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The (Mis)use of Technology in the National Accreditation System

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The (Mis)use of Technology in the National Accreditation System

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Abstract

The use of technology in the evaluation of higher education programs is a mainstay. Physical evidence rooms, face-to-face interviews, and reviewing of documentation on site have become obsolete. Relying on the heavy use of technology in the evaluation process has allowed what some believe to be a more cohesive, streamlined approach to the presentation of data, however, many face serious concerns with the reliance on technology; what is lost? Missed? nappreciated? How much is the understanding of technology and ability to present the "show" digitally impressing the reviewers verses actual quality of programs and institution?

Keywords: technology, national accreditation system, higher education, evaluation

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I have just been on the market for a car. Buying a car is a grueling process for me. There are so many uncertainties. What type of car should I buy? Does the car I select really say something about who I am to others? Where should I buy it? How can I trust the person who is working to sell me the car? Should I really buy a car, or wait for mine to continue it's own slow, painful death?

I decided it was time to buy. My stale-french-fry-high-school-wrestling-team odor-laden, brakes failing, no-heat-at-stops, ten year old minivan had crossed the 180,000 mile mark. It wanted to rest.

I began the car buying process doing what the majority of us now do when we want information: I googled. I googled and googled. Some of us would say, "I did the research." Even in the research process, I only gave attention to "trustworthy" sites. If a site was not functioning well, or had a poor look and feel, they were off the list. Many vehicles, and many more dealerships, fell by the wayside because of a poor virtual experience.

I was overwhelmed with data. The actual workings of various cars had many terms that were foreign to me. The rankings and ratings of various dealerships were laden with extreme variation. I gave up questioning what type of vehicle said, "woman-wife-mother of three sons-professor-artist" and searched for what served my purpose: safety and able to transport multiple children and pets for long periods of time in at least a moderately comfortable fashion, though I did read many opinions on what type of car said what about who.

I ultimately decided to purchase a vehicle that was ranked high in all terms. Raters and reviewers had gone to great lengths to provide experiential information. I sought out a dealership that also had been deemed "reliable and friendly." I "experienced" the vehicle dozens of times, taking virtual tours that multiple sites offered. I knew I had chosen wisely, and though a bit apprehensive about the buying experience, felt positive about my choice. The dealership site was sleek. It promised me what I did not know I wanted it to promise me, packaged with an accessible tone and user ease.

The day came when I was ready to confront the negotiation process. I was working hard to pretend to be confident and knowledgeable about all components. The salesman was friendly

and the vehicle drove well. It was everything others had said it would be. Except, it did not "feel" right.

I drove across the street to a dealership that was closed, selling a type of car I had not previously considered. I peered inside the locked cars, and knew it would be the car I would buy.

I did return to research mode. The car had top reviews, as well. I sought out a reputable dealer and went for the test drive. The dealership was clean, with wonderful plastic balls that sat on top of stiff wires, pretending to be balloons and doing a convincing job. The salesman was new, and fumbled with words. He forgot to ask me my name. He did not make a copy of my license before handing me the keys and sending me off for a test-drive without him. My immediate evaluative reaction was that his professionalism was lacking.

My drive, however, was not lacking. As the seat warmed my backside, I fell in love with the inner design, as well as the bells and whistles. But I bought the car because of the clock: a very small clock on the dash. At first look, I did not even recognize it to be a clock, but had a strong reaction to appreciating the shape and design.

I bought the car from the gentleman who was lacking professionalism. It turned out, that with more time, I found him to be the best car salesman I have ever had the opportunity to be with in the process. He talked more as we spent the time it took to do the paperwork. His mannerism was not what I expected from the dealership; his "rough" edges and quiet tone did not resonate with my understanding of car salesman. His wife has served as a special education teacher for many years. It may have been his strategy, and it may have been genuine. Either way, those moments of interaction left me knowing I will recommend him to others, and seek him out when I have to revisit the car buying experience.[1]

The national accreditation process is a specific evaluation of a program, unit, area, college, or university. Government agencies, politicians, and experts in the field create standards. It is an expensive, labor-intense process. The evaluand seeks to be accredited for a variety of reasons. Accreditation impacts rankings, finances, and prestige and all elements a "seal of approval" might offer.

> America's accreditation system emerged in the late 19th century as a voluntary system for serious educational institutions to differentiate themselves from institutions that were "colleges" in name only. There was a competition among the private accrediting organizations that enabled market forces to maintain a necessary level of quality. The knowledge that institutions could drop accreditation kept associations from becoming dictatorial or attempting inappropriately to influence the content of education (American, 2007, p. 12).

The nature of accreditation, itself, has become an issue of increasing contention in the last decade. With shifts in learning, access to higher education, cost involved in degrees, a shifting understanding of learning and what constitutes quality learning, and advances in technology, many arguments continue to ensue over the practicality of this once highly regarded practice, or, "stamp of approval" for institutes of higher education (Yorke, 2003). At the same time, many in higher education express the need and desire for the continued practice of national accreditation (Yorke, 2003, Burke and Butler, 2012).

The focus of this paper is not the issue of worth of the accreditation process, though the issue is so deeply a part of the culture surrounding the evaluation that it does color the movement in the last decade of the practice. The accreditation process has shifted from focusing primarily on site-driven data gathering experiences to measure achievement of standards to a largely virtual "experience" of the evaluand with minimal live visits. This shift is critical in understanding the impact of change this creates in who and what are being evaluated in the process. This paper focuses on that shift and explores the question of how the use of technology impacts the understanding of quality in a national accreditation process. Are we measuring virtual input or holistic outcome? The issue is approached from the perspective of evaluator, evaluand and stakeholder.

The Study

This research began as a case study with action research overtones. My own university was preparing for and undergoing the process of national accreditation and I felt it important to document my understanding as well

as the experience. It seemed as though when the term "accreditation" was mentioned, it held a noble weight. I studied the accrediting agency extensively, including the history, conception, supporters and the opposition. The agency gave a thorough checklist of requirements; in fact, the checklists contained checklists (Appendix A).

The established criteria seemed reasonable. Many hours, individuals, and countless meetings were focused on the criteria; questioning and directing the path of gathering evidence that would meet specific components. In-depth study and explanation of specific terms identified in the standards were explored. I quickly understood the cost and efforts involved in obtaining this badge of honor. I watched as administrators and brilliant colleagues worked the equivalent of an additional job to be active participants in the process.

A system was utilized as the tool to manage data. Chalk and Wire (C&W) became a four-letter word to some, a nuisance to others, and a sense of control to more. The system is markets itself as a " powerful and effective tool to manage…curriculum, assessment, data gathering, analysis and reporting." It promises to "work with you to create a culture that feeds successful accreditation" (Chalk, 2014).

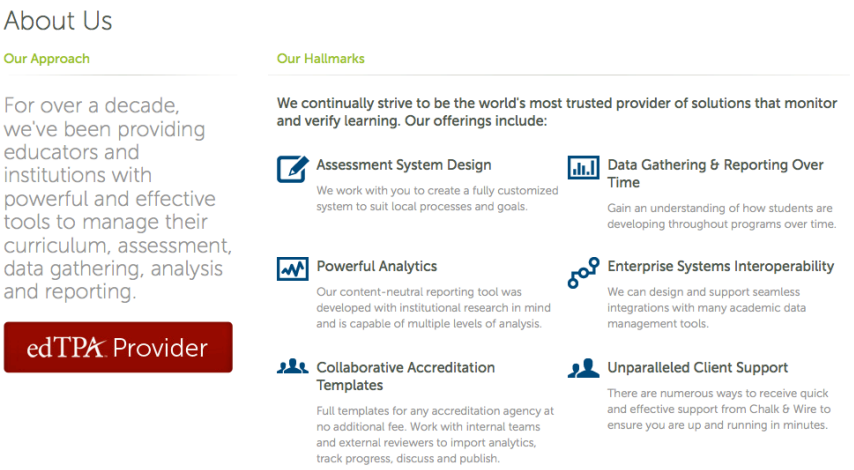

Figure 1. Screen shot from http://www.chalkandwire.com/

Students, most not knowing so, participated in the chaos, expense, and efforts of providing evidence that our unit was up to par. They were required to purchase C&W accounts. They received instructions on specific assignments that would be completed in certain courses. These assignments were submitted through C&W and assessed within the system.

Faculty members and students expressed frustration with the cumbersome-ness of the process as well as the system. Faculty and students were trained repeatedly and offered support as to how to use the system. All students in the unit, despite area of focus or discipline, all completed the same assignment using a standardized framework and rubric.

It was in the midst of this process that I realized that an outside reviewer might see many results when "knowing" our unit through a virtual experience. They may see clean quantitative data, where numbers align with little or no supporting qualitative data. They may see rich qualitative data that does little to utilize the report generating functions of C&W. They may see rich aspects of our unit. And, they may see frustrations of those inputting data, lack of investment in both system of accreditation as well as tool of data management, and nothing of the actual quality of the work that emerges from the programs.

This realization led to my understanding that the use of technology is not an issue isolated to a single accreditation process or a single evaluand. The use or misuse of technology penetrates the experience of most seeking the blue ribbon. My narrow focus on specific agencies and processes grew to a broad-scale attempt at engaging in practice and theory that can be utilized for meta-understanding of national accreditations as multi-level experiences relying on technology.

The Evaluator

As evaluators, we constantly negotiate. No two programs are the same, though on some levels they may be very similar. We are tasked with exploring the new terrain. Variations include disciplines, locations, missions, stakeholder interests, working philosophies, data collection processes and much more. At times the terrain is quite unfamiliar, but we gather what we need to inform us as best we can for the journey. Our tools are varied and we work to be responsive to the program we seek to

understand; to know (Bresler, 1996; Greene & Abma, 2001; Kushner, 2000; Stake, 1982, 2004).

Similar to variations in programs, there are variations in evaluators. Some are quite content to remain discipline-specific in their efforts. Others prefer to stay close to their homes. Still others will only use a specific methodology or philosophical framework to guide the evaluation protocol.

Evaluators and programs are equally challenged to change and evolve. In order to understand quality, we also consider what constitutes quality within a specific time, context, and climate. The current climate we brave is technology. How do we, as evaluators, use best practice in relying on technology to make sense of what it is we seek to know?

Cost efficiency and time management are critical variables in the evaluation process. The time, travel, and expense of both have been greatly reduced by the information that can be gained through virtual experience and resources made available for study through various forms of technology. While the saving of resources is appealing, does reliance of the heavy use of data collection through technological vehicles serve the purpose of knowing a program?

While the appeal of cost-saving means remains, as the evaluator, what challenge does it present? And, is it the same to determine quality in this manner versus the manner requiring more reserve?

Evaluators that are trained as a part of a national accreditation team theoretically support the same approach to understanding quality of a program. They agree on the "benchmarks" and undergo inner rater reliability to ensure a common platform of the varying degrees of worth. But, these evaluators remain individuals who "see" the landscape of a program from a different perspective. Prior to the braving of technology-driven evaluation practice, these evaluators worked exhaustively with individuals involved in the programs. They spent many nights away from home, often stepping outside of specific discipline of training, equipped with understanding of quality, and caught the small details that can often offer such incredible insight.

These evaluators now spend more nights at home, but are "seeing" a program through a very specific construct; one created through digital means. They work to not only maintain integrity and ethics as evaluators, they become trainees to systems determined to create the best picture of programs they explore. Because of the massive undertaking of the nature

of this process, the evaluands are often directed in which system they will or should choose. The consistency in systems is more convenient for most, but after repeated use, it may become a tendency to see the system, and the user input, as a key focus of understanding the program worth. Brief site visits that (for now) remain included in many accreditation reviews, leave little time to catch the details that can say so much.

As evaluators we are charged to change and grow; and, in that change and growth retain understanding that the primary responsibility is to *understand the quality of a program and help to make that program better.* While we may encounter frustration in a program's use or misuse of technology, our "seal of approval" is not contingent upon that use; rather, the outcomes of the program. If the chosen technology does not offer us that understanding, we may make note that the technology component should change; however, we may not determine the value of that program because of poor user input or understanding of the technology they are commanded to use.

The Evaluand

> The eight hour meeting was focused on continually valuing students...beyond class, race, test score...and when it was mentioned my colleagues nodded, whispered words of approval, glanced at one another with a look to say, "that's right." (Munson, 2014).

Programs change. As programs change, those involved change. For all of us in higher education, technology is changing us daily. It's changing how we teach, how our students learn, and how we develop professionally. Our pedagogy is challenged, shifted, and reshaped as we navigate the terrain of technology. We seek shortcuts, and attempt to move into the virtual world the practice and pedagogy of our face-to-face experiences, and fail. We regroup, evolve, and explore alternative approaches. The same is true for all facets of our teaching: objectives, motivation practices, procedures, materials, closures, assessments, and connections to students' lived experiences. As we evolve with these elements, we are also tasked to evolve with how we showcase the greatness of the associated outcomes.

This is a heavy obstacle for those who most value the face-to-face learning experiences. Many brilliant members of higher education approach learning with a great appreciation of the "ebb and flow" (Sheridan & Byrne, 2002; Bresler, 2005) They depend on nuances, observations, conversations and questions, and even body language to gauge student understanding and growth. Committed to quality educational experiences, these practitioners have what some describe as "holistic" or "student-oriented" approaches (Sheridan & Byrne, 2002; Bresler, 2005).

Weaving the demands for use of technology to showcase quality with the strong ties to experiential learning is a challenge, and for some, seen as impossible.

> The accreditation process is always a little tortuous.... but it's changed so much. We start working on the process as soon as a round is finished. That means that this last time we began working on it 8 years ago.
>
> When review teams used to come to do the evaluation, there was so much personal interaction. Of course we knew well in advance what documents we needed to show. We had time to gather our artifacts and evidence and arrange them to look a certain way. And, there was a lot of interaction as they asked questions about our program. Not any more.
>
> For this last round, we had to have all of our evidence in the Chalk and Wire system 6 weeks before the teams' arrival. The focus became so much about how our evidence looked within C&W, that the actual content seemed to have lost value. It felt as though all we were offering was a superficial, tiny, strategic sample of what our program actually is...the whole process felt so prescribed...maybe that's evaluation nowadays.
>
> Before the team came we were asked for our cell phone numbers. I've never been asked for my personal number to use for work... but on top of it, we were told to be "on call" for the weekend. Why? In case a reviewer had questions about our program? No! In case they needed to add or change something in the glorious C&W system." Sue, a teacher of more than 20 years, who regularly infuses new

> technology her teacher training, addressing issues she faced in the accreditation process.

In my conversation with Sue, it was evident she was not opposed to the accreditation process, though not fond of it. She was not resisting relying on technology for best practice. The source of Sue's contention of was the imposition of a particular approach to data input that seemed to rely on a generic template to share predetermined evidence following a standard protocol. Sue felt limited in her opportunity to showcase the outcomes of her program. When asked, she expressed a desire to independently choose the best technology to showcase the highest quality exemplars, not a prescribed one-size-fits-all solution.

> We have just really gone through, within the whole College of Ed., and identified for every class at least one artifact that would fit and meet one of the standards—whether they're professional ones or under INTASC, that would actually fit.

> And so, when the students get a copy of the syllabus, they will see the breakdown and what objectives meet what standard. And then there will be at least one key artifact, and possibly up to three that they know goes with what standard.

The Stakeholder

Stakeholders place considerable investment in the accreditation process. The outcome of the process has significant financial impact, and can impact the livelihood of a program.

Those invested in the program including administration, faculty and students, rely on the prestige associated with the accreditation for funding, affluence, marketability, and program continuation. All members work to succeed in the process in order to support and sustain.

The outcome of the process is a text-based distribution. Stakeholders can see the "blue ribbon"; this standardized process of both data collection and results distribution are consistent and deemed "best practice."

Regardless of the culture of critique surrounding the accreditation process, it is one that universities, units, and programs continue to rely upon

to declare their excellence. Stakeholders, however, share the same responsibility as evaluators and evaluands: the growth and change that are the response to a living system.

Figure 2 is a design of how we come to "know" or "see" what we investigate.

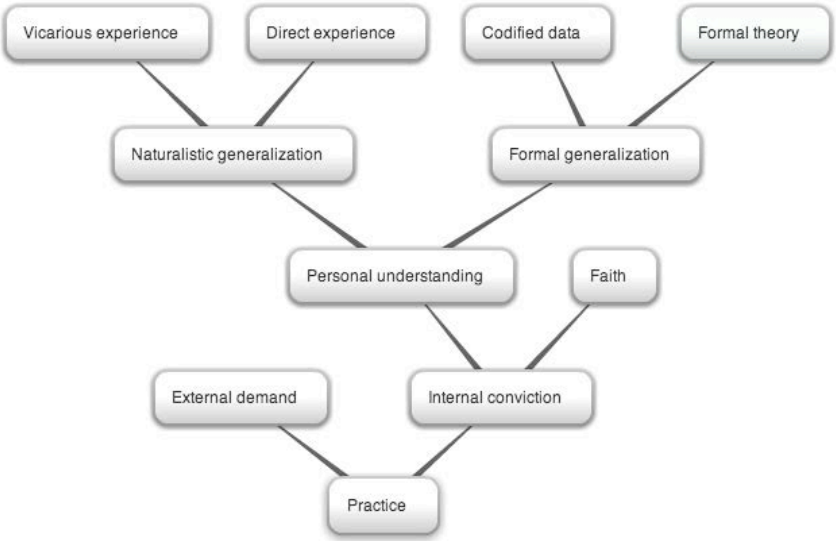

Figure 2. "Represents a rough sketch of the lineage of pedagogic action, probably any action. It is of course simplistic but attempts to identify the ideas and feelings involved. It does not name all the influences on practice nor all the pathways by which practice can be affected. It may, however, help to present the way in which we see experience as influencing practice." (Stake, 1982, p.4)

Closely examining the components Stake includes, it is evidence that each is personalized, alive, and subject to change depending on the individual. This simple sketch may encourage stakeholders to reexamine not necessarily the notion of the value of accreditation, but encourage

careful selection of who is ultimately responsible for choosing a single technology that will nationally serve an entire system.

Final thoughts

As we enter the second decade of virtual evaluation, it is imperative that we acknowledge how and where technology can be of use or blind those seeking understanding of quality in programs.

Technology is beautiful and awful and continuing to grow and become more and more a substantive element in the equation of life. The awfulness and beauty impacts the evaluation, and all involved. We are challenged to consider at multiple levels the impact of that on our identities as an evaluator, evaluand, and stakeholder. We work to identify and acknowledge what is gained and what is lost in the heavy technological use in understanding programs, their quality and, ultimately of most importance, the individuals and their experiences.

The mere presence of national standards and objectives is not the issue. The selection of who determines those, how they will be evidenced, and how they will be showcased is one that demands rigorous research and continual thoughtful negotiation. Awareness of this understanding, coupled with close examination of the core values in both methodology and program mission, are imperative in moving forward as evaluators and those involved in the evaluation process.

I would have never seen the small clock on the dash had I not sat in the actual vehicle…and yet I wonder, if someone had chosen to showcase that clock for me to discover during my research, how my journey may have changed.

Notes

[1] Field notes from my recent car purchasing experience. The tension of virtual experience versus live experience in both evaluation and life living was constantly on my mind throughout the process.

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Appendix A
Exhibits for NCATE Offsite Reviews and Onsite Visits: Continuous Improvement Pathway
National Council for Accreditation of Teacher Education
August 2012

The exhibits below are critical for determining that NCATE unit standards continue to be met. The BOE Team will use them during the offsite review of the institutional report (IR) and the onsite visit. The quality of these exhibits will determine their degree of utility for teams. In most cases, this list of exhibits, the information available in NCATE's Accreditation Information Management System (AIMS), and tables in the IR represent all of the evidence required to demonstrate that an institution meets the NCATE unit standards. If the exhibits presented do not provide evidence that a standard is met, the Offsite BOE Team will inform the institution in its feedback report so that the institution will have the opportunity to provide additional evidence for the onsite visit.

Exhibits should be organized by standard and available electronically to BOE team members. The institutional report should include a list of the electronic exhibits with links to them. In some instances, one exhibit may be related to more than one standard; the link should be referenced for each standard. Please check each link to ensure that it takes the user to the intended documents or pages in a long document.

Assigned BOE team members will have access in AIMS to the unit's third-party testimony, annual reports, program reports submitted for national review, national recognition reports, program reports for state reviews and state findings, reports from the previous NCATE visit, and other relevant reports that have been submitted to NCATE. The faculty chart submitted for national program review in AIMS will also be available to the team. The institution should not duplicate these materials in its exhibits. The exhibits that should be available to the Offsite BOE Team and the Onsite BOE Team are listed in the tables that follow.

Table 1.
Overview and Conceptual Framework

I.5.a	Links to unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies
I.5.b	Syllabi for professional education courses
I.5.c	Conceptual framework(s)
I.5.d	Findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NASM, APA, CACREP)
I.5.e	Updated institutional, program, and faculty information under institutional work space in AIMS

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Table 2.
Candidate Knowledge, Skills, and Professional Dispositions

1.3.a	State program review documents and state findings (Some of these documents may be available in AIMS.)
1.3.b	Title II reports submitted to the state for the previous three years
1.3.c	Key assessments and scoring guides used for assessing candidate learning against professional and state standards as well as proficiencies identified in the unit's conceptual framework (Some of this information may be accessible for nationally recognized programs in AIMS. Cross reference as appropriate.)
1.3.d	Aggregate data on key assessments, including proficiencies identified in the unit's conceptual framework (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
1.3.e	Key assessments and scoring guides used for assessing professional dispositions, including fairness and the belief that all students can learn
1.3.f	Aggregate data on key assessments of candidates' professional dispositions (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
1.3.g	Examples of candidates' assessment and analysis of P-12 student learning
1.3.h	Samples of candidates' work (e.g., portfolios at different proficiency levels) from programs across the unit
1.3.i	Aggregate data on follow-up studies of graduates
1.3.j	Aggregate data on employer feedback on graduates
1.3.k	Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of their graduates in classrooms and schools, including student achievement data, when available

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Table 3.
Assessment System and Unit Evaluation

2.3.a	Description of the unit's assessment system including the requirements and key assessments used at transition points
2.3.b	Admission criteria and data from key assessments used for entry to programs
2.3.c	Policies, procedures, and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias
2.3.d	Policies, procedures, and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement
2.3.e	Policies, procedures and practices for managing candidate complaints
2.3.f	File of candidate complaints and the unit's responses and resolutions (This information should be available during the onsite visit)
2.3.g	Examples of significant changes made to courses, programs, and the unit in response to data gathered from the assessment system

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Table 4.
Field Experiences and Clinical Practice

3.3.a	Examples across programs of collaborative activities between unit and P-12 schools to support the design, implementation, and evaluation of field experiences and clinical practice, including memoranda of understanding
3.3.b	Aggregate data on candidate placement in field experiences and clinical practice (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)
3.3.c	Criteria for the selection of clinical faculty, which includes both higher education and P–12 school faculty
3.3.d	Examples of support and evaluation of clinical faculty across programs
3.3.e	Guidelines/ handbooks on field experiences and clinical practice for candidates, and clinical faculty, including support provided by the unit and opportunities for feedback and reflection
3.3.f	Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
3.3.g	Aggregate data on candidates entering and exiting from clinical practice for all programs (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Table 5.
Standart Diversity

4.3.a	Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools, including impact on student learning
4.3.b	Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.)
4.3.c	Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
4.3.d	Data table on faculty demographics (see Appendix A for an example)
4.3.e	Data table on candidates demographics (see Appendix B for an example)
4.3.f	Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)
4.3.g	Policies and practices, including good faith efforts, for recruiting and retaining diverse faculty
4.3.h	Policies and practices, including good faith efforts, for recruiting and retaining diverse candidates
4.3.i	Policies, procedures, and practices that support candidates working with P-12 students from diverse groups

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Table 6.
Faculty Qualifications, Performance, and Development

5.3.a	Data table on qualifications of professional education faculty (This table can be compiled in the online template from data submitted for national program reviews or compiled in Excel, Word, or another format and uploaded as an exhibit. See Appendix D for an example.)
5.3.b	Data table on qualifications of clinical faculty (i.e., P–12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice)
5.3.c	Policies and practices to assure clinical faculty meet unit expectations
5.3.d	Policies and samples of faculty scholarly activities
5.3.e	Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)
5.3.f	Policies, procedures, and practices for faculty evaluation (including promotion and tenure) and summaries of the results in areas of teaching, scholarship and service
5.3.g	Policies, procedures, and practices for professional development and summaries of the results

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Table 7.
Unit Governance and Resources

6.3.a	Policies, procedures, and practices for governance and operations of the unit
6.3.b	Organizational chart and/or description of the unit governance structure and its relationship to institutional governance structure
6.3.c	Policies, procedures, and practices for candidate services such as counseling and advising
6.3.d	Policies, procedures, and practices for candidate recruitment and admission, and accessibility to candidates and the education community
6.3.e	Academic calendars, catalogs, unit publications, grading policies, and unit advertising
6.3.f	Unit budget, with provisions for assessment, technology, professional development, and support for off-campus, distance learning , and alternative route programs when applicable
6.3.g	Budgets of comparable units with clinical components on campus or similar units at other campuses
6.3.h	Policies, procedures, and practices for faculty workload and summary of faculty workload
6.3.i	Policies, procedures, and practices to ensure that all candidates have access to physical and/or virtual classrooms, computer labs, curriculum resources, and library resources that support teaching and learning
6.3.j	Policies, procedures, and practices to ensure that all candidates access have to distance learning including support services and resources, if applicable