# EUCLID guidelines for curriculum development

EUCLID has for some time focused on LIS curriculum development through workshops and presentations at conferences. The board has come to the conclusion that it is now time to transform the outcome of this work into guidelines. Before entering any discussion or voting, we want to emphasize that the guidelines should not become a standard but some helpful basis for the efforts of our members towards well constructed programmes adjusted to national or local needs. The guidelines should be subject to further development by EUCLIDs board, followed by discussions and possible changes at annual meetings or at the councils.

## 1 LEVEL

LIS is organized according to the Bologna declaration principles at three levels

The bachelor level, where field employability is paramount. The term field is here not only covering traditional institutions like archives, libraries or museums, but any document handling organization. The duration of the bachelor studies is three years. The LIS part should cover at least two terms, and students might be advised to choose other subjects supporting the LIS studies.

At the master level, where field employability is still important, especially for higher level positions, but this aim should be shared with the study of items preparing for a role in education or research. The duration of the master studies is two years and should comprise a thesis taking 25 to 50 % of the time allocated. Academic institutions  without programmes at the bachelor level, may establish special programmes for students with a broad or specialized academic background.

A PhD in LIS should prepare doctoral students for high level teaching and research positions, but field employability should not be excluded. The duration should be limited to three years. Most of the time allocated should be used for thesis work and courses supporting it.

## 2 FIELDS AND SUBJECTS

It is advisable to divide the subjects taught into broad fields. The number of fields is not obvious, but the division into three parts may work for most programmes:

--- Sources - what we mediate (real or virtual documents, data, broadcasts, specialists)
   Genres, history, sociology (publishing, distribution, reading)

--- Knowledge organization - how we organize, store, search and retrieve the documents and other sources

--- Organization and development - How we develop and organize the user services and other tasks – including management, relevant legislation, social role and politics

Tool subjects may be covered either through non-LIS subjects at the bachelor level or by inclusion in the LIS programmes at the appropriate levels. Such subjects might be maths, statistics, information and communication technology, linguistics and general research methodology.

3 APPROACHES

The order of the subjects taught should follow traditional KO practice:

Tools before application
Simple before complex
General before special

Subjects should in general be approached from the mediator's viewpoint. However, in many programmes focusing the publisher or user approach have proved useful and should be included.

Historic studies may be parts of the various subjects, but could also be organized as separate courses.

The same advice is given for dealing with special themes like literacy, professional ethics, multiculturalism, digitalization and service to special groups of users.


REMARKS


These guidelines are intentionally few and brief. The council is invited to discuss them. Depending on the outcome of the discussion, the guidelines may be accepted (with changes), rejected or returned to the board for further development.