



Teacher Preparation Programs School of Education

Flexibility and Personalization in Teacher Preparation

Loyola Marymount University's Teacher Preparation programs offer you a variety of pathways to earn your California teaching credential, along with a Master of Arts degree, most within one year for the credential and a second year to complete the M.A. Through personalized attention, we work with you to find the pathway and credential that is right for you to meet your employment and career goals. Academic coursework (excluding fieldwork) is offered online, catering to working professionals.

Our Diversity, Equity, Inclusion, Anti-Racism, and Justice Framework

The School of Education is grounded in the Jesuit and Marymount tradition of social justice. Social justice is our collective responsibility for each other in our global society, recognizing the people and communities that have historically been oppressed and marginalized along with recognizing those who have historically been privileged and provided power. Social justice requires us to co-create equitable systems of access and support by critically examining the distribution of opportunities, resources, and social capital (distributive justice; Tyler, 2000). Further, social justice must be co-constructed/co-created with those who experience inequity, centering their voices, ideas, and perspectives on their material realities, for equitable outcomes, and in decision-making (procedural justice; Tyler, 2000).

In the School of Education, we recognize that social justice has its basis in anti-racism, diversity, equity, and inclusion: dismantling and transforming racist beliefs and practices; valuing human diversity in all its forms; promoting equitable access to resources and capital; and creating inclusive environments where those who have been systematically oppressed and marginalized are included in decision-making. Social justice work can be uncomfortable, takes strength and courage, and requires taking risks, including risking privilege and capital.

LMU California Commission on Teacher Credentialing (CTC) Accredited Teacher Program Offerings

1. Elementary *Multiple Subject* Teaching Credential
2. Secondary *Single Subject* Teaching Credential
3. *Special Education Specialist Teaching Credential for Mild to Moderate Support Needs*
4. Master of Arts in Transformative Education with Elementary or Secondary Teaching Credential
5. Master of Arts in Special Education with Education Specialist Credential and available Elementary Credential
6. Added authorization available in Bilingual Education (Spanish, Cantonese, or Mandarin)

1+1 Course Curriculum (1 year Credential + 1 additional year for M.A.)

- Course curriculum for all three credential programs (Elementary Multiple Subject, Secondary Single Subject, and Special Education Mild/Moderate) is generally offered in a 1+1 program format. 1+1 refers to completion of the credential in year 1 and completion of an M.A. in the second year.
- Each credential program includes a Master of Arts degree, with three exceptions. The following applicants may choose to pursue a credential-only program without the M.A.: special education, CAST, and interns. Candidates in these three categories are advised to review [considerations](#) prior to completing the section of the application that confirms program plan.

Personalized Field Experience Pathway Choices to Fit your Needs

- “Student Teacher” with field experiences completed as a student teacher in a mentor teacher’s classroom.
- “Private School Teacher” with field experiences completed as a full-time teacher practitioner in your own classroom at a private school.
- “Intern” with field experiences completed as a full-time teacher in your own classroom at a public school wherein an official intern teaching credential is required.
- “Resident” with field experiences completed under an official residency mentoring program established at your school site in partnership with LMU.

Specialized Concentrations for M.A. in Transformative Education

Candidates enrolled in the M.A. in Transformative Education program along with their elementary or secondary credential, select a specialized concentration for the M.A., completing three courses in the concentration area. A few available options are: Digital Learning, Disability Studies and Inclusive Education, Educational Policy and Administration, and Language and Culture. Please see bottom of next page for links to sample curriculum.

Optional Partnerships (if applicable) for Intern, Resident, and Private School Teacher Field Experiences

- [Catholic Archdiocesan School Teachers](#) (CAST)
- [Partners in Los Angeles Catholic Education](#) (PLACE Corps)
- Avance Interns or Residents, Green Dot, KIPP, PUC, Seneca, Teach For America, and Wonderful.

The LMU Difference

In addition to our highly personalized choice of pathways and options, our expert faculty focus on the role of the teacher as not just an educator, but as a community leader and an advocate for all learners. LMU School of Education Teacher Preparation program candidates receive helpful application guidance, comprehensive and individualized advisement from your academic advisor in completing your curriculum, and a credentialing advisor to expertly guide you through the finalizing of your credential issuance from the State of California. During your fieldwork experiences, our Clinical Fieldwork team ensures that your fieldwork completion is a positive and successful learning experience.

Sample* Coursework Sequence by Pathway (includes *Concentration Options/Courses* by Pathway)

Student Teaching Pathway

- [Sample* Sequence - Student Teaching Pathway – CTC Req’s Met – Elementary or Secondary Transformative](#)

Private Pathway

- [Sample* Sequence – Private Pathway -- Elementary or Secondary Transformative](#)

Intern Pathway (*link coming soon*)

- [Sample* Sequence -- Intern Pathway– Elementary or Secondary Transformative](#)

Special Education – Mild to Moderate Support Needs

- [Please refer to Special Education detailed program information packet](#)

*Start term and status of CTC non-coursework requirements, usually for Student Teaching Pathway, can play a role in your course sequence. Your academic or program advisor will work with you on the best curriculum sequence for you.

APPLY ONLINE

Applications are submitted online (graduate.lmu.edu/apply/). We accept and review applications on a rolling basis throughout the year, with the **priority deadline to begin in the optimal Summer II semester of May 15**. The priority deadline to begin in fall is June 15.

Please see Frequently Asked Questions on the following pages for further details. We are always available to assist as well – please send any questions to soeinfo@lmu.edu for answers to any questions.

In the online application you will be prompted to submit (see FAQ or application for further details on each).

- Personal Statement of Intent
- One set of official transcripts sent directly all colleges and universities attended, including community colleges, to LMU, demonstrating completion of or imminent completion of a bachelor’s degree from a regionally accredited institution or international equivalent.
 - Official transcript evaluation, in addition to transcripts, for candidates who completed their bachelor’s degree at an international university. [Instructions here.](#)
 - English Language proficiency for candidates whose citizenship is from a country where English is not the primary language. [Instructions here.](#)
- Letters of recommendation. The application system will advise you of the number of recommendations required, as they may vary for your particular pathway or partnership. The application system will prompt you for the name, title, organization, and email address of each recommender.
- Current Professional Resume, including any paid or unpaid work with K-12 students.
- Basic Skills Plan – Check box that applies and upload documentation if available.
- Subject Matter Competency – Check box that applies and upload documentation if available.
- U.S. Constitution Plan – Check box that applies and upload documentation if applicable or available.
- CTC Certificate of Clearance (LiveScan/fingerprinting) – Upload if available.

Note: additional items may be requested within your online application, dependent upon a particular pathway or partnership.

Virtual Information Sessions:

We offer a virtual Open House each March and October. Open House sessions are recorded, with the most recent available for viewing year round at: [LMU Graduate Open House Recordings](#). Additional virtual information sessions are offered during the months of January through June. Please RSVP at [the teacher education info session link](#). Additionally, many partnerships distribute information and advertise sessions directly to their program applicants.

Credential Only Option

The following applicants may choose to pursue a credential-only program without the M.A.: special education, CAST, and interns. Candidates in these categories are advised to review [considerations](#) prior to completing the section of the application where program is confirmed. Credential coursework completes a large portion of the work for the M.A. degree already.

APPLICATION PROGRAM PROMPTS - ELEMENTARY/SECONDARY TEACHING WITH TRANSFORMATIVE ED

Primary Area of Interest, select:

- Teacher Preparation Programs

Program of Interest, select as appropriate:

- Elementary Teaching – Transformative Education (MA)
- Secondary Teaching -- Transformative Education (MA)
- Mild/Moderate Teaching – Special Education (MA)
([Special Education – please see alternate program info packet](#))

Credential, select as appropriate:

- Elementary Multiple Subject Credential
- Secondary Single Subject Credential
- Education Specialist for Mild Moderate Support Needs Credential

Field Experience Pathway, select as appropriate:

- **Student Teacher** -- field experiences will be completed as a student teacher in a mentor teacher's classroom.
- **Private School Teacher** -- field experiences will be completed as a full-time teacher practitioner in your own classroom at a private school.
- **Intern** -- field experiences completed as a full-time teacher in your own classroom at a public school wherein an official intern teaching credential is required.
- **Resident** -- field experiences completed under an official residency mentoring program established at your school site in partnership with LMU.

Transformative Education M.A. Concentration, select as appropriate.

Sample Coursework Sequence Links are available on page 3. These links show available coursework by concentration. Candidates are also given the opportunity to change their concentration choice with their advisor after beginning the program.

Special Partnerships

- This option will not appear for Student Teaching Field Experience Pathway applicants.
- All others, select partnership or organization as appropriate.

Anticipated Entry Term, select as appropriate

- **Summer II**
- Fall (*if directed by specific partnership, or in consultation with your admission specialist/counselor*)

FREQUENTLY ASKED QUESTIONS (FAQ'S):

FIELD EXPERIENCE PATHWAY

In the online application, which "Field Experience" Pathway should I select?

(Applicants completing an application prior to the application redesign will not see this question in the application. We will follow-up with you after acceptance.)

- Student Teaching (Field Experience) Pathway
 - With this pathway selection, you are confirming that your field experiences will be completed as a student teacher in a mentor teacher's classroom. LMU has partnerships with mentor teachers across the greater Los Angeles area and will secure a placement.
- Private School Full-Time Teacher (Field Experience) Pathway
 - With this pathway selection, you are confirming that you will be employed as a full-time teacher practitioner in your own classroom at a private school for the duration of the program. (Individuals in CAST and PLACE Corps partnership programs will select this.)
- Intern Full-Time Teacher (Field Experience) Pathway
 - With this pathway selection, you are confirming that you will be employed as a full-time teacher in your own classroom at a public school for a minimum of the first year of the program, and are eligible for an intern teaching credential issued by the California Commission on Teacher Credentialing. [Select this field experience pathway if you are employed by or in one of the following partnership programs: Interns at Charter Consortium Group (Para Los Ninos, Camino Nuevo, and STEM Prep), Green Dot, KIPP, PUC Interns, Seneca, and Teach For America]
- Resident Teacher Pathway
 - With this pathway, field experiences are completed under an official residency mentoring program established at your school site in partnership with LMU. [Select this field experience pathway if you are in a formal residency program, including: Avance Residency through Charter Consortium Group, Residents from PUC, Elevate, and Wonderful.]

How do I apply for a credential-only program?

The following applicants may choose to pursue a credential-only program without the M.A.: all special education applicants, all CAST and other private school teachers, and all interns and residents. There is a section on the School of Education plan page that asks candidates to confirm their choice of 'combined credential with M.A.' or 'credential-only.' Candidates are asked to kindly review important [considerations](#) prior to completing the section of the application where the choice of 'credential-only' or 'credential with M.A.' program is confirmed.

What should I include in my Personal Statement of Intent?

Please follow the questions or directions as stated in the application or directions provided for your partnership. Special education applicants should follow the alternate special education application prompt. All other applicants, in at least two (2) completely full pages, up to 4 pages, double spaced, 12-point font:

- Please describe why you want to become a teacher.
- Please describe the characteristics you possess which will make you an effective educator. Please include highlights of any experiences you've had in educational organizations or school settings.
- Please highlight how your personal values, qualities, and goals reflect or align with the [SOE Mission, Vision, and Core Values](#).

SUBJECT MATTER:**What subject area do I select in my application for my Teaching Credential Program at LMU?**

- **Multiple Subject** (for elementary school educators and dual mild-moderate with elementary program)
 - Multiple Subject is automatically selected for you.
- **Single Subject** (for secondary school educators) – common subject matters listed here:
 - Art
 - English
 - Math: Foundational Math or Full Math
 - Science: Biology, Chemistry, Foundational, Geosciences, or Physics
 - Social Science (A combination of history, political science, geography, economics, and global studies)
 - World Languages
 - Other – Ask! Please consult with us and learn more about your particular academic background.
- **Special Education + Education Specialist Credential in Mild to Moderate Support Needs**
 - Special Education candidates will not be asked about their subject matter selection in the application. Candidates in the combined dual credential program with elementary multiple subjects are automatically ‘Multiple Subjects.’ Candidates in mild moderate without added elementary credential, have a wide range of available subjects which meet subject matter competency. After admission, your academic advisor will work with you directly on the ways to best meet subject matter competence given your personal academic background. See further FAQ section on verifying Subject Matter *Competence*.

CONCENTRATION AREA for M.A IN TRANSFORMATIVE EDUCATION:**What are the available concentration/focus areas for the Master of Arts in Transformative Education?**

(Education Specialist in Mild to Moderate Support Needs with M.A. in Special Education will not see this option.)

Candidates in the M.A. in Transformative Education select a concentration in the application and complete coursework from the concentration area, usually in year two of the program. If you are unsure of which concentration to select at the time of application, select that which best meets your interest and discuss further with your advisor upon enrollment. Candidates have the flexibility to change their concentration selection, in consultation with their academic or program advisor, at any time. Links to sample curriculum sequences on the bottom of page 2 include lists of courses for each of the available concentrations by (field experience) pathway. Please note that private pathway (CAST/PLACE) candidates are limited to those listed with *asterisk below.

- Digital Learning*
- Disability Studies and Inclusive Education*
- Educational Policy and Administration*
- Language and Culture* *(recommended for Bilingual Authorization Candidates)*
- Social, Emotional, and Cultural Learning and Wellness
- Teaching English to Speakers of Other Languages (TESOL)

**Available concentrations for Private Pathway candidates.*

Which transcripts are required and where do I have them sent?

We require one set of official transcripts from all regionally accredited colleges and universities you've previously attended where you completed coursework, including community colleges. We review all previously completed coursework for potential applicability towards California Basic Skills, U.S. Constitution, and Subject Matter Competency. Have transcripts sent directly from your academic institution(s) electronically to graduateadmission@lmu.edu. This is the preferred method as we receive them within 1-2 days. Alternatively, have an official paper version mailed directly by the institution to Graduate Admission Office, Loyola Marymount University, Charles Von der Ahe Suite 235, 1 LMU Drive, Los Angeles CA 90045.

Is there a minimum GPA required for admission?

- Generally speaking, a cumulative undergraduate GPA of 3.0 is required. Other qualifying GPAs include a GPA of 3.05 in the last 60 semester units (90 quarter units) of undergraduate studies, or a 3.0 GPA in at least 9 semester units of graduate work.
- If your GPA doesn't meet the requirements, we do still encourage you to apply. There are a wide variety of ways in which we evaluate candidates. You would submit a "Request for Exception to the GPA Requirement" short form and statement (instructions are on the form) to add as a component in the review and evaluation of your application. This form will be provided to you by your admission or program staff after you have submitted your application.

If applicable, what are the guidelines for my letters of recommendation?

Letters of recommendation are dependent upon pathway as well as any applicable partnership program you may be a part of. Please follow guidelines as detailed within the online application or via separate directions provided to you by the partnership program.

- Letters of recommendation ideally would be from a recent faculty member and a current or recent supervisor. [Tips](#) are available at LMU's career services site. Encourage your recommenders to focus on your personal qualities, along with your academic and teaching potential.
- The online application will list the number of recommendations required and will ask you to input the name, title, organization, and email address of your recommenders. The system will email your recommender directly with the request and instructions for uploading a recommendation letter.

How do I complete and obtain the Certificate of Clearance (COC) that is required for the credential program?

- The [CTC Certificate of Clearance \(COC\)](#) website provides the full details for fingerprinting and submission of LiveScan fingerprinting using the [LiveScan 41-LSForm](#).
- Unfortunately, we are unable to accept any other fingerprinting documentation to meet this requirement. *It has to be the true verified Certificate of Clearance from CTC using the 41-LS Form.*
- For those that have been fingerprinted in order to work in a school setting previously, you may check to see if you were issued a COC from CTC, by going to ctc.ca.gov and completing an 'educator look-up' on yourself. If you have one, the verification of it will be available on the site. If not, you'll need to complete this official CTC one.
- If you do not yet reside in California, please wait until arrival in California to begin this process.

California CTC Non-Coursework Requirements for Teaching Preparation Programs

- **Basic Skills Verification**
- **Subject Matter Competence**
- **U.S. Constitution**

While Basic Skills, Subject Matter, and U.S. Constitution are not required during the application process, the timeline in which you complete these and submit them to LMU may affect your course sequence option. Interns do need these immediately. Residents may need some of these immediately. At the time of application we ask that, as a minimum, you check one of the boxes for each requirement indicating how you have met or plan to (or hope to) meet each of these requirements. If you have applicable documents to upload, it is encouraged and preferable to do so in the application.

A preliminary review of the plan you selected to meet each of these requirements (Basic Skills, Subject Matter, U.S. Constitution), along with any submitted documents (exam scores, etc.) and your undergraduate transcripts, will be conducted when you submit your application. A formal review will be completed by your Academic or Program Advisor during your first advisement appointment for enrollment. Throughout, we'll work directly with you to find your best options.

Basic Skills Verification:

The [Basic Skills section](#) of the CTC website lists the current options. Applicants wishing to help speed up the process can complete a self-assessment of their prior coursework with this [optional self-assessment form](#), and upload it in the Basic Skills section of their application. Your Academic or Program Advisor does need to finalize the verification of what you submit. Submission of the self-assessment form does not automatically satisfy the Basic Skills Requirement. A formal evaluation request on a separate form will be completed in collaboration with your advisor after enrollment.

Subject Matter Competence:

- The [Subject Matter Competency](#) section of the CTC website lists the current options. An undergraduate major in a CTC approved subject will meet this requirement. The most common alternative to an undergraduate major in an approved subject is to complete the appropriate [California Subject Examinations for Teachers \(CSET\)](#). Your Academic or Program Advisor will provide further guidance as needed.
- Please note that students in the student teaching pathway are required by CTC to meet Subject Matter Competence prior to beginning whole class instruction.

U.S. Constitution:

- Graduation with a bachelor's degree from a California State University system institution.
- Completion of a college course you've taken at a regionally accredited college or university that covered the provisions and principles of the U.S. Constitution.
- Completion of an approved U.S. Constitution examination.

Is the GRE required?

No. The GRE is not a requirement for any of our teacher preparation programs.

Do I need prior experience with children and how many hours?

- **Intern and Resident Field Experience:** Candidates currently employed as full-time teachers in a public school do not need to submit any verification of experience with school age children for the application.
- **Private School Teacher Field Experience:** Candidates currently employed as full-time teachers in a private school do not need to submit any verification of experience with school age children for the application.
- **Student Teaching Field Experience:** Candidates who will be serving as student teachers in a mentor teacher's classroom, are required, as part of the application, to submit verification of at least 20 hours of prior experience working with or observing culturally and linguistically diverse youth in the age group you plan to teach (elementary: 5 – 12 years of age; secondary 13 – 19 years of age). Hours should be documented on business letterhead or tracking spreadsheets, signed by your supervisor, or emailed by your supervisor using a business email account. Examples of acceptable experience include: teaching/assistant aide, working at the YMCA, work experience at a school or library, teaching religious school, coaching, or working as a tutor. It is highly recommended you complete your hours at a public school. Babysitting and/or working as a nanny cannot be used to fulfill this requirement.

What is the Bilingual Authorization?

The Bilingual Authorization allows you to conduct classroom instruction in both English and a second language. The Bilingual Authorization is an added authorization to an existing or in-progress teaching credential. There is a minimal language proficiency required prior to beginning coursework in year 2. The competency for the authorization are covered in three courses, which are fully included as the *Language and Culture concentration* within the M.A. in Transformative Education, or may alternatively be met through applicable additional CSET exams. In your LMU application, please select whether you wish to pursue the bilingual authorization in Cantonese, Mandarin, or Spanish. Passage of the *CSET Language Other Than English (LOTE) Subtest III* in Spanish, Mandarin, or Cantonese (as applicable) is required for all candidates completing a Bilingual Authorization.

Do I need to take the Reading Instruction Competence Assessment (RICA) in order to apply?

The RICA is **not** a component of the application process. The RICA is required towards the end of completing the credential coursework for Elementary/Multiple Subject Teaching Credential and for Special Education Mild/Moderate Education Specialist credential candidates. It is not required for Secondary/Single Subject credential candidates. RICA is taken after completion of the literacy course. It is required for credential issuance; RICA scores are valid for 10 years.

When do specific terms begin and end?

The [LMU Academic Calendar](#) provides start and end dates, as well as holidays and other important dates, for all upcoming semesters. Most programs begin in Summer Session II each year. Optional Fall semester start for some partnerships.

What time of day/days of week are classes offered?

- This is dependent on pathway and partnership.
- Student Teaching Pathway Candidates and Intern Pathway Candidates generally enroll in late afternoon and evening online classes, on a Monday through Thursday. Each 3-unit class meets once a week online in fall and spring. Classes in Summer Sessions, dependent on pathway, may meet once or twice per week in summer.
- Private Pathway Candidates enrolled in CAST or PLACE Corps partnerships complete online classes on Saturdays.
- **Field experiences are in-person at a California school site.** Student Teaching Pathway candidates complete their field experiences as a student teacher in a mentor teacher's classroom in the Los Angeles area. Intern Field Experience and Private Field Experience Pathway Candidates complete their field experiences within their own classroom in the Los Angeles or Northern California region.

What is the difference between a Preliminary Teaching Credential and a Professional Clear Credential?

The California Preliminary Teaching Credential authorizes you to teach in a California public school immediately upon completion. This Preliminary Teaching Credential is valid for 5 years. During the first five years of teaching with the preliminary credential, holders are required, by California, to 'Clear' their credential by completing an approved Induction (Mentoring) Program. Many districts offer the Induction program. The Los Angeles County Office of Education also offers an Induction program.

What is the cost of tuition?

Tuition for the 2023-24 academic year is \$1,542/unit. LMU tries to keep tuition increases to a minimum each year. Please see [comprehensive list of tuition and fees](#) for the most up-to-date information.

What type of scholarships, grants, and financial aid are available?

This is a great time to become a teacher with generous funding available for those who pursue a high need subject matter teaching credential and/or plan to teach in high need schools after graduation. We encourage all applicants to review these to see if they qualify. These include:

- [California Golden State Teacher Grant \(up to \\$20,000\)](#),
- [Federal Teacher Education Assistance for College and Higher Education \(TEACH\) grant \(up to \\$4,000 per year\)](#),
- [Teacher loan forgiveness](#) programs, and
- [Public service loan forgiveness](#) programs.

For those applicants that are a U.S. citizen or permanent resident, the **FAFSA** is a first step (studentaid.gov). Please visit [Graduate Financial Aid](#) for full details.

Candidates in specified formal Intern Partnership programs, including Private Pathway programs of CAST and PLACE, should consult directly with their program advisor for details on specialized financial assistance packages. Federal aid as well as partnership financial assistance is frequently affected by choice of credential-only or credential+M.A. program. City Year alumni are also eligible for a percentage scholarship as listed on the [City Year LA LMU page](#). Other teacher preparation scholarships from the SOE are based on financial need and may equal 10-15% of tuition (awarded post enrollment). Additional unique [funding opportunities on the SOE Aid website](#) are available to explore. Student loans (private and federal), as well as teaching, research, and graduate assistantships at the university may also be available.

What software programs does the School of Education use for course content delivery?

The School of Education uses a variety of web and computer-based programs to effectively provide and evaluate learning outcomes. These may include, but are not limited to:

- Communication via official LMU student email address, provided by the university.
- Brightspace (D2L), provided to LMU professors for use in teaching and learning.
- Zoom, video conference tool provided to LMU professors for use in teaching and learning.
- LiveText ePortfolio, a web-based assessment/accreditation management tool with a one-time enrollment fee of \$139 charged in the first semester of course work, valid for 7 years.

Further Resources: Dedicated Program and Application Support!

We start the initial review of applications as we receive them! You are welcome to submit at any time. *Final review timeline of applications by the department for formal admission varies by partnership and pathway.*

- Ask questions as you go or set up an appointment time – we want to help: soeinfo@lmu.edu
- Attend an [information or Open House session](#).
- Set-up your login/password for your [Online Application](#). The application is very easy to follow and also describes the requirements as you go through it. Start it anyway and submit when you're ready.

At LMU, we are committed to supporting you and helping you achieve your professional goals. Please feel free to reach out for further information and guidance. We are here to help! One of our team will respond promptly during regular business hours.

School of Education Admission Email: soeinfo@lmu.edu

- **Cheryl Hugo**, Graduate Admission Counselor
- Natasha D'Costa, Assistant Director, Partnerships
- Sarah Seinfeld, Director, Residency Programs
- Anthony Mangar, Assistant Director, Recruitment
- Mary Fraser, Director of Admission and Administration
- Dani Doyle, Director of Student Success
- Academic Program Directors: Dr. Morgan Friedman, Dr. Keisha Chin Goosby, Dr. Maryann Krikorian, Dr. Annette Pijuan-Hernandez, Dr. Lauren Casella.

LMU is closed for some federal holidays and from late December to early January for Winter break.

Is the California Preliminary Credential valid in states other than California?

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 reciprocity requirements in advance to allow for appropriate planning.

Accreditation and Reputation

LMU's School of Education Teacher Preparation programs are fully accredited by the California Commission on Teacher Credentialing (CTC), and nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). The School of Education is consistently listed among the top-ranked Schools in U.S. News & World Report of "Best Graduate Schools"; is in the top 5 percent of the 1,500 Schools, Colleges and Departments of Education nationwide; and is one of the top tier, highest ranked, Jesuit institutions nationally. LMU is a top tier private, independent School of Education in California. LMU Teacher Preparation program graduates join a highly sought after group of LMU educated alumni in area schools and districts.