California 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 fullTit-4c 38Tj 0.0479 318</C1 0 0 11.1 270met391 Tm (267ndards)Tj 0.04

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

Staff recommends that:

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

• 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.
o 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.

Team Lead:

Common Standards:

Programs Cluster:

Accreditation Team

Christine Zeppos
Brandman University

Anne Weisenberg
California State University, Stanislaus

Mike Kotar
Retired, California State. University, Chico

Donna Glassman-Sommer
Tulare County Office of Education

Candace Poindexter
Loyola Marymount University

Caron Melblom-Nishioka
California State University, Dominguez Hills

2

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

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.

3

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,

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

all

institutio4and .027nd supporting

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
>BDC 0.0044w41.73 448.03 0 Td (- (are)Tj 0.d9 0 Tdd (>>BDC (and)Tj 0.05 Tc s2</C 0.rTj 0.045t0072 Tc -40.728m (t4 mormatll