



Certified Public Library Administrator Program (CPLA)
American Library Association-Allied Professional Association (ALA-APA)
50 East Huron
Chicago, IL 60611
312-280-2424
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cpla@ala.org

Request for Proposal (RFP)

Relating to Professional Services for the Providers of Certified Public Library Administrator (CPLA) Program

Revised July 2010

Proposal Deadlines:

March, first week – Spring Review in April
May, first week – ALA Annual Conference Review
September, first week – Fall Review in October
November, first week – ALA Midwinter Meeting Review



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Thank you for considering this Request for Proposals to become a Certified Public Library Administrator (CPLA) Program Course Provider. The CPLA Certification Review Committee and ALA-APA are eager to answer any questions you might have about this RFP. Please call 800-545-2433, ext. 2424, or e-mail cpla@ala.org.

The criteria the CPLA Certification Review Committee will be using to evaluate your proposal are on the CPLA website: <http://ala-apa.org/certification/for-course-providers/>.

I. PURPOSE

The American Library Association-Allied Professional Association (ALA-APA) Certification Review Committee (CRC) invites the submittal of proposals from continuing education program providers interested in offering a curriculum with an evaluative-based component related specifically to the administration of public libraries of all sizes for the Certified Public Library Administrator (CPLA) program participants.

The continuing education provider will develop curriculum for one or more of nine specific core competencies:

Core Competencies

- Budget and Finance
- Management of Technology
- Organization and Personnel Administration
- Planning and Management of Buildings

Elective Competencies

- Current Issues
- Fundraising
- Marketing
- Politics and Networking
- Service to Diverse Populations

II. BACKGROUND

The CPLA program is a post-MLS certification program for public librarians with three years or more of supervisory experience. The candidate may have supervised paid employees, unpaid employees, students, part-time workers, or volunteers. CPLA certification will enable public library administrators to:

- Further their professional education and development.
- Move to a higher level of practical professional experience.
- Improve career opportunities through professional expertise.
- Demonstrate to colleagues, trustees and board of directors, patrons and the wider information community that the certified person has acquired a nationally and professionally recognized body of knowledge and expertise in public library administration.
- Improve the quality of library service through the provision of practical knowledge and skills essential to successful library management.



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The CPLA program is jointly sponsored by the American Library Association's Public Library Association (PLA), the Library Administration and Management Association (LAMA), and the Association of Specialized and Cooperative Library Agencies (ASCLA) and approved by the ALA Council. The Certification Review Committee (CRC), appointed by the ALA-APA Board of Directors, will review, approve the requirements for certification and re-certification, and administer the CPLA program. The CRC also manages the appeals process.

CPLA candidates will have the following prerequisites before entering the certification process:

- A graduate degree in library and information studies from a program accredited by the American Library Association; or
- A master's level program in library and information studies accredited or recognized by the appropriate national body of another country; or
- A master's degree with a specialty in school library media from an educational unit accredited by the National Council for the Accreditation of Teacher Education (for school library media specialists only).

and

- A minimum of three years of experience in a public library position that includes supervisory and administrative duties

ALA membership is not required for participation in the certification program.

Candidates are required to complete seven of the nine competencies, including all four of the core competencies. They are given five years to complete the coursework.

III. SCOPE OF WORK

Providers must apply for each competency separately and fulfill the following criteria for each competency application:

- Courses or workshop series must be related to one of the nine competencies listed with supporting detail in Appendix A.
- Courses must meet the full criteria to prepare candidates in one or more competencies.
- Courses must include an evaluative component, i.e., testing, project, research paper, etc.
- Course curriculum and a detailed list of reading materials must be included with the application. All information to be considered for this application must be included. The CPLA Certification Review Committee will not access external resources, such as Web sites, during its review. It is the applicant's responsibility to submit a complete and compelling application.
- Course description (one to three paragraphs) must be included with the application.
- A description or sample of the evaluative component must be included with the application.
- Provider will deliver the course content in a way that assures that the competency's criteria for success are met, but each course must include a minimum of 12 contact hours. Methods of providing contact hours may include, but are not limited to:
 - Face-to-face courses.
 - Online courses. Asynchronous delivery will be more heavily scrutinized for participant interaction, content, and evaluation during the review.
 - Workshops and institutes.



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- Conference calls.
- Video conferencing or other technologies.
- Provider must clearly state the following information:
 - When the course will be offered and how often the course will be presented per year.
 - Where the course will be offered and the details concerning the delivery method (when and how often they will meet face to face, online, conference call, etc.).
 - The course length and schedule (2-day preconference, 8 hours every day for a week, 2 times a month for 6 months, once a week for 12 weeks, etc.)—and be as specific as possible.
 - The cost of the course, including registration, fees, and materials.
 - A listing of the minimum technology requirements for the student.
 - How students will access online course materials.
 - The communication methods that will be available to students during the course. Be specific about communication between the students, the students and the instructor, and/or a single student and the instructor.
- Vitae of course/workshop series instructors must be included with the application.
- Pre-work or portfolio development that may be included as part of the coursework.
- A reasonable period of time over which a CPLA applicant may complete the necessary coursework.
- Specify, in detail, if there are any organizational barriers that might prevent a candidate from taking this course.
- List, in detail, any organizational requirements that would have to be met by a candidate prior to taking this course.
- Technical support for students.

Courses and workshop series developed to satisfy the CPLA competencies may be provided by, but are not limited to, ALA and its divisions, other professional organizations (e.g., ALA Chapters, ALA Division Affiliates), library associations at all levels, LIS programs, library consortia, university programs, state libraries, independent trainers, vendors, independent consultants, and for-profit providers. The CPLA CRC encourages multiple methods of delivering course content, such as group projects, face-to-face or online interaction, as well as the use of traditional course materials and teaching. Providers are expected to market courses to potential certification candidates, though course participation need not be limited to candidates for certification.

Providers must apply using the form in Appendix B. Courses must be offered at least one time during the approval year. Approval for any continuing education course is valid for the timeframe indicated on the application form provided that no substantive changes are made to the content or format of the course that impact the learning objectives of the competency.

The Certification Review Committee will review applications four times a year and contact all approved and unapproved providers within sixty days of the meeting. Approved providers will be listed on the ALA-APA Certification Web site and in promotional materials, along with approved courses and the competencies covered.

ALA-APA does not restrict or make recommendations on fees or other arrangements between the provider and the candidate. Providers must cooperate with ALA-APA in providing participants with documentation verifying completion of the competency. ALA-APA will provide approved providers with “Verification of Completion” forms.

ALA-APA reserves the right to monitor the courses for which it has granted approval and to withdraw from approval any course or program that is presented in a manner that is inconsistent with the approval requirements. Providers are also expected to participate in periodic evaluations.



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IV. FEES

Course providers, other than ALA divisions, will pay \$100 per competency at the time of application. A course covering two or more competencies will require filing of separate applications and fees for each competency. All fees are non-refundable.

Providers may re-apply to ALA-APA for approval each year. Minimal fees may be required.

V. PROPOSAL ORGANIZATION AND SUBMISSION REQUIREMENTS

The proposal shall conform to the following outline and include:

- Overview/Scope of Work. To convey the provider's understanding of the CPLA objectives and requirements. All criteria must be addressed.
- The completed CPLA Provider Approval Application Form. Include a self-attestation that the provider's program fulfills the guidelines established by the CRC, an evaluation component, and a list of courses that meet one or more of the four core competencies and five elective competencies.
- Six (6) paper copies of the proposal and application, mailed to CPLA, ALA-APA, 50 East Huron, Chicago, IL 60611
- One (1) electronic version of the proposal, e-mailed to jgrady@ala.org. If several proposals are being submitted, each proposal must be sent as a separate file.

VI. PROJECT TIME FRAME

Following an evaluation of the RFP responses, the CRC and ALA-APA Director will notify prospective providers of their eligibility. Courses will be *approved*, *approved with questions*, *conditionally approved* or *denied*. The criteria used by the CPLA Certification Review Committee is linked to the CPLA Web site— <http://ala-apa.org/certification/for-course-providers/>. In most cases, there will be detailed comments. *Approved* means the proposal clearly satisfied the RFP, standard and criteria. *Approved with questions* means that the committee was generally satisfied with the proposal, but has one or more questions. In this case, the provider's course will be publicized and listed on the CPLA Web site (www.ala-apa.org/certification/cplacourses.html) as available, but the committee expects that the provider will respond to the questions before the next quarterly review is conducted. *Conditional approval* means that the committee sees enough merit in the proposal not to deny it, but has substantial questions that must be answered before the course can be approved and listed as an available course on the CPLA Web site.

For *Approved with questions* and *Conditional approval*, no additional fees are required for subsequent reviews. In the first three cases described above, the provider will be expected to offer the course at least once within a year after the approval has been granted.

For providers whose courses are *Denied*, there is an appeals process, which is listed on the CPLA Web site—www.ala-apa.org/certification/cplaappeals.html.

Applications will be reviewed quarterly, including at ALA Annual Conferences and Midwinter Meetings.

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APPENDIX A. CPLA Competencies

BUDGET AND FINANCE—Core

Given the following resources are available to the candidate:

- Library's vision, mission, and strategic plan.
- Current operations and capital budgets.
- The programs and services the library is expected to provide.
- A history of past financial requirements.

The candidate is expected to:

- Develop program budgets.
- Conduct operational budgets.
- Develop capital budgets.
- Conduct cost/benefit analyses.
- Work with accounting personnel.

The criteria to judge the adequacy of the performances are:

- Budgets and cost/benefit reports comply with standard accounting principles.

Learning Objectives:

1. Describe the relationship between budgeting and overall planning for the organization's goals and objectives.
2. Develop a program budget based on a line-item budget (convert a line-item budget to a program budget).
3. Perform cost benefit analysis for specific library services.
4. Develop performance measures and operations indicators for specific library functions.
5. Identify and evaluate the feasibility of using various potential sources of funding for a major capital project.
6. Present a program budget or a capital budget and financing plan to the library's governing authority or general government administrator.



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MANAGEMENT OF TECHNOLOGY—Core

Given the following resources are available to the candidate:

- The library's long-term goals.
- An inventory of the technology currently being used by the library.
- The library's current capital budget.

The candidate is expected to:

- Determine the technology requirements of the library.
- Determine how well the technology meets the needs of the library.
- Recommend technologies for the library.
- Make purchasing decisions related to technology.

The candidate may:

- Develop a technology plan for their library.

The criteria for judging the adequacy of the above performances are:

- The technology requirements will be documented and will include the requirements of different populations (staff and library patrons).
- Discrepancies in the current technologies' capabilities and the libraries' requirements will be noted.
- Recommended technologies will satisfy the identified and agreed on requirements.

The technology plan will include:

- A description of the users (number, age, expectations, requirements, etc.).
- A list of technology requirements (data base, report generation, retrieval, sorting, on-line interface, printing, storage, etc.).
- Recommendations with a rationale including possibly the library's economic constraints, the functions to be supported, and the capabilities of the considered alternatives.

Learning Objectives:

1. Develop a basic understanding of the concepts and terminology of state of the art computer and communications technologies and their rapidly changing nature.
2. Develop an awareness of the appropriate computer/communications hardware and software applications to achieve library objectives.
3. Develop an understanding of how to evaluate electronic products and services to make cost-effective selection and implementation decisions.
4. Develop an improved understanding of the Internet and emerging Web technologies.
5. Develop knowledge of technological policy and its use in libraries.
6. Develop basic skills for effective technological change planning: design for technological change, hiring and training, staffing, costs, building requirements, and ongoing maintenance.



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ORGANIZATION AND PERSONNEL MANAGEMENT—Core

Given the following resources are available to the candidate:

- The library's long-range plan (vision, mission, strategic plan).
- Operating budget.
- Staff and board audit.
- Programs, services, resources audit.

The candidate is expected to:

- Recruit staff.
- Make hiring decisions.
- Supervise staff.
- Evaluate staff's performance.
- Identify staff's training needs.
- Implement training.
- Fire or terminate staff.
- Evaluate the effectiveness of the organizational structure.
- Evaluate personnel policies.
- Identify resources for staff.
- Secure resources for staff.

The candidate may:

- Develop staff incentives.
- The criteria to judge the adequacy of the performances are:
- Personnel policies comply with local, state and federal mandates or requirements.
- Hiring, firing and training decisions are based on staffing needs.
- Necessary staff resources are available to support delivery of programs and services.
- Organizational structure is effective and efficient.
- Staff get timely feedback so they can self-correct or align performance with library goals
- Staff has access to tools and information they need to do their jobs.
- Staff is trained as required.

Learning Objectives:

1. Write effective personnel policies.
2. List the key legal issues involved in hiring and managing staff.
3. Describe the benefits and steps in conducting a staff study.
4. Practice basic conflict resolution skills.
5. Write a staff development and training plan that includes the introduction of technology.



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PLANNING AND MANAGEMENT OF BUILDINGS—Core

Given the following resources are available to the candidate:

- The library's operating budget, capital budget, and long range plan;
- A study that identified the functions and services the library is to provide.
- Professional counsel including architects, engineers, and code officials,

The candidate is expected to:

- Determine the current and future functionality of the facility.
- Determine the capital investment needs of the facility (replacement, remodeling, refurbishing, or expansion).
- Develop operating and capital budgets.

The candidate may:

- Determine the ongoing maintenance requirements of the facility

The criteria to judge the adequacy of the performances are:

- Measures of functionality include maintainability and ADA (American with Disabilities Act) requirements.
- The accepted or approved capital investments support the long-range plan and the identified functions and services; and are comparable to projects of a similar size in a similar market.
- The professionals from whom services were acquired had the required licenses and credentials, and were gained through an open competitive process (assumes building construction or remodeling).
- The working documents from programming, planning, construction, to post occupancy are on file for future reference and public scrutiny (optional).

Learning Objectives:

1. List building maintenance and operation procedures for effective budgeting and selection of maintenance programs and staff.
2. Describe short- and long-range capital improvement and facility development plans.
3. List procedures in employing architectural, engineering and consultant assistance in building maintenance and development programs.
4. Describe key components and required information in developing building programs.
5. Describe the planning and construction processes for renovated or new facilities.
6. List life and safety issues in building operation and planning.
7. List technology planning needs and building requirements.
8. Describe post-occupancy evaluation procedures.



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CURRENT ISSUES—Elective

Given the following resources are available to the candidate:

- Access to information and data sources about federal, state, and local legislation and the community and the populations served by the library.

The candidate is expected to:

- Identify social/political/economic issues that may affect the library, the populations it serves, or its services (see Politics and Networking)
- Develop recommendations based on the issues.

The criteria to judge the adequacy of the performances are:

- Data collected are relevant and useful.
- Recommendations are timely and targeted.
- Further exploration is conducted on issues of priority to the library.
- Operational plans and budgets accommodate the impact of relevant issues.

Learning Objectives:

1. Identify major current issues in public library management.
2. Identify how general political, economic or social trends related to the issues in their public library management context.
3. Analyze an issue in depth, incorporating information gleaned from all relevant sources, and document how the issue could impact strategic planning, services, policies, resource allocation, or collection management as applicable.
4. Develop and defend recommendations for how an issue might be addressed and resolved in a particular public library.



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MARKETING—Elective

Given the following resources are available to the candidate:

- Strategic plan and budget.
- Board of Directors deliberations about their vision and mission of the library.
- New or current product or service to be marketed.

The candidate is expected to:

- Analyze the library needs of the community (see Diverse Populations).
- Identify library products and services to meet those needs.

The candidate may:

- Oversee the development of a marketing plan.

The criteria to judge the adequacy of the performances are:

- Needs are identified.
- Products and services that meet the needs are identified.
- Marketing activities are effective.

Learning Objectives:

1. Describe methods of community study, marketing and measurement.
2. Write strategic directions with measures of success of measurable objectives based on customer needs.
3. Describe the planning/marketing process OR write a marketing plan for their library or specific function area OR engage in a planning process for their library (requires follow-up).



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FUNDRAISING/GRANTSMANSHIP—Elective

Given the following resources are available to the candidate:

- Library's long-range/strategic plan.
- Library's operating and capital budgets.
- Audit of the library's programs, services, and facilities.
- Audit of the funding and grants in force.

The candidate is expected to:

- Identify the funding needs of the library.
- Identify fundraising opportunities.

The candidate may:

- Complete grant applications.

The criteria to judge the adequacy of the performances are:

- Goals and objectives of fundraising activities are documented.
- Fundraising opportunities that are feasible are acted on.
- Grant awards and fundraising activities support the long-range plan.

Learning Objectives:

1. Identify public and private funders for facilities, services and grants.
2. Analyze resources, programs, publications, and trends regarding available outside funding.
3. Produce an outline and marketing strategies based upon information available.
4. Produce a brief proposal for support of a service activity.
5. Identify the major elements of any grant application and be able to understand how those elements are interconnected.
6. Produce a needs statement to support a desired potential grant support activity.
7. Identify who in the participant's community are potential stakeholders in any fundraising or grant activity.
8. Analyze how various fundraising and grant opportunities can be interrelated to produce overall results.



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POLITICS AND NETWORKING—Elective

Given the following resources are available to the candidate:

- Library's long-range plan (vision, mission, strategic plan).
- Access to federal, state and local initiatives and actions.
- Current issues analysis

The candidate is expected to:

- Identify social/political/economic issues that may affect the library, the populations it services, or its services.
- Develop relationships with people who can exercise influence in federal, state, or local decisions.
- Work effectively with key constituents.
- Work effectively with the media.
- Lobby for federal, state, and local initiatives that support the library's vision, mission, and goals.

The criteria to judge the adequacy of the performances are:

- Analysis is systematic and documented.
- Relationships support realization of library goals and objectives.
- Plans are strategic in focus and detailed in approach.

Learning Objectives:

1. Gain a general understanding of the strategies involved in planning for successful political action, including understanding the demography and culture of your local service area.
2. Be able to identify key players in decision making for political effectiveness.
3. Develop skills to build coalitions.
4. Be able to discern how local decisions are made.
5. Develop team planning skills with local Boards and Commissions.
6. Develop political advocacy skills.
7. Understand the process and impact of political opinion polling and campaigning.
8. Develop skills in handling the media effectively.
9. Develop skills in negotiation and compromise.
10. Develop and understand the role of lobbyists and how to use them effectively at the local, state and federal levels.
11. Gain an understanding of how to assess current local political issues, including the role of newspaper editors and editorial boards.
12. Develop political skills in working with various support groups and community leaders, which at times can have conflicting interests with Boards and Commissions.
13. Learn how to develop support groups, including recruitment, tactics and legal issues.
14. Become knowledgeable of the various governance and legal structures of Boards and Commissions and support groups.
15. Prepare useful education materials that may assist others with understanding and assessing the political process.
16. Gain knowledge of federal, state and local statutes, ordinances and resolutions and their impact on local decision-making.



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SERVING DIVERSE POPULATIONS—Elective

Given the following resources are available to the candidate:

- Library's mission and long-term plan.
- Access to demographic data for the community served.
- Access to data on current library programs, services, and facilities.
- Data on staff and board recruitment, selection, hiring, training & development, management, promotion, and firing.

The candidate is expected to:

- Determine the demographics trends of the community served.
- Determine the degree to which services and programs meet the diverse needs of current and future populations.
- Develop a plan to enhance access to library services by diverse populations.
- Develop a plan to market library services to diverse members of the community (see Marketing).
- Develop a plan to enhance staff and board diversity.
- Evaluate how well the library is meeting the needs of diverse populations (serving, employing, etc.).

The criteria to judge the adequacy of the performances are:

- Number and type of diverse populations served.
- Programs, services, resources, and facilities are meeting the needs of the community's diverse populations.
- Management systems support acquisition and maintenance of a culturally diverse staff and board.

Learning Objectives:

1. Have a heightened sense that all segments of a library's community have a right and a need for the valuable services libraries deliver.
2. Know how to develop an accurate demographic picture of cultural and ethnic makeup of their communities.
3. Be aware that the library and its role differ from culture to culture.
4. Acquire techniques to create or adapt library programs, services, and collections so that people of various cultures find those programs and services valuable to them, and so that the library is a more useful and welcoming place for them.
5. Understand the importance of having a diverse workforce and governing structure for the library—to not only create a more welcoming atmosphere for customers, but also to provide a richer internal information and decision-making environment among the staff.
6. Know both traditional and non-traditional sources and techniques for recruiting library staff and trustees.



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APPENDIX B. CPLA Provider Approval Application Form

1. First and Last Name of Applicant _____
Institution _____
Address _____
City, State, Zip _____
E-mail _____ Phone _____
Fax _____ Website _____
2. Sponsoring entity (check appropriate category)

<input type="checkbox"/> ALA Division	<input type="checkbox"/> Library and Information Science program
<input type="checkbox"/> State Library Agency	<input type="checkbox"/> Library Association
<input type="checkbox"/> Library cooperative, system or network	<input type="checkbox"/> Library consulting firm
<input type="checkbox"/> Independent consultant	<input type="checkbox"/> Corporation
<input type="checkbox"/> Other _____	
3. Title of the Course or Workshop Series _____
4. Competency for which approval is requested (check one)
Core competencies

<input type="checkbox"/> Budget and Finance	<input type="checkbox"/> Management of Technology
<input type="checkbox"/> Organization and Personnel Administration	<input type="checkbox"/> Planning and Management of Buildings

Elective competencies

<input type="checkbox"/> Current Issues	<input type="checkbox"/> Fundraising
<input type="checkbox"/> Marketing	<input type="checkbox"/> Politics and Networking
<input type="checkbox"/> Service to Diverse Populations	
5. Please attach the curriculum/syllabus for the course.
6. Please attach vita for the instructors of the course.
7. Please indicate the course delivery method (Check as many as are appropriate; attach a description, if necessary)

<input type="checkbox"/> Face-to-face courses	<input type="checkbox"/> Online courses
<input type="checkbox"/> Workshops and institutes	<input type="checkbox"/> Conference calls
<input type="checkbox"/> Video conferencing or other technologies	<input type="checkbox"/> Other _____
8. Please attach a description of the rigorous evaluation method that will be used to determine that the candidates has successfully completed the course work and met the learning objectives.
9. Applying for:
 Current Year—\$100.00
 Renewal—(requires submission of documents outlined in appendix C; fees may apply)



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Please make all checks out to the ALA-APA. Credit card payments may be faxed to 312-280-5297 using the form available at <http://ala-apa.org/certification/for-course-providers/>. Invoices will not be accepted. Please send one (1) copy of the entire proposal electronically to jgrady@ala.org.

I certify that the information provided above is accurate and that I am authorized to sign this application on behalf of the provider.

Name (print) _____ Title _____
Signature _____ Date _____

For Office Use Only
Complete Approval date _____ Approval Number _____

Appendix C. Renewal Checklist

For Providers That Taught an Approved Course at Least Once during the Approval Year

- Complete application form—Appendix B in the RFP
- Highlight any changes to course (curriculum, presenter, content, resources, delivery, etc.) on a cover sheet
- Dates the course was offered during the approval year
- Evaluations from students as evidence of course assessment
- Provider comments based on students' evaluations (optional)
- New or revised resumes/vitas
- Renewal fees may apply

For Providers That Did Not Teach an Approved Course at Least Once during the Approval Year

If you have not provided the course at least once during your approval year, you must resubmit the entire proposal and the full fee of \$100 with appropriate updates.