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, Assistant Director, Teacher Licensure Programs
Merrill House
413-538-2610
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.

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 (for example, X.EDUC-495 Independent Study for 1 credit). 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 Preparatory Program Approval 603 CMR 7.00.

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 the regular January or summer session PaGE (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 Preparatory Program Approval 603 CMR 7.00.

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 the regular January or summer session PaGE (Professional and Graduate Education) course offerings. They may be taken in any order with the exception of X.SPED-438 Internship II (taken in the spring), which can only be taken after the successful completion of X.SPED-436 Internship I (taken in the fall).

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 Preparatory Program Approval 603 CMR 7.00.

Admission
To apply to the additional licensure program, prospective students must complete an application and upload all supporting materials via the online application (https://www.mtholyoke.edu/professional-graduate/how-apply), 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 subjects X.ELL and X.SPED including those intended for other programs. Please contact your advisor if you are unsure of courses that are appropriate for your program.
English Language Learners (PreK-6, 5-12)

X.ELL-403 Research in Teaching English Language Learners
Credits: 3
This course introduces teacher candidates to the sociocultural context of schooling and examines current research in the field of ELL teaching and learning. The course will support teacher candidates in developing an orientation toward teaching as inquiry, as well as the ability to read and conduct classroom research. Critical qualitative methods (e.g., ethnography, case study, action research) will be considered and teacher research in the ELL classroom will be emphasized. Teacher candidates will develop and complete a qualitative inquiry project that investigates an aspect of language teaching or learning of interest to them.
Applies to requirement(s): Meets No Distribution Requirement
A. Lopez

X.ELL-416 Language Assessment and Classroom Practice
Credits: 2
Brief introduction to theory and practice in assessing students’ academic English proficiency. Students will learn about purposes of and types of language assessments (e.g., large-scale standardized tests like WIDA ACCESS, alternative assessments like portfolios, formative assessments) and practice designing oral language assessment tasks and using rubrics to evaluate student writing.
Applies to requirement(s): Meets No Distribution Requirement
K. Accurso

X.ELL-418 Second Language Acquisition and Classroom Practice
Credits: 2
This course will a) introduce students to theories of second language acquisition (cognitive, social, and linguistic influences) and how these inform teaching practices, and b) introduce teaching methods and approaches to teaching ELLs so students can begin to make informed context-sensitive decisions about language teaching methods, techniques, lesson planning, materials, classroom management, etc.
Applies to requirement(s): Meets No Distribution Requirement
K. Accurso

X.ELL-421 Linguistics for Teachers
Fall. Credits: 2
This course provides teacher candidates with an in-depth analysis of the structural and functional components of language: syntax, phonetics, phonology, morphology, semantics, register, and genre. Teacher candidates will apply concepts to language teaching and learning. The course will also include an in-depth look at functional linguistics and critical genre theory, focusing on how language functions in academic speech and writing.
Applies to requirement(s): Meets No Distribution Requirement
H. Graham
Restrictions: This course is offered for graduate students only.

X.ELL-422 Practicum Seminar in Teaching and Learning: Elementary ELL Education
Spring. Credits: 4
This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.
Applies to requirement(s): Meets No Distribution Requirement
The department
Restrictions: This course is limited to Mount Holyoke MAT students only

X.ELL-423 Student Teaching English Language Learners in Elementary Schools
Spring. Credits: 10
Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students’ development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised 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.ELL-423 if concurrently taking X.ELL-422.
Notes: This course is graded on a credit/no credit basis.

X.ELL-426 Methods in Teaching English Language Learners (ELL Methods)
Fall. Credits: 4
This course focuses on applying theories, principles, and evidence-based methods of second language acquisition to the development of materials, lessons, and curricula for teaching disciplinary English to K-12 speakers of other languages. Teacher candidates will cultivate skills in the design and delivery of contextualized lesson plans, develop expertise in the selection and evaluation of materials such as textbooks, computer-assisted materials, and realia, and demonstrate their understanding of critical issues in teaching ELLs. Teacher candidates must simultaneously be participating in pre-practicum observations.
Applies to requirement(s): Meets No Distribution Requirement
A. Lopez
Restrictions: This course is offered for graduate students only.
Prereq: X.ELL-418.
Advisory: X.ELL-403 advised but not required.
Notes: Requires a field experience in an educational setting.
X.ELL-431 Student Teaching English Language Learners in Secondary Schools
Spring. Credits: 10
Teacher candidates participate in full-time supervised student teaching of grades 5-12 ELLs from January to June. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students’ development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised 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.ELL-431 if concurrently taking X.ELL-433.

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

X.ELL-433 Practicum Seminar in Teaching and Learning: Secondary ELL Education
Spring. Credits: 4
This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguage pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

 Applies to requirement(s): Meets No Distribution Requirement
The department

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

X.ELL-436 Teaching English Language Learners Internship 1
Fall. Credits: 2
Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 60 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend biweekly course meetings, during which they will have the opportunity to learn more about ELL program models and policy trends, English language development standards (e.g., WIDA, Next Generation ESL), tracking student development, advocacy, professional collaboration, and leveraging an additional license on the job market.

 Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby

Restrictions: This course is limited to Mount Holyoke MAT students only
Prereg: X.ELL-416

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

X.ELL-438 Teaching English Language Learners Internship 2
Spring. Credits: 3
Students pursuing an additional license in teaching English language learners are expected to complete a supervised field experience of at least 100 hours in an approved ELL program in a public school setting (e.g., ELL content classroom, push-in teaching, pullout to separate classroom). In addition to the field experience component, students attend weekly course meetings, during which they will have the opportunity to learn more about language development in the four domains (listening, speaking, reading, writing), planning curriculum for effective English language instruction in K-12 standards based settings, and ELLs and technology.

 Applies to requirement(s): Meets No Distribution Requirement
K. Accurso, R. Hornsby

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

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

X.ELL-451 English Language Development Standards and Assessment Framework
Credits: 1
This course introduces teacher candidates to the WIDA English language development standards and assessment framework, with a particular focus on understanding the large-scale standardized assessment of English language learners (e.g., WIDA ACCESS 2.0). This course will prepare teacher candidates to understand test design, prepare to participate in administrator training, and interpret score reports in ways that support their ability to use assessment to inform instruction and communicate with students and families about students’ English language development needs and progress.

 Applies to requirement(s): Meets No Distribution Requirement
D. Yousfi

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

X.ELL-463 Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone
Credits: 3
This course is offered for teachers seeking SEI endorsement. It serves as the ReTELL course that provides an overview of pragmatic pedagogical strategies for including English Language Learners in content area classroom instruction. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

 Applies to requirement(s): Meets No Distribution Requirement
H. Graham

Advisory: This course is offered for licensed Massachusetts teachers and teacher candidates seeking SEI endorsement

Special Education/Moderate Disabilities (PreK-8, 5-12)
X.SPED-416 Interventions for Behavior and Classroom Management
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
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**  
**Restrictions: This course is limited to Mount Holyoke MAT students only**

X.SPED-423 Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8  
**Spring. Credits: 4**  
Teacher Candidates (TC) undertake full-time supervised student teaching from January through June in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 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, MATM, and MATL students only**

X.SPED-426 The Inclusive Classroom  
**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**  
**R. Hornsby**  
**Restrictions: This course is limited to Mount Holyoke MAT 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 from January through June in Grades 5-12 classrooms for students with Mild/Moderate Disabilities. The student teaching is comprised of over 600 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**  
**The department**  
**Restrictions: This course is limited to Mount Holyoke MAT students only**
X.SPED-436 Moderate Disabilities Internship I  
**Fall. Credits: 2**

Students are expected to complete a supervised field experience of at least 60 hours in a self-contained special education classroom in a public school setting. Placements can be located within or outside of the Five College area. In addition to the field experience component, students attend three course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for self-contained special education classrooms.

 Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

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

Advisory: When offered in January term, undergraduate students pursuing licensure may seek permission to register.

Notes: Credit/no credit grading.

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X.SPED-438 Moderate Disabilities Internship II  
**Spring. Credits: 3**

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act policies and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

 Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

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

Advisory: When offered in summer, undergraduate students pursuing licensure may seek permission to register.

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

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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 that 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

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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.

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X.SPED-463 Foundations of Reading: Development, Comprehension, Instruction, and Assessment  
**Credits: 4**

Reading development, assessment, comprehension and instruction are central to the course. Through a combination of readings, lectures, & experiences, this course will provide students with the knowledge & skills to assess literacy needs and implement effective language arts instruction for all learners. The course includes a study of the writing process, with coverage of phonics, spelling, & grammar. The Massachusetts Curriculum Framework for English Language Arts and Literacy is addressed, as are all content objectives for the Foundations of Reading MTEL test required of Early Childhood, Elementary, and Moderate Disabilities (PreK-8 and 5-12) licensure candidates in the Commonwealth.

 Applies to requirement(s): Meets No Distribution Requirement

S. Frenette

Advisory: Requires a field-experience in an educational setting

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X.SPED-471 Legal Perspectives in Special Education  
**Credits: 1**

This course will review state and federal laws and regulations that represent the requirements for special education. Participants will be introduced to concepts including educational terminology for students with mild to moderate disabilities; preparation, implementation, and evaluation of Individualized Education Programs (IEPs); review of federal and state laws and regulations pertaining to special education and the history of special education.

 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.