

## Library and Information Science (LIS) Standards, Competencies, and Guidelines Excerpts, 2019

Standards have been developed by many library and information science (LIS) professional associations to provide practitioners and educators with guidance. This document collects excerpts in some of the most prominent areas for easy review. These standards are regularly updated to reflect developments in the field, so it is always wise to check the websites for the latest versions.

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### EDUCATION STANDARDS

**IFLA Education Guidelines** – International Federation of Library Associations and Institutions [IFLA]. (2012). Guidelines for Professional Library/Information Educational Programs. Retrieved from <https://www.ifla.org/publications/guidelines-for-professional-libraryinformation-educational-programs-2012>

The Core Elements of the LIS curriculum will include:

1. The Information Environment, Societal impacts of the information society, Information Policy and Ethics, the History of the Field
2. Information Generation, Communication and Use
3. Assessing Information Needs and Designing Responsive Services
4. The Information Transfer Process
5. Information Resource Management to include Organization, Processing, Retrieval, Preservation and Conservation of Information in its various presentations and formats
6. Research, Analysis and Interpretation of Information
7. Applications of Information and Communication Technologies to all facets of Library and Information Products and Services
8. Knowledge Management
9. Management of Information Agencies
10. Quantitative and Qualitative Evaluation of Outcomes of Information and Library Use
11. Awareness of Indigenous Knowledge Paradigms

**ALA Accreditation** - American Library Association [ALA]. (2015). Standards for accreditation of Master's programs in library and information studies. Retrieved from [http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/standards/Standards\\_2015\\_adopted\\_02-02-15.pdf](http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/standards/Standards_2015_adopted_02-02-15.pdf)

#### **Standard 1: Systematic Planning**

#### **Standard 2: Curriculum**

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 theory, 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 facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

**Standard 3: Faculty**

**Standard 4: Students**

**Standard 5: Administration, Finances, and Resources**

**ALISE Ethics in LIS Education** - Association for Library and Information Science Education (ALISE). (2007). Information Ethics in Library and Information Studies Education. Retrieved from [https://www.alise.org/index.php?option=com\\_content&view=article&id=51](https://www.alise.org/index.php?option=com_content&view=article&id=51)

1. The curriculum should be informed by information ethics through a unit in the required foundations (or equivalent) course. This unit should appropriately include the following student objectives:

- to be able to recognize and articulate ethical conflicts in the information field;
- to inculcate a sense of responsibility with regard to the consequences of individual and collective interactions in the information field;
- to provide the foundations for intercultural dialogue through the recognition of different kinds of information cultures and values;
- to provide basic knowledge about ethical theories and concepts and about their relevance to everyday information work; and,
- to learn to reflect ethically and to think critically and to carry these abilities into their professional life.

2. One or more courses devoted specifically to information ethics should be offered on a periodic basis. To most effectively achieve the desired impact, such courses should be taught by a qualified member of the faculty and be based on international literatures from a diversity of viewpoints.

3. Information ethics should be included in study and discussion across the library and information curriculum. It should be infused throughout the curriculum in such areas as management, young adult services, information literacy training, and information-technology related courses.

4. There should be ongoing engagement with information ethics, as challenging questions and issues need to be revisited through the lenses of individuals, institutions, and societies.

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## COMPETENCIES

Quick Reference List: The American Library Association provides a convenient list on its website.

**“Knowledge and competencies statements developed by relevant professional organizations”**

<http://www.ala.org/educationcareers/careers/corecomp/corecompspecial/knowledgecompetencies>

American Association of Law Libraries (AALL) [AALL Guidelines for Graduate Programs in Law Librarianship](#)

American Association of School Librarians (AASL) [ALA/AASL Standards for Initial Preparation of School Librarians 2010](#) (pdf)

American Library Association (ALA) [Core Competences of Librarianship](#)

American Society for Information Science and Technology (ASIST) [ASIST Educational Guidelines](#)

Art Libraries Society of North America (ARLIS/NA) [ARLIS/NA Core Competencies for Art Information Professionals](#) (pdf)

Association of College and Research Libraries (ACRL) [Competencies for Special Collections Professionals](#)  
[ACRL Standards and Guidelines](#) for various competencies statements

Association of Vision Science Librarians (AVSL) [Vision Librarian Core Competencies](#)

Association for Library and Information Science Education (ALISE) [Information Ethics in Library and Information Studies Education](#)

Association for Library Collections & Technical Services (ALCTS) [Core Competencies for Acquisitions Professionals](#)

Association for Library Collections & Technical Services (ALCTS) [Core Competencies for Cataloging and Metadata Professional Librarians](#)

Association for Library Service to Children (ALSC) [Competencies for Librarians Serving Children in Public Libraries](#)

Federal Library and Information Center Committee (FLICC) [Federal Librarian Competencies](#) (pdf)

Library Leadership and Management Association (LLAMA) [Foundational Competencies for Library Leaders and](#)

### Management

Medical Library Association (MLA) [Competencies for Lifelong Learning and Professional Success: The Educational Policy Statement of the MLA](#)

Music Library Association [Core Competencies and Music Librarians](#) (pdf)

NASIG (formerly the North American Serials Interest Group)

[Core Competencies for Electronic Resources Librarians 2013](#) (Word)

[Core Competencies for Print Serials Management](#)

[Core Competencies for Scholarly Communication Librarians](#)

Society of American Archivists [Guidelines for a Graduate Program in Archival Studies](#)

Special Libraries Association (SLA) [Competencies for Information Professionals](#)

Young Adult Library Services Association (YALSA) [YALSA's Teen Services Competencies for Library Staff](#)

### **Knowledge and competencies statements developed by other organizations**

Mozilla [Core Web Literacy Curriculum](#)

Selected competencies lists:

**ALA Competences** - American Library Association [ALA]. (2009). ALA's core competences of librarianship. Retrieved from

<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

- Foundations of the Profession
- Information Resources
- Organization of Recorded Knowledge and Information
- Technological Knowledge and Skills
- Reference and User Services
- Research
- Continuing Education and Lifelong Learning
- Administration and Management

**SLA Competencies** - Special Libraries Association [SLA]. (2016). Competencies for information professionals. Retrieved from <http://www.sla.org/about-sla/competencies/>

### CORE COMPETENCIES

- Information and Knowledge Services
- Information and Knowledge Systems and Technology
- Information and Knowledge Resources
- Information and Data Retrieval and Analysis
- Organization of Data, Information, and Knowledge Assets

### ENABLING COMPETENCIES

- Critical thinking, including qualitative and quantitative reasoning;
- Initiative, adaptability, flexibility, creativity, innovation, and problem solving;
- Effective oral and written communication, including influencing skills;
- Relationship building, networking, and collaboration, including the ability to foster respect, inclusion, and communication among diverse individuals;

- Marketing;
- Leadership, management, and project management;
- Life-long learning;
- Instructional design and development, teaching, and mentoring; and
- Business ethics.

**MLA Competencies** - Medical Library Association [MLA]. (2007). Professional competencies. Retrieved from <http://www.mlanet.org/education/policy/>

**Professional Competencies for Health Sciences Librarians**

- Understand the health sciences and health care environment and the policies, issues, and trends that impact that environment including: ...
- Know and understand the application of leadership, finance, communication, and management theory and techniques including: ...
- Understand the principles and practices related to providing information services to meet users' needs including: ...
- Have the ability to manage health information resources in a broad range of formats including: ...
- Understand and use technology and systems to manage all forms of information including: ...
- Understand curricular design and instruction and have the ability to teach ways to access, organize, and use information including: ...
- Understand scientific research methods and have the ability to critically examine and filter research literature from many related disciplines including: ...

**SAA Curriculum** - Society of American Archivists [SAA]. (2016). GPAS curriculum. Retrieved from <https://www2.archivists.org/prof-education/graduate/gpas/curriculum>

**A. CORE ARCHIVAL KNOWLEDGE**

**1. Knowledge of Archival Material and Functions**

- a) The Nature of Records and Archives
- b) Selection, Appraisal, and Acquisition
- c) Arrangement and Description
- d) Preservation
- e) Reference and Access
- f) Outreach, Instruction, and Advocacy
- g) Management and Administration
- h) Records and Information Management
- i) Digital Materials Management

**2. Knowledge of the Profession**

- a) History of Archives and the Archives Profession
- b) Records and Cultural Memory
- c) Ethics and Values

**3. Contextual Knowledge**

- a) Social and Cultural Systems
- b) Legal and Financial Systems

**B. COMPLEMENTARY KNOWLEDGE**

1. Information Technology
2. Conservation
3. Research Design and Execution
4. Organizational Theory
5. Library and Information Science
6. Liberal Arts and Sciences
7. Allied Professions

**AASL Standards** - American Association of School Librarians [AASL]. (2010). ALA/AASL standards for initial preparation of school librarians. Retrieved from [http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aasleducation/schoollibrary/2010\\_standards\\_with\\_rubrics\\_and\\_statements\\_1-31-11.pdf](http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf)

- Includes rubrics for Unacceptable, Acceptable, Target as well as research summary and references

**Standard 1: Teaching for Learning**

- 1.1 Knowledge of learners and learning
- 1.2 Effective and knowledgeable teacher
- 1.3 Instructional partner
- 1.4 Integration of twenty-first century skills and learning standards

**Standard 2: Literacy and Reading**

- 2.1 Literature
- 2.2 Reading promotion
- 2.3 Respect for diversity
- 2.4 Literacy strategies

**Standard 3: Information and Knowledge**

- 3.1 Efficient and ethical information-seeking behavior
- 3.2 Access to information
- 3.3 Information technology
- 3.4 Research and knowledge creation

**Standard 4: Advocacy and Leadership**

- 4.1 Networking with the library community
- 4.2 Professional development
- 4.3 Leadership
- 4.4 Advocacy

**YALSA Competencies** - Young Adult Library Services Association [YALSA]. (2017). Teen services competencies for library staff. Retrieved from <http://www.ala.org/yalsa/guidelines/yacompetencies>

**Competencies**

1. *Teen Growth and Development*: Knows the typical benchmarks for growth and development and uses this knowledge to plan, provide and evaluate library resources, programs, and services that meet the multiple needs of teens.
2. *Interactions with Teens*: Recognizes the importance of relationships and communication in the development and implementation of quality teen library services, and implements techniques and strategies to support teens individually and in group experiences to develop self-concept, identity, coping mechanisms, and positive interactions with peers and adults.

3. *Learning Environments (formal & informal)*: Cultivates high-quality, developmentally appropriate, flexible learning environments that support teens individually and in group experiences as they engage in formal and informal learning activities.
4. *Learning Experiences (formal & informal)*: Works with teens, volunteers, community partners and others to plan, implement and evaluate high-quality, developmentally appropriate formal and informal learning activities that support teens' personal and academic interests.
5. *Youth Engagement and Leadership*: Responds to all teens' interests and needs, and acts in partnership with teens to create and implement teen activities and to foster teen leadership.
6. *Community and Family Engagement*: Builds respectful, reciprocal relationships with community organizations and families to promote optimal development for teens and to enhance the quality of library services.
7. *Cultural Competency and Responsiveness*: Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful library atmosphere that embraces diversity.
8. *Equity of Access*: Ensures access to a wide variety of library resources, services, and activities for and with all teens, especially those facing challenges to access.
9. *Outcomes and Assessment*: Focuses on the impact of library programs for and with teens and uses data to inform service development, implementation, and continuous improvement.
10. *Continuous Learning*: Acts ethically, is committed to continuous learning, and advocates for best library practices and policies for teen services.

## GUIDELINES

**ACRL Teaching Librarians** - Association of College & Research Libraries [ACRL]. (2017b). Roles and strengths of teaching librarians. Retrieved from <http://www.ala.org/acrl/standards/teachinglibrarians>

Roles:

- Advocate
- Coordinator
- Instructional designer
- Lifelong learner
- Leader
- Teacher
- Teaching partner

**RUSA Competencies** - Reference and User Services Association [RUSA]. (2017). Professional competencies for reference and user services librarians. Retrieved from <http://www.ala.org/rusa/resources/guidelines/professional>

[Part of ALA Competences]

### **5A. Accesses relevant and accurate recorded knowledge and information**

- Offers services responsive to individual expressed user needs
- Organizes and designs services to meet the needs of the primary community

### **5B. Evaluates, collects, retrieves, and synthesizes information from diverse sources**

- Identifies and presents highly recommended sources

**5C. Interacts with colleagues and others to provide consultation, mediation, and guidance in the use of knowledge and information**

- Collaborates and partners with the user in the information seeking process
- Collaborates with colleagues to provide service to users
- Develops collaborative relationships within the profession to enhance service to users
- Develops and maintains partnerships beyond the library profession to strengthen services to users

**5D. Develops appropriate expertise in information literacy and instruction skills and abilities, including textual, digital, visual, numerical, and spatial literacies**

- Defines information literacy
- Integrates information literacy concepts into the full range of library services, from classroom instruction to community programs to one-on-one reference and instruction
- Designs and implements presentation and communication strategies to foster learning and engagement
- Creates a learner-centered teaching environment

**5E. Promotes and demonstrates the value of library services through marketing and advocacy**

- Understands and applies marketing theory and practices
- Develops, implements, and evaluates an ongoing marketing plan for library services
- Advocates the value of library services to the primary community

**5F. Assesses and responds to diversity in user needs, user communities, and user preferences**

- Assesses User Needs
- Assesses Information Services
- Assesses Information Resources
- Assesses Service Delivery
- Assesses User Interfaces for Information Resources
- Assesses Assistance to Users by Information Service Providers

**5G. Investigates, analyzes, and plans in order to develop future services**

- Leads a Life as a Learner
- Develops and implements plans for services and resources
- Plans, implements, and evaluates innovations in services and resources

**RUSA Behavioral Performance Guidelines** - Reference and User Services Association [RUSA]. (2013). Guidelines for behavioral performance of reference and information service providers. Retrieved from <http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral>

- Visibility/Approachability
- Interest
- Listening/Inquiring
- Searching
- Follow-up

**ACRL Information Literacy Framework** – Association of College & Research Libraries [ACRL]. (2015). Framework for information literacy for higher education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

- Authority Is Constructed and Contextual



- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

**C.R.A.P. Test** [Information literacy test (Currency, Reliability, Authority, Purpose/Point of view)]. In Beestrum, Molly and Orenic, Kenneth. (2008). “Wiki-ing your way into collaborative learning” Library Orientation EXchange (LOEX) Conference. Retrieved from

Paper: <http://commons.emich.edu/cgi/viewcontent.cgi?article=1006&context=loexconf2008>

Wiki: <http://loex2008collaborate.pbworks.com/w/page/18686701/The%20CRAP%20Test>

Videos: Search for “CRAP test” online to find many useful videos and other adaptations.

- Credibility
- Reliability
- Authority
- Purpose/Point of View

Mozilla Foundation. **Core Web Literacy Curriculum.**

<https://foundation.mozilla.org/en/opportunity/web-literacy/core-curriculum/>

Web Literacy Map Components (competencies for each area)

- Read
  - Search
  - Navigate
  - Synthesize
  - Evaluate
- Write
  - Remix
  - Revise
  - Compose
  - Code
  - Design
- Participate
  - Share
  - Contribute
  - Open Practice
  - Protect
  - Connect

21<sup>st</sup> Century Skills

- Problem-Solving
- Collaboration
- Creativity
- Communication