

PRELIMINARY EDUCATION SPECIALIST MILD / MODERATE SUPPORT NEEDS CREDENTIAL (DUAL CREDENTIAL PROGRAM OPTION WITH PRELIMINARY MULTIPLE SUBJECTS CREDENTIAL) - INTERN / RESIDENCY / TRADITIONAL PATHWAY PROGRAM

Contact Information

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Introduction

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 Subject 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, TFA, and Wonderful.

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

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.

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

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 school aged students.
 - Letters cannot be written by family members of friends.
- Personal Statement of Intent
- Traditional Pathway Candidates Only: Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Interview with Program Director or Assistant Director

Specific partnerships may have alternate requirements different from those listed above. Contact appropriate Program Director for details.

Program/Credential 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 will 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 EDTL 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 remaining 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**

Clinical Fieldwork Requirement

- Each Preliminary Education Specialist Mild/Moderate Support Needs Credential candidate who is on the Intern pathway must meet a minimum 120 pre-service hours, 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 EDTL 6000 Language Theory and Pedagogy for Teaching English Learners, as well as participating in and completing specific professional development opportunities (for those candidates in an established LMU partnership program), teacher preparation courses (within the past five years) and/or various online IRIS Modules to meet the remaining topics and hours (75 hours).
- Candidates in an established LMU partnership program may be given pre-service hours through alternative professional development and training
- All candidates will 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 will have 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.
- Each Traditional pathway candidate will complete the required courses listed and one semester of supervised Student Teaching.
- Intern candidates will 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 Subject Credential

- Although the dual credential program option will not require any additional coursework, to qualify for an additional Preliminary Credential in Multiple Subjects, at least 50-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 Program/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)
 - Candidates are eligible to use the CTC's Secondary Passing Score option provided they are currently enrolled at LMU.
- Reading Instruction Competence Assessment (RICA)
 - Beginning July 1, 2025, the assessment of teacher candidates' competency in literacy instruction will transition from the Reading Instruction Competence Assessment (RICA) to a Commission-approved literacy performance assessment.
- 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,
- Application for Credential
- Disposition Rubric
- Professional Advising
- Exit Interview