The SAA Committee on Education met February 19-21, 2010 at SAA headquarters. In attendance were Committee chair Katie Salzmann; members Jennifer Johnson, Amy Cooper Cary, Amber Cushing, Julie Graham, Abigail Griner, Susan Irwin, Jeffrey Suchanek, and Helen Wong Smith; SAA Education Director Solveig De Sutter, and SAA Education Coordinator Veronica Parrish.

BACKGROUND

SAA policy dictates that the Guidelines for a Graduate Program in Archival Studies (GPAS) be reviewed every five years. The last review took place in 2005.

DISCUSSION

Committee members thoroughly reviewed the guidelines for updates and clarity, given changes in the archives world and archives programs that have occurred since the last revision. Committee members also spent time discussing how to appropriately acknowledge diversity within the document. Members reached a consensus on the following recommendation to the SAA Council:

RECOMMENDATION

THAT the following proposed revision of the Guidelines for a Graduate Program in Archival Studies (GPAS) be adopted:

Guidelines for a Graduate Program in Archival Studies[^1]

Archivists are the professionals who are responsible for the identification, selection, protection, organization, and description of archival records and papers and, eventually, for their accessibility to any user.[^2] By ensuring that archival documents are identified, preserved, and made available in a systematic fashion, archivists help to secure society's cultural heritage, protect legal rights and privileges, and contribute to the effective management of a wide range of institutions. Without a careful selection of records, our social, cultural, institutional, and individual heritages will be lost. Without the
preservation of legal documents, individual and institutional rights cannot be preserved and protected. And without the proper management of administrative records, government and organizations cannot be held accountable. Archives are thus essential in a democratic and educated society.

The relevance of archives to society and the completeness of the documentary record hinge on the profession’s success in ensuring that its members, the holdings that they collect and manage, and the users that they serve reflect the diversity of society as a whole. A graduate program in archival education should embrace this philosophy through its course offerings, faculty, and student body.

Archival studies programs have grown and matured since the promulgation of the previous Society of American Archivists (SAA) education guidelines in 1994. The current guidelines recognize the growth and maturation of archival studies programs that fact and serve as a benchmark against which graduate programs in archival studies may be measured. These guidelines establish minimum standards for archival education programs in terms of mission, curriculum, faculty, and infrastructure.

These guidelines recognize that there are a number of appropriate venues for archival studies programs, which may or may not offer a separate degree in archival studies. Archival education programs have traditionally been established in both history and library science environments. The guidelines encourage this diversity of institutional homes for archival programs as well as variety in the emphases or specializations available within individual programs. Moreover, these guidelines are intended to support programs that stress the uniqueness, autonomy, and independence of the archives profession, as well as those that are more interdisciplinary and emphasize archivists' relationships with and inter-dependence with other professionals.

The ultimate goal of these guidelines is to improve the quality of graduate programs in archival studies graduate programs, specifically by raising the minimum expectations of students and universities. By establishing these basic guidelines as minimum standards for archival studies programs, SAA also hopes to encourage the continued development of more extensive and more comprehensive programs and, by doing so, to improve the profession by better educating archivists. [3]

I. ARCHIVAL EDUCATION: MISSION AND GOALS

Any graduate program in archival studies must define its mission, goals, and objectives. For example, some programs may seek only to educate "generalists" with knowledge of all areas of archival administration. Other programs may also seek to prepare specialists in one or more areas of archival administration, such as electronic records management, historical manuscripts, or management of institutional archives. Still other programs may emphasize interdisciplinary studies that link, for example, library, archives, and museum professionals. However, to qualify as an archival studies program (as opposed to a more specialized historical manuscripts program or a more generalized information science
program) the curriculum should focus on core archival knowledge areas as the foundation for specialization or interdisciplinary connections.

The mission, goals, and objectives of the program should be stated in terms of educational results that the program seeks to achieve and should be consistent with the parent institution's mission and culture. They should be developed through a broad-based planning process that involves the constituencies that the program seeks to serve. The curriculum should express these program objectives, and should be continually reviewed and evaluated based on evolving professional concerns and issues. Regardless of the organizational setting, master's-level archival studies programs must be coherent, cohesive, and identifiable.

The importance and complexity of archival work require that individuals entering the profession receive a strong graduate-level archival education, which must be based on core archival knowledge. Archival knowledge, however, must be supplemented by knowledge drawn from other disciplines, such as including but not limited to: anthropology, history, sociology, anthropology, economics, and/or law, library and information science, or sociology. In order that students receive the education necessary to do archival work, fully developed graduate programs in archival studies must establish a curriculum that achieves the following goals:

- Provides students with a solid foundation in the theory, methodology, and practice of archival studies, and in the scholarship of their discipline;
- Strengthens this foundation by giving students the opportunity to acquire knowledge from other relevant disciplines;
- Assists students in developing critical thinking and decision-making skills for records and papers, archival records in all formats as part of the larger cultural heritage;
- Prepares students to conduct and communicate scholarly research for the enrichment and development of their own discipline; and
- Inculcates in students the sense of their professional and social responsibilities and the knowledge of the ethical and legal dimensions of their work.

Graduate archival education, in contrast to archival training, is both academic and professional; therefore, it includes both original research and experiential learning. Ultimately, archival education creates an intellectual framework that enables students to understand the ideas on which their profession is founded, to engage in the development of archival principles, and to apply this knowledge in a wide variety of settings. In contrast, archival training focuses on building skills or acquiring practical knowledge according to a replicable pattern, or on developing a specialization in certain areas.

The graduate of an archival studies program should have a thorough knowledge and understanding of archival principles and techniques and should be prepared to work independently in performing all basic archival functions. The variety and complexity of institutional settings and of archival records and papers require a broad and comprehensive understanding of archival theory and its practical application.
No graduate program in any discipline can provide all the scholarly and experiential knowledge needed for its practitioners. However, by inculcating in students the attributes of professionalism, a graduate program can cause students to realize that professional education is a lifelong undertaking, involving questioning accepted ideas and methods, revising received wisdom, and developing professional standards. Lifelong learning enables archivists to maintain knowledge and skills and to master new professional knowledge and techniques as the profession develops and changes.

These guidelines therefore focus on the essential elements of master's-level graduate archival education, independent of institutional placement and degree offered. The multiple options for such programs provide a rich diversity that enables master's programs to develop individual emphases and to provide different specializations. Interdisciplinary knowledge from other disciplines enriches and expands the archival curriculum to meet a wide range of needs and interests. Although this offers students choices for their education, all such programs should be centered on a common core of archival knowledge.

II. CURRICULUM

A graduate program in archival studies should provide students with a solid foundation in archival studies. The curriculum should focus on the theory, methodology, and practice of archives augmented by instruction in administrative administration, legal law, economics, history, management, technology, and information studies as they relate to archival work. Study of these related areas should be informed by an understanding of the nature of archives and the ways in which the methods and perspectives of these fields contribute to professional archival practice.

The body of knowledge that a student should master as part of a graduate archival education comprises both core archival knowledge and interdisciplinary knowledge.

- **Core archival knowledge** provides the theoretical and practical basis necessary to work as a professional archivist.
- **Interdisciplinary knowledge** introduces students to other disciplines, knowledge of which will deepen their understanding of archival work. Interdisciplinary knowledge also allows students to specialize in specific aspects of archival work or to function in truly cross-disciplinary settings.

During the course of a graduate program, eighteen (18) semester credit hours should be in areas defined as core archival knowledge. Based on the demands of the graduate program's institution and the interests of the student, the remaining credits may be in interdisciplinary knowledge areas. Research should be integrated throughout the curriculum, and an important element of any program should be an original research project resulting in a scholarly paper or thesis. The program also should include practical experience, such as a practicum or internship.

A. CORE ARCHIVAL KNOWLEDGE
**Rationale:**

The identity of a profession is founded on an exclusive body of knowledge belonging exclusively to it, and on a professional culture that arises from a common history, a united purpose, a shared vocabulary, and collective values, norms, and standards. Archival core knowledge is the heart of an archival studies program. It should occupy a dominant position in the curriculum and should be taught by professional archivists or, for specialist topics such as preservation, by technical experts or other individuals with a depth of archival knowledge relevant to the topic. Core archival knowledge embraces three separate but interrelated facets of archival studies: Knowledge of Archival Functions (theory and methodology associated with specific areas of archival work); Knowledge of the Profession (history of the profession and evolution of archival practice); and Contextual Knowledge (the contexts within which records are created, managed, and kept). Because archival knowledge and professional culture transcend geographical and national boundaries, each component should incorporate an international and multicultural perspective.

**Components:**

1. **Knowledge of Archival Functions**

Archival education should teach the fundamental concepts concerning: the nature of archives, records and papers, archival material in all formats and archival functions (archival theory); the techniques for performing archival functions (archival methodology); and the implementation of theory and method in archival institutions responsible for archival material (archival practice). Instruction should cover the history of archival theory and methods and their articulation in the professional literature (archival scholarship). The scope of archival education should encompass the functions of archival work and should address both current best practices and related management issues.

   a) **Appraisal and Acquisition:** The theory, policies, and procedures that archivists use to identify, evaluate, acquire, and authenticate records and papers, in all formats, which have enduring value to records creators, institutions, researchers, and society. Appraisal entails, among other things, understanding what makes records and papers authentic, reliable, and useful to institutions, individuals, legal and financial authorities, and other constituents.

   b) **Arrangement and Description:** The intellectual and physical organization of archival records and papers in all media and formats, according to archival principles and institutional considerations, and the development of descriptive tools and systems that provide both control of and access to collections. Teaching methods and technology applications should link theory to practice through teaching methods and technology applications.
c) **Preservation**: The integration and implementation of administrative activities to ensure the physical protection of records and papers in all formats, the intellectual preservation of the records and papers through reformatting (e.g., digitization or microfilming), and assuring their continued accessibility by researchers. Preservation knowledge is based on: a firm grounding in preservation history; research into the nature of the materials and treatments; current techniques and technologies; and administrative studies and management issues. Preservation also requires the systematic application of appraisal criteria before applying preservation measures.

d) **Reference and Access**: The development of policies and procedures designed to serve the information needs of various user groups, based on evaluation of institutional mandates and constituencies, the nature of the collections, relevant laws and ethical considerations, and appropriate technologies. Instruction should also include the study of user behavior and the interaction between archivist and user in the reference process.

e) **Outreach and Advocacy**: The theories and practices that archivists use to evaluate archival constituencies and their needs and to develop programs to promote increased use, resources, visibility, and support.

f) **Management and Administration**: The principles and practices that archivists use to facilitate all aspects of archival work through careful planning and administration of the repository and its institutional resources. At all career levels, archivists manage resources and make decisions that should be based on a thorough understanding of organizational management, systems analysis, program planning, budgeting, fundraising, grantsmanship, grant writing, human resources, and the management of buildings, facilities, and equipment.

2. **Knowledge of the Profession**

Archival education should provide students with an understanding of the ways in which the profession has developed and the evolution of specific practices within the profession. It should teach students about the nature of archival institutions, the values and ethics that archivists apply to their work, and the perspectives that archivists contribute to the information professions. Archival records and papers in all formats must be understood in the context of their creation, preservation, and use. Students should graduate with the knowledge necessary to think and act creatively in their daily work and throughout their careers.

a) **History of Archives and the Archives Profession**: A graduate program in archival studies should teach the historical development of record-making and recordkeeping systems and of archives in various civilizations, ranging from the ancient world to modern times. This instruction should cover: the structure of the archives community/profession from a global perspective in general and related to North America in particular; the types of archival repositories and programs in existence in the United States and Canada, along with their policies and procedures; and the legislation and regulations governing archives and influencing archival work in the United States and
Canada. Instruction also should address the history of the archives profession; its missions, roles, and values; and the profession's contemporary concerns.

b) **Records and Cultural Memory:** Records and papers constitute an important part of the written memory of individuals and society and provide the basis for holding governments and organizations accountable and for protecting the rights of individuals. Archival institutions thus play a significant role in society. However, they are only part of the fabric of cultural memory. Archivists and archives work in cooperation with other professionals and institutions such as libraries and museums to preserve and provide access to cultural memory and to ensure accountability. Students should understand the interrelationship among archives and other keepers stewards of cultural heritage and the ways in which records contribute to that heritage.

c) **Ethics and Values:** The archives profession bases its system of ethics and values on the responsibilities of archivists in identifying, preserving, protecting, and making available records and papers in all formats and information resources for which they have responsibility. Students should be familiar with the SAA Code of Ethics, its underlying principles and perspectives, and its relationship to other archival and information related professions’ codes of ethics. Students should understand how the ethics and values of the profession inform decisions and how to apply those ethics and values to their work.

3. Contextual Knowledge

All archivists should have a basic understanding of the contexts within which records are created and kept, and of management and technology theory and practice as they apply to archival work. This knowledge should be integrated throughout the core curriculum wherever applicable so as to foster a sound working knowledge that can be applied to daily activities. Some of these areas of knowledge may also be studied more fully as disciplines in their own right (and thus are also listed under Interdisciplinary Knowledge below).

a) **Social and Cultural Systems:** Knowledge of social and cultural systems is important for two reasons. First, archivists must understand the institutional and individual structures and systems that form the context in which records and papers in all formats are created, maintained, and used. They should also understand the recordkeeping implications of social and cultural systems and the organizational structures and procedures used by all types of public and private institutions to ensure accountability. Second, archivists work within an institutional context. Effective management or records and papers necessitates and understanding of must understand the political, social, and economic dynamics within an their organization in order to achieve their archival repository's goals and objectives.

b) **Legal and Financial Systems:** Records and papers in all formats, and the recordkeeping systems of both institutions and individuals, reflect the legal and financial systems in which they were created and demonstrate organizational and individual
accountability. Archival core knowledge includes the origin, development, structure, and functioning of legal and financial systems, including federal, state, and local laws as well as the regulatory environment. This should include both public and private sector jurisdictions as well as the impact of such issues on personal records and papers. Knowledge of legal issues also includes privacy rights, freedom of information, and property and literary rights related to records and archival material in all formats.

c) Records and Information Management: The principles involved in managing records and information throughout their full life cycle, from origin creation to eventual archival retention or other disposition. The work of archivists relates closely to the responsibilities of records and information managers, and in some institutional environments the duties of each are blended together in a single function. Archivists must be able to analyze an institution's structure, decision-making, and recordkeeping systems and apply that knowledge to decisions regarding other archival functions.

d) Digital Records and Access Systems Management: Archivists should be competent to apply archival knowledge to records and papers in any all formats. In all areas of archival knowledge, a sound professional education should incorporate an understanding of the nature, access issues, and preservation challenges of digital records and papers. This should include information on the development of new media file formats and document genres media types and changing information technologies for the creation, maintenance, and use of records and papers in all formats. Additionally, education programs should help students to use and develop access management systems for records and papers and to identify and apply appropriate technological solutions to facilitate all aspects of archival work.

B. INTERDISCIPLINARY KNOWLEDGE

Rationale:

Archivists, like all professionals, must rely on knowledge, methods, and perspectives from beyond their own discipline. The interdisciplinary nature of archival studies arises from the complexity of the records and papers, the contexts of their creation, the multiplicity of their potential uses, and the many roles that archivists fill. Archivists should be knowledgeable about significant theories, methods, and practices of some or all of these fields.

Components:

1. Information Technology

The significant records and papers of today's society are increasingly being created, reformatted, stored, described, and retrieved in electronic form. Familiarity with networking, document and electronic management telecommunication systems, hardware, and software is fundamental to performing archival functions. in many institutional settings. Students Archivists also should understand human/computer
interaction in order to design and develop effective systems for users. The curriculum could include opportunities to develop skills in database management, spreadsheet applications, information architecture, website design and creation, and/or desktop publishing. Also valuable are an understanding of metadata, familiarity with markup languages, and basic programming skills.

2. Conservation

Beyond the core archival knowledge in preservation issues, appropriate interdisciplinary knowledge may be needed in conservation practices, that is, a range of intervention activities to stabilize materials in their original format by chemical or physical means. Archivists should have sufficient knowledge to be able to judge the efficacy of conservation treatments and to evaluate the appropriate conservation treatment for a document or group of documents.

3. Research Design and Execution

An understanding of research design and execution is important for enabling archivists to provide effective service to a wide variety of researchers and to evaluate archival operations from the perspective of users. It is also used to permit archivists to assess the status of research in their own discipline, to undertake new research, and to blend theoretical and empirical aspects of archival studies into scholarly investigations.

4. History and Historical Research Methods

History provides an understanding of the context in which records and papers are created, maintained, and used and of the political, legal, economic, social, and cultural systems that shape society. History assists archivists in understanding the evolution of organizations and their functions, as well as the activities of individuals, contributing to more effective archival selection, appraisal, description, and user service. Archivists also need to exercise the historian's skills in evaluating evidence and the context of its creation. Knowledge of historical research methods enables archivists to understand the many varieties of archival research potential uses of archival materials in order to provide more knowledgeable reference assistance to all users.

5. Management

Archivists should understand how to manage resources and to make decisions based on systematic analysis. They often must demonstrate programmatic vision and innovation. Thus archivists should know the fundamental principles related to organizational management, strategic planning, administrative leadership, human resources management, financial management, resource allocation, fundraising, and facilities management.

6. Organizational Theory
The study of theories of organizational development, management, and culture is important in archival education because it provides the tools for understanding the evolution and nature of organizations that create records and assists students in understanding how to be successful within the institutions in which they will be employed as archivists. Knowledge of different models of organizational structure, operations, behavior, and institutional culture provides valuable perspectives for understanding recordkeeping systems and the context of records creation, management, and use.

7. Liberal Arts and Sciences

Ideally, persons Students beginning archival studies will already have a broad background in the liberal arts. Nonetheless, further graduate work in such disciplines can directly augment archival knowledge. Especially valuable is education in fields that help explain the context of records creation and the practice of recordkeeping, including sociology, philosophy, political science, law, accounting, anthropology, and economics, as well as science and the arts. Because the holdings of many archival institutions emanate from or concentrate on specific social sectors or movements, specialized knowledge in one or more humanities, social science, or science disciplines may be an important asset for appraisal and reference work in some settings.

8. Allied Professions

The work of archivists and archival institutions intersects with that of several other professions involved in the identification, protection, and dissemination of recorded information. Among these are library and information science, museum studies, oral history, historic preservation, and historical editing. Probably the most common overlapping relationship of this nature is with library and information science; archival repositories are often situated in libraries, where archivists benefit from familiarity with collection development, cataloging, and reference practices employed by library professionals. Archives administration is not to be regarded as a subsidiary of any related profession, including library and information science. However, exposure to the distinct purposes and methods of allied fields will be advantageous to archives students.

III. ADMINISTRATION, FACULTY, AND INFRASTRUCTURE

A. Faculty

The graduate program in archival studies must have a faculty capable of accomplishing program objectives. Faculty should have: archives experience, including work within an archival repository; technological awareness; effectiveness in teaching; a record of research and publishing within the field; and active participation in professional organizations. A program that meets these guidelines must have a minimum of one full-time, tenure-track faculty member. Full-time faculty members must be eligible for appointment to the graduate faculty within the parent institution (in virtually all cases this equates, at minimum, to holding a doctoral degree) and must demonstrate expertise by
contributions to archival knowledge through publications and professional service. The faculty must be sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the archival studies program.

In many instances, additional full- or part-time faculty will be required to fulfill program objectives. Part-time or adjunct faculty, when appointed, should balance and complement the teaching competencies of the full-time faculty. Programs are enhanced when adjunct or part-time faculty have extensive practical experience, demonstrated expertise through contributions to professional knowledge through publication and professional service, and excellent teaching credentials.

B. Program Duration

The appropriate duration of a graduate program in archival studies should derive from the program's mission, goals, and objectives. A program with more extensive educational goals will need a longer duration to achieve them. In order to cover adequately the curriculum components outlined above, however, a master's-level program must have a minimum of eighteen (18) semester hours devoted exclusively to core archival knowledge, including practical experience. Remaining credits should be in areas of interdisciplinary knowledge or electives.

C. Structure of the Learning Process

Graduate education in archival studies requires several modes of instruction and learning. Traditional coursework provides the best method of presenting archival theory, principles, and methodology, as well as many areas of interdisciplinary knowledge. Practical experience is necessary to apply theory to workplace settings and to provide experiential learning. Scholarly research enables students to explore dimensions of the field in greater depth and to contribute original research to the professional discourse.

1. Coursework

Coursework is the basic venue for graduate-level archival education, and course format (e.g., lecture, seminar, web-based, distance education) will vary depending on the level of the information to be delivered and the subject matter under consideration. Courses should employ a variety of pedagogical techniques to teach the knowledge areas outlined in these guidelines as well as to strengthen students' analytical, writing, and speaking skills.

2. Practical Experience

Knowledge acquired in coursework will ultimately find expression through experiential learning in the workplace. In the context of master's-level archival education, practical experience is not an exercise to discover theory and methods empirically; rather, it allows students to verify their understanding of archival principles by applying them in
real-life situations and to understand how to make adjustments so that archival principles fit archival practice. Practical experience also provides students with structured feedback on their applied archival skills and mentoring by archivists working in the field.

Any form of experiential learning must serve primarily the student's educational goals, even if a host institution ultimately benefits from the work accomplished by the student. Any practical experience with a host institution should be a structured program related to the student's program of study. The program should be designed by faculty in collaboration with the designated host institution's internship supervisor and include provision for regular feedback and evaluation.

3. Scholarly Research

Scholarly research is an essential component of the archival studies curriculum because it enhances students’ ability to think critically and rigorously about archival issues and their competence to analyze and critically review the literature. Research also has the potential to provide original contributions to the archival literature and thus help to invigorate the profession. Archival research can take on many forms and borrows methodologies from a variety of fields in the humanities and social sciences. Although most previous archival research has been solitary, education programs should introduce students to and encourage collaborative research among archives students as well as between archives students and students from other disciplines.

D. Physical Resources and Facilities

Instructional and research facilities and services for meeting the needs of students and faculty include access to: collections of archival records and papers; library and multimedia resources and services; computers and other information technologies; and accommodations for independent and group study. These facilities should be appropriately staffed, convenient, and fully accessible. Students also should have regular and frequent access to archives and manuscript repositories. This access can take the form of class visits, research assignments in the repositories, and opportunities for internships and other types of practical experience. It is particularly important that the program have strong relationships with area repositories.

E. Administration, Placement, and Financial Support

The graduate program in archival studies must identify a program director or administrator. The program director is responsible for making certain that the program achieves its mission, goals, and objectives. The program director must be a full-time tenure-track member of the faculty or staff of the home department. Depending on the scope and placement of the program, he or she may have the title of director, chairperson, or dean.

Faculty Programs must provide career counseling for students as well as vigorous placement support. Career counseling is essential because of the variety of potential
venues for employment for archival students and the numerous types of institutional and functional specializations available. Due to the variety of ways in which employment opportunities are advertised or announced, and the importance of professional recommendations, students need vigorous efforts for placement support as they enter the job market.

The parent institution must provide continuing financial support that is sufficient to develop and maintain the program. The level of support must provide a reasonable expectation of financial viability and must consider the number of faculty, administrative and support staff, instructional resources, library and information services, and facilities needed to carry out the archival education program's mission, goals, and objectives.

IV. CONCLUSION

These guidelines define the minimum requirements for a graduate program in archival studies that is coherent, independent, and based on core archival knowledge. Within this outline higher education institutions may create a wide variety of programs offering master's degrees. This range of options provides students with choices of direction and emphasis, and ultimately enriches the profession by embracing diversity within a common core of archival education. Graduates of such programs can anticipate rewarding careers in a variety of professional positions, from textual archives to electronic records systems, in institutions ranging from governmental or institutional archives to local historical societies and high technology enterprises. Archivists are increasingly in demand for modern information service positions, and the value of archival knowledge continues to gain recognition in an ever-broader range of organizational settings. These guidelines are intended both to define the academic preparation needed to meet these new challenges and to provide a strong common basis for the diverse institutions that provide graduate archival education.

[1] The "Guidelines for a Graduate Program in Archival Studies" were approved by the Society of American Archivists (SAA) Council in January 2002 and revised in 2005 and 2010. These guidelines replace the "Guidelines for the Development of a Curriculum for a Master of Archival Studies Degree," adopted by the Council in 1994. By means of these guidelines, the Society of American Archivists endorses the development of coherent and independent graduate programs in archival studies. SAA believes that programs of the extent and nature outlined in these guidelines are the best form of pre-appointment professional education for archivists. For this reason, these guidelines supersede prior documents on archival education issued in 1977, 1988, and 1994.

[2] Archival records and papers are recorded information, regardless of physical format or type of creator (public or private), that is created or received by an individual or organization carrying out its activities and that is set aside for preservation and future use. Archival records and papers are instrumental for evidence and accountability as well as for social and cultural memory. In these guidelines, the phrase “records and papers” will be used to encompass documentary evidence produced by organizations and individuals in all media (paper, digital, audio, and visual) and in any format.
For information about archival education programs in North America, including a directory of such programs, see the SAA website at http://www.archivists.org.

The interdisciplinary character of archival education makes it possible to place a program in a variety of settings, such as a school of library and information science, a department of history, a school of public administration, a law school, or a school of business administration. Two departments may also administer a program jointly, thereby emphasizing the interdisciplinary nature of the archival field.

The Academy of Certified Archivists has developed a useful list of domains of archival knowledge. See the "Role Delineation" section of the Handbook for Archival Certification, online at: http://www.certifiedarchivists.org.

Support Statement: The Committee’s proposed changes were distributed to the Archival Educators and the SAA Diversity Committee for comments and suggestions. The proposed revisions reflect most of that feedback. The Committee on Education will amend GPAS and re-submit the changes as they are formulated by other entities.

Fiscal Impact: No financial impact.