

# Report of Actions Taken to Address Stipulations

## California State University, East Bay

### June 2026

#### Overview of this Report

California State University, East Bay (CSUEB) submitted their report of actions to address stipulations as required by the COA, documenting actions they have taken toward addressing all stipulations resulting from their accreditation site visit in April 2025. The [6-month report](#) was presented to the COA at its January 2026 meeting. This summary report outlines the actions taken to address all stipulations with plans for continuous implementation, and the [full report](#) is also available for reference.

#### Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation accept this report to remove all stipulations from CSUEB and change its accreditation status from *Accreditation with Stipulations* to *Accreditation*.

#### Background

An accreditation site visit was held for CSUEB on April 27-30, 2025 and the [report of that visit](#) was presented to the COA at its June 2025 meeting. Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted *Accreditation with Stipulations*. The stipulations are listed below.

Within one year, the institution must submit a report, including evidence documenting the following:

1. The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs. (CS 1)
2. The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. (CS 1)
3. The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences. (CS 1)
4. The unit regularly and systematically collects, analyzes, and uses candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. (CS 4)

Within one year, the Clear Administrative Services program must submit a report, including evidence documenting the following:

5. The program provides ongoing training to refine coaching skills. (PS 3)

Within one year, the Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs programs must submit a report, including evidence documenting the following:

6. Appropriate information is accessible to guide and support candidates' meeting all program requirements. (PS 4)

Within one year, the Reading and Literacy Added Authorization program must submit a report, including evidence documenting the following:

7. Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) in fieldwork. (PS 4)

Within six months, the institution must submit a progress report to the Committee on Accreditation detailing the actions taken to address the above stipulations.

### **Summary of Updates**

CSUEB's one-year report addressing stipulations documents a structural reorganization that established the Graduate School of Education (GSE) within the College of Letters and Social Sciences (CLASS), strengthening collaboration among faculty, instructional personnel, university departments, P-12 partners, and the broader educational community. Additional resources and common data-informed practices have been implemented to support continuous improvement across all educator preparation programs. Program-specific improvements include coaching-based professional learning in the Clear Administrative Services program, enhanced communication of program requirements for all Preliminary Education Specialist candidates, and fieldwork experiences at both early (PK-3) and intermediate (Grade 4+) levels for Reading and Literacy Added Authorization candidates.

### Actions Taken by California State University, East Bay to Address Stipulations

| Stipulation                                                                                                                                                                                                    | Progress Towards Addressing Stipulations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Within one year, the institution must submit a report, including evidence documenting the following:</p>                                                                                                    | <p>Actions taken summarized below:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>1. The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs. (CS 1)</p> | <p><b>January 2026:</b> Beginning in fall 2025–26, CSUEB established a new unit bringing together the Departments of Educational Leadership, Educational Psychology, and Teacher Education within the College of Letters and Social Science (CLASS). Designated by faculty as the Graduate School of Education (GSE), this structure strengthens coordination, shared governance, and inclusive decision-making across all educator preparation programs. Faculty also created a Strategic Planning Committee to guide GSE goals.</p> <p>Under the new structure, department chairs meet regularly through both the CLASS Council of Chairs and the GSE Council of Chairs, enabling collaboration on undergraduate-to-graduate pathways, program alignment, and shared priorities. These meetings, along with regular discussions with college and GSE leadership, support ongoing coordination and documentation of collective decision-making.</p> <p>Broader faculty engagement was further supported through CLASS and GSE listening sessions in November 2025. Analysis of these sessions informed next steps focused on clarifying educational pathways, streamlining credential program applications, and strengthening graduate program support. These efforts will continue through initiatives such as the Pathways to the Graduate School of Education event scheduled for March 21, 2026.</p> <p><b>June 2026:</b> During the Spring 2026 semester, the GSE’s Strategic Planning Committee collaborated with faculty and department chairs from Educational Leadership, Educational Psychology, and Teacher Education to strengthen pathways into GSE programs.</p> |

| Stipulation                                                                                                                                                                                                                                                                    | Progress Towards Addressing Stipulations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                                                                                                                                                                | <p>A major outcome of this work was the GSE's Launch and Career Fair at CSUEB which was held in March. This event brought together representatives from more than 25 school districts and educational organizations in addition to undergraduate students, para-professionals, current graduate students, alumni, faculty, program coordinators, and university leadership. The event featured small-group discussions, faculty presentations, alumni panels, career fair activities, and program information sessions. Participants explored educational pathways, career opportunities, district-university partnerships, field placements, residencies, student teacher supports, and opportunities for para-professionals. CSUEB found this event to be such a success, that the institution will continue offering it moving forward.</p> <p><b>Recommendation:</b> Remove Stipulation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>2. The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. (CS 1)</p> | <p><b>January 2026:</b> Through regular monthly meetings, GSE department chairs coordinate partnership efforts and develop a systemic approach to collaboration with P-12 schools, university units, and the broader educational community to strengthen educator preparation. Faculty, program coordinators, and university leaders collaborate on cross-campus initiatives, such as advising future teachers, and on new opportunities that expand educator pathways. The GSE Strategic Planning Committee guides collective goals and facilitates cross-departmental faculty engagement to analyze partnership data and identify areas for growth. Findings led to targeted outreach to strengthen district partnerships, particularly in Contra Costa County. Equity remains central to this work, with ongoing collaboration between university and P-12 leaders focused on removing barriers and promoting equitable educational pathways, supported through continued convenings and pathway-focused events.</p> <p><b>June 2026:</b> During the spring semester, CSUEB's GSE continued to strengthen educator preparation through collaboration with P-12 partners, university units, and the broader educational community. The GSE Interim Associate Dean, through the College Collaboration Outreach team, worked with district leaders to develop guaranteed admission</p> |

| Stipulation                                                                                                                                                                                                                                                                                                            | Progress Towards Addressing Stipulations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                                                                                                                                                                                                                                                                                                        | <p>opportunities that strengthen pathways from K-12 schools to CSUEB and into GSE programs. These efforts were further supported through the Future Teachers Task Force and the Pathways to the GSE event which engaged leaders from more than 25 school districts. Additional collaborative initiatives included the Department of Educational Psychology's Career Fair and the Department of Educational Leadership's Leadership Institute which supported the preparation of school counselors, psychologists, mental health providers, and educational leaders. The establishment of the GSE has strengthened coordination across programs and enhanced systematic collaboration with educational partners to improve educator preparation. CSUEB found such success with all of these events that they will continue providing them moving forward.</p> <p><b>Recommendation:</b> Remove Stipulation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>3. The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences. (CS 1)</p> | <p><b>January 2026:</b> College and university leadership regularly collaborate to secure sufficient resources to support all educator preparation programs. The Dean of CLASS, education department chairs, and the Interim Associate Dean of the Graduate School of Education work with the Deputy Provost to ensure adequate staffing and funding for program coordination, admissions, advisement, curriculum, professional development, and clinical experiences. As a result, the GSE has been staffed with seven full-time positions, including the establishment of a permanent Associate Dean role and additional student credential services and administrative support positions. The Dean of CLASS has also allocated funds to support ongoing faculty professional development across the education departments.</p> <p><b>June 2026:</b> During the spring semester, the Interim Associate Dean led the search process for a GSE Associate Dean. The search included interview questions and a job talk prompt designed to assess a prospective associate dean's readiness to oversee educator preparation programs including admissions, advising, curriculum, professional development, field-based supervision, and clinical experiences. Faculty, staff, and university administrators participated in the interviews of the three finalists. Additionally, the Interim</p> |

| Stipulation                                                                                                                                                                                                                      | Progress Towards Addressing Stipulations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                                                                                  | <p>Associate Dean continued collaborating with department chairs and staff to develop processes that better support program coordinators in admissions and candidate tracking.</p> <p><b>Recommendation:</b> Remove Stipulation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>4. The unit regularly and systematically collects, analyzes, and uses candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. (CS 4)</p> | <p><b>January 2026:</b> Following a review of the accreditation report, the GSE identified the need for a consistent structure to use candidate and program completer data to reflect on unit operations. Beginning in July 2025, education department chairs, program coordinators, and the Interim Associate Dean worked to expand data access and standardize practices across departments. This included ensuring program coordinators could access completer data through the data dashboard. Departments used this data to inform program planning and improvements, such as syllabus and assignment revisions in Educational Leadership and candidate support planning in Teacher Education. Monthly GSE Council of Chairs meetings further facilitate cross-departmental sharing of data, analysis, and program goals, supporting coordinated, data-informed program improvement.</p> <p><b>June 2026:</b> During the spring semester, departments and programs have continued using data-informed discussions to guide program improvement efforts. Faculty shared revised syllabi and additional resources to support candidate success on CalTPA and CalAPA assessments. Through GSE Council of Chairs meetings, department chairs collaborated on strengthening fieldwork supervision, including the development of a common evaluation instrument for fieldwork coaches and supervisors. Chairs will review 2025-26 program completer data during the summer and continue using data discussions during monthly GSE Council of Chairs meetings in 2026-27 to inform ongoing program improvement.</p> <p><b>Recommendation:</b> Remove Stipulation</p> |

| Stipulation                                                                                                                                                                                                             | Progress Towards Addressing Stipulations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Within one year, the Clear Administrative Services program must submit a report, including evidence documenting the following:</p> <p>5. The program provides ongoing training to refine coaching skills. (PS 3)</p> | <p><b>January 2026:</b> In summer 2025, the Clear Administrative Services (CASC) Program Coordinator, the Department Chair, and the Interim Associate Dean reviewed the accreditation report and planned the academic year. Coaches participated in an August retreat to refine their professional learning using Elena Aguilar’s <i>Coaching for Equity</i> framework. It was decided that one professional development meeting per semester would focus on coaching skills, supplemented by ongoing discussions after monthly seminars with CASC candidates, where coaches address timely “problems of practice” to continuously improve their coaching effectiveness.</p> <p><b>June 2026:</b> During the spring semester, the CASC program continued to provide monthly seminars that included opportunities for coaches to discuss candidate support and apply Elena Aguilar’s <i>Coaching for Equity</i> framework to their practice. An additional professional development session for both PASC and CASC coaches was held in March. Program leadership plans to continue using Aguilar’s model to support the ongoing development of coaching practices for administrative candidates.</p> <p><b>Recommendation:</b> Remove Stipulation</p> |

| Stipulation                                                                                                                                                                                                                                                                                                                     | Progress Towards Addressing Stipulations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>Within one year, the Preliminary Education Specialist: Mild to Moderate Support Needs and Extensive Support Needs programs must submit a report, including evidence documenting the following:</p> <p>6. Appropriate information is accessible to guide and support candidates' meeting all program requirements. (PS 4)</p> | <p><b>January 2026:</b> In summer 2025, the Education Specialist Program Coordinator, Department Chair, and Interim Associate Dean reviewed the accreditation report and planned the academic year. The preliminary education specialist programs implemented strategies to support candidate understanding of program requirements, including posting requirements on Canvas, onboarding candidates cohort by cohort, embedding program requirements in syllabi, and using a low-stakes Program Handbook Quiz &amp; Acknowledgement. This quiz ensures candidates receive the handbook, know their assigned advisors, and understand where to direct questions, with advisor reminders reinforced through Canvas announcements.</p> <p><b>June 2026:</b> During the spring semester, all applicants to both Preliminary Education Specialist programs received information regarding program requirements and were directed to the Canvas page. After admissions are finalized, faculty will conduct cohort-based onboarding that includes an activity focused on program requirements. Candidates will also complete the Program Handbook Quiz &amp; Acknowledgement, a low-stakes open-handbook quiz. In addition, program requirements will continue to be embedded in course syllabi.</p> <p><b>Recommendation:</b> Remove Stipulation</p> |



| Stipulation                                                                                                                                                                                                                                                                                                      | Progress Towards Addressing Stipulations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>Within one year, the Reading and Literacy Added Authorization program must submit a report, including evidence documenting the following:</p> <p>7. Candidates will work with individuals and/or small groups of students at both early (PreK-3) and intermediate (4th grade and up) in fieldwork. (PS 4)</p> | <p><b>January 2026:</b> In summer 2025, the Reading and Literacy Added Authorization (RLAA) Program Coordinator met with the Teacher Education Chair and Interim Associate Dean to plan for the academic year. Candidates were assigned to field placements in both early (PreK-3) and intermediate (4th grade and up) classrooms, with requirements documented in the program handbook and syllabi. A new practicum learning lab in partnership with a local elementary school provides structured opportunities for candidates to develop skills in diagnosis, teaching, and reflection, while allowing faculty to monitor candidate progress.</p> <p><b>June:</b> During the spring semester, RLAA candidates were assigned to either an early (PK-3) or intermediate (Grade 4+) placement to complement their fall placement and gain experience at both levels. All applicants were informed of the requirement to complete semester-long placements at both levels, working with individuals and/or small groups of students. This requirement is outlined in the program handbook and posted on the program website.</p> <p><b>Recommendation:</b> Remove Stipulation</p> |