

Recommendation to Remove Stipulations for Pacific Union College June 2014

Overview of this Report

This report presents progress made by Pacific Union College (PUC) to address the stipulations placed upon the institution as a result of Committee on Accreditation (COA) action at the April 18, 2012 COA meeting and revised at the June 2103 meeting.

Recommendation

Staff recommends that the COA discuss the actions taken by Pacific Union College to address the revised stipulation and make an appropriate determination as to whether to remove the stipulation and change the accreditation decision from Accreditation with Stipulations to **Accreditation**.

Background

Pacific Union College's accreditation visit was held March 11-14, 2012. The team report was presented to the COA on April 18, 2012 and is available here: https://info.ctc.ca.gov/fmi/xsl/cnt/09-PUC%20Accreditation%20Report-FINAL.pdf?-db=PSD_Program_Sponsors_DB&-lay=web_Accreditation_Reports&-recid=68&-field=COA_Report_Site_Visit. The COA acted to determine an accreditation status of **Accreditation with Stipulations**. The letter stating COA action is available at the following link: https://info.ctc.ca.gov/fmi/xsl/cnt/2012-04-18%20PUC%20Accred%20w%20Stip.pdf?-db=PSD_Program_Sponsors_DB&-lay=web_Accreditation_Reports&-recid=68&-field=COA_Letter

One year later, in June 2013, Pacific Union College returned to the COA to report on progress in addressing the stipulation: <http://www.ctc.ca.gov/educator-prep/coa-agendas/2013-06/2013-06-item-16.pdf>. The COA determined at that time that some progress had been made by the institution but that further effort was needed in order to warrant removing the stipulation. The COA acted to revise the stipulation as stated in the table below and in the letter to the institution: https://info.ctc.ca.gov/fmi/xsl/cnt/PUC-Cahnge%20of%20Stipulations-6-2013.pdf?-db=PSD_Program_Sponsors_DB&-lay=web_Accreditation_Reports&-recid=68&-field=COA_Letter_Revisit

April 2012 COA Action Stipulation	June 2013 COA Action Revised Stipulation
That Pacific Union College provide documentation that resources have been made available for the PUC education department to meet the needs of its program concerning technology and staffing, as identified in Common Standard 3 and Program Standard 11 in the accreditation report. That within the next 12 months the institution provides evidence that all issues identified as Not Met in the report be fully addressed.	That the institution develop and implement a systematic plan for faculty development in instructional technology and provide evidence that the candidates are provided with opportunities to practice and demonstrate the effective use of instructional technology to achieve student learning. The plan shall include clarification related to the staffing responsibilities related to this effort.
Staff/Team Lead Recommendation 2014:	
Removal of Stipulation	

Over the past two years, Pacific Union College has worked with Commission staff and the site visit team lead to address the concerns raised by the site visit team and the COA. Through conversations and email exchanges, Pacific Union faculty and staff discussed possible options for addressing the stipulation. The following table identifies Pacific Union College’s response in addressing the 2013 stipulation.

2013 Stipulation Language	Institution Response
<p>That the institution develop and implement a systematic plan for faculty development in instructional technology....</p> <p>The plan shall include clarification related to the staffing responsibilities related to this effort.</p>	<p>The institution’s response included the following:</p> <ol style="list-style-type: none"> 1) Information about PUC faculty’s Annual Professional Development Plan which demonstrated that attention has intentionally focused on awareness and integration of educational technology. As evidence, the institution provided the Commission with a list of all faculty members and the professional development activities undertaken during the 2013-14 academic year. Each faculty member participated in 10 or more such activities in the 2013-14 academic year. Examples of such activities included: training in various software systems, attending national conferences focusing on technology strands, participating in webinars, learning how to provide webinars and then producing webinars for classroom use, getting involved in local districts’ technology committees,

2013 Stipulation Language	Institution Response
	<p>and producing online classes for the first time.</p> <p>2) PUC has established an Annual Professional Development Plan which has a timeline for required professional development activities for education faculty members to:</p> <ul style="list-style-type: none"> • develop plans to attend professional development events in technology and submit their plans to the Chair and implement new knowledge gained from these events in their classes, • participate in monthly department meetings which have a technology focus, • share their knowledge with colleagues and other professionals, and • submit a summary of the year’s professional development experiences to the Chair and reflect on their own professional growth. <p>3) The Department Chair is responsible for supporting faculty members’ development in instructional technology by:</p> <ul style="list-style-type: none"> • looking for and advertising professional development opportunities; • providing funding and monitoring spending; • advocating with administration, when necessary, for members’ participation; • providing opportunities for sharing newly acquired knowledge; and • confirming participation.
<p>That the institution provide evidence that the candidates are provided with opportunities to practice and demonstrate the effective use of instructional technology to achieve student learning.</p>	<p>The institution’s response included the following:</p> <p>1) An updated syllabus for EDUC 332 Teaching with Technology which included many technology activities. For example in this course candidates measure themselves against the International Society for Technology in Education (ISTE) Standards for Teachers at the beginning and end of the course.</p> <p>2) A table (See Appendix A) that demonstrated where each of the 6 areas in Standard 11 is addressed in education courses and whether the topic is introduced, developed or mastered in each course. Of 17 courses, only 2 do not explicitly address the competencies in Standard 11.</p> <p>3) A table which listed the technology experiences candidates reported participating in during their field work which faculty used to assess the quality of candidates’</p>

2013 Stipulation Language	Institution Response
	<p>field experiences in regards to technology. This demonstrated that candidates are exposed to the use of many forms of educational technology and gain experience using those which are teachers' most commonly used tools and applications.</p> <p>4) The purchase of the following technology equipment and devices and descriptions of experiences for candidates with:</p> <ul style="list-style-type: none"> • Chromebooks • Document cameras • Interactive white boards • Wireless tablets (iPad, Android, etc.) • The 1:1 environment <p>5) Provided revised syllabi with technology activities highlighted.</p>

Next Steps

Based on the documentation provided, Commission staff and the team lead recommend that the Committee on Accreditation remove the stipulation, and change the accreditation status of Pacific Union College from Accreditation with Stipulations to **Accreditation**.

Staff and the team lead further recommend that the institution include an update on activities related to this topic in its 2016 biennial report.

Appendix A
Program Standard 11 Elements Addressed in PUC Multiple and Single Subject Credential Courses

<p align="center">Course Numbers/ Titles</p> <p>I – Introduced D –Developed M - Mastered</p>	<p>Candidates are familiar with basic principles of operation of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.</p>	<p>Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.</p>	<p>Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.</p>	<p>Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning.</p>	<p>Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. Candidates encourage the use of technology with students in their research, learning activities, and presentations.</p>	<p>Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.</p>	<p>Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.</p>
Core Courses							
EDUC 332/L <i>Teaching w/ Technology</i>	I	I	I	I	I	I	I
EDUC 333 <i>Educational Psychology</i>		D	D				D
EDUC 335 <i>Ethical Dimensions of Teaching and Learning</i>							
EDUC 336 <i>The Multicultural Classroom</i>					I	I	
EDUC 339 <i>ELL Pedagogy</i>					D		
EDUC 340 <i>Exceptional Children in the Classroom</i>		D	D				

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EDUC 477 <i>Classroom Management</i>			I			I	D
Methods Courses							
EDUC 345 <i>Elementary Math and Science</i>	D	I, D		D		I	
EDUC 353 <i>Beginning Reading and Writing</i>	D	I, D				I	
EDUC 356 <i>Intermediate Reading and Writing</i>	D	D		D			
EDUC 357 <i>Social Studies and the Arts</i>	D	I, D		D			
EDUC 358 <i>Literacy in the Content Area</i>		D					

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EDUC 361 <i>Middle School Teaching Strategies</i>	D	I, D	I, D	D	D	I, D	D
EDUC 362 <i>Secondary Content Area Teaching Strategies</i>				I			
EDUC 368 <i>K-12 Bible Methods</i>					D		D
EDUC 476 <i>PE for Children</i>							
Field Placements							
EDUC 493 <i>Full-time Student Tchg</i>	D, M	I, D, M	M	D, M	I, D, M	M	I, D, M
EDUC 494 <i>Full-time Student Tchg</i>	D, M	I, D, M	I, D, M	D, M	I, D, M	I, D, M	D, M