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

Single Subject
Preliminary Single Subject
Preliminary Single Subject Intern

Education Specialist Credentials
Preliminary Mild to Moderate Disabilities
Preliminary Moderate to Severe Disabilities

Other Teaching Credentials
Reading and Literacy Added Authorization

Administrative Services
Preliminary and Intern Induction

Pupil Personnel Services
School Counseling and Intern School Psychologist and Intern

Education Specialist Added Authorizations
Autism Spectrum Disorders
Early Childhood (Inactive February, 2018)

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: Christine Zeppos
Brandman University

Common Standards: Anne Weisenberg
California State University, Stanislaus

Mike Kotar
Retired, California State University, Chico

Programs Cluster: Donna Glassman-Sommer
Tulare County Office of Education

Candace Poindexter
Loyola Marymount University

Caron Melblom-Nishioka
California State University, Dominguez Hills
Staff to the Visit:

Veronica Escoffery-Runnels
University of LaVerne

Teri Clark
Consultant

Jake Shuler
Consultant

Documents Reviewed

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

Findings on Standards

Multiple Subject Credential and
Multiple Subject Internship Credential

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

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