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2015 ALA Midwinter Meeting

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

The Committee on Accreditation examines the evidence presented for each standard; 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. Thus, failure to meet any particular component of a standard may not

engagement of the program's constituents and thorough and open documentation of those activities that constitute planning.

A glossary of accreditation terminology is available at the Office for Accreditation website, <http://www.ala.org/accreditedprograms/standards/glossary>.

Nature of the Standards

These Standards identify the indispensable components of library and information studies programs while

I.1 A program's mission and goals, both administrative and educational, are pursued, and its program

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

II.2 The curriculum is concerned with information resources and the services and technologies to f76(o)2(g)12.9(i)-2

Standard III: Faculty

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty in the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.

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

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active involvement in the program.

