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Comments, questions, and suggestions are welcomed. Please contact us at accred@ala.org.

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ALA accreditation at a glance

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|---------------|--|
| 66 | ALA-accredited programs |
| 61 | Institutions with ALA-accredited programs |
| 33 | U.S. states (including Washington, DC, and Puerto Rico) with ALA-accredited programs |
| 5 | Canadian provinces with ALA-accredited programs |
| 42 | ALA-accredited programs offering 100% online programs † |
| 2 | Programs with candidacy status |
| 1 | Programs with precandidacy status |
| 16,438 | Total number of students enrolled in ALA-accredited programs in fall 2018 * |
| 5,907 | Graduates of ALA-accredited programs during the 2017-2018 academic year * |

† As identified by the programs

* As reported by programs to the Committee on Accreditation.

News and announcements

External Review Panel (ERP) Chair Training at 2020 ALA Midwinter Meeting in Philadelphia

Date: Sunday, January 26, 2020

Time: 8:00am – 12:00noon

Location: Philadelphia 201 Hotel

External review panelists are invited to attend training to serve as an ERP chair. The session will include an overview of the process and resources, small group exercises, and speakers with ERP chair experience who will describe their approach and address attendee questions.

Reviewers currently assigned to chair a panel are strongly encouraged to attend. Program heads who want to learn more about the comprehensive review, the site visit, and the role of the ERP chair in the review process are also encouraged to attend and be seated at tables reserved for observers. To reserve a seat, contact Susana Stoll (sstoll@ala.org) and include “ERP chair training” in the subject line.

New external review panelists sought

Find out more about [serving on an external review panel](#) from the [Resources for external review panelists](#) webpage. If you are interested in serving, please complete the [External Review Panel Member Information Form](#), and plan to attend the training session at the 2020 ALA Annual Conference in Chicago in June.

If you know someone who might be interested in serving as an external review panelist, please encourage that person to apply, or send a recommendation to Susana Stoll (sstoll@ala.org).

The Office for Accreditation is particularly seeking librarians and information center professionals and educators with specializations and experience in the following areas:

- Archives and records management
- Cultural heritage information management
- Curricular review and redesign
- Distance education
- School librarianship
- Public librarianship
- Information science
- Information technology
- LIS graduate program administration
- Service to diverse populations
- French language skills
- Spanish language skills

AASL-CAEP program review training at 2020 ALA Midwinter Meeting in Philadelphia, PA

Date: Saturday, January 25, 2020

Time: 3:00pm – 6:00pm

Location: Philadelphia 201 Hotel

New and experienced program reviewers and report compilers are encouraged to attend this session to learn about the AASL-CAEP program review process, the *2010 ALA/AASL Standards for Initial Preparation of School Librarians* and a briefing on the newly approved *Standards*, report preparation and review, and appropriate assessments.

In addition, the training leaders will be for a 20-minute consultation for those preparing program reports or who are interested in beginning the program report process. *Please note that the trainers provide feedback based on their personal experience and are not acting as reviewers during this consultation time.*

In order to have sufficient training materials on hand, please let Susana Stoll (ssoll@ala.org) know by January 6, 2020, if you plan to attend. Include “AASL-CAEP training” in the subject line.

Prospective reviewers interested are encouraged to find out more about the AASL-CAEP program review process at <http://www.ala.org/aasl/about/ed/caep/reviewers>.

CoA announces accreditation actions

The Committee on Accreditation (CoA) of the American Library Association (ALA) has announced the following accreditation decisions.

What follows reflects the April 2018 policy revision to section I.15 (Accreditation decisions) of Accreditation Process, Policies, and Procedures (AP3), implemented to enhance public disclosure, that went into effect for all programs beginning in May 2018. The policy states that “any standard on which a program has follow-up reporting (following a comprehensive review or interim reporting review) is made public by the Office for Accreditation in the Directory of ALA-Accredited Programs and as a part of the usual means (e.g., press release, Accreditation Decisions and Actions Taken reports, and Prism).”

At the CoA 2019 Spring Meeting

Conditional accreditation status was granted to the following program, with the next comprehensive review visit scheduled to take place in spring 2022:

- Master of Library and Information Studies at the University of Oklahoma.
Standard cited for follow-up reporting: Standard IV.6 (applies the results of evaluation of student achievement to program development).

At the CoA meeting at the 2019 ALA Annual Conference:

Continued Accreditation status was granted to the following programs (listed in alphabetical order by institution), with the next comprehensive review visit scheduled to take place in spring 2026:

- Master of Information Science and Master of Library Science at Indiana University, Bloomington. Standard cited for follow-up reporting: II.1 (curriculum evolves in response to ongoing systematic planning).
- Master of Library Science at Indiana University-Purdue University, Indianapolis. Meets all standards. No follow-up reporting required.
- Master of Library and Information Science at University of Southern Mississippi. Standards cited for follow-up reporting: I.1 (program's mission and goals pursued through implementation of an ongoing, broad-based, systematic planning process) and II.2.3 (responds to needs of a diverse and global society, including needs of underserved groups).

Initial Accreditation status was granted to the following program, with the next comprehensive review visit scheduled to take place in spring 2026:

- Master of Science in Library and Information Science at Chicago State University. Meets all standards. No follow-up reporting required.

The following program's status was changed from Continued to Conditional, with the next comprehensive review visit scheduled to take place in spring 2022:

- Master of Library and Information Science at Louisiana State University. Standards cited for follow-up reporting: I.1 (program's mission and goals pursued through implementation of an ongoing, broad-based, systematic planning process), I.1.4 (communication of planning policies and processes to program constituents), II.3 (curriculum provides opportunity for students to construct coherent programs of study), II.5 (procedures for continual evaluation of curriculum), II.6 (documented evidence to substantiate evaluation of curriculum), III.1 (faculty capable of accomplishing program objectives), III.6 (faculty with diversity of backgrounds and skills and an intellectual environment that enhances the accomplishment of program objectives), IV.5.3 (students receive academic and career advisement and consultation), IV.6 (applies the results of evaluation of student achievement to program development), IV.7 (documented evidence to substantiate the evaluation of student learning outcomes), and V.1 (program is an integral yet distinctive academic unit within institution).

Candidacy status was granted to the following program, with the comprehensive review visit scheduled to take place in spring 2022:

- Master of Arts in Library and Information Studies at University College London. Standard cited for follow-up reporting: I.1 (program's mission and goals pursued through implementation of an ongoing, broad-based, systematic planning process).

From the Director of the Office: Outlook

By Karen L. O'Brien, Director, ALA Office for Accreditation

A new era for the ALA Office for Accreditation has begun with Susana Stoll taking on the position of Associate Director. Her administrative acumen has helped keep operations on track since Kerri Price departed ALA in July for another opportunity.

Susana's management within non-profits and her research work in the museum sector has prepared her well: as Project Coordinator and Program Manager at the Alliance of Local Service Organizations (ALSO) and as Grants Manager for the Pritzker Traubert Foundation, where she also engaged in policy and research initiatives. She currently serves as President of the Board for Voice of the City, a community-based multi-arts organization in the Logan Square/Avondale neighborhood here in Chicago.

Born in Puebla, Mexico, Susana was raised in the US from the age of thirteen. She earned a bachelor's in International Studies (DePaul University) and a master's in Art History (University of New Mexico) where she conducted primary research for her thesis at the General Archive of Central America and the National Library of Guatemala in Guatemala City and the Museum of Colonial Art in Antigua, Guatemala. Her graduate thesis, *Nuestra Realidad Mas Honda [our deepest reality]: History, Identity, and the Museo de Arte Colonial in Antigua, Guatemala*, focused on the museum's history and collection, and how the institution and colonial art of Guatemala function within the larger national identity.

New members of the Committee on Accreditation (CoA) bring a depth of accreditation experience:

- Mary Gregoire, one of two public members, is the former Executive Director (retired May 2019) of the Accreditation Council for Education in Nutrition and Dietetics
- Athena Salaba, one of five faculty members on CoA, is a Professor at the School of Information at Kent State University. Along with her accreditation review-related work at Kent State, Athena is a member of the ALA external review panel pool and has chaired an external review panel.

Fall CoA meetings include orientation to the responsibilities of the Committee's [charge](#)

To be responsible for the execution of the accreditation program of ALA, and to develop and formulate standards of education for library and information studies for the approval of council.

This "execution" responsibility has to do with decision making on [accredited status](#) [PDF] in accordance with the ALA Council adopted [Standards](#). Committee work is organized for oversight of each program at a [comprehensive](#) level and on an [interim basis](#) in relation to the *Standards* and the [Accreditation Process, Policies, and Procedures \(AP3\)](#). The Committee works in three Subcommittees: Communications and Outreach, Policy and Planning, and Standards Review, coordinating those efforts most intensely at its fall meeting each November as new CoA members roll onto the Committee.

Tech developments

A shift to electronic-only delivery of review documentation has now largely been accomplished. While supporting documentation (appendices) has been by electronic means for some time now, as has reporting interim to comprehensive reviews, getting to paperless delivery of the self-study has been the last threshold. We're overcoming barriers to access by way of security walls and broken links.

Programs have the option of submitting the draft and final version of the self-study through their preferred file-sharing website or sending it to the office on a flash drive. Ready access by volunteer reviewers (external review panelists and members of the Committee on Accreditation) is paramount.

In the wake of the dissolution of the software firm developing the cloud-based accreditation management system, Jura, the CoA is developing a template for the self-study.

Training opportunities

Online reviewer training will continue again soon. The first five-week course via Moodle that kicked off on February 4, 2019, was a great success.

Trainings at [ALA conferences \(Annual Conference and Midwinter\)](#) for serving as a reviewer (click here for [information and an application](#)) and for leading panels as a chairperson have shifted to Sunday mornings. The session at the ALA 2020 Midwinter Meeting will be on Sunday morning from 8:30 to 12:00 noon at the Philadelphia 201 Hotel. Those interested in attending to train or to just observe can reserve a seat by contacting accred@ala.org with the **subject line: ERP Chair Training** and let us know whether you'll be attending to train or observe.

Virtual workspace

The new [ALA Connect](#) being implemented promises to move us beyond email lists for committee and panel work. The platform is designed to provide a space to post, develop documents collaboratively, build group calendars, conduct surveys and polls, and converse in chat rooms and in discussion forums.

CHEA update

Last November the Executive Director of ALA, Mary Ghikas, the Chair of CoA, Loretta Parham, and I met with the Council on Higher Education Accreditation (CHEA) Committee on Recognition ([CoR](#)) to discuss how ALA-CoA is meeting three of the CHEA 2010 standards which require accreditors to:

- 12A5 refer to resources [in standards and policies] only to the extent required for students to emerge from institutions or programs appropriately prepared
- 12B1 have implemented policies or standards that required programs to routinely provide reliable information to the public on their performance, including student achievement, as determined by the institution
- 12B5 inform the public of the bases and reasons for its final accreditation decisions.

ALA is not alone among accreditors that CHEA is taking a very close look at concerning its 12B1 and 12B5 standards, as reflected in its decision summaries at <https://www.chea.org/chea-recognition-decision-summaries>.

Many of the recent updates to the ALA-CoA [2015 Standards and Process, Policies, Procedures \(AP3\)](#) have been in response to CHEA-CoR mandates, as have the disclosure enhancements to the [Directory of ALA-accredited programs](#), which now includes program weblinks on performance and student achievement and further disclosure on CoA decisions (see the button).

A 2019 revision of the 2010 CHEA Policy and Procedures which includes its standards is now in place <https://www.chea.org/recognition-policy-procedures>. Innovation is a focus in the revision with requirements that call on accreditors to provide evidence that the entities it accredits innovate. The revision includes a shortened time frame between comprehensive reviews of accreditors from 10 to seven years.

Opportunities to connect

Library and information studies (LIS) program personnel are taking the opportunity in greater numbers to attend reviewer training. Those not ready to [apply to be a reviewer](#), attend as observers at designated tables. During small group training exercises, I visit observer tables to talk over any points of review process or other matters. Program personnel are welcome to contact accred@ala.org (with the subject line **ERP Chair Training**) to reserve a seat at an Observers table. The next session focuses on leading review panels as a chair and is scheduled for Sunday morning during the [ALA 2020 Midwinter Meeting in Philadelphia](#) on January 26 at the Philadelphia 201 Hotel.

You are most welcome to get in touch with me by calling 312-280-2434 or dropping me a note at kobrien@ala.org. I hope to see you in Philly come January.

From the CoA Chair: Perspective

By Loretta Parham, 2018-20 Chair, Committee on Accreditation, and CEO & Library Director, Atlanta University Center Woodruff Library

The Committee on Accreditation brought [a report](#) to the [ALA Steering Committee on Organizational Effectiveness \(SCOE\)](#) at the fall 2019 ALA Executive Board meeting. The Steering Committee has the vast charge of conducting “a comprehensive review and study of ALA’s governance, member participation, and legal structures and systems, with the goal of proposing changes that will vitalize its success, strength, and agility as a 21st-century association.” It is to present its findings at the [2020 ALA Midwinter Meeting in Philadelphia](#) to the Executive Board and then to ALA Council at the [2020 ALA Annual Conference](#) for a vote, and to a final Council

vote at the 2021 ALA Midwinter Meeting. The recommendations will be presented to the ALA membership for voting in spring of 2021.

At the fall meeting, the Board approved a motion from SCOE for the creation of a working group to make recommendations pertaining to the issues raised in the CoA report. CoA will present names for the Board to consider for appointment to the working group at the ALA 2020 Midwinter Meeting. This group, once established, will present an interim report to the Board in spring of 2020.

I draw your attention to this activity so that stakeholders, practitioners and LIS program personnel, when called upon will participate in the opportunity to provide insight to the working group about the structure and operations of ALA accreditation. A reading of the preliminary report and member feedback is available at [ALA Connect](#). What might be of particular interest to this readership and to the academic community of our library and information studies programs is the reference made in the SCOE preliminary report to CoA as a Commission—the narrative is limited to a question of whether the Committee should become a Commission.

The CoA has not expressed specific expectations about the results of the working group, however, this is a moment in time with SCOE and the Executive Board to improve awareness of the critical work underway, improve transparency, and enhance important relationships with [ALISE](#), [ASIS&T](#), [CHEA](#), and other key stakeholders. Your question and comments are appreciated and may be forwarded to the Office of Accreditation accred@ala.org for review by CoA.

In profile: meet Dale McNeill

Dale McNeill, ALA Committee on Accreditation (2017-2020); an ALA External Reviewer since 2006, having served on panels for programs in Canada and the US, and as Chair of an External Review Panel (ERP). His current full-time professional position is as Assistant Director for Public Services, San Antonio Public Library.

Q. Describe your career path, including any interesting projects you've been involved with lately.

McNeill: I've worked in public libraries since about 1980, starting in the small-town library my mother used when she was a child (which had not changed its operations a bit in all that time).

After library school, I've worked at several urban library systems in Texas and also in Queens (NY). I've hired many librarians and have been involved in more than 30 capital projects. The renovation of the Dallas West Branch, the replacement of the Elmhurst Branch in Queens, and the Schaefer Branch in San Antonio are three favorite projects.

Q. How did you become interested/involved in higher education accreditation? More specifically, what led you to serve on ALA's Committee on Accreditation (CoA)?

McNeill: I had the lucky experience of being involved with accreditation as a student. I was the president of the student association during an External Review Panel (ERP) visit (in the 1980s), so I saw that part of it.

Some years later, I had finished my time on the Reference & User Services Association (RUSA) Editorial Board, and my friend and colleague Connie Van Fleet mentioned that I should attend reviewer training to serve on external review panels. I did so and a few years later took part in my first ERP. Serving as an ERP panelist showed me more intimately the importance of CoA and I began volunteering through the normal process. I think it is vitally important for practitioners from public, school, academic, medical and other kinds of libraries to be involved with accreditation.

Q. Describe the roles you play on CoA that ensure accomplishment of its charge: "execution of the accreditation program of ALA, and to develop and formulate standards of education for library and information studies for the approval of council" (leading Committee discussions for your Work Group and serving on the Subcommittee on Communications and Outreach)

McNeill: Well, those are the roles: leading the Work Group discussions and serving on the Subcommittee. The Work Group needs to communicate deeply, not just at a surface level. The work must be collegial. I find it helpful to think that the primary value of our work is for the public, whatever "public" might mean for those served by a particular library.

Q. Do you have any tips or suggestions for future members of CoA (e.g., how to familiarize yourself with accreditation; how to prepare for CoA meetings, etc.)?

McNeill: For those interested in serving, I would suggest speaking first perhaps with the dean or director of their alma mater or of a nearby program. See if there is work you can do on an advisory group. Understand the process from the program's point of view. But that is just one perspective, so I would also say talk with students. Read the [publicly available self-studies](#) that the ALA Office for Accreditation links to from the website and learn about accreditation beyond librarianship.

To prepare for a meeting, read everything. Take notes. Be objective. I try to have a conference call with work group members, so that we can be well prepared as a group before meetings.

Q. How has your service as an external review panel member informed your work with the CoA?

McNeill: Since I had served on multiple panels and chaired one before serving on CoA, I can't quite imagine what it's like not to have done so. I've seen extremely effective members of CoA who have not, so I don't mean that it's necessary, just that it's the experience I had. I think it's valuable because you learn the [Standards](#) so well. You see how different programs apply them. For me, as a practitioner, the panel service is also a great reminder of all the people, students, faculty, administrators, staff, so many people dedicating themselves to our profession.

Q. With external review panels serving as the COA's agents in the field for the comprehensive reviews, what advice would you give a reviewer on making the ERP Report useful to CoA?

McNeill: I think the best advice I can give comes down to two things: share your observations, not your opinions, and edit. It's very tempting to form opinions on the visit, but that is not the purpose in our system. Maybe I'm showing my age, but one value to CoA is "just the facts." Editing helps with any writing, but for this specialized report, it's essential. Editing helps with the focus on facts. Editing "saves the time of the reader."

Q. Do you have any thoughts on the qualities that make a great reviewer?

McNeill: I have served with so many superb reviewers. Thinking about some things they have in common: curiosity, good humor, friendliness, discretion, analytical ability, and the ability to write well. Good reviewers must be able to work quickly and effectively with a group of other reviewers who may have never all been together and may never be again. They are visiting a program at a time that is stressful for all. Keeping those things in mind, while bringing our own knowledge and abilities, also makes a good reviewer.

Q. What aspects of the program review process would you change right away if you could wave a wand and make it so?

McNeill: From my perspective, I don't know what that would be. I know that in seven years, so much has changed at each program that for those involved it often seems something entirely new, but 7 years seems rational. I like the direction of having a template for the self-study, to make that process easier.

Q. What are some of your hobbies and interests?

McNeill: I'm actively involved in the Episcopal church and my parish. I love to bake. I know quite a bit about cocktails. But most of all, I like to stay connected with my extended family and keep their stories alive.

Q. What are the last two good books you've read (one professional and one leisure read)?

McNeill: *Learn for Life: New Architecture for New Learning*. I'm in the middle of re-reading Suzette Haden Elgin's *Ozark Trilogy*. If you like the Ozarks and science fiction, you might enjoy them.

External review panelists acknowledged

External review panelists contribute substantial time and effort to the accreditation process to assure quality in LIS education. We extend our appreciation to the following panelists who served on accreditation reviews during the spring and fall 2019 academic terms.

Chairs

Tracy Bicknell-Holmes, Dean, Albertsons Library, Boise State University

Pauletta B. Bracy, Professor, North Carolina Central University

Gail Dickinson, Associate Dean, Darden College of Education, Old Dominion University
 Rene Erlandson, Independent Consultant
 Ross Gordon, Director, Information Management, Information Management Directorate,
 Environment & Climate Change Canada
 Iris M. Lee, Head of Collective Services, Burns Law Library, George Washington University
 Athena Salaba, Associate Professor, School of Information, Kent State University
 Ann C. Weeks, Professor of the Practice, College of Information Studies, University of Maryland
 Joyce C. Wright, Associate Professor of Library Administration and Professor Emerita (retired),
 University of Illinois at Urbana-Champaign

Panelists

- José Aguiñaga, Library Faculty/Branch Coordinator, Glendale Community College
- Rick J. Block, Metadata Librarian, Seattle University
- Kenneth-Roy Bonin, Senior Fellow, Faculty of Public Affairs, Carleton University
- Cecelia M. Brown, Professor, School of Library and Information Studies, University of Oklahoma
- Clara M. Chu, Director and Mortenson Distinguished Professor, Mortenson Center for International Library Programs, University of Illinois at Urbana-Champaign
- Heting Chu, Professor, Palmer School of Library and Information Science, Long Island University
- Anne Cooper Moore, Dean, J. Murrey Atkins Library, University of North Carolina at Charlotte
- Prudence W. Dalrymple, Teaching Professor, Health Informatics (retired), Drexel University
- Jean Donham, Professor, University of Northern Iowa
- Mirah J. Dow, Professor, School of Library and Information Management, Emporia State University
- Gregory S. Hunter, Professor, Palmer School of Library and Information Science, Long Island University
- Wooseob Jeong, Dean and Professor, School of Library and Information Management, Emporia State University
- Joyce M. Latham, Associate Professor, School of Information Studies, University of Wisconsin – Milwaukee
- Courtney McDonald, Learner Experience and Engagement Librarian and Associate Professor, University of Colorado Boulder Libraries
- Kate McDowell, Associate Professor and Interim Associate Dean for Academic Affairs, School of Information Sciences,
 University of Illinois at Urbana-Champaign
- Joe Mocnik, Dean of Libraries, North Dakota State University
- Jinfang Niu, Associate Professor, School of Information, University of South Florida
- Anita Ondrusek, Professor (retired), Valdosta State University
- Toby Pearlstein, Director of Global Information Services (retired), Bain & Company
- Alma Ravenell, Head of Public Services, Library, University of Texas at Tyler

- Nancy K. Roderer, Professor Emerita, School of Medicine, John Hopkins University
- Lorie Roy, Professor, School of Information, University of Texas at Austin
- Laura Saunders, Associate Professor, School of Library and Information Science, Simmons College
- Dany Savard, Director, Open Scholarship, York University Libraries
- Win Shih, Director, Integrated Library Systems, University of Southern California Libraries
- Philip M. Turner, Professor Emeritus, College of Information, University of North Texas
- Mary Elizabeth (Ma'lis) Wendt, Associate Director (retired), New York Public Library
- Cabot Yu, IM Technical Advisor/Immigration, Refugees and Citizenship Canada

AASL-CAEP recognition news

Spring and fall 2019 reviewers

We extend our appreciation to the following program reviewers and auditors who served during the spring and fall 2019 semesters:

- Susan D. Ballard, Vice President, National Collaborative for Digital Equity
- Cassandra Barnett, Program Advisor for School Libraries, Arkansas Dept. of Education
- Mary Ann Berry, Retired/Adjunct, Department of Library Science, Sam Houston State University
- Judy Bivens, Accreditation Co-Director and MLIS Program Coordinator, Trevecca Nazarene University
- Angela P. Branyon, Assistant Professor, Educational Technology and Foundations, University of West Georgia
- Elizabeth A. Burns, Assistant Professor, Dept. of STEM Education and Professional Studies, Old Dominion University
- Naomi R. Caldwell, Associate Professor and Coordinator, Library Education Media Program, Alabama State University
- Maria Cahill, Associate Professor, School of Information Science, University of Kentucky
- Kelli A. Carney, Assistant Professor of Library Media, Curriculum and Instruction Department, Northeastern State University
- Audrey P. Church, Coordinator, School Library Media Program, Longwood University
- Patsy M. Coutts, Professor, Advanced Professional Services, College of Education and Professional Studies, University of Central Oklahoma
- Sherry Crow, Professor of School Library Science, Teacher Education, College of Education, University of Nebraska at Kearney
- April M. Dawkins, Assistant Professor, Department of Library and Information Studies, University of North Carolina - Greensboro
- Gail Dickinson, Associate Dean, Darden College of Education, Old Dominion University

- Lesley Farmer, Professor, Librarianship Program, Dept. of ASEC, California State University Long Beach
- Jenna Kammer, Assistant Professor, Library Science, School of Professional Education and Leadership, University of Central Missouri
- Nancy J. Keane, Library Media Specialist (retired), Rundlett Middle School
- Ramona N. Kerby, Professor, School Library Media Program, McDaniel College
- Melanie A. Lewis, Assistant Professor in Media, College of Education, University of West Georgia
- Janice Newsum, Assistant Professor of Library and Information Science, College of Education, University of Houston- Clear Lake
- Vandy Pacetti-Donelson, Director of the Library, United States Sports Academy
- Andrea Paganelli, Assistant Professor, School of Teacher Education, Western Kentucky University
- Rebecca J. Pasco, Professor and Coordinator, Library Science Education Programs, University of Nebraska at Omaha
- Karin Perry, Associate Professor and Program Coordinator, Department of Library Science, Sam Houston State University
- Michelle Robertson, Instructor, College of Education and Professional Studies, University of Central Oklahoma
- Holly A. Weimar, Chair and Associate Professor, Department of Library Science, Sam Houston State University

The next issue of *Prism* will be published in April 2020. Please stay tuned!

Send comments or feedback to accred@ala.org.