Carla Hayden, Chair, Task Force on Library Education

Professionalism in this endeavor.

The Task Force is working on a final report that will be presented to you at the 2009 Midwinter Meeting. I would also like to take this opportunity to extend my sincere appreciation of the entire Task Force and myself in particular, to AlA’s Board of Directors, and my colleagues for their leadership, encouragement, and support.

Each was considered carefully and many incorporated into the draft you have before you. As you know, a previous draft was presented to you in your spring meeting of 2008.

The ALA’s Core Competencies of Librarianship is a product of the work of the Task Force. We saw that the absence of a statement of core competencies on the part of the ALA Council was a critical oversight. A failure to recognize the importance of professional education in the work of the ALA Council led to the passing of an ALA-adopted LIS program that lacks the knowledge to be possessed by a graduate of an ALA-accredited LIS program. We need our draft of the ALA’s Core Competencies of Librarianship to be adopted that relates to the ALA Council’s approval of this document as ALA policy.

DATE: 28 September 2008

Carla D. Hayden, Chair
Librarianship Task Force

REQUESTED BY: Core Competencies of Librarianship

CONE ENERGY THE ALA Executive Board supports and recommends to CON.SC the approval of the attached statement of ALA’s Core Competencies of Librarianship.

ACTION REQUIRING: ALA’s Core Competencies of Librarianship

DRAFT MOTION: Discussion and Support

Fall Board Meeting

2008-2009 EBD#12.13
ALA’s Core Competencies of Librarianship: Final Version August 2008

Amendment:

Recommendations from the 2008 Spring Meeting:

- Education Task Force and Library Community Task Force Members: Follow-up on
  May 12, 2008, email to the ALA Executive Board from Carla D. Hayden, Chair, Library
  Education Task Force
  2007-2008 EB D#12.45 (Spring Board Meeting)

Related Documents:

Wille, Jennifer A., Younger and Mary W. Chihas (staff liaison),
John M. Amos, Robert S. Martin, Sharon McDougal, Brenda Fitch, Ann-Virgilia, Rebecca Varne, Holly
Gough, Maureen; Hald, Terry A. Davis; Jane and Grace; Michael C. Romming;
Katherine A. Alverson (core facilitator), Leslie Bryant, James, John R. Bryant, III, John M. Buck, Yongmei J.
Members of the Presidential Task Force on Library Education at: Carla D. Hayden (Chair)'

ALA Executive Board at the 2009 Midwinter Meeting in Denver,

At the six-month extension of the Task Force, which is now scheduled to bring its final report to the
2008 Midwinter Meeting, based on the interim report from Dr. Hayden, the Board acknowledged a
core competency of the profession needed to work in today’s libraries.

- How to produce libraries who understand the core values of our profession and possess the
  core competency of the profession needed to work in today’s libraries.

- How to ensure that librarians are aware of and information science education.

In March 2007, the ALA Executive Board approved establishment of an (ad hoc) Task Force on

BACKGROUND:
IC. The history of libraries and librarianship.

I. The role of libraries and information professionals in the promotion of democratic participation and intellectual freedom (including freedom of expression, thought, and conscience).

IB. The role of library and information professionals in the promotion of democratic participation. 

IVA. The ethical values, and foundational principles of the library and information profession.

1. Foundations of the Profession

Information studies should know, and where appropriate, be able to employ:

1. Information Resources
2. Information Resources Development
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

Specifically here:

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.

Fifth version August 2008

Approved by ALA’s Presidential Task Force on Library Education

Core Competences of Librarianship

ALA’s
3. Organization of Recorded Knowledge and Information

including preservation and conservation.

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

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

resources, including evaluation, selection, purchasing, processing, storing, and de-

2B. Concepts, issues, and methods related to the acquisition and disposition of

information, from creation through various stages of use to disposition.

2A. Concepts and issues related to the lifecycle of recorded knowledge and

Information Resources

1K. Criteria and/or because requirements of specialized areas of the profession.

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

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

solutions.

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

workers, and library services.

1G. The Legal framework within which libraries and information agencies

operate. The framework includes laws relating to copyright, privacy, civil liberties

and the Americans with Disabilities Act, and intellectual property.

1F. National and international social, political, economic, and cultural

influences.

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

1D. The history of human communication and its impact on libraries.
Information literacy/Information competence techniques and methods.

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

and information

5C. The methods used to interact successfully with individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse

5A. The concepts, principles, and techniques of reference and user services that

5. Reference and User Services

4D. The principles and techniques necessary to identify and analyze competing

technological improvements.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost

4B. The application of information, communication, assistive, and related technology

resources, service delivery, and uses of libraries and other information agencies.

4A. Information, communication, assistive, and related technologies as they affect the

4. Technological Knowledge and Skills

3C. The systems of cataloging, metadata, indexing, and classification standards and

knowledge and information resources.

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

knowledge and information.

3A. The principles involved in the organization and representation of recorded
8. Administration and Management

Skills used in selecting, evaluating, and using recorded knowledge and information, application in libraries and other information agencies.

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

7C. The principles related to the teaching and learning of concepts, processes and understanding of library learning in the provision of quality service and the use of

7B. The role of the library in the lifelong learning of patrons, including an

7A. The necessity of continuing professional development of practitioners in libraries.

7. Continuing Education and Lifelong Learning

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

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

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

6. Research Development

circumstances to the design and implementation of appropriate services or resource

5G. The principles and methods used to assess current and emerging situations of

communities, and user preferences.

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

promote and explain concepts and services.

5E. The principles and methods of advocacy used to reach specific audiences to
networks, and other structures with all stakeholders and within communities serve.

8D. The concepts behind, and methods for, developing partnerships, collaborations, services, and their outcomes.

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

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