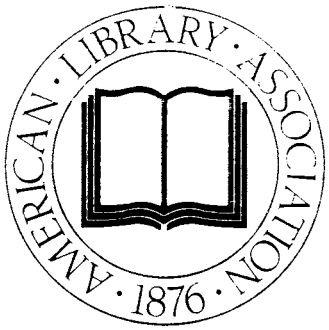
Policy Monitoring Committee/3
1994 ALA Annual Conference

Item #5 *ALA Policy 56.1 Graduate Programs in Library Education:* Insert as second paragraph the following summary of 1992-93 CD#13.1, which Council adopted: The American Library Association supports education for the preparation of professionals in the field of library and information studies (LIS) as a university program at the master's level. LIS programs are central to a discipline that will continue to concern itself with the development of information literate citizens and to fill a necessary role in the information society of the next century. LIS education is currently challenged by dynamic changes in the society it serves and prepares students for a rapidly growing information profession that can extend well beyond the customarily defined parameters of libraries. It is undergirded by a growing research base that is diverse and draws upon a broad range of disciplines, and its faculty members are expected to translate their knowledge into improved library and information services.

Adopted by Council 94 Annual Conf.

1992-93 CD#13.1

AMERICAN LIBRARY ASSOCIATION



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EDUCATION FOR LIBRARY AND INFORMATION STUDIES IN COLLEGES AND UNIVERSITIES

A Policy Statement of the American Library Association

I. BACKGROUND

Educational programs for the preparation of professionals in the field of library and information studies (LIS) have been a feature of universities since the latter part of the 19th century. The movement to associate such educational programs with universities received its greatest impetus in the early part of the 20th century as an important segment of the major restructuring of education in the professions that took place during that period. As a result, education in the profession of librarianship and more recently in the broader field of information studies has been conducted as a university academic program for well over three quarters of a century.

From the outset the profession has maintained a strong interest in the quality of these programs and inaugurated an accreditation program as early as 1925. Originally programs of education existed at both undergraduate and graduate levels but since 1951, the professional degree in the field has been at the Master's level. A number of universities also offer sixth-year degree and doctoral programs in LIS. The pattern of placing responsibility for professional education in academic institutions has been followed world-wide.

II. NATURE OF THE DISCIPLINE

A. Practice and Theory

From its beginning LIS education has had both practical and theoretical dimensions. On the practical level it initially prepared students for work in libraries, and in the last three decades it has also increasingly prepared students for information management in organizations extending well beyond the customarily defined parameters of libraries. On the practical and theoretical level it has focused on information and knowledge creation; communication; and the identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management of information.

Research in the field is diverse and often multi-disciplinary using many of the techniques of social science and also drawing upon a broad range of disciplines including among others computer science, linguistics, cognitive science and communications. Research also deals with issues common to fields such as public and business administration and urban and regional planning. LIS is undergirded by a growing research base which exhibits both vigor and vitality.

B. Professional Degree

LIS education places professional study at the Master's level. The rationale for this pattern is based on the belief that practice of an information resource and access profession demands persons with a broad undergraduate preparation, and that deferring professional education to the graduate level assures such preparation. This model is consonant with practices in other professions such as education, law, and medicine.

C. Literature Base

The field exhibits a robust rate of research and publication supporting approximately 2,500 serial publications and more than 1,100 monographs per year. Major contributions to the methodological techniques of unobtrusive observation and focus group interview have been made by the field. The entire framework for bibliometrics is a contribution to scholarship from library and information studies.

D. Emphasis on Public and Professional Service

The field places demands on LIS educators for public and professional service. LIS faculty members are expected to translate their knowledge and insights into improved library and information services through consulting, activities in professional associations, and contributions to practice oriented publications, as well as through research leading to publication in discipline oriented journals and monographs.

III. CURRENT DISCIPLINARY ISSUES

As part of the academy, LIS education is influenced by the forces and trends that affect higher education as well as developments and trends within the discipline including 1) an expanding employment market that reflects a rapidly growing information profession, 2) an increasing level of research, and 3) a growing number of productive interactions with other disciplines.

The discipline is currently challenged by rapid changes in the society it serves. The new developments in information technology have changed the economics of publishing and distributing information, with a significant effect on libraries. Libraries today deal with issues such as national and international information policy, rights of access to information, the development of national and international networks, and ongoing issues such as intellectual freedom and privacy. There is a growing need for library services that focus on the needs of youth, the elderly, the disabled, the illiterate or marginally literate, and ethnic and racial minorities.

LIS programs are central to a discipline that will continue to concern itself with the development of productive, effective, information literate citizens. They are well equipped for filling a necessary role in the information society of the next century.

Adopted by American Library Association Council June 1993

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COUNCIL COMITTEE ON COMMITTEES NOMINATIONS (CD#41). President Elect Brooke E. Sheldon submitted her nominations for election by the Council from among its members to serve with E.J. Josey as the 1983-84 Committee: Pamella G. Bonnell, Margaret Crist, Dale B. Canelas, Jennifer Cargill, William Chait, Audrey B. Eaglen, Hanalore B. Rader, Leon Raney. Nominated from the floor by Caroline Arden in accordance with Bylaw Article III, Sec. 6(b): Judith A. Sessions. (Elected Committee members' names are underlined.)

PLANNING & BUDGET ASSEMBLY NOMINATIONS (CD#42). In accordance with Bylaw Article VIII, Sec. 2(a), President Elect Sheldon submitted the candidates from Council nominated by the Committee on Committees for election by Council as its 10 representatives to the 1983-84 Planning & Budget Assembly: From Council at Large (5 to be elected) - Elizabeth J. Talbot, Bob Smith, S. Michael Malinconico, Marvin H. Scilken, Robert Wright, Clara Jackson, Alene A. Cooper, Mary W. George; From Chapter Councilors (5 to be elected) - Julie V. Hunter, Patricia Mautino, Glenda Bell, Jody Bush, Emily Boyce, Paul Agriesti, Katherine Hurrey, Robert D. Hook. There were no floor nominations. (Elected P & B Assembly representative' names are underlined.)

TELLERS FOR ELECTIONS. Volunteer tellers appointed by President Nemeyer were: Dean Halliwell, Nadine Purcell, Duane F. Johnson, who was named chair by the Committee. The Tellers Report, submitted at Council III on June 29, is attached as Exhibit 6.

LIBRARY EDUCATION POLICY (CD#20/EBD#51). Evelyn Daniel, Chair, Library Education Committee (SCOLE), submitted the Library Education Policy recommended by the Committee stressing the Committee's advocacy of the phrase, "views with grave concern any action which would diminish the..."; the statement offered by the Executive Board deletes that statement. Adoption of CD#20 was moved by Gary Purcell/Gilbert McNamee. Pointing out that the phrase recommended by SCOLE would negatively affect the work of the Committee on Accreditation, Judith R. Farley/James Matarazzo moved and Council APPROVED the motion that CD#20 be amended by substituting EBD#51, whereupon, it was

> VOTED, That the ALA Council adopt the following as ALA Policy on Library Education:
>
> The American Library Association supports the provision of library services by professionally qualified personnel who have been educated in graduate programs within institutions of higher education. It is of vital importance that there be professional education available to meet the social needs and goals of library services. Therefore, the American Library Association supports the development and continuance of high quality graduate library/information science educational programs of the quality, scope and availability necessary to prepare individuals in the broad profession of information dissemination.

End of Section

EXHIBIT 10(

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RESOLUTION ON CONTINUING EDUCATION

WHEREAS, Personnel resources is one of the Association's highest priorities; and

WHEREAS, Association policy (Policy Manual 1.1) directs that "Substantially increased amounts of the Association's budget shall be directed toward implementation of these priorities; and

WHEREAS, The Goal and Objective Statement of ALA assures "Development and support of library personnel and trustees through affirmative action, education, personal welfare, and training"; and

WHEREAS, The Council adopted in June 1979 a policy statement reaffirming the Association's responsibility for continuing education and establishing an aim to develop a planned program for continuing education; and

WHEREAS, There is increasing recognition among the membership of the need for the Association to implement these priorities and aims with adequate financial and personnel resources; and

WHEREAS, In token of this recognition, an ALA Continuing Education forum, representative of the various ALA units, has met and has developed significant policy and implementation recommendations; NOW THEREFORE BE IT

RESOLVED, That ALA begin immediately to design, develop, communicate, implement, and continuously evaluate a national comprehensive long-range plan for continuing education to improve the quality of library service; such action to include the following:

1. Council asks COO, COPES, SCOLE, OLPR Advisory Committees, and appropriate staff to recommend to Council by the 1980 Annual Conference governance and structure arrangements; and

2. Council asks the Executive Board to start immediate planning for implementation by fiscal 1981 including appropriate support from ALA funds.

Adopted by
ALA COUNCIL
January 24, 1980

EXHIBIT 20

POLICY STATEMENT
ON
THE AMERICAN LIBRARY ASSOCIATION AND CONTINUING EDUCATION
Adopted by ALA Council June 28, 1979

ALA accepts responsibility for the promotion of continuing education for persons involved with library service.[1] Continuing education in this context is a lifelong learning process which builds on and modifies previously acquired knowledge, skills, and attitudes of the individual.[2] The aim of the Association in this area is to develop a planned program for ensuring that the knowledge, skills and attitudes of persons involved with library service are adequate to meet the challenges of social change, to take advantage of new technology and improved techniques, to provide leadership for the constant improvement of library theory and practice and to fulfill individual aspirations for growth.

ALA will set standards for continuing education programs for librarianship and will provide for periodic review and updating of these standards.

ALA will work through its chapters to encourage funding for continuing library education at state and local levels. ALA will also press, as part of its legislative program, for federal funds that will include continuing education scholarships and for funds for development of model curricula.

ALA will cooperate and coordinate its efforts with other providers of continuing education.

There will be a strong relationship between ALA's continuing education program and the Association's policies. As new policies are adopted by the Association their implication for the continuing education program will be reviewed.

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1. "Persons involved in library service" is used here to include not only paid library personnel at all levels of staff rank or academic qualifications but also other persons such as trustees and others who may affect the quality of library service.

2. This definition is quoted from Standards for Continuing Education in Nursing. Kansas City, MO: American Nursing Association, 1974.

End of Section