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Copyright and LIS Programs: Is It Time for a Formal Introduction?

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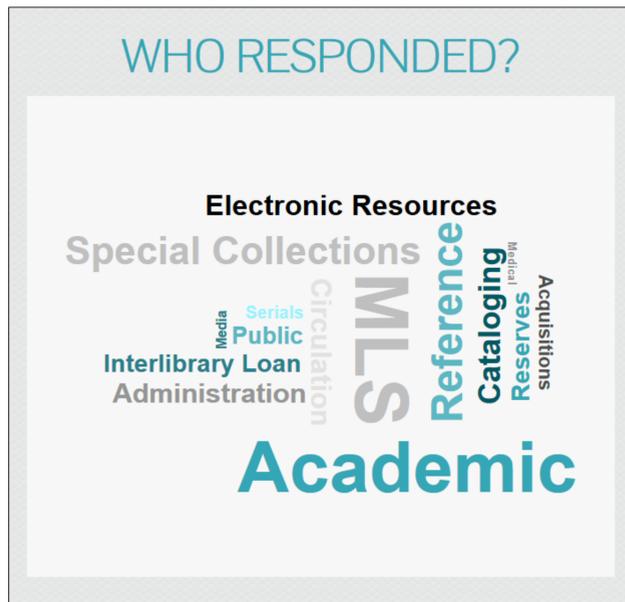
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Copyright and LIS Programs: Is It Time for a Formal Introduction?

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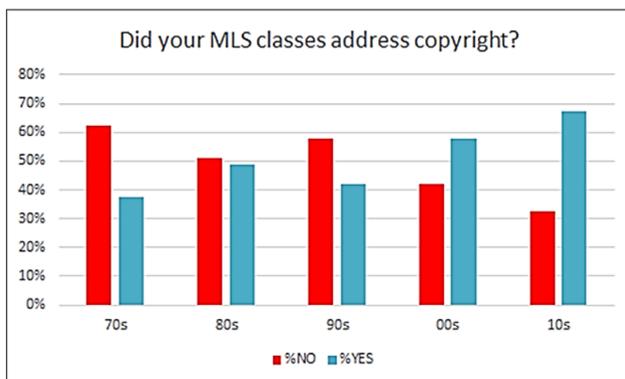
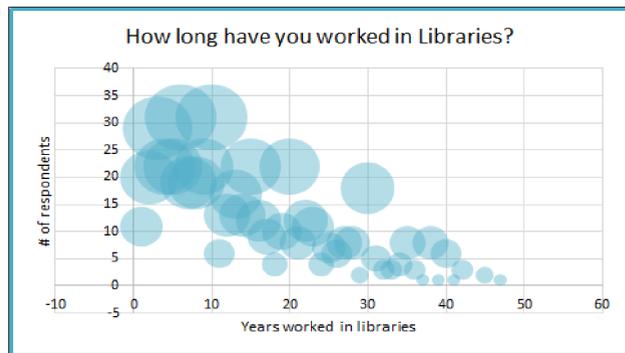
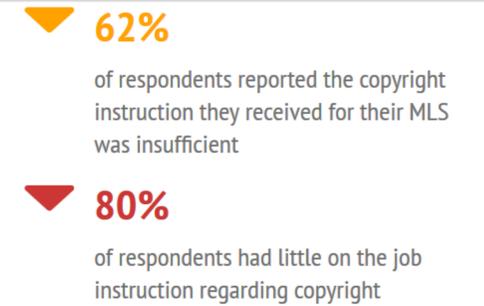
Presented at ALA Annual, San Francisco, CA, 2015

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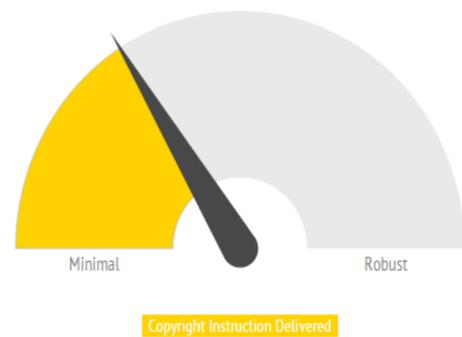
Abstract

Demands on libraries and librarians routinely change, but the curriculum of many Masters of Library Science programs do not necessarily keep pace. An analysis of course content in current LIS programs gathered from online course descriptions revealed that none of the 50 ALA-accredited MLS programs in the United States have a course dedicated to copyright / intellectual property and only 10 have an elective dedicated to these subjects. This presentation will detail the results of a survey distributed nationally to professionals working in academic, public, school/media, and special libraries that asked respondents to rate their daily copyright and intellectual property knowledge needs vs. their actual knowledge and education in this area. The results were then compared with current LIS course content to determine whether there is evidence pointing to a need to alter the curriculum of LIS programs to better prepare graduates for the copyright and intellectual property demands they will face on the job. The combined data will inform Library Science colleges and educators as to whether an instruction deficit exists in their current curricula and will give these colleges and educators data to support the development of new programs.

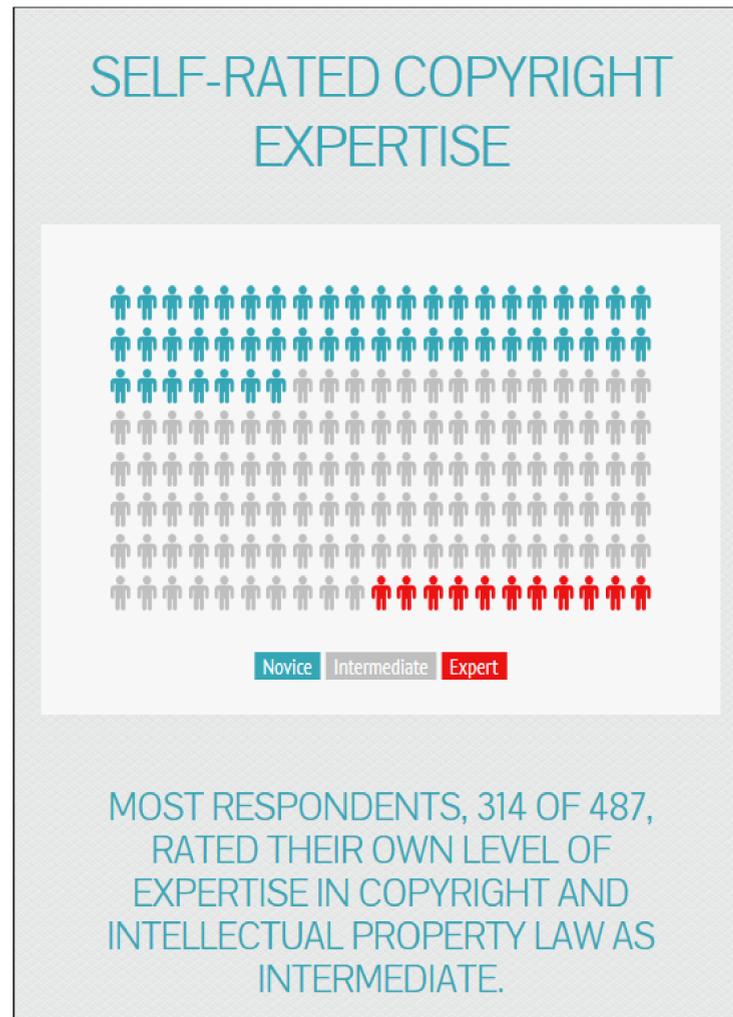
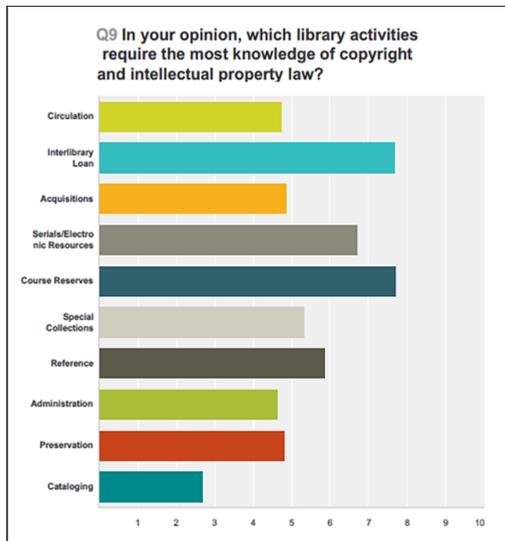
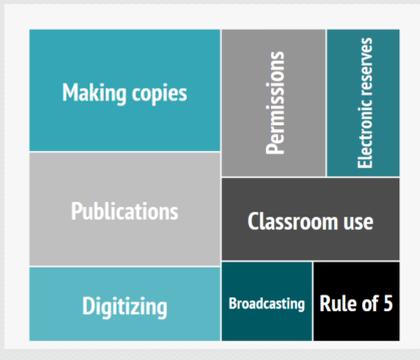


Number of LIS Programs Offering . . .

- 0 A required course dedicated to copyright
- 9 A required course with a copyright component
- 11 An elective dedicated to copyright
- 42 An elective with a copyright component



ISSUES ENCOUNTERED ON THE JOB



Recent and Emerging Areas Requiring Copyright Expertise in the Library



"Robust programs in information schools have to provide their students with some solid grounding on . . . information law issues, before they graduate"

Gathegi and Burke (2008)