

Updating the 1992 *Standards for Accreditation of Master's Programs in Library and Information Studies*

RECOMMENDATIONS

Prepared for the American Library Association

By the Committee on Accreditation

13 December 2007

Background and Authorization

The Standards Review Subcommittee was established by a formal vote of the Committee on Accreditation (COA) at the Fall 2005 COA regular meeting in Chicago. The Subcommittee was charged with implementing an earlier COA vote mandating review of the *Standards* at five-year intervals.

Impetus for the establishment of the Subcommittee arose from three major inputs: 1) expressions of concern from the field, 2) a July 15, 2002 report from an ad hoc Standards Review Subcommittee, which included assessment of a poll of external review panel members that solicited their views on targets for revision, and 3) the collective experience of COA members regarding points of recurring points of confusion or failure of programs to address the standards in a satisfactory manner.

An initial updated draft of the *Standards* was prepared by the Subcommittee and presented to COA at the Spring 2006 regular COA meeting in Chicago. Consultations with the community took place at an open meeting sponsored by COA at the 2007 ALA Midwinter Meeting and at an ALA COE Forum on Library and Information Studies Education at the 2007 ALA Midwinter Meeting. These consultations were complemented by a Web-form survey to solicit constituent input and commentary. E-mail invitations to comment, including links to the draft update and survey were sent to key constituent groups, including:

- a. The ALA Committee on Education (COE)
- b. The Education Committees of ALA divisions, chapters, and roundtables
- c. The Boards of Directors or equivalent governance bodies of ALA divisions, chapters, and roundtables), with explicit authorization to such bodies to seek input from the constituents of those units
- d. The Boards of Directors or equivalent governance bodies of sister organizations in the United States and Canada (to be identified), with explicit authorization to such bodies to seek input from the constituents of those organizations
- e. Subscribers to the Jesse listserv, an open discussion forum for individuals interested in library and information studies education
- f. Administrators of accredited and non-accredited master's programs in library and information studies.

At its fall 2007 meeting, COA agreed to make the following recommendations to ALA Council.

Recommendations

COA has identified five prominent targets for updating the language of the *Standards*. These updates are designed to improve the overall effectiveness of the *Standards* in communicating essential values, concerns, and commitments of the library and information professions. The updates apply across all six *Standards*. A marked-up version of the proposed text is attached.

1. That Council approve the enhanced emphasis on *systematic planning* as an essential component in the accreditation process, as expressed in the new paragraph comprising lines 61-70 of the Foreword and in lines 121, 170, 371, 396, and 505.

Rationale: The essential nature of planning is encapsulated in the *Standards* statement that “institutions seeking accreditation of master's degree programs in library and information studies have an obligation to use the results of their evaluations for broad-based, continuous program planning, assessment, development, and improvement” (*Standards* Foreword) COA has for some time been concerned that programs have failed to completely integrate systematic planning for program success into the Program Presentation and related documentation of program activities. This failure to adequately address systematic planning can lead to noncompliance with Standard I. The section of the *Standards* that addresses the nature of planning has been expanded and added to the Foreword to the *Standards*.

2. That Council approve incorporation of terminology linking compliance with the *Standards* to *student learning outcomes* in lines 1 to 8, 56 and 100 of the Foreword and line 121.

Rationale: The use of the term *outcomes* was emerging at the time of the drafting of the 1992 *Standards*, but had not yet been established as standard terminology. The expression used in the 1992 *Standards* is “educational results to be achieved.” Both the 2002 Subcommittee report and the collective experience of COA suggested the need to incorporate terminology reflective of the universal adoption of the term *outcomes*.

3. That Council approve updating the language related to diversity through the paragraph at lines 110 to 113 of the Foreword and lines 150, 190, 240, 278, and 494.

Rationale: The 1992 *Standards* include consistent use of the expression “multicultural, multiethnic, and multilingual.” COA and the Subcommittee found this expression, while sweeping, to nonetheless lack inclusiveness. The updating process concluded that any enumerative approach to describing diversity would not be as inclusive as is ALA’s policy 60, in particular, 60.5.

4. That Council approve replacing the term “evaluation” with “assessment,” at lines 30 and 59 of the Foreword, and line 254.

Rationale: “Assessment” is the current term for describing quality assurance in learning environments, particularly in reference to the achievement of student learning outcomes.

5. That Council approve the version of the *Standards* with explicitly numbered paragraphs.

Rationale. This version has been available from the ALA Web for quite some time and has proven useful to COA, to programs, and to external review panels.

Committee on Accreditation (COA) proposed changes to the *Standards for Accreditation of Master's Programs in Library and Information Studies 1992*.

Foreword

1 Accreditation assures the educational community, the general public, and other agencies
2 or organizations that an institution or program (a) has clearly defined and educationally
3 appropriate objectives expressed as student learning outcomes, (b) maintains conditions
4 under which achievement of objectives can reasonably be expected, (c) is in fact
5 accomplishing objectives substantially, and (d) can be expected to continue to do so.
6 Accreditation serves as a mechanism for quality assessment and quality enhancement
7 with quality defined as the effective utilization of resources to achieve appropriate
8 educational objectives and student learning outcomes. (1)

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10 The Council of the American Library Association (ALA) has designated the Committee
11 on Accreditation "to be responsible for the execution of the accreditation program of the
12 ALA and to develop and formulate standards of education..." (2) for graduate programs
13 of library and information studies leading to a master's degree. The American Library
14 Association Committee on Accreditation is recognized by the Council for Higher
15 Education Accreditation as the accrediting agency for these programs.(3)

16
17 This document sets forth Standards for these programs. The phrase "library and
18 information studies" is understood to be concerned with recordable information and
19 knowledge and the services and technologies to facilitate their management and use.
20 Library and information studies encompasses information and knowledge creation,
21 communication, identification, selection, acquisition, organization and description,
22 storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis,
23 dissemination, and management.

24
25 This definition incorporates a field of professional practice and associated areas of study
26 and research. "School of library and information studies" means that unit organized and
27 maintained by an institution of higher education for the purpose of graduate education in
28 library and information studies.

29
30 These Standards are limited in their application to the assessment of graduate programs
31 of library and information studies that lead to a master's degree. As a prerequisite to
32 accreditation of a program, the American Library Association requires that the parent
33 institution be accredited by its appropriate institutional accrediting agency.

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35 A school's mission is relevant to master's program review; when the school offers other
36 educational programs, the contribution of those programs is also relevant. A school may
37 seek accreditation for more than one graduate program of education in library and
38 information studies leading to a master's degree; when that is done, the goals and
39 objectives of each program and their interrelationships are to be presented.

40

41 The requirements of these Standards apply regardless of forms or locations of delivery of
42 a program.

43

44 The American Library Association through the Committee on Accreditation protects the
45 public interest and provides guidance for educators. Prospective students, employers
46 recruiting professional staff, and the general public concerned about the quality of library
47 and information services have the right to know whether a given program of education is
48 of good standing. By identifying those programs meeting recognized standards, the
49 Committee offers a means of quality control in the professional staffing of library and
50 information services.

51

52 The Standards are indicative, not prescriptive, with the intent to foster excellence through
53 the development of criteria for evaluating educational effectiveness. Throughout the
54 Standards, the requirements for evaluation include assessments, not only of educational
55 processes and resources, but also of the successful use of those processes and resources to
56 achieve established objectives expressed as student learning outcomes. Further,
57 institutions seeking accreditation of master's degree programs in library and information
58 studies have an obligation to use the results of their evaluations for broad-based,
59 continuous program planning, assessment, development, and improvement.

60

61 Systematic planning is an ongoing, active, broad-based approach to continuous review
62 and revision of a program's vision, mission, goals, objectives, and learning outcomes;
63 assessment of attainment of goals, objectives, and learning outcomes; realignment and
64 redesign of core activities in response to the results of assessment; and communication of
65 planning policies, programs, and processes, assessment activities, and results of
66 assessment to program constituents. Effective broad-based, systematic planning requires
67 engagement of the program's constituents and thorough and open documentation of those
68 activities that constitute planning. Many programs achieve their planning processes
69 through development of formal planning documents that incorporate explicit targets or
70 deadlines for achievement of planning processes.

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72 These Standards describe the essential features of programs of education that prepare
73 library and information professionals. Within the context of the school's rights and
74 obligations regarding initiative, experimentation, innovation, and individual
75 programmatic differences, these Standards identify the indispensable components of
76 library and information studies programs. These Standards are based on qualitative rather
77 than quantitative measures. For the purposes of accreditation of educational programs,
78 evaluation based on qualitative measures ultimately depends on the observation and
79 judgment of experienced and capable evaluators.

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81 This document supersedes the Standards for Accreditation 1992. It is based upon a
82 synthesis of the views that the Committee on Accreditation solicited during the review
83 and revision process of 2002-2007.

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The Committee on Accreditation has developed documents that guide the accreditation process. [The Office for Accreditation provides](#) educational policy statements from relevant professional organizations [in the Educational Policy Statements area of the website at ala.org/accreditation](#). Reference to these materials by schools as they plan, develop, and evaluate their programs is essential.

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The Committee on Accreditation determines the eligibility for accredited status of a program on the basis of evidence presented by a school and of the report of a visiting [external review panel](#). The evidence supplied by the [program](#) in support of the Standards is evaluated against the statement of the school's mission and its program goals and objectives.

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Program goals and objectives are fundamental to all aspects of master's degree programs and form the basis on which educational programs are to be designed and developed and upon which they are evaluated. Program objectives are stated in terms [of student learning outcomes](#), to be achieved.

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Each of the Standards represents an essential component of master's degree programs in library and information studies. As a part of its evaluation, the Committee on Accreditation examines each of the component aspects; however, its final judgment is concerned with the totality of the accomplishment and the environment for learning. The decision regarding accreditation is approached from an evaluation of this totality rather than from a consideration of isolated particulars.

[The American Library Association's policy 60.5, "Library Education to meet the Needs of a Diverse Society," encourages graduate library and information science programs to ensure that their student bodies, faculties, and curricula reflect the diverse histories and information needs of all people that are served. These standards should be interpreted in the spirit of that policy.](#)

Deleted: Unfair discrimination because of age, ancestry, color, creed, disability, gender, individual life style, marital status, national origin, race, religion, sexual orientation, or veteran status violates these Standards.
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The Standards

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I: Mission, Goals, and Objectives

I.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of [an ongoing](#), broad-based, [systematic](#) planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

I.2 Program objectives are stated in terms of [student learning outcomes](#), and reflect

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I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate

130 their management and use, encompassing information and knowledge creation,
131 communication, identification, selection, acquisition, organization and description,
132 storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis,
133 dissemination, and management
134
135 I.2.2 the philosophy, principles, and ethics of the field
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137 I.2.3 appropriate principles of specialization identified in applicable policy statements
138 and documents of relevant professional organizations
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140 I.2.4 the value of teaching and service to the advancement of the field
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142 I.2.5 the importance of research to the advancement of the field's knowledge base
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144 I.2.6 the importance of contributions of library and information studies to other fields of
145 knowledge
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147 I.2.7 the importance of contributions of other fields of knowledge to library and
148 information studies
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150 I.2.8 the role of library and information services in a diverse global society, including the
151 role of serving the needs of underserved groups
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153 I.2.9 the role of library and information services in a rapidly changing technological
154 society
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156 I.2.10 the needs of the constituencies that a program seeks to serve.
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multicultural, multiethnic, multilingual

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160 I.3 Within the context of these Standards each program is judged on the degree to which
161 it attains its objectives. In accord with the mission of the school, clearly defined, publicly
162 stated, and regularly reviewed program goals and objectives form the essential frame of
163 reference for meaningful external and internal evaluation. The evaluation of program
164 goals and objectives involves those served: students, faculty, employers, alumni, and
165 other constituents.

166 II: Curriculum

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169 II.1 The curriculum is based on goals and objectives and evolves in response to an
170 ongoing systematic planning process. Within this general framework, the curriculum
171 provides, through a variety of educational experiences, for the study of theory, principles,
172 practice, and values necessary for the provision of service in libraries and information
173 agencies and in other contexts. II.2 The curriculum is concerned with recordable
174 information and knowledge, and the services and technologies to facilitate their
175 management and use. The curriculum of library and information studies encompasses

176 information and knowledge creation, communication, identification, selection,
177 acquisition, organization and description, storage and retrieval, preservation, analysis,
178 interpretation, evaluation, synthesis, dissemination, and management.
179
180 II.3 The curriculum
181
182 II.3.1 fosters development of library and information professionals who will assume an
183 assertive role in providing services
184
185 II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and
186 applied research from relevant fields
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188 II.3.3 integrates the theory, application, and use of technology
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190 | II.3.4 responds to the needs of a diverse society including the needs of underserved
191 groups
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193 II.3.5 responds to the needs of a rapidly changing technological and global society
194
195 II.3.6 provides direction for future development of the field
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197 II.3.7 promotes commitment to continuous professional growth.
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201 II.4 The curriculum provides the opportunity for students to construct coherent programs
202 of study that allow individual needs, goals, and aspirations to be met within the context of
203 program requirements established by the school and that will foster development of the
204 competencies necessary for productive careers. The curriculum includes as appropriate
205 cooperative degree programs, interdisciplinary coursework and research, experiential
206 opportunities, and other similar activities. Course content and sequence relationships
207 within the curriculum are evident.
208
209 II.5 When a program includes study of services and activities in specialized fields, these
210 specialized learning experiences are built upon a general foundation of library and
211 information studies. The design of specialized learning experiences takes into account the
212 statements of knowledge and competencies developed by relevant professional
213 organizations.
214
215 II.6 The curriculum, regardless of forms or locations of delivery selected by the school,
216 conforms to the requirements of these Standards.
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218 II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is
219 used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation
220 | of the curriculum includes assessment of students' achievements and their subsequent

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221 accomplishments. Evaluation involves those served by the program: students, faculty,
222 employers, alumni, and other constituents.

223

224 III: Faculty

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226 III.1 The school has a faculty capable of accomplishing program objectives. Full-time
227 faculty members are qualified for appointment to the graduate faculty within the parent
228 institution and are sufficient in number and in diversity of specialties to carry out the
229 major share of the teaching, research, and service activities required for a program,
230 wherever and however delivered. Part-time faculty, when appointed, balance and
231 complement the teaching competencies of the full-time faculty. Particularly in the
232 teaching of specialties that are not represented in the expertise of the full-time faculty,
233 part-time faculty enrich the quality and diversity of a program.

234

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

239

240 | III.3 The school has policies to recruit and retain faculty from diverse backgrounds.
241 Explicit and equitable faculty personnel policies and procedures are published,
242 accessible, and implemented.

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multilingual

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244 III.4 The qualifications of each faculty member include competence in designated
245 teaching areas, technological awareness, effectiveness in teaching, and active
246 participation in appropriate organizations.

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248 III.5 For each full-time faculty member the qualifications include a sustained record of
249 accomplishment in research or other appropriate scholarship.

250

251 III.6 The faculty hold advanced degrees from a variety of academic institutions. The
252 faculty evidence diversity of backgrounds, ability to conduct research in the field, and
253 specialized knowledge covering program content. In addition, they demonstrate skill in
254 | academic planning and assessment, have a substantial and pertinent body of relevant
255 experience, interact with faculty of other disciplines, and maintain close and continuing
256 liaison with the field. The faculty nurture an intellectual environment that enhances the
257 accomplishment of program objectives. These characteristics apply to faculty regardless
258 of forms or locations of delivery of programs.

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

265

266

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

271

272 IV: Students

273

274 IV.1 The school formulates recruitment, admission, financial aid, placement, and other
275 academic and administrative policies for students that are consistent with the school's
276 mission and program goals and objectives; the policies reflect the needs and values of the
277 constituencies served by a program. The school has policies to recruit and retain [students](#)
278 [who reflect the diversity of North America's communities](#). The composition of the
279 student body is such that it fosters a learning environment consistent with the school's
280 mission and program goals and objectives.

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and multilingual student body from a
variety of backgrounds.

281

282 IV.2 Current, accurate, and easily accessible information on the school and its program is
283 available to students and the general public. This information includes announcements of
284 program goals and objectives, descriptions of curricula, information on faculty,
285 admission requirements, availability of financial aid, criteria for evaluating student
286 performance, assistance with placement, and other policies and procedures. The school
287 demonstrates that it has procedures to support these policies.

288

289 IV.3 Standards for admission are applied consistently. Students admitted to a program
290 have earned a bachelor's degree from an accredited institution; the policies and
291 procedures for waiving any admission standard or academic prerequisite are stated
292 clearly and applied consistently. Assessment of an application is based on a combined
293 evaluation of academic, intellectual, and other qualifications as they relate to the
294 constituencies served by a program, a program's goals and objectives, and the career
295 objectives of the individual. Within the framework of institutional policy and programs,
296 the admission policy for a program ensures that applicants possess sufficient interest,
297 aptitude, and qualifications to enable (successful) completion of a program and
298 subsequent contribution to the field.

299

300 IV.4 Students construct coherent programs of study that allow individual needs, goals,
301 and aspirations to be met within the context of program requirements established by the
302 school. Students receive systematic, multifaceted evaluation of their achievements.
303 Students have access to continuing opportunities for guidance, counseling, and placement
304 assistance.

305

306 IV.5 The school provides an environment that fosters student participation in the
307 definition and determination of the total learning experience. Students are provided with
308 opportunities to form student organizations and to participate in the formulation,
309 modification, and implementation of policies affecting academic and student affairs.

310

311

312 IV.6 The school applies the results of evaluation of student achievement to program
313 development. Procedures are established for systematic evaluation of the degree to which
314 a program's academic and administrative policies and activities regarding students are
315 accomplishing its objectives. Within applicable institutional policies, faculty, students,
316 staff, and others are involved in the evaluation process.

317

318 V: Administration and Financial Support

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320 Administration

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322 V.1 The school is an integral yet distinctive academic unit within the institution. Its
323 autonomy is sufficient to assure that the intellectual content of its program, the selection
324 and promotion of its faculty, and the selection of its students are determined by the school
325 within the general guidelines of the institution. The parent institution provides the
326 resources and administrative support needed for the attainment of program objectives.

327

328 V.2 The school's faculty, staff, and students have the same opportunity for representation
329 on the institution's advisory or policy-making bodies as do those of comparable units
330 throughout the institution. The school's administrative relationships with other academic
331 units enhance the intellectual environment and support interdisciplinary interaction;
332 further, these administrative relationships encourage participation in the life of the parent
333 institution.

334

335 V.3 The executive officer of a program has title, salary, status, and authority comparable
336 to heads of similar units in the parent institution. In addition to academic qualifications
337 comparable to those required of the faculty, the executive officer has leadership skills,
338 administrative ability, experience, and understanding of developments in the field and in
339 the academic environment needed to fulfill the responsibilities of the position. The
340 school's executive officer nurtures an intellectual environment that enhances the pursuit
341 of the school's mission and program goals and the accomplishment of its program
342 objectives; that environment also encourages faculty and student interaction with other
343 academic units and promotes the socialization of students into the field.

344

345 V.4 The school's administrative and other staff are adequate to support the executive
346 officer and faculty in the performance of their responsibilities. The staff contributes to the
347 fulfillment of the school's mission and program goals and objectives. Within its
348 institutional framework the school uses effective decision-making processes that are
349 determined mutually by the executive officer and the faculty, who regularly evaluate
350 these processes and use the results.

351

352 Financial Support

353

354 V.5 The parent institution provides continuing financial support sufficient to develop and
355 | maintain library and information studies education in accordance with the general

356 principles set forth in these Standards. The level of support provides a reasonable
357 expectation of financial viability and is related to the number of faculty, administrative
358 and support staff, instructional resources, and facilities needed to carry out the school's
359 program of teaching, research, and service.

360

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

365

366 V.7 Institutional funds for research projects, professional development, travel, and leaves
367 with pay are available on the same basis as in comparable units of the institution. Student
368 financial aid from the parent institution is available on the same basis as in comparable
369 units of the institution.

370

371 | V.8 The school's systematic planning and evaluation process includes review of both its
372 administrative policies and its fiscal policies and financial support. Within applicable
373 institutional policies, faculty, staff, students, and others are involved in the evaluation
374 process. Evaluation is used for ongoing appraisal to make improvements and to plan for
375 the future.

376

377 VI: Physical Resources and Facilities

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379 VI.1 A program has access to physical resources and facilities that are sufficient to the
380 accomplishment of its objectives. VI.2 Physical facilities provide a functional learning
381 environment for students and faculty; enhance the opportunities for research, teaching,
382 service, consultation, and communication; and promote efficient and effective
383 administration of the school's program, regardless of the forms or locations of delivery.

384

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

389

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

395

396 | VI.5 The school's systematic planning and evaluation process includes review of the
397 adequacy of access to physical resources and facilities for the delivery of a program.
398 Within applicable institutional policies, faculty, staff, students, and others are involved in
399 the evaluation process.

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End notes

1. Gloria Chernay, Accreditation and the Role of the Council on Postsecondary Accreditation (Washington, DC: The Council on Postsecondary Accreditation, 1990), p. 3.
2. American Library Association, Handbook of Organization, 2006-2007, (Chicago, IL: ALA, 2006), p. 14.
3. The Council for Higher Education Accreditation is the national recognizing agency of higher education accrediting bodies. CHEA emerged from the dissolution of COPA. ALA voluntarily withdrew from the U.S. Department of Education recognition when the 1992 Higher Education Act limited the scope of recognition to only those agencies whose accreditation plays a "gate keeping role" to establish eligibility for federal funding.

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Afterword

The Standards for Accreditation of Master's Programs in Library and Information Studies contained in this document resulted from a 2002-2007 review. The Standards address six areas: Mission, Goals and Objectives; Curriculum; Faculty; Students; Administration and Financial Support; and Physical Resources and Facilities. The revision process was first undertaken in 2002 by a committee external to the Committee on Accreditation, appointed by the then COA chair.

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In the course of developing the 1992 Standards, the members of the Standards Revision Subcommittee recognized the possible value of communicating their thinking to the reader, particularly in some key areas. An abridged version of the Commentary used during the revision process is retained here in order to enhance the reader's understanding of the scope and focus of the Standards, and to define several key terms and phrases.

Deleted: which included members of the American Association of Law Libraries, American Library Association, American Society for Information Science, Association for Library and Information Science Education, Canadian Library Association, Medical Library Association, Special Libraries Association, and the Society of American Archivists. ¶

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The first section of the Standards describes the field of professional practice and its associated areas of study and research. It defines the phrases "library and information studies" and "school of library and information studies." These definitions are intended to allow a school to bring forward for the purposes of accreditation any master's degree program (one or more than one) that addresses the field's areas of interest regardless of a degree's name, including for example, degrees entitled Master of Information Science, Master of Librarianship, Master of Arts in Library Science, Master of Information Resource Management, or other similar titles.

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The unit called a "school" may be organized as an autonomous college within its university, as a department in a college, or otherwise, as appropriate within its institution.

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446

447 While the Standards apply solely to programs of education at the master's degree level,
448 the mission, and goals and objectives of any other programs offered by the school are
449 relevant to the review of a master's degree program.

450

451 The Standards make it explicit that the location of the offering of a program or its
452 components, or the means by which a program or its components are delivered, e.g.,
453 satellite, closed circuit television, are relevant to the accreditation process simply as one
454 aspect of a total program. The Standards neither extol nor caution against distance
455 education. For accreditation purposes, programs are evaluated in the same way regardless
456 of locations or forms of delivery of a program.

457

458 The Standards are stated in the declarative and while ways to achieve quality are not
459 detailed, a high quality program must be present for accreditation to be awarded. For
460 example, the term "excellence" is used throughout to indicate that the Standards are
461 intended to encourage the attainment of excellence in educational programs.

462

463 The Standards stress innovation, and encourage an active role and concern for future
464 developments and growth in the field.

465

466 The Standards refer explicitly to using the results of ongoing evaluation processes.
467 Accreditation is based upon an evaluation of a program's totality; thus, failure to meet
468 any particular component of a standard may not result in failure to meet that standard.
469 Similarly, failure to meet a single standard may not result in failure to achieve accredited
470 status for a program.

471

472 Research as used in the Standards is understood to be (1) broad in its inclusiveness of
473 scholarly activities of a wide variety; and (2) inclusive of communication of results
474 through appropriate means.

475

476 When the word "faculty" is used the Standard applies to the faculty as a whole, including
477 both "full-time" and "part-time" faculty members. Reference to a subset of the faculty is
478 designated by referring specifically to "full-time" or "part-time" faculty members, or to
479 "each" or "individual" faculty members.

480

481 The Standards include a broad-based statement regarding discrimination. This statement
482 was developed from an analysis of a number of such statements used by universities,
483 professional organizations, and libraries. The word "unfair" is used because educational
484 programs do fairly discriminate for the purposes of special admissions, the awarding of
485 scholarships, and similar actions.

486

487 The nature of twenty-first century society, which is demonstrably diverse, is referenced
488 throughout the Standards because of the desire to recognize diversity, defined in the
489 broadest terms, when framing goals and objectives, designing curricula, and selecting and
490 retaining faculty and students.

Deleted: "multicultural, multiethnic,
and multilingual"

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The most important issues at the time of the revision (1989-1992) were these: action orientation; definition of the field; discrimination; distance education; diversity; excellence; future focus; globalization; innovation; interaction with other fields of study and other campus units; management; multiple degree programs; ongoing evaluation processes; philosophy, principles and ethics; research; specialization; technology; users.

Assistance in obtaining materials used by the Committee on Accreditation (COA) is provided by the Office for Accreditation. These materials consist of documents used in the accreditation process, as well as educational policy statements developed by relevant professional organizations which can be used to inform the design and evaluation of a master's degree program.



Comment [A1]: What follows was moved to the Foreward:

Deleted: The Standards emphasize that institutions seeking accreditation of master's degree programs in library and information studies have an obligation to use the results of their evaluations for broad-based, continuous program planning, development, and improvement. Planning is a proactive, systematic approach to continuous review and revision of a program's vision, mission, goals, objectives, and learning outcomes; assessment of attainment of goals, objectives, and learning outcomes; realignment and redesign of core activities in response to the results of assessment; and communication of planning policies, programs, and processes, assessment activities, and results of assessment to program constituents. Effective planning does not require a formally adopted document known as a *plan*, nor an explicitly stated timeline, calendar, or deadlines for planning activities, but does require thorough and open documentation of those activities that constitute planning. Many programs achieve their planning processes through development of formal planning documents that incorporate explicit targets or deadlines for achievement of planning processes.