

**Society of American Archivists
Council Meeting
November 5-7, 2017
Chicago, Illinois**

**Standards Committee: Revisions to Guidelines for Archival
Continuing Education (ACE)**

(Prepared by Co-Chairs John Bence and Caitlin Christian-Lamb)

BACKGROUND

The SAA Committee on Education's (CoE) Guidelines for Archival Continuing Education (ACE) were first approved in November 2006. With a review cycle of five years, the ACE were reviewed in 2010 but no changes were made save for adding appendices. As result, the changes were not brought forth to the Council.

In 2016, the CoE set out to revise the ACE Guidelines in accordance with its five-year maintenance schedule. At the same time, CoE was revising the Guidelines for Graduate Programs in Archival Studies (GPAS). The decision was made to stagger the approvals of both GPAS and ACE; thus, there is a lag in the five-year schedule for the ACE revisions. In October 2017, the CoE finalized its revision process and submitted the revisions for review by the Standards Committee.

To quote the Committee's overview in the revision package, the ACE Guidelines:

“provide guidelines for continuing education pertaining to professional archival knowledge beyond the formal credit/hour structure of education institutions. The ACE Guidelines specifically apply to individuals and organizations that provide or sponsor archival continuing education. Practicing archivists, employers, archival educators, accrediting agencies, and those who fund, oversee, support, work with, or use archives or who participate in archival continuing education may also find the ACE Guidelines useful.”

DISCUSSION

The revisions put forth for approval this year are mainly a response to the revision of the Guidelines for a Graduate Program in Archival Studies (GPAS), a process the CoE completed in 2016. The ACE Guidelines revisions remove outdated appendices and bring them into alignment with GPAS.

Most changes were principally minor and editorial in nature. They include: more explicit language addressing electronic records in “Area of Archival Knowledge;” changing the

title of #1 “General Archival Knowledge” to “Nature of Records and Archives;” being more succinct in the description of #5 “Reference and Access;” changing the title of #6 “Outreach, Advocacy, and Promotion” to “Outreach, Instruction, and Advocacy;” adding language about the applicability of professional standards to users in #8 “Ethical and Legal Considerations;” a new section “Specialized Courses” to account for areas of impact to archives and archivists that aren’t covered in Areas of Archival Knowledge (e.g. Collaboration with Allied Professionals and Innovative Areas); updates to “Delivery Options, Courses, and Evaluation” to conform to SAA’s new Learning Management System and added more requirements about accessibility and ADA compliance; removed A*CENSUS 2004-2005 information as Appendix I; changed “Evolution of the ACE Guidelines” from a Section to Appendix I; updated language in Appendix 3 related to online learning and courses; and edited Appendix 4 and 5 to remove passive voice.

The Standards Committee received the proposed revisions, reviewed them, and voted in favor of accepting the revisions to the ACE Guidelines as proposed.

RECOMMENDATION

THAT the SAA Council adopt the 2017 revisions of the Guidelines for Archival Continuing Education.

Support Statement: Council approval of these revisions would continue the work already well-underway to update the Committee on Education’s guidelines. These revisions were done in accordance with the Standards Committee’s procedures for revising SAA-developed standards and reflect an earnest effort on behalf of the Committee on Education to make the ACE Guidelines more relevant to changing circumstance, both internally within SAA and externally in the field, as well as be more responsive to members by incorporating many of their comments.

Impact on Strategic Priorities: Approval of the revisions would have direct, positive impact on the SAA Strategic Goals 2 Enhancing Professional Growth and Goal 4 Meeting Members Needs. The ACE Guidelines updates promise to enhance both the content of the educational offerings and make the usability of the standard be members.

Fiscal Impact: None.

Guidelines for Archival Continuing Education (ACE) Overview of 2017 Revisions October 2017

Overview:

The Archival Continuing Education (ACE) Guidelines provide guidelines for continuing education pertaining to professional archival knowledge beyond the formal credit/hour structure of education institutions. The ACE Guidelines specifically apply to individuals and organizations that provide or sponsor archival continuing education. Practicing archivists, employers, archival educators, accrediting agencies, and those who fund, oversee, support, work with, or use archives or who participate in archival continuing education may also find the ACE Guidelines useful.

This 2017 revision of the ACE Guidelines consists of minor and editorial changes to bring ACE in better alignment with the substantial 2016 revision of the [Guidelines for a Graduate Program in Archival Studies](#).

Member Comments:

The SAA Governance Coordinator put a copy of the proposed changes and a request for member comments online on April 25, 2017, and comments were open for a month, until May 23, 2017¹. The SAA office posted the Request for Comments in the bi-weekly e-newsletter, *In the Loop*, and through social media channels. The request for comments was also posted to the Archival Educators Section email list, the SAA Leaders email list (to forward to section and committee members), and the Archives & Archivists list.

Changes:

In 2016, the Committee on Education revised the Guidelines for a Graduate Program in Archival Studies (GPAS). At that time, Mary Olliff, longtime Committee on Education member and now chair of the Graduate Archival Education subcommittee, revised the ACE Guidelines after the initial GPAS revision that was done by the Committee. The ACE revision was then tabled while Standards approved GPAS.

Most of these first changes were limited to editing the text for clarity (and two of the public comments noted that the language was more clear and direct, with less use of the passive tense). The A*CENSUS (2004) and ACRL (2005) Surveys in Appendix 1 were removed as outdated, and the Committee agreed with this in later revisions. Another big change was to add an Area of Knowledge, “9. Digital Archives.” In later revisions, the committee opted to instead include digital formats in all of the Areas of Knowledge, as appropriate.

In 2017, the Committee reviewed these first revisions, and added more substantial changes. The changes were made during discussions at the CoE in-person meeting in Chicago on March 9-10,

¹ <https://www2.archivists.org/news/2017/comments-sought-on-archival-continuing-education-ace-guidelines>

2017. The Committee then corresponded via email to respond to comments from members. Changes of note include:

Under “Areas of Archival Knowledge”:

- The committee determined that electronic records needed to be addressed in the ACE guidelines, but we did not want to create a separate Area of Archival Knowledge. This is because electronic records are not a separate Area of Archival Knowledge, but simply a different media type, similar to photographs or audio/visual. However, we felt that electronic records needed to be addressed, as they are a relatively new media that may not have been fully discussed in the 2010 Guidelines. Thus, we opted to incorporate important aspects of digital materials into the existing Areas of Archival Knowledge.
 - Added “technical solutions” to #1; added “in all forms” to #2 and #3.
 - Added language to #4 Preservation, to include treatment of electronic records.
- Changed #1 “General Archival Knowledge” to “Nature of Records and Archives,” keeping the description the same.
- Changed title and description of #5 “Reference and Access” to be more succinct.
- Changed #6 “Outreach, Advocacy, and Promotion,” to “Outreach, Instruction, and Advocacy,” and made description more direct. Note that adding “instruction” was in response to comments requesting attention to Instruction and Pedagogy.
- Added language to #8 “Ethical and Legal Responsibilities,” about the professional standards that apply to users as well.

Under “Areas of Archival Knowledge,” we also created a new section “Specialized Courses,” to cover material that either should be covered in the above Areas of Archival Knowledge, but we wanted to call out Digital Materials, or topics that are not Areas of Archival Knowledge, but that impact archives and our work (Collaboration with Allied Professionals and Innovative Areas).

Delivery Options, Courses, and Evaluation is another area that needed updating. We changed language to comply with the new Learning Management System that SAA is implementing. (For example, “course” and “webcast”). Also of note is the addition of a requirement that continuing education providers make accessibility information available and be ready to comply with ADA by providing reasonable accommodations to courses upon request. CoE had included ADA language, but expanded it in response to comments.

Appendix 1: We removed the A*Census from 2004-2005, due to concerns about this information on professional development needs to be outdated. Instead we included the “Evolution of the ACE Guidelines” which provides an overview of the original ACE Guidelines in 2006, and the current changes.

Appendix 3: Again, made many changes related to online learning and courses.

Appendix 4 and 5: Mostly verbal changes to make the voice more active.

Guidelines for Archival Continuing Education (ACE)

Adopted by the Council of the Society of American Archivists, <DATE ACCEPTED>.

Introduction

Archival continuing education (ACE) provides professional archival knowledge beyond the formal credit/hour structure of education institutions. ACE connects with individual archivists in all phases of their careers by delivering basic, intermediate, and advanced courses in the areas of archival knowledge listed below.¹

These guidelines encourage lifelong learning opportunities within the archival community and specifically apply to providers or sponsors of archival continuing education. Others will find them useful, including practicing archivists, allied professionals, employers, archival educators, accrediting agencies, and those who fund, oversee, support, work with, or use archives or who participate in archival continuing education.

Continuing education is typically focused on applied practice but should be grounded in archival principles, theories, histories, and values. All programs should engage the latest developments, technologies, and best practices in the knowledge areas.

Areas of Archival Knowledge

Archival continuing education programs should address the areas of archival knowledge delineated by the Society of American Archivists Guidelines for Graduate Programs in Archival Studies (GPAS) and the Academy of Certified Archivists (ACA)²:

1. **Nature of Records and Archives:** The theory and history of archives and the archival profession; social and cultural history; records-keeping models; relationships to allied professions; familiarity with professional standards and best practices; and use of appropriate research methodologies and technological solutions.
2. **Selection, Appraisal, and Acquisition:** The theory, policies, and procedures that archivists use to identify, evaluate, acquire, and authenticate archival materials, in all forms.
3. **Arrangement and Description:** The intellectual and physical organization or verification of archival materials in all forms, and the development of descriptive tools and systems that provide both control of and access to collections.

¹ ACE "courses" is a generic term that includes workshops, seminars, clinics, institutes, short courses, e-learning, recorded programs, and webinars. See Appendix List of Effective Delivery Formats.

² The Areas of Archival Knowledge list is taken directly from GPAS and informed by the ACA General Knowledge Statements.

4. **Preservation:** The strategy, practice, and administration of physical and intellectual protection of materials in all forms, in order to ensure their continued accessibility. This includes environmental controls, material stabilization, storage and housing, handling and security, reformatting, and migration.
5. **Reference and Access:** The policies and procedures designed to serve the information needs of various user groups.
6. **Outreach, Instruction, and Advocacy:** The theories and practices that archivists use to identify needs and to develop programs to support individuals and communities. These activities promote understanding of archival materials and methods, increased use, expanded resources, improved and new community relationships, visibility, and support.
7. **Management and Administration:** The principles and practices archivists use 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.
8. **Ethical and Legal Responsibilities:** The laws, regulations, institutional policies, and professional standards that apply to the archival community and its users, including intellectual property, sensitivities, and privacy concerns.

Specialized Courses

Courses that address specialized topics such as formats, allied functions, or repository type are also appropriate. These can be specialized courses or part of courses addressing the above areas of archival knowledge. Such topics may include:

1. **Digital Materials:** Methods to manage born-digital records and digital surrogates, including means to address the specific nature, issues, and preservation challenges of digital archives.
2. **Collaboration with Allied Professionals:** Methods to work with creators and managers of information, including records managers, rare book librarians, cultural heritage workers, conservators, information technologists, museum professionals, oral historians, public historians, educators, and social and community organization professionals.
3. **Innovative Areas:** Archival practice is informed by and informs a range of influences, including interdisciplinary approaches to research; new and emerging theories, practices, and technologies; and subject specialization.

Delivery Options, Courses, Evaluation

Different instructional format and venue options exist. Matching the needs of participants and topics being taught with the optimum format and venue is important. Courses may include, but are not limited to, workshops, seminars, institutes, in-house training programs, and professional association meetings, as well as emerging distance and online educational delivery mechanisms. Providing low cost, widely available continuing education should be the primary goal.

Course information and materials must be appropriate to the intended subject, duration, delivery mechanism, and audience.³ Course developers will create learning materials based on identified needs and will incorporate and assess learning outcomes using recognized assessment methods

³ See Appendix 5: Guidelines for an Ideal Course and Curriculum Development

and formal evaluation instruments. Instructors should be qualified in their fields.⁴

Providers must consider accessibility when developing and offering courses and make efforts to meet the needs of persons with disabilities. Providers must have a policy for handling ADA-related requests. Any materials promoting and advertising CE courses should contain information about how participants may request reasonable accommodations to address their special needs. Instructors and students should evaluate specific continuing education courses. Developers and providers of individual courses and multi-class programs should evaluate the total range of courses offered over time to avoid needless duplication or competition.⁵

Appended to these guidelines are materials intended to serve as a general “toolkit” to aid continuing education providers and users in developing and preparing to attend continuing education offerings:

Appendix 1: Evolution of the ACE Guidelines

Appendix 2: Recommended Instructor Qualifications

Appendix 3: List of Effective Delivery Formats

Appendix 4: Guidelines for Evaluating Continuing Education Programs

- Sample Evaluation Form for Individual Program and Instructor
- Sample Reviewer Evaluation Form

Appendix 5: Curriculum Development (Objectives, Work Application, Measurable Outcomes)

⁴ See Appendix 3: Recommended Instructor Qualifications

⁵ See Appendix 4: Guidelines for Evaluating Continuing Education Programs and sample evaluation forms.

Appendix 1: Evolution of the ACE Guidelines

A field as complex and rapidly changing as the archival profession requires effective continuing education and training. In 1997, SAA adopted “Guidelines for the Development of Post-Appointment and Continuing Education and Training Programs” (PACE) which had as its basis the Guidelines for a Graduate Program in Archival Studies (GPAS) guidelines. The ACE Guidelines resulted from a scheduled review and revision of [PACE in 2005 – 2006](#). The ACE Guidelines adopted by the SAA Council in 2006 incorporate information from SAA’s 2002 GPAS guidelines and the Academy of Certified Archivists’ 2003 Role Delineation Statement Revision.

In 2017, the Committee on Education revised the ACE Guidelines to be in better accordance with a 2016 revision of the Guidelines for a Graduate Program in Archival Studies. During the 2017 ACE revision, an appendix referencing the 2004-2005 A*CENSUS was removed due to concerns about the census being outdated.

Appendix 2: Recommended Guidelines for Evaluating Instructor Qualifications

Instructors should be experts in their field.

This expertise may be indicated by an appropriate combination of elements such as:

- Experience in archival practice in the given subject matter.
- Publications.
- A record of presentations at conferences.
- Work in related professional associations.
- Formal academic credentials.
- Other demonstrable indications of advanced knowledge.

Instructors should demonstrate an ability to teach effectively. This should be confirmed by a successful teaching record (based on student, peer, or reviewer evaluations).

Another measure of instructor qualification is completion of instructor training geared toward adult education. When evaluating this qualification in an instructor, the provider should consider the wide range of venues and structures that are appropriate for such education. Adult education teaching skills include the ability to conceptualize and deliver course content via distance education and to research and write a formal manual.

Appendix 3: Effective Delivery Formats

There are a variety of face-to-face and online delivery formats within continuing education. The below provides some examples of these formats and their advantages and limitations.

Face-to-Face Delivery Formats⁶

Course (W): A relatively short-term, intensive, problem-focused learning experience that actively involves participants in the identification and analysis of problems and in the development and evaluation of solutions.

Seminar (S): A session or series of sessions in which a group of experienced people meet with one or more knowledgeable resource persons to discuss a given content area.

Institute (I): A short-term, often residential program that fosters intensive learning on a well-defined topic. New material is presented to add to the knowledge which the participants already have on the subject.

Clinic (C): A short-term program that emphasizes diagnosis and treatment of problems that participants bring to the session. Experts available at the clinic, rather than participants themselves, have primary responsibility for diagnosing problems and prescribing treatment.

Short course (SC): An abbreviated, more focused version of the class typically found in colleges and universities. Designed to update or deepen the knowledge of those in a particular field, the expert dominates the sessions because it focuses on communication and on acquisition of information within a short time.

Advantages of Each Format

- Many people can attend (W/S/SC)
- Very transportable (W/S/I/SC)
- Immediate application of results of problem-solving efforts (W/C)
- People interact in novel ways (W/I)
- Isolation from distractions of day-to-day concerns (W/S/I/SC)
- Problem-solving skills refined (W/C)
- Little need to reorganize facilities and equipment once they are in place (W/S/I)

Limitations of Each Format

- Fatigue and information overload are always possible (W/S)
- Mid-stream corrective action difficult when learner problems occur (W)
- Teacher burnout (W/SC)
- Little flexibility if timing is not maintained (W/SC)
- Individual feedback to learners rarely possible (W/S)
- Learners are not always effective participants (W/I/C/SC)
- Costs for travel (W/I/C/SC)

Criteria for Selecting a Format

- Learning objectives emphasize problem solving (W)
- Solving problems that are relatively complex and generalized and that require intensive analysis (W)
- Resources necessary to engage in problem solving are available where they can be effectively incorporated into workshop activities (W)
- Skilled leadership is available (W/S/I/C/SC)
- Participants come with, or can be provided with, the group process skills that they need to engage in effective problem solving (W)
- Important to remove participants from their “natural” environment to bring about the desired changes in capabilities (W/I/C/SC)

Online Learning Formats

Online or distance learning is training that takes place virtually with registrants and instructors separated by geographic regions. Registrants may receive materials and participate in learning activities for an online course via their computer or email and may be asked to complete a series of activities in a particular order, pass assessments, or submit an assignment to an instructor for review.

Distance learning may be delivered using many techniques and technologies. These include the following:

- **Online Learning or “eLearning”** is delivered via computers using internet technology and software programs that allow registrants to interact with the course materials, each other, and the instructor via discussion boards learning management systems, video conferencing platforms, etc., both synchronously and asynchronously. This is a fast-moving field with new products and techniques coming online in rapid succession.
- **On-Demand or Pre-Recorded programming** uses a series of pre-recorded programs designed to convey information. Delivery via webcast, video, podcast or other digital recordings is most common. Recordings may be hosted in Learning Management Systems, clouds or on websites. In some cases the recorded programming includes an assessment. Live broadcasts (webcasts, podcasts) may offer the opportunity for webcam sharing, screen sharing, live chat, Q&A and polling.

Advantages of the Distance Learning Format

- Allows registrants to take courses where and when they choose
- Alleviates cost, time, and work constraints related to travelling to in-person courses
- Increases choices for more registrants
- Offers an alternative format for those with different learning styles, or those who may find it preferable to watch and re-watch recorded content on their own time
- Doesn't require a “brick-and-mortar” classroom and logistical coordination association with the rental or reservation of a physical space and materials.

- Engagement features such as Discussion Boards can increase interaction amongst course registrants

Limitations of the Distance Learning Format

- Certain learning styles may just prefer the classroom lecture format and interaction an in-person course offers
- Some learners may find the content more challenging due to lack of interaction with others

Criteria for Selecting the Distance Learning Format

- Requires an instructor be comfortable developing and presenting content in an online format.
- Activities and self-assessment exercises may be interspersed throughout, building to the end goal
- Most effective when concepts, ideas, and theories are delivered in a clear and concise manner, and steps are in place to ensure learning retention.

Appendix 4: Guidelines for Evaluating Continuing Education Programs

Feedback from participants, peers, reviewers, and instructors is essential to assess the quality and relevance of individual courses and programs of continuing education courses.

Use the course evaluation forms that follow or construct your own to assist the instructor in refining/tweaking the content and presentation. Lengthy evaluation forms typically defeat the purpose as participants are eager to leave – one sheet of paper with questions on both sides appears to yield the greatest results. Include succinct questions and request answers based on a scale of one to five as well as open ended questions encouraging comprehensive responses. Allowing participants to complete evaluations at home and/or online after the program concludes results in a significant decrease in evaluations submitted.

Ask participants about the complete education experience including:

- Objectives
- Learning outcomes
- Content
- Break-out sessions
- Relevance of training
- Skill of Presenter
- Advertised description
- Handouts and materials
- Pre-reading assignments if appropriate
- What was missing
- Catering if appropriate
- Information provided about location, transportation, parking,
- Comfort and appropriateness of facility
- Other education needs

Evaluations allow instructors and education providers to pin point areas for improvement in course content, presentation, and materials. Both entities should study the numbers, comments, and suggestions/complaints to resolve issues. Pay particular attention to negative comments, even if there are few. Assess their legitimacy and attempt to address the concerns they raise even while keeping positive comments in mind.

Course Title: **NAME**

Date: **DATE**

Location: **LOCATION**

I. Assess the workshop from the standpoint of what you gained from the experience:

How well did the workshop meet the following stated objectives?

	Not at all			On target	
Understand the basic elements of an electronic records program, including file formats, authenticity, and management strategies;	1	2	3	4	5
Know strategies for working with records creators ranging from university employees to donors of personal papers; and	1	2	3	4	5
Have a basic understanding of the open source tools available for ingest and management of electronic records.	1	2	3	4	5
New knowledge/skills acquired	Very little 1	2	3	4	Substantial 5
Likelihood of applying concepts to your work	Not likely 1	2	3	4	Very likely 5
Expectations met per advertising	Not at all 1	2	3	4	On target 5

II. Rate the methods and materials relative to their value in accomplishing the workshop:

	NA	Poor			Outstanding	
Clarity of participant handouts	0	1	2	3	4	5
Content of participant handouts	0	1	2	3	4	5
Pre course readings	0	1	2	3	4	5
Exercises/group discussions	0	1	2	3	4	5
Clarity of audio-visual aids	0	1	2	3	4	5
Content of audio-visual aids	0	1	2	3	4	5

III. What aspect of the workshop methods/materials was most valuable to you? Why?

IV. What aspect of the workshop methods/materials would you change? Why?

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V. How would you rate the individual instructor(s)?

Instructor: NAME

	Poor			Outstanding		
Knowledge of topic	1	2	3	4	5	
Preparation	1	2	3	4	5	
Ability to handle questions	1	2	3	4	5	
Presentation skills	1	2	3	4	5	

Additional Comments for Tim:

Instructor: NAME (if applicable)

	Poor			Outstanding		
Knowledge of topic	1	2	3	4	5	
Preparation	1	2	3	4	5	
Ability to handle questions	1	2	3	4	5	
Presentation skills	1	2	3	4	5	

Additional Comments for Seth:

VI. May we use your evaluation and name for testimonials? ___Yes ___No

Name (optional): _____

VII. What other workshop topics do you need for your continuing education and where would you like to see them held?

VIII. How did find out about this workshop? Please circle all that apply:

- Archival Outlook In the Loop Email Blast Listserv Announcement
- Twitter Facebook SAA Website Postcard Other (Please Specify) _____

Thank you in advance for completing this evaluation. The Committee on Education of the Society of American Archivists appreciates your assistance to help it maintain the highest standard of archival continuing education. Please complete this form and return it to the instructor at the conclusion of the course, or return it via mail or fax to:
Society of American Archivists; 17 North State Street, Suite #1425; Chicago, IL 60602;
Voice 312/606.0722—Fax 312/606.0728

Appendix 5: Guidelines for an Ideal Course and Curriculum Development

As an archival continuing education provider, you have decided on the topic for your course or program based on research and feedback from various sources that point to the need for a presentation on this topic.

In the case of an individual instructor proposing a course, a good first step is to contact the provider and ensure that the course idea is a good fit for the provider, in terms of content, delivery format, audience, and development timeline.

Consider listing the following for the single course or multi-course curriculum:

- Goals. What do you intend to accomplish? Create an overview. Each goal/purpose should be stated relative to the rationale behind the content.
- Learning objectives. Use verbs that convey measurable behavioral objectives (e.g., registrants will be able to define [knowledge], classify [comprehension], calculate [application], appraise [analysis], assemble [synthesis], or determine [evaluation]). Each learning objective may be broken into subcategories that detail what will be discussed and what activities will take place.
- Outcomes. These should clearly identify how learning can be applied in the workplace.
- Intended audience (introductory, intermediate, advanced, seasoned, etc.).
- Secondary audience who would benefit from attending, if appropriate.
- Required or recommended prerequisite knowledge, skills, or behaviors.
- Schedule/outline.
- Which techniques – lecture, discussion, simulation, or case study – do you intend to use for each component?
- Describe the exercises and case studies that you plan to incorporate. For case studies, it is best to use cases based on personal experience wherever possible. Personal experience is much more compelling in an instructional situation than are generic examples, and instructors are strongly encouraged to bring their own case studies to the classroom.
- Pre-course readings you may want to assign.
- Audiovisual requirements to present what you have in mind.
- Delivery format and reason for this choice.

Proposed Revisions, October 2017
Marked Revisions

Guidelines for Archival Continuing Education (ACE)

Adopted by the Council of the Society of American Archivists, ~~November 3, 2006.~~ <DATE ACCEPTED>.

Introduction

Archival continuing education (ACE) ~~assists provides individuals in meeting personal and professional goals by providing professional archival knowledge that is relevant to the archival profession~~ beyond the formal credit/hour structure of education institutions. ~~In addition, ACE must connect~~s with individual archivists in all phases of their careers by ~~delivering providing~~ basic, intermediate, and advanced ~~programs classes courses~~ in ~~all the~~ areas of archival knowledge listed below.¹

~~The purpose of these~~ These guidelines ~~is to~~ encourage ~~the creation of lifelong learning opportunities for lifelong learning~~ within the archival community; ~~and~~

~~These guidelines were developed for specifically apply to individuals and organizations that providers or sponsors of~~ archival continuing education. ~~They may also be useful to others~~ Others ~~will find them useful, such as including individual practicing archivists, allied professionals, employers, archival educators, accrediting agencies, and any others those~~ who fund, oversee, support, work with, or use archives or who participate in archival continuing education.

Continuing education is typically focused on applied practice but should be grounded in archival principles, theories, histories, and values. All programs should engage the latest developments, technologies, and best practices in the knowledge areas.

Audience Areas of Archival Knowledge

Archival continuing education programs should address the ~~standard~~ areas of archival knowledge; ~~adapted from delineated by~~ the Society of American Archivists Guidelines for a Graduate Programs in Archival Studies (GPAS) and the Academy of Certified Archivists (ACA)² ~~domains~~:

1. Nature of Records and Archives ~~General Archival Knowledge~~: The theory and history of archives and the archival profession; social and cultural history; ~~the~~ records-keeping models; relationships to allied professions; familiarity with professional standards and best practices; and use of appropriate research methodologies and technological solutions.

¹ ACE "classes courses" is a generic term that includes workshops, seminars, clinics, institutes, short courses, e-learning, recorded programs, and webinars. See Appendix List of Effective Delivery Formats.

² The Areas of Archival Knowledge list is taken directly from GPAS and informed by the ACA General Knowledge Statements.

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2. **Selection, Appraisal, and Acquisition:** The theory, policies, and procedures that archivists use to identify, evaluate, acquire, and authenticate archival materials, in all forms, records and papers of enduring value in all media and formats.
3. **Arrangement and Description:** The intellectual and physical organization or verification of archival records and papers, materials in all media and formats, forms, and the development of descriptive tools and systems that provide both control of and access to collections.
- ~~3.4. **Preservation and Protection:** The strategy, practice, and administration of physical and intellectual protection of materials in all forms, in order to ensure their continued accessibility. This includes environmental controls, material stabilization, storage and housing, handling and security, reformatting, and migration. The integration and implementation of administration activities to ensure the physical protection and authentication of records and papers in all media and formats and to assure their continued accessibility to researchers.~~
- ~~4.5. **Reference Services and Access:** The policies and procedures designed to serve the information needs of various user groups. The development and implementation of policies, procedures, and practices designed to serve the information needs of the various user groups, both onsite and virtually.~~
- ~~5. **Preservation and Protection:** The integration and implementation of administration activities to ensure the physical protection and authentication of records and papers in all media and formats and to assure their continued accessibility to researchers.~~
6. **Outreach, Instruction, and Advocacy, and Promotion:** The theories, ~~and~~ practices, ~~and~~ technologies that archivists use to identify needs and to develop programs to support individuals and communities. These activities promote understanding of archival materials and methods, increased use, expanded resources, improved and new community relationships, visibility, and support. create and market programs that promote increased use, resources, visibility, and support for their institutions and collections among a broad range of audiences, both onsite and virtually.
7. **Managing Archival Programs Management and Administration:** The principles and practices ~~that~~ archivists use 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 and its institutional resources.
8. **Ethical and Legal Responsibilities:** The laws, regulations, institutional policies, and ethical professional standards that are applicable apply to the archival community and its users, including intellectual property, sensitivities, and privacy concerns.
8. **Digital Archives:** As information systems and records transition from paper to digital and the archival profession develops methods to manage born digital records and digital surrogates, archival continuing education programs that address the specific nature, issues, and preservation challenges of digital archives are appropriate.

~~Also appropriate are programs addressing classes that address specialized topics such as formats, media, or repository type. All programs should address engage the latest developments, and technologies, as appropriate, and incorporate best practices in the knowledge areas.~~

Specialized Courses

Courses that address specialized topics such as formats, allied functions, ~~media~~, or repository type are also appropriate. These can be specialized courses or part of courses addressing the above areas of archival knowledge. Such topics may include:

1. **Digital Materials:** Methods to manage born-digital records and digital surrogates, including means to address the specific nature, issues, and preservation challenges of digital archives.
2. **Collaboration with Allied Professionals:** Methods to work with creators and managers of information, including records managers, rare book librarians, cultural heritage workers, conservators, information technologists, museum professionals, oral historians, public historians, educators, and social and community organization professionals.
3. **Innovative Areas:** Archival practice is informed by and informs a range of influences, including interdisciplinary approaches to research; new and emerging theories, practices, and technologies; and subject specialization.

Delivery Options, Curriculum Courses, Evaluation

Different ~~options for program class instructional~~ formats and venues ~~are available options exist~~. The goal should be to match them to Matching the needs of participants and topics being taught with the optimum format and venue is important. ~~Programs Classes Courses~~ may include, but are not limited to, workshops, seminars, institutes, in-house training programs, ~~and~~ professional association meetings, ~~ete., and~~ as well as emerging distance and online educational delivery mechanisms learning including web seminars.³ Providing low cost, widely available high value, highly accessible continuing education should be the primary goal.

~~Curricular Class Course~~ information and materials must be appropriate to the intended subject, duration, delivery mechanism, and audience ~~that it is intended to address.~~⁴ ~~Program Class Course~~ developers will create curricula learning materials based on identified needs⁵ and will incorporate and assess learning outcomes using recognized assessment methods and formal evaluation instruments. This information can be gathered from such feedback mechanisms as evaluations and surveys. Instructors should be qualified in their fields.⁶

Providers must consider accessibility when developing and offering courses and make efforts to meet the needs of persons with disabilities. Providers must have a policy for handling ADA-related requests. Any materials promoting and advertising CE courses should contain information about how participants may request reasonable accommodations to address their special needs. Providers should consider accessibility when developing and offering courses and make efforts to meet the needs of persons with disabilities.

~~Program developers and instructors~~ Instructors and students should evaluate both specific continuing education programs classes courses. Developers and providers of individual classes courses and multi-class programs and should evaluate the total range of programs classes courses offered over time to avoid needless duplication or competition, using recognized

³ See Appendix 3: List of Effective Delivery Formats

⁴ See Appendix 5: Guidelines for an Ideal Course and Curriculum Development Curriculum Development

⁵ See Appendix 1: Continuing Education Needs Identified by A*CENSUS (2004) and ACRL (2005) Surveys

⁶ See Appendix 32: Recommended Instructor Qualifications

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~~assessment methods and formal evaluation instruments.~~⁷

Evolution of the ACE Guidelines

~~A field as complex and rapidly changing as the archival profession requires effective continuing education and training. In 1997, SAA adopted “Guidelines for the Development of Post-Appointment and Continuing Education and Training Programs” (PACE) which had as its basis the Guidelines for a Graduate Program in Archival Studies (GPAS) guidelines. The ACE Guidelines resulted from a scheduled review and revision of PACE in 2005–2006. The ACE Guidelines adopted by the SAA Council in 2006 incorporate information from SAA’s 2002 GPAS guidelines and the Academy of Certified Archivists’ 2003 Role Delineation Statement Revision.~~

Appended to these guidelines are materials intended to serve as a general “toolkit” to aid continuing education providers and users in developing and preparing to attend continuing education offerings:

~~**Appendix 1:** [Evolution of the ACE Guidelines Continuing Education “Wants” and Needs Based on Identified by A*CENSUS \(2004\) and ACRL \(2005\) Surveys](#)~~

~~**Appendix 2:** Recommended Instructor Qualifications~~

~~**Appendix 3:** List of Effective Delivery Formats~~

~~**Appendix 4:** Guidelines for Evaluating Continuing Education Programs~~

- Sample Evaluation Form for Individual Program and Instructor
- Sample Reviewer Evaluation Form

~~**Appendix 5:** Curriculum Development (Objectives, Work Application, Measurable Outcomes)~~

⁷ ~~[See Appendix 4: Guidelines for Evaluating Continuing Education Programs and sample evaluation forms.](#)~~

Appendix 1: Evolution of the ACE Guidelines

A field as complex and rapidly changing as the archival profession requires effective continuing education and training. In 1997, SAA adopted “Guidelines for the Development of Post-Appointment and Continuing Education and Training Programs” (PACE) which had as its basis the Guidelines for a Graduate Program in Archival Studies (GPAS) guidelines. The ACE Guidelines resulted from a scheduled review and revision of PACE in 2005 – 2006. The ACE Guidelines adopted by the SAA Council in 2006 incorporate information from SAA’s 2002 GPAS guidelines and the Academy of Certified Archivists’ 2003 Role Delineation Statement Revision.

In 2017, the Committee on Education revised the ACE Guidelines to be in better accordance with a 2016 revision of the Guidelines for a Graduate Program in Archival Studies. During the 2017 ACE revision, an appendix referencing the 2004-2005 A*CENSUS was removed due to concerns about the census being outdated.

Appendix 1: Continuing Education “Wants” and Needs

Continuing education program developers should create courses and curricula based on identified needs. A*CENSUS and ACRL surveys conducted in 2004 and 2005 identified these areas of need:

Participants who completed the “Archival Census and Education Needs Survey in the U.S.” (A*CENSUS), an Institute of Museum and Library Services funded survey conducted by SAA and others in Spring 2004, indicated their “most desired” continuing education topics in this order:

1. Digitization
2. Electronic Records—Preservation and Storage
3. Preservation
4. Digital/Media Asset Management
5. Copyright
6. Conservation
7. Visual Materials (Architectural Records)
8. Electronic Records—Description and Access
9. Electronic Records—Appraisal and Accessioning
10. Grants
11. Web site Creation/Management
12. Encoded Archival Description (EAD)
13. Exhibits
14. Cataloging
15. Records Management
16. Metadata
17. Acquisition and Appraisal
18. Arrangement
19. Moving Images (Film, Video)
20. Description

According to a summary of the continuing education portion of the survey, Special Research Consultant Nancy Zimmelman concluded: Respondents indicated that continuing education is a key route for primary and ongoing education/training, and that there is a high level of participation. Even though there is employer support for continuing education or training, cost remains the greatest barrier. Therefore, the profession’s highest priorities should be provision of low cost, accessible continuing education and a variety of continuing education topics with an emphasis on new technology.

In Fall 2005, the Continuing Education Committee of the Association for College and Research Libraries (ACRL) Science and Technology Section (STS) conducted a survey in collaboration with the Special Libraries Association—SciTech Division and the American Society for Engineering Education—Engineering Libraries Division.

Respondents were asked to identify three important issues and topics in science and technology librarianship. Following the list of pre-selected topics they were given one more chance to list a

topic of interest. Topics of greatest interest fell into the following these broad categories:

- ~~1. New Technologies~~
- ~~2. Professional Development and Keeping Current~~
- ~~3. Institutional Repositories / Digital Archives~~
- ~~4. Information Literacy / Instruction~~
- ~~5. Scholarly Publishing—High Cost of Serials—Alternative Publishing Models
Marketing and Outreach~~

Appendix 2: Recommended Guidelines for Evaluating Instructor Qualifications

Instructors should be experts in their field, ~~possessing mastery of the subject being taught.~~

This expertise may be indicated by an appropriate combination of elements such as:

- Experience in archival practice in the given subject matter.
- Publications.
- A record of presentations at conferences.
- Work in related professional associations.
- Formal academic credentials.
- Other demonstrable indications of advanced knowledge.

Instructors should demonstrate an ability to teach effectively. This should be confirmed by a successful teaching record (based on student, peer, or reviewer evaluations).

Another measure of instructor qualification is completion of instructor training geared toward adult education. When evaluating this qualification in an instructor, the provider should consider the wide range of venues and structures that are appropriate for such education. Adult education teaching skills include the ability to conceptualize and deliver course content via distance education and to research and write a formal manual.

Appendix 3: Effective Delivery Formats

There are a variety of face-to-face and ~~online~~~~distance~~ delivery formats within continuing education. The below provides some examples of these formats and their advantages and limitations.

Face-to-Face Delivery Formats⁸

~~The following face-to-face delivery formats are adapted from the work of Thomas J. Sork.~~

Workshop Course (W): A relatively short-term, intensive, problem-focused learning experience that actively involves participants in the identification and analysis of problems and in the development and evaluation of solutions.

Commented [1]: This is discordant and required discussion

Seminar (S): A session or series of sessions in which a group of experienced people meet with one or more knowledgeable resource persons to discuss a given content area.

Institute (I): A short-term, often residential program that fosters intensive learning on a well-defined topic. New material is presented to add to the knowledge which the participants already have on the subject.

Clinic (C): A short-term program that emphasizes diagnosis and treatment of problems that participants bring to the session. Experts available at the clinic, rather than participants themselves, have primary responsibility for diagnosing problems and prescribing treatment.

Short course (SC): An abbreviated, more focused version of the class typically found in colleges and universities. Designed to update or deepen the knowledge of those in a particular field, the expert dominates the sessions because it focuses on communication and on acquisition of information within a short time.

Advantages of Each Format

- Many people can attend (W/S/SC)
- Very transportable (W/S/I/~~SC~~)
- Immediate application of results of problem-solving efforts (W/C)
- People interact in novel ways (W/I)
- Isolation from distractions of day-to-day concerns (W/S/I/SC)
- Problem-solving skills refined (W/C)
- Little need to reorganize facilities and equipment once they are in place (W/S/I)

Limitations of Each Format

- Fatigue and information overload are always possible (W/S)
- Mid-stream corrective action difficult when learner problems occur (W)

⁸ Thomas J. Sork, "The Workshop as a Unique Instructional Format," in *Designing and Implementing Effective Workshops*, ed. Thomas J. Sork (San Francisco: Jossey-Bass, 1984), 3-10.

- Teacher burnout (W/SC)
- Little flexibility if timing is not maintained (W/SC)
- Individual feedback to learners rarely possible (W/S)
- Learners are not always effective participants (W/I/C/SC)
- Costs for travel (W/I/C/SC)

Criteria for Selecting a Format

- Learning objectives emphasize problem solving (W)
- Solving problems that are relatively complex and generalized and that require intensive analysis (W)
- Resources necessary to engage in problem solving are available where they can be effectively incorporated into workshop activities (W)
- Skilled leadership is available (W/S/I/C/SC)
- Participants come with, or can be provided with, the group process skills that they need to engage in effective problem solving (W)
- Important to remove participants from their “natural” environment to bring about the desired changes in capabilities (W/I/C/SC)

Online Distance Learning Formats

Online or Distance learning is training that takes place virtually with registrants and instructors separated by geographic region, locations and/or time zones. Registrants may receive materials and participate in learning activities for an ~~instructions for online courses assignments~~ via their computer or email and may be ~~asked to~~ complete a series of activities in a particular order, pass assessments, or submit an ~~return completed assignments an assignment to~~ an instructor for review, their instructor using the same media.

Distance learning may be delivered using many techniques and technologies. E-learning is the distance learning form that uses the most “bells and whistles,” but there are other successful ways of delivering distance learning. These include the following:

- Online Learning or “eLearning” ~~E-learning is delivered via computers using internet technology and software programs programming that allows registrants to interact with the course materials, each other, and the instructor via discussion boards chat rooms, learning content management systems, video conferencing platforms, etc., both synchronously and asynchronously. This is a fast-moving field with new products and techniques coming online in rapid succession.~~

- On-Demand or Pre-Recorded programming ~~uses a series of pre-recorded programs designed to convey information. Delivery via webcast, video, podcast or other digital recordings is most common. Recordings may be hosted in Learning Management Systems, clouds or on websites. eable, tape, podcast, or DVD is most common. In some cases the recorded programming includes an assessments, or the instructor provides assessments to be completed and returned. Live broadcasts (webcasts, podcasts) may offer the opportunity for webcam sharing, screen sharing, live chat, Q&A and polling.~~

Webcasts use a PC and telephone or VOIP software connection by which instructors present short programs using a PowerPoint presentation and interacting with registrants by voice.

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Commented [2]: Moved to before advantages/limitations to match Face to Face Delivery Formats section.

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online chat, or email. Webcasts are often recorded for later access.

Advantages of the Distance Learning Format

- Allows registrants to take classes/courses where and when they choose
- Alleviates cost, time, and work constraints related to travelling to in-person courses
- Increases choices for more registrants
- Offers an alternative format for those with different learning styles, or those who may find it preferable to watch and re-watch recorded content on their own time
- Doesn't require the rental or reservation of a "brick-and-mortar" classroom and logistical coordination associated with the rental or reservation of a physical space and materials.
- Engagement features such as Discussion Boards can increase interaction amongst course registrants
- More suited to the mature adult learner
- No travel costs

Limitations of the Distance Learning Format

- Requires more time and work to deliver than does face-to-face training
- Certain learning styles may just prefer the classroom lecture format and interaction an in-person course offers, while others Registrants may feel isolated
- Some learners may find the content more challenging Can be more of a challenge due to lack of structure and interaction with others
- Administrative support needed may increase with larger number of registrants
- Necessitates high start-up costs and longer time frame for recouping expense

Criteria for Selecting the Distance Learning Format

- Requires simple and direct writing by the instructor. Requires an instructor be comfortable developing and presenting content in an online format.
- Activities and self-assessment exercises may must be interspersed throughout, building to the end goal
- Must be able to map a visible path when introducing the course in order to show registrant where he/she is at all times
- Most effective Works best when concepts, ideas, and theories are delivered in a clear and concise manner, and steps are in place to ensure learning retention, repeated often

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Distance learning may be delivered using many techniques and technologies. E-learning is the distance learning form that uses the most "bells and whistles," but there are other successful ways of delivering distance learning. These include the following:

- E-learning is delivered via computers using internet technology and programming that allows registrants to interact with the course materials, each other, and the instructor via chat rooms, black board content management systems, video conferencing, etc., both synchronously and asynchronously. This is a fast moving field with new products and techniques coming online in rapid succession.

● ~~Recorded programming~~ uses a series of pre-recorded programs designed to convey techniques and theory ~~information~~. Delivery via cable, tape, podcast, or DVD is most common. ~~In some cases the recorded programming includes assessments, or the instructor provides assessments to be completed and returned.~~

~~Web seminars~~ ~~Webinars~~ ~~Webcasts~~ involve the use of ~~use a PC and telephone or VOIP software connection by which~~, allowing instructors to present a short programs using a PowerPoint presentation and interacting with registrants via phone and email ~~by voice, online chat, or email~~. ~~Webcasts~~ ~~Webinars are often recorded for later access.~~

Appendix 4: Guidelines for Evaluating Continuing Education Programs

Feedback from participants, peers, reviewers, and instructors is essential to assess the quality and relevance of the ~~individual class courses and programs of continuing education courses~~ an entire multi class program.

~~For one and two day programs classes, the instructor should distribute evaluation forms should be distributed in the last final 30 minutes of the program. One good way of ensuring collection is to “trade” the form for a certificate of completion. For longer programs classes, consider handing out you might choose to hand out the form at the beginning so that participants can add comments as they think of them.~~

~~Use the classcourse evaluation forms that follow or Forms should be constructed construct your own~~ to assist the instructor in refining/tweaking the content and presentation. Lengthy evaluation forms typically defeat the purpose as participants are eager to leave – one sheet of paper with questions on both sides appears to yield the greatest results. ~~Form should include~~ Include succinct questions and request answers based on a scale of one to five as well as open ended questions encouraging comprehensive responses. Allowing participants to Completing complete evaluations at home and/or online after the program concludes results in a significant decrease in evaluations submitted.

~~Ask Participants participants should be asked~~ about the complete education experience including:

- Objectives
- Learning outcomes
- Content
- Break-out sessions
- Relevance of training
- Skill of Presenter
- Advertised description
- Handouts and materials
- Pre-reading assignments if appropriate
- What was missing?
- Catering if appropriate
- Information provided about location, transportation, parking,
- Comfort and appropriateness of facility
- Other education needs

Evaluations ~~are the tool that~~ allows instructors and education providers to pin point areas for improvement ~~of the in classcourse~~ content, presentation, and ~~the materials.~~ It's important that both Both entities should study the numbers, comments, and suggestions/complaints to address and resolve issues. Pay particular attention to Negative-negative comments, even if there are few. Assess their legitimacy and attempt to address the concerns they raise even while keeping positive comments in mind. ~~— should be questioned to see if that view point is valid and can be incorporated while keeping the rest which garnered approval.~~

Commented [3]: SAA is shifting to online evaluations now.

Other Aspects

Instructors/developers should assess how well the individual class or program achieved their objectives and advertised outcomes. This Assessment might include:

- Review of registrant response and your own assessment
- Class response to activities
- Did handouts provide what you expected—what needs to be added or changed?
- How was your timing?
- What needs to be shortened, lengthened or eliminated?
- How did content and your delivery work for the registrants?

Periodic evaluation by an outside reviewer/auditor will round out the evaluation process.

Workshop Title: **NAME**

Date: **DATE**

Location: **LOCATION**

I. Assess the workshop from the standpoint of what you gained from the experience:

How well did the workshop meet the following stated objectives?

	Not at all			On target	
Understand the basic elements of an electronic records program, including file formats, authenticity, and management strategies;	1	2	3	4	5
Know strategies for working with records creators ranging from university employees to donors of personal papers; and	1	2	3	4	5
Have a basic understanding of the open source tools available for ingest and management of electronic records.	1	2	3	4	5
New knowledge/skills acquired	Very little 1	2	3	4	Substantial 5
Likelihood of applying concepts to your work	Not likely 1	2	3	4	Very likely 5
Expectations met per advertising	Not at all 1	2	3	4	On target 5

II. Rate the methods and materials relative to their value in accomplishing the workshop:

	NA	Poor			Outstanding	
Clarity of participant handouts	0	1	2	3	4	5
Content of participant handouts	0	1	2	3	4	5
Pre course readings	0	1	2	3	4	5
Exercises/group discussions	0	1	2	3	4	5
Clarity of audio-visual aids	0	1	2	3	4	5
Content of audio-visual aids	0	1	2	3	4	5

III. What aspect of the workshop methods/materials was most valuable to you? Why?

IV. What aspect of the workshop methods/materials would you change? Why?

Continued on reverse side

V. How would you rate the individual instructor(s)?

Instructor: NAME

	Poor			Outstanding	
Knowledge of topic	1	2	3	4	5
Preparation	1	2	3	4	5
Ability to handle questions	1	2	3	4	5
Presentation skills	1	2	3	4	5

Additional Comments for Tim:

Instructor: NAME (if applicable)

	Poor			Outstanding	
Knowledge of topic	1	2	3	4	5
Preparation	1	2	3	4	5
Ability to handle questions	1	2	3	4	5
Presentation skills	1	2	3	4	5

Additional Comments for Seth:

VI. May we use your evaluation and name for testimonials? ___Yes ___No

Name (optional): _____

VII. What other workshop topics do you need for your continuing education and where would you like to see them held?

VIII. How did find out about this workshop? Please circle all that apply:

- Archival Outlook In the Loop Email Blast Listserv Announcement
- Twitter Facebook SAA Website Postcard Other (Please Specify) _____

Thank you in advance for completing this evaluation. The Committee on Education of the Society of American Archivists appreciates your assistance to help it maintain the highest standard of archival continuing education. Please complete this form and return it to the instructor at the conclusion of the course, or return it via mail or fax to:
Society of American Archivists; 17 North State Street, Suite #1425; Chicago, IL 60602;
Voice 312/606.0722—Fax 312/606.0728

Appendix 5: Guidelines for an Ideal Class Course and Curriculum Development

As an ~~archival continuing education program~~ provider, you have decided on the topic for your ~~class~~course or program based on research and feedback from various sources that point to the need for a presentation on this topic.

In the case of an individual instructor proposing a course, a good first step is to contact the provider and ensure that the course idea is a good fit for the provider, in terms of content, delivery format, audience, and development timeline.

Begin by listing the ~~class or program~~'s: Consider listing the following for the single course or multi-course curriculum:

- Goals. What do you intend to accomplish? Create an overview. Each goal/purpose should be stated relative to the rationale behind the content.
- Learning objectives. Use verbs that convey measurable behavioral objectives (e.g., registrants will be able to define [knowledge], classify [comprehension], calculate [application], appraise [analysis], assemble [synthesis], or determine [evaluation]). Each learning objective may be broken into subcategories that detail what will be discussed and what activities will take place.
- Outcomes. These should clearly identify how learning can be applied in the workplace.
- Intended audience (introductory, intermediate, advanced, seasoned, etc.).
- Secondary audience who would benefit from attending, if appropriate.
- Required or recommended prerequisite knowledge, skills, or behaviors.
- Schedule/outline.
- Which techniques – lecture, discussion, simulation, or case study – do you intend to use for each component?
- Describe the exercises and case studies that you plan to incorporate. For case studies, it is best to use cases based on personal experience wherever possible. Personal experience is much more compelling in an instructional situation than are generic examples, and instructors are strongly encouraged to bring their own case studies to the classroom.
- ~~Advance-Pre-class-course~~ readings you may want to assign.
- Audiovisual requirements to present what you have in mind.
- Delivery format and reason for this choice.

ACE Guidelines Revisions – Compiled Comments

May 2017

Issues for CoE discussion

1. Instruction and pedagogy
 - a. Teaching with Primary Source sub-committee of the Reference, Access, and Outreach section suggests: “We do think you have the opportunity to better reflect the important work related to archival instruction in the ACE Guidelines under the “Innovative Areas.” As more and more archivists are asked to provide instruction sessions for their communities, our profession has a responsibility to ensure that this work is done well. Similar to the advent of the DAS program, our committee sees a need for a sustained professional development opportunity to augment and improve any instruction skills that practitioners may have entered the field with.”
 - b. LG and AC Agree that this doesn’t seem to belong in “Innovative Areas” -- perhaps there are two options:
 - i. Option 1: under Areas of Archival Knowledge “Outreach, Instruction, and Advocacy” state: “Also included is pedagogy, instruction, and teaching with primary resources.”
 - ii. Option 2: Keep this under advisement as CoE develops more tracks and courses.
2. Appendix 3 abbreviations
 - a. We changed “Workshop” to “Course” but did not change “W” to “C” in the abbreviations
 - b. LG and AC suggest changing “Course” to “Co” and “Clinic” to “Cl”
3. Accessibility
 - a. ACE formerly stated: “Providers should consider accessibility when developing and offering courses and make efforts to meet the needs of persons with disabilities.”
 - b. We suggest rephrasing as: “Providers must consider accessibility when developing and offering courses and make efforts to meet the needs of persons with disabilities. Providers must have a policy for handling ADA-related requests. Any materials promoting and advertising courses should contain information about how participants may request reasonable accommodations to address their specific needs.”
 - c. Lauren suggests that we place this note on any course descriptions, promotions, and materials: “SAA is committed to providing equal access in all aspects of its business, including its conferences, meetings, educational offerings, and publications. Please contact the SAA Education Director to request accommodations for disabilities [Kara Adams...contact info].” (Taken from ARSC ADA Accessibility Policy and Practices http://www.arsc-audio.org/pdf/ARSC_ADA_Accessibility_Policy_and_Practices.pdf)

Commented [1]: Marcy prefers this option

Commented [2]: This also makes sense to me although I also think developing more tracks and courses would be a good idea.

Commented [3]: I agree, then, with both, to add to Areas of Archival knowledge as stated, and to keep under advisement. It might be useful to reply directly to this comment, since it came from an SAA group, to let them know our actions in response to their suggestions

Commented [4]: Can we remove the abbreviations entirely and change these two areas (Face-to-Face and Distance Learning) into two tables listing each of the sub-types on one axis and the advantages, disadvantages and criteria on the other?

Commented [5]: Oooh that sounds a lot more readable than these abbreviations. I do like a good table!

Full comments (items highlighted in pink are listed above as requiring CoE discussion)

Comment on ACE guidelines. Proposed curriculum should clearly state assessment techniques such as quizzes, or some sort of feedback to participants to show that material is at least being retained in the short term. Measures of long term retention in the formats of instruction available to us are probably almost impossible to craft. The instructor assessment is useful but provides no non-subjective evaluation of student learning.

Many of our current offerings allow us to take quizzes at least twice to improve scores. Could the first attempt data be compiled to indicate effective instruction for learning. If a large majority need to retake a quiz for a passing grade this could be an indication of poor instruction

Carol Waggoner-Angleton M.L.I.S Dip.L.I.S DAS
Tel: 706-564-6133 Email: amch0916@gmail.com

Commented [6]: LG and AC think this is out of scope for ACE -- we recommend that this information be passed on to the SAA Education Department for DAS and A&D courses

In the section on "Delivery Options, Curriculum, Evaluation"

There is a new sentence:

"Providers should consider accessibility when developing and offering courses and make efforts to meet the needs of persons with disabilities."

Suggested rewording to make that stronger:

Providers must consider accessibility when developing and offering courses and make efforts to need the needs of persons with disabilities. Providers must have a policy for handling ADA-related requests. Any materials promoting and advertising CE courses should contain information about how participants may request reasonable accommodations to address their special needs.

Deb T.

Deborah A. Torres, Assistant to the Associate Dean/Assistant Program Director
MLIS Program, St. Catherine University
2004 Randolph Ave, #4125 | St. Paul, MN 55105
Office Phone: 651-690-8761

Commented [7]: We incorporated this into the document, and the Education Department will need to approve it (or not)

Commented [8]: LG can provide resources on ADA reqs

Rosemary Flynn:

Regarding evaluating instructor qualifications and submitting a proposal: Until a proposal is accepted, developers/instructors won't want to put a lot of effort into organizing a full course. Would rather see "idea proposal" process, and then if approved to move forward, then submit a more complete proposal for comment by committee. Everyone's busy – this process is too many steps, too complex, too intimidating and may turn away great ideas or great potential developers/instructors.

Commented [9]: Captured in Appendix 5, paragraph 2

On behalf of the Teaching with Primary Source sub-committee of the Reference, Access, and Outreach section, we ask that you consider the following comments in response to the [Guidelines for Archival Continuing Education](#):

We ask you to clarify that the list is taken directly from the “Knowledge of Archival Material and Functions” of the GPAS Curriculum by linking and/or citing that [original document](#). This list actually differs from the ACA’s General Knowledge Statement (see p. 17 of their [handbook](#)). We point this out because we think both bodies could edit these documents to better reflect the role that archivists play in pedagogical practices and innovation.

Commented [10]: This was added in Areas of Archival Knowledge, footnote 2

We do think you have the opportunity to better reflect the important work related to archival instruction in the ACE Guidelines under the "Innovative Areas." As more and more archivists are asked to provide instruction sessions for their communities, our profession has a responsibility to ensure that this work is done well. Similar to the advent of the DAS program, our committee sees a need for a sustained professional development opportunity to augment and improve any instruction skills that practitioners may have entered the field with.

Lori Birrell & Robin Katz

From: Steven Gentry [<mailto:steven.gentry@simmons.edu>]
Sent: Tuesday, May 23, 2017 10:28 PM
To: SAA Education <education@archivists.org>
Subject: Revisions to the ACE Guidelines

Dear Ms. Clemens,

Here are my proposed changes to the 2016 version of the ACE Guidelines. As [the versions of the ACE guidelines available](#) are in PDF form, I have submitted my suggested revisions directly below. After reviewing [the "clean" version of this document](#), I would recommend:

- Pg. 1: **Changing** "The theory and history of archives and the archival profession; social and cultural history; the records-keeping models;..." **to** "The theory and history of archives and the archival profession; social and cultural history; records-keeping models;..."
- Pg. 1: **Reconsidering the following phrase:** "authenticate archival materials, in all forms, of *enduring value*." By their nature, don't archival materials already possess enduring value? Or has this point been included to differentiate true "archival materials" from just those documents which an archives may possess?
- Pg. 2: **Changing** "The theories and practices that archivists use to identify needs and to develop programs..." **to** "The theories and practices that archivists use to identify needs and develop programs..."
- Pg. 2: **Changing** "Courses that address specialized topics such as formats, allied functions, media, or repository type are also appropriate. These can be specialized courses or part of courses addressing the above areas of archival knowledge" **to** "Courses or course components that address specialized topics such as formats, allied functions, media, or repository type are also appropriate."

Commented [11]: Done

Commented [12]: Done

Commented [13]: Done

Commented [14]: Unnecessary to make this change

- Pg. 2: **Removing** "Different instructional formats and venue options exist." This sentence adds little information to the proceeding sentences.
- Pg. 2: **Changing** "These activities promote understanding of archival materials and methods, increased use, expanded resources, improved and new community relationships, visibility, and support" **to** "These activities promote understanding of archival materials and methods, increased use, and expanded resources, as well as improved and new community relationships, visibility, and support."
- Pgs. 2-3: **Changing** "Course developers will create learning materials based on identified needs and will incorporate and assess learning outcomes using recognized assessment methods and formal evaluation instruments. Instructors should be qualified in their fields" **to** "As befitting of their demonstrated theoretical and/or practical qualifications, course developers will create learning materials based on identified needs and will incorporate and assess learning outcomes using recognized assessment methods and formal evaluation instruments."
- Pg. 6: **Changing** "Very transportable (W/S/I/CS)" **to** "Very transportable (W/S/I/SC)"
- Other: **Removing** the references to "class" on pages 3, 6 and 9 and **replacing** the word "class" with "course."
- Pg. 7: **Changing** "Distance learning is training that takes place with registrants and instructors separated by locations and time zones" **to** "Distance learning is training that takes place with registrants and instructors separated by locations and/or time zones."
- Pgs. 7-8: **Reconsidering the placement of the "distance learning forms" (e.g. e-learning)**. The third appendix begins with definitions of various "Face-to-Face delivery formats" and then discusses the advantages, limitations, and criteria of these formats. The "Distance Learning Formats" is arranged in the opposite (e.g. advantages, limitations, and criteria are discussed before relevant definitions). Perhaps change the presentation of the "Distance Learning Formats" so that it mirrors the earlier "Face-to-Face Delivery Formats" subsection in Appendix 3?
- Pg. 8: **Changing**: "Distance learning may be delivered using many techniques and technologies. E-learning is the distance learning form that uses the most "bells and whistles," but there are other successful ways of delivering distance learning." The presence of the word "to" "Distance learning may be delivered using many techniques and technologies, including:" The short description of e-learning on this page could confuse readers, especially given that the guidelines essentially state e-learning is among the "other successful ways of delivering distance learning [other than e-learning]."
- Pg. 9: **Changing** "What was missing?" **to** "What was missing." No other sentence in this section concludes with a punctuation mark and i think the same effect (gathering what participants thought was missing from the course) can be elicited from participants and instructors/educators alike.
- Pg. 9: **Changing** "pin point" to "pinpoint."
- Pg. 9: **Changing** "Allowing participants to complete evaluations at home and/or online after the program concludes results in a significant decrease in evaluations submitted" **to** "Above all else, encourage participants to complete evaluations before the course concludes--allowing participants to complete evaluations at home and/or online after the program concludes results in a significant decrease in evaluations submitted."
- Pg. 9. **Changing** "Pay particular attention to negative comments-even if there are few" **to** "Pay particular attention to negative comments, even if there are few."

Commented [15]: Unnecessary to make this change

Commented [16]: Unnecessary to make this change

Commented [17]: Unnecessary to make this change

Commented [18]: Done

Commented [19]: This is no longer relevant in the latest revision

Commented [20]: Unnecessary to make this change

Commented [21]: Done

Commented [22]: Done

Commented [23]: Done

Commented [24]: Not relevant?

Commented [25]: Unnecessary to make this change

Commented [26]: Done

It's a bit nitpicky, but I hope the changes can be of some assistance!

Cordially,

Steven Gentry

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Panza39628 says:
[ACE Guidelines comments](#)

I have read through the “Archival Continuing Education (ACE) Guidelines” in both the ‘clean’ format and the ‘tracked changes’. The wording has become less passive and more concise. There is also a better, 21st century feel to the language, especially regarding born digital, distance learning, and elearning. This document is easy to read and understand although the one area I feel would benefit from change is in ‘Appendix 3, Face-to-Face Delivery Formats’. Since the ‘Workshop’ changed to ‘Course’, the alpha abbreviation should also change from ‘W’ to ‘C’, reinforcing its use in the ‘Advantages’, ‘Limitations’ and ‘Criteria’ sections.

Commented [27]: LG and AC suggest changing “Course” to “Co” and “Clinic” to “Cl”

SUBMITTED BY [PANZA39628](#) ON MAY 22, 2017 - 2:04PM.

I love the revisions! The change to a more active voice is super. Updated and deleted sections appear justified and the addition written in the voice as the rest to give a uniform document. I noticed that class was consistently changed to course throughout. I found an instance where this was not so in Appendix 4 – First sentence: “individual classes” and “multi-class” should be changed to courses, right?

Congrats on such a nice revision!
Mary

Commented [28]: I don't see this issue...

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Commented [29]: I wonder if we should reply to this person directly too, just to say we changed all to courses? And also to thank for her support? Or is that weird?

Commented [30]: I'm okay with that!