

Guidelines for a Graduate Program in Archival Studies (2023)

Introduction¹

Archivists systematically identify, select, protect, organize, describe, preserve, and provide access to archival materials² – that is, society’s records and documents broadly defined, regardless of form or medium. Graduates of Archival Studies programs will be responsible for the records of the present, past, and future. Archival education is not addressed only to those wishing to work as archivists in archival institutions or programs. It is relevant to a wide range of activities, and graduates will practice in diverse types of institutions, businesses, communities, and professional positions. Archivists seek to facilitate the reliable and accurate creation of records that can be maintained as authentic throughout their existence, and to manage, organize, preserve, and provide access to records using methods that maintain and protect their trustworthiness. They do so to capture evidence of human activity and to preserve and transmit this evidence and the memory of it into the future, thereby supporting the assertion and defense of individual and collective rights, holding governments, organizations and individuals accountable for the exercise of their respective powers, and to secure the transfer of society's memory and culture into the future. Archivists play a crucial role in facilitating accountability within a democratic society.

Graduate programs in Archival Studies provide students the education and understanding they need to excel in their professional duties. These programs are responsible for ensuring archivists possess knowledge and skills relevant to the challenges posed by constantly changing workspaces, technological, and social environments, and the expectations of record creators, users, and society at large. In addition to maintaining technical competence, archivists have responsibility to engage and educate the public, to diversify the historical record and the profession, to solve problems and use archival materials creatively, to work with digital materials, to advocate for the profession, to be responsive to user requirements requiring modes and means of access, and to enhance the public good.

These guidelines consider that Archival Studies program graduates need to meet new challenges as they encounter them, and identify a common core of archival knowledge that all graduate programs in archival studies will deliver.

¹ The "Guidelines for a Graduate Program in Archival Studies" (GPAS) were first approved by the Society of American Archivists (SAA) Council in January 2002 and subsequently revised by the Committee on Education in 2005, 2011, 2015, and 2016. This current version of GPAS was revised by the Subcommittee on Graduate Archival Education, approved by the Committee on Education and adopted by the SAA Council in 2023, at the recommendation of the SAA Standards Committee. GPAS replaced 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 materials are recorded information, regardless of physical format or type of creator (public or private), that are 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.

These guidelines serve as a benchmark against which graduate programs in archival studies should measure themselves by establishing minimum standards in terms of mission, curriculum, faculty, and infrastructure. SAA hopes these guidelines will improve the archival profession by encouraging the continued thoughtful development of extensive and comprehensive educational programs.³

Archival Education: Mission and Goals

Archival studies programs seek to graduate records professionals who will work as archivists, records managers, and information specialists in other fields. Their primary purpose is teaching an understanding of the nature and use of records and of the systems in which they are created and maintained throughout their existence, from the point of records creation and use for the purposes for which they were created to their subsequent uses by other parties for diverse purposes.

Graduate programs in archival studies must define their mission, goals, and objectives. Some programs educate generalists with a broad knowledge of records and archives administration, while others prepare specialists in areas such as digital materials management, historical manuscripts, or management of institutional archives. Still others emphasize interdisciplinary studies that link, for example, archival, library, and museum knowledge. However, to qualify as an archival studies program (as opposed to a public history program, or a library and information science program), the curriculum shall focus on core archival knowledge areas as the foundation of any specialization or interdisciplinary education.

Programs will state their mission, goals, and objectives in terms of the educational outcomes they seek and the competencies they provide. These will be consistent with the parent institution's mission and culture and developed through a broad-based planning process that involves the program's constituencies.⁴ The curriculum shall be directly related to the learning outcomes and competencies it is intended to develop and faculty shall review and evaluate them continually based on evolving professional responsibilities, competencies, and challenges. Master's-level archival studies programs must be distinct within their institutions, coherent, cohesive, and identifiable.

The importance and complexity of archival work require that individuals entering the profession receive a strong graduate-level archival education based on core archival knowledge complemented by knowledge drawn from other disciplines. A fully developed graduate program in archival studies must establish a curriculum that:

- Provides students with a solid foundation in the theory, methodology, and practice of archival science, history of recordkeeping and archives, and archival historiography and scholarship;
- Strengthens this foundation by providing students the opportunity to acquire supporting areas of knowledge and methods from complementary disciplines;

³ For information about archival education programs in North America, including a directory of such programs, see the SAA website at <http://www2.archivists.org/gpas>.

⁴ The interdisciplinary character of archival education makes it possible to place a program in various 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 archival field's interdisciplinary nature.

- Assists students to develop critical thinking and decision-making skills related to all forms of records in the context of business, government, public needs, scientific research, or the stewardship of cultural heritage;
- Prepares students to manage and preserve authentic and trustworthy (i.e., reliable, accurate and authentic) records as well as relevant materials regardless of form;
- Prepares students to conduct and communicate scholarly research;
- Prepares students to teach or support the teaching of classes and workshops in archival literacy and the uses of archival resources;
- Communicates to students the ethical and legal dimensions of their work and impresses upon them a sense of their professional and social responsibilities for the public good and serving diverse groups that help redress historic inequities/injustices; and
- Exposes students to a diversity of perspectives about records, archives, and the profession, including diverse archival traditions, how these traditions manifest in different types of records, archives, and archival institutions, and how they affect relationships with donors, records creators, users, and communities.

Graduate education 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. Its training component focuses on building skills or acquiring practical knowledge according to a replicable pattern, or on developing a specialization in certain areas. Training occurs in the context of experiential learning.

The graduates of an archival studies program will have a thorough knowledge and understanding of archival concepts, principles, and methods, and be prepared to work independently in the performance of all archival functions.⁵ The variety and complexity of institutional settings and the increasingly digital and hybrid nature of records in our society require a broad range of skills and knowledge and a comprehensive understanding of archival theory and its practical application to manage and preserve current – as well as future – archival content.

By educating students in 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 master new knowledge and techniques as their profession develops and changes.

These guidelines, therefore, focus on the essential elements of master's-level graduate archival education, independent of institutional placement and name of degree offered. Different programs offer different emphases and specializations, but shall ensure students have a sufficient range of options and

⁵ The Academy of Certified Archivists has developed a useful list of archival knowledge domains. See the "Role Delineation" section of the Handbook for Archival Certification (found within the "Exam Handbook") online at <http://www.certifiedarchivists.org>.

focuses. Knowledge from other disciplines brought to bear on the archival studies program enriches and expands the archival curriculum to meet a wide range of needs and interests.

Curriculum

A graduate program in archival studies will provide students with a solid foundation in archival theory, methodology, and practice augmented by instruction in complementary areas. The latter will 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. Because archivists have responsibilities to their institutions, to the profession, and to the public at large, a graduate program in archival studies will also ground its instruction in matters of archival ethics, professionalism, advocacy, and social justice.

As stated above, the body of knowledge that a student will master as part of a graduate archival education comprises a) core archival knowledge and b) complementary knowledge, both supplemented by ethical and public interest concerns.

1. **Core archival knowledge** provides the theoretical and practical basis necessary to work as a professional archivist. This includes knowledge of archival ethics that promote responsibility toward the standards of the profession and the public good.
2. **Complementary knowledge** introduces students to other disciplines, knowledge of which will deepen their understanding of archival work, support its accomplishment, and teach others how archives function for the public good. Complementary knowledge also allows students to function in cross-disciplinary settings.

Graduate programs in archival studies will require a minimum eighteen (18) semester credit hours (or equivalent) of core archival knowledge. Additional non-core archival knowledge courses will be in specialized aspects of archival work or in complementary knowledge areas based on the interests of the students, and the demands of the graduate program's institution. Master's degrees in archival studies will be a combined minimum of thirty-six (36) semester credit hours (or equivalent) and Graduate Certificate programs will be a minimum of eighteen (18) semester credit hours. The curriculum will integrate an understanding of research throughout and will also include experiential learning.

A. CORE ARCHIVAL KNOWLEDGE

Rationale:

The identity of a profession is founded on a discrete body of knowledge and on a professional culture that arises from a common history, a united purpose, a shared vocabulary, and collective values, norms, and standards. Consequently, core archival knowledge is the heart of an archival studies program. It will occupy a dominant position in the curriculum and must be taught by full-time archival educators, professional archivists, 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 Material and Archival Functions** (theory and methodology associated with specific areas of archival work); **Knowledge of the Profession** (history of the profession, its ethical code, the evolution of archival practice, and the international and national records and archives framework); and **Contextual Knowledge** (the contexts within which records are created, managed, and kept). As noted in the *Core Values of Archivists*, "Archival education programs, professional organizations, and hiring institutions

must work to develop practices and policies that center the recruitment, retention, and ongoing support of inclusive communities of practice. It is not enough to collect the history of diverse peoples—the archives profession must constantly work toward creating anti-oppressive environments that encourage participation from people across the spectrum of experience.” As such, each component of graduate archival education must reflect these efforts.

Components:

1. Knowledge of Archival Material and Functions

Archival education will teach the fundamental concepts concerning the nature of records and archives as well as archival functions (archival theory), the techniques for performing archival functions (archival methodology), and the implementation of theory and method in real situations (archival practice). Instruction will cover the history of archival theory and methods and their articulation in the professional literature (archival scholarship). The scope of archival education will encompass all archival functions and current best practices. It will also address knowledge of project management, archival organizational management, as well as knowledge of the law directly affecting any such management (e.g., privacy, copyright).

a) *The Nature of Records and Archives:* The archival concept of records through time, regardless of form or medium; the characteristics of records and their components, formal elements, and attributes; the trustworthiness of records and authentication; the status of transmission of records and their authority;; the way records aggregate and their forms of aggregation; the diversity of ways in which individuals and groups create, maintain, and access records; the concept of archives and its history; the records tradition versus the manuscripts tradition in the United States; the concept of papers; the structure of archival bodies of material; archives as a place and as an institution; and the role of archives, archival institutions, and archival systems within the broader landscape of memory institutions. As records and information managers and archivists share the same body of knowledge, and their duties are increasingly blended together in a single professional responsibility, all graduates of archival studies programs will be able to analyze a creator’s structure and decision-making, to design and develop its records system, and apply such knowledge to decisions regarding all archival functions.

b) *Appraisal for Selection and Acquisition:* The theory, methods, policies, and procedures used to identify, evaluate, acquire, and authenticate archival materials, in all forms, that have enduring value to records creators, institutions, researchers, and society. Appraisal entails, among other things, understanding what makes community, institutional, organizational, and personal records trustworthy and useful to themselves and other communities, institutions, organizations, and individuals, in addition to legal and financial authorities, and other constituents. Instruction will go beyond the theory and present strategies and techniques that help archivists manage retention and disposition schedules, deaccessioning, rescheduling, reappraisal, donor relations and the power dynamics associated with them, assessment of creators, institutional capacity, and the many international approaches to selection and acquisition.

c) *Arrangement and Description:* The intellectual and physical organization of archival records and papers of all types and forms acquired by an archives according to archival principles, community considerations, 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 will link theory to practice.

d) *Preservation*: The physical and intellectual protection of records and papers of all types and in all forms, including the activities required to ensure their continuing accessibility, such as digitization, reformatting, or migration. Preservation knowledge comprises a firm grounding in preservation history; research into the nature of the materials and treatments; current techniques, technologies, and services; and administrative studies and management issues. Teaching will include some knowledge of conservation practices, that is, of a range of intervention activities needed to stabilize materials in their original format by physical, chemical, or digital means. Graduates will have sufficient understanding of conservation to be able to judge the efficacy of treatments. For digital materials, graduates will have sufficient understanding of digital object recovery techniques and digital security technologies.

e) *Reference and Access*: The policies and procedures designed to serve the information needs of various user groups, based on institutional mandates and constituencies, the nature of the materials, relevant laws and ethical considerations, and appropriate technologies. Users of archives include both researchers and records creators; students will be aware of diverse types of user groups and their respective needs and rights. Instruction in this area will also include the study of user behavior, discovery and access techniques and technologies, user-based evaluation techniques, and the interaction between archivist and user.

f) *Outreach, Instruction, and Advocacy*: The theories and practices used to identify archival constituencies and their needs and to develop programs that promote increased use, understanding of archival materials and methods, resources, visibility, and support. Includes primary source and information literacy as well as methods of promoting the value of archives to the public and other audiences, and articulation of the benefits the profession provides to society beyond competent management of the records in the archivists' care. Students will understand the administrative, sociological, and historical contexts in which records and archives exist, and how these affect the relationships of archives and archivists to the communities they serve. Students will be aware of the ways in which archives and archivists have, at times, impinged upon, undermined and displaced other memory traditions originating from traditions not shared by contemporary archival practices.

g) *Management and Administration*: The principles and practices used to facilitate all aspects of archival work through careful planning and administration of the repository, unit, or program, its institutional resources, and its policy making practices. At all career levels, archivists manage resources and make decisions, and often must demonstrate programmatic vision and innovation. Thus, graduates will know the fundamental principles related to organizational management and policies, strategic planning, systems analysis, project and program planning, budgeting, administrative leadership, human resources management, financial management, resource allocation, fundraising, grant writing, and the management of buildings, facilities, storage systems, and other equipment.

2. Knowledge of the Profession

Archival education will provide students with an understanding of how the profession has developed and how its specific practices have evolved. It will teach students about the nature of archival institutions, units and programs; the values and ethics that archivists bring to their work; and the perspectives that archivists contribute to the information professions.

a) *Archival Systems and the Archives Profession*: A graduate program in archival studies will teach the historical development of record-making and recordkeeping systems. This instruction will cover the structure of the archival community internationally and in North America in particular; the types of archival repositories and programs, along with their policies and procedures; and the legislation and regulations governing records, archives, and archival work. Instruction will also address the history of the archival profession; its missions, roles, and values; and the profession's contemporary concerns.

b) *Records and Cultural Memory*: Organizational records and personal collections in all forms constitute the documented memory of individuals and society. They provide the basis for holding governments and organizations accountable and for protecting the rights of individuals and groups. However, they are only part of the fabric of cultural memory. Archivists work in cooperation with other professionals (including, but not limited to, those who work for or on behalf of governments, organizations, historical societies, libraries, and museums) to preserve and provide access to cultural and social memory. Students will understand the relationships among archives and other stewards of cultural memory and the ways in which records complement that heritage and protect communities' documentation and rights. Students will also be familiar with relationships between documentary and non-documentary approaches used to maintain cultural and social memory, including the embodied culture of oral traditions and the socially distributed memory practices of many indigenous cultures, and the various contexts in which these approaches are applied.

c) *Professional Ethics and Values*: The records and archives profession bases its ethics and values on the responsibilities to manage, preserve, protect, and make available records and papers. Graduate programs will make students familiar with the non-neutral nature of archivists and archival practice, the SAA Core Values Statement and Code of Ethics, its underlying principles and perspectives, and its relationship to related professions' codes of ethics. Students will understand how the archival profession's ethics and values inform decisions and how to resolve potential conflicts in order to conduct their work consistent with relevant ethical obligations in pursuit of the public good.

d) *Research Literacy*: Understanding multiple methods of research design and execution is important to enable graduates to provide effective service to a wide variety of researchers and to evaluate archival operations from the perspective of users. Knowledge of research also allows graduates 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. Finally, knowledge of research allows archivists to use their repositories' collections to advance their own scholarship and provide enhanced reference and access.

3. Contextual Knowledge

Graduates of archival studies programs will understand the contexts in which records are created and kept, the methods and practices of their management, and the technology involved in records creation, management, preservation, and access. This knowledge will be integrated in the core curriculum wherever possible to foster a sound working knowledge that graduates can apply to their daily activities. Some of these areas of knowledge may also be studied more fully as disciplines in their own right; therefore, they are also listed under **Complementary Knowledge** below.

a) *Social and Cultural Context*: Knowledge of social and cultural systems is important for two reasons. First, graduates must understand the institutional and individual structures and systems that form the

context in which records and papers are created, maintained, and used. They will also understand the recordkeeping implications of social and cultural systems; the diversity of ways that individuals and groups create, maintain, and access records; and the organizational structures and procedures used by different types of institutions and organizations to ensure documentation and accountability. Second, graduates must understand the political, social, and economic dynamics within their organizational contexts to achieve their goals and objectives.

b) *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, nature, and structure of organizations that create records and assists students in understanding how to successfully operate within the institutions that will employ them. 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.

c) *Legal, Financial, and Records Systems*: Records and papers, and the recordkeeping systems of both institutions and individuals, result from and, therefore, reflect the legal and financial systems in which they were created and demonstrate organizational and individual accountability. Archival core knowledge incorporates the origin, development, structure, and functioning of legal and financial systems, including federal, state, and local laws as well as the regulatory environment. This will include both public and private sector jurisdictions, privacy rights, freedom of information legislation, and a wide variety of intellectual property rights, display and performance rights, and literary rights related to recorded material in all forms.

d) *Underserved & Underrepresented Communities*: The records and papers of many communities remain underrepresented within archival institutions, many whose memory traditions predate archival approaches to cultural and social memory, including, but not limited to, the communities of black, indigenous, and people of color (BIPOC). Archivists must embrace the importance of identifying, preserving, and working with communities to actively document those whose voices have been underrepresented or marginalized. Graduates of archival studies programs will have knowledge of contemporary published guidance and protocols, particularly those authored by members of BIPOC communities, for social memory and knowledge management. Graduates will also understand historical and current power relationships between BIPOC communities and non-BIPOC social structures, how power imbalances are both reflected in and maintained by archives and ways of addressing them. In particular, students will be familiar with the role of archives within processes of colonizing indigenous lands, and the displacement and elimination of BIPOC communities and cultures, and consider alternative approaches such as repatriation or post-custodial archives.⁶

B. COMPLEMENTARY KNOWLEDGE

Rationale:

Archivists must rely on knowledge, methods, and perspectives derived from other disciplines. The interdisciplinary nature of archival studies arises from the complexity of archival materials, the contexts of their creation, the multiplicity of their potential uses, and the many roles that graduates of archival

⁶ See also the SAA Statement on Diversity, Equity, and Inclusion; Core Values of Archivists; and the Code of Ethics for Archivists.

studies programs fill. Graduates will be knowledgeable about significant theories, methods, and practices in allied professions and fields.

The work of archivists and archival institutions intersects with that of other professions and endeavors involved in the identification, protection, and dissemination of recorded information. Among these are library and information science, records management, computer science, museum studies, oral history, historic preservation, historical editing, social and community organizations, and public history. Archives administration is not a branch of any related profession; however, exposure to the distinct purposes and methods of allied fields will be advantageous to archives students.

Administration, Faculty, and Infrastructure

A. Faculty

Graduate programs in archival studies must have a faculty capable of accomplishing program objectives. Faculty will have a deep understanding of the profession and archival work, strong ties to both the academic and professional communities, technological knowledge and skills, and a record of research and publishing within the field. They should be effective teachers and active participants in professional organizations.

To meet these guidelines, a program must have at least one full-time, archival studies 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 program, and to deliver the core knowledge of archival studies to give stability to the 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. While part-time or adjunct faculty enhance the program, reliance solely on adjunct or part-time faculty hampers the growth, stability, and sustainability of the program and limits opportunities for students to work directly with faculty. In the interests of diversifying the historical record and the profession, it is incumbent upon graduate programs to diversify their faculties and student bodies. Diversity in faculty, students, professionals, viewpoints, identities, and experience is essential to maintaining the relevance of archives.

B. Structure of the Learning Process

Graduate education in archival studies requires several modes of instruction and learning. 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. Coursework will also include opportunities for building an open, inclusive, and collaborative environment with fellow students and colleagues through group and/or outreach projects.

2. Experiential Learning

Experiential learning in the workplace will enhance knowledge acquired in coursework. 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 with mentoring by records professionals working in the field.

Students will have regular access to archives and manuscript repositories. Such access can take the form of virtual or in-person class visits, research assignments in the repositories, and other opportunities for experiential learning. As such, programs must have strong relationships with a variety of repositories.

Any form of experiential learning must primarily serve the student's educational goals, even if a host institution or organization ultimately benefits from the work accomplished by the student. Any practical experience with a host institution or organization will be a structured program related to the student's program of study. Faculty in collaboration with the designated host's internship supervisor should design the program and include provisions 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 strengthens their competence to analyze, critically review, and engage with the literature. Research also has the potential to provide original contributions to the archival literature and thus helps to invigorate the profession. Archival research can take many forms and borrow methodologies from a variety of fields in the humanities and social sciences. Although much archival research has been the result of an individual effort, education programs should introduce students to collaborative, creative research and encourage it within and outside their own discipline.

D. Resources and Facilities

Instructional and research resources and facilities for meeting the needs of students and faculty include access to core archival literature, library resources and services, information technologies and applications, and accommodations for independent and group study. On-campus and virtual learning environments should be appropriately staffed, convenient, and fully accessible to users of varying needs.

E. Administration, Placement, and Financial Support

The graduate program in archival studies must identify a program director or administrator who is responsible for making certain that the program achieves its mission, goals, and objectives. The program

director must be one of the full-time faculty members or staff of the home department. Depending on the scope and placement of the program, this person may have the title of director, chairperson, coordinator, or dean.

Programs must prepare students for entering the job market. Preparation includes, but is not limited to, career counseling, resume development or review, practice interviews, cultivating professional recommendations through network development, and job search strategies.

The parent institution must provide the program with continuing financial support sufficient to develop and maintain it. 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.

Conclusion

These guidelines define the *minimum* requirements for a graduate program in archival studies that is coherent, autonomous, and based on core archival knowledge. These guidelines define the academic education needed to meet the challenges of serving as an archivist in the 21st century and provide a strong common basis for graduate archival education regardless of any program's institutional affiliation.