ALA Executive Board
2009 ALA Midwinter Meeting

TOPIC: Final Report, Library Education Task Force (Special)

ACTION REQUESTED: Discussion and Referral to the ALA Committee on Accreditation

DRAFT MOTION: *The ALA Executive Board approves the recommendations of the Presidential Task Force on Library Education; refers recommendations 1-10 to the ALA Committee on Accreditation for consideration and incorporation into the Standards; and, authorizes appointment of a special task force on library education outside the ALA-accredited master's program.*

REQUESTED BY: Library Education Task Force
Carla D. Hayden, Chair

DATE: 13 January 2009

As chair of the Presidential Task Force on Library Education, I have the honor and pleasure of submitting the final report of the Presidential Task Force on Library Education for your approval, specifically of the eleven recommendations on pages 6 and 7 of the report. This report is the product of the work of a wide range of librarians and library educators representing all sectors of our profession (see Appendix C of the report for a list of members). It is our hope that the report, once approved, will be used as the basis for the revision of the 2008 ALA Standards for Accreditation and thus re-orient both library education and the relationships between practicing librarians and library educators in a positive direction to ensure the supply of a new generation of knowledgeable, well-educated librarians to staff the libraries and information agencies of today and tomorrow.

Final Report (attached)

The Final Report includes the following recommendations, in addition to describing the background, process and context of the Task Force's work:

1. That the Association adopt the *Core Competences of Librarianship* as redrafted by the Task Force. (At their Fall 2008 meeting, the ALA Executive Board recommended approval of the Core Competences of Librarianship to the ALA Council.)
2. That the Association incorporate those core competences and ALA's Core Values of Librarianship into its Standards for accreditation of master's programs in library & information studies (see Appendix B – hereafter referred to as "the standards") together with the recommendations on those standards listed below.
3. That the standards be revised to be written using imperatives and in the active voice – stressing that adherence to them is required for accreditation.
4. That the standards be stated to be prescriptive, not indicative – mandates not suggestions.
5. That the standards use the terms "program" and "school" with exactitude to make it crystal clear that they are concerned only with programs and not with schools, except in areas in which the activities and policies of the program are inextricable from those of the school.

6. That it is made clear to programs seeking accreditation that the Association is not interested in prescribing a "core curriculum," (though it should be clear that the Core Competences are the bedrock of the curricula of accredited programs). Accordingly, the standards should be written to concentrate on the outcomes of the education received in accredited LIS programs and that these outcomes not only be achieved but documented in the accreditation process.
7. That ALA's accreditation standards prescribe that a majority of the permanent full-time faculty teaching in the program are grounded in librarianship by virtue of their educational background, professional experience and/or record of research and publication.
8. That ALA's accreditation standards prescribe that the full-time faculty of ALA-accredited programs are sufficient in number and diversity of specialties to carry out the major share of the teaching, research, and service activities required for accreditation.
9. That ALA's accreditation standards prescribe that temporary and part-time faculty of ALA-accredited programs are appointed to balance and complement the teaching competences of the full-time faculty, not to replace them in their teaching activity.
10. That the standards make it inescapably clear that assessment processes must be such as to show that the outcomes dictated by the standards are achieved demonstrably – that is, with sufficient objective evidence to show that those outcomes are achieved by all graduates of the program.
11. That the ALA president create a new Task Force to examine and make recommendations on aspects of library education other than that taking place in ALA-accredited LIS masters programs – continuing education, doctoral education, ALA-APA certifications, NCATE-AASL school library programs, and library technical assistant training programs.

In addition, the Report includes the following Appendices:
A: Core Competences of Librarianship
B: Draft revised standards
C: Task Force membership

I, and other members of the Task Force, stand ready to discuss any and all aspects of the report. I would also like to take this opportunity to extend the sincere appreciation of the entire Task Force, and myself in particular, to Michael Gorman for his leadership, craftsmanship, and professionalism in this endeavor.

Carla Hayden, Chair, Presidential Task Force on Library Education
January 2009

Related documents: 2007-2008 EBD#12.45 (Spring Board Meeting)
                        May 12, 2008, email to the ALA Executive Board from Carla D.
                        Hayden, Chair, Library Education Task Force, and Michael Gorman,
                        Task Force Member. Follow-up on recommendations from the
                        2008 Spring meeting.
                        2008-2009 EBD #12.13 (Fall Board Meeting)
                        2008 *Standards for Accreditation of Master's Programs in Library &
                        Information Studies, 2008*

AMERICAN LIBRARY ASSOCIATION

President's Task force on Library Education

FINAL REPORT

January 2009

Charge to the Task Force:

"The President's Task Force on Library Education will bring all stakeholders in library education together for a focused and defined period to create a series of actionable recommendations to ensure that library and information science education programs produce librarians who understand the core values of our profession and possess the core competences of the profession needed to work in today's libraries.

"Specifically, the Task Force will:

- *Develop recommendations for national standards that describe a "core curriculum" for ALA-accredited programs. These standards will describe the central body of*

  knowledge required for educating librarians, and should emphasize the ALA Core Competences, Core Values and the ethics of the profession.

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- *Recommend standards regarding the qualification and number of full-time, tenure track faculty in ALA-accredited programs whose teaching and research contributes to the central body of knowledge of the profession and preparation of future librarians and define the balance between full-time and adjunct faculty.*
- *Describe the relationship between the core body of knowledge embodied in librarian education and exposure to other disciplines (computer sciences, information technology, communication, management) needed to ensure that library school graduates are well prepared for the workplace.*
- *Recommend specific changes to ALA's accreditation standards to incorporate these recommendations and address the concerns of practitioners , employers, recent graduates and educators.*
- *Develop recommendations regarding the proposed core curriculum and its implications for continuing education for librarians, ALA-APA certifications, NCATE-AASL school library programs, and library technical assistant training programs.*

"In conducting its work, the Task Force should consider all products of the three Congresses on Professional Education, papers delivered at the forums on library education, and any other relevant documents including those from other professional fields which may have considered and resolved similar issues."

The Task Force:

The Task Force was appointed by President Leslie Burger in 2006.   It is chaired by Past President Carla Hayden. The full membership is given in Appendix C. The Task Force has focused on creating recommendations to ensure that library and information science education programs produce librarians who understand the core values of our profession and possess the core competences of the profession needed to work in today's libraries and

other information contexts. This charge resulted from concerns expressed over many years and, specifically in a series of forums on the topic held at ALA Annual Conferences and Midwinter Meetings in 2004-2006. Those concerns centered on:

- the perceived gap between what is taught in ALA-accredited LIS programs and the knowledge, skills, and competences needed for work in the libraries of the 21st century;

- the lack of an approved set of core competences;

- the lack of emphasis on values and ethics in library education;

- the wide range of knowledge, skills, and competences possessed by, and not possessed by, graduates of ALA-accredited LIS programs;

- the perceived inadequacy of the current ALA accreditation process;

- the imbalance between library-oriented and information science-oriented faculty in some programs with the results that (a) the bulk of the teaching of the central topics of librarianship is delegated to temporary and part-time faculty; (b) there is insufficient research into library-related questions and concerns; and (c) too few doctoral students (the future faculty) are library-oriented.

It is important to note that the Task Force's charge refers specifically to "work in today's libraries." The Task Force recognizes that some graduates of ALA-accredited LIS programs do not work in libraries but it also recognizes that the majority of LIS

students enter and leave those programs with the intention of seeking work as librarians in one context or another. It is worth noting, in this context, that the IMLS 21ˢᵗ Librarian Program is dedicated to ensuring the supply of a new generation of librarians with the education and knowledge needed for the libraries of today and tomorrow.

Because of the need to develop the *Core Competences* (see below) and need to accomplish our work in a limited time, the Task Force has concentrated on masters level library education and has not been able to address other aspects of that education (certification, education for library technicians, continuing education, etc.). See recommendation 11, below.

The Core Competences:

The first ALA Congress on Professional Education, held in Chicago in 1999, called, among other things, for the Association to formulate a statement of the core competences that should be possessed by all librarians. A working group was formed and, over the next eight years, drafts of the core competences appeared in various iterations emanating from various groups but

were never brought to the point at which they could be recommended to the Association's Council for adoption as ALA policy. Early in its work, the Task Force recognized that the absence of an agreed statement on the fundamental knowledge base of the profession was a *lacuna* that made our work on recommendations aimed at

producing "librarians who … possess the core competencies of the profession needed to work in today's libraries" next to impossible. The Task Force studied the various drafts of the core competences, especially what was then the latest draft. We concluded that the best thing to do would be to take all the topics, competences, skills, and knowledge contained in those drafts and recast them to be (a) a statement of the essential outcomes of an education received from an ALA-accredited LIS program—that is what every graduate of such a program should be know and be able to employ, and (b) internally coherent and consistent. The intention is neither to innovate nor prescribe a "core curriculum" for each program but simply to state the outcomes of LIS masters level education, not the methods used to achieve those outcomes, and, thus, bring the years-long work on the core competences to fruition. The *Core Competences of Librarianship* (see Appendix A) as re-drafted by the Task Force have been through numerous

drafts, the penultimate of which was circulated very widely throughout the Association and outside—a process that resulted in numerous comments and suggestions that have been incorporated into the final version, which was approved by ALA's Executive Board in) October 2008.. That version is being presented to the Association's Council in January 2009 in the fervent hope that the Council will pass them so that they can become Association policy and the basis for revision of the Association's accreditation standards (see Appendix B).

Recommendations:

1. That the Association adopt the *Core Competences of Librarianship* as redrafted by the Task Force.

2. That the Association incorporate those core competences and ALA's *Core Values of Librarianship* into its *Standards for accreditation of master's programs in library & information studies* (see Appendix B—hereafter referred to as "the standards") together with the recommendations on those standards listed below.

3. That the standards be revised to be written using imperatives and in the active voice—stressing that adherence to them is required for accreditation.

4. That the standards be stated to be prescriptive, not indicative—mandates not suggestions.

5. That the standards use the terms "program" and "school" with exactitude to make it crystal clear that they are concerned only with programs and not with schools, except in areas in which the activities and policies of the program are inextricable from those of the school.

6. That it is made clear to programs seeking accreditation that the Association is not interested in prescribing a "core curriculum," (though it should be clear that the *Core Competences* are the bedrock of the curricula of accredited programs). Accordingly, the standards should be written to concentrate on the outcomes of the education received in accredited LIS programs and that these outcomes not only be achieved but documented in the accreditation process.

7. That ALA's accreditation standards prescribe that a majority of the permanent full-time faculty teaching in the program are grounded in librarianship by virtue of their educational background, professional experience, and/or record of research and publication.

8. That ALA's accreditation standards prescribe that the full-time faculty of ALA-accredited programs are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for accreditation.

9. That ALA's accreditation standards prescribe that temporary and part-time faculty of ALA-accredited programs are appointed to balance and complement the teaching competences of the full-time faculty, not to replace them in their teaching activities.

10. That the standards make it inescapably clear that assessment processes must be such as to show that the outcomes dictated by the standards are achieved demonstrably— that is, with sufficient objective evidence to show that those outcomes are achieved by all graduates of the program.

11. That the ALA president create a new Task Force to examine and make recommendations on aspects of library education other than that taking place in ALA-accredited LIS masters programs—continuing education, doctoral education, ALA-APA certifications, NCATE-AASL school library programs, and library technical assistant training programs.

ALA's

Core Competences of Librarianship

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

CONTENTS

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

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

1. Foundations of the Profession

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

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

1C. The history of libraries and librarianship.

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

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

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

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

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

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

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

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

2. Information Resources

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

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

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

3. Organization of Recorded Knowledge and Information

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

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

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

4. Technological Knowledge and Skills

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

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

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

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

5. Reference and User Services

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

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

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

5D. Information literacy/information competence techniques and methods.

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

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

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

6. Research

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

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

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

7. Continuing Education and Lifelong Learning

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

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

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

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

8. Administration and Management

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

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

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

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

APPENDIX B: Draft revised standards

The responsibility for drafting revisions of ALA's *Standards for accreditation of master's programs in library & information studies[1]* for approval by the Association's Governing Council lies with the Committee on Accreditation (CoA). The drafts in this Appendix (attached, following Appendix C) are not intended to preempt that responsibility but to embody all the changes called for by the recommendations of the Task Force and the *Core Competences of Librarianship* (an essential component of our recommendations) and thereby furnish working documents to the CoA to complete our charge to "recommend specific changes to ALA's accreditation standards."

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[1] http://www.ala.org/ala/educationcareers/education/accreditedprograms/standards/standards_2008.pdf

APPENDIX C: Task Force membership

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Standards for Accreditation of Master's Programs in Library & Information Studies
Revised by the Presidential Task Force on Library Education

October 2008

I: Mission, Goals, and Objectives

I.1. A school must pursue its mission and program goals and achieve its program objectives through implementation of a continuous, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Program goals and objectives must foster quality education, consistent with the values of the parent institution, the culture and mission of the school, and ALA statements on values, ethics, and competences.[i]

I.2   The program must state its objectives in terms of both student learning outcomes and faculty accomplishments. The program must concentrate on:

    I.2.1 the essential character of the field of library and information studies; that is, the management and use of recorded knowledge and information as set out in ALA's *Core competences of librarianship*;[ii]

    I.2.2 the philosophy, principles, values,[iii] and ethics[iv] of the field;

    I.2.3 appropriate principles and practices identified in the policy statements and documents of relevant professional organizations;

    I.2.4 the value of effective teaching to the advancement of the field;

    I.2.5 the value of service to the advancement of the field and to meaningful faculty connection with practice;

    I.2.6 the value of research and scholarship to the development of the profession and the advancement of the field;

    I.2.7 the need for library and information studies to contribute to other fields of knowledge and practice;

    I.2.8 recognition of the contribution of other fields of knowledge and practice to library and information studies;

I.2.9 the role of library and information services in a diverse nation and global society, including that of serving the needs of under-served groups;

I.2.10 the role of library and information services in a society that is evolving politically, economically, and technologically and that relies on access to recorded knowledge and information;

I.2.11 the needs of the constituencies that a program seeks to serve.

I.3 Each program will be assessed on the degree to which it attains the objectives set forth in these Standards. The program's mission, goals, and objectives must be publicly stated and undergo regular review as part of meaningful internal and external assessment. The program must demonstrate that assessment of the mission, goals, and objectives involves students, faculty, institutional administrators, employers, alumni, and other appropriate groups.

[i] . American Library Association. Core values of librarianship; Code of ethics; Core competences of librarianship.

[ii] . American Library Association. Core competences of librarianship

[iii] . American Library Association. Core values of librarianship.

[iv] . American Library Association. Code of ethics.

Standards for Accreditation of Master's Programs in Library & Information Studies
Revised by the Presidential Task Force on Library Education
October 2008

II: Curriculum

II.1 The curriculum must cover the topics listed in ALA's *Core competences of librarianship*.[i] The curriculum must provide, through a variety of educational experiences, for the study of the theory, principles, practice, ethics and values necessary for the provision of library and information services.

II.2 The curriculum must embody the central body of professional knowledge that includes:

1. mediation between the human record and the persons and groups that need and wish to have access to that record (such mediation includes reference services and library instruction/information competence programs);
2. the organizational structures (cataloging, classification, metadata, indexing, etc.) used in libraries and information agencies (including an understanding of the purposes of those structures and systems, and an ability to use and interpret those structures productively);
3. knowledge of the purposes, missions, functions, operations, structures, and dynamics of libraries and other information agencies; the institutions and communities they serve; and of all stakeholders (including a knowledge of the intricacies of planning, finances, personnel, uses of technology, and services; the ability to work collaboratively; and skills in the rational and ethical means of debating and discussing);
4. commitment to the provision of high-level library and information services to all including the knowledge and skills necessary to achieve such access; a clear and comprehensive understanding of communities; of the many avenues of access to recorded knowledge and information; and of barriers to access and how to overcome them; knowledge of the principles and practices of licensing, basic accounting principles, the various means of providing content, and the financial aspects of individual and consortial access and purchase; the identification and

application of values including appropriateness, intellectual freedom, and legal and societal constraints;

5. a clear and comprehensive understanding of all aspects of technology as a tool in delivering library and information services including a knowledge of all current and potential technological applications; the transmission of information content; delivery of services; and design of user-oriented and user-manipulable information gateways; the ability to choose between different technological solutions; assess their effectiveness and cost-effectiveness; and work in an informed way with IT personnel;

6. research (active and critical inquiry grounded in combined rational and empirical thought that leads to the framing of questions and employing effective means and methods of answering those questions and solving problems, grounded in training in critical reasoning).

II.3 The curriculum of an ALA-accredited program must:

II.3.1 center on the education of librarians and other information professionals who will assume an assertive role in providing services in libraries and other information agencies;

II.3.2 emphasize an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.3.4 respond to the needs of a diverse society including the needs of under-served groups;

II.3.5 respond to present and future societal needs;

II.3.6 provide direction for future development of the field;

II.3.7 promote commitment to continuous professional growth.

II.4 The curriculum must provide an 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 based on these Standards and that will foster development of the competences necessary for productive careers. The curriculum must include, as appropriate, cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities.

II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences must be built upon the minimal requirement of teaching the *Core competences of librarianship* (see II.1, above). The design of specialized learning experiences must also take into account statements of knowledge and competences developed by relevant professional organizations, within and without ALA.

II.6 The curriculum, regardless of forms or locations of delivery selected by the school, must conform to the requirements of these Standards.

II.7 The curriculum must be continually reviewed and receptive to innovation. Assessment processes must be used for continuing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum must include assessment of students' achievements and their subsequent accomplishments. Assessment processes must involve students, faculty, employers, alumni, and other constituents served by the program.

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[i]. American Library Association. Core competences of librarianship.

III: Faculty

III.1   The program must be conducted by a faculty capable of imparting the
core values and central body of knowledge of the field to all students in
the program and capable of accomplishing the school's program
objectives. Permanent full-time faculty members teaching in the program
must be qualified for appointment to the graduate faculty within the
parent institution and be sufficient in number and in diversity of
specialties to carry out the major share of the teaching, research, and
service activities required for a program, wherever and however delivered.
A majority of the permanent full-time faculty teaching in the program
must be grounded in the library profession by virtue of their educational
background, professional experience, and/or research and publication.
These faculty are responsible for developing the curriculum covering the
central body of knowledge as defined in Standard II, and for carrying out
instruction embracing that central body of knowledge. Programs may
appoint temporary and part-time faculty to balance and complement the
teaching competences of the full-time faculty and, thus, enrich the quality
and diversity of a program.

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

III.3   The school must have policies to recruit and retain faculty from diverse
backgrounds. Explicit and equitable faculty personnel policies and
procedures must be published, accessible, and implemented.

III.4   The qualifications of each faculty member teaching in the program must
include competence in designated teaching areas, technological awareness,
and effectiveness in teaching.

III.5   The qualifications of each permanent full-time faculty member teaching in the program must include a sustained record of accomplishment in research or other appropriate scholarship.

III.6   The faculty must hold advanced degrees from a variety of academic institutions and come from a diversity of backgrounds They must have the ability to conduct research in the field and demonstrate specialized knowledge of the program content. In addition, they must 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 of librarianship. Faculty responsible for teaching the core values and central body of knowledge must demonstrate continuing engagement with the library profession through active participation and leadership in library professional organizations at the local, state and/or national level. The faculty must nurture an intellectual environment that enhances the accomplishment of program objectives. Each of these characteristics must apply to the faculty regardless of forms or locations of delivery of programs.

III.7   Faculty assignments must relate to the needs of a program and to the competences and interests of individual faculty members. Such assignments must 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.

III.8   Procedures for the systematic assessment of all faculty must be established. Such assessment must consider accomplishment and innovation in the areas of teaching, research, and service. Faculty, students, alumni, and others must be involved in the assessment process.

IV: Students

IV.1 The program must formulate student recruitment, admission, financial aid, placement, and other academic and administrative policies that are consistent with the school's mission and the program's goals and objectives. These policies must reflect the needs and values of the constituencies the program serves. The school must have policies to recruit and retain students reflecting the diversity of North America's communities.

IV.2 The program must make current, accurate, and easily accessible information on the school and its program available to students and the general public. This information must include announcements 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 important policies and procedures. The school must demonstrate that it has procedures to support these policies.

IV.3 The program must apply standards for admission consistently. It must ensure that students admitted to a program have earned a bachelor's degree from an accredited institution; and must state and apply consistently any policies and

procedures for waiving any admission standard or academic prerequisites. The program must assess applications based on a combined evaluation of applicants' academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of individuals. The admission policy for a program must ensure that each applicant possesses sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contributions to the field.

IV.4 Students must construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements. Students must receive systematic, multifaceted evaluation of their achievements and must have access to continuing guidance, counseling, and placement assistance.

IV.5 Students must be provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

IV.6 The school must apply the results of evaluation of student achievement to program development. The program must establish procedures for systematic evaluation of the degree to which a program's student academic and administrative policies and activities further its objectives. Faculty, students, staff, and others must be involved in the evaluation process.

V: Administration and Financial Support

V.1 The school's autonomy must be sufficient to enable it to determine the intellectual content of its programs, the selection and promotion of its faculty, and the selection of its students within the general guidelines of the institution. The parent institution must provides the resources and administrative support needed for the attainment of program objectives.

V.2 The school's faculty, staff, and students must have the same opportunity for representation on the institution's advisory or policy-making bodies as those of other academic units within the institution. The school's administrative relationships with other academic units must enhance the intellectual environment, support interdisciplinary interaction, and encourage participation in the life of the parent institution.

V.3 The executive officer of the program must have the title, salary, status, and authority comparable to heads of similar units in the institution. He or she must have the 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 as well as the academic qualifications required of the faculty. The program's executive officer must create and maintain an intellectual environment that supports the program's mission, goals, objectives. That environment must encourage faculty and student interaction with other academic units and promote the socialization of students into the field.

V.4 The program's administrative and other staff must be adequate to support the executive officer and faculty in the performance of their responsibilities. The program must employ effective decision-making processes that are determined by the executive officer and the faculty, who regularly evaluate these processes and use the results.

V.5 The parent institution must provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. That financial support must provide financial viability and be proportionate to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's mission of teaching, research, and service.

V.6 Compensation for a program's executive officer, faculty, and other staff must be established equitably according to their education, experience, responsibilities, and accomplishments and be sufficient to attract, support, and retain the personnel needed to attain program goals and objectives.

V.7 Institutional funds for research projects, professional development, travel, and

leaves with pay must be available on the same basis as in comparable units of the institution. Student financial aid from the parent institution must be available on the same basis as in comparable units of the institution.

V.8 The school's systematic planning and evaluation process must include review of its administrative policies, fiscal policies, and financial support. The faculty, staff, students, and others must be involved in the evaluation process. Evaluation must be used for continuing assessment leading to improvements and planning for the future.

Standards for Accreditation of Master's Programs in Library & Information Studies

VI: Physical Resources and Facilities

VI.1 A program must have access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

VI.2 Physical facilities must provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program, regardless of the forms or locations of delivery.

VI.3 Instructional and research facilities and services for meeting the needs of students and faculty must include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, must be sufficient for the level of use required and specialized to the degree needed. These facilities must be appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

VI.5 The school's systematic planning and assessment process must include review of the adequacy of access to physical resources and facilities for the delivery of a program. Faculty, staff, students, and others must be involved in planning and assessment.