

UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE DEVELOPMENT OF THE PARTNERSHIP BETWEEN  
THE AMERICAN LIBRARY ASSOCIATION AND THE NATIONAL COUNCIL  
FOR ACCREDITATION OF TEACHER EDUCATION

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

DOCTOR OF PHILOSOPHY

By

LINDA A. GANN  
Norman, Oklahoma  
2010

UMI Number: 3409175

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.

**UMI**<sup>®</sup>

Dissertation Publishing

UMI 3409175

Copyright 2010 by ProQuest LLC.

All rights reserved. This edition of the work is protected against unauthorized copying under Title 17, United States Code.

**ProQuest**<sup>®</sup>

ProQuest LLC  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106-1346

THE DEVELOPMENT OF THE PARTNERSHIP BETWEEN  
THE AMERICAN LIBRARY ASSOCIATION AND THE NATIONAL COUNCIL  
FOR ACCREDITATION OF TEACHER EDUCATION

A DISSERTATION APPROVED FOR THE  
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

\_\_\_\_\_  
Dr. Joan K. Smith, Chair

\_\_\_\_\_  
Dr. Courtney A. Vaughn

\_\_\_\_\_  
Dr. Frank O. Mc Quarrie

\_\_\_\_\_  
Dr. Kathy H. Latrobe

\_\_\_\_\_  
Dr. Rhonda L. Taylor

PREVIEW

© Copyright by LINDA A. GANN 2010  
All Rights Reserved.

## ACKNOWLEDGEMENTS

I wish to thank my daughters who supported me in the pursuit of this degree. Their unending encouragement gave me the incentive not only to start the degree program but also to stay on task through its completion.

With much gratitude and appreciation, I thank the members of my doctoral committee for their advice, guidance, and patience as I researched and wrote the dissertation over several years. I particularly want to thank Dr. Kathy Latrobe, longtime mentor and friend, who not only encouraged me but also gave me many professional opportunities.

Finally, I want to thank my four primary sources of information: Dr. Marilyn L. Miller, Dr. Ann C. Weeks, Dr. June Lester, and Dr. Donna Gollnick. These individuals willingly gave their time for the interviews and spent additional time reading and editing the interview transcripts. I respect their professional leadership and realize that without their commitment and determination I would have no story to tell.

## **TABLE OF CONTENTS**

ACKNOWLEDGEMENTS .....	iv
LIST OF TABLES .....	vii
LIST OF ILLUSTRATIONS .....	viii
ABSTRACT .....	ix
PREFACE .....	x
INTRODUCTION .....	1
SECTION I: HISTORICAL PERSPECTIVE .....	3
CHAPTER 1 HISTORICAL CONTEXT: ACCREDITATION .....	4
CHAPTER 2 DEVELOPMENT OF SCHOOL LIBRARIES .....	13
AND SCHOOL LIBRARIANS	
CHAPTER 3 STANDARDS FOR SCHOOL LIBRARY PROGRAMS ...	58
CHAPTER 4 DEVELOPMENT OF SCHOOL LIBRARIAN .....	68
EDUCATION PROGRAMS	
SECTION II: SETTING THE STAGE.....	93
CHAPTER 5 THE REDESIGN OF THE NATIONAL COUNCIL .....	94
FOR ACCREDITATION OF TEACHER EDUCATION	
CHAPTER 6 LOCATION AND NUMBERS .....	104
CHAPTER 7 REDEFINING ROLES.....	117
CHAPTER 8 THE HURDLE FROM WITHIN THE NATIONAL .....	131
COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION	
SECTION III: ACCOMPLISHING THE PARTNERSHIP .....	147
CHAPTER 9 THE VIEW FROM WITHIN THE AMERICAN .....	148
LIBRARY ASSOCIATION	
CHAPTER 10 THE RIGHT PEOPLE AT THE RIGHT TIME.....	166

REFERENCES .....	178
APPENDICES	
A. INTERVIEW QUESTIONS .....	196
B. INFORMED CONSENT FORM .....	202
C. SCRIPT FOR TELEPHONE OR EMAIL SOLICITATION .....	206
D. TAPE RECORDED INTERVIEW CONSENT SCRIPT .....	208
E. INSTITUTIONAL REVIEW BOARD APPROVAL .....	211

PREVIEW

## LIST OF TABLES

REGIONAL INSTITUTIONAL ACCREDITING ASSOCIATIONS.....	6
FUNCTIONS OF TEACHERS VS. FUNCTIONS OF LIBRARIANS.....	23
NUMBERS OF HOURS OF CLASSROOM INSTRUCTION GIVEN ..... BY ELEVEN LIBRARY SCHOOLS	75
MINIMUM STANDARDS FOR A CURRICULUM IN SCHOOL ..... LIBRARY WORK (OFFERED IN ACCREDITED LIBRARY SCHOOLS)	80
MINIMUM STANDARDS FOR A CURRICULUM IN SCHOOL ..... LIBRARY WORK (OFFERED IN NORMAL SCHOOLS, COLLEGES, AND UNIVERSITIES)	81
COURSES IN SCHOOL LIBRARIANSHIP – ACADEMIC YEAR..... 1934 – 1935	84
GEOGRAPHIC DISTRIBUTION AND TOTAL NUMBER OF ..... ALA-ACCREDITED LIBRARY SCHOOLS IN THE UNITED STATES DURING 1970S – 1980S	104
TEACHER PREPARATION INSTITUTIONS AND ALA-ACCREDITED..... SCHOOLS, 1977 – 1978 AND 1983 – 1984	108
LOW-PRODUCING ALA-ACCREDITED LIBRARY SCHOOLS WITH..... GRADUATE PLACEMENT INTO ELEMENTARY AND SECONDARY SCHOOL LIBRARY POSITIONS – 1979	109
TOP-PRODUCING ALA-ACCREDITED LIBRARY SCHOOLS WITH ..... GRADUATE PLACEMENT INTO ELEMENTARY AND SECONDARY SCHOOL LIBRARY POSITIONS – 1979	110
MAJOR SPECIALTY AREAS AS IDENTIFIED BY AECT FOR ..... CERTIFICATION AND ACCREDITATION GUIDELINES	135
COMPARISON OF AASL AND AECT GUIDELINES FOR ..... SCHOOL LIBRARY MEDIA EDUCATION PROGRAMS APPROVED THROUGH NCATE, 1983 – 1989	145
KEY EVENTS IN ALA/AASL PARTNERSHIP WITH NCATE .....	168

## LIST OF ILLUSTRATIONS

UNITED STATES BUREAU OF EDUCATION, 1876, REPORT: <i>PUBLIC LIBRARIES IN THE UNITED STATES OF                  AMERICA: THEIR HISTORY, CONDITION AND                  MANAGEMENT</i>	16
JOHN DEWEY’S 1899 REPRESENTATION OF THE SCHOOL BUILDING	30
KEITH CURRY LANCE, 1993, <i>THE IMPACT OF SCHOOL                  LIBRARY MEDIA CENTERS ON ACADEMIC                  ACHIEVEMENT</i>	56
STEPHEN KRASHEN, 1993, <i>THE POWER OF READING</i>	56
AASL AND AECT, 1988, <i>INFORMATION POWER: GUIDELINES                  FOR SCHOOL LIBRARY MEDIA PROGRAMS</i>	66
NEW YORK TIMES, 1912, “PRATT INSTITUTE SCHOOL OF LIBRARY SCIENCE TO OFFER A GRADUATE COURSE	71
PHOTO OF KANSAS STATE NORMAL LIBRARY - EMPORIA, KANSAS	72
MAP OF GEOGRAPHIC DISTRIBUTION AND TOTAL NUMBER OF ALA-ACCREDITED LIBRARY SCHOOLS IN THE UNITED STATES DURING 1977 – 1978	105
MAP OF GEOGRAPHIC DISTRIBUTION AND TOTAL NUMBER OF ALA-ACCREDITED LIBRARY SCHOOLS IN THE UNITED STATES DURING 1983 – 1984	106

## **ABSTRACT**

This qualitative study examined the development of the partnership between the American Library Association (ALA) and the National Council for Accreditation of Teacher Education (NCATE). The research focused on archival documents from the ALA Archives at the University of Illinois Archives. The archival research focused on documents during the 1980s from the American Library Association Council, the American Association of School Librarians (AASL) Executive Committee and Board of Directors, professional correspondence, annual reports, and various task forces and special committees. Other archival documents were from various organizations (*i.e.* American Association of Colleges for Teacher Education and NCATE) and research studies. In addition, interviews were conducted of four individuals from ALA, AASL, and NCATE. The interviews utilized open-ended questions about the participants' recollections of the past development and their professional roles related to the event. This research was examined in relation to the development of ALA and NCATE accreditation, school library media programs, related education and library national trends, and presented as a narrative.

## PREFACE

The basis for this narrative is an event that occurred in 1987 at the annual conference of the American Library Association (ALA). This event was the approval of a proposal for ALA to join the National Council for Accreditation of Teacher Education (NCATE). This action allowed ALA to participate in the NCATE accreditation process by establishing the standards for school library media programs in schools and colleges of education. While this occurrence might seem to be merely a matter of procedure, it was much more. It represented a major change in the way ALA addressed the education of school library media professionals.

Since the early 1900s, ALA had a long history of ignoring the education of school librarians. Initially, the question was raised of whether school librarianship was a specialization of the library profession or a specialization of teacher education. The dual nature of school librarians was an underlying issue. As a result, ALA decided that the responsibility for educating school librarians was not a major effort for ALA-accredited library schools. In fact, ALA recommended that the National Education Association should assume that role, especially for those programs in normal schools.

Therefore, the event in 1987 at the ALA annual conference became very significant because it represented ALA making a dramatic shift from past actions of dealing with the education of school librarians. By voting approval for ALA's participation in NCATE, ALA was recognizing its responsibility to oversee the education of school librarians in colleges and schools of education. This simple procedural action would produce multiple ramifications for ALA accreditation,

NCATE accreditation, and the overall education of school librarians. Numerous questions arose from this action:

- After decades of not addressing the education of school librarians in a significant way, why did ALA want to assume responsibility for the education of school librarians?
- What factors motivated ALA to put the participation in NCATE accreditation on its agenda?
- Who were the individuals that led the movement to have ALA reconsider its role in the accreditation/endorsement of the preparation of school librarians from colleges and schools of education?
- What benefits did ALA hope to achieve by this partnership?
- What conditions had to pre-exist for ALA to be able to participate within the NCATE organization?
- How did the approval process occur within the ALA organization?

These questions became the basis for this narrative inquiry into the development of the partnership between ALA and NCATE.

The research for this narrative inquiry began with the ALA archives at the University of Illinois Library. The topical areas examined were the documents from the ALA Council, the American Association of School Librarians (AASL) Board of Directors, the AASL Executive Committee, the Committee on Accreditation, and various other committees and task forces for the time period of 1980-1989. From this archival research, two prominent people emerged: Marilyn Miller and Ann Carlson Weeks. Miller served in various elected capacities in ALA, but for this study her

most significant roles were as AASL President-Elect and President. Weeks began her term as AASL Executive Director beginning in 1986. While she also had other staff positions within ALA, her role as AASL Executive Director was most significant for this study. These two individuals became major primary sources of information for this research. In addition, June Lester was selected as a source for her role at that time as Director of the ALA Office for Accreditation beginning in 1987. Donna Gollnick and Richard Kunkel were identified as sources of information for their leadership roles within NCATE. Gollnick became the NCATE Deputy Executive Director in 1986 after serving as the American Association of Colleges for Teacher Education (AACTE) Staff Liaison to NCATE for several years. Kunkel served as Executive Director of NCATE from 1984 to 1990.

Next, interviews were conducted with Marilyn Miller, Ann Carlson Weeks, June Lester, and Donna Gollnick. Because Richard Kunkel was not available, this inquiry relied upon an interview he gave to David C. Smith (1990). These interviews were conducted almost twenty years after the events from the 1980s occurred and, as such, are oral histories. When necessary, the oral accounts were corroborated with other interviews or ALA historical documents. For example, Miller discussed the problems with the geographic location of ALA-accredited library schools and the increasing demand for school librarians in the 1970s and 1980s. Historical data was identified to corroborate those assertions by Miller and is explained in Chapter 5 of this narrative. As another illustration, when interviews referenced the differences in standards from one professional organization to another, this investigation included an examination of the different sets of standards. As further corroboration,

information was gained from articles by Miller, Gollnick, and Kunkel published in the time period investigated. The following narrative is an attempt to tell the story of the development of the partnership between ALA and NCATE in relation to the national accreditation of school library education programs. It also situates the events in the larger professionalism movement of the twentieth century.

PREVIEW

## INTRODUCTION

On July 1, 1987, at the annual national conference of the American Library Association (ALA), the ALA Council, the governing body of the organization, voted to approve Council Document #51, part 1, that ALA join the National Council for Accreditation of Teacher Education (NCATE) as a specialty organization (ALA. Council 1987, 164). While this procedural action might be perceived as somewhat routine, its effect upon the library profession was considerably different. “The Council decision was historic, and it was disturbing to many because it marked a departure from the traditional program accreditation role of the Association (Miller 1989, "Forging New Partnerships..." 3). According to a news report on the conference, the ALA/NCATE vote was the issue that caught the attention of all attendees while several ALA councilors voiced the hope that this vote would have a positive influence on the education of the next generations of school librarians (Gerhardt 1987). Furthermore, the 1987-1988 President of the American Association of School Librarians (AASL), Karen Whitney, stated in her annual report to ALA Council that it had been an historic year with “ALA’s membership in NCATE demonstrating the Association’s concern for the preparation of school library media specialists” (Whitney 1988, 5).

In order to appreciate fully the importance of ALA’s decision to participate in the NCATE accreditation process, one must review the accreditation process and ALA’s history of addressing the education of school librarians. This review will highlight how this decision was in contrast to past actions and philosophies of the Association. While much has been written on the accreditation process and the

ALA/NCATE standards developed after the partnership was formed, little has been written about how ALA's decision to become part of the NCATE accreditation process occurred. Considering that this decision was in contrast to decades of ALA decisions and philosophy, the development of the ALA/NCATE partnership certainly is a story that needs to be told. Against the backdrop of educational and social change, this narrative will present a sequence of events, a variety of personalities, and conflicting issues that ultimately led to the development of the partnership of ALA and NCATE in the national accreditation process of school library media programs. It will conclude with the suggestion that these developments fit with the larger professionalism movement of the twentieth century.

PREVIEW

**SECTION I**

**HISTORICAL PERSPECTIVE**

## CHAPTER 1

### HISTORICAL CONTEXT: ACCREDITATION

Accreditation is both a process and a condition. The process involves the assessment and enhancement of academic and educational quality through the development and use of standards. The condition provides a credential to the general public indicating that an institution and/or its programs have accepted and are fulfilling their commitment to educational quality (ALA 2005). Accreditation informs the public that the accredited college or university operates at a high level of educational quality and integrity. In the United States, the Department of Education has no centralized authority over postsecondary educational institutions. Therefore, the practice of accreditation is non-governmental, peer evaluation conducted by private educational associations of regional or national scope. The Secretary of Education, however, is required by law to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities. To be nationally recognized, an agency must meet the Secretary's procedures and criteria (United States Department of Education 2008). For more than fifty years, some type of nongovernmental agency has been responsible for coordinating accreditation. For example, the Council on Postsecondary Accreditation (COPA) was established in 1974 as a nongovernmental organization to "foster and facilitate the role of accrediting agencies in promoting and ensuring the quality and diversity of American postsecondary education" (United States Department of Education 2008, 2). COPA periodically reviewed the work of its member accrediting agencies through a process of granting recognition. COPA was dissolved in 1993 and replaced from 1994-1997

by the Commission on Recognition of Postsecondary Accreditation (CORPA). CORPA continued COPA's recognition process of accrediting agencies. Finally, in 1996 The Council on Higher Education Accreditation (CHEA) was created and currently carries out a recognition function for accrediting agencies in the private, nongovernmental sector (United States Department of Education 2008). This accreditation recognition process allows higher education institutions to be eligible for certain federal funds by having accredited status from one of the agencies recognized by the Secretary. For example, an educational institution that is accredited by a nationally recognized institutional accrediting agency is able to establish eligibility to participate in the federal student financial assistance programs administered by the United States Department of Education under Title IV of the Higher Education Act of 1965, as amended (United States Department of Education 2008). Furthermore, accreditation is important for the acceptance and transfer of college credit from one institution of higher education to another. Therefore, accreditation as a condition establishes credibility and provides recognition to individual institutions of higher education.

As a voluntary and nongovernmental process, accreditation involves self-review and peer review. In higher education, accreditation has two goals: (1) to ensure that postsecondary educational institutions and their units, schools, or programs meet appropriate standards of quality and integrity, and (2) to improve the quality of education these institutions offer (ALA. Committee on Accreditation 2006). Generally, postsecondary education involves two types of accreditation, institutional and specialized. Institutional accreditation evaluates and accredits an

institution as a whole and is usually done through regional accreditation agencies.

The United States has six geographic regions with an agency that accredits college and university higher education programs.

<b>Regional Institutional Accrediting Associations</b>	
<b>Regional Associations</b>	<b>States Within Region</b>
Middle States Association of Colleges and Schools	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico
New England Association of Schools and Colleges	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
North Central Association of Colleges and Schools	Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia, Wyoming
Northwest Association of Schools and Colleges	Alaska, Idaho, Utah, Montana, Nevada, Oregon, Washington
Southern Association of Colleges and Schools	Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia
Western Association of Schools and Colleges	California, Hawaii, American Samoa, Guam

These six regional agencies are the ones recognized by the Secretary of the United States Department of Education (United States Department of Education 2009).

Regional accreditation indicates that the whole institution has a minimum level of quality.

While institutional accreditation normally applies to an entire institution, specialized accreditation generally applies to programs, departments, or schools that are parts of an institution. The accredited unit may be as large as a college or school within a university or as small as a curriculum within a discipline (United States

Department of Education 2008). Specialized accreditation is often linked to professional knowledge and practices. The Secretary of the United States Department of Education has recognized specialized accrediting agencies that fall into the general categories of arts and humanities, education training, legal, community and social services, personal care and services, and healthcare. These specialized accrediting agencies include professional groups such as the American Bar Association, National Association of Schools of Music, National Council for Accreditation of Teacher Education, American Dental Association, American Psychological Association, and many others. Specialized accreditation indicates that an institution's professional programs reflect the standards of the corresponding professions. The professions have some role in both the standard setting and the application of those standards (Smith 1990). Specialized accreditation has several benefits. It assures the public that individuals who have graduated from the accredited professional schools or programs have received a quality education within the standards and guidelines of the related profession. It also assures students that the accredited programs meet the standards of the profession that they seek to enter. Furthermore, specialized accreditation assures the profession that those new to the profession have been trained in the basic competences of the field. Accreditation in general benefits the institutions of higher education through self and peer evaluation and efforts for continuous improvement. Accreditation assures standardization among states, institutions, and programs and indicates a commitment to quality.

## **ALA and NCATE Accreditation**

As an organization, ALA was founded in 1876 and has a mission “to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all” (ALA 2006). A Council and an Executive Board are the governing bodies for ALA. The Council serves as the policy-making body and Council members are elected by the general membership. The membership also elects the ALA President, who serves a three-year term as President-Elect/President/Past President; membership also elects the ALA Treasurer. An Executive Director is in charge of operations at the Chicago headquarters. The organization has eleven membership divisions, each focused on a type of library or type of library function. ALA has standing, special, interdivisional, joint and ad hoc committees. Standing committees are designated as committees of the Association or committees of Council. ALA Council in 1956 created the Committee on Accreditation, a standing committee; it formerly was the Board of Education for Librarianship that was established in 1924. This committee is responsible for the accreditation of programs leading to the first professional degree in library and information studies, which is the master’s degree. ALA currently accredits programs in fifty-seven institutions of higher education in the United States, Canada, and Puerto Rico (ALA 2009). This committee also has the responsibility to develop and formulate standards of education for librarianship. Since 1988, ALA also participates in accreditation of master’s programs with a specialty in school library media through membership and participation in the National Council for Accreditation of Teacher

Education (NCATE) using standards developed by the American Association of School Librarians (AASL), one of the divisions of ALA. Currently, forty-one programs are recognized as NCATE-AASL reviewed and approved school library media education programs (ALA 2009). Within the ALA organization, the responsibility for all accreditation administrative functions is with the ALA Office of Accreditation. Historically, this office develops and supervises the accreditation process for schools of library and information science that educate and train all types of librarians (*i.e.* public, school, academic, special). But since 1988, its responsibilities include the administrative supervision of the NCATE review process. The Assistant Director of the Office of Accreditation collaborates with the Executive Director of AASL, who is the official NCATE contact person (AASL 2003). Since 2001, the Council for Higher Education Accreditation (CHEA) has recognized ALA's Committee on Accreditation as a "reliable authority to determine the quality of education offered by graduate programs in the field of library and information studies" (ALA 2001).

As an organization, NCATE was founded in 1954 and is the professional accrediting organization for schools, colleges, and departments of education in the United States. It is a non-governmental alliance of thirty-three national professional education and public organizations with the mission "to help establish high quality teacher, specialist, and administrator preparation" (NCATE 2007). The governance structure of NCATE is elaborate. It has twenty-four staff members including a president, senior vice president, three vice presidents, and four directors. Five boards (*i.e.* Executive Board, Unit Accreditation Board, State Partnership Board, Specialty

Areas Studies Board, and Appeals Board) govern NCATE with board members representing the thirty-three national professional education and public organizations affiliated with NCATE. The Executive Board oversees all NCATE standards, policies, fiscal matters, selection and evaluation of the president, and the Constitution. It reviews and adopts policies and standards developed by the Unit Accreditation Board, the State Partnership Board, and the Specialty Areas Studies Board. NCATE currently accredits 632 colleges of education. It is an agency authorized by the federal government to accredit units within colleges and universities that prepare classroom teachers and other preK-12 school personnel (NCATE 2007). In the NCATE accreditation process is a structure for recognizing the unique educational requirements of the specializations within the teaching profession, such as school library media personnel. Specialty area professional associations may gain NCATE membership and then participate as Specialized Professional Associations (SPA) within NCATE in the development of the accreditation standards and evaluation process for the specialty area programs in colleges of education. The Specialty Areas Studies Board approves professional education standards and is responsible for developing the rules and procedures for approving program standards and making recommendations in the accreditation review process (NCATE 2007). Both the United States Department of Education and the Council for Higher Education Accreditation recognize NCATE as a professional accrediting body for teacher education (NCATE 2007).

ALA and NCATE have played significant roles in the accreditation of school library media specialist preparation programs in institutions of higher education for