

21st Century Accreditation: Teaching, Learning, Practice, and Competences

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ABSTRACT

The ALA Standards for Accreditation of Master's Programs in Library and Information Studies has undergone a significant proposed revision to foreground: program learning outcomes; place more emphasis on equity, diversity, and inclusion; eliminate redundancy; and reflect the current institutional context of LIS education and/or the needs of the profession.

The revision maintains focus on: systematic planning; program level learning outcomes and curriculum; faculty; students; and infrastructure, through the maturing lens and experiences of 21st century students, educators, employers, and schools.

The revised Standards are designed to be flexible enough to support a range of program modalities (primarily in-person, hybrid, primarily online), pedagogies, concentrations, and sizes, while maintaining a professional standard and expectation of program learning outcomes relevant to an evolving and expanding range of career options and opportunities.

Whether library and information studies programs exist as faculties, schools, or departments, the Standards were revised to be expansive enough to support the development, implementation, and growth of robust teaching, learning, and research environments tailored to institutional strategic directions and local realities but focused on producing quality education experiences for students through common accreditation expectations. This panel brings together program and Committee on Accreditation representatives to review the aims of the revision, the process and results of the revision consultation process focused mainly within the United States, Canada, and the UK where ALA-accreditation is recognized by the Council on Higher Education Accreditation as the accreditor for the field of library and information studies, the experiences and expectations of external review panels during site visits, and the accreditation experiences of two representative schools.

The panel will further explore the implementation of the revised standards, Committee on Accreditation expectations, supports available to programs from the Office of Accreditation, and initial and developing experiences in applying the revised standards. The panel will also invite comments, questions, and observations from attendees.

ALISE RESEARCH TAXONOMY TOPICS

accreditation; competencies; pedagogy

AUTHOR KEYWORDS

accreditation; standards

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