

PRELIMINARY TEACHING CREDENTIAL

Contact Information

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Modality

All courses for the Preliminary Credentials are delivered in an online modality.

Introduction

A Preliminary Credential is a teaching or service credential that is valid for five years. Preliminary credentials require the holder to complete a bachelor's degree, an approved educator preparation program, basic skills, subject matter competence, and additional specific requirements.

The University Intern Credential is valid for two calendar years, as issued by the CTC. A onetime, one-year extension by appeal is available at the request from the University when an Intern fails to complete the program in the time allotted due to a hardship.

Per Federal Regulation 34 CFR 668.43(a)(5)(v), all LMU School of Education credential/licensure programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CTC) and for the CA Board of Behavioral Sciences as appropriate. The institution (LMU) has not made a determination as to whether these credential, licensure, and professional preparation programs meet the requirements of states outside of California. If you are interested in practicing outside the state of California, it is recommended that you contact the respective licensing entity of that state to seek information or guidance regarding their licensure and credential requirements in advance to allow for appropriate planning.

LMU offers course work to earn the following Preliminary Credentials with their designated pathways.

Preliminary Single Subject Credential

- Intern Pathway
- Practitioner Pathway
- Residency Pathway

This Graduate teacher preparation program is designed for a full-time teacher of record or resident currently in an appropriate placement within grades K-12 settings, in either a public or private school. The pathway fulfills all the requirements for a California Preliminary Single Subject Credential. The following Single Subject preliminary credential subject areas are offered:

- Art
- Dance
- English
- Mathematics (Foundational and Full)
- Music
- Physical Education
- Science (Biology, Chemistry, Foundational, Geosciences, and Physics)
- Social Science
- Theatre (*pending CTC approval*)
- World Languages

This program serves multiple cohort programs including, but are not limited to, CAST, PLACE Corps, AVANCE, Green Dot, KIPP, PUC, Teach For America, and Wonderful, as well as, non-cohort candidates. Intern candidates meeting additional state requirements may be eligible for an Early Completion Option (ECO) and should inquire with their Academic Program Director, Assistant Director, or Advisor about the requirements.

Preliminary Multiple Subjects Credential

- Intern Pathway
- Practitioner Pathway
- Residency Pathway

This Graduate teacher preparation program is designed for a full-time teacher of record or resident currently in an appropriate placement within grades K-8 teaching in self-contained classroom or when the teacher is teaching two or more subjects to the same group of students, in either a public or private school. This pathway fulfills all the requirements for a California Preliminary Multiple Subjects Credential.

This program serves multiple cohort programs, including but are not limited to, CAST, PLACE Corps, AVANCE, Green Dot, KIPP, PUC, Teach For America, and Wonderful, as well as, non-cohort candidates. Intern candidates who meet additional state requirements may be eligible for an Early Completion Option (ECO) and should inquire with their Academic Program Director, Assistant Director, or Advisor about the requirements.

Preliminary Education Specialist Mild/Moderate Support Needs Credential

- Optional Dual Credential with Preliminary Multiple Subjects Credential
- Intern/Residency Pathway
- Traditional Pathway

Loyola Marymount University's Special Education program provides candidates with the theoretical knowledge and professional skills needed to teach students with Mild/Moderate disabilities across various settings and in collaboration with general education teachers. Our program is also committed to successfully preparing candidates with culturally and linguistically diverse students. We provide a socially just inclusive curriculum designed to meet student and school community needs. Our excellent reputation throughout California and the field ensures our alumni are in high demand. Our graduates are recognized throughout California as professional, compassionate, and competent educators who immediately impact their students and benefit their school sites.

There are two pathways to earning the California Preliminary Education Specialist Mild/Moderate Support Needs Credential. These include the Intern/Residency pathway and the Traditional pathway. Both the Intern/Residency and Traditional pathways complete the same course sequence and both pathways fulfill all the California requirements for a Preliminary

Education Specialist Mild/Moderate Support Needs Credential. A dual credential program is an available option for candidates who are interested in earning the additional Preliminary Multiple Subjects Credential along with the Educational Support Specialist Mild/Moderate Support Needs Credential. Some candidates in their Preliminary credential program may require additional pre-service coursework, required coursework, or other requirements in order to be eligible for credential recommendation and/or progression into the Special Education M.A. program. Partnership/cohort programs may include but are not limited to: Green Dot, KIPP, PUC, Seneca, Teach For America, and Wonderful.

LMU's 1+1 program design allows candidates to obtain a Master of Arts (M.A.) degree in Special Education, using the coursework from their Preliminary Education Specialist Mild/Moderate Support Needs credential and apply it towards degree requirements. All students in the Preliminary Education Specialist Mild/Moderate Support Needs credential program that are successfully progressing in their coursework are eligible for the M.A. program. Additional information, including course requirements for the M.A. in Special Education program, can be found in the Special Education, M.A. section of the Bulletin.

Student Learning Outcomes

As a result of this program, candidates will:

- Demonstrate reflective praxis through a Social Justice lens while actively engaging with all stakeholders included but not limited to persons listed in CTC Program Standard 4 (e.g., children, parents, educators, etc.)
- Exhibit knowledge and practice of professional, legal, and ethical standards to show evidence of engagement and educational practices to support all stakeholders
- Cultivate inclusive educational environments for all PK-12 diverse learners through the development and use of positive behavioral, social, and environmental supports for learning
- Apply knowledge of non-biased evidence-based principles of assessment and interpret data to make appropriate and equitable academic, behavioral, and instructional decisions
- Design lessons based on Universal Design for Learning (UDL) guidelines that are aligned to California content standards
- Utilize evidence-based differentiated strategies and implement engaging and developmentally appropriate culturally and linguistically sensitive instruction
- Teach for social justice while acting as proactive agents for all stakeholders through a sociocultural and constructive paradigm
- Exhibit professional responsibility and teacher leadership when engaging all stakeholders
- Cultivate an inclusive environment to support all PK-12 student learning
- Cultivate healthy learning environments
- Apply developmentally appropriate instruction to support all PK-12 student learning
- Differentiate authentic assessment methods in using student data to inform instruction and assist all students

Program Admission Requirements

- Online Graduate Application
- Bachelor's Degree from a Regionally Accredited Institution

- Official Transcript from all Colleges/Universities Attended, including all Community/Junior Colleges
 - Applicants who completed an undergraduate/graduate degree outside of the United States of America:
 - Official Transcript Evaluation from an approved evaluation agency that details content of coursework completed, degree equivalency, and cumulative GPA
 - Official Transcript still needs to be submitted along with Transcript Evaluation
- Cumulative Undergraduate GPA of 3.0, or 3.05 in the last 60 Undergraduate Units, a 3.0 in at least 9 Graduate Units, or Completion of a Request for Exception to GPA Requirement
- Applicants whose citizenship is from a country where English is not the primary language:
 - TOEFL or IELTS or Duolingo English Test Minimum Scores (unless a High School Diploma or a Bachelor's Degree was obtained in the United States
- 1 or 2 Letters of Recommendation
 - At least 1 letter must verify the applicant's experience and familiarity with elementary school aged students
 - Letters cannot be written by family members or friends
- Personal Statement of Intent
- Professional Resume
- Interview with Academic Program Director/Assistant Director
- Mild/Moderate Traditional Candidates Only: Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.

Specific partnerships may have alternate requirements different from those listed above.

Contact the Academic Program Director, Assistant Director, or Advisor for details.

Credential Program Requirements

Pre-Service Requirement for Intern Credential Candidates

Intern Candidates Only: Each Preliminary Education Specialist Mild/Moderate Support Needs credential candidate who is on the Intern pathway must meet a minimum of 120 hours pre-service component which includes foundational preparation in pedagogy, including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners. This will be met by taking ECTL 6000 Language Theory and Pedagogy for Teaching English Learners, as well as, various online IRIS Modules or other professional development and training experience to meet the required topics and hours.

Required Coursework

Code	Title	Semester Hours
EDTL 6000	Language Theory and Pedagogy for Teaching English Learners	3
EDTL 6001	Policies and Practices for Inclusive Classrooms	2
EDTL 6002	Justice, Equity, Diversity, and Inclusion in Education	3
EDTL 6100	Multiple Subjects Methods for Diverse Populations	3
EDTL 6101	Literacy for Diverse Populations	3

EDTL 6300	Evidence-Based Assessment Practices to Promote Student Learning	3
EDTL 6301	Creating and Maintaining Effective Environments in Support of Student Learning	3
EDTL 6302	Pedagogy and Transition for Students with Disabilities	2
EDTL 6501	Praxis Fieldwork and Seminar for Education Specialist Candidates 1	2
EDTL 6502	Praxis Fieldwork and Seminar for Education Specialist Candidates 2	2
EDTL 8000	Health Education (fee-based)	1
EDTL 8001	Foundations of Online Teaching (fee-based)	1
Total Semester Hours		28

The course requirements listed here meet the program standards required for a credential recommendation to the CTC for this academic year. The CTC's standards are subject to change in the future. A candidate being recommended for a credential/authorization at a later year is held to the standards required by the CTC at that time and may need to take additional coursework to meet any new standards required for that credential/authorization.

Clinical Fieldwork Requirement

- All candidates must complete a minimum of 600 hours of clinical experience, including 200 hours of early fieldwork experience in diverse settings in the first 15 weeks of the semester. This will include experience with various disabilities, age ranges and service delivery models through observations, videos and simulations in the candidates' courses and with the Fieldwork Instructor. Previous experience in classrooms may count toward these early fieldwork hours.
- Traditional / Student Teacher candidates must complete a formal student teaching placement with a Mentor Teacher for the entire second semester of the program: weeks 1-7 (3-days a week) weeks 8-15, (5-days a week), for a total of 448 hours in the spring semester.
- Traditional / Student Teacher candidates must complete the required courses listed and one semester of supervised Student Teaching.
- Intern candidates must complete the required courses listed and complete all clinical hours at their intern placement with fieldwork supervision in both semesters.

Optional Dual Credential Program - Preliminary Education Specialist Mild/Moderate Support Needs Credential and Preliminary Multiple Subjects Credential

Although the dual program option will not require any additional coursework, to qualify for an additional Preliminary Credential in Multiple Subjects, at least 50-150 hours of experience in a General Education Multiple Subjects setting (either as a part of the 600-hours or in addition to) needs to be completed by the candidates. These hours can be completed at any time during the program and should include:

- Observations of credentialed General Education Multiple Subjects Teacher
- Co-planning and co-teaching
- Lead teaching in a General Education Multiple Subjects setting.
- At least one formal observation cycle with an LMU Fieldwork Instructor of instruction in a General Education Multiple Subjects setting

Additional Credential Requirements

- Basic Skills Requirement (BSR)
- Subject Matter Competence Requirement (SMCR)
 - Traditional (Student Teacher) pathway candidates must meet the SMCR prior to beginning daily whole class instruction.
 - Candidates in all pathways undergo an SMCR assessment within 60 days of admission.
- U.S. Constitution Requirement
- CPR Certification
- Teaching Performance Assessment (edTPA) with Literacy Performance Assessment (LPA)
 - Candidates are eligible to use the CTC's Secondary Passing Score option provided they are currently enrolled at LMU.
- Certificate of Clearance (COC)
- Individualized Development Plan (IDP)
- Bachelor's Degree from a Regionally Accredited Institution
 - The CTC requires a course-by-course Foreign Transcript Evaluation from an Approved Agency for candidates who completed an undergraduate degree outside of the United States of America,
- Disposition Rubric
- Minimum cumulative GPA of 3.0 (B-) or higher in all required coursework and passing grades of C- or higher in each course.
- Application for Credential
- Professional Advising
- Exit Interview or Survey

Credential Program Requirements

Required Pre-Service Coursework for Intern Credential Candidates

Prior to being recommended for an Intern credential, candidates will need to complete these required courses in order to meet the 120 hours of pre-service requirement:

Code	Title	Semester Hours
EDTL 6000	Language Theory and Pedagogy for Teaching English Learners	3
EDTL 6003	Effective Learning Environments ¹	3
Total Semester Hours		6

¹ Candidates may use pre-approved training experiences and hours toward the EDTL 6003 Effective Learning Environments pre-service requirement.

Required Coursework

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EDTL 6000	Language Theory and Pedagogy for Teaching English Learners	3
EDTL 6001	Policies and Practices for Inclusive Classrooms	2
EDTL 6002	Justice, Equity, Diversity, and Inclusion in Education	3
EDTL 6003	Effective Learning Environments	3
EDTL 6100	Multiple Subjects Methods for Diverse Populations	3

EDTL 6101	Literacy for Diverse Populations	3
EDTL 6510	Fieldwork Experience 1 - Interns/Practitioners/ Residents: Multiple Subjects	1
EDTL 6512	Seminar 1 - Interns/Practitioners/Residents: Multiple Subjects	1
EDTL 6514	Fieldwork Experience 2 - Interns/Practitioners/ Residents: Multiple Subjects	1
EDTL 6516	Seminar 2 - Interns/Practitioners/Residents: Multiple Subjects	1
EDTL 8000	Health Education (fee-based)	1
EDTL 8001	Foundations of Online Teaching (fee-based)	1
Total Semester Hours		23

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Additional Credential Requirements

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- Teaching Performance Assessment (edTPA) with Literacy Performance Assessment (LPA)
- Certificate of Clearance (COC)
- Practitioner Candidates Only: 10-20 Observation Hours in a Public-School Setting
- Individualized Development Plan (IDP)
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