

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, April 12, 2023 meeting:

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Agenda Title: **School of Library and Information Studies**

CARRIED MOTION

THAT the School of Library and Information Studies (SLIS) becomes an administrative unit within the Faculty of Education and maintains the word "School" within its name.

FINAL ITEM 4

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**FINAL ITEM NO. 4****Decision**  **Discussion**  **Information** 

**ITEM OBJECTIVE:** The item is before the committee to describe changes to the School of Library and Information Studies within the Faculty of Education.

<b>DATE</b>	April 12, 2023
<b>TO</b>	Academic Planning Committee
<b>RESPONSIBLE PORTFOLIO</b>	Provost & Vice-President (Academic)

**MOTION:**

THAT the School of Library and Information Studies (SLIS) becomes an administrative unit within the Faculty of Education and maintains the word "School" within its name.

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**EXECUTIVE SUMMARY:**

The Faculty of Education became non-departmentalized on July 1, 2022. During the approval process, faculty and GFC members raised potential concerns regarding the American Library Association (ALA) accreditation of the Master of Library and Information Studies program as well as the meaning of "School" in reference to the Post-Secondary Learning Act (PSLA) that appeared in the SLIS School Council Terms of Reference. In a memo to the GFC Executive, the Dean of the Faculty of Education stated that "Any proposed changes that would change the conditions imposed by GFC on SLIS in 1991 will come back to GFC for approval" (Feb. 28, 2022). This proposal, then, is to make changes to the conditions set out by GFC when the Faculty of Library and Information Studies merged with the Faculty of Education over 30 years ago.

The 1991 merger motion stated that the School was to be placed "administratively within the Faculty of Education" according to a number of "understandings." The following two understandings have been a source of confusion:

- SLIS "will correspond primarily to that of a Department;" and
- The former "Faculty Council of the Faculty of Library and Information Studies will become the School Council of the School of Library and Information Studies."

While the first statement appears to make it clear that SLIS was to become a department, the second statement essentially created a faculty within the faculty by establishing a School Council. According to Section 30(b) of the PSLA:

When the general faculties council authorizes a school of the university to have a school council,

- (b) the school council shall be of the same nature as and may exercise the powers and perform the duties and functions of a faculty council. (p. 30)

This proposal is before GFC to change these conditions so that SLIS will no longer function as a department or as a quasi-faculty within the nondepartmentalized structure of the Faculty of Education.

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**GOVERNANCE OUTLINE**

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**FINAL ITEM NO. 4**

Consultation regarding the impact of this change occurred throughout the 2021-2022 academic year with the interim Director of SLIS, Dr. Kathleen DeLong, and continued under the leadership of the new Director, Dr. Kenneth Gariepy. Since October, 2022, the Director has facilitated and supported ongoing consultation with SLIS faculty members, SLIS Academic Council, SLIS School Council, and the ALA Office of Accreditation. Consultation with central administration also confirmed that "School" is not a restricted term nor does it imply faculty status as outlined in the Post-Secondary Learning Act.

Based on these discussions, there was agreement that the proposed motion preserves the necessary conditions for accreditation, maintains the name recognition and reputation of SLIS and the MLIS, is consistent with the Faculty's non-departmentalized structure, and aligns governance processes for all graduate programs within the Faculty.

Revisions to the committee structure within the School of Library and Information Studies, including its School Council, is already underway. If revisions are not completed by the July 1, 2023 effective date, this approved motion will serve to supersede portions of the School Council Terms of Reference that are not aligned with this proposal.

**Supporting Materials:**

1. 1991 approval of the merger of the Faculty of Education and the Faculty of Library and Information Studies
2. School of Library and Information Studies School Council Terms of Reference (approved December 2020)
3. American Library Association Standards for Accreditation of the Master's Programs in Library and Information Studies

**\*See Schedule A for additional items to include if needed.**

**SCHEDULE A:**



**FINAL ITEM NO. 4**

**Engagement and Routing**

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

**Those who are actively participating:**

- Faculty of Education Governance Working Group, Restructuring Steering Committee, the Director and faculty members associated with the School of Library and Information Studies

**Those who have been consulted:**

- SLIS Academic Council
- SLIS School Council
- American Library Associate (ALA) Accreditation Office

**Those who have been informed:**

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**Approval Route:**

Education Faculty Council – March 28, 2023  
 GFC Executive Committee – April 3, 2023 (for placement on the GFC agenda)  
 Academic Planning Committee (APC) – April 12, 2023 (for recommendation)  
 General Faculties Council (GFC) – April 17, 2023 (for final approval)

**Supplementary Notes / Context:**

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FACULTY OF LIBRARY AND INFORMATION STUDIES PROPOSED MERGER WITH THE FACULTY OF  
EDUCATION: RECOMMENDATION FROM THE GFC PLANNING AND PRIORITIES COMMITTEE (PPC)

Dr P Davenport  
President  
3-1 University Hall

date: June 5, 1991

our file:

Mrs ER Phillips  
Associate Director, University Secretariat  
2-5 University Hall

your file:

Faculty of Library and Information Studies Proposed Merger with Faculty  
of Education: Recommendation from the Academic Development Committee

On June 5, 1991, the Academic Development Committee considered and endorsed the following motion:

THAT the Faculty of Library and Information Studies be restructured as the School of Library and Information Studies and be placed administratively within the Faculty of Education effective July 1, 1991 in accordance with recommendation 12b.\* in the document "Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint" with the following understanding:

The operation of the School of Library and Information Studies within the Faculty of Education will correspond primarily to that of a Department.

The Dean of the Faculty of Library and Information Studies will become the Director of the School of Library and Information Studies.

The Faculty Council of the Faculty of Library and Information Studies will become the School Council of the School of Library and Information Studies. The composition will remain the same with the addition of the Dean of the Faculty of Education. The School Council will function as a Departmental Council within the Faculty of Education.

The School of Library and Information Studies Council will determine the mission, goals and objectives of the School of Library and Information Studies and the MLIS program.

The School of Library and Information Studies will have a distinctive section in the University Calendar. The courses will remain labelled LIS. The degree will remain Master of Library and Information Studies.

\* <sup>PPC</sup> The Executive amended this to read: "...in accordance with recommendation 12...."

The School of Library and Information Studies will remain in its present space in Rutherford South. The 'Z' collection will remain in Rutherford. The allocation from the Library's collection budget for the purchase of library and information studies materials (monographs and serials) will remain under the control of the Humanities and Social Sciences Library.

The Faculty of Education recognizes that accreditation is a *sine qua non* for the MLIS program.

Guidelines for transition during an interim period (July 1, 1991 - June 30, 1992) are set out on pages 2 and 3 of the attached proposal.

This recommendation may now be considered by PPC (June 13) and by the GFC Executive Committee (June 14) before being forwarded to GFC. PPC's recommendation will be announced at the Executive meeting.



Evelyn Phillips

ERP/trr

cc: Dr S Bertram, Dean, Faculty of Library and Information Studies  
Dr RS Patterson, Dean, Faculty of Education  
Dr H Zingle, Associate Dean, Faculty of Education  
Dr JP Meekison, Vice-President (Academic)  
Ms EA Schoeck, Director, University Secretariat

## **TERMS OF REFERENCE**

### **SCHOOL COUNCIL**

Approved December 2020

#### **Mandate**

SLIS School Council is established as the chief governing and advisory body of the School of Library and Information Studies (SLIS) under Section 28(1) of the Post-Secondary Learning Act.

SLIS School Council functions as a faculty council reporting directly to the General Faculties Council (GFC) and engages in consultative processes to enrich decision-making within the School. It fulfills this purpose to insure that, as prescribed by the American Library Association, Office of Accreditation's Standards for Accreditation of Master's Programs in Library & Information Studies, 2008 ". . . the autonomy of the School is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution." Faculty council powers and compositions are set out in Section 28 and 29 of the Act. Further authorization concerning faculty council powers, compositions, and quorums at the University of Alberta is outlined in the GFC Policy Manual, Sections 55, 55.3 and 55.5.

#### **Process**

SLIS School Council consists of the School of Library and Information Studies academic staff and representatives of other stakeholder groups.

SLIS School Council advises on the processes by which the mission, goals and objectives of the school are determined. Course and program changes must be reviewed and approved by SLIS School Council. School Council has the authority to reaffirm decisions made by the Academic Council and, when appropriate, has the authority to request Academic Council to review or reconsider decisions.

#### **Composition**

SLIS School Council meetings are open to members only. Guests shall be invited only through the Chair, and are not eligible to vote. Guests may be present for part or all of the meeting. Representatives should be reviewed on a yearly basis following the July 01 Academic Year change.

The membership of SLIS School Council consists of:

**1. Ex officio members with voting privileges**

- a. The President of the University, or designate;
- b. The Dean of the Faculty of Education, or designate;
- c. The Chair of SLIS, who shall be Chair of SLIS School Council; and
- d. All continuing full-time members of SLIS academic staff drawn from Academic Council. At the University of Alberta academic staff is interpreted to mean all continuing academic staff in Category A1.0 (GFC 28 NOV 1988) (EXEC 19 MAR 1998):

*Category A1.0 Continuing*

- i. A1.1 (Faculty) (continuing) / Tenure-track; teaching, research; Council-AAS: UA (Faculty) Agreement
- ii. A1.2 Administration & Professional Officers (continuing) / Tenure-track; professional, managerial; Council AAS: UA (APO) Agreement
- iii. A1.3 Faculty Service Officers (continuing) / Tenure-track; professional, technical; Council AAS: UA (FSO) Agreement
- iv. A1.4 Librarians (continuing) / Tenure-track; professional, managerial; Council AAS: UA (Librarian) Agreement
- v. A1.5 Soft-tenure Faculty (continuing) / Soft-tenure-track; research, teaching; Council AAS: UA Agreement (Faculty)
- vi. A1.6 Part-time (continuing) Counterparts to A1.1 – A1.5 / Tenure-track; appropriate Council AAS: UA Agreement (Half-time or greater FTE).

**2. Additional members with voting privileges**

- a. The Chief Librarian of the University, or designate;
- b. The Chief Executive Officer of the Edmonton Public Library (EPL), or designate;
- c. The Provincial Archivist of the Provincial Archives of Alberta or President of ARMA, Edmonton Chapter (rotating vote);
- d. The Director, Public Library Services, Library Services Branch, Municipal Affairs; and



- e. One (1) representative for all SLIS Academic Teaching Staff (ATS) and SLIS Adjunct Faculty (includes only teaching ATS instructors and teaching adjunct faculty for the current academic year).
- f. The School Council Secretary, as appointed by the Assistant Chair.

### **3. Students and Alumni with voting privileges**

- a. One (1) SLIS Alumnus/Alumna from the Library and Information Studies Alumni Association (LISAA) (President or designate);
- b. Two (2) master's level SLIS student representatives from the Library and Information Studies Student Association (LISSA) (normally the President & Vice-president, or otherwise nominated); and
- c. One (1) SLIS doctoral student representative (subject to PhD enrolment at SLIS).

### **4. Representatives from University of Alberta Faculties with voting privileges (may vary by year)**

- a. One (1) from the Digital Humanities program of the Faculty of Arts (Appointed by the Dean of Arts); and
- b. One (1) from the Faculty of Education (Elected by Faculty members)
- c. One (1) from the MBA Program, Alberta School of Business (Associate Dean, MBA Programs)

### **5. Non-voting members**

- a. SLIS Adjunct Faculty;
- b. SLIS Academic Teaching Staff;
- c. University Libraries (SLIS Library Liaison);
- d. Library Association of Alberta (LAA) (Councillor liaison); and
- e. Greater Edmonton Library Association (GELA)

### **Officers**

The officers shall be the School's Chair, who shall chair SLIS School Council, the SLIS Assistant Chair or equivalent, who will provide an appropriate level of administrative support to SLIS School Council, and the School Council Secretary. The School Council Secretary shall be appointed by the Assistant Chair as a voting member of SLIS School Council.

## **Quorum**

The quorum for SLIS School Council meetings shall be more than half of the voting members.

## **Meetings**

SLIS School Council shall meet a minimum of once per academic year with additional meetings at the discretion of the Chair. Meetings shall be held upon the summons of the Chair. At least one month before a meeting, notice of a SLIS School Council meeting shall be sent (by email) to all members of SLIS School Council by the Secretary. One week before a meeting, a second notice of a SLIS School Council meeting and its agenda shall be sent (by email) to all members of SLIS School Council by the Secretary.

An exceptional meeting of SLIS School Council can be called by the Chair to consider an urgent item of business and must be convened within two weeks. Provisions governing exceptional meetings are the same as for regular meetings except that the agenda is restricted to the item of business for which the meeting was called. In unusual or extenuating circumstances, virtual meetings shall be held and all relevant votes shall be submitted electronically.

## **Responsibilities**

SLIS School Council will:

- Examine and approve proposed new programs, course changes and program changes prior to submission to the Faculty of Graduate Studies and Research for approval.

And, in addition, will be empowered to advise on:

- The mission, goals, and objectives of the School and the MLIS program;
- Policy on internal department matters consistent with Faculty and University policy;
- Matters of policy relating to the School and its programs;
- Stakeholder committees established to exercise its powers, as necessary; and
- The rules and regulations for governing the procedures and composition of SLIS School Council.

## **Procedures**

Meetings of SLIS School Council shall be conducted in accordance with the Bylaws of Procedure adopted by SLIS School Council. The Bylaws of the Council shall be approved by the Council.

## **Approvals**

Approved by SLIS School Council via electronic vote. Voting was open through the end of December 2020.

## **Bylaws of Procedure for SLIS School Council**

SLIS School Council procedures are based on those established by General Faculties Council (GFC). GFC voted against adopting Robert's Rules of Order. GFC is governed, instead, by precedent and, in situations not covered by precedent, GFC is guided by the Chair, whose rulings are subject to challenge. Relevant sections of GFC policy concerning rules of meetings and adapted for use of SLIS School Council are identified below (see GFC 28 OCT 1974).

### **1. Chair**

The Chair of the School shall chair SLIS School Council.

### **2. Meetings**

Meetings of SLIS School Council are open to members and specific guests. Meetings are normally held in-person on the University of Alberta North Campus. Members are expected to attend in-person whenever possible. In circumstances where participants are not able to physically attend virtual participation is permitted. Wholly virtual meetings may be held if deemed necessary for operational or practical purposes. Members may join meetings by means of teleconference, videoconference or other accessible virtual platforms. Members who participate in a meeting by such means are deemed to be present at the meeting.

#### **2.1. Guests**

Specific guests may be invited by the Chair to attend and speak to certain agenda items. Members who wish a guest to be invited for a given agenda item shall inform the Chair well in advance of the meeting date and in time for this to be recorded in the agenda. Non-participating observers may attend meetings subject to the will of SLIS School Council and the discretion of the Chair.  
(CFGSR 1991/3/15)

#### **2.2. Alternates**

Generally, there will be no provision for alternates for voting or non-voting members except for those members who are permitted to send a designate. The President and the Dean shall be permitted to send alternates to the meetings. Alternates shall have full voting rights and the right to propose motions.

#### **2.3. In Camera**

In camera may be used to describe a closed meeting (non-members not permitted), which covers information not reflected in the Action Summaries and not available to the public. Such sessions may discuss personnel, financial or other sensitive decisions that must be kept secret (for example, a strategic change which the faculty does not yet want the public to know about). (EFC Feb 2 2010)

#### **2.4. Duration**

The agenda for SLIS School Council meetings shall be set in the expectation that the meeting will not exceed three hours in length. If this time is exceeded, the meeting shall be immediately adjourned unless the Chair and a majority vote of members present agree to an extension. (CFGSR 1991/3/15)

### **3. Membership Policies**

#### **3.1. Voting Members**

Voting members may participate in discussions and may move, second and vote on motions (EFC Jun 8 2010).

#### **3.2. Non-Voting Members**

Non-voting members in regular attendance at meetings may participate in discussion, but cannot move, second or vote on motions (EFC Jun 8, 2010).

#### **3.3. Guests**

Guests may be invited to attend a particular meeting and to participate in discussion related to a specific item they were invited to address. Guests cannot move, second or vote on motions. (EFC Jun 8 2010).

#### **3.4. Vacancies**

In the case of a vacancy in appointed membership which may occur during the year, a new member from the appropriate constituency shall be appointed by the Chair to fill the unexpired term.

### **4. Voting**

#### **4.1. Proxy Voting**

Proxy voting is not permitted for meetings of SLIS School Council.

#### **4.2. Electronic Voting**

Electronic voting by email, Google Form, or other means is permitted as required. Voting on motions during a meeting shall take place as described in §4.3 “Voting Procedures.” Electronic voting conducted after a meeting is adjourned must be completed, within a reasonable timeframe, before the next scheduled meeting.

#### **4.3. Voting Procedures**

When every member who wishes to speak on a motion has done so, the Chair shall call for a vote. Voting during meetings shall normally be conducted by show of hands and/or voice unless some other method is decided upon by motion. This procedure applies regardless of in-person or virtual attendance.

Voting shall be by majority vote except on a ‘Motion to Rescind’ without previous notice, when a two-thirds vote of those present is required. (EFC Feb 2 2010)

Each voting member of SLIS School Council shall have one vote.

#### **4.4. Chair**

The Chair shall normally vote only in the instance of a tie vote. When there is a tie vote, the motion is lost if the Chair abstains. The motion is adopted if the Chair votes in the affirmative and is defeated if the Chair votes in the negative. (EFC Feb 2 2010)

#### **4.5. Guests**

Guests cannot move, second or vote on motions. (EFC Jun 8 2010).

#### **4.6. Temporary Staff (ATS and Adjunct) Vote**

One voting member shall be appointed by the Chair for a one-year term observing the recommended ratio of one Academic Teaching Staff (ATS) (Category A2.1) per 25 full-time, continuing faculty (Category A1.1) (EXEC 01 MAR 1999). This voting member shall represent all ATS instructors and teaching adjunct faculty employed for the current academic year.

#### **4.7. Rotating Vote**

On a rotating basis, one member selected from one of the following stakeholder groups shall be granted voting rights on SLIS School Council, changing each calendar year: The Provincial Archives of Alberta (Provincial Archivist); President of ARMA, Edmonton Chapter.

#### **4.8. Voting Results**

The results of all votes taken at meetings shall be announced by the Secretary. The results of votes (i.e., exact number of votes in favour, opposed, or abstained) shall not be recorded in the Action Summaries. (EFC Feb 2 2010)

#### **4.9. Voting Responsibilities**

All voting members of SLIS School Council are responsible for thoroughly examining issues before Council meetings and voting as they judge fit on such issues. No member of SLIS School Council, regardless of how that individual gains membership on the Council, is an instructed delegate. (EFC Feb 2 2010)

### **5. Agenda**

#### **5.1. Responsibility for the Agenda**

The authority to decide which items are to appear on a SLIS School Council agenda resides with the Chair.

Agenda items, including the wording of proposed motions (if applicable) shall be submitted in written form and delivered to the Secretary of SLIS School Council no later than one week in advance of the meeting for which the item is being submitted.

#### **5.2. Order of Business**

At least the following business shall be observed by the Chair at regular meetings:

1. Approval of the agenda;
2. Disposing of the Action Summaries from the last regular meeting and any intervening exceptional meetings;
3. Reports of standing committees and ad hoc committees;
4. Formal business arising from the action summaries; and
5. New business:
6. Announcements;
7. Question period; and
8. Other business.

#### **5.3. Agenda Approval**

Approval of the agenda requires a majority vote.

When the Agenda is being approved, the Chair will entertain a request to change the order, for specified reasons. (EFC Feb 2 2010)

New items cannot be introduced at SLIS School Council meetings except by a majority vote of those present. In cases where the Chair or Secretary has been informed in advance of a request to add a new item, the proposal shall be circulated, time permitting, to members. (EFC Feb 2 2010)

#### **5.4. Agenda Distribution**

The Agenda and supporting documents for the bi-annual and any additional meetings shall be distributed by electronic means at least one week before the meeting is to be held.

### **6. Action Summaries**

Action summaries of the previous SLIS School Council meetings shall be approved as submitted or approved as amended by a motion.

Action summaries of SLIS School Council meetings shall record only matters raised and the actions taken not what was said. Action summaries shall include the date of the meeting and names of members present.

The record of discussion shall reflect fully the basis of decisions. (EFC Feb 2 2010)

Action Summaries of SLIS School Council meetings shall indicate what further action may be called for on any matter discussed.

Draft action summaries will be distributed electronically within two weeks of meetings to all members of SLIS School Council. Original agendas and supporting material will be archived for historical reference. SLIS School Council agendas, action summaries and memberships shall be made available to the public. (EFC Feb 2 2010)

### **7. Motions**

A motion is a formal proposal that the assembly take certain action. To make a motion, a member must obtain the floor, that is, the member must be recognized by the Chair. (In the interest of clarity, it is advisable to write out a motion in advance; giving a copy to the Secretary usually expedites business.) The person making a motion will be invited by the Chair to speak first in any ensuing debate. (EFC Feb 2 2010)

A motion must be seconded. A second merely implies that the seconder agrees that the motion should be debated and not that the seconder necessarily favours the motion. If

no seconder is found, the motion is dead and the meeting moves on to other business. (EFC Feb 2 2010)

### **7.1. Notice of Motion**

A Notice of Motion is a method of informing the membership in advance of the intention to make a specific motion. When Notice of Motion has first been given at a SLIS School Council meeting, the Chair will decide whether it is appropriate that such a motion be placed on the Agenda of the next meeting. (EFC Feb 2 2010)

Notice of Motion from an individual shall normally be forwarded to the Chair of SLIS School Council/Secretary no later than three weeks before a meeting in order to have the motion included on the agenda of the meeting at which it is to be considered.

### **7.2. Amendment to a Motion**

An amendment is a subsidiary motion. It is used to modify the wording - and within certain limits the meaning - of a pending motion before the pending motion itself is voted upon. Its adoption does not adopt the motion thereby amended, and its rejection leaves the pending motion unaltered. (EFC Feb 2 2010)

The amendment must be germane; that is, it must be closely related to or have bearing on the subject of the motion. No new subject can be introduced under the pretext of being an amendment. (EFC Feb 2 2010)

An amendment must be seconded and is debatable. Such debate must be confined to the desirability of the amendment and must not extend to the merits of the motion to be amended, except as may be necessary to determine whether the amendment is advisable. (EFC Feb 2 2010)

An amendment can be amended, by a motion to amend the amendment. A majority vote is required. (EFC Feb 2 2010)

The mover with the consent of the seconder may incorporate a 'friendly' amendment into the main motion if the mover and seconder of the amendment are agreeable. The Chair has discretion to adjudicate challenges to the status of the friendly amendment. (EFC Feb 2 2010)

### **7.3. Motion to Table**

A Motion to Table enables SLIS School Council to lay aside the pending question until some future time. A Motion to Table must be seconded, cannot be debated and requires a majority vote. The mover may make a brief statement on what



information they believe would be necessary to lift an item from the table, followed by the proposer of the original item, who may make a brief comment to SLIS School Council on the impact of tabling the motion. (EFC Feb 2 2010)

**7.4. Motion to Take From Table**

A 'Motion to Take' from the Table is a motion to bring back before SLIS School Council the matter laid aside. Such a motion must be seconded, cannot be debated and requires a majority vote. (EFC Feb 2 2010)

**7.5. Motion to Reconsider**

A Motion to Reconsider enables SLIS School Council, within a limited time and without notice, to bring back for further consideration a motion that has already been voted on. The effect of a Motion to Reconsider is to restore proceedings to the point immediately prior to the vote to which it applies. (EFC Feb 2 2010)

A Motion to Reconsider must be brought forward at the same or next calendar month's meeting, after which Motion to Rescind procedures must be followed. (EFC Feb 2 2010)

A Notice of Motion to Reconsider must be provided with at least ten (10) working days notice if the Motion to Reconsider does not take place at the same meeting. (EFC Feb 2 2010)

A Motion to Reconsider must be seconded and is amendable. (EFC Feb 2 2010)

A Motion to Reconsider is debatable, unless the motion to which it applies was not debatable. Debate may pertain to reasons for reconsideration only. (EFC Feb 2 2010)

A simple majority vote is required. (EFC Feb 2 2010)

An approved Motion to Reconsider suspends action on the original motion to which it applies until the original motion has been decided upon. (EFC Feb 2 2010)

A motion can be reconsidered only once. (EFC Feb 2 2010)

A motion which has already been acted upon cannot be reconsidered. (EFC Feb 2 2010)

**7.6. Motion to Rescind**

A Motion to Rescind is the motion by which a previous act or order can be cancelled or reversed. (EFC Feb 2 2010)

A Motion to Rescind is only used when a Motion to Reconsider is out of time. (EFC Feb 2 2010)

A Motion to Rescind must be seconded, and is amendable. (EFC Feb 2 2010)

A Motion to Rescind is debatable, unless the motion to which it applies was not debatable. Debate may pertain to reasons for reconsideration only. (EFC Feb 2 2010)

A Motion to Rescind requires a Notice of Motion provided to Council membership with at least ten (10) working days notice. A two thirds majority vote of those present is required. (EFC Feb 2 2010)

### **7.7. Motion to Adjourn**

A 'Motion to Adjourn' is a motion to close the meeting. It must be seconded, is not debatable or amendable and requires a majority vote. (EFC Feb 2 2010)

## **8. Debate Procedures**

### **8.1. Interrupting a Speaker**

A member who has the floor may not normally be interrupted. However, the Chair may interrupt a speaker if the speaker is out of order by using unacceptable language, is abusive of other members, or is not speaking to the motion. If the Chair does not do so, a member may raise this as a point of order. A speaker may not be interrupted because the listener does not agree with what is being said. (EFC Feb 2 2010)

### **8.2. Calling the Question**

Calls of "Question!" by members from their seats are informal expressions of individual members' desires to proceed to a vote on the matter under discussion. (Such calls are disorderly if made while another member is speaking.) Upon hearing such a call, the Chair will ask members if they are ready to vote on the motion being discussed. If there appears to be opposition to closing the debate, the Chair may ask for a motion to close debate. If seconded, eligible members will then vote on this motion and proceed accordingly. (EFC Feb 2 2010)

### **8.3. Challenging the Chair**

The Chair may allow debate on a point of order before making a ruling. The Chair should state the basis on which such a ruling is made and no debate thereon is permitted. When the Chair rules on a question of procedure, any member may

rise and state to the Chair, "I respectfully appeal to SLIS School Council from your ruling."

The Chair will respond by stating, "The Council has heard the ruling of the Chair. The question is: Shall the ruling of the Chair be sustained?" This issue is then put to a vote. (EFC Feb 2 2010)

#### **8.4. Committee of the Whole**

Debate should be either for or against a motion. However, an issue may arise which is not so clear-cut or for which the rules may seem to be a hindrance. In such a case, a motion that SLIS School Council resolve itself into a Council of the Whole may be made. If carried, the visitors are asked to leave the Chamber, the Chair steps down and another Chair is appointed or elected for the duration of the meeting of the Council of the Whole. Action summaries are not taken and members may speak more freely and informally. A motion need not be seconded in order to be discussed. (EFC Feb 2 2010)

When the Council of the Whole reaches agreement, a motion is made "that the Chair rise and report," upon the adoption of which motion the Council of the Whole is dissolved, the Chair of SLIS School Council resumes the Chair and the Chair of the Council of the Whole reports to the Chair of SLIS School Council the action taken by the Council of the Whole. (EFC Feb 2 2010)

#### **8.5. Special Debate**

Special debate can be declared by the Chair in cases where there is very active debate that is monopolized by a few speakers, but multiple participants wish to speak. In a special debate, no member may speak for a second time until the Chair is satisfied that all those wishing to speak for the first time have done so. (EFC Feb 2 2010)

#### **8.6. Point of Order**

It is the right of every member who notices a breach of the rules of the Council to insist on their enforcement. If the Chair fails to notice such a breach, any member may make the appropriate Point of Order, calling on the Chair for a ruling. If the Chair, being in doubt, refers the point of order to the judgment of the Council, it thereby becomes debatable. (EFC Feb 2 2010)

A Point of Order is the only time when a member is allowed to interrupt a speaker who has the floor. (EFC Feb 2 2010)

A Point of Order does not require a seconder, it is not debatable (except in the circumstance noted above), it is not amendable, and cannot be reconsidered. (EFC Feb 2 2010)

A Point of Order should not be raised which has nothing to do with procedure and is merely a tactic to say something which would not normally be allowed. (EFC Feb 2 2010)

## **9. Committees**

SLIS School Council may establish new committees or subcommittees. School Council or the delegate body shall provide clear, explicit, and detailed terms of reference for approval by School Council.

Amendments to the terms of reference for committees and subcommittees of SLIS School Council shall be brought to School Council for approval. Only School Council has the authority to dissolve committees or subcommittees of School Council.

The Council may delegate authority to its committees but these shall be responsible to the Council. Unless otherwise approved by Council, subcommittees shall report to committees.

## **10. Secretary**

The School Council Secretary shall be appointed by the Assistant Chair as a voting member of the Council.

The following are the main duties of the School Council Secretary:

- To serve SLIS School Council by arranging all meetings, preparing agendas, recording meetings, and ensuring that comprehensive documentation, including an outline of the issues, is distributed.
- To ensure that action summaries concerning all meetings of SLIS School Council are available.
- To provide advice and support pertaining to governance matters, as required.

## **11. Amendments**

### **11.1. Amendments of Bylaws**

These Bylaws may be amended at any regular meeting of SLIS School Council by a two-thirds majority of those present and voting, prior to which there has been seven (7) days notice of the proposed amendment before the meeting.

**11.2. Amendment of Terms of Reference**

SLIS School Council terms of reference may be amended at any regular meeting by a two-thirds majority of those present and voting, prior to which there has been seven (7) days notice of the proposed amendment before the meeting.

**11.3. Review of Terms of Reference**

Terms of reference for SLIS School Council will be reviewed every two years or sooner, as required.

**12. Impeachment**

No member of SLIS School Council can be impeached. (EFC Feb 2 2010).

# **Standards for Accreditation of Master's Programs in Library and Information Studies**

**Adopted by the Council of the American Library Association (the Council), February 2, 2015  
Revision of standard element V.3 adopted by the Council, January 28, 2019  
by request of the Committee on Accreditation**

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## **Introduction**

### **Purpose of Accreditation**

Accreditation in higher education is defined as a collegial process based on self- and peer assessment for public accountability and improvement of academic quality.<sup>1</sup>

Accreditation serves to ensure educational quality, judged in terms of demonstrated results in supporting the educational development of students. Judgments are made by carefully vetted, unbiased practitioners and faculty professionals at the expert level.

These experts judge how well:

- Accreditation standards are met (and can continue to be met) by the institution or program;
- Elements such as curriculum, evaluation methods, faculty, resources and admission requirements are suited to the overall mission and level of program offerings and objectives;
- Students can be expected to fulfill the knowledge and skills requirements for completion of their programs.<sup>2</sup>

### **Authority and Responsibilities of the ALA Committee on Accreditation**

The Council of the American Library Association (ALA) has designated the Committee on Accreditation "to be responsible for the execution of the accreditation program of the ALA and to develop and formulate standards of education..."<sup>3</sup> for graduate programs of library and information studies leading to a master's degree. The American Library Association Committee on Accreditation is recognized by the Council for Higher Education Accreditation as the accrediting agency for these programs.<sup>4</sup>

The Committee on Accreditation protects the public interest and provides guidance for educators. Prospective students, employers recruiting professional staff, and the general public concerned about the quality of library and information services have the right to know whether a given program of education is of good standing. By identifying those programs meeting recognized standards, the Committee offers a means of quality control in the professional staffing of library and information services.

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<sup>1</sup> CHEA Recognition of Accrediting Organizations, Policy and Procedures (1998, revised June 28, 2010); Appendix A: Accreditation Defined. Retrieved March 28, 2014, [http://chea.org/pdf/Recognition\\_Policy-June\\_28\\_2010-FINAL.pdf](http://chea.org/pdf/Recognition_Policy-June_28_2010-FINAL.pdf).

<sup>2</sup> Association of Specialized and Professional Accreditors (ASPA) (2013). "Quick Reference: Standards, Outcomes and Quality." Retrieved March 24, 2014, [http://www.aspa-usa.org/system/files/inserts/ASPA\\_Standards\\_Jun12.pdf](http://www.aspa-usa.org/system/files/inserts/ASPA_Standards_Jun12.pdf).

<sup>3</sup> American Library Association Handbook of Organization. (Chicago, IL: ALA 2013).

<sup>4</sup> The Council for Higher Education Accreditation (CHEA) is a national recognizing agency of higher education accrediting bodies that emerged from the dissolution of the Council on Postsecondary Accreditation (COPA). ALA discontinued U.S. Department of Education recognition review when the 1992 Higher Education Act limited the scope of recognition to only those agencies whose accreditation plays a "gatekeeping role" to establish eligibility for federal funding.

The Committee on Accreditation examines the evidence presented for each of the Standards; however, its final judgment is concerned with the totality of the accomplishment and the environment for learning. The decision regarding accreditation is approached from an evaluation of this totality rather than from a consideration of isolated particulars. Thus, failure to meet any particular component of a standard may not result in failure to meet that standard. Similarly, failure to meet a single standard may not result in failure to achieve accredited status for a program.

Evaluators of a program for accreditation purposes are vetted for bias, formally oriented, experienced, and capable.

### **Scope of Standards**

These Standards are limited in their application to the assessment of graduate programs of library and information studies that lead to a master's degree. As a prerequisite to accreditation, the institution in which a program resides must be accredited by its appropriate accrediting agency.

The phrase "library and information studies" is understood to be concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. Library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management. This definition incorporates a field of professional practice and associated areas of study and research, regardless of a degree's name.

A unit's mission is relevant to master's program review; when the unit offers other educational programs, the contribution of those programs is also relevant. A unit may seek accreditation for more than one graduate program of education in library and information studies leading to a master's degree; when that is done, the goals, objectives, and learning outcomes of each program and their interrelationships are to be presented.

### **Terminology within the Standards**

The academic unit that provides graduate education in library and information studies may be organized as an autonomous college within its university, as a department in a college, or otherwise, as appropriate within the institution. Within the Standards, the term "program" refers to an organization of people and educational experiences that comprise the degree.

The term "research" as used in the Standards is understood to be (1) broad in its inclusiveness of scholarly activities of a wide variety; and (2) inclusive of communication of results through appropriate means.

When the term "faculty" is used, the Standard applies to the faculty as a whole, including both full-time faculty members (tenured/tenure-track and non-tenure-track) and part-time faculty members. Reference to a subset of the faculty is designated by referring specifically to "full-time" or "part-time" faculty members, or to "each" or "individual" faculty members.

Systematic planning is an ongoing, active, broad-based approach to (a) continuous review and revision of a program's vision, mission, goals, objectives, and learning outcomes; (b) assessment of attainment of goals, objectives, and learning outcomes; (c) realignment and redesign of core activities in response to the results of assessment; and (d) communication of planning policies and processes, assessment activities, and results of assessment to program constituents. Effective broad-based, systematic planning requires engagement of the program's constituents and thorough and open documentation of those activities that constitute planning.

A glossary of accreditation terminology is available at the ALA-Office for Accreditation website, <http://www.ala.org/accreditedprograms/standards/glossary>.

## **Nature of the Standards**

These Standards identify the indispensable components of library and information studies programs while recognizing programs' rights and obligations regarding initiative, experimentation, innovation, and individual programmatic differences. The Standards are indicative, not prescriptive, with the intent to foster excellence through a program's development of criteria for evaluating effectiveness, developing and applying qualitative and quantitative measures of these criteria, analyzing data from measurements, and applying analysis to program improvement.

The Standards stress innovation, and encourage programs to take an active role in and concern for future developments and growth in the field.

The nature of a demonstrably diverse society is referenced throughout the Standards because of the desire to recognize diversity, defined in the broadest terms, when framing goals and objectives, designing curricula, and selecting and retaining faculty and students.

The requirements of these Standards apply regardless of forms or locations of delivery of a program.

This 2019 edition reflects an adjustment to the first sentence of ALA standard element V.3 to respond to Council on Higher Education Accreditation (CHEA) requirements that accreditors confine standards to what is necessary for student learning and achievement, "refer to resources only to the extent required for students to emerge from institutions or programs appropriately prepared" (CHEA 2010 standard 12A5/ 2018 standard 10D).

## **Philosophy of Program Review**

The Committee on Accreditation determines the eligibility of a program for accredited status on the basis of evidence presented by a program and by the report of a visiting external review panel. The evidence supplied by the program in support of the Standards is evaluated against the statement of the program's mission and its program goals and objectives. A program's evidence is evaluated by trained, experienced, and capable evaluators.

Program goals and objectives are fundamental to all aspects of master's degree programs and form the basis on which educational programs are to be developed and upon which they are evaluated. Program goals and objectives are required to reflect and support student learning outcomes and the achievement of these outcomes.

The *Accreditation Process, Policies and Procedures (AP3)* document guides the accreditation process. Both the *Standards* and *AP3* are available online from the Office for Accreditation website, <http://www.ala.org/offices/accreditation>. Assistance in obtaining materials used by the Committee on Accreditation (COA) is provided by the Office for Accreditation. These materials consist of documents used in the accreditation process, as well as educational policy statements developed by relevant professional organizations that can be used to inform the design and evaluation of a master's degree program.



## **Standard I: Systematic Planning**

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

I.1.3 Improvements to the program based on analysis of assessment data;

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

I.2.1 The essential character of the field of library and information studies;

I.2.2 The philosophy, principles, and ethics of the field;

I.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4 The importance of research to the advancement of the field's knowledge base;

I.2.5 The symbiotic relationship of library and information studies with other fields;

I.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.7 The role of library and information services in a rapidly changing technological society;

I.2.8 The needs of the constituencies that the program seeks to serve.

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

I.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

1.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

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## **Standard II: Curriculum**

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The curriculum

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5 Provides direction for future development of a rapidly changing field;

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other

constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

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### **Standard III: Faculty**

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

III.2 The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

III.7 Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

III.8 Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

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## Standard IV: Students

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The program demonstrates that it has procedures to support these policies.

IV.3 Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

IV.5.2 Participate in research;

IV.5.3 Receive academic and career advisement and consultation;

IV.5.4 Receive support services as needed;

IV.5.5 Form student organizations;

IV.5.6 Participate in professional organizations.

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

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## **Standard V: Administration, Finances, and Resources**

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

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*(End of Standards)*