CHAPTER FOUR

ACCREDITATION OF LIBRARY AND
INFORMATION SCIENCE PROGRAMMES

IN USA AND UK
American Library Association/Committee On Accreditation (ALA/COA) is solely responsible for the accreditation of library and information science education in USA. There are several types of educational programmes not encompassed by the ALA/COA accreditation process:

- There are innumerable library technician programmes - 100-200 - that focus on undergraduate, paraprofessional training, as well as several nonaccredited masters level programmes.

- There are, in each US state, school librarian programmes, usually associated with colleges or schools of education, that prepare students for state certification as teachers and school library/media specialists. They are covered by a separate process of accreditation, one not under the purview of the ALA/COA.

- There are many different kinds of continuing education programmes, both in library schools and conducted by professional societies. These are not accredited by the ALA/COA.
Each programme meets specific kinds of needs beyond those covered by the ALA/COA accreditation process. In the following paragraphs an attempt will be made to study the history, current status and trends in those programmes encompassed by the accreditation process of ALA/COA.

A:1. Historical Background:

The establishment of the school of library economy in January 1887 at Columbia College was an experiment. Its aim was to promote an organized programme of apprenticeship in which practical experience would be supplemented with more systematic classroom instruction. Its success was problematic, as reflected in the subsequent transfer of the programme to the New York State Library in 1909. By 1900 it had become the model for a number of similar programmes, so the American Library Association at that time denied to establish its Committee on Library Training to oversee and evaluate their quality. The first standards of the Committee on Library Training were low and the range of programmes examined and evaluated by them hardly reflected academic excellence. Differences in views between the library practitioners and academics thus developed over the ensuing fifteen years, so the Association of American
Library Schools (ALS) - the antecedent of the Association for Library and Information Science Education (ALA) - was established in 1915 (after a brief existence as an ALA Round Table) as an independent professional organization. The hope was that more stringent standards would be established through their efforts, though in fact the ALS did little more than identify common practices at the ten founding schools, and then the situation became static until the Carnegie Corporation commissioned the investigation of library education carried out by Charles Williamson from 1918 to 1923. His report Training for Library Science, provided direction for a new ALA agency, the Board of Education for Librarianship (B-E-L). He presented a number of recommendations, the main thrust of which was that library education should be university-based, oriented towards preparing professionals and of high academic quality.

The Board of Education for Librarianship established a set of minimum standards for library schools in 1925 and 1926 that were then used by the Carnegie Corporation as the basis for endowing the Graduate Library School (GLS) at the University of Chicago and for providing financial support to a large number of other existing and newly formed schools. The GLS in particular had the objective of
providing the new leadership needed to fulfill the aspirations of high academic quality in these programmes.

In 1933, through cooperation between ALA Board of Education for librarianship and the AALS a new statement of standards was created. It changed the specific, highly quantitative provisions of the 1926 minimum standards into broadened, qualitative statements. Those 1933 "Minimum Requirements for Library Schools" served as the standards for nearly twenty years, until the formulation of the ALA "Standards for Accreditation" approved by the ALA on 15th July, 1951, as a joint effort of the BL, the AALS and the ALA Library Education Division. In parallel, the ALA Committee on Accreditation was established to maintain those standards and to apply them in accrediting first-degree programmes.

For the next twenty years, COA functioned under those "Standards for Accreditation" adopted in 1951. The standards placed emphasis on the graduate, first professional degree programmes, and that has continued to be the focus of the Committee on Accreditation. However, in 1959, the REL and the AALS together developed standards for undergraduate training that received ALA approval as guidelines for teacher-education programmes.
In 1970, the COA established a sub-committee to "consider revision of standards for Accreditation", Chaired by Russell E. Bidlack, dean of the school of Library Science, University of Michigan, that sub-committee produced what became the "Standards for Accreditation of 1972", approved by the ALA in July, 1972. Those have continued since then to be the standards governing COA evaluations. They are remarkably well written and have well served the COA, the profession and the library schools. Persons on that sub-committee who were responsible for them are:

Russell Bidlack, Chair
Susanna Alexander
Dile E. Canelas
Geoffrey Dunbar
Margaret Monroe
Samuel Rothstein

Page Ackerman
Pauline Atherton
Richard Darling
Robert E. Loe
Harold A. Turner
Agnes L. Seagan

The proposed revision submitted by that sub-committee was approved by the ALA council on 27th June, 1972.

A:2. The Process of Accreditation:

A:2.1: The COA Membership: The COA consists of twelve members appointed by the ALA Executive Board for two years
Members may be reappointed for one additional consecutive term. In appointments, conscious effort is made to assure that the COA as a whole had balanced representation of the various aspects of library and information science, without directly representing any organized group. In addition, two of the twelve members, conforming to requirements of the council on Post-secondary accreditation are not librarians or information scientists or even affiliated with the field, they are appointed as representatives of the public interest.

The COA members other than the 'public members' are usually equally divided between practicing professionals and educators in the field. The intent is to assure that both the needs of the profession and the realities of the educational process are recognized in accreditation. The COA is supported by an administrative secretariat consisting of the Accreditation Officer of the COA and the staff of the accreditation unit. This provides both continuity in management of the accreditation process and the necessary support services.

4:2.2: Purposes of Accrediting: First, the COA accredits only first professional degree programmes; thus, it does not accredit undergraduate programmes, certificate programmes, doctoral programmes, or continuing education
Second the COA accredits programmes of training but not schools or institutions imparting those programmes. Third, the COA accredits programmes rather than certifying individuals. Thus, there is no evaluation of individual graduates getting training under these programmes, but the evaluation is conferred to the contents of the programme. As a result, the purpose of accreditation as seen by the COA, is to assure that programmes providing preparation for the first professional degree meet the objectives of the profession, of the students, and of the society, at least to the extent that those objectives are identified in the "Standards for Accreditation" and can be evaluated through an appropriate process.

A:2.3: Steps Followed in Accreditation: The COA follows a well-defined series of steps in accreditation:

1) determining eligibility;
2) evaluating applications for accreditation;
3) evaluation by a visiting team;
4) action regarding accreditation; and
5) continuing accreditation and annual reporting.

While the COA and the Accreditation officer are ready and willing to provide information and advice at any time,
A programme is not eligible for consideration for accreditation until it has been in operation for a long period for students to have graduated from it. Furthermore, consideration by the COA is contingent upon the accreditation of the parent institution by the appropriate regional accrediting agency.

A school seeking initial accreditation or continuing accreditation of its programme under the standards of 1972 must file with the Accreditation Officer a letter of intent to request a site visit. This letter must be filed at least six months prior to the start of the twelve month period during which the school requests a visit. The Accreditation Officer supplies the school with copies of the following relevant materials:

- Standards for Accreditation of 1972;
- Manual of Procedures for Evaluation of Visits;
- The Self-study: A guide to the process and to the Preparation of a Report for the Committee on Accreditation of the American Library Association.

The school's application consists of a self-study report, including current catalogs or brochures, accompanied by a letter from the Chief Executive Officer of the institution requesting an evaluation visit. After receipt
of the self-study, COA considers it during the subsequent Mid-winter or annual conference meeting of the ALA, and a decision is made regarding the readiness of the school for an evaluation visit.

In the case of schools requesting initial accreditation, the decision is based on the adequacy of the self-study report as a working document and on an assessment, based on the self-study report, of the readiness of the school for a site visit. If the assessment is negative, the COA must state clearly, in a letter to the Chief Executive Officer of the institution and to the school, the basis for the negative decision. If the assessment is conclusive, the COA will hold the application in abeyance, stating its concerns to the institution, if the institution responds to the concerns, the COA then re-evaluates its decision. If the assessment is positive, a site visit will be scheduled at a mutually agreeable time.

A site visit is the means for obtaining an understanding of those aspects of a school's programme that cannot be fairly judged from documentation alone. During the site visit, the team is in the role of evaluator, not inspector, and evaluates matters that bear directly on the quality of
the educational programme to be accredited.

The visiting team normally consists of not less than three persons, one of them a member or former member of the COA, with one member designated as Chairman. Names of persons to serve on a visiting team are recommended by the COA, taking into account factors such as balance of practitioners and educators, the special fields emphasized in the school's curriculum, the geographical area when that seems pertinent, and economy of time and expense in travel. The recommended names are submitted to the executive office of the school to give an opportunity for comment and to avoid appointments that would be unacceptable to the school. The COA, based on the school's comments and its own assessment, formally appoints a team.

As soon as the team has been established, the school's self-study report and COA comments on the self-study are sent to each team member. Copies of other relevant materials (e.g. the standards, prescribed format for the team report, guideline statements) are also sent to the team members at that time.

The Chairman of the team assigns responsibilities to each member for on-site examination of specific areas of
the standards. Thus each member of the team is expected to provide an evaluation of the particular areas assigned as well as participating in discussion and evaluation of other aspects of the visit, furthermore, each member of the team is responsible for approval of all parts of the team report before it is submitted to the COA and to the school.

The site visit itself normally begins on a Sunday evening and continues until the following Thursday noon. The team meets on Monday with the school's executive officer, confirms schedules and then makes a presentation to the school as a whole during which the accreditation process is described and questions concerning it can be answered. During the visit, in accordance with the "Manual of Procedures", activities of the team include conferences with members of the faculty, informal meetings with students, visits to classes, observation of the physical facilities and resources and meetings with the major administration officers of the institution. Records are examined relating to the programme, the institution, the admission and progress of students and the evaluation of faculty.

The site visit concludes with the drafting of a report that will consist of three major parts: (1) a factual
section (i) an evaluative section; and (iii) a set of recommendations for the improvement of the programme.
A final recommendation is made by the team to COA concerning accreditation action.

The final version of the factual section serves as the basis for the other sections of the team report. That is, the evaluative section must be based on the factual section; the recommendations must all be substantiated by the factual section and the related portions of the evaluative section. All parts of the site visit report must be justified on the basis of the standards. Therefore, a draft of the factual section is mailed to the school within ten days of the site visit for verification and correction. The response from the school may lead to correction of the factual section, if necessary. The evaluative section and the recommendations are then completed. The final site visit report as a whole is sent to the COA, which forwards a copy of all but the final recommendation (concerning the accreditation action) to the school. The school has the opportunity to respond to it in writing or orally.

The COA is responsible for the final decision concerning accreditation. In arriving at that decision, it
considers carefully the recommendations of the site visit team as well as the substance of the team's site visit report. It reviews that report thoroughly and meets with the site visit team for discussions of it, in order to assure that the evaluations and recommendations are well grounded in the standards. Based on this review and discussion, the COA makes its decision concerning accreditation, and notice of the decision is sent immediately by the Accreditation Officer to the Chief Executive Officer of the institution and executive officer to the school. The COA then prepares its report to the school. The final COA report usually is virtually identical with that of the site visit team. It is submitted shortly thereafter, again to the institution and the school, with the suggestion that it be made available to the full-time members of the school's faculty and to appropriate other administrative officers of the institution.

This entire process - including the site visit, the team's report and the COA report - is treated as confidential by COA and the site visit team members. However, the school is encouraged to make known the content of the final report, to the extent that it wishes to. The COA may vote to take any one of the following actions:
1. **Accredit or Continue to Accredit**: In this case, the recommendations included in final COA report to the newly accredited school must be reported upon to the ALA on yearly basis and also intimate to ALA the continuation of accreditation of already accredited schools as and when sought for.

2. **Conditionally accredit**: In this case, the recommendations included in the final COA report becomes the conditions that must be met by the institution (school) within a stated period of time, in order to have conditional status removed.

3. **Not accredit or withdraw accredited status**: In this case the institution can seek review of the final report within a specified period from ALA.

The COA releases the information on an accreditation action through its publication, "Graduate Library Education Programmes Accredited by the American Library Association", to the ALA Executive Board, to the library press, to appropriate organizations in the field of library education, to the council on Post-secondary Accreditation (COQA), to the US Department of Education, and to the appropriate regional accrediting associations. This information on accreditation actions is released only after expiration of the time in which an appeal of a COA decision may be made. In the case of a programme entering an appeal, the accredited status of the programme remains the same until the appeal
is adjudicated in the case of institution whose accreditation is withdrawn or not granted.

When a programme is granted initial accreditation, the accreditation is retroactive to the academic year preceding the one in which the evaluation visit is made. Periodic visits for reaccreditation are then scheduled every seventh year following the date of the first accreditation.

Between visits, schools with accredited or conditionally accredited programmes must submit annual reports to the COA. These reports build upon the self-study report and provide means for the COA to monitor the progress of the programme. In particular, the reports are required to respond to the recommendations included in the COA report on accreditation. If an annual report from a school raises concern in the COA about its accreditation status, the COA may request additional information or even an early site visit.

Based on the annual report, the COA takes one of three actions:

1. Accept the annual report and continue's accredited status;

2. Defers action on the report until additional
3. Declines to accept the report and arranges to schedule a site visit as early as possible.

Any institution that is not granted full accreditation of its programme by the COA may appeal the COA decision to the ALA Executive Board within six weeks after receipt of the full report of the COA decision. The ALA Executive Board will appoint a select Committee of not fewer than five qualified persons to consider the appeal. Upon receipt of the report of the select Committee, the ALA Executive Board will either affirm the decision of the COA or set aside the decision of the COA and remand the case back to the COA with appropriate instruction for further proceedings and reconsideration.

A:2.4: The 1972 "Standards for Accreditation" (APPENDIX A)

ALA has assigned responsibility to the COA for both the development of standards and the process of accreditation, subject to review and approval by the ALA Council. The 1972 "Standards for Accreditation", with minor changes, have guided the COA since 1972. However, the standards are under continual review by the COA at its regular and special meetings, particularly in connection with the review of reports of visiting teams and in the reviews of the
annual reports from the schools with accredited programmes. Furthermore, the standards are under constant scrutiny by the profession itself. At open sessions during the ALA meetings, the COA encourages the profession to comment on the standards and the process of accreditation, toward the aim of identifying necessary changes.

A:2.4.1 The Context: The (1972) "Standards for Accreditation" present criteria in the following six main categories

1. Programme Goals and Objectives;
2. Curriculum;
3. Faculty;
4. Students;
5. Governance, Administration and Financial Support;
6. Physical Resources and Facilities.

For each category, the discussion is organised in three main sections:

1. Rationale for Standard;
2. Standard;
3. Sources for Evidence.

All of this is preceded by an "Introduction" and a generalised discussion of the standards. (See Appendix A)
INTRODUCTION:

The American Library Association is recognized by the Council on Postsecondary Accreditation and by the US Secretary of Education to serve as the accrediting agency for graduate programs of library education leading to the first professional degree. The Council of the Association has in turn designated the Committee on Accreditation to be the unit responsible for the development and implementation of standards for accreditation. The following document sets forth these Standards.

Throughout this document, wherever the term "librarianship" is used, it is meant to be interpreted in its broadest sense as encompassing the relevant concepts of information science and documentation. Whenever the term "libraries" is used, the current models of media centers, educational resources centers, information, documentation and referral centers are also assumed. "Library service" is understood

to be concerned with recordable knowledge and information in their several forms - their identification, selection, acquisition, preservation, organization, dissemination, communication and interpretation, and with assistance in their use. "Library School" means the professional unit (school, department, division, etc.) organized and maintained by an institution of higher education for the purpose of graduate library education leading to the first professional degree.

THE STANDARDS:

The intentions, assumptions, and limitations of the document should be clearly understood. These Standards are limited in their application to the evaluation of graduate programmes of library education which lead to the first professional degree. While the Committee on Accreditation is also concerned with the quality of the institution of higher education which maintains such a programme, it does not itself examine the total institution. It does require however, as a prerequisite to application by the library school for consideration by the Committee, that the parent institution be accredited by the institutional accrediting agency of its region.
The Committee on accreditation seeks, both to protect the public interest and to provide guidance for library educators. Prospective students wishing to make a wise choice of schools, Librarians recruiting professional staff, the general public concerned about the kind of library service it receives and supports— all of these have the right to know whether a given programme of library education is of good standing. By identifying those programmes meeting recognized standards, the committee offers such groups, which collectively represent the public interest, a means of quality control in the professional staffing of libraries.

These Standards describe the essential features of programmes of library education which prepare librarians for responsibilities beyond those at the narrowly local level. Within this context, the document seeks to identify the indispensable components of good library education without jeopardizing the schools' right and, indeed, obligation for initiative, experimentation, and individual difference in their programmes. The statement of requirements and recommendations emphasizes qualitative rather than quantitative considerations, and thus necessarily describes some variation in interpretation, since proper
evaluation of any educational programme in these respects (e.g., caliber of faculty, effectiveness of teaching methods) must depend on the judgement of experienced and capable observers.

The present document follows upon the standards for Accreditation adopted by the ALA Council in 1951. In twenty years' application of the 1951 Standards, the Committee on Accreditation gained a great deal of valuable experience. Much of this experience is incorporated in the present document as is also the consensus of the views which the Committee has solicited from educators, students, and practitioners. The many changes that have occurred in library service between 1951 and 1972 are reflected in the present Standards, while conversely, many features of the 1951 document, which have shown that they could stand the test of time, are retained.

Each of the major sections in this document represents an essential component of a graduate programme in library education. In each section the statement of the standard itself is preceded by the reasoning upon which the standard rests, and is followed by a list of the kinds of evidence that the library school is expected to present to demonstrate that its programme meets the standard. The Committee
determines the eligibility of a programme for accredited status on the basis of evidence presented by the institution and of the report of a visiting team. The evidence supplied by the institution in support of the Standards is evaluated against the long-term goals and specific objectives presented by the school in accordance with Standard I. While the Committee, as a part of its evaluation, examines each of the component factors, the final judgement is concerned with the totality of the effort and the environment for learning in which it is carried on. The decision regarding accreditation is approached from an assessment of this totality, rather than from a consideration of isolated particulars.

The aim of the Standards for Accreditation is to provide guidance for the present which is sufficiently flexible to allow for future developments. The Standards are indicative but not prescriptive. As with the former Standards, the meaning and meaningfulness of the present Standards must lie in their application. Discrimination because of age, race, colour, creed, religion, physical disability, or sex in recruitment, admissions, or financial aid, or in appointment, promotion or pay of faculty and support staff, shall be violation of these Standards.
1. PROGRAMME GOALS AND OBJECTIVES

RATIONALE FOR STANDARD: Clearly defined goals and specific objectives for the educational programme are an essential frame of reference for meaningful internal and external evaluation. A programme is judged on the degree to which it attains its objectives.

STANDARDS The library school should have clearly defined, publicly stated goals. It should also define explicit objectives for its specific educational programmes, stated in terms of the educational result to be achieved.

Programme goals should reflect:

i) Consistency with the general principles of librarianship and library education as these are identified by common agreement through the major documents and policy statements of relevant professional organisations;

ii) Responsiveness to the needs of the constituency which the school seeks to serve;

iii) Sensitivity to emerging concepts of the role of the librarian in the library and the library in a multicultural society;

iv) Awareness of the contributions of other disciplines librarianship.
If the school offers more than one programme leading to the first professional degree, the scope and nature of each should be clearly defined. Each programme should qualify the graduates to contribute to the advancement of the profession, rather than to serve only the purposes of one institution or locality.

**SOURCES OF EVIDENCE:**

1. Published announcements of the school's goals and objectives, and programme descriptions in school catalogs, bulletins, brochures, etc.

2. Copies of programme proposals and programme justifications submitted to University Committees, administrative officials, and funding agencies.

3. Statements obtained by the visiting team from the administrative officials of the institution, and the executive officer, faculty, students, and alumni of the school.

**II: CURRICULUM**

**RATIONALE FOR STANDARD:** The distinctive quality of a school is reflected in the nature of the experiences it consciously provides to assist the formal learning process.
Professional responsibilities require special background and education by which the librarian is prepared to identify needs, set goals, analyze problems, and formulate original and creative solutions for them, and to participate in planning, organizing, communicating, and administering successful programs of services for users of the library's materials and services. *Professional library education at the graduate level is designed to provide that kind of educational experience.

**STANDARD:** The programmes of the school should provide for the study of principles and procedures common to all types of libraries and library services. A study of specialized service in either general or special libraries may occupy a place in the basic programme. Specialization should be built upon a foundation of general academic and professional education and should include interdisciplinary work pertinent to the programme of the individual student. A library school offering a single specialization may satisfy the Standards for Accreditation, if, in addition to its special curricular emphasis, it provides for the study of general professional principles and procedures prescribed by this standard.

The curriculum comprising the students' total learning experience should be based upon the school's statement of goals and should provide both adequate means and sufficient time for meeting the specific objectives of the programmes.

The curriculum should be a unified whole rather than an aggregate of courses. It should (i) stress understanding rather than rote learning of facts; principles and skills rather than routines; (ii) emphasize the significance and functions of the subjects taught; (iii) reflect the findings of basic and applied research in librarianship and related disciplines; (iv) respond to current trends in library development and professional education; (v) promote continuous professional growth.

A curriculum may be composed of a variety of educational experiences derived from the programme objectives of the library school. Any such experience should take place within a learning environment in which (i) students have the benefit of guidance by a qualified member of the faculty; (ii) adequate supportive materials and facilities are readily available; (iii) provision is made for discussion or evaluation of the student's experience.
The curriculum should be continually under review and revision, and should be receptive to innovation. Means should be provided for the expression of views of students and practitioners in revision of the curriculum.

SOURCES OF EVIDENCE:

1. Bulletin or catalogue of the library school, and current course schedules.

2. Degree and programme descriptions and justifications developed for administrative use.

3. Syllabi of courses, or descriptions of activities and outcomes for groups of courses arranged by major fields in the school's curriculum.

4. Minutes and reports of the school's curriculum committee.

5. Course evaluations from students.

6. Student papers or other evidence of class projects and independent study.

7. Records of achievement of graduates of the programme.

8. Statements obtained by the visiting team from the executive officer, faculty, students, and alumni of the school, and employers of graduates.
III. FACULTY

RATIONALE FOR STANDARD: The success of the instructional and research programmes of the school is dependent upon the ability of its faculty to teach, stimulate independent thinking, and provide stability and continuity. The size and caliber of the faculty reflect the nature of the school's goals for library education and the values placed upon the student-teacher relationship in the learning process. Research enriches both teaching and learning and provides means for adding to a body of professional knowledge. Professional experience and participation in professional organizations enable faculty members to contribute to the solutions of problems in librarianship and to keep abreast of the concerns of the field.

STANDARD: The school should have a crops of full-time faculty members, in accordance with the institution's approved policies and procedures on affirmative action, academically qualified for appointment to the graduate faculty within the institution and sufficient in number to carry out the major share of the teaching and research requirements of the programmes offered. When appropriate, part-time faculty members may be appointed to complement the teaching competencies of the full-time faculty members.
The faculty as a group should evidence:

i) a diversity of backgrounds;

ii) a substantial and pertinent body of library experience;

iii) advanced degrees from a variety of academic institutions;

iv) specialized knowledge covering the subjects in the school's curriculum;

v) a record of sustained productive scholarship;

vi) aptitude for educational planning, administration and evaluation;

vii) close and continuing liaison with the field.

The qualifications of each faculty member should include interest, ability and effectiveness in teaching; aptitude for research; competency in the assigned areas of specialization; and active participation in appropriate professional, scientific and scholarly organizations.

The school should demonstrate the high priority it attaches to good teaching by its appointments and promotions, by its receptivity to innovation in methodology and educational technology, by its provision on suitable learning environment, and by its solicitation of student reaction to faculty performance.
Allocation and distribution of faculty work loads should result in assignments related to the interests and competencies of individual faculty members and should ensure that the quality of instruction maintained at the same level throughout all sessions of the calendar year. Work loads should be distributed in such a way as to take into account the time needed by the faculty to engage in student counseling and institutional and professional activities in addition to teaching and research.

SOURCES OF EVIDENCE:

1. Faculty personal data forms.
2. Chart of major curriculum areas with an indication of the faculty members responsible for teaching and research in each of the areas.
3. Faculty work load reports to ascertain student-teacher ratio and class size, courses taught in the last two years, student counselling research and administrative responsibilities.
4. Observation of instruction.
5. Syllabi, reading lists, and other instructional materials.
6. Examples of student work, including research projects directed by faculty.
7. Examples of faculty research and publication (e.g. theses and dissertations), articles and reports in professional journals, published monographs, work in progress, and research conducted for various groups.

8. For teaching effectiveness and course quality, statements and documents obtained by the visiting team from the administrative officials of the institution, and the executive officer, faculty, students and alumni of the school.

IV: STUDENTS

RATIONALE FOR STANDARD: The character and worth of any graduate programme is directly related to the quality of its students.

STANDARD: To fulfill one of the school's major responsibilities to prospective students and the public at large, announcements of programme goals and objectives, descriptions of curricula and identification of faculty should be complete, accurate and current.

The library school should formulate recruitment, admission and financial aid policies and will ensure the realization of the goals and objectives of the school's programme, that meet or exceed the minimum standards of the parent institution for its graduate programmes, and that are responsive
to the expressed needs of the profession. Within the framework of institutional policy and of institutional programmes designed to assure compliance with legal regulation (e.g. affirmative action programmes), the school's admission policy should ensure that applicants declare their commitment to library service supported by evidence of aptitude and personal qualifications. The school should be able to demonstrate that its admission procedures support the admission policy. All criteria used in evaluating applications should be made known to applicants.

Admission should normally be limited to holders of the bachelor's degree representing a broad academic education from an accredited institution, comprising general background which may include major concentrations. The normal academic prerequisites may be waived in favour of applicants of unusual ability or background, where grounds for waiver can be demonstrated. The applicant's academic achievement should be equivalent to that required for entrance into the graduate programmes of recognized universities. The standards of admission to the degree programme should be applied consistently throughout the year; admission to special programmes or courses should not imply automatic admission to degree programmes unless the admission standards for special programmes and courses are identical to those for degree programmes.
Assessment of an application should be based upon a combined evaluation of academic, personal, and intellectual qualifications, recognizing qualifications suitable to the individual's career objectives and appropriate to the school's programmes.

The school should provide an environment which recognizes students as a responsible segment of the academic community. Within this environment students should be provided with regular assessments of their performance and progress. Opportunities for guidance and counseling should be available to all students.

SOURCES OF EVIDENCE:

1. Statements of admission policy and requirements.

2. Files on applicants admitted and rejected during the past two years.

3. Student transcripts and the school's analyses of them leading to the decision to admit or reject.

4. Letters of reference, notes on personal interviews, and other documents relevant to an assessment of the applicant's personal qualifications.

5. List of enrolled students who do not meet officially stated requirements and explanation of reasons for their acceptance.
6. Recommendations of the school's advisory bodies.

7. Faculty evaluations of student performance and statements of the bases upon which these are prepared.

8. Statements obtained by the visiting team from the administrative officials of the institution; the executive officer, faculty, students, and alumni of the school and employers of graduates.

V: GOVERNANCE, ADMINISTRATION AND FINANCIAL SUPPORT:

V.A: GOVERNANCE

(i.e. administrative relationship of the library school to the parent institution)

RATIONALE FOR STANDARD: Librarianship is a profession comprising a distinctive body of knowledge, skills, issues and challenges. A library school thus requires a high degree of autonomy within an institution of higher education. The school's financial support, staff, physical accommodations, ability to recruit students and attain the objectives of its programme are dependent upon its status within the parent institution.

STANDARD: The library school should be an integral but distinctive academic unit within the institution, and its autonomy should be sufficient to assure that the content
of its programme, the selection and promotion of its faculty and the selection of its students are controlled by the school within the general guidelines of the institution.

The school's executive officer should have the same title, status and authority as the heads of comparable units in the institution. The executive officer's salary should be in keeping with this position. The school's faculty and student body should have the same representation as those of comparable units on central committees or councils that are advisory or policy making for the institution.

**Sources of Evidence:**

1. Organization chart of the institution showing the relationship of the library school and its executive officer to the central administration.

2. Information to be supplied by the administrative officials of the institution and the executive officer of the school regarding the organization of the institution, salary structure for executive officers and faculty, policies and procedures governing faculty promotions and tenure and involvement of faculty and students in institutional affairs.

3. Statements obtained by the visiting team from the faculty and students of the school.

4. Minutes of faculty meetings.
V.B. ADMINISTRATION
(i.e. the organization and management of affairs within the school)

RATIONALE FOR STANDARD: The effective administration of the library school requires strong leadership on the part of the executive officer who bears the principal decision-making responsibility in the school; however, decisions will be more sound and more effective if they have been reached through consultation and deliberation with those most affected by them. In addition, administrative efficiency depends heavily upon the adequacy of the support staff.

STANDARD: The executive officer should have the administrative ability to fulfill the responsibilities of the office, as well as qualifications comparable to those required of the faculty.

Leadership of the educational programme should be characterized by the understanding of the academic environment and application of executive and administrative skills.

The executive officer should be charged with the decision-making aspect of administration. In carrying out this decision-making responsibility, the executive officer should encourage the active participation of the faculty, staff and students.
In addition, the noninstructional staff should be adequate in number and competence to support the executive officer and faculty in the performance of their duties and should be appointed in conformity with the institution's approved policies and procedures on affirmative action.

**Sources of Evidence:**

1. Written communications from the executive officer to faculty and students and to superiors (e.g. annual report, long-range plans).

2. Faculty minutes and minutes and reports of the school's committees, including the membership roster of those committees for the past two years.

3. Organization chart of the school.

4. Written reports and documents such as faculty and student manuals, publications of the student organizations, and reports to alumni.

5. Statements obtained by the visiting team from the administrative officials of the institution and the executive officer, faculty, students and noninstructional staff of the school.

**V.C: Financial Support**

**Rationale for Standard:** The programme of professional education in librarianship is a graduate programme. The cost per student in such professional education is far
greater than the cost of providing education at the undergraduate level. Support of a graduate programme in librarianship entails substantially higher costs for every component.

**STANDARD:** The institution should provide continuing financial support sufficient to develop and maintain professional library education in accordance with the general principles set forth in these standards. Support should be related to the size of the faculty required to carry out school's programme of education and research, the financial status and salary schedule of the institution and necessary instructional facilities and equipment.

The salary schedule for the library school's faculty and executive officer should be comparable to that of other schools within the institution. Salaries within the library school should be equitably established according to the education, experience, responsibilities and competencies of faculty members.

Funds for research projects, faculty travel, and leaves with pay (sabbatical leaves) should be available on the same basis as in comparable units of the institution.

Student financial aid from the parent institution should be available on a comparable basis with that of other departments and schools.
Sources of Evidence:

1. Official financial records maintained by the school for the current year as well as those for previous years.

2. Budget and other institutional records that demonstrate the institution's financial commitment to the library school and other comparable units.

3. Report of norms for university salaries related to rank, compared with salaries of library school faculty.

4. Statements obtained from administrative officials of the institution and the executive officer, faculty and students of the school.

VI: Physical Resources and Facilities

Rationale for Standard: The provisions of appropriate resources services, and facilities is necessary to realize maximum effectiveness of teaching and learning.

Standard: Instructional resources, services, and facilities should be provided and organized to meet the needs of the specific programmes. The general and special collections, staff, and services of the institutional library should be adequate to meet the general educational purposes and needs of the library school. The collection of materials in the
field of library science should be adequate in scope, size, content and availability to support the goals and objectives of the school.

Facilities should be adequate in number, size and arrangement to carry out the functions and instructional experiences implied in the preceding standards. Faculty and administrative offices, conference and seminar rooms, laboratory space and facilities unique to the library school programmes should be provided.

The library school should have — or have access to, with demonstration capability appropriate to its programme objectives — an adequate collection of multimedia resources, computer services, media production laboratories or agencies, and facilities for independent study using up-to-date technology and equipment.

Sources of Evidence:

1. Annual reports of the institution's libraries.
2. Floor plan of quarters of the library school.
3. List of special equipment and furnishings.
4. Description of additional resources pertinent to the programme.
5. Results of the visiting team's inspection of physical resources and facilities.

6. Statements obtained by the visiting team from the executive officer, faculty, students and library staff.
B: UNITED KINGDOM

PROCEDURES FOR THE ACCREDITATION COURSES*

B.1: THE LIBRARY ASSOCIATION

The library Association is the chartered professional body for librarians and information workers. The Association was granted a Royal Charter in 1398 and supplemental charter in 1986. The current membership is 25000. Members are engaged in a wide variety of professional practice in all sectors, including independent consultancy.

B.2: THE PROFESSIONAL REGISTER

Under the terms of its Royal Charter the Association maintains a Register of Chartered Members (Associates and Fellows). This is open to graduates who have completed courses of study acceptable to the Association. In addition to their academic qualifications candidates for the professional register are also required to have had a period of professional practice and to submit written evidence of their experimental learning and continuing development.

B.3: ACCREDITATION OF COURSES AND CHARTERED STATUS

Institutions of higher education and individuals are invited to put forward courses for accreditation by the Association. The purpose of accreditation is to identify courses of study which provide appropriate academic learning for people seeking to pursue a professional career in librarianship and information work. Candidates for the Association's professional register who have completed an accredited course and have had appropriate training may apply for chartered status a year after graduation. The assessment criteria for the award of Associateship will be found in Appendix 'C' at the end of this chapter.

Individuals who have gained a degree through credit accumulation and transfer may put forward a personal record of achievement for accreditation. Any individual who has a qualification accepted in this way may proceed to make application for admission to the Register on the same basis as those who have graduated from accredited courses.

Graduates whose courses of study are not eligible for accreditation may still be able to gain chartered status, but they are required to have at least five years of professional experience before being eligible to apply.
The Library Association published 'Routes to Associate
ship and Fellowship' wherein all the requirements for the
award of the Association's qualifications are given.

B.4: THE ACCREDITATION BOARD

The Education Committee of the Library Association
Council appoints an Accreditation Board which is responsi­
bile for considering courses put forward for accreditation.
The Board also reviews accredited courses on a regular basis.

Members of the Board are drawn from experienced
senior members of the Association, drawn from a wide range
of professional practice. All have some practical knowledge
and/or experience of higher education.

B.5: COURSES ELIGIBLE FOR ACCREDITATION

Courses submitted to the Association for accreditation
may be at undergraduate or postgraduate level. In assessing
a course the Board will be primarily concerned with its re
relevance to current and developing practice in librariansh­
ship and information work, rather than purely academic
issues.
In view of the wide range of skills and expertise now needed for the efficient provision of information and the effective management of library and information services, the Association does not seek to stipulate precise requirements for course content. Courses submitted to the Association should, however, provide students with appropriate knowledge and skills to enable them to enter the profession. Members of the Association are occupied in a very wide range of activities, and the following are indicative of some of the main categories of professional employment:

**Information Advisers and Consultants:** Librarians, information scientists, information officers, teacher-librarians, tutor-librarians, archivist, information managers, information consultants, advice centre experts.

**Managers of Services:** Directors of information/library services, managers of specialist services (to schools) prisons etc) database organisers, co-ordinators of services in local authorities.

**Technical Specialists:** Bibliographers, cataloguers, stock editors, trainers of library/information staff.
B.6: APPLICATION FOR COURSE ACCREDITATION

Before applying formally for accreditation, a preliminary telephone call is made to the library Association Education Department, or a brief outline of the course in question is sent. If the course is still in the planning stages in an institution it is possible to arrange for a representative of the Association to attend a meeting of the course development team to explore any potential problems which can be identified and resolved at that stage. An individual acquiring graduate status through credit accumulation and transfer can ask for advice about the appropriateness of any potential element for inclusion in a personal programme.

An initial submission of a course should include enough detail to allow the Board to judge whether or not it is sufficiently relevant to the profession to make it likely that it could be accredited. A course outline and objectives, together with brief information about the department or faculty offering the course are required.

B.7: COURSE SUBMISSION

Formal application for accreditation are made in writing, accompanied by the full course documentation. This
includes the following:

B.7.1: From Institutions:

i) Full copies of course documents as approved by the academic awarding body;

ii) Prospectus;

iii) Curriculum vitae of teaching team (if not included in (i);

iv) Statistics concerning previous student cohorts (if applicable);

v) Information concerning resources available to support the course.

B.7.2: From Individuals:

i) Record of achievement setting out how the degree was obtained;

ii) Any major piece(s) of work which contributed to the award;

iii) Curriculum vitae.

B.8: CRITERIA FOR THE ASSESS-MENT/COURSES:

BODY OF PROFESSIONAL KNOWLEDGE

Although there is no prescribed list of studies which must be included in accredited courses, the Association has
identified a body of professional knowledge. Course submitted must include studies which will result in students acquiring the knowledge and skills seen as relevant to current and future professional practice.

The following are the five key learning outcomes which are looked for within any course offered for accreditation, even if they do not feature in the stated learning objectives. Within the structure of the course it must be possible for students to be able to undertake a significant piece of work which will allow them to apply this knowledge in a library or information service context:

(i) The development of analytical and management skills which can be applied to the acquisition and deployment of resources and the promotion of library and information services within a given organisation.

Examples of possible elements:

* Organisational models
* Analysis and problem solving
* Human motivation and behaviour
* Personnel management
* Professionalism and Codes of professional conduct
* Financial management and budgeting
* Marketing and promotion
* Information needs analysis
* Communication skills
* Development planning
* Decision making.

(2) Understanding of the information needs of society

Examples of possible elements:

* Freedom of information and censorship
* Information needs of different groups within society
* Information as a commodity
* Access to information in developing countries
* Multi-Culturalism
* Equal opportunities and non-oppressive practices
* Scope of the information economy
* Copyright and intellectual property

(3) Knowledge of the roles, functions and values of library and information services

Examples of possible elements

* National and international information plans
* Legislation and its impact
* Detailed study of services for specific groups
* Recreation, leisure and the arts
* Specialist literature
* Co-operation and co-ordination of services

(4) Understanding of the acquisition, production, organisation and dissemination of information

Examples of possible elements

* Bibliographical control and sources
* Selection, management and preservation of materials
* Publishing and book production
* Information technology applications
* On-line systems and services
* Advanced information systems, hypertext etc.
* Indexing, classification and cataloguing
* Evaluation and re-packaging of information
* Database design and construction
* Selection of appropriate systems and services

(5) Competence in practical skills

Examples of possible elements

* Research methodology
* Statistical methods
* Basic accounting functions
In order to be eligible for accreditation the content of a course does not have to be limited to these five elements. The Accreditation Board may give approval to:

- Courses at undergraduate or postgraduate level which are wholly concerned with the study of the body of professional knowledge set out above;

- Courses at undergraduate level where at least 40% of the credits/hours of study required for successful completion are concerned with the body of professional knowledge, taking account of the other subjects included;

- Individual programmes of study put forward by candidates who have gained degrees by credit accumulation and transfer, to be assessed by the criteria set out above.

The credits/hours of study acceptable to the Association should normally be obtained over the full length of the course. Where credits of different academic levels are available to the proportion studied at the higher levels should normally be the same in the Association's approved content as for the award of the degree as a whole.

* Word-processing and spreadsheets
* European and other languages
In addition to this, the body of professional knowledge the Board considers the following:

- The relevance of the course of the library and information profession
- The contribution made to the profession by staff involved in teaching the course
- The relationship with the parent institution
- The expertise of staff
- The span and quality of courses offered
- The calibre of students as evidenced by assessments and subsequent employment
- The quality of teaching

**B.9: ACCREDITATION VISITS**

Any course submitted to the Board for the first time will receive accreditation only after its content and professional relevance has been discussed with a visiting party. Visiting parties comprise up to four members of the Accreditation Board, accompanied by the Association's Assistant Director (Education). A visit normally lasts for
one full day. Detailed arrangements for the visit are made in advance between the Association's Education Department and the host institution, and a timetable is prepared and circulated to all involved.

A visit normally include the following elements:

(1) Meeting with senior staff of the institution, especially those responsible for academic affairs and resource allocation, and the Head of Department.

(2) Meeting with staff responsible for the development and administration of the course, and student selection.

(3) Meeting with students either from the course under review or, if it is a new course, from other courses within the same faculty.

(4) Private meetings of the visiting party are necessary at the end of the visit.

B.10: RESOURCES TO SUPPORT ACCREDITED COURSES

The Accreditation Board wished to be assured that the institution is providing appropriate adequate learning resources to support any course approved. Evidence is sought during an
accreditation visit, and this aspect is covered in documentation submitted to the Board. Support services are taken to include the library, the computing/information technology centre and audio-visual services. Visits to libraries and other relevant learning resources may form as part of an accreditation visit.

In assessing the adequacy of library provision the Board considers the contribution the library makes to learning, the services provided and its place within the institution. Account is to be taken of the stock of the library, its selection and the involvement of library staff in course planning to ensure that the resources needed are identified and budgeted for in advance. The needs of students and staff both are to be taken into account.

The Association has published Guidelines for College and Polytechnic Libraries (fourth edition, 1990) which form the basis for consideration of library provision.

The Board is also concerned with the adequacy of computer facilities to support accredited courses. This includes access to terminals, appropriate teaching and learning packages, word-processing facilities and the availability of technical staff to support the learning process.
At the end of an accreditation visit the Board representatives may inform the institution of the general terms of the report which they will submit, or they may indicate that the outcome will be conveyed in writing.

The visiting party submits a preliminary draft report and recommendations to the Board. When the report is clear and the recommendations acceptable to the Board it is submitted to the institution for checking for factual accuracy. The agreed report is then formally submitted to the Board.

The official report is sent to the institution with two copies of the accreditation form which contain certain conditions given below. It is also submitted to the Association's Education Committee for information:

The conditions of accreditation are set out on the accreditation form and are as follows:
(1) Any significant changes or modification to course content or structure should be notified to the Board BEFORE implementation.

(2) Course changes authorised by the award making body should be submitted in the form of the official documents.

(3) Details of organisational or resource changes (including teaching staff).

Subject to these conditions, accreditation is normally for a maximum period of five years. On occasion the Board may decide on a shorter period of accreditation, at the end of which the Board reviews the situation.

B.13: RE-ACCREDITATION OF COURSES

The Board is fully aware of the rapidity with which change occurs in higher education, and seeks to ensure that re-accreditation takes place expeditiously. The Board would normally expect to review a course every five years but in addition to this the Board seeks to establish an on-going dialogue which it believes to be mutually beneficial. To assist the process of joint review of courses the Board is anxious to establish other channels of communication through
which discussion of course developments can take place outside the formal accreditation procedure. These might include short visits by one or two Board members with the Assistant Director (Education) to discuss proposed course revision, meetings with course leaders or others at the library Association, fact-finding visits by the Assistant Director (Education) to assist the Board in assessing the significance of major changes, or any other means of communication which maintain and improve dialogue.

The Board believes that this partnership in validation is of benefit both to the Association and the academic institution. Suggestions for other methods of monitoring course development are welcome, and is from time to time proposed by the Board.

B.14: CREDIT RATING OF THE LIBRARY ASSOCIATION’S PROFESSIONAL QUALIFICATIONS

For some years the Association conducted joint reviews of courses with the Council for National Academic Awards. During the same period the Association was developing new procedures for the award of its own qualifications, based on the assessment of experimental learning after graduation.
The Council for National Academic Awards (CNAA) expressed interest in this development in relation to its own work in this field.

In 1991 the Association applied successfully to the CNAA for credit rating for its awards under the Credit Accumulation and Transfer Scheme (CATS).

CNAA (CATS) determined that the learning derived from the Library Association's Associateship and Fellowship qualifications are at postgraduate level (M.A. level). The following credit ratings were agreed:

- **Associateship**: 20 general credit points at M.A. level
- **Fellowship**: 50 general credit points at M.A. level

(Applicable to candidates receiving these awards from July, 1991 onwards)

**B.15: EC DIRECTIVE ON THE MUTUAL RECOGNITION OF PROFESSIONAL QUALIFICATIONS**

The European community Directive 89/48/EEC which came into force on 4th January, 1991 requires Member States to introduce legislation to recognise the professional qualifications of migrants from other countries within the community. This includes the designation of authorities to receive
and assess applications for the recognition of qualifications covered by the Directive. The Library Association is the UK Designated Authority to consider qualifications in library and information studies.
BYE-LAWS OF THE LIBRARY ASSOCIATION

The Accreditation Board and its procedures have been established by the Council of the Library Association under the terms of Bye-laws 9 and 11 which state:

BYE-LAW 9:

The Council shall from time to time make regulations for the purpose of testing the proficiency of Members desiring to be elected to the Register of Chartered Members of the Association. The Register shall contain two categories: Associates and Fellows.

BYE-LAW 11:

The regulations made under Bye-law 9 shall require that Personal Members elected to the Register of Chartered Members as Associates shall have met the following requirements as specified by the Council from time to time:

(a) the completion of academic qualifications specified by the Council of a standard not less that those approved by the Council on 31st December, 1986; &
(b) The completion of a period of satisfactory practice specified the Council of not less than one year; &

(c) The submission of evidence of professional development acceptable to the Council under criteria specified by the Council; and

(d) The completion of a period of membership of the Association of at least one year.

The responsibility for assessing courses leading to academic qualifications approved under Bye-law 11(a) is delegated by the Education Committee of Council to the Accreditation Board.
Almost all candidates for Associateship will have taken a vocational course in librarianship/information studies at either undergraduate or postgraduate level. The course they followed will have been accredited by the Association, which is therefore aware of both the coverage and level of studies taken. The Chairman of the Registration Board is a member of the Accreditation Board and several other members of the Registration Board also have experience of the Association's course accreditation procedures. The few candidates who have not taken an accredited course are graduates of other disciplines with at least five years practical professional experience from which certain learning outcomes can be expected (Route D). Many candidates apply through Route A, which means that they will have followed a one year training programme approved by the Registration Board. These training programmes are intended to accelerate the candidate's rate of experiential learning.

The Board therefore is in a position to make certain assumptions about the level of academic learning of any
Associateship candidate. It is not seeking to re-assess that learning, but to consider the incremental increase in professional knowledge and understanding which has developed through the candidate's experience in practice. Inevitably a professional Development Report will in part describe what the candidate has done, but the main emphasis is on the evaluation and analysis of that experience. The criteria for assessment emphasise the importance of critical appraisal, evaluation, perception and demonstration of professional judgement. Candidates are required to demonstrate these qualities in the presentation of the period of practice covered by the Professional Development Report, showing how they have added to and developed from the level of theoretical knowledge and practical skills required for the award of their academic qualification. Throughout the report the candidate is seeking to demonstrate a continuous learning curve. In some cases this may have resulted in career progression, but in others the candidate will have remained in the same post with the same duties. Whichever circumstance applies, the candidate must show that learning has taken place and been applied. There must be evidence that the candidate has reflected on the experience gained, has identified the resultant outcomes and, as far as is practicable has applied the results to improve performance thus comple­t ing and recommencing the learning cycle.
In applying the assessment criteria the Board expects to find in the submission (supported where appropriate by the reports of scrutineers) evidence of the following:

(1) Demonstration of an increased level of understanding of the relationship between theory and practice.

(2) Ability to identify and analyse problems encountered in practice.

(3) Assessment of the effectiveness of the services or organisations referred to in the submission.

(4) Understanding of aspects of management and policy such as personnel and finance, even if these have not been within the candidate's responsibilities.

(5) Awareness of the conceptual framework of the profession, and how the candidate's own functions fit into it.

(6) Critical evaluation of personal performance, including demonstration of the ability to identify weaknesses, seek appropriate means of improvement, and analyse personal learning outcomes from training received.

(7) Development of a personal professional viewpoint which is constantly reassessed in the light of increasing experience and knowledge.

(8) Indication of potential for further development which could progress to the level required for fellowship.
(9) Continuing progressive learning through reading, participation in professional affairs and attendance at courses/conferences.

(10) An understanding that learning is a continuous process based on analysis and evaluation of experience, synthesized to develop intellectual ability and improve professional performance.

(11) Progression from the level of attainment required for the academic award of graduate or post-graduate qualifications in information studies.

The report itself may be supported by appendices, including work such as reports, project presentations or publications which have been prepared by the candidate in professional practice. Such evidence will be assessed from the point of view of its relevance, for its own merit, and the candidate's own assessment of it within the body of the report.
REFERENCES

1. ALA/COA: Accreditation of Programmes of Education for Librarianship (May, 1983)


3. ALA/COA: "Standards for Accreditation" (1972)

4. ALA/COA: Graduate Library Education Programmes Accredited by the American Library Education (under "Standards for Accreditation" 1972 latest edition)

5. ALA/COA: Manual of procedures for Accreditation visits under "Standards for Accreditation (1972)

6. ALA/COA: "Statement on Accreditation and Employment Situation" (October, 1973)

7. ALA/COA: "Standards for Accreditation" (1972)