

# ADDITIONAL LICENSURE

## Overview and Contact Information

Through the MAT program, PaGE offers additional licensure options in:

- New level/subject area
- English language learners (PreK-6, 5-12)
- Special education/moderate disabilities (PreK-8, 5-12)

These additional licensure options are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an additional license in ELL or moderate disabilities or an additional level/subject area. These courses also provide a depth of knowledge for any student entering the broader field of education who seeks to work with a range of learners. All additional licenses require a field-based internship of at least 150 hours. Details for the specific internship requirements are available for each additional license.

### Contact Information

**Catherine Swift, Director, Teacher Licensure Programs**  
**Ruth Hornsby, Associate Director, Teacher Licensure Programs**

Merrill House  
 413-538-2610  
<https://www.mtholyoke.edu/professional-graduate> (<https://www.mtholyoke.edu/professional-graduate/>)

## New Level/Subject Area Additional Teaching License

Students interested in seeking a new level or subject area for license may take the courses they need through the additional licensure program and independently apply for the additional license in the new level or subject area of their choice. These courses are taken individually as part of regular Professional and Graduate Education course offerings.

In order to apply for your additional license, you should meet with the program director to identify the appropriate courses and/or field-based internship(s) that you will need to complete. Additionally, you will also need to complete the appropriate Massachusetts Tests for Educator Licensure, indicating how you have acquired subject matter knowledge for your particular license area, according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

Code	Title	Credits
<b>Fall or Spring</b>		
X.EDUC-436	Exceptional Learners Internship I	3
<b>Total Credits</b>		<b>3</b>

## English as Second Language/English Language Learners Additional License (PreK-6, 5-12)

The English as a Second Language/English Language Learners (ESL/ELL) module provides students with the core competencies they need to be able to apply independently to Massachusetts for a license in English Language Learners.

These courses are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an Additional License in ELL. These courses are taken individually as part of regular Professional and Graduate Education course offerings. They may be taken in any order with the exception of X.ELL-438: ELL Internship II, which can only be taken after the successful completion of X.ELL-436: ELL Internship I.

In order to apply for an additional license, students should meet with the program director to identify the appropriate courses that they will need to complete. Additionally, they will need to complete the appropriate Massachusetts Tests for Educator Licensure, indicating how they have acquired subject matter knowledge for their particular license area, according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

Code	Title	Credits
<b>Summer</b>		
X.ELL-418	Second Language Acquisition and Classroom Practice	2
<b>Fall</b>		
X.ELL-436	Exceptional Learners Internship I	3
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Our Schools	4
<b>January</b>		
X.ELL-416	Language Assessment and Classroom Practice	2
<b>Total Credits</b>		<b>11</b>

## Special Education/Moderate Disabilities Additional License (PreK-8, 5-12)

Our Special Education/Moderate Disabilities program provides students with the core competencies they need to be able to apply independently to Massachusetts for a license in Moderate Disabilities (PreK-8 or 5-12).

These courses are specifically designed to provide opportunities for both current students pursuing initial licensure as well as for teachers with the appropriate licensure to earn and independently apply for an Additional License in Moderate Disabilities (PreK-8, 5-12). These courses are taken individually as part of regular Professional and Graduate Education course offerings.

In order to apply for an additional license, students should meet with the program director to identify the appropriate courses that they will need to complete. Additionally, they will need to complete the appropriate Massachusetts Tests for Educator Licensure and successfully meet the requirements for the State Competency Review, indicating how they have acquired subject matter knowledge for their particular license area, according to the Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.

Code	Title	Credits
<b>Summer</b>		
X.SPED-416	Interventions for Behavior and Classroom Management	1
X.SPED-426	The Inclusive Classroom	2
X.SPED-481	Special Education Law: Transitions, Collaboration, and Applications	3
X.SPED-441	Differentiated Instruction for Diverse Learners	2

Fall		
X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Our Schools	4
X.SPED-436	Exceptional Learners Internship I	3
<b>Total Credits</b>		<b>15</b>

## Admission

To apply to the additional licensure program, prospective students must complete an application and upload all supporting materials via the online application ([https://gradadmission.mtholyoke.edu/apply/?\\_ga=2.203493840.1115798967.1659984764-1556106209.1601496778](https://gradadmission.mtholyoke.edu/apply/?_ga=2.203493840.1115798967.1659984764-1556106209.1601496778)), except official transcripts, which need to be mailed to:

Amy Asadoorian  
Professional and Graduate Education  
Mount Holyoke College  
50 College Street  
South Hadley, MA 01075

## Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (<http://catalog.mtholyoke.edu/PaGE/financial-policies/>) for further information.

## Course Offerings

This course listing contains all graduate courses with subject X.SPED including those intended for other programs. Please contact your advisor if you are unsure of courses that are appropriate for your program.

### Special Education/Moderate Disabilities (PreK-8, 5-12)

#### X.SPED-416 Interventions for Behavior and Classroom Management

*Spring. Credits: 1*

In this course students will review research, theories, and practices for responding to challenging behavior. Topics will include establishing effective rules and procedures, classroom- and school-wide behavior management systems, and approaches for addressing individual student behavior and developing relationships with children and support professionals to improve behavior across settings.

*Applies to requirement(s): Meets No Distribution Requirement*

*E. Casioppo, I. Fowler*

*Restrictions: This course is offered for graduate students only.*

#### X.SPED-421 Assistive Technology for Special Education

*Fall. Credits: 1*

This course provides an introduction to teaching with technology and, more specifically, how assistive technologies can be used by individuals with disabilities, PreK-12, to enhance the teaching and learning experience. Students will have the opportunity to explore a range of devices, applications, software, etc. that enhance access to academic and non-academic learning in schools. Course assignments will help students develop an understanding of how to assess student assistive technology needs, employ and monitor interventions, and improve teaching through the use of technology.

*Applies to requirement(s): Meets No Distribution Requirement*

*A. Osborne*

*Restrictions: This course is offered for graduate students only.*

#### X.SPED-422 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8

*Spring. Credits: 4*

During seminar students will discuss the teaching of children PreK-8 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby, C. Swift*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

#### X.SPED-423 Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities

*Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching for 15 weeks in PreK-8 classrooms for students with Mild/Moderate Disabilities. The student teaching comprises over 500 hours of a mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Advisory: Students may only register for X.SPED-423 if concurrently taking X.SPED-422.*

*Notes: This course is graded on a credit/no credit basis.*

#### X.SPED-426 The Inclusive Classroom

*Spring. Credits: 2*

This course surveys the etiology, diagnosis, and remediation of learning differences including dyslexia, attention deficit disorder, autism, as well as factors that influence a child's readiness to learn. Students present, discuss, question, and exchange ideas that contribute to an overall understanding of special education in the field. With an emphasis on inclusion in schools, students explore the impact of current policies, assessments, and practices. Students will have the opportunity to examine and practice applying interventions and approaches that support student engagement and prosocial behavior. The focus is on adapting the learning environment, classroom structures, and teaching approach so that all children, regardless of learning strengths and needs are supported to reach their potential and achieve meaningful goals.

*Applies to requirement(s): Meets No Distribution Requirement*

*G. Bass, A. Dixon*

*Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only*

**X.SPED-431 Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities**

*Spring. Credits: 10*

Teacher Candidates (TC) undertake full-time supervised student teaching for 15 weeks in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching comprises over 500 hours of mentored experience, two-thirds of which will occur in inclusive settings and one-third in a substantially separate setting, to satisfy the state requirements for licensure. Evaluation of performance is determined by on-site visits, written assignments, and successful completion of the course is verified based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

*Advisory: Students may only register for X.SPED-431 if concurrently taking X.SPED-433.*

*Notes: This course is graded on a credit/no credit basis.*

**X.SPED-433 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12**

*Spring. Credits: 4*

During seminar students will discuss the teaching of children grades 5-12 with mild and moderate disabilities in school settings, review research-based models of instruction, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Topics covered include: preparing and implementing IEPs, designing and modifying curriculum, use of assistive technology, developing a positive classroom climate and addressing challenging behavior, collaboration with other agencies, and the legal regulations governing special education. In addition, seminars will include discussion of best practices for educating English language learners and for developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is limited to Mount Holyoke MAT students only*

**X.SPED-436 Exceptional Learners Internship I**

*Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement*

*R. Hornsby*

*Restrictions: This course is offered for graduate students only.*

*Notes: Credit/no credit grading.*

**X.SPED-441 Differentiated Instruction for Diverse Learners**

*Credits: 2*

This course will address the design and modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Students will learn ways to prepare and maintain students with disabilities to succeed in general education classrooms, to monitor academic and behavioral progress, and to make instructional decisions accordingly. Students will experiment with a variety of technological tools for teaching PreK-12 such as applications and web-based tools for student engagement and progress monitoring. Coverage will include instruction on assistive technology, including AAC, to support students with disabilities to learn in the least restrictive environment.

*Applies to requirement(s): Meets No Distribution Requirement*

*E. Casioppo*

*Restrictions: This course is offered for graduate students only.*

**X.SPED-447 Assessment and Instruction for Exceptional Learners**

*Fall. Credits: 3*

In this class, students will examine legal policies and ethical principles of measurement and assessment related to special education referral, eligibility, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds. Through course activities students learn to: administer psychoeducational and achievement tests; explore formal and informal assessments that minimize bias; interpret results and use data to guide educational decisions for individuals with exceptionalities; make collaborative, data-based decisions with and about learners; monitor the learning progress of individuals with exceptionalities.

*Applies to requirement(s): Meets No Distribution Requirement*

*L. Nunes*

*Restrictions: This course is offered for graduate students only.*

**X.SPED-481 Special Education Law: Transitions, Collaboration, and Applications**

*Credits: 3*

This online course will review the state and federal laws and regulations that govern special education and their implications, including preparation and evaluation of Individualized Education Programs (IEPs), transition services and services provided by other agencies, strategies for building and maintaining collaborative partnerships with team members, the role of families in advocacy and planning, and cultural variables that influence school culture and accessibility.

*Applies to requirement(s): Meets No Distribution Requirement*

*K. Carriere*

*Notes: The class will include (hybrid: virtual or in-person) weekly synchronous meetings as well as asynchronous learning modules that students will complete independently.*

**X.SPED-495 Independent Study**

*Fall and Spring. Credits: 1 - 4*

Students enrolled in this course collaborate with the instructor to further their learning in teacher leadership through advanced independent research or an academic project on a specific topic that is distinct from existing course offerings within the MATL program of study. Together they outline a series of academic activities and unique work products that the student generates throughout the semester to demonstrate learning. Some examples include: conducting in-depth research, developing programs or curriculum related to instructional leadership, mentoring, and coaching, writing comprehensive papers for presentation and/or publication in education journals.

*The department*

*Restrictions: This course is offered for graduate students only.*

*Instructor permission required.*

*Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2), this independent study may range from 1 to 2 credits.*