\$	92.97
o10701539	Interactions with search systems / Ryan W. White, Microsoft Research. Tim Berners-Lee : inventor of the World Wide Web / Heather Moore Niver.	025.04252 W5856i	p	f	ybp	\$	59.99
o10707542		B BER	p	f	ybpby	\$	26.25
o10711533	Inspired collaboration : ideas for discovering and applying your potential / Dorothy Stoltz ; with Susan M. Mitchell, Cen Campbell, Rolf Grafwallner, Kathleen Reif, and Stephanie Mareck Shauck.	021.2 St69i	p	f	ybp	\$	50.00

o10714479	Nazi persecution and postwar repercussions : the International Tracing Service archive and Holocaust research / Suzanne Brown-Fleming.	3 users at a time	e	f	ybppe	\$	54.99
o10719362	The card catalog : books, cards, and literary treasures / the Library of Congress ; foreword by Carla Hayden.	025.313 C17	p	f	ingrm	\$	35.00
o10719672	Map librarianship : a guide to geoliteracy, map and GIS resources and services / Susan Elizabeth Ward Aber, Jeremy Ward Aber.	025.17 Ab371m	p	f	ybp	\$	81.95
o10719702	Map librarianship : a guide to geoliteracy, map and GIS resources and services / Susan Elizabeth Ward Aber, Jeremy Ward Aber.		e	f	ybppe	\$	147.51
o10721939	Rethinking library technical services : redefining our profession for the future / edited by Mary Beth Weber.	3 users at a time	e	f	ybppe	\$	156.25
o10726184	Archive everything : mapping the everyday / Gabriella Giannachi.	027.001 G3483a	p	f	ybp	\$	42.00
o10750265	The RDA workbook : learning the basics of Resource Description and Access / Margaret Mering, editor.	025.32 R21m	p	f	ingrm	\$	55.00
o10752535	Smart internet surfing : evaluating websites and advertising / Mary Lindeen.	025.0425 LIN	p	f	ybpby	\$	29.32
o10761846	Zotero : a guide for librarians, researchers and educators / by Jason Puckett.		e	f	ybppe	\$	105.00
o10765190	Digital humanities in the library : challenges and opportunities for subject specialists / editors, Arianne Hartsell-Gundy, Laura Braunstein, Liorah Golomb.	3 users at a time	e	f	ybppe	\$	132.00
o10766376	Forging the future of special collections / edited by Melissa A. Hubbard, Robert H. Jackson, and Arnold Hirshon.	026 F763	p	f	ybp	\$	85.00
o10766388	The data librarian's handbook / Robin Rice and John Southall.	025.00285 R366d	p	f	ybp	\$	95.00
o1076639x	Affordable Course Materials : Electronic Textbooks and Open Educational Resources / edited by Chris Diaz.	025.2 Af28	p	f	ybp	\$	65.00
o10766406	Winning grants : a how-to-do-it manual for librarians / Stephanie K. Gerding and Pamela H. MacKellar ; foreword by Susan Hildreth.	025.1 M195w	p	f	ybp	\$	108.00
o10766418	Creating and sharing online library instruction : a how-to-do-it manual for librarians / Joelle Pitts, Sara K. Kearns, Heather Collins.	025.5 P6874c	p	f	ybp	\$	54.00
o10768099	Restricted access : media, disability, and the politics of participation / Elizabeth Ellcessor.		e	f	ybppe	\$	150.19
o10769006	The Library Assessment Cookbook / Aaron W. Dobbs.	025.1 D65l	p	f	pcard	\$	50.00
o10770343	Censored : a literary history of subversion and control / Matthew Fellion and Katherine Inglis.	025.213 F3363c	p	a	ybppe	\$	34.95

o10773587	Inside Mathforum.org : analysis of an Internet-based education community / Wesley Shumar, Drexel University, Philadelphia.	025.06 Sh928i	p	a	ybpa	\$	110.00
o10789315	Rethinking collection development and management / Becky Albitz, Christine Avery, and Diane Zabel, editors.		e	f	ybpe	\$	139.80
o10791061	Practical evaluation techniques for librarians / Rachel Applegate.		e	f	ybpe	\$	116.50
o10792004	The bad-ass librarians of Timbuktu : and their race to save the world's most precious manuscripts / Joshua Hammer.	025.8 H1833b	p	f	ybp	\$	26.00
o10800153	Moving image cataloging : how to create and how to use a moving image catalog / Martha M. Yee.	025.3473 Y352m	p	f	amazo	\$	50.00
o10821041	Practical strategies for academic library managers : leading with vision through all levels / Frances C. Wilkinson and Rebecca L. Lubas, editors ; foreword by Maureen Sullivan.		e	f	ybpe	\$	151.45
o10821053	Academic library outreach : beyond the campus walls / edited by Nancy Courtney.		e	f	ybpe	\$	180.00
o10821089	Electronics resources management in the academic library : a professional guide / Karin Wikoff.		e	f	ybpe	\$	104.85
o10821090	Leading the 21st-century academic library : successful strategies for envisioning and realizing preferred futures / edited by Bradford Lee Eden.	3 users at a time	e	f	ybpe	\$	178.50
o10821107	E-learning and the academic library : essays on innovative initiatives / edited by Scott Rice & Margaret N. Gregor.		e	f	ybpe	\$	166.25
o10821132	Enhancing library and information research skills : a guide for academic librarians / Lili Luo, Kristine R. Brancolini, and Marie R. Kennedy.		e	f	ybpe	\$	151.45
o10821156	The expert library : staffing, sustaining, and advancing the academic library in the 21st century / Scott Walter and Karen Williams, editors.	3 users at a time	e	f	ybpe	\$	93.00
o10821168	Profiles of academic research library website redesign projects / by Cynthia Schwarz.		e	f	ybpe	\$	163.50
o1082117x	Integrating geographic information systems into library services : a guide for academic libraries / John Abresch [and others].		e	f	ybpe	\$	149.93
o10821193	Marketing and outreach for the academic library : new approaches and initiatives / edited by Bradford Lee Eden.	3 users at a time	e	f	ybpe	\$	169.50
o1082120x	Mistakes in academic library management : grievous errors and how to avoid them / edited by Jack E. Fritts, Jr.	3 users at a time	e	f	ybpe	\$	126.00
o10821223	Academic library metamorphosis and regeneration / Marcy Simons.	3 users at a time	e	f	ybpe	\$	145.50

o10821235	Quality and the academic library : reviewing, assessing and enhancing service provision / edited by Jeremy Atkinson.	1 user at a time	e	f	ybppe	\$	94.74
o10821247	Library reference services and information literacy : models for academic institutions / Rosanne M. Cordell, [author & editor].		e	f	ybppe	\$	262.50
o10821843	RDA and serials cataloging / Ed Jones.	025.3432 J7142r	p	f	ingrm	\$	60.00
o10822185	Creating the sustainable public library : the triple bottom line approach / Gary L. Shaffer.		e	f	ybppe	\$	128.15
o10822197	Acquisitions in the new information universe;"Acquisitions : core concepts and practices / Jesse Holden."		e	f	ybppe	\$	109.51
o10822203	School library makerspaces in action / Heather Moorefield-Lang, editor.	1 user at a time	e	f	ybppe	\$	45.00
o10822215	Lessons in library leadership : a primer for library managers and unit leaders / Corey Halaychik.		e	f	ybppe	\$	142.11
o10822227	Metadata for information management and retrieval : understanding metadata and its use / David Haynes.	1 user at a time	e	f	ybppe	\$	200.00
o10822288	Partnerships and collaborations in public library communities : resources and solutions / [edited by] Karen Ellis.	1 user at a time	e	f	ybppe	\$	175.00
o1082229x	Customizing vendor systems for better user experiences / Matthew Reidsma.		e	f	ybppe	\$	128.15
o10822306	Optimizing discovery systems to improve user experience : the innovative librarian's guide / Bonnie Imler and Michelle Eichelberger.	1 user at a time	e	f	ybppe	\$	55.00
o10822318	Special library administration, standardization, and technology integration / [edited by] Joseph M. Yap, Martin Julius V. Perez, Maria Cecilia I. Ayson, and Gladys Joy E. Entico.	1 user at a time	e	f	ybppe	\$	185.00
o1082232x	An overview of the changing role of the systems librarian : systemic shifts / edited by Edward Iglesias.	1 user at a time	e	f	ybppe	\$	90.00
o10822343	Public library collections in the balance : censorship, inclusivity, and truth / Jennifer Downey ; foreword by James LaRue.	1 user at a time	e	f	ybppe	\$	55.00
o10822367	Library service design : a LITA guide to holistic assessment, insight, and improvement / Joe J. Marquez and Annie Downey.	3 users at a time	e	f	ybppe	\$	178.50
o10822380	Archives : principles and practices / Laura A. Millar.	3 users at a time	e	f	ybppe	\$	268.75
o10822392	Digitizing your collection : public library success stories / Susanne Caro ; with contributions by Sam Meister, Tammy Ravas, and Wendy Walker.		e	f	ybppe	\$	102.52
o10822422	Management / edited by Kate Theimer.	1 user at a time	e	f	ybppe	\$	84.00
o10822458	Expert internet searching / Phil Bradley.	1 user at a time	e	f	ybppe	\$	93.69

o10822471	Improving library services to people with disabilities / edited by Courtney Deines-Jones.		e	f	ybp	\$	126.00
o10822483	Applying library values to emerging technology : decision-making in the age of open access, maker spaces, and the ever-changing library / editors Peter D. Fernandez and Kelly Tilton.	3 users at a time	e	f	ybp	\$	147.00
o10822513	Small public library management / Jane Pearlmuter & Paul Nelson.	1 user at a time	e	f	ybp	\$	40.00
o10822884	Structures for organizing knowledge : exploring taxonomies, ontologies, and other schemas / June Abbas.	025 Ab1s 025.1977 Ev15a 2018	p	f	ingrm	\$	90.00
o10822896	Academic Librarianship / G. Edward Evans, Stacey Greenwell.		p	f	ingrm	\$	95.00
o10822902	Fundamentals of collection development and management / Peggy Johnson.	025.2 J6362f	p	f	ybp	\$	85.00
o10822914	Fundamentals of electronic resources management / Alana Verminski, Kelly Marie Blanchat.	025.2 V5922f	p	f	ybp	\$	65.00
o10822926	Preserving our heritage : perspectives from antiquity to the digital age / selections and commentary by Michèle Valerie Cloonan.	025.8 P9262	p	f	ybp	\$	110.00
o10822963	Digital archives : management, use and access / edited by Milena Dobrev.	025.84 D56	p	f	amazo	\$	78.24
o10823979	Resilience / Rebekkah Smith Aldrich.	021.2 Al24r	p	f	ybp	\$	24.99
o10824017	63 ready-to-use maker projects / edited by Ellyssa Kroski.	025.5 Aa11r	p	f	ybp	\$	67.99
o10824029	The makerspace librarian's sourcebook / edited by Ellyssa Kroski.	025.5 M2894	p	f	ybp	\$	85.00
o10824030	Using digital analytics for smart assessment / Tabatha Farney.	025.042 F233u	p	f	ybp	\$	65.00
o10824042	The librarian's guide to homelessness : an empathy-driven approach to solving problems, preventing conflict, and serving everyone / Ryan Dowd.	025.508 D7528l	p	f	ybp	\$	57.00
o10824078	Book repair : a how-to-do-it manual / Kenneth Lavender.	025.7 L38b 2011	p	f	amazo	\$	82.00
o10824091	The one-shot library instruction survival guide / Heidi E. Buchanan and Beth A. McDonough.	025.5677 B85o 2017	p	f	amazo	\$	43.75
o10824133	Useful, usable, desirable : applying user experience design to your library / Aaron Schmidt and Amanda Etches.	025.1 Sch5u	p	f	amazo	\$	64.98
o10824479	Being evidence based in library and information practice / edited by Denise Koufogiannakis and Alison Brett.						
o10824467	Effective difficult conversations : a step-by-step guide / Catherine B. Soehner and Ann Darling.	3 users at a time	e	f	ybp	\$	117.11
o10828576	Library of Congress subject headings : principles and application / Lois Mai Chan.	025.47 C3604l 2005	p	f	ingrm	\$	75.00

o10822495	The accidental systems librarian / Nicole C. Engard with Rachel Singer Gordon.		e	f	ybppe	\$	40.50
o10822239	Managing digital cultural objects : analysis, discovery and retrieval / edited by Allen Foster and Pauline Rafferty.	1 user at a time	e	f	ybppe	\$	93.69
o10822410	Neal-Schuman library technology companion : a basic guide for library staff / John J. Burke.	1 user at a time	e	f	ybppe	\$	64.00
o10822525	The systems librarian : designing roles, defining skills / Thomas C. Wilson.	1 user at a time	e	f	ybppe	\$	38.00
o10831320	Managing library technology : a LITA guide / Carson Block.	3 users at a time	e	f	ybppe	\$	169.50
o10832294	Shaping the campus conversation on student learning and experience : activating the results of assessment in action / edited by Karen Brown [and six others].	1 user at a time	e	f	ybppe	\$	88.00
o10833559	From knowledge abstraction to management : using Ranganathan's faceted schema to develop conceptual frameworks for digital libraries / Aparajita Suman.	025.04 Su61f	p	f	ingrm	\$	80.00
o10833560	Applications of social research methods to questions in information and library science / Barbara M. Wildemuth, editor.	020.721 Ap585 2017	p	f	ingrm	\$	75.00
o10833651	Makers with a cause : creative service projects for library youth / Gina Seymour.	025.5 SEY	p	f	ybpby	\$	45.00
o10836287	Getting started in service design : a how-to-do-it manual for librarians / Joe J. Marquez and Annie Downey.	025.5 M34g	p	f	amazo	\$	60.00
o10837863	Music description and access : solving the puzzle of cataloging / by Jean Harden.	025.3 H217m	p	f	ybp	\$	100.00
o10839501	Information services today : an introduction / edited by Sandra Hirsh.		e	f	ybppe	\$	346.00
o10848472	The library outreach casebook / edited by Ryan L. Sittler and Terra J. Rogerson.		e	f	ybppe	\$	108.00
o1085129x	Organizing archival records / David W. Carmicheal.	027 C2128o	p	f	ybp	\$	37.00
o10853443	The greatest films never seen : the film archive and the copyright smokescreen / Claudy Op den Kamp.	026.79143 Op1g	p	f	ybpby	\$	39.50
o10865421	Academic Librarianship / G. Edward Evans, Stacey Greenwell.		e	f	ybppe	\$	177.08
o10867065	Algorithms of oppression : how search engines reinforce racism / Safiya Umoja Noble.		e	f	ybppe	\$	200.25
o10870131	Doing honest work in college : how to prepare citations, avoid plagiarism, and achieve real academic success / Charles Lipson.	808.027 L66d 2018	p	a	ybppe	\$	15.00
o10906150	Censored : distraction and diversion inside China's great firewall / Margaret E. Roberts.		e	d	ithka	\$	39.38

o1088208x	Digital information ecosystems : smart press / Dominique Augey ; with the collaboration of Marina Alcaraz.	025.04 Au42d	p	a	ybp	\$	120.00
o10891365	I can be a librarian / Anthony Ardely.		e	f	proq	\$	27.12
o10891754	Librarians in my community / Gina Bellisario ; illustrated by Ed Myer.		e	f	proq	\$	33.59
o10895383	A matter of facts : the value of evidence in an information age / Laura A. Millar ; foreword by Lee McIntyre.	025.524 M61m	p	f	ybp	\$	44.99
o10896119	Teaching adult learners : a guide for public librarians / Jessica A. Curtis.		e	f	ybp	\$	128.15
o10896508	The readers' advisory guide to genre fiction / Neal Wyatt, Joyce G. Saricks.		e	f	ybp	\$	121.16
o1089651x	The politics of theory and the practice of critical librarianship / editors, Karen P. Nicholson and Maura Seale.	020 P759	p	f	ybp	\$	35.00
o10899017	Libraries, human rights, and social justice : enabling access and promoting inclusion / Paul T. Jaeger, Natalie Greene Taylor, Ursula Gorham.	3 users at a time	e	f	ybp	\$	165.00
o10908985	Transforming libraries to serve graduate students / edited by Crystal Renfro and Cheryl Stiles.		e	f	ybp	\$	147.00
o10909370	Survey of academic library leadership : plans for data librarianship.		p	f	pcard	\$	104.00
o10930097	Participatory archives : theory and practice / edited by Edward Benoit, III and Alexandra Eveleigh.		e	f	ybp	\$	112.50
o10931454	Collecting activism, archiving occupy Wall Street / Kylie Message.	026 M5625c	p	f	ybp	\$	60.00
o10935794	Augmented and virtual reality in libraries / edited by Jolanda-Pieta von Arnhem, Christine Elliott, Marie Rose.	025.00285 Au42	p	f	ybp	\$	95.00
o10935952	Libraries that learn : keys to managing organizational knowledge / edited by Jennifer A. Bartlett and Spencer Acadia.	025 L6161	p	f	ybp	\$	64.99
o1093635x	Outreach for music librarians / edited by Scott Stone.	026.78 Ou89 025.00285	p	f	ybp	\$	70.00
o10939143	Library information systems / Joseph R. Matthews and Carson Block.	M4325I 2020	p	f	ingrm	\$	75.00
o10941915	New top technologies every librarian needs to know / edited by Kenneth J. Varnum.		e	f	ybp	\$	121.16
o10943742	Open source library systems : the current state of the art / Marshall Breeding.	025.04 B7454o	p	f	pcard	\$	38.70
o10633935	Organizing information : principles of data base and retrieval systems / Dagobert Soergel.		e	a	ybp	\$	131.31

Appendix 10-Course Descriptions

Course Descriptions

LIBS 6000 Librarianship 3 credits

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

LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction 3 Credits

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

LIBS 6020 Organization of Information 3 Credits

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

LIBS 6030 Information Technology for Information Professionals 3 Credits

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

LIBS 6060 Understanding Research for Evaluation in Libraries 3 Credits

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

LIBS 6100 Management of Libraries 3 Credits

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

LIBS 6105 School Library Management 3 Credits

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

LIBS 6010 Collection Development and User Services 3 credits

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

****core course for students starting Summer 2020; elective for students starting Summer 2020 and onward**

LIBS 6201 Public Libraries and Librarianship 3 Credits

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

LIBS 6310 Materials for Literacy of Children

3 Credits

Materials suitable for babies, toddlers, and elementary school children. Includes study of reading skills, recreational reading, non-fiction, criteria for evaluating, selection, and how to integrate national standards into programming for these patrons. The partnership between library and school curriculum will be emphasized.

LIBS 6311 Materials for Literacy of Young People and Adults

3 Credits

Materials suitable for young adults and adults. Includes recreational reading, non-fiction, criteria for evaluating, selection, and how to integrate current standards of library service into programming for these patrons.

LIBS 6320 Information Searching Strategies

3 Credits

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

LIBS 6330 Digital Library Collections

3 Credits

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

LIBS 6340 Integration of Programs, Learning Theory, and Technology

3 Credits

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

LIBS 6345 Instructional Strategies for Information Professionals

3 Credits

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

LIBS 6550 Supervised Field Experience

3 Credits

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