California Lutheran University

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Click the icons below to navigate to a section.

Accreditation

Click below to navigate to the institution's accreditation website.

Cohort
Green

Accreditation Decision
Accreditation

Accreditation Description
Institution has demonstrated that it meets or exceeds the Common and Program Standards and is effectively preparing educators.

Next Site Visit
2024-25

Institution Accreditation Website | Secured:
Secured Account:
Secured Password:

Institution has not provided website

Location

Click the icon on the map for google map directions, and the address to go to the website.

60 W. Olsen Road
Thousand Oaks, CA
91360-2700
Ventura County
South Coast Region

http://www.callutheran...

Comments

Institution has not provided any comments.

Contacts

Contact Role	Full Name	Phone Number	Email Address	Click to send email
Dean	Michael Hillis	Null	mhillis@callutheran.edu	
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Click the icons below to navigate to a section.

This page displays the institution's approved educator preparation programs. A count of programs by status has also been provided. The number of educator preparation programs is calculated by counting the unique credential program with the exception of the Single Subject and Bilingual programs. The Single Subject program is counted once regardless of the number of Single Subject methodology (i.e. Art, English) an institution is approved for. Similarly, the Bilingual Authorization program is counted once regardless of the number of languages approved. The number of subject preparation programs is calculated by counting the unique subject matter area programs.

Click the tab icons below to view the list of approved educator preparation programs or subject matter preparation programs.

Educator Preparation Programs | **Subject Matter Preparation Programs**

Search using the drop down menus below.

Select Type of Preparation
All

Select Credential Program
All

Select Program Level
All

Select Preparation Pathway
All

Select Program Status
All

Total Program by Status

Active	Transition Inactive	Withdrawn	Expired
9	3	7	7

List of Approved Programs

Type of Preparation	Credential Program	Program Level	Preparation Pathway	Approved Date	Program Status	End Date
Administrative Services	Administrative Services	Preliminary	Intern	2008-08-01	Active	
			Traditional	2006-02-01	Active	
		Professional - Standards Based	Traditional	2007-08-08	Expired	2017-06-30
Education Specialist	Education Specialist: Deaf and Hard-of-Hearing	Level I	Intern	2008-05-01	Expired	2014-06-30
			Traditional	2007-06-06	Expired	2014-06-30
				2008-05-01	Expired	2014-06-30
		Level II	Traditional	2007-10-31	Withdrawn	2017-11-17
		Preliminary	Intern	2010-08-01	Transition Inactive	2026-07-01
				2022-07-01	Active	
			Traditional	2010-08-01	Transition Inactive	2026-07-01
				2022-07-01	Active	
	Education Specialist: Extensive Support Needs	Preliminary	Intern	2022-07-01	Active	
			Traditional	2022-07-01	Active	
	Education Specialist: Mild to Moderate Support Needs	Preliminary	Intern	2022-07-01	Active	
			Traditional	2022-07-01	Active	
	Education Specialist: Mild/Moderate	Level I	Intern	1999-08-26	Expired	2014-06-30
			Traditional	1999-08-26	Expired	2014-06-30

Data Updated on October 17, 2023

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Educator Preparation Programs | **Subject Matter Preparation Programs**

Search using the drop down menus below.

Select Statute: All

Select Subject Matter Area: All

Select Program Status: All

Total Program by Status

Active	Expired
3	7

List of Approved Programs

Statute	Subject Matter Area	Approved Date	Program Status	End Date
2042	Elementary Subject Matter	2003-03-01	Expired	2019-04-01
	Mathematics	2007-08-01	Active	
	Physical Education	2011-12-01	Active	
	Social Science	2011-08-04	Active	
Pre-2042	Elementary Subject Matter	1993-07-01	Expired	2007-12-01
	English	1997-11-01	Expired	2009-07-01
	Mathematics	1998-07-01	Expired	2009-07-01
	Music	2002-01-01	Expired	2010-07-01
	Physical Education	1998-10-01	Expired	2010-07-01
	Social Science	1997-11-01	Expired	2009-07-01
	World Languages: Spanish	2004-03-01	Expired	2010-07-01

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Pursuant to the Title II of the Higher Education Opportunity Act (HEOA) that calls for accountability of programs that prepare teachers, Commission-approved institutions are federally mandated to report specific information about their teaching programs. Teaching programs include the preliminary Multiple Subject Teaching Credential, Single Subject Teaching Credential, and the Education Specialist Instruction Credential. Title II data are collected from academic year September 1 to August 31 annually.

To view data, select an academic year and click the arrow below. The data will default to the most recent Title II report year. Select an academic year to view data from prior years.

Search using the drop down menus below.

Select Academic Year
2021-22

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Select Academic Year: 2021-22

Click a tab below to navigate to different sections of the annual report card. To reselect an academic year, use the drop down menu located on the right.

This section provides information about the institution's accreditation, teacher preparation program, admission requirements and contextual information. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Accredited By:

Commission on Teacher Credentialing

Other Accreditation

Program Information

The table below lists the teaching programs submitted by the institution in 2021-22. Teaching programs are self-reported by the institution.

	Traditional	Alternative, IHE-based
1.	Elementary Education	Elementary Education
2.	Special Education	Special Education
3.	Teacher Education - Art	Teacher Education - Art
4.	Teacher Education - Biology	Teacher Education - Biology
5.	Teacher Education - Chemistry	Teacher Education - Chemistry
6.	Teacher Education - Earth Science	Teacher Education - Earth Science
7.	Teacher Education - English/Language Arts	Teacher Education - English/Language Arts
8.	Teacher Education - Foreign Language	Teacher Education - Foreign Language
9.	Teacher Education - General Science	Teacher Education - General Science
10.	Teacher Education - Health	Teacher Education - Health
11.	Teacher Education - Mathematics	Teacher Education - Mathematics
12.	Teacher Education - Music	Teacher Education - Music
13.	Teacher Education - Physical Education and Coaching	Teacher Education - Physical Education and Coaching
14.	Teacher Education - Physics	Teacher Education - Physics
15.	Teacher Education - Social Sciences	Teacher Education - Social Sciences

Admission Information

The institution's admission information for 2021-22 are provided in the table below. Information includes when teacher candidates are formally and conditionally admitted into the initial teacher certification program.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the comments.

	Traditional	Alternative, IHE-based
Formal Admission	Data not collected	Data not collected
Formal Admission Other Specify	Data not collected	Data not collected
Conditional Admission	Data not collected	Data not collected
Admissions Comments	Data not collected	Data not collected

Entry Exit Requirements

The admission entry and exit requirements at the undergraduate and postgraduate level for the institution in 2021-22 are provided in the following tables below.

Are there initial teacher certification programs at the postgraduate and undergraduate level in 2021-22?

	Traditional	Alternative, IHE-based
Postgraduate	Yes	Yes
Undergraduate	Yes	No

Select the level to view the entry and exit requirements by element and GPA in the tables below.

Select Level: Postgraduate

Postgraduate Entry Exit Requirements by Admission Elements in 2021-22

Traditional		Alternative, IHE-based	
Entry	Exit	Entry	Exit
Background Credits Essay Fingerprint GPA Professional GPA Recommendation Transcript	Basic Skills Content GPA GPA Professional GPA Subject Area	Background Basic Skills Content GPA Credits Essay Fingerprint GPA Interview Professional GPA Recommendation Subject Area Transcript	Content GPA GPA Professional GPA

Postgraduate Entry Exit Requirements by GPA in 2021-22

Median GPA data are no longer collected starting in 2018-19.

Traditional				Alternative, IHE-based			
Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Minimum GPA Required for Completion	Median GPA of Completers	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Minimum GPA Required for Completion	Median GPA of Completers
2.70		3.00		2.70		3.00	

Contextual Information

The institution's contextual information for 2021-22 is provided in the table below. Contextual information is optional for reporting.

Traditional	Alternative, IHE-based
The Graduate School of Education's mission is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools. Our vision is guided by social justice and advocacy and we will reimagine education to disrupt inequities and to meet the future needs of students and communities. This mission and vision support's the University's mission to 'educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.' Future teachers are prepared ..	The Graduate School of Education's mission is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools. Our vision is guided by social justice and advocacy and we will reimagine education to disrupt inequities and to meet the future needs of students and communities. This mission and vision support's the University's mission to 'educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.' Future teachers are prepared ..

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Select Academic Year: 2021-22

Click a tab below to navigate to different sections of the annual report card. To reselect an academic year, use the drop down menu located on the right.

This section provides information about the selected institution's candidate enrollment, program completers and supervised clinical experience for candidates and faculty. ..

Candidate Enrollment and Demographics

The figures below depict the **total enrollment (enrolled candidates and program completers)** and the subset of total program completers by gender identity and race/ethnicity for the academic year. Prior to 2018-19, gender identity were not collected for program completers.

Providing race and ethnicity information are optional for candidates. Preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of candidat..

Total Enrollment in 2021-22

Traditional	Alternative, IHE-based
171	20

Total Enrollment by Gender Identity in 2021-22

	Traditional	Alternative, IHE-based
Female	134 (78.4%)	17 (85.0%)
Male	37 (21.6%)	
Not Reported Gende..		

Color Legend for Gender Identity: Female, Male, Not Reported Gende..

Total Enrollment by Race/Ethnicity in 2021-22

	Traditional	Alternative, IHE-based
American Indian or Alaska Native	2 (1.2%)	0
Asian	5 (2.9%)	4 (20.0%)
Black or African American	4 (2.3%)	0
Hispanic/Latino of any race	49 (28.7%)	9 (45.0%)
Native Hawaiian or Other Pacific Islander	0	0
Not Reported Race/Ethnicity	2 (1.2%)	0
Two or more races	19 (11.1%)	3 (15.0%)
White	90 (52.6%)	4 (20.0%)

Subset of Program Completers in 2021-22

Traditional	Alternative, IHE-based
72	20

Subset of Program Completers by Gender Identity in 2021-22

	Traditional	Alternative, IHE-based
Female	57 (79.2%)	17 (85.0%)
Male	15 (20.8%)	
Not Reported Gende..		

Color Legend for Gender Identity: Female, Male, Not Reported Gende..

Subset of Program Completers by Race/Ethnicity in 2021-22

	Traditional	Alternative, IHE-based
American Indian or Alaska Native	1 (1.4%)	0
Asian	1 (1.4%)	4 (20.0%)
Black or African American	1 (1.4%)	0
Hispanic/Latino of any race	19 (26.4%)	9 (45.0%)
Native Hawaiian or Other Pacific Islander	0	0
Not Reported Race/Ethnicity	2 (2.8%)	0
Two or more races	5 (6.9%)	3 (15.0%)
White	43 (59.7%)	4 (20.0%)

Supervised Clinical Experience

The institution's reported supervised clinical experiences in 2021-22 are provided in the table below. Clock hours required for mentoring/induction support are no longer collected starting in 2018-19. Student teaching clock hours are displayed for the traditional program route. Teacher of record clock hours are displayed for the alternative program route.

A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202 (d)(2) describes features of clinical experience as follows. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.

Source: Federal Title II Reporting

Programs with student teaching models	Number of clock hours of supervised clinical experience required prior to student teaching
	Number of clock hours required for student teaching
Programs in which candidates are the teacher of record in a classroom during the program	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroo
	Number of years required for teaching as the teacher of record in a classroom
All Programs	Number of adjunct faculty supervising clinical experiences during this academic year
	Number of cooperating teachers/K-12 staff supervising clinical experiences during this academic year
	Number of full-time equivalent faculty supervising clinical experience during this academic year
	Number of students in supervised clinical experience during this academic year

Teachers Prepared by Subject Area and Academic Major

The figures below depict the total of teacher prepared by subject area and academic major for the academic year. A prepared teacher is also known as a program completer. A program completer can be counted in more than one subject area and academic major. Subject areas and academic majors listed as "Teacher Education" in the federal subject and major category are included in the total of prepared teachers.

Teachers Prepared by Subject Area by 2021-22

Subject Area	Traditional	Alternative, IHE-based
Agriculture	0 (0.0%)	
Art	0 (0.0%)	
Business	0 (0.0%)	
Elementary Education	34 (47.2%)	1 (5.0%)
English	5 (6.9%)	2 (10.0%)
Home Economics	0 (0.0%)	
Industrial and Technology E..	0 (0.0%)	
Mathematics/Science	6 (8.3%)	2 (10.0%)
Music	2 (2.8%)	1 (5.0%)
Physical Education	3 (4.2%)	
Social Sciences	8 (11.1%)	
Special Education	14 (19.4%)	13 (65.0%)
World Languages	0 (0.0%)	1 (5.0%)

Teachers Prepared by Credential Area in 2021-22

	Traditional	Alternative, IHE-based
Elementary	34 (47.2%)	1 (5.0%)
Secondary	24 (33.3%)	6 (30.0%)
Special Edu..	14 (19.4%)	13 (65.0%)

Teachers Prepared by Academic Major in 2021-22

Teachers Prepared by Academic Major Area in 2021-22

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Select Academic Year
2021-22

Click a tab below to navigate to different sections of the annual report card. To reselect an academic year, use the drop down menu located on the right.

This section provides information about the selected institution's goals, assurances, use of technology and teacher training. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Goals

The table below provides information about the institution's annual goals in the three shortage areas: Mathematics, Science and Special Education. Title II reporting also includes Limited English Proficient (LEP). However, data for LEP are not included because English Learner authorizations preparation is embedded in all of the preliminary teaching programs. Starting in 2018-19, institutions had the opportunity to describe their goals. Starting 2018-19, the increase of prospective teachers are no longer reported.

Use the drop down menu below to select a question. Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

Select Question
Did your program meet the goal in the following areas?

	Traditional			Alternative, IHE-based		
	Mathematics	Science	Special Education	Mathematics	Science	Special Education
Report Progress on Last Year's Goal in 2021-22	Yes	Yes	Yes	Yes	Yes	Yes
Review Current Year's Goal in 2022-23	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Set Next Year's Goal in 2023-24	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Assurances

The institution's reported assurances for 2021-22 are provided in the table below. The information provides the institution's compliance with the assurances - identify needs of Local Education Agencies; teachers prepared in core subjects; students with disabilities, Limited English Proficiency, low-income families.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

	Traditional	Alternative, IHE-based
Program preparation responds to the identified needs of the local educational agencies or States where the program co..	Yes	Yes
Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroo..	Yes	Yes
Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Yes	Yes
Prospective general education teachers are prepared to provide instruction to students with disabilities.	Yes	Yes
Prospective general education teachers are prepared to provide instruction to limited English proficient students.	Yes	Yes
Prospective general education teachers are prepared to provide instruction to students from low-income families.	Yes	Yes
Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.	Yes	Yes
Assurance Comments		

Use of Technology

The table below provides information for 2021-22 on the selected institution's use of technology, specifically on whether it integrates technology effectively into curricula and instruction; collects data to improve teaching and learning; manages data to improve teaching and learning; and analyzes data to improve teaching and learning.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

	Traditional	Alternative, IHE-based
Integrate technology effectively into curricula and instruction	Yes	Yes
Effectively collect data to improve teaching and learning	Yes	Yes
Effectively manage data to improve teaching and learning	Yes	Yes
Effectively analyze data to improve teaching and learning	Yes	Yes
Technology Comments	The use of technology as a teaching and as a man..	The use of technology as a teaching and as a man..

Teacher Training

The table below provides information for 2021-22 on the institution's teacher training program, specifically if it prepares both general education and special education teachers to teach students with disabilities effectively; participates as a member of individualized education program teams; and teaches students who are limited English proficient effectively.
Note: Starting from 2018-19, institutions provide a description of the activities that prepare general education and/or special education teachers.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

		Traditional	Alternative, IHE-based
Training GE	Teach students with disabilities effectively	In the general education foundational coursework, candidates are required to tak..	In the general education foundational coursework, candidates are required to tak..
	Participate as a member of individualized education program teams		
	Teach students who are limited English proficient effectively	In the general education foundational coursework, candidates are required to tak..	In the general education foundational coursework, candidates are required to tak..
	General Education Comments		
Training SpEd	Does your program prepare special education teachers?	Yes	Yes
	Teach students with disabilities effectively	Education Specialist Credential candidates take state-approved courses that provide in..	Education Specialist Credential candidates take state-approved courses that provide in..
	Participate as a member of individualized education program teams	Throughout their course work, candidates develop Individualized Educational Plans (I..	Throughout their course work, candidates develop Individualized Educational Plans (I..
	Teach students who are limited English proficient effectively	Throughout their coursework, candidates produce case studies in which they conduct..	Throughout their coursework, candidates produce case studies in which they conduct..
	Special Education Comments		

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Select Academic Year
2021-22

Click a tab below to navigate to different sections of the annual report card. To reselect an academic year, use the drop down menu located on the right.

This section provides information about the institution's teacher certification exam takers, passers and average pass rates for the California, Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers (CSET), Reading Instruction Competence Assessment (RICA), and the Teaching Peformance Assessment (TPA). Data also includes the statewide average pass rate for each exam. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

It is important to note the following:
1) The number of candidates passing tests and pass rate are not reported if the number of candidates taking tests is fewer than 10 for each subtest.
2) Examinees may have attempted and passed the CBEST and CSET prior to enrolling into the teacher preparation program.
3) The CBEST is one of the options to satisfy the basic skills requirement.
4) The CSET Mathematics and Science standards have been revised in 2013 and 2017, respectively. Exam code starting in the 200s refers to the revised test, and exam codes starting in 100s refers to the test prior to the new standards. Please note that the Multiple Subjects subtest II have also been revised due to the new Mathematics and Science standards.
5) The RICA standards have been revised in 2009. As a result, RICA.1 refers to the revised test and RICA refers to the test prior to 2009. Starting in the 2020-21 year, the RICA Written consisted of three subtests. The RICA requirement is met when candidates passed all three subtests.
6) Teacher Performance Assessment (TPA) pass rates were reported starting in 2018-19. Pass rates for the Fresno Assessment of Student Teachers (FAST) model are not reported.

Use the drop down menus below to view data by exam type, examinee group and program route.

Select Exam Type
All

Select Examinee Group
All program completers

Select Program Route
Traditional

All program completers in 2021-22

Exam	Exam Name	Exam Code	Number of candidates taking e..	Number of candidates passing ..	Institution average pass rate percent	State average pass rate percent
CBEST: California Basic Educational Skills Test	CBEST	098	47	45	96%	97%
CSET: California Subject Examinations for Teachers	English Subtest I	105	4			96%
	English Subtest II	106	4			96%
	English Subtest III	107	4			98%
	English Subtest IV	108	4			97%
	Health Science Subtest I	178	1			93%
	Health Science Subtest II	179	1			100%
	Health Science Subtest III	180	1			100%
	Mathematics Subtest I	211	1			90%
	Mathematics Subtest II	212	1			93%
	Multiple Subjects Subtest I	101	33	30	91%	97%
	Multiple Subjects Subtest II	214	31	25	81%	95%
	Multiple Subjects Subtest III	103	27	27	100%	100%
		225	1			100%
	Music Subtest I	136	1			100%
	Music Subtest II	137	1			100%
	Music Subtest III	138	1			100%
	Physical Education Subtest I	129	2			94%
	Physical Education Subtest II	130	2			94%
	Physical Education Subtest III	131	2			95%
	Science Subtest I	215	4			95%
	Science Subtest II: Life Sciences	217	3			96%
	Social Science Subtest I	114	4			94%
	Social Science Subtest II	115	4			95%
	Social Science Subtest III	116	4			97%
RICA: Reading Instruction Competence Assessment	RICA Written Subtest 1	003	34	29	85%	86%
	RICA Written Subtest 2	004	34	29	85%	92%
	RICA Written Subtest 3	005	33	31	94%	93%
	RICA.1	081.1	4			100%