

There's a Standard for That: Aligning Academic Aspirations, Professional Standards, and ALA Accreditation

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ABSTRACT

The Syracuse University library and information science (LIS) program has committed to a new focus on INformation Justice, Equity, and Community EngagemenT (INJECT) that will guide a redesign of our program and redefine our commitment to our students, our coursework, and our impact on the information profession and broader community. While INJECT concepts form the bedrock of our new curriculum, our program is committed to being responsive to library professional standards as well as the ALA Standards for Accreditation of Master's Programs in Library and Information Studies. Professional standards produced by library associations including ALA, IFLA, ACRL, SLA, RUSA, and YALSA reflect the needs of the library profession and impact the knowledge, skills, abilities, and dispositions librarians need to learn. In designing professional curriculum, LIS faculty must respond to and design for existing standards and competency lists in order to create a program that correlates with the ideals held by various library organizations. At the same time, LIS programs must demonstrate alignment with ALA Standards for Accreditation. So, how do the various competency lists compare to accreditation standards? How do the competencies and standards support INJECT topics, including critical librarianship, social justice, and equity and where do they fall short? This poster reveals an analysis and alignment of professional standards, accreditation standards, and our aspirations to better represent information justice, equity, and community engagement in LIS. This work can enable faculty to transform LIS curricula and create a resilient future for our programs, our student, and the broader LIS profession.

ALISE RESEARCH TAXONOMY TOPICS

accreditation; curriculum; standards.

AUTHOR KEYWORDS

professional competencies; accreditation; curriculum redesign; information justice; equity.