المعلومات التالية

مـجـلـة
جامعة الملك عبد العزيز
الآداب والعلوم الإنسانية

المجـلد ١٤

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Journal of

KING ABDULAZIZ UNIVERSITY

Arts and Humanities

VOLUME 14

2006 A.D.
1427 A.H.

According to the Competencies: The United States Schools of Library and Information Master's Students Preparation to Meet the Demand of Libraries Employment

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Abstract. In order to conclude to what extent the accredited library and information studies or science schools in the United States prepare their students to meet the competencies required for librarians. This paper performs on a content analysis of the relationship between the 1992 standards adopted by the Council of the American Library Association: Office of Accreditation (the Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies, and a number of competencies prepared by various library associations, Preparing headings and subheadings according to the main functions in libraries (main library functions were first taken from The Council of the American Library Association (1992). Standards for Accreditation of Master's Programs in Library & Information Studies as well as from Naylor's article published during the year 2000 in *Public Libraries* and entitled "Core Competencies What They Are and How to Use Them"). Subsequently both standards' ten points listed in (Missions, Goals, and Objectives area) of the 1992 standards and the competencies under study were arranged underneath the functions within headings and subheadings. The results show that there is a gap between the standards and the competencies. Therefore, according to the research main question, according to this study's findings and according to the missions, goals, and objectives of accredited schools in the United States, the master's programs in library and information studies or science schools offered by the accredited schools in the United States do not prepare their students to meet all competencies, under study, required for librarians.

Keywords. Competencies, Standards, Accreditation, Library and information schools, United States.

Introduction

Information literacy is increasingly important for all people in the contemporary environment of rapid technological change and proliferating information resources. Information is available through multiple media including graphical, aural and textual formats. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to retrieve information effectively (Association of College and Research Libraries, 2001).

Statement of the Problem

Competencies prepared by a number of library associations are developed and updated frequently. Most of these competencies were updated during the year 2002, whereas the standards for accreditation of master's programs in library and information studies adopted by the Council of the American Library Association: Office of Accreditation were adopted in 1992. Therefore the problem under study is to determine to what extent the missions, goals, and objectives of the programs of master's degree level afforded by accredited schools of library and information science or studies in the United States meet or match the more frequently developed competencies.

Research Main Question

The purpose of this study was to answer the following main research question: According to the missions, goals, and objectives of accredited schools in the United States, to what extent do the master's programs in library and information studies or Library science schools, offered by the accredited schools in the United States, prepare their students to meet the competencies required for librarians?

Hypotheses

In order to answer this question, the following hypotheses are formulated:

H1 the competencies, prepared by a number of library associations, include the skills and abilities required to perform the libraries' main functions.

In order to test this hypothesis the following steps were taken:

• The main functions in libraries were divided into ten headings; then the competencies, prepared by a number of library associations, are categorized under these headings.

• A comparison is given between these competencies according to the main functions of the libraries.

H2 ten points listed under the 1992 standards (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies, adopted by CALOAO, meet the competencies designated by a number of library associations.

In order to test this hypothesis, the researcher categorizes, according to the headings prepared, the 1992 standards (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies along with a determination of to what extent the competencies are met by the standards. Table 3 shows the comparison.

Assumption

In order to answer the main research question the following assumption is formulated:

Since the schools are accredited, it was assumed that the schools' missions, goals, and objectives meet the 1992 standards (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies, adopted by CALAOA.

Significance of the Study

The results of this study will provide the following:

1. Factual information to draw CALAOA members' attention to the importance of the competencies in establishing more frequently updated standards.

2. Factual information for the accredited schools of library and information studies or science deans and developers in the United States to consider the competencies in addition to the standards in developing these schools' missions, goals, and objectives.

3. Baseline information to researchers for future studies on the issues related to competencies, standards, and preparing master's students to be effective prospective workers in libraries.

Limitation

The study was limited to:

1. Ten competencies prepared by nine different associations. These ten competencies were chosen randomly.

2. Since "program goals and objectives are fundamental to all aspects of master's degree programs and form the basis on which educational programs

are to be designed and developed; and upon which they are evaluated" (The Council of the American Library Association, P. 4, 1992). The study was limited to only one area of the standards of accreditation of master's programs in library and information studies, adopted by CALAOA, serve the competencies prepared by a number of library associations. Area 1 (Missions, Goals and Objectives area).

3. Since "program goals and objectives are fundamental to all aspects of master's degree programs and form the basis on which educational programs are to be designed and developed; and upon which they are evaluated" (The Council of the American Library Association, 1992), the study was limited to accredited schools' goals, missions, and objectives.

Methodology

In order to categorize the competencies under the headings and subheadings (the main functions), the researcher analyzed the content of these ten competencies, and a comparison between these competencies and the main library functions was conducted. There are ten functions coded by numbers from number 1 to 10; it is only under function number 4 (Information Services) that there are three sub-functions coded in letters a to c. The ten competencies are also coded under numbers from 1 to 10 (see Table 1). A descriptive analysis and descriptive statistics (frequency and percentage) display the results of categorizing and comparing the competencies with the headings and sub-headings (the main functions).

In order to categorize the standards under the headings and subheadings (the main functions), the researcher analyzed the content of the standards and coded that content on a scale of ten points from point 1 to point 10. A comparison between these ten points and the competencies under study is shown (see Table 3). A descriptive interpretation of the results is given (see Table 4).

Competencies

Competencies under this study are prepared by a number of library associations. Table 1 shows these associations, the URL of these associations, and the titles of the competencies.

Headings and Subheadings

A review of the competencies found similarities in determining broad requirements such as gaining knowledge, skills, and abilities. Therefore it is found that the best way to categorize and to make a comparison among the com-

petencies available is to create headings and subheadings, then categorize each of these competencies under the appropriate heading/s or subheading/s. These headings and subheadings are created according to the major elements of our discipline and corresponding to the major functions in libraries' arenas. Some headings may contain more than one competency. A single competence prepared by an association may be categorized simultaneously under more than one heading or subheading. As mentioned, these competencies are prepared by a number of associations.

Table 1. Associations, URL, and titles of competencies.

Number	Associations	Competencies' URLs	Competency title
1	American Library Association, Task Force (2002).	http://www.ala.org/congress/draft.html	Core competencies: Draft statement
2	Association for Library Service to Children, a division of the American Library Association (ALSC). (1999).	http://www.ala.org/alsc/competencies.html	Competencies for librarians serving children in public library
3	American Association of Law Libraries (AALL). (2000).	http://infoperpus.8m.com/artikel/00003.htm	AALL Guidelines for Graduate Programs in Law Librarianship
4	American Association of School Librarians (AASL). (2002)	http://www.ala.org/aasl/ip_goals.html	Information Power: Mission and Goals of the School Library Media Program
5	Association of College and Research Libraries (ACRL. (2001)	http://www.ala.org/acrl/ilstandardlo.html	Information Literacy Competency Standards for Higher Education
6	Association for Library Collections & Technical Services (ALCTS). (2001).	http://www.ala.org/alcts/policies/ education/ed policy.html	Educational Policy Statement
7	Medical Library Association (MLA). (2000).	http://mlanet.org/education/platform/ recommend.html#5	The Educational Policy Statement of the Medical Library Association

Table 1. Cont.

Number	Associations	Competencies' URLs	Competency title
8	Association of College and Research Libraries (ACRL), (2001).	http://www.ala.org/acrl/guides// objinfolit.html	Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians
9	The Young Adult Library Services Association (YALSA), (1999).	http://www.ala.org/yalsa/yalsainfo/ competencies.html	Competencies for Librarians Serving Youth
10	Association for Teacher-librarianship in Canada and the Canadian Library Association, (2002).	http://www.atlc.ca/Publications/ competen.htm	Competencies for Teacher-Librarian

There are three reasons for choosing these particular headings and subheadings (categories); these reasons are:

• First: As mentioned above, all competencies provided in this part of the study are similar in determining broad requirements such as knowledge, skills and abilities.

• Second: The Council of The American Library Association (ALA) in 1992 stated that "library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management." (The Council of the American Library Association, P. 2, 1992).

• Third: These headings and subheadings (categories) created in this paper take into consideration the major functions in libraries' arenas and in order to clarify a list of library capabilities is reviewed. Naylor (2000) argues that core competencies involve clusters of capabilities, which are common to public libraries, Naylor also argues that we can consider which of them work together to create synergy and are critical to producing high quality services. These capabilities are:

1. The ability to develop a high quality collection of materials.

2. The ability to catalog and classify materials for effective storage and retrieval.

3. The ability to provide materials from libraries all across America made possible by cooperative linkages and alliances between libraries.

4. The ability to maximize the use of materials trough efficient operations.

5. The ability to provide readers with advisory services for most library subject areas.

6. A knowledge of children's literature and media for both acquisition and readers advisory services.

7. Creativity in implementation of children's library programs to provide a stimulating environment and reinforce good reading behavior.

8. Interviewing and communication skills for information services.

9. Information related to problem-solving skills.

10. A superior knowledge of information sources, including the Internet and electronic database.

11. Technological components of service delivery, including remote access and real-time interactivity.

12. A strong service orientation with a dedication to quality.

13. Specialized subject expertise that greatly increases the value of the service area.

14. A knowledge of the local school curricula and understanding of the role of the library in the educational process.

Finally, it is useful to clarify the reason for not including the technological skills, in the categories created, as a separate category. The National Research Council promotes, through its report of 1999, the concept of "fluency" with information technology, and delineates several distinctions useful in understanding relationships among information literacy, computer literacy and broader technological competence. The report notes that "computer literacy" is concerned with rote learning of specific hardware and software applications, while "fluency with technology" focuses on understanding the underlying concepts of technology and applying problem-solving and critical thinking to using technology. The report also discusses the differences between information technology fluency and information literacy as it is understood in K-12 and higher education. Among these are information literacy's focus on content, communication, analysis, information searching and evaluation; whereas information technology "fluency" focuses on a deep understanding of technology and graduated, increasingly skilled use of it (Association of College and Research Libraries, 2001).

Categories or Headings and Subheadings

The categories or headings and subheadings (Libraries Main Functions) are:

First. Information Acquisition and Collection Development. Identified as any function related to collection building inside the libraries in any format.

Second. Information Storage. Identified to any function related to information resources organizing, cataloging, indexing, preservation and *etc.*

Third. Information retrieval. Identified as any function related to retrieving information from available resources.

Fourth. Information Services:

A – Information Needs and Behavior. Identified as an understanding of information behavior and group or individual information needs

B – Information Providing. Identified as any function dealings with providing information available to library's patrons such as circulation, reference services, interlibrary loan, reserve desk services and *etc.*

C – Instruction and Orientation. Identified as any function related to teaching and instructing patrons in the ideal and effective ways of using the library.

Fifth. Public law, Policies and Information Policy. Identified as the understanding of laws and policies related to information and information services, and establishing internal information policies.

Sixth. Communication. Identified as any function that could enhance the librarian's performance using communication such as interacting, receiving messages and understanding them, replying to these messages in an effective way.

Seventh. Management and Administration. Identified as any function related to the management, administration, leadership such as planning, decision-making, human resource management, information system management and *etc.*

Eightieth. Continuing Education and updating knowledge and professionalism. The tendency of employee toward learning, developing his or her professional knowledge such as learning from experiences available, training, achieving high academic degree.

Ninth. Research. Identified as the employee's abilities and tendency to conduct research that serves the library and library arena advancement.

Tenth. Subject Specific Requirements. The abilities of serving a particular group. This function is more related to the librarians working in special libraries such as a law library, medical library, or serving a particular group such as children, young adult, or patrons with disabilities.

Literature Review

Change in modern information studies has been ongoing and extensive since its beginnings, which are traceable to 1876. Recently, in addition to curricular emphases related to automation and information technology, the need to prepare library and information science graduates to deal with new political and social implications for the field, as represented by increasingly diversified information clientele and library users is evident (Buttlar and Du Mont, 1996).

Information literacy is increasingly important for all people in the contemporary environment of rapid technological change and proliferating information resources. Information is available through multiple media including graphical, aural and textual formats. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to retrieve information effectively (Association of College and Research libraries, 2001).

Increasing librarians' knowledge and skills coupled with the developing higher quality customer service attitudes' have enabled them to better meet the objectives of the library organizations and to participate effectively in organizational change (Naylor, 2000). Increased demands for services in new and nontraditional ways, associated with declining budgets and diminished fiscal opportunities, have challenged those who teach using a traditional library school curriculum (Buttlar and Du Mont, 1996).

Through a project designed by ALA, Robbins and Licona reported the findings of focus groups conducted in connection with Project Century 21 to focus on the needs for library education in the twenty-first century. The focus groups looked at the general questions, "What will be the information needs in the year 2010?" and "What kinds of organizations will deliver information services in the year 2010?" Group focus participants were also asked "What skills, knowledge and attitudes will information professionals need in the year 2010?" and "What should library education programs do now to prepare for the year 2010?"

The researchers found that the librarians will not only need the basic core of traditional skills and professional knowledge, but additional skills are required. These skills included flexibility, lifetime learning, people skills, technological skills, and business skills including marketing, negotiation and planning. And finally, they will need the skill required of valuing diversity. Library and information programs should retain their traditional emphasis, according to the focus group participants, but should also incorporate management skills, political skills, critical thinking skills, and analytical skills (Robbins and Licona, 1994).

Buttlar and Du Mont (1996) mentioned that Rockman and others indicated that supervision and management skills related to managing conflict and organizational change were desired.

Regarding the competencies, Naylor (2000) argues that libraries can utilize core competencies as a toll to develop and provide superior services. Core competencies are the skills, knowledge and behavior necessary to an individual's success in a position (McNeil and Giesecke, 2001).

McNeil, Beth and Joan Giesecke (2001) point out that many businesses and libraries are developing competencies for their staff to help identify the employees, skills, at all levels, should have to face the future in a changing environment. They also argue that competencies can serve as a guide to improve recruitment and hiring of library staff.

In the conclusion of McNeil and Giesecke's case study conducted to describe the process that can be used for the development of core competencies for librarians and library staff, using University of Nebraska- Lincoln Libraries' case, it is stated that:

> The core competencies necessary for library staff to function in the future are changing as fast as the changes in hair education that drive them. Flexible, adaptable staff will allow libraries to move forward to meet the needs of their customers. Through core competencies, libraries can recruit, chair, train, and retain valuable library staff responsive to the new and continuously changing library environment. At the University of Nebraska-Lincoln Libraries, library staff supported the move toward using core competencies, assisted in the development of a core competency list, and helped to integrate core competencies into the libraries' programs. Core competencies are an integral part of the move toward a learning organization and will help the University of Nebraska-Lincoln Libraries to move forward and to meet changing customer needs and expectations (McNeil and Giesecke, 2001).

The 1992 standards for accreditation of master's programs in library and information studies, adopted by CALAOA, includes six areas: Missions, goals, and objectives area, curriculum, faculty, students, administration and financial support, physical resources and facilities.

The American Library Association Committee on Accreditation (COA) frequently announces actions to continue accreditation for a number of schools. In1995 the Committee announced the continuance of accreditation for six graduate programs. These programs are offered by: School of Library and Information Studies at Clark Atlanta University, School of Library and Information Science at University of Iowa, School of Information and Library Science-Pratt Institute NY, School of Library and Information Science at University of South Florida-Tampa, School of Library and Information Science at University of Southern Mississippi-Hattiesburg, and School of Information Studies at University of Tennessee-Knoxville (Library Journal, 1995).

In contrast, officials of the University of California (Berkeley) announced in 1998 that they would not seek ALA accreditation for their master's degree programs (Paris, 1999).

Categorizing and Competencies Comparison

Table (2) shows competencies categorized under the main libraries' functions mentioned earlier; a comparison between these competencies according to the main function is included in the Table.

Table 2. Categorizing and competencies comparison.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
Information Acquistion and Collection Development	• American Library Association (2002). Task force on core competencies: Draft statement. • Association for Library Service to Children, a division of the American Library Association (ALSC). (1999). Competencies: Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL). (2000). Guidelines for Graduate Programs in Law Librarianship. • Information power: Mission and Goals of the School Library Media Program. American Association of School Librarians (AASL). (2002). • Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries (2001). • Association for Library Collections & Technical Services (ALCTS). (2001). Educational Policy Statement.	All of these competencies require knowledge abilities and skills of some or most of the following: 1 - Collection Building. 2 - Collection development. 3 - Selection. 4 - Evaluating collection. 5 - Knowledge of using the tools of reviewing, evaluation of information materials. 6 - Resource sharing. 7 - Incorporating new and improved technology (e.g., computers and software, digitized information, video, the Internet and the World Wide Web). 8 – Expert knowledge in evaluating learning resources in different formats and media, both on-site and remote, to support the instructional program.

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Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	• Medical Library Association (2000). The Educational Policy Statement of the Medical Library Association. • A Model Statement for Academic Librarians. Association of College and Research Libraries (2001). • The young Adult Library Services Association (YALSA) (1999). Competencies for Librarians Serving Youth. • Association for Teacher-librarianship in Canada and the Canadian School Library Association (2002). Competencies for Teacher-Librarian.	
Information Storage	• American Library Association (2002), Task force on core competencies: Draft statement. • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL). (2000). Guidelines for Graduate Programs in Law Librarianship. • American Association of School Librarians (AASL), (2002). Information power: Mission and Goals Of The School Library Media Program.	All of these competencies require traditional and technological knowledge abilities and skills of some or most of the following: 1 – Preservation. 2 – Cataloging and classification. 3 – Indexing. 4 – Abstracting. 5 – Abilities of identifying the value and differences of potential resources in a variety of formats (*e.g.*, multimedia, database, website, data set, audio/visual, book). 6 – Organizing and disseminating information technology.

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	• Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association (2000). The Educational Policy Statement of the Medical Library Association. • Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. Association of College and Research Libraries (ACRL) (2001). • Competencies for Librarians Serving Youth. The young Adult Library Services Association (YALSA), (1999). • Association for Teacher-librarianship in Canada and the Canadian School. Library Association (2002). Competencies for Teacher-Librarian.	
Information Retrieval	• American Library Association (2002). Task force on core compentencies: Draft statement. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. • Association of School Librarians (AASL), (2000). Mission and Goals of the School Library Media Program. • Information Literacy Competency Standards for	All of these competencies require traditional and technological knowledge abilities and skills of some or most of the following: 1 – Providing intellectual and physical access to information 2 – All librarians must understand the ways in which information is organized for retrieval and be able to communicate this knowledge of organizational structures to the library user. 3 – Retrieval strategies and techniques.

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	Higher Education. Association of College and Research Libraries (2001). • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association (2000). The Educational Policy Statement of the Medical Library Association. • Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. Association of College and Research Libraries (ACRL) (2001). • Association of teacher-librarianship in Canada and the Canadian School Library Association (2002). Competencies for Teacher-Librarian.	4 – The information literate student accesses needed information effectively and efficiently. 5 – A carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats. 6 – A systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment. For accessing local and remote information in any format.
Information Services: A – Information Needs and Behaviour	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Pograms in Law Librarianship. • American Association of	All of these competencies require knowledge abilities and skills of some or most of the following: 1 – Understanding theories of group and individual served and development and their implications for library service. 2 – Recognizing the effects of societal developments on the needs of patrons. 3 – The librarian must determine the nature and extent of the information needed. 4 – Knowledge of information-seeking behaviors of user groups.

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	School Librarians (AASL), (2002). Mission and Goals of the School Library Media Program. • Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries (2001). • Association for Library Collections & Technical Services (ALCTS) , (2001). Educational Policy Statement. • Medical Library Association (2000). The Educational Policy Statement of the Medical Library Association. • Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. Association of College and Research Libraries. Association of College and Research Libraries (ACRL), (2001). • The young Adult Library Services Association (YALSA) (1999). Competencies for Librarians Serving Youth. • Association for teacher-librarianship in Canada and the Canadian School Library Association (2002). Competencies for Teacher-Librarian.	5 – Information-seeking and transfer characteristics of user groups and individuals. 6 – Assessment of identified information needs. 7 – Methods of information delivery and access. 8 – Understanding students and their social, emotional, and intellectual needs.
B – Information Providing	• American Library Association (2002). Task force on core competencies: Draft statement. • Association for Library	All of these competencies require knowledge abilities and skills of some or most of the following: 1 – Connecting patrons to the

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Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	Service to Children, a division of the American Library Association (ALSC), (1999). Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. • Association for Library Collections & Technical Services (ALCTS) (2001). Educational Policy Statement. • Competencies for Librarians Serving Youth. The young Adult Library Services Association (YALSA), (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association (2002). Competencies for Teacher-Librarian.	wealth of library resources, enabling them to use libraries effectively. 2 – Providing a variety of information services (*e.g.*, career information, homework help, web sites) to meet the diverse needs of young adults. 3 – Development and delivery of new services as needed by the organization. 4 – Creating an environment, which provides for enjoyable and convenient use of library resources. 5 – Developing and promoting the effective use of informational and imaginative resources in all formats through cooperative professional activities.
C – Instruction and Orientation	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library • American Association of Law Libraries (AALL), (2000). AALL Guidelines for graduate programs in law librarianship.	All of these competencies require knowledge abilities and skills of some or most of the following: 1 – Designing, promoting, executing, and evaluating programs 2 – Teaching users how to identify and use sources 3 – Instruct users in the basic information gathering and research skills 4 – Managing library programs, services and staff to support the stated educational goals of the school.

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	• American Association of School Librarians (AASL), (2002). Mission and goals of the school library media program. • Competencies for librarians Serving Youth. The Young Adult Library Services Association (YALSA), (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002). Competencies for Teacher-Librarian.	Examples: Developing an integrated library program linked to the curricular goals of the school. Developing procedures for the cost-effective selection, acquisition, organization, managementing and use of resources. Managing professional and support staff recruits, selecting, training and motivating volunteers. Managing space and equipment. Maintains an inventory of materials and equipment. Plans and manages a budget which reflects the instructional program. Developing a marketing plan for specific audiences. Planning strategies for securing support for learning resource services in the school and community.
Public law, Policies and Information Policy	• American Library Association, (2002). Task force on core competencies: Draft statement • American Association of Law Libraries (AALL),(2000). Guidelines for Graduate Programs in Law Librarianship. • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • American Association of School Librarians (AASL),	All of these competencies require knowledge abilities and skills of most of the following: 1 – Ensuring that patrons have full access to library materials, resources, and services as prescribed by the Library Bill of Rights. Knowing and practicing the American Library Association's Code of Ethics. 2 – Preserving confidentiality in interchanges with patrons. 3 – Identifiing clients with special needs as a basis for designing and implementing services, following American Disabilities Act (ADA) and state and local regulations

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	(2002). Mission and Goals of the School Library Media Program. • Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries, (2001). • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association • Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. Libraries. Association of College and Research Libraries (ACRL), (2001). • Competencies for Librarians Serving Youth. The Young Adult Library Services Association (YALSA), (1999).	where appropriate. 4 – To provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy. 5 – The librarian should understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. 6 – Copyright issues. 7 – The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
Communication	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library	All of these competencies require knowledge abilities and skills of most of the following: 1 – Maintaining regular communication with other agencies, institutions, and organizations serving patrons in the community. 2 – Acting as liaison with other agencies in the community serving children. including other libraries and library systems. Developing cooperative programs between the public library. schools, and other community agencies.

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	Association, (2000). The Educational Policy Statement of the Medical Library Association. • Competencies for Librarians Serving Youth. The young Adult Library Services Association (YALSA), (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002). Competencies for Teacher-Librarian.	3 – Demonstrating interpersonal skills in meeting with children, parents, staff, and community. 4 – Applying active listening skills. 5 – Communicating constructively with "problem patrons." 6 – Establishing regular channels of communication (both written and oral) with your patrons. 7 – Creating an environment of mutual respect and trust. 8 – Working well with others in a team
Management and Administration	• American Library Association, (2002).Task force on core competencies: Draft statement. • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in law Librarianship. • Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries, (2001). • Association for Library Collections & Technical Services (ALCTS), (2001).	All of these competencies require knowledge abilities and skills of most of the following: 1 – Participating in all aspects of the library's planning process to represent and support services. 2 – Seting long-and short-range goals, objectives, and priorities. 3 – Practicing self-evaluation. Principles of management and organizational behavior must be part of all graduate library school programs. 4 – General skills and knowledge in the areas of management and personal development empower librarians to be successful in any setting. 5 – Decision-making strategies. 6 – Finance and budgeting, cost analysis, and price setting. 7 – Developing policies and

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association • Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians. Association of College and Research Libraries (ACRL), (2001). Competencies for Librarians Serving Youth. The young Adult Library Services Association. • Association for teacher librarianship in Canada and the Canadian School Library Association. Competencies for Teacher-librarian.	procedures for the efficient operation of all technical functions, including acquisition, processing, circulation, collection maintenance and equipment supervision. 8 – To be flexible and positive in a time of continuing change.
Continuing Education and Professionalism	• Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association. • Competencies for Librarians Serving Youth. The young Adult Library Services	All of these competencies require knowledge abilities and skills of most of the following: 1 – Acknowledging the legacy of children's librarianship, its place in the context of librarianship as a whole, and past contributions to the profession. 2 – Keeping abreast of current trends and emerging technologies, issues, and research in librarianship, child development, education, and allied fields. 3 – Working with library educators to meet needs of library school students and promote professional

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	Association (YALSA), (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002). Competencies for Teacher-Librarian.	association scholarships. 4 – Participating in professional organizations to strengthen skills, interact with fellow professionals, and contribute to the profession. 5 – Understanding that professional development and continuing education are activities to be pursued throughout one's career. 6 – Continuing education and continuing learning are conditions of professional practice. 7 – Collaboration in developing a common learning and development agenda is a reasonable next step for universities, graduate colleges of library and information studies, MLA and other professional societies, commercial vendors and publishers, employers, and consumer-professionals. 8 – Planning for personal and professional growth and career development through active participation in professional associations and continuing education. 9 – Be committed to lifelong learning. 10 – Looking for ways to enhance personal performance.
Research	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association for Library Collections & Technical	All of these competencies require knowledge abilities and skills of most of the Following: 1 – All librarians must understand methods commonly used to gather data for their

Table 2. Contd.

Categories: headings and subheadings (library main functions)	Associations and competencies' titles	Competencies (Knowledge, abilities and skills required)
	Services (ALCTS), (2001). Educational Policy Statement. ● Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association.	own analyses and to interpret the data and analyses of others. 2 – Librarians must also possess knowledge of techniques for a logical, scientific approach to solving problems and evaluating services. 3 – Theoretical bases of health sciences information, education, and clinical practice. 4 – Information structure, transfer, and processing analysis, evaluation, and application of research results. 5 – Methods for evaluation of system effectiveness and efficiency. 6 – Statistical theory and research methodologies.
Subject Specific Requirements	● Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. ● American Association of Law Libraries (AALL), (2000). Guidelines For Graduate Programs in Law Librarianship. ● Medical Library Association, (2000). The Educational Policy of the Medical Library Association.	Graduate library education for law librarianship must, at a minimum, provide basic competencies in: 1- The Legal System. 2- The Legal Profession. 3- Its Terminology. 4- Literature of the Law. 5- Law and Ethics. Health sciences librarian must, at a minimum, provide basic competencies in: 1 – Design and implement a plan for continuing professional development. 2– Must actively promote and contribute to the development of health sciences librarianship.

The Standards for Accreditation (Area 1)

A school's mission and program goals are pursued, and its program objectives achieved, through implementation of a broad-based planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education. Program objectives are stated in terms of educational results to be achieved and reflect the following points:

Point 1. The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.

Point 2. The philosophy, principles, and ethics of the field.

Point 3. Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.

Point 4. The value of teaching and service to the advancement of the field.

Point 5. The importance of research to the advancement of the field's knowledge base.

Point 6. The importance of contributions of library and information studies to other fields of knowledge.

Point 7. The importance of contributions of other fields of knowledge to library and information studies.

Point 8. The role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved group.

Point 9. The role of library and information services in a rapidly changing technological and global society.

Point 10. The needs of the constituencies that a program seeks to serve.

Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accordance with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: Students, faculty, employers, alumni, and other constituents (The Council of the American Library Association, 1992).

Table 3. Categorizing, according to the categories prepared, of the 1992 standards (missions, goals, and objectives area) for accreditation of master's programs in library and information studies and an exploration of competencies met by the standards' ten points.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
Information Acquisition and Collection Development	Point 1 – The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.	• American Library Association, (2002). Task force on core competencies: Draft statement • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. • Information power: Mission and Goals of the School Library Media Program. American Association of School Librarians (AASL), (2002). • Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries, (2001). • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association. • A Model Statement for Academic Librarians. Association of College and Research Libraries, (2001). • Competencies for Librarians

Table 3. Contd.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
		Serving Youth. The young Adult Library Services Association (YALSA), (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002). Competencies for Teacher-Librarian.
Information Storage	Point 1 – The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. • Information power: Mission and Goals of the School Library Media Program. American Association of School Librarians (AASL), (2002). • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association. • A Model Statement for Academic Librarians. Association of College and

Table 3. Contd.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
		Research Libraries, (2001). ● Competencies for Librarians Serving Youth. The young Adult Library Services Association (YALSA), (1999). ● Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002).. Competencies for Teacher-Librarian.
Information Retrieval	Point 1 – The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.	● American Library Association, (2002). Task force on core competencies: Draft statement. ● American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. ● Information power: Mission and Goals of the School Library Media Program. American Association of School Librarians (AASL), (2002). ● Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries, (2001). ● Association for Library Collections & Technical Services (ALCTS) , (2001). Educational Policy Statement. ● Medical Library Association, (2000)The Educational Policy Statement of the Medical Library Association . ● A Model Statement for Academic Librarians. Association of College and Research Libraries, (2001).

Table 3. Contd.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
		• Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002). Competencies for Teacher-Librarian.
Information Services: A – Information Needs and Behavior	Point 1 – The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management. Point 8 – The role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved group Point 10 – The needs of the constituencies that a program seeks to serve.	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. • Information power: Mission and Goals of the School Library Media Program. American Association of School Librarians (AASL), (2002). • Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries, (2001). • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association. • A Model Statement for Academic Librarians.

Table 3. Contd.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
		Association of College and Research Libraries, (2001). * Competencies for Librarians Serving Youth. The young Adult Library Services Association (YALSA), (1999). * Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002).
B – Information Providing	Point 1 – The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management. Point 8 – The role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved group. Point 10 – The needs of the constituencies that a program seeks to serve.	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association For Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Competencies for Librarians Serving Youth. The young Adult Library Services Association (YALSA). (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002).

Table 3. Contd.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
C – Instruction and Orientation	None of the standard points demand the schools to reflect through their goals, mission or objectives instruction and orientation.	None of the competencies served by the standard in this point.
Public Law, Policies and Information Policy	Point 2 – The philosophy, principles, and ethics of the field. Point 3 – Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations.	• American Library Association, (2002). Task force on core competencies: Draft statement • Association For Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. • American Association of School Librarians (AASL), (2002). Mission and Goals of the School Library Media Program. • Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries, (2001). • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association. • A Model Statement for Academic Librarians-Association of College and Research Libraries, (2001). • Competencies for Librarians Serving Youth. The young

Table 3. Contd.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
		Adult Library Services Association (YALSA), (1999).
Communication	Point 1 – The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.	• American Library Association, (2002). Task force on core competencies: Draft statement • Association For Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library. • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association. • Competencies for Librarians Serving Youth. The young Adult Library Services Association (YALSA), (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association. (2002). Competencies for Teacher-Librarian.
Management and Administration	Point 1 – The essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association For Library Service to Children, a division of the American Library Association (ALSC), (1999).

Table 3. Contd.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
	knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.	Competencies: Competencies for librarians serving children in public library. • American Association of Law Libraries (AALL), (2000). Guidelines for Graduate Programs in Law Librarianship. • Information Literacy Competency Standards for Higher Education. Association of College and Research Libraries, (2001). • Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association. • A Model Statement for Academic Librarians. Association of College and Research Libraries, (2001). • Competencies for Librarians Serving Youth. The young Adult Library Services Association (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association (2002). Competencies for Teacher-Librarian.
Continuing Education and Professionalism	Point 4 – The value of teaching and service to the advancement of the field.	• Association for Library Service to Children, a division of the American Library Association (ALSC), (1999). Competencies: Competencies for librarians serving children in public library

Table 3. Contd.

Categories: headings and subheadings (library main functions)	Standards	Competencies met by the standards
		• Association for Library Collections & Technical Services (ALCTS), (2001). Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association. • Competencies for Librarians Serving Youth. The young Adult Library Services Association (YALSA), (1999). • Association for teacher-librarianship in Canada and the Canadian School Library Association, (2002). Competencies for Teacher-Librarian.
Research	Point 5 – The importance of research to the advancement of the field's knowledge base.	• American Library Association, (2002). Task force on core competencies: Draft statement. • Association for Library Collections & Technical Services (ALCTS),(2001). Educational Policy Statement. • Medical Library Association, (2000). The Educational Policy Statement of the Medical Library Association.
Subject Specific Requirements	None of the standard points demand the schools to reflect through their goals, mission or objectives instruction and orientation's functions.	None of the competencies served by the standard in this point.

Findings

It is concluded from the results that:

1. A number of competencies meet and include the skills and abilities required to perform some libraries main functions prepared by the researcher.

2. But not all competencies under study include the skills and abilities required to perform all libraries main functions prepared by the researcher.

3. A number of the 1992 standards points (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies, adopted by the CALAOA met some of the libraries main functions as prepared by the researcher.

4. Therefore, a number of the 1992 standards points (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies, adopted by the CALAOA met some competencies under study.

5. Points number six, seven, and nine of the 1992 standards ten points (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies, adopted by CALAOA are irrelevant to the libraries main functions as prepared by the researcher and to the competencies under study.

6. It was found that the 1992 standards (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies, adopted by the CALAOA does not meet Information Services: Instruction and Orientation and Subject Specific Requirements functions at all.

7. Therefore the competencies are categorized under these two functions not met by the 1992 standards (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies, adopted by the CALAOA.

8. Based on the findings, the master's programs in library and information studies or science schools, offered by the accredited schools in the United States, do not prepare their students to meet all competencies, under study, required for librarians.

Results' Interpretation

Categorization and Competencies Comparison Results

1. *Information acquisition and collection development*: All competencies under study are categorized under, and are met with this main function.

2. *Information storage*: All competencies are categorized under, and are met with this main function, except Information Literacy Competency Standards for

Higher Education prepared by the Association of College and Research Libraries (2001). All competencies other than the above one met with this main function.

3. *Information retrieval*: All competencies are categorized under, and are met with this main function, except two, which are: i) Competencies for librarians serving children in public library prepared by Association For Library Service to Children, a division of the American Library Association (ALSC) (1999) Competencies. ii) Competencies for Librarians Serving Youth prepared by The young Adult Library Services Association (YALSA) (1999). All competencies met this main function except the two competencies above.

4. *Information services*:

A – *Information Needs*: All competencies under study are categorized under, and are met with this function. All competencies under study met this main function.

B – *Information Providing*: All competencies under study are categorized under, and are met with this function, except the following competencies: i) Information power: Mission and Goals of the School Library Media Program prepared by American Association of School Librarians (AASL) (2002). ii) Information Literacy Competency Standards for Higher Education prepared by Association of College and Research Libraries. iii) Educational Policy Statement prepared by Association for Library Collections & Technical Services (ALCTS) (2001). iv) The Educational Policy Statement of the Medical Library Association. All competencies under study met this main function except the four competencies mentioned above.

C – *Instruction and Orientation*: All competencies under study are categorized under, and are met with this function, except the following five: i) Information Literacy Competency Standards for Higher Education prepared by the Association of College and Research Libraries (2001). ii) Educational Policy Statement prepared by the Association for Library Collections & Technical Services (ALCTS). iii) The Educational Policy Statement of the Medical Library Association (2000). iv) Objective for Information Literacy: A Model Statement for Academic Librarians prepared by the Association of College and Research Libraries (2001), and Competencies for librarians serving children in public library. v) Competencies for Librarians Serving Youth prepared by The young Adult Library Services Association (YALSA)(1999). All competencies met this main function except the five competencies mentioned above.

5. *Public law, policies and information policy*: All competencies under study are categorized under, and are met with this main function except the following: i) The Educational Policy Statement of the Medical Library Association (2000). ii) Competencies for Teacher-Librarian prepared by the Association for

teacher-librarianship in Canada and the Canadian School Library Association. All competencies met this main function except the two competencies mentioned above.

6. *Communication*: All competencies under study are categorized under, and are met with this main function except the following: i) AALL Guidelines for Graduate Programs in Law Librarianship. ii) Information power: Mission and Goals of the School Library Media Program prepared by the American Association of School Librarians (AASL) (2002). iii) Information Literacy Competency Standards for Higher Education prepared by the Association of College and Research Libraries (2001). iv) Objectives for Information Literacy: Model Statement for Academic Librarians prepared by the Association of College and Research Libraries (2001).

7. *Management and administration*: All competencies under study are categorized under, and are met with this main function except the following: Information power: Mission and Goals of the School Library Media Program prepared by the American Association of School Librarians (AASL) (2002).

8. *Continuing education and professionalism*: All competencies under study are categorized under, and are met with this main function except the following: i) American Library Association (2002), Task force on core competencies: Draft statement. ii) AALL Guidelines for Graduate Programs in Law Librarianship. iii) Information power: Mission and Goals of the School Library Media Program prepared by American Association of School Librarians (AASL) (2002). iv) Information Literacy Competency Standards for Higher Education prepared by the Association of College and Research Libraries (2001). v) A Model Statement for Academic Librarians prepared by the Association of College and Research Libraries.

9. *Research*: Only the following three competencies are categorized under, and are met with this main function: i) American Library Association (2002). ii)Task force on core competencies: Draft statement. iii) Educational Policy Statement prepared by the Association for Library Collections & Technical Services (ALCTS) (2001), and The Educational Policy Statement of the Medical Library Association (2000).

10. *Subject specific requirements*: Only the following three competencies are categorized under, and are met with this main function: i) Competencies for librarians serving children in public library prepared by the Association For Library Service to Children, a division of the American Library Association (ALSC) (1999). ii) AALL Guidelines for Graduate Programs in Law Librarianship. iii) The Educational Policy Statement of the Medical Library Association (2000).
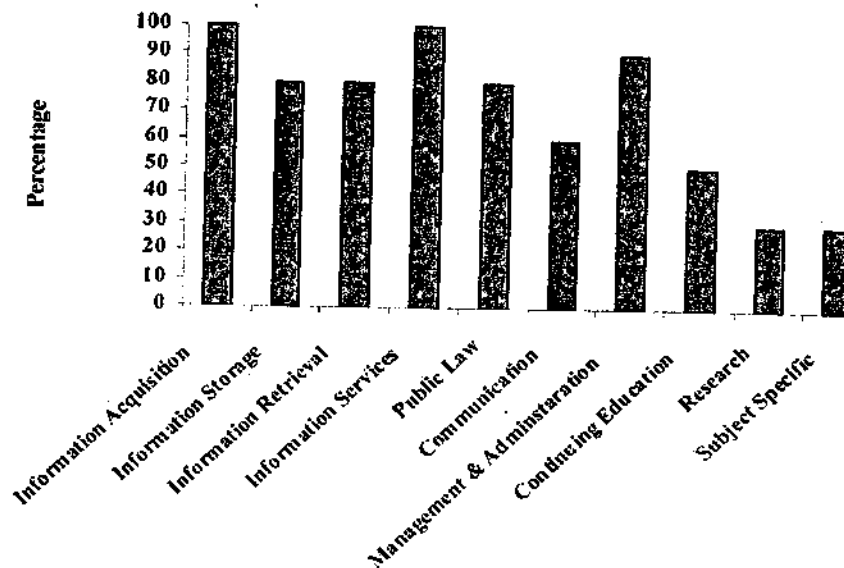
Figure 1 shows these results statistically.

Fig. 1. Library main functions.

Figure 1 shows the library main functions and the percentage of the competencies that met each function. For example, all competencies were categorized under the "Information Acquisition and Collection Development" function, which means all competencies met that function. By looking at the "Research" function, for example, we can see that that function was met by 30% of the competences. That means three competencies were categorized under this function and therefore these three competencies met that particular function.

It was found that the highest percentage (100%) was attained by only two main functions, Information Acquisition & Collection Development and Information Services.

Since function number 4 "Information Services" includes three sub- functions, Fig. 2 describe the results of these sub-functions.

One hundred percent of the competencies met the "Information Needs" sub-function, 60% of the competencies met the "Information Providing" subheading or sub-function, and 50% of the competencies met the "Instruction and Orientation" sub-function.

Back at Fig. 1, the lowest percentage (30%) goes with two main functions. These two functions are the Research and Subject Specific Requirements. That means only three competencies met each one of these main functions.
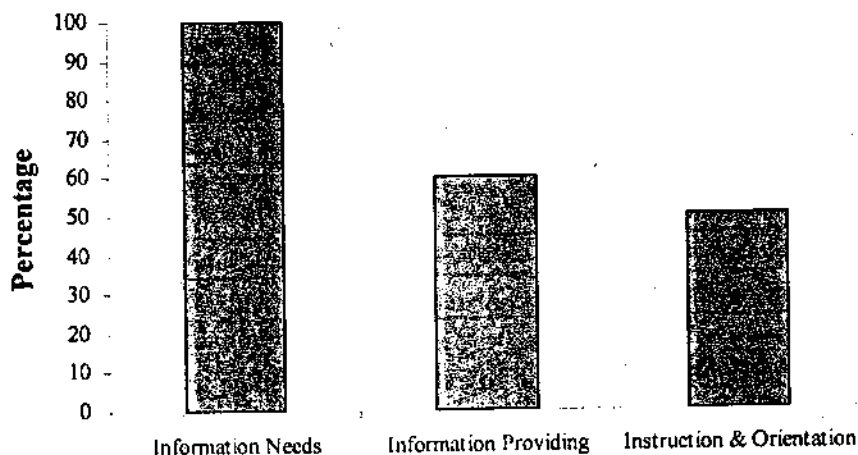
Fig. 2. Information services function.

Categorizing the Standards Ten Points and Comparison with Competencies Results:

On looking at the standards we find that there are ten points, numbered from 1 to 10, that educational results should achieve and reflect. The competencies are also numbered from 1 to 10. Table 4 shows the results, the standard points' number, and the competencies numbers met by the standards.

According to Table 4 only points 1, 2, 3, 4, 5, 8, and 10 out of the ten points listed under the standards (Mission, Goals, and Objectives area) met the main functions and therefore met some or all competencies. For example, point 1 appears in more than one function and in more than one competency. The competencies are listed and numbered earlier in this paper (see Methodology).

To be more specific, point 1 of the standard met all competencies categorized under the Information Acquisition & Collection Development function. Points 1, 8, and 10 met all competencies categorized under Information Services: A- Information Needs and Behavior function. Also these three points of the standard met competencies number 1, 2, 3, 8, 9, and 10 categorized under Information Services: B- Information Providing main function.

On the other hand, it is concluded from Table 4 that none of the ten points of the standard met any competencies categorized under a specific main function. Competencies categorized under the Information Services: Instruction and orientation function are not met by the standard. Also competencies categorized under Subject Specific Requirements main function are not met by the standard.

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Table 4. Categorizing the ten standards points and comparison with competencies.

(Library main functions) Headings or subheadings	Points number categorized under the headings or subheadings	Comptencies number met
Information Acquisition and Collection Development	1	All ten
Information Storage	1	1, 2, 3, 4, 6, 7, 8, 9, and 10
Information Retrieval	1	1, 3, 4, 5, 6, 7, 8, and 10
Information Services: A – Information Needs and Behavior	1, 8, and 10	All ten
B – Information Providing	1, 8, and 10	1, 2, 3, 8, 9, and 10
C – Instruction and Orientation	None	None
Public Law, Policies and Information Policy	2 and 3	1, 2, 3, 4, 5, 6, 8, and 9
Communication	1	1, 2, 6, 7, 9, and 10
Management and Administration	1	1, 2, 3, 5, 6, 7, 8, 9, and 10
Continuing Education and Professionalism	4	2, 6, 7, 8, 9, and 10
Research	5	1, 6, 7
Subject Specific Requirements	None	None

Discussion

The findings of this study revealed some gaps between the (Missions, Goals, and Objectives area) of the 1992 CALAOA standards and the competencies under study. On-looking at the missions, goals, and objectives master's programs of accredited U.S. library and information studies or science schools one can see that these do not prepare their students through their goals missions and objectives to meet all competencies required for librarian.

The committee members of CALAOA should update the standards more frequently because the standards have become outdated. It has been determined, in general, that in establishing the (Missions, Goals, and Objectives area) of the 1992 standards, the more frequently updated competencies were not considered. It is found that the 1992 standards (Missions, Goals, and Objectives area) for accreditation of master's programs in library and information studies adopted by the CALAOA do not meet Information Services: Instruction and Orientation and Subject Specific Requirements functions at all.

Also, overall the schools of library and information science or studies program developers seem to focus less on the competencies than on the standards. Officials of the University of California-Berkeley, though, announced in 1998 that they would not seek ALA accreditation for their master's degree programs (Paris, 1999). So is this particular University looking, conversely, to focus more on the competencies than the standards?

Recommendations

According to the findings and conclusion the researcher is making the following recommendations:

1. Competencies prepared by a number of library associations under study are developed and updated frequently. Most of these competencies were updated during the year 2002, whereas the standards for accreditation of master's programs in library and information studies adopted by the Council of the American Library Association: Office of Accreditation were adopted in 1992.; therefore the CALAOA members' should develop the standards more frequently.

2. In the article entitled "How we can hire and retain good information workers in today's marketplace?" and published in *Information Outlook*, Clair, G. St. (2000) stated that "In establishing qualification, we must begin by developing industry-wide standards of quality and excellence, in both education for admission into the field, and in performance practices." p, 35; Therefore it is recommended for the CALAOA members' to consider the competencies in developing the standard.

3. It is recommended for the accredited schools of library and information studies or science deans and developers in the United States to consider the competencies in addition to the standards in developing these schools' missions, goals, and objectives.

4. The study finding showed a gap between the 1992 standards and the competencies. Further investigation is recommended to give a reasonable explanation for this unexpected phenomenon.

5. This study did not include the curricula offered by accredited schools in the United States, therefore a further study that examines the relationship between these curricula and competencies may provide valuable results.

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بناءً على الكفاءات والقدرات المطلوبة للعاملين في المكتبات : إعداد طلاب مرحلة الماجستير في مدارس المكتبات والمعلومات الأمريكية للوفاء بمتطلبات التوظيف في المكتبات

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المستخلص . يتناول هذا البحث ما إذا كانت مدارس المكتبات والمعلومات في الولايات المتحدة الأمريكية تعد الخريجين الحاصلين على درجة الماجستير من تلك المدارس بما يناسب متطلبات التوظيف في المكتبات الأمريكية أم لا؟ وذلك بتحديد العلاقة بين النموذج المعد من قبل المجلس الاستشاري لجمعية المكتبات الأمريكية– مكتب الاعتمادات في عام ١٩٩٢.

وتحديدًا ما صدر في حقول الأهميات والأغراض الموضوعية والأهداف لاعتماد برامج الماجستير في مدارس المكتبات والمعلومات ، وبين عدد من قوائم القدرات والكفاءات المعدة من قبل بعض جمعيات المكتبات . وقد اعتمد في هذا البحث تحليل المحتوى كمنهج بحثي علمي . فقام الباحث بإعداد رؤوس موضوعات ورؤوس موضوعات فرعية بناء على الوظائف الرئيسة في المكتبات ، والتي أخذت من النموذج المعد من قبل المجلس الاستشاري لجمعية المكتبات الأمريكية – مكتب الاعتمادات في عام ١٩٩٢ – ومن المقالة التي ألفها نيلور (Naylor) ، ونشرت في مجلة المكتبات العامة تحت عنوان « الكفاءات والقدرات الأساسية : ما هي وكيف تستخدم؟» ومن ثم قام الباحث بتنظيم ووضع ما جاء في نموذج القدرات أو الكفاءات تحت رؤوس الموضوعات ورؤوس الموضوعات الفرعية الموضوعة أصلا بناء على الوظائف الرئيسة للمكتبة لإجراء تحليل المحتوى .