

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Summary Report

*This document contains team findings, rationales, and accreditation recommendations.
It does not contain accompanying narrative that will be included in the final report.*

Institution: California State University, East Bay

Dates of Visit: April 29 – May 2, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for all programs offered at California State University, East Bay.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that four of the common standards are fully met for California State University, East Bay. *Common Standard 3: Course of Study, Fieldwork, and Clinical Practice* is Met with Concerns.

Overall Recommendation

The accreditation team verified that California State University, East Bay and its programs, when judged as a whole, met or exceeded the Commission's adopted Common Standards and Program Standards applicable to the institution. On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Multiple Subject

Preliminary Multiple Subject
 Preliminary Multiple Subject Intern

Administrative Services

Preliminary and Intern
 Induction

Single Subject

Preliminary Single Subject
 Preliminary Single Subject Intern

Pupil Personnel Services

School Counseling and Intern
 School Psychologist and Intern

Education Specialist Credentials

Preliminary Mild to Moderate Disabilities
 Preliminary Moderate to Severe Disabilities

Education Specialist Added Authorizations

Autism Spectrum Disorders
 Early Childhood (Inactive February, 2018)

Other Teaching Credentials

Reading and Literacy Added Authorization

Other Related Services

Speech Language Pathology

Staff recommends that:

- The institution's response to the preconditions be accepted.
- California State University, East Bay be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- California State University, East Bay continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:

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Common Standards:

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Staff to the Visit:

Teri Clark
Consultant

Jake Shuler
Consultant

Documents Reviewed

University Catalog	Survey Data
Common Standards Submission	Field Experience Notebooks
Course Syllabi	Course Matrices
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
Needs Analysis Results	Databases
Program Assessment Feedback	TPA Data
Program Review Feedback	Course Scope and Sequence

Multiple Subject Credential and Multiple Subject Internship Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Multiple Subject** programs.

Single Subject Credential and Single Subject Internship Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Single Subject** programs.

Reading and Literacy Added Authorization

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Reading and Literacy Added Authorization** program.

Education Specialist Mild to Moderate Disabilities Credential and Education Specialist Mild to Moderate Disabilities Internship Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Education Specialist Mild to Moderate Disabilities** programs.

Education Specialist Moderate to Severe Disabilities Credential and Education Specialist Moderate to Severe Disabilities Internship Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Education Specialist Moderate to Severe Disabilities** programs.

Autism Spectrum Added Authorization

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Autism Spectrum Added Authorization** program.

Pupil Personnel Services, School Counseling Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Pupil Personnel Services, School Counseling** program.

Pupil Personnel Services, School Psychology Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Pupil Personnel Services, School Psychology** program.

Preliminary Administrative Services Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Preliminary Administrative Services Credential** program.

Clear Administrative Services Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Clear Administrative Services Credential** program.

Speech Language Pathology Credential

Findings on Standards

Met

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the **Speech Language Pathology** program.

Common Standards

Standard 1: Institutional Infrastructure to Support Educator Preparation Met

Standard 2: Candidate Recruitment and Support Met

Standard 3: Course of Study, Fieldwork and Clinical Practice Met with Concerns

Rationale

Relevant language from Common Standard 3 - "Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner"

Training and Orientation of Site-Based Supervisors – The Preliminary Administrative Services (PASC) program documents include a fieldwork table that details the activities and amount of time candidates should be working with their coaches and district mentor. District mentors (Site-Based Supervisors) indicated in interviews that they were not aware of this information. According to the PASC coordinator, coaches should give packets to district mentors and should conduct three-way evaluations at the completion of the program. District mentors, candidates, and completers reported that these activities did not occur. PASC fieldwork evaluations were included as program documents, but not shared with district mentors.

Systematic Evaluation of Site-Based Supervisors – Faculty, including University supervisors, are evaluated at the end of each term. However, there does not seem to be consistent evidence that site-based supervisors are evaluated formally or informally across programs. Completers and current candidates reported that they did not evaluate the site-based supervisors or district mentors.

Standard 4: Continuous Improvement Met

Standard 5: Program Impact Met