



Master of Library Science Program

Student Handbook



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THE MASTER OF LIBRARY SCIENCE (MLS) PROGRAM AT MTSU

VISION

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

MISSION

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

GOALS

The MLS Program at MTSU will provide candidates:

- *With customizable curricula that are grounded in library and information science theory and practice, students can tailor to meet their interests and needs for continued growth and development as an information professional*
- *With an appreciation of the importance of advocacy for their profession and for their institutions, which provide access to information resources*
- *With an initiate's attainment of the American Library Association's (ALA's) [Core Competences of Librarianship](#), 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 field experiences so that candidates receive a diverse and effective practitioner's experience through pedagogical support exemplified by the program's coursework.

PROGRAM OBJECTIVES

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

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

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

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

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

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

VALUES

The MLS Program subscribes to the [Core Values of Librarianship](#) put forth by the American Library Association (2024) and to the MLS Program Values of:

Expertise: We create empowering learning and research experiences

Integrity: We maintain a culture of honesty and high standards

Connection: We respectfully engage with each other and our communities

Impact: We foster the development of knowledge, skills, and service that enhance the quality of our communities

STUDENT LEARNING OUTCOMES

1. Apply an understanding of the library science profession's history, ethics, and values to uphold professional standards in their practice.
2. Select, organize, and facilitate access to resources to meet the community's diverse needs.
3. Engage in research activities to enhance their own and others' knowledge.
4. Promote inclusion and belongingness through culturally competent librarianship and advocacy.
5. Effectively use, integrate, and evaluate existing and emerging technologies to provide library services and resources.
6. Demonstrate a library leader's skills that include effective management, ethical decision-making, collaboration with the community, and advocacy for the profession.

ACCREDITATION

The MLS Program is one of the Initial Licensure Educator Preparation Programs accredited by CAEP at MTSU.

MTSU'S LIBRARY SCIENCE PROGRAM ALLOWS YOU TO OBTAIN THE FOLLOWING:

Master of Library Science and non-degree options for students interested in working in **school librarianship**. The program offers:

Master of Library Science with Library Information Specialist endorsement added to an **existing** Tennessee teacher license (36 credit hours and successful completion of content assessment)

Master of Library Science with **initial** teacher licensure plus Library Information Specialist endorsement. (42 credit hours (traditional pathway) or 38 credit hours (Job Embedded), and successful completion of licensure and content assessments)

Non-degree pathway for candidates with a master's degree in another discipline and an existing Tennessee teacher license who want to add the Library Information Specialist endorsement. (24 credit hours and successful completion of content assessment)

Non-degree pathway for candidates with a master's degree in another discipline who do NOT have a teaching license and want to obtain an initial teaching licensure plus Tennessee Library Information Specialist endorsement (26-33 credit hours and successful completion of licensure and content assessments)

For other situations, pathways, or career goals, contact the Program Director for options.

ADMISSION

ADMISSION REQUIREMENTS

Admission requirements for the Master of Library Science Program can be found in the [MTSU Graduate Catalog](#).

Admission to the master's program in Library Science requires:

1. an earned bachelor's degree from an accredited university or college;
2. official transcripts from all previous college, and university-level work showing a minimum grade point average (GPA) of 2.75;
3. three letters of recommendations from professionals;
4. 500-word essay (Statement of Purpose) regarding applicant's reasons for seeking the M.L.S. at MTSU.

For Job Embedded, see "Job-Embedded Practitioner License" here: <https://education.mtsu.edu/licensure/>

TO APPLY

All application materials are to be submitted to the College of Graduate Studies, not the program director.

Applicant must submit:

1. an application with the appropriate application fee (<https://www.mtsu.edu/graduate/apply/>). Once this initial application has been accepted, the applicant will receive directions on how to enter the graduate portal to be able to submit other materials.
2. official transcripts of previous college work;
3. three letters of recommendation addressing the applicant's potential for completing the Master of Library Science degree;
4. 500-word essay (Statement of Purpose) regarding applicant's reasons for seeking the MLS at MTSU.

Non-degree students need only submit official transcripts.

FINANCIAL AID

Both degree-seeking students and those seeking licensure and/or endorsement can apply for financial aid. Students should begin by filling out a FAFSA and applying for financial aid through the [Financial Aid Office](#).

Non-degree students will also need to fill out the [Request for Federal Financial Aid for Additional Coursework](#) form after obtaining a Plan of Study letter from the MLS Program Director.

STATEMENT OF PURPOSE RUBRIC

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

AREA	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	EMERGING (2)	UNACCEPTABLE (1)	SCORE
THESIS, PURPOSE, THEME, FOCUS	Can write a clearly articulated, original thesis/purpose in applying to the MLS Program in Graduate Studies.	Can state a thesis/purpose; may be either somewhat unclear or somewhat lacking in originality.	Can articulate a thesis/purpose; may be unclear or lacking in originality.	Cannot articulate any thesis/purpose for applying to the MLS Program in Graduate Studies	
PROFESSIONAL UNDERSTANDING	Motivation for profession is based in knowledge of the profession and desire for user service; clearly understands why the profession is fitting as a career.	Motivation has realistic perceptions of the profession; is somewhat unclear in the understanding of the profession as career	Motivation has unrealistic perceptions of some aspects of librarianship; motivation is theoretical and not practical.	Motivation indicates that applicant has not observed or researched the profession; no understanding of the profession as a career.	
ORGANIZATION, COHERENCE, FLOW	Can write a well-organized statement of purpose, including a clearly written intro, main body, and conclusion. Introduction includes thesis or introduces theme. Each body paragraph has a topic sentence, develops one main idea, and has a transition sentence linking it to the next paragraph. The conclusion brings everything together plus adds a little more.	Can write an intro, main body, and conclusion. The intro includes a thesis. 1-2 body paragraphs may lack a topic sentence, include more than one idea, or lack a transition sentence. The conclusion summarizes the main argument but may not add a little more.	Can write an intro, main body, and conclusion. The intro includes a thesis. Multiple body paragraphs may lack a topic sentence, include more than one main idea, or lack a transition sentence. The conclusion may not clearly summarize the argument or add a little more.	Statement of purpose has no clear organizational pattern	
STYLE, MECHANICS	Can use correct grammar, spelling, and punctuation. Writing is clear and concise, without unnecessary jargon.	Can write a statement with minor errors in grammar, spelling, or punctuation. Writing is still clear and concise, without unnecessary jargon.	Can write a statement with moderate errors in grammar, spelling, or punctuation; or in some places writing is unclear, wordy, or uses unnecessary jargon.	Writes a statement with major errors in grammar, spelling, or punctuation; or in several places writing is unclear, wordy, or uses unnecessary jargon.	
CREATIVITY	Can write a very original statement. Statement strongly conveys student's individual voice and personality and powerfully sets candidate apart from other candidates.	Can write an original statement. In most places, statement conveys student's individual voice and personality and sets candidate apart from other candidates.	Statement of purpose may be somewhat original. In some places, statement conveys student's individual voice and personality and sets candidate apart from other candidates. In other places, the statement may sound formulaic and/or relies on clichés.	Statement of purpose is formulaic and/or relies on clichés. Statement does not convey individual uniqueness or set candidate apart from other candidates. Student's voice and personality are not evident in statement.	
REFLECTIVE EXAMPLES	Describes several relevant experiences, which are all vividly illustrated through detail, dialogue, and/or imagery. Student thoughtfully reflects on each experience, thoroughly explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today.	Describes several relevant experiences, most of which are vividly illustrated through detail, dialogue, and/or imagery. Student reflects on each experience, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may not be very thoughtful or thorough in some places.	Describes relevant experiences, some of which are illustrated through detail, dialogue, and/or imagery. Student reflects on some of the experiences, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may be missing from some examples and/or reflection may not be very thoughtful or thorough in several places.	Does not describe relevant experiences OR experiences are not vividly illustrated through detail, dialogue, and/or imagery. Student may not reflect on any of the experiences he or she describes OR reflection is not thoughtful or thorough.	
TOTAL:					

PLANS OF STUDY

The MLS Program's courses at MTSU are offered 100% asynchronously online. In addition to coursework, students must complete an ePortfolio with a passing evaluation. The ePortfolio is the culminating project for all MLS Program students, whether they are degree seeking or endorsement only. More information about the ePortfolio can be found starting on page 35.

For other situations, pathways, or career goals, contact the Program Director for options.

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

EXCEPTIONS: LIBS 6310, LIBS 6311, LIBS 6340.

MASTER OF LIBRARY SCIENCE DEGREE (SCHOOL LIBRARY FOCUS)

I HAVE A TEACHING LICENSE AND I DO NOT HAVE A MASTER'S DEGREE (OR I WANT ANOTHER MASTER'S DEGREE)—36 CREDITS

REQUIRED COURSES (30 CREDIT HOURS)

1. LIBS 6000 Librarianship
2. LIBS 6011 Collection Development and User Services
3. LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
4. LIBS 6020 Organizing Library Materials
5. LIBS 6030 Information Technology for Information Professionals
6. LIBS 6060 Understanding Research for Evaluation in Libraries
7. LIBS 6105 School Library Management
8. LIBS 6310 Materials for the Literacy of Children
9. LIBS 6311 Materials for the Literacy of Young People and Adults
10. LIBS 6550 Supervised Field Experience in Libraries

ELECTIVES - CHOOSE 2 (6 CREDIT HOURS)

- LIBS 6106 Introduction to Leadership in Libraries
- LIBS 6201 Public Libraries
- LIBS 6320 Information Searching Strategies
- LIBS 6340 Integration of Programs, Learning Theory, and Technology
- LIBS 6345 Instructional Strategies for Information Professionals
- LIBS 6550 Supervised Field Experience in Libraries (can be taken a 2nd time)

Electives from other areas are also available with advisor approval

I DO NOT HAVE A TEACHING LICENSE AND I DO NOT HAVE A MASTER'S DEGREE – 38 - 42 CREDITS

REQUIRED COURSES (33 CREDIT HOURS)

1. LIBS 6000 Librarianship
2. LIBS 6011 Collection Development and User Services
3. LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
4. LIBS 6020 Organizing Library Materials
5. LIBS 6030 Information Technology for Information Professionals

6. LIBS 6060 Understanding Research for Evaluation in Libraries
7. LIBS 6105 School Library Management
8. LIBS 6310 Materials for the Literacy of Children
9. LIBS 6311 Materials for the Literacy of Young People and Adults
10. LIBS 6345 Instructional Strategies for Information Professionals
11. LIBS 6550 Supervised Field Experience in Libraries

CLINICAL COURSE - (2-9 CREDIT HOURS)

- For traditional pathway: YOED 5510 - The Teaching Internship, Grades 7-12 (1 semester of student teaching, includes all levels (elem-HS)) – 9 credit hours
- For Job Embedded: YOED 5000 - Job-Embedded Clinical Experiences and the Reflective Educator (2 semesters, 1 cr hr each) – 2 credit hours

ELECTIVE - CHOOSE 1 (3 CREDIT HOURS) – JOB EMBEDDED ONLY

- LIBS 6106 Introduction to Leadership in Libraries
 - LIBS 6201 Public Libraries
 - LIBS 6320 Information Searching Strategies
 - LIBS 6340 Integration of Programs, Learning Theory, and Technology
- Electives from other areas are also available with advisor approval

NON-DEGREE OPTIONS FOR SCHOOL LICENSURE & ENDORSEMENT

I HAVE A MASTER'S DEGREE AND I HAVE A TEACHING LICENSE (ENDORSEMENT ONLY) – 24 CREDITS

REQUIRED COURSES (24 CREDIT HOURS)

1. LIBS 6000 Librarianship
2. LIBS 6011 Collection Development and User Services
3. LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
4. LIBS 6020 Organizing Library Materials
5. LIBS 6105 School Library Management
6. LIBS 6310 Materials for the Literacy of Children
7. LIBS 6311 Materials for the Literacy of Young People and Adults
8. LIBS 6550 Supervised Field Experience in Libraries

I HAVE A MASTER'S DEGREE AND I DO NOT HAVE A TEACHING LICENSE – 29-36 CREDITS

REQUIRED COURSES (27 CREDIT HOURS)

1. LIBS 6000 Librarianship
2. LIBS 6011 Collection Development and User Services
3. LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction
4. LIBS 6020 Organizing Library Materials
5. LIBS 6105 School Library Management
6. LIBS 6310 Materials for the Literacy of Children
7. LIBS 6311 Materials for the Literacy of Young People and Adults
8. LIBS 6345 Instructional Strategies for Information Professionals
9. LIBS 6550 Supervised Field Experience in Libraries

CLINICAL COURSE - (2-9 CREDIT HOURS)

- For traditional pathway: YOED 5510 - The Teaching Internship, Grades 7-12 (1 semester of student teaching, includes all levels (elem-HS)) – 9 credit hours
- For Job Embedded: YOED 5000 - Job-Embedded Clinical Experiences and the Reflective Educator (2 semesters, 1 cr hr each) – 2 credit hours

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 6011 COLLECTION DEVELOPMENT AND USER SERVICES

3 CREDITS

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

LIBS 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 6105 SCHOOL LIBRARY MANAGEMENT

3 CREDITS

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

LIBS 6106 INTRODUCTION TO LEADERSHIP IN LIBRARIES

3 CREDITS

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

LIBS 6201 PUBLIC LIBRARIES

3 CREDITS

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

LIBS 6310 MATERIALS FOR LITERACY OF CHILDREN

3 CREDITS

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

partnership between library and school curriculum will be emphasized.

LIBS 6311 MATERIALS FOR LITERACY OF YOUNG PEOPLE AND ADULTS

3 CREDITS

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

LIBS 6320 INFORMATION SEARCHING STRATEGIES

3 CREDITS

Study of user behaviors will provide the foundation for identifying productive search strategies. Includes information security, study of search engine features and design, and application of information studies to design instruction that fosters efficient and effective searches. *Prerequisites: LIBS 6015.*

LIBS 6340 INTEGRATION OF LEARNING THEORY, PROGRAMS, 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.

SCHOOL LIBRARY FOCUS			
I DO NOT HAVE A MASTER'S DEGREE BUT I HAVE MY INITIAL TEACHING LICENSE	I HAVE A MASTER'S DEGREE AND I HAVE A TEACHING LICENSE (ENDORSEMENT ONLY)	I HAVE A MASTER'S DEGREE BUT I DO NOT HAVE A TEACHING LICENSE (NON-DEGREE SEEKING)	I DO NOT HAVE A MASTER'S DEGREE AND I DO NOT HAVE A TEACHING LICENSE
CORE COURSES (18 CREDIT HOURS)	CORE COURSES (12 CREDIT HOURS)	CORE COURSES (12 CREDIT HOURS)	CORE COURSES (18 CREDIT HOURS)
- LIBS 6000 Librarianship - LIBS 6011 Collection Development and User Services - LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction - LIBS 6020 Organization of Information - LIBS 6030 Information Technology for Information Professionals - LIBS 6060 Understanding Research for Evaluation in Libraries	- LIBS 6000 Librarianship - LIBS 6011 Collection Development and User Services - LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction - LIBS 6020 Organization of Information	- LIBS 6000 Librarianship - LIBS 6011 Collection Development and User Services - LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction - LIBS 6020 Organization of Information	- LIBS 6000 Librarianship - LIBS 6011 Collection Development and User Services - LIBS 6015 Introduction to Information Intermediation, Resources, and Instruction - LIBS 6020 Organization of Information - LIBS 6030 Information Technology for Information Professionals - LIBS 6060 Understanding Research for Evaluation in Libraries
ADMINISTRATION COURSE (3 CREDIT HOURS)	ADMINISTRATION COURSE (3 CREDIT HOURS)	ADMINISTRATION COURSE (3 CREDIT HOURS)	ADMINISTRATION COURSE (3 CREDIT HOURS)
LIBS 6105 School Library Management	LIBS 6105 School Library Management	LIBS 6105 School Library Management	LIBS 6105 School Library Management
FIELD EXPERIENCE COURSE (3 CREDIT HOURS)	FIELD EXPERIENCE COURSE (3 CREDIT HOURS)	FIELD EXPERIENCE AND STUDENT TEACHING COURSES (12 CREDIT HOURS)	FIELD EXPERIENCE AND STUDENT TEACHING COURSES (12 CREDIT HOURS)
LIBS 6550 Supervised Field Experience in Libraries	LIBS 6550 Supervised Field Experience in Libraries	- LIBS 6550 Field Experience (to be completed prior to student teaching.) - YOED 5510 Clinical Practice Secondary (9 credits) OR YOED 5000 Job Embedded (2 credits)	- LIBS 6550 Field Experience (to be completed prior to student teaching.) - YOED 5510 Clinical Practice Secondary (9 credits)) OR YOED 5000 Job Embedded (2 credits)
ELECTIVES (12 CREDIT HOURS)	ELECTIVES (6 CREDIT HOURS)	ELECTIVES (9 CREDIT HOURS)	ELECTIVES (9-12 CREDIT HOURS)
- LIBS 6106 Introduction to Leadership in Libraries - LIBS 6011 Collection Development and User Services - LIBS 6201 Public Libraries - LIBS 6310 Materials for the Literacy of Children (Required) - LIBS 6311 Materials for the Literacy of Young People and Adults (Required) - LIBS 6320 Information Searching Strategies - LIBS 6340 Integration of Programs, Learning Theory, and Technology - LIBS 6345 Instructional Strategies for Information Professionals - Other electives listed on page 15	- LIBS 6310 Materials for the Literacy of Children - LIBS 6311 Materials for the Literacy of Young People and Adults	- LIBS 6310 Materials for the Literacy of Children - LIBS 6311 Materials for the Literacy of Young People and Adults - LIBS 6345 Instructional Strategies for Information Professionals	- LIBS 6310 Materials for the Literacy of Children - LIBS 6311 Materials for the Literacy of Young People and Adults - LIBS 6345 Instructional Strategies for Information Professionals
—36 CREDITS	—24 CREDITS	--36 CREDITS	—42 CREDITS

COURSE ROTATION

COURSE ID	COURSE TITLE	27 SPR	27 SUM	27 FALL	28 SPR
LIBS 6000	Librarianship	Y	Y		Y
LIBS 6011	Collection Development and User Services		Y		Y
LIBS 6015	Intro to Information Intermediation, Resources, and Instruction	Y		Y	
LIBS 6020	Organization of Information	Y		Y	
LIBS 6030	Information Technology for Information Professionals	Y		Y	
LIBS 6060	Understanding Research for Evaluation in Libraries		Y		Y
LIBS 6105	School Library Management	Y		Y	Y
LIBS 6106	Introduction to Leadership in Libraries				
LIBS 6201	Public Libraries		Y		
LIBS 6310	Materials for Literacy of Children		Y		Y
LIBS 6311	Materials for Literacy of Young People & Adults	Y		Y	
LIBS 6320	Information Searching Strategies			Y	
LIBS 6340	Integration of Learning Theory, Programs, & Technology				Y
LIBS 6345	Instructional Strategies for Information Professionals	Y			Y
LIBS 6550	Supervised Field Experience	Y		Y	Y
LIBS 6999	Exit Assessment Preparation (1 credit)	<i>As needed</i>			

This rotation is tentative and subject to change. YOED 5000 & 5510 are offered every Fall and Spring. The College of Education Dean may cancel courses if they do not meet the minimum enrollment requirement of eight students.

COURSE NUMBERING SYSTEM

60xx	Core	xx00	Foundation
61xx	Administration	xx10	Materials
62xx	Public Libraries	xx20	User Services
63xx	Library Services	xx30	Technology
65xx	Field experience	xx40	Learning Theory
69xx	Capstone	xx50	Field experience
		xx60	Research
		xx70	Open
		xx80	Open
		xx90	Reinforcement of earlier course

INFORMATION FOR SCHOOL LIBRARY STUDENTS

LIBRARY INFORMATION SPECIALIST PREK-12 ENDORSEMENT (473)

MTSU is a recognized educator preparation program (EPP) for the Library Information Specialist Pre-K-12 Endorsement for the [State of Tennessee](#). The Library Information Specialist Pre-K-12 program at MTSU is a post-baccalaureate program. The [Office of Teacher Licensure](#) explains licensure in more detail.

There are four ways to obtain the Library Information Specialist Pre-K-12 Endorsement:

1. Degree-seeking students who obtain their Master of Library Science degree while taking the courses required to add the Library Information Specialist Pre-K-12 endorsement to an existing Tennessee Teaching license. Successful completion of assessment requirements is needed to be recommended for the add-on endorsement.
2. Degree-seeking students who obtain their Master of Library Science degree while taking the courses required for the Library Information Specialist Pre-K-12 endorsement and the additional requirements for initial teacher licensure, which involves applying for admission to the [Teacher Education Program \(ATE\)](#), one semester of student teaching or serving as a job-embedded school librarian for one school year, and successful completion of assessment requirements. Please see the [Office of Teacher Licensure](#) for more information.
3. Non-degree program of study for students with an existing master's degree and a Tennessee teaching license. Successful completion of assessment requirements is needed to be recommended for the add-on endorsement.
4. Non-degree program of study plus requirements for initial teacher licensure for students with an existing master's degree. In addition to the MLS coursework, this involves applying for admission to the [Teacher Education Program \(ATE\)](#), one semester of student teaching or serving as a job-embedded school librarian for one school year, and successful completion of assessment requirements. Please see the [Office of Teacher Licensure](#) for more information.

STUDENTS SEEKING INITIAL LICENSURE

Students seeking initial teacher licensure and the Library Information Specialist Pre-K-12 endorsement should work closely with their academic advisor. Students should apply for [Admission to Teacher Education Program \(ATE\)](#) in their first or second semester. Students seeking initial licensure will be required to take YOED 5510 (9 credit hours), one semester of student teaching, in addition to the LIBS 6550 Supervised Field Experience in Library Science. YOED 5510 will be taken after all the LIBS courses are completed. Students enrolled in the job-embedded pathway will not complete YOED 5510. They will enroll for 2 semesters of YOED 5000 (1 credit hour each) while they are serving as the school librarian while completing their initial licensure program.

ASSESSMENTS

All students seeking the Library Information Specialist Pre-K-12 Endorsement must pass a content knowledge assessment per State of Tennessee [guidelines](#). There are two options:

- Passing the [Praxis School Librarian \(5312\)](#) test with a score of 154 or higher. There are free test prep resources on the ETS website, or contact the program director for other free test prep.
- Passing the [NES School Library Media Specialist #508](#) test with a score of 220 or higher.

Students should register to take the assessment in the semester or two before they graduate to avoid issues with getting a test date. Scores must be sent to MTSU and the TN Dept of Education (code 8190) for endorsement.

Tennessee teacher licensure assessment requirements change based on state guidelines. Please confirm with your advisor that all assessments are required.

JOB EMBEDDED PROGRAM

MTSU, in conjunction with Middle Tennessee school districts, participates in Tennessee's Job-Embedded Practitioner license program. This program offers a separate and distinct path to licensure with different requirements from our regular licensure path. Applicants can find out more information about this program under "Job-Embedded Practitioner License" at the [Office of Teacher Licensure](#).

APPLYING FOR A TEACHING LICENSE AND/OR THE ENDORSEMENT

An initial teaching license and/or the Library Information Specialist Pre-K-12 Endorsement is applied for after graduation for degree-seeking students or after completion of all endorsement courses for non-degree-seeking students AND after all assessment requirements have been met. Students must submit the Preliminary Application for the endorsement along with official transcripts and all applicable assessment scores. Students should follow the directions on the [Office of Teacher Licensure](#) page under Applying for a License.

GETTING STARTED

REGISTRATION

Register for courses through Pipeline <https://pipeline.mtsu.edu/> as soon as possible as courses fill up, and those that are low enrolled are in danger of being canceled. If a course is full, it is possible to request to be added to a waitlist by emailing the instructor. Further registration information can be found at <https://www.mtsu.edu/registration/registration-guide/>. Students enrolled in 9 hours a semester will have to fill out an Immunization Exemption for Full-Time Online Students form at <https://www.mtsu.edu/healthservices/immunizations/>.

ACCESSING YOUR COURSES

All courses are delivered through Canvas <https://mtsu.instructure.com/> at MTSU. Courses may be accessible up to 5 days before the semester starts.

TEXTBOOKS

Textbook information is available on the MTSU Bookstore website at <https://mtsu.bncollege.com/>, or from the course instructor.

REQUIRED SOFTWARE

All MLS Program students must purchase Student Learning & Licensure software, which is used for data collection and accreditation purposes. This is a one-time purchase. The software can be purchased at <https://education.mtsu.edu/studentlearninglicensure/>

STUDENT EXPECTATIONS

Students should check their MT-Mail account frequently for important information and log into their courses several times a week, in addition to setting aside regular blocks of time to complete the coursework. Online classes do not mean less work. LIBS courses are 3 credit hours, which in face to face classes equals 3 hours of class time per week, plus an expected 2 hours work outside of class for each hour in class. This means up to 9 hours of time devoted to each course each week.

ACADEMIC ADVISORS

Currently, Holly Hebert and DeAnne Luck are the academic advisors for the MLS Program. Students will be assigned an academic advisor upon admission. Students should reach out to their advisor periodically to ensure they are taking the right courses and will meet their goals.

DEGREEWORKS

DegreeWorks (found in Pipeline) is a degree audit system that maps the student's course plan of study to ensure that the courses students complete conform to the MLS Program's plan of study. DegreeWorks

aids the advisor and student in tracking the student's progress toward their degree. DegreeWorks tracks financial aid eligibility and course plan of study. The system identifies for the federal government which of a student's courses are required for a particular degree and are therefore eligible for federal financial aid.

Contact your advisor for questions or issues.

ACADEMIC CALENDAR AND IMPORTANT DATES

Students should be aware of the [MTSU Academic Calendar](#) and [Dates and Deadlines dates](#).

ACADEMIC STANDING

GRADES

The College of Graduate Studies Academic Standards can be found at <https://www.mtsu.edu/graduate/suspension/>. Graduate students are expected to maintain a cumulative GPA of at least 3.00.

STOP OUT

Students who need to stop out for a fall or spring semester are allowed one “stop out” during their course of study without having to reenroll. Students wishing to stop out due to a hardship should fill out the Request to Stop-Out form at <https://www.mtsu.edu/graduate/forms/>.

ACADEMIC INTEGRITY

MTSU students are expected to maintain the spirit of the True Blue Pledge <https://www.mtsu.edu/trueblue/pledge/>. Academic dishonesty will not be tolerated. MTSU Policy 312 explains Academic Misconduct <https://www.mtsu.edu/policies/p312>.

FINISHING THE PROGRAM

GRADUATING MLS DEGREE STUDENTS

At the **beginning of their last semester**, graduating students must submit the Intent to Graduate form, which is found under “Forms for Current Graduate Students” at <https://mtsu.edu/graduate/forms.php>.

NON-DEGREE STUDENTS

Endorsement only students should notify the MLS Program Director **early in their last semester** to communicate their intention to finish their endorsement.

EPORTFOLIO SUBMISSION AND EVALUATION

All students must successfully pass the final evaluation of their ePortfolio to graduate or receive their endorsement. Students must notify the ePortfolio Advisor **early in their last semester** about their need for an ePortfolio evaluation through [this form](#). Frank Lambert is the current ePortfolio advisor.

APPLYING FOR A TEACHING LICENSE AND/OR THE ENDORSEMENT

An initial teaching license and/or the Library Information Specialist Pre-K-12 Endorsement is applied for **after graduation** for degree-seeking students or after completion of all endorsement courses for non-degree-seeking students AND after all assessment requirements have been met. Students must submit the Preliminary Application for the endorsement along with official transcripts and all applicable assessment scores. Students should follow the directions on the [Office of Teacher Licensure](#) page under Applying for a License.

SUPPORT

LIBRARY SCIENCE STUDENT ADVISORY COUNCIL (LSSAC)

LSSAC is the student organization for all Library Science students. There is no cost to join – just attend a meeting! The meetings are held once or twice a semester online via Zoom. The purpose of LSSAC is to promote professional and social interaction among its members, and also function to provide input in the curriculum and program development of the Library Science Program at MTSU. LSSAC shall serve as a liaison representing student interests to the Library Science Program, the MTSU community, and beyond.

For more information or to volunteer to be an officer, contact the LSSAC Faculty Advisor, DeAnne Luck.

SUPPORT SERVICES

MLS Program online graduate students receive the same support services that are available to the rest of the campus community, which includes support for writing, library services, counseling, health, services for military veterans and their families, and support for students with disabilities. Information on these resources can be found at <https://www.mtsu.edu/online/student-resources/>.

TUITION

Tuition information can be found at <https://www.mtsu.edu/tuition/>.

SCHOLARSHIPS

There are several different scholarships available for graduate students and MLS Program students. See the College of Graduate Studies page at <https://www.mtsu.edu/graduate/funding/> and the College of Education scholarships page at <https://education.mtsu.edu/scholarships/>. The Tennessee Library Association and the Tennessee Association of School Librarians also have scholarships. Please see their websites for more information. The MLS Program has a graduate assistantship as well.

FINANCIAL AID

Financial aid information can be found at <https://www.mtsu.edu/financial-aid/>. Non-degree students can be eligible for financial aid because they are pursuing teaching licensure or librarian endorsement. They will need to get a Program of Study from the Program Director and then attach it to this “[Additional Coursework](#)” form. They also need to fill out a FAFSA.

GRADUATE STUDENT TRAVEL

[Funds are available](#) for individual graduate students for travel related to presenting at a conference. LSSAC can also request funds for travel to conferences from the Student Activity Fee. Contact the LSSAC President or the Faculty Advisor (DeAnne Luck) for more information.

AWARDS

There are various University and College awards. Information can be found at <https://university-college.mtsu.edu/university-college-awards/>. Scholars Week provides an opportunity every Spring for students to showcase their work. Winners in each category are awarded monetary prizes. <https://www.mtsu.edu/scholarsweek/>.

FIELD EXPERIENCE

The Field Experience is an integral and required part of our Master of Library Science Program. It provides hands-on experience and the opportunity to put knowledge into practice. Each field experience covers 100 clock hours. LIBS 6550 is a 3-credit course that *must* be taken to fulfill program requirements. Field experiences are culminating experiences that bring together all you have learned in your classes. LIBS 6550 should be taken after 12 hours of courses.

FINDING YOUR PLACEMENT

If you are seeking school library endorsement, you must complete your hours in a school library and have exposure to at least two different age levels (elementary, middle, high). Students are responsible for finding their own field experience.

Some institutions have their own application process. You must gain approval from them as well as MTSU. Please submit a copy of your application along with the institution's application if applicable. It is your

responsibility to submit your application(s) to the institutions and follow their directives if, when, and where necessary. Field sites should be arranged by the student. If you need help finding a placement, please contact Holly Hebert at holly.hebert@mtsu.edu. Contact the librarian at the chosen site to inquire about placement. The director or principal at the site must agree to your placement. Some school districts employ library liaisons who will help with placement.

The LIBS 6550 course lays out all requirements at the beginning of the semester. You are

responsible for fulfilling all the requirements by completing each assignment. Your best work is

CONDITIONS FOR TAKING LIBS 6550

- You have taken at least 4 library science courses, and you have a 3.0 GPA in the library science courses completed.
- If you are seeking school library endorsement, you will complete your field experience in a school library. Endorsement students must demonstrate appropriate library media specialist competencies as assessed by the TEAM rubric.
- Endorsement students will gain experience in at least two schools of different grade levels.
- If placed at your own library, you must offset the hours (work an additional hour for each practicum hour).

expected. Do not forget that a field experience also might lead to a professional reference you may use once when you are engaged in your professional job search.

To get started, download the Field Experience Handbook and print the appropriate field experience application. Each of your placements requires an application. All students must submit a field experience application before they start the experience.

After approval by the instructor, the field experience may be started up to 4 weeks in advance (See p. 28). Please check with the instructor to understand what is required when doing this. Starting early is not a requirement and is recommended only when fulfilling the required hours during the semester is not possible.

The placement site is approved unless one of the faculty members contacts you. Contact your instructor for guidance as you get started.

DURING YOUR PLACEMENT

Your field experience is very important. Please remember that sponsors are doing this out of the goodness of their hearts. It is extra work for a sponsor to host a field experience student. We trust you to make the time worked worthwhile. When you interview or get a library job, a poor field experience will be apparent. The library world is a small place. A good field experience can open the door to future connections and jobs.

FIELD EXPERIENCE HOURS

The field experience is a required professional experience for the **MTSU M.L.S.** degree and the endorsement. If you feel that you cannot fulfill the requirements of the field experience, you should **not** enroll in the library science program.

Keep track of all hours, whether work hours or observation hours.

Sponsored and Observation hours require an email from the library to the University instructor stating the days and hours worked. The email may be sent at the end of the experience.

HOURS FOR THE FIELD EXPERIENCE

- **No fewer than 60 hours in the host library**
- **No more than 40 hours in observations at other libraries.**
- **These two components must total 100 hours for each field experience**
- **Endorsement students will complete all hours in school libraries**

HOURS

- It is recommended that the 60+ hours should be worked in at least 3-hour sessions if possible. Shorter work sessions are generally not productive.
- Observations can be completed in as little as 1-hour sessions. Visit different types of

libraries or grade levels (for school librarians).

- If you are the librarian of record at a library, you can use that library for one field experience. It can be the primary library for the 60 hours. Those hours must be offset.

THE FIELD EXPERIENCE APPLICATION PACKET

The COMPLETE application includes:

- The completed and signed Field Experience Application, including required signatures.
- A copy of your teaching license, if seeking endorsement as a school librarian.

The application packet must be completed and submitted by:

- April 15 for summer field experiences (start in mid-May to Aug)
- August 15 for fall field experiences (start when fall semester starts)
- January 5 for spring field experiences (start when spring semester starts)

Background checks may be required by the library (not required by MTSU)

Please complete, scan, and send all application materials to:

Holly Hebert holly.hebert@mtsu.edu

If you need to send by regular mail, please use this address:

Womack Educational Leadership Department
Master of Library Science Program
Middle Tennessee State University
1301 E. Main Street
MTSU Box 0091
Murfreesboro, Tennessee 37132

Please make sure that you share your required assignments with the sponsor so that they will know what is expected of you and them. The **sponsor letter** is what you give them when you are arranging the field experience. The assignment materials are in the course website. Your instructor may be able to provide a syllabus before the class starts.

Nashville Public Library and Ingram have additional requirements for their field experiences (called internships). Please inquire directly with these two organizations about these requirements.

IF YOU CHOOSE TO START WORKING YOUR HOURS PRIOR TO THE SEMESTER OF ENROLLMENT IN THE FIELD EXPERIENCE:

- You will not have access to an instructor since instructors work only during the semester for which they are hired.
- You will not have access to the class until the semester of enrollment begins. Contact the instructor for the syllabus and required assignments.
- Without access to the course, you will only know some of the specifications for the class.
- The option to work in advance of the semester is a concession given so that you can tailor the field experience to meet your needs. If you decide to work hours in advance, you need to understand and accept the consequences of the conditions.
- Permission and a signed Memorandum of Understanding are required (see page 7 below).
- You may start accumulating hours up to one month in advance of the start of the semester.
- Observation hours can be completed anytime during the semester.

If you are the “librarian of record” at your field experience site, then the hours you work in your own library can be used as field experience hours only if those are unpaid hours. You may add hours to your day or add weekend, school break, or holiday work that will cover the hours you count for field experience. In other words, you must ‘exchange’ hours spent in field experience for paid hours. The arrangement can be discussed with your employer, and a log of exchanged hours must be kept and signed by the administration in your library. University policy does not allow paid field experience hours. Exchanged hours may be book fairs, program planning, weekend activities, lunch duty, meetings that are outside of work hours, etc.

SCHOOL ENDORSEMENT ONLY: COLLABORATIVE TEACHING

Teaching in a **collaborative** environment is an essential skill. Course standards emphasize the teaching component of school librarianship. The sponsoring librarian must understand this and guarantee opportunities to teach library skills in collaboration with a teacher. Failure to teach the required lessons will result in an unsuccessful field experience. Do not engage in a field experience that has no such opportunity.

STARTING HOURS BEFORE THE SEMESTER OF ENROLLMENT BEGINS

MEMO OF UNDERSTANDING

- These hours are within one month in advance of the semester time frame (verified by the librarians or principal).
- I will not have access to an instructor since instructors work only during the semester for which they are hired.
- Observations at libraries outside of the sponsoring library must be completed within the _____ of the semester (with 4 weeks in advance + the first 4 weeks, you have 8 weeks to complete the observations) In other words, those hours are normally completed BEFORE I start work at the sponsoring library. I will make sure to complete at least 7 hours of observation in this pre-semester time frame.
- I will not have access to the class Canvas website until the semester of enrollment begins.
- The fieldPortfolio due date will depend upon when I finish my 100 clock hours; therefore, I might enter the semester with my fieldPortfolio due almost immediately.
- The option to work in advance of the semester is a concession given so that I can tailor the field experience to meet my needs. If I decide to work hours in advance, I understand and accept the consequences of these conditions.

Student Signature

Date

Library Science Program Director or Instructor
(signed when received and added to application file)

Date

Name of Library

Library Address including street, city, state, and zip code

Field Experience Application

Please print out the next 4 pages, complete the two application pages with your field experience sponsor, scan, and email back to Dr. Holly Hebert at holly.hebert@mtsu.edu
Please leave the sponsor letter with your Field Experience Sponsor.

APPLICANT INFORMATION

Name _____

Address _____

City, Zip Code _____

Workplace _____

Job Title _____

MSTU Email _____

Phone _____

COURSE INFORMATION

Semester (Check one):

Fall

☐

Spring

☐

Summer

☐

Year _____

Course _____

Number of credits this semester (including field experience)

Is this your first Field Experience?

☐

Yes

☐

No

SPONSOR INFORMATION

Proposed Sponsor Library _____

Address _____

Phone _____

Librarian's Name _____

Librarian's Email _____

Librarian's Phone _____

REQUIRED SIGNATURES

I have read and agree to the guidelines for the Field Experience courses (LIBS 6550). I agree to contact Dr. Holly Hebert if I have any questions or concerns.

Student Signature

Date

Supervising Librarian Signature

Date

REFERENCES FOR HOST LIBRARY TO CONTACT

REFERENCE #1 PRINCIPAL OR EMPLOYER

Name

Phone

Email

REFERENCE #2 CO-WORKER

Name

Phone

Email

Dear Field Experience Sponsor,

Thank you for agreeing to sponsor an MTSU Master of Library Science (MLS) student in your library this semester! The field experience is an opportunity for them to participate in the day-to-day life of the profession and help initiate them into the wonderful profession that we practice.

The MTSU program is grounded in the ALA Competencies and ALA/AASL/CAEP School Librarian Preparation Standards (2019). We work diligently to teach the students both theory and practical applications. In these days of high-stakes accountability, librarians must have a sound grasp of the “why” along with the “how” of library practice and librarianship. We rely upon the field experience to teach the daily routines and the depth of thinking and analysis required by librarianship. Here are some examples of the relationship between the coursework and the field experience.

- The cataloging class teaches the foundation of creating a basic cataloging record (ISBD, AACR2, MARC, LCSH, and RDA) in a MARC record format. In your library, they can use a specific automated system that handles circulation, catalog record input, and reporting.
- Lesson plans or library programming plans are created in several classes. In your library, students should implement programs/lessons, practice collaboration, practice management of user behaviors, and assess the success of their programs/ lessons.
- Students have explored 75-100 pieces of literature for children and young adults. In your library, they can practice Reader’s Advisory, reading aloud, selection, and evaluation of this literature.
- Students have examined current library policies and written policies based on case studies. In your library, they will see the application of policies.
- Students have interviewed various stakeholders. In your library, they can see how the groups fit together to create a library and its services.
- The field experience is planned as a time of application of skills, knowledge, and dispositions learned in coursework.

These are some of the activities that students should experience while under your supervision:

1. Attendance at various stakeholder meetings and discussions with users.
2. Preparation of programming. In a school library, the MTSU MLS student teaches lessons in order to integrate information literacy skills into a curriculum area. Collaboration should be present.
3. Instruction and practice in the use of technology that your library may use.
4. Performance of and notes on processing routines. A few hours of this is sufficient.
5. Cataloging with an integrated library system such as Polaris or Follett. Since school systems across the state use many different ILS products, our program does not teach the use of a specific ILS.
6. Collection management—book repair, inventory, shelf management, weeding, etc.
7. Planning and executing special events such as book fairs, maker fairs, author events, etc.
8. Budget planning—share how you receive and allocate your budget.
9. How interactions with boards, governmental bodies, friends’ groups, parent groups affect the library.

The activities listed above will expose students to the wide range of experiences that library professionals encounter in the workplace. You may assign the student to any activities with which you need assistance or to activities that you think are valuable to their training.

Repetitive project-type activities are discouraged since they are often focused too narrowly to provide the genuine learning that is the goal of the field experience. If you have a project to be completed and would like to assign the student to it, please limit it to only a portion of the field practice experience time frame. You also should ensure that opportunities are provided to fulfill the required elements. The best experience is hands-on. Please let the student participate and fulfill duties as much as possible. Discuss the “why” of decision-making as you go through the day. Because the student has so much to learn from you, it is necessary that professional librarians are present when the student is working in your library.

THE FOLLOWING ASSESSMENTS ARE NEEDED:

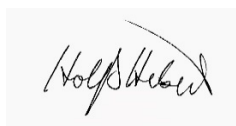
FOR STUDENT (POST IN DROPBOX):

- **FORMATIVE SELF ASSESSMENT:** (instructions provided in Canvas)
- **SUMMATIVE SELF ASSESSMENT:** (instructions provided in Canvas)

SPONSORING LIBRARIAN (EMAIL TO THE UNIVERSITY INSTRUCTOR AND STUDENT)

- **FORMATIVE ASSESSMENT:** A **mid-practice summary** of the student’s performance. Please email this to the University instructor. **The student will provide the forms.**
- **SUMMATIVE ASSESSMENT:** Assessed at the end of the field practice experience. **The student will provide the forms.**
- **EVALUATION OF LESSONS (School Library students)**

The instructor and I are always available during the placement should there be any issues of concern. Thank you so much for your contribution to the education of future librarians!
Sincerely,



Holly Hebert, Ed.D., M.L.I.S.

THE MLS PROGRAM EPORTFOLIO

EXPLANATION AND RATIONALE

EPortfolios are an established method of assessment in higher education and are valuable tools for facilitating integrated learning. The ePortfolio in the MLS program is the culminating project that shows students' comprehensive attainment of competencies over the course of the program and takes the place of a comprehensive exam or thesis and is a requirement for all MLS Program graduates and endorsement-only completers. Although students are required to include certain content in their ePortfolios, students are not limited to that content only and are encouraged to add content that is meaningful to their learning experience while in the MLS program and that will best showcase their accomplishments. Completed ePortfolios should be of high quality so they can be shared with prospective employers. Therefore, ePortfolios should tell the story of the student's personal growth, mastery of skills, and understanding of professional values. They should contain a variety of artifacts, including video, audio, graphics, presentations, and written assignments. EPortfolios will be created by every student (MLS degree-seeking and endorsement-only students) during the first semester of their enrollment, and will be evaluated at the beginning, midpoint, and end of their studies. Final evaluation of the exit portfolio will take place in the student's last semester. EPortfolios are evaluated on a pass/fail basis by the ePortfolio committee comprised of no less than two faculty members. Students must pass their ePortfolio to complete the program.

ALA COMPETENCIES RELATED TO STUDENT LEARNING OUTCOMES

During the coursework of the MLS program, students will begin to attain the competencies that the American Library Association (ALA) calls the Core Competences of Librarianship <http://www.ala.org/educationcareers/careers/corecomp/corecompetences> and promote the values of The ALA Library Bill of Rights <https://www.ala.org/advocacy/intfreedom/librarybill>. These competencies and values will be reflected in the ePortfolio through the framework of the Student Learning Outcomes (SLOs).

MLS PROGRAM STUDENT LEARNING OUTCOMES

1. Apply an understanding of the library science profession's history, ethics, and values to uphold professional standards in their practice.
2. Select, organize, and facilitate access to resources to meet the community's diverse needs.
3. Engage in research activities to enhance their own and others' knowledge.
4. Promote inclusion and belongingness through culturally competent librarianship and advocacy.
5. Integrate and evaluate technologies to provide services and resources.
6. Demonstrate the skills of a library leader that include effective management, ethical decision-making, collaboration with the community, and advocacy for the profession.

PLATFORM

The MLS program uses Wix, found at <https://www.wix.com/>. Wix is an easy-to-use website builder with available ePortfolio templates. The basic version of Wix is free. If students choose a paid version for enhanced features, such as a custom domain, that is their choice.

GOOGLE WORKBOOK

At the beginning of a student's first semester in the program, every student will be emailed a link to their Google Workbook, which contains instructions, a help guide, "My Information" page, and copies of the ePortfolio rubric. Students should fill out the My Information page when they have set up the pages of their ePortfolio. The rubrics will be scored by the student and the ePortfolio advisor three times: once at the ePortfolio creation, at the student's midpoint in their studies, and in the final semester. Students should read the comments given by the advisor underneath the rubric and sign and date in the student area each time.

EPORTFOLIO COMPONENTS

A completed ePortfolio should include the following types of components. See Required Content on page 27 for specifics.

1. Introduction and Personal Statement:
 - A brief biography, including your professional background, areas of interest within library science, and career goals.
2. Reflections on Student Learning Outcomes (SLOs) related to artifacts and activities:
 - For each SLO, include a reflection on how your understanding, skills, and work show your growth and competence in this area.
3. Artifacts:
 - Include samples of work completed throughout the program that highlight your academic achievements, such as papers, presentations, or projects. A mixture of artifact formats such as written, audio, video, and graphics is encouraged. Artifacts from Key Assessments will be required; other work samples are chosen by you.
 - Using the provided reflection prompts, for each artifact, include a reflection on how the assignment contributed to your understanding of library science principles.
4. Fieldwork Documentation:
 - A description of your fieldwork experience, including objectives, tasks, and outcomes.
 - Include any evaluations or feedback from fieldwork supervisors, along with a reflection on the skills you developed in a real-world library environment.
5. Professional Development and Leadership:
 - Documentation of any professional development activities you've participated in (e.g., conferences, workshops, webinars, membership in library associations).
 - A description of leadership roles or involvement in collaborative projects, including any contributions to library-related initiatives.
6. Resume and/or LinkedIn Profile:
 - Content should be current and include the student's field experience.
 - Design should be organized, clear, and easy to read, with items organized from most recent to older items.

7. Courses:

- Include the full name and course number of courses taken.

8. Final Reflection and Career Plan:

- Reflect on your overall growth throughout the program and how you plan to apply what you've learned in your professional career.
- Outline your short-term and long-term career goals within the field of library science and explain how you intend to continue your professional development after graduation.

REQUIRED CONTENT

The ePortfolio must contain the elements outlined below. EPortfolios that do not meet standards will not pass the ePortfolio evaluation at the end of the coursework. If that happens, the student will have to delay graduation and take LIBS 6999 to work on their ePortfolio until it passes the final evaluation.

Key assessments

These artifacts are required.

- The LibGuide key assessment from LIBS 6015 and Reflection
- The budget key assessment from LIBS 6105 and Reflection
- The selection key assessment from LIBS 6011 & Reflection
- The literature review and research proposal key assessment from LIBS 6060 and Reflection
- The role of the library key assessment from LIBS 6000 and Reflection
- The intellectual freedom key assessment from LIBS 6000
- The cultural humility key assessment from LIBS 6015 and Reflection
- The cataloging key assessment from LIBS 6020 and Reflection
- The technology key assessment from LIBS 6030 and Reflection
- The Philosophy of Librarianship key assessment from LIBS 6550.

Endorsement-only students who do not take 6060 or 6030 will not be required to have these key assessments.

Choice assessments

- Six choice assessments that the student determines will showcase their best work. Choose at least one for each SLO.

Reflection Questions

Each Key and Choice assessment should have an accompanying reflection based on these questions.

1. What challenges did you encounter while you were working on this piece? How did you address them?
2. How do you feel about your work on this assignment? What parts of your work did you like or dislike and why?
3. What is the one thing you want people to notice about your work?
4. As you reflect upon your work on this assignment, what is one thing you would like to improve upon when applying this knowledge and/or skill in your professional practice?
5. How does this assignment contribute to your understanding of librarianship as a profession?

Other Required Items

- An introduction page
- One page for each of the SLOs that includes a reflection on how the artifacts on that page provide evidence that you have attained that SLO.
- A current resume and/or LinkedIn site from LIBS 6550
- A page describing the field experience and activities (with pictures) from LIBS 6550
- A list of courses taken, including the name and number of each course
- A Professional Development and Leadership page listing Professional Library Organizations the student is a member of, such as ALA, AASL, TNLA, TASL, etc., and any involvement in professional development or other activities, such as conferences, webinars, etc.

TIMELINE OF EPORTFOLIO CREATION

Students will set up their ePortfolio in LIBS 6000 or another beginning core course with an ePortfolio assignment. Specific instructions will be given in class, and the professor will answer questions if help is needed. Students are expected to add artifacts to their ePortfolio every semester.

STYLE

Each ePortfolio will be unique. Students should make it their own to reflect their personality and style. Since the ePortfolio is the place to showcase the student's learning, every effort should be made to create a professional looking ePortfolio and to adhere to good website design.

- Double check for errors in spelling, grammar, punctuation, etc.
- Use colors that work together and do not distract the reader.
- Use text that is not too big or too small. Do not use all caps.
- The use of pictures and graphics should add to the content, not distract, and should all be labeled.
- Make sure all links work properly.
- Use a consistent naming convention for artifacts and files that include the course number and name of assignment. Example: LIBS 6000 Role of the Library.
- Make sure navigation of the site is clear and simple.

ARRANGEMENT AND PAGE SET UP

Every ePortfolio should include the following pages. These pages will be set up in the beginning and artifacts and reflections will be added as coursework is completed as the student progresses through their courses.

1. Introduction
2. SLO #1 - Include a reflection on your attainment of the SLO and the key and choice assessments that support your attainment of that SLO
3. SLO #2- Include a reflection on your attainment of the SLO and the key and choice assessments that support your attainment of that SLO
4. SLO #3- Include a reflection on your attainment of the SLO and the key and choice assessments that support your attainment of that SLO
5. SLO #4- Include a reflection on your attainment of the SLO and the key and choice assessments that support your attainment of that SLO
6. SLO #5- Include a reflection on your attainment of the SLO and the key and choice assessments that support your attainment of that SLO
7. SLO #6- Include a reflection on your attainment of the SLO and the key and choice assessments that support your attainment of that SLO
8. Philosophy of Librarianship
9. Resume/LinkedIn
10. Field Experience
11. Courses
12. Professional Development and Leadership

TABLE OF CONTENTS/MENU BAR

The first item to set up is the Table of Contents or Menu Bar, which will be the framework for the ePortfolio and can run along the top or on the side of the main page.

STUDENT EXAMPLES

- An example of a completed ePortfolio by a student using D2L can be found here https://elearn.mtsu.edu/d2l/eP/presentations/presentation_preview_popup.d2l?presId=592411
- An example of a completed exit portfolio by student using Wix can be found here <https://iem2h4.wixsite.com/my-site-1>

HELP

Specific help for creating the ePortfolio in can be found in several places. The student's Google Workbook has a help page. Additional help can be found online.

Using the Wix Platform

- Video about choosing a template https://www.youtube.com/watch?v=2DRd1f_10sQ
- <https://libguides.butler.edu/eportfolio/wix>
- <https://support.wix.com/en/article/creating-a-portfolio-website>

SHARING AND PRIVACY

EPortfolios must be shared with the MLS Program director, ePortfolio advisor, faculty, and with fellow students when peer review is required. Students should consider carefully before sharing any personal information in their ePortfolio. The privacy of others must always be considered and respected.

PEER EVALUATION

In several classes, there will be an opportunity for peer review of ePortfolios. This allows students to see and learn from what others are building and to share their own work and to help fellow students when the situation arises. Students are encouraged to take full advantage of this opportunity and to offer and receive constructive criticism.

ASSESSMENT

During the first semester, students will be given the URL to their specific Google Workbook. Students should save the URL as it will be needed throughout the program every time the ePortfolio is assessed. EPortfolios will be evaluated three times, once when created, at the midpoint of study, and at end of the last semester. A rubric will be filled out by the student and a faculty member each time, showing a progression of learning and attainment. Students should read the comments left by the professor in the rubric and make the necessary changes.

FINAL SUBMISSION

In their final semester, students should submit the Final Submission Form <https://forms.office.com/r/WJb8EYyExu> early in the semester. Students should request a meeting with the ePortfolio advisor to ask questions about the completion of the ePortfolio. As ePortfolios are completed in the last weeks of the semester, the ePortfolio committee, which is comprised of at least two MLS Program faculty members, evaluates each ePortfolio individually with the rubric, adds comments, and then conferences to decide upon the evaluation. Pass/fail evaluations are submitted to the College of Graduate Studies by the assigned deadline, which is approximately 2 weeks before graduation. Students who receive a less than Proficient (3) on any criteria item in the ePortfolio rubric upon final evaluation must make revisions that respond to the written feedback and resubmit no later than the second to last week of classes. If the student's ePortfolio does not pass the final evaluation, they must delay graduation and enroll in LIBS 6999 for one credit and continue to work on the ePortfolio. They will submit the ePortfolio again using the same submission process. Appeals of the rating may be made to the program director. Pass/fail evaluations must be turned into the College of Graduate Studies by the ePortfolio advisor by the deadline set by the University, which coincides with the deadline for comprehensive exam results.

TIPS FOR SUCCESS

- **Start Early:** Begin compiling work and reflecting on your progress throughout the program. This will make the final submission process smoother.
- **Stay Organized:** Keep track of course key and choice assessments, feedback, and professional development activities throughout your time in the program to ensure you have everything you need when it is time to assemble your ePortfolio.
- **Seek Support:** Reach out to your academic advisor or program faculty if you have any questions about the ePortfolio components or need guidance on selecting and reflecting on your artifacts.