Professional and Graduate Education

Professional and Graduate Education is administered by: Directors Reilly, Allen, Bastable, Bell, Flynn, Matheson, Mugnani. Faculty: Accurso, Bass, Brady, Frenette, Manzi, Matone, O’Reilly, Peltier, Riddle, St. Martin, Swift, Wagner

Overview

Professional and Graduate Education (PaGE) offers innovative and high-quality academic programs that supplement the traditional programs of the College, capitalize upon its strengths, and extend the College’s reach and impact.

PaGE offerings include a portfolio of summer and January courses to complement the regular undergraduate offerings of the College, a Master of Arts in Teaching, a Master of Arts in Mathematics Teaching, a Master of Arts in Teacher Leadership, an enriched program for postbaccalaureate pre-health study, and the continuation of its longstanding Mathematics Leadership Program for the professional development of mathematics teachers. All PaGE programs are coeducational.

Contact Info

Amy Nichols, senior administrative assistant
Lenore Reilly, interim director
Website: https://www.mtholyoke.edu/professional-graduate
Telephone: 413-538-3478

Master of Arts in Teaching

The Master of Arts in Teaching program (M.A.T.) is an accelerated coed teacher education program for aspiring middle and secondary school teachers. This flexible, 11-month M.A.T. includes an innovative curriculum, a unique collaboration with Expeditionary Learning (EL), personalized advising, and initial teacher licensure in 20 subject areas.

Mount Holyoke College offers licensure at the following levels:

- Early Childhood: Grades PreK - 2
- Elementary School: Grades 1 - 6
- Middle School: Grades 5 – 8
- Secondary School: Grades 8 – 12

Students in the M.A.T. program receive personalized advising to help them reach their academic and career goals. They work closely with a network of professionals including faculty advisors, supervising teachers, Expeditionary Learning mentors, and a variety of content area experts. Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

Further information is available on the M.A.T. program’s website at https://www.mtholyoke.edu/graduateprograms/teaching.

Contact Info

Amy Nichols, senior administrative assistant
Beverly Bell, director

Curriculum and Requirements

The M.A.T. with initial licensure is a 36-credit program that a full-time student can complete in 11 months, from August to the following June. Part-time students can complete requirements at their own pace over two years, although they will eventually need to complete the program’s capstone: a full-time, semester-long teaching practicum. Coursework for the M.A.T. is delivered in three sessions: summer, fall, and spring. Students are expected to maintain a B grade in all courses. An M.A.T. curriculum map is available at https://www.mtholyoke.edu/graduateprograms/teaching/courses.

Summer (6 credits): Starting in August, the summer session features an immersion into the Expeditionary Learning (EL) “case study” teaching model. Students will go on group learning expeditions in the field to experience powerful project-based methodologies delivered by EL professionals. Students go on to complete introductory course work in human development and about schools and schooling (Education 420), plus a module on technology in education (Education 417).

Fall (16 credits): In a traditional fall semester, September–December, students complete four courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include general and content-specific methodology course work with associated school-based pre-practicum work (Education 460, 463, 470, and 430, and Mathematics 402/405), as well as an advanced-level elective in their licensure subject areas (middle and secondary education only). Within the general and content-specific methodology courses, students will learn about curriculum development and planning, working with diverse students, and effective approaches to classroom management and assessment.

Spring (14 credits): Students complete a full-time, semester-long student teaching semester (the practicum, Education 431 and 433) as well as a weekly seminar (Education 443 and 422) in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

Additional Licensure: Courses (Special Education 426, 436, 438, 441, 463, and 481) and internship opportunities are also available for students who wish to pursue an English Language Learner additional license (see section on the Special Education Module).

Part-Time: While the M.A.T. is designed to be a continuous, 11-month program, part-time students can complete requirements at their own pace, although they will eventually need to complete the program’s capstone: a full-time, semester-long practicum. Students will work with an advisor to design an approved manageable plan to complete program requirements.

Admission

All applicants must have:

- Completed a bachelor’s degree prior to beginning the M.A.T. program.
- An undergraduate major—or demonstrated equivalent subject area knowledge—in desired teaching discipline.
- A passing score on the appropriate Massachusetts Test for Educator Licensure (MTEL). Those who have not yet taken the MTEL are still able to apply to the M.A.T program; further details on the timing of the necessary tests required for the particular license will be provided when the applicant meets with the program advisor.
- An interview with the admissions committee.

Those who apply to this program generally have a 3.2 undergraduate GPA.

To apply to the M.A.T. program, prospective students complete the M.A.T. application and upload all supporting materials via the online application, except official transcripts which need to be mailed into: Professional and Graduate Education, Attn: Amy Nichols, Mount Holyoke College, 50 College Street, South Hadley, MA 01075.
To secure their place in the program, admitted applicants will pay a non-refundable $300 deposit which will be applied as a credit to their first term’s bill.

**Tuition and Fees**

Tuition for the 11-month M.A.T. program is $24,500, covering the 36 credits required for the degree. Students also pay a Student Government Association fee of $93 in fall semester.

<table>
<thead>
<tr>
<th>M.A.T. full-time 11-month program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Bill amount</td>
</tr>
<tr>
<td>June for Summer</td>
<td>$4,100</td>
</tr>
<tr>
<td>July for Fall</td>
<td>$10,880 $93 SGA fee $1,943 Health insurance</td>
</tr>
<tr>
<td>December for Spring</td>
<td>$9,520</td>
</tr>
<tr>
<td><strong>Total Tuition</strong></td>
<td><strong>$24,500</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.A.T. Part-time year 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Bill amount</td>
</tr>
<tr>
<td>June for Summer</td>
<td>$680 per credit</td>
</tr>
<tr>
<td>July for Fall</td>
<td>$680 per credit $93 SGA fee $1,943 Health insurance</td>
</tr>
<tr>
<td>December for Spring</td>
<td>$680 per credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.A.T. Part-time year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Bill amount</td>
</tr>
<tr>
<td>June for Summer</td>
<td>$680 per credit</td>
</tr>
<tr>
<td>July for Fall</td>
<td>$680 per credit $1,943 Health insurance</td>
</tr>
<tr>
<td>December for Spring</td>
<td>$680 per credit</td>
</tr>
</tbody>
</table>

M.A.T. students who elect additional courses will pay each course’s per-course fee.

For refund schedules and information, please consult the "Refund Policies for all M.A.T. Degree Programs” section in this chapter.

**Financing**

Mount Holyoke’s Office of Student Financial Services works closely with students to ensure that they are aware of the different financing options available to best suit their individual needs.

**Financial Aid**

Students may apply for a variety of loan options, including federal student loans. Please see the "Financial Aid for all M.A.T. Degree Programs” section in this chapter for further information.

**Scholarships**

- Peace Corps: Our partnership with the Paul D. Coverdell Fellows Program allows us to offer 50% tuition remission to two Returned Peace Corps Volunteers. Students who wish to apply for this must submit an essay for the Promising Teacher Award, as well as a certificate from Peace Corps illustrating that they have completed (or expect to complete) their program.

- City Year: City Year offers 50% off tuition for aspiring school teachers. For eligibility and additional information, visit City Year online.

- Promising Teacher Scholarship Award: The M.A.T. program offers a Promising Teacher Scholarship Award. The application for this Award is an optional section of the M.A.T. online application.

- Mount Holyoke Educator Scholarship: The program also offers the Mount Holyoke Educator Scholarship for Mount Holyoke College graduates. Scholarships are awarded based on the strength of the application, letters of recommendation, and a personal interview. Current students and alumnae will automatically be considered for this Scholarship.

  - Preferred application deadline: January 15
  - Rolling admission will continue after January 15

**Master of Arts in Mathematics Teaching (K-8)**

The Master of Arts in Mathematics Teaching program (M.A.M.T.), offered through Mount Holyoke College’s Mathematics Leadership Programs, is designed for teachers, teacher-leaders, and math coaches of grades K–8 who have a teaching license (initial or professional) and at least a bachelor degree. The program is designed for educators looking to strengthen their skills as math teachers or develop their professional credentials in order to become qualified as math specialists.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree with a concentration in mathematics.

**Contact Info**

Janet Paquette, senior administrative assistant
Michael Flynn, director

**Curriculum and Requirements**

This 32-credit program is built around the latest research and best practices in math education. The core component of the work is the Developing Mathematical Ideas curriculum. The two-and-a-half-year program involves three intensive summer sessions (three weeks each, except the final summer of two weeks) and two academic years of online work.

Each summer will consist of three weeks of courses, two focused on mathematics and one focused on educational leadership. The final summer will consist of one week of mathematics and one week of educational leadership. Students may attend in person on our beautiful campus at Mount Holyoke College or online through our virtual learning environment during the summer sessions.

Each academic year will include four credits of mathematics work and four credits of educational leadership, all conducted online. The academic year online courses blend asynchronous assignments with live virtual learning sessions. During the virtual learning sessions, participants have the option to attend in person on campus.

**Summer (On-Campus or Online):**

- X.MATH-400: Building a System of Tens
- X.MATH-401: Making Meaning for Operations
Mount Holyoke College Catalog 2015-2016

- X.MTHED-422 Research on Learning; Implementing the CCSSM

**Academic Year (Online)**

- X.MATH-407: Reasoning Algebraically About Operations
- X.MTHED-465: Action Research on Learning and Teaching

**Summer (On-Campus or Online)**

- X.MATH-405: Measuring Space in One, Two, Three Dimensions
- X.MTHED-408: Educational Leadership I: Coaching and Mentoring
- X.MATH-402: Examining Features of Shape

**Academic Year (Online)**

- X.MATH-460: Connecting Arithmetic to Algebra
- X.MTHED-466: Action Research on Coaching/Mentoring

**Summer (On-Campus or Online)**

- X.MATH-406: Patterns, Functions, and Change
- X.MTHED-410: Education Leadership II: Facilitating Professional Development

**Admission**

Teachers, teacher-leaders, and math coaches of grades K–8 who wish to apply must have a teaching license (initial or professional) and at least a bachelor degree. Apply for the program online at http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching/

To secure their place in the program, admitted applicants will pay a non-refundable $300 deposit which will be applied as a credit to their first term’s bill.

**Tuition and Fees**

In total, the M.A.M.T. program is based on 16 credits of synchronous summer sessions (on-campus or online) and 16 credits of online work completed during the academic year for a total of 32 credits. Total cost of the program is $24,500.

The tuition for the complete program is broken into five billing cycles over the two and a half years.

<table>
<thead>
<tr>
<th>When</th>
<th>Bill amount</th>
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<tbody>
<tr>
<td>June for Summer</td>
<td>$4,324</td>
</tr>
<tr>
<td>July for Fall</td>
<td>$5,765</td>
</tr>
<tr>
<td>June for Summer</td>
<td>$4,324</td>
</tr>
<tr>
<td>July for Fall</td>
<td>$5,765</td>
</tr>
<tr>
<td>June for Summer</td>
<td>$4,322</td>
</tr>
<tr>
<td>Total Tuition`</td>
<td>$24,500</td>
</tr>
</tbody>
</table>

M.A.M.T. students who elect additional courses will pay each course’s per-course fee.

For refund schedules and information, please consult the “Refund Policies for all M.A.T. Degree Programs” section in this chapter.

**Financing**

Mount Holyoke’s Office of Student Financial Services works closely with M.A.M.T. students to ensure that they are aware of the different financing options available to best suit their individual needs.

Please see the “Financial Aid for all M.A.T. Degree Programs” section in this chapter for further details.

**Scholarships**

Mount Holyoke College offers $10,000 Emerging Teacher Leader Scholarships for K-8 teachers and coaches that are invested in the learning and teaching of mathematics and are interested in developing their leadership potential, and Distinguished Teacher Leaders Scholarships for State Teachers of the Year and recipients of the Presidential Award for Excellence in Mathematics and Science Teaching. The scholarships will assist with the tuition toward our Master of Arts in Mathematics Teaching (MAMT) program beginning in July. The scholarship funds are awarded across all five billing cycles, reducing each tuition bill by $2,000.

The scholarship application is embedded in the MAMT application in the form of an essay. Scholarships are issued on a rolling basis at the end of each month beginning in January until all the funds are awarded. Interested applicants are strongly encouraged to apply early to ensure the availability of scholarship funds.

**Loans and Loan Forgiveness**

Please see the “Financial Aid for M.A.T. Degree Programs” section of this chapter for further details.

**National Council of Teachers of Mathematics Education Trust**

The Mathematics Education Trust (MET) was established in 1976 to channel the generosity of contributors through the creation and funding of grants, awards, honors, and other projects that support the improvement of mathematics teaching and learning. For more information, visit http://www.nctm.org/MET/

**Master of Arts in Teacher Leadership**

The Master of Arts in Teacher Leadership program (M.A.T.L.) is a 32-credit program designed for full-time teachers who want to enhance their leadership skills for current or future roles. It is offered by Mount Holyoke Programs in Teacher Leadership.

Teachers can choose modified tracks:

- Where coursework builds the skills to prepare students for National Board Candidacy, with an option for candidate support as the capstone project; or
- Where coursework can be used to apply for Massachusetts Professional License (for elementary 1-6; math 1-6 and 5-8).

Courses can be completed online, with real-time and asynchronous components.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

**Contact Info**

Amy Nichols, senior administrative assistant
Megan Allen, director

**Curriculum and Requirements**

The 32-credit program is composed of the following progression of terms and courses:

**Summer**

- X.EDUC-441 Fostering a Collaborative Culture
- X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements
- X.EDUC-456 Promoting Professional Learning
Fall
- X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform

January
- X.EDUC-457 Personal Leadership Growth and Articulation of Practice

Spring
- X.EDUC-411 Policy Fluency: Current Issues in Education

Summer
- Leading Colleagues Using Research: Bridging the Gap Between Research and Practice
- Owning Assessment and Data for Student Learning
- Equity and Social Justice: A Teacher’s Role

Fall
- Teachers as Agents of Change

January
- Fostering Partnerships, Communication, and Collaboration

Spring
- Capstone Project

Admission
All applicants must have a teaching license, a bachelor’s degree, and a history of effective classroom practice and strong passion for student learning. GRE scores are not required.

To apply, complete the online M.A.T.L application. Include the essay response if applying for a scholarship. Provide official transcripts and two letters of recommendation. Send all transcripts to: Master of Arts in Teacher Leadership, Professional and Graduate Education, Merrill House, Mount Holyoke College, 50 College Street, South Hadley, MA 01075

To secure their place in the program, successful applicants will pay a non-refundable $300 deposit which will be applied as a credit to their first term’s bill.

Tuition and Fees
Tuition for the M.A.T.L program is $24,500, covering the 32 credits required for the degree.

<table>
<thead>
<tr>
<th>M.A.T.L. Full-time program</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
</tr>
<tr>
<td>June for Summer</td>
</tr>
<tr>
<td>July for Fall</td>
</tr>
<tr>
<td>December for January and Spring</td>
</tr>
<tr>
<td>June for Summer</td>
</tr>
<tr>
<td>July for Fall</td>
</tr>
<tr>
<td>December for January and Spring</td>
</tr>
<tr>
<td>Total for Year 1</td>
</tr>
</tbody>
</table>

M.A.T.L students who elect additional courses will pay each course’s per-course fee.

For refund schedules and information, please consult the “Refund Policies for all M.A.T. Degree Programs” section in this chapter.

Financial Aid for all M.A.T. Degree Programs

TEACH Grant
The federal TEACH Grant Program provides grants of up to $4,000 a year to full-time graduate students who are completing or plan to complete the course work needed to become teachers. (A graduate student may receive a total of two scheduled awards for a total of $8,000.) There are a number of conditions and requirements that must be met in order to receive the TEACH grant. Please see here for more information.

Federal Direct Student Loan
Graduate students are eligible for the Federal Direct Student Loan (FDSL) for up to $20,500 for the academic year, provided they are enrolled in at least four credits per semester. The FDSL loan interest rate for the 2015-16 academic year is 5.84% and the loan is unsubsidized (interest accrues on the loan during periods of enrollment). Repayment begins six months after the student is no longer enrolled in at least four credits. Graduate students may borrow a maximum amount of $138,500 for their graduate/professional education. Students must complete the Free Application for Federal Student Aid (FAFSA) in order to receive an FDSL.

Grad PLUS Loan
GradPLUS loans are available for up to the cost of attendance minus any other awarded financial aid (including loans). The interest rate for the 2015-16 academic year is 6.84% and repayment begins two months after the last disbursement for the academic year. Graduate students must be enrolled in at least four credits to be eligible for federal loans. Students must file the Free Application for Federal Student Aid (FAFSA) to be considered for a grad PLUS loan.

Scholarships
The Kevin Grover Distinguished Teacher Leader Scholarship ($5000): The scholarship is awarded to state teachers of the year or runners-up for state teacher of the year. State teachers of the year may also apply for the Emerging Teacher Leader Scholarship (for an additional $3500). Teachers may use the scholarship or nominate one colleague for transfer of the scholarship. (Transfer does not guarantee admittance to the program.) There is no additional application step for this scholarship.

Emerging Teacher Leader Scholarship (up to $8500): This scholarship is for teachers who show a strong dedication to education, student learning, and aspire to affect change in their school, district, or beyond. An application essay is required.

Mount Holyoke Alumnae Educator Leadership Award (up to $8500): This scholarship is for Mount Holyoke alumnae in the education field who are committed to serving students in order to build a stronger education system. An application essay is required.

For more information on scholarships, please contact Megan Allen at mallen@mtholyoke.edu.
MEFA Graduate Student Loan

Massachusetts Educational Financial Authority (MEFA) is a non-profit state agency that offers financing to U.S. citizens or permanent residents who are studying at least half time at accredited degree-granting non-profit colleges and universities. The MEFA Graduate Student Loan for the 2015-16 academic year has a fixed interest rate of 6.84% during the in-school period and 7.79% during repayment. The deferred repayment fixed interest rate is 7.19%.

Private Student Loans

Student Financial Services strongly suggests that all federal financing options be maximized prior to turning to non-federal financing alternatives. Federal loans offer repayment options based on income and have forbearance and deferral options during times of extreme economic hardship that other loan programs do not offer. Also, some federal loan programs offer loan reductions or forgiveness for public service and teaching in high need areas.

Students interested in private (alternative) student loans may find more information on Student Financial Services' website.

International Graduate Students

Many of the private lenders who lend to Mount Holyoke undergraduates will also lend to graduate students who have qualified co-signers who are U.S. citizens or permanent residents.

Teacher Loan Forgiveness

The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, those who teach full-time for five complete and consecutive academic years in certain elementary and secondary schools and educational service agencies that serve low-income families, and meet other qualifications may be eligible for forgiveness of up to a combined total of $17,500 on their Direct Subsidized and Unsubsidized Loans and their Subsidized and Unsubsidized Federal Stafford Loans. Those who have PLUS loans only are not eligible for this type of forgiveness. For more information, visit www.studentaid.ed.gov

Refund Policies for all M.A.T. Degree Programs

Tuition Refund

Students who withdraw or take a leave of absence during the fall or spring semesters will be refunded per the schedule outlined below. The official withdrawal date for a student is determined by the PaGE program director for graduate students. The PaGE office must receive written notice of the student’s intent to withdraw. Please see “Withdrawal from the College” in the Academic Regulations chapter for more information.

Students will be refunded 100 percent of their previously paid tuition, room, and board, less the enrollment deposit for new students, if the PaGE office receives written notice of an official withdrawal or leave of absence before the first day of classes. If a student officially withdraws or takes a leave of absence on or after the first day of classes of the fall or spring semester, refunds occur on the following schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>1–3</th>
<th>4–6</th>
<th>7–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition 75%</td>
<td>60%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Room and Board 50%</td>
<td>40%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

During the January and summer terms, students who withdraw before the second day of classes will receive a full refund. After the first day of classes, no refund will be granted.

January and Summer courses are typically shorter than Fall and Spring courses. Students requesting refunds before the first day of either the January or Summer session are entitled to a full refund, less the enrollment deposit paid. Students requesting a refund within the first week of class are refunded 50% of the tuition paid. After the first week of classes, no refund will be issued.

There is no refund of the Student Government Association fee if a student withdraws on or after the first day of classes. No per-credit tuition adjustments will be made for classes dropped after the fifteenth day of classes unless the student takes a leave of absence or withdraws from the College at which point the above refund schedule will apply. If there are any credits on a withdrawn student’s account after charges are adjusted, refunds will be sent to the student within 30 days of notification of change in status.

Refund of Scholarships

Scholarships are proportional per the tuition refund schedule above.

Refund of Federal Student Loan

Federal aid refund policies are different than institutional refund policies. For students receiving federal loans for the fall or spring, “earned” loan funds are prorated based on the time enrolled (percent earned vs. unearned).

Progress Policies for all M.A.T Degree Programs

The academic requirements for graduate students include timely completion of all College, PaGE, and program requirements.

Students are expected to enroll in the courses per their approved program of study and submit any proposed changes to their program plan to their advisors, in advance, for approval.

Students are expected to be enrolled in all terms required by their degree program. The only exception to this requirement occurs when the student is granted an official leave of absence by the PaGE Director, with the concurrence of the director of their program.

Satisfactory Academic Progress

Students in the M.A.T., M.A.M.T., and M.A.T.L. programs are expected to complete all courses attempted with B or better grades. All degree requirements must be completed within X years of the start of the degree program.

To maintain full eligibility for federal student aid funds, the Student Financial Services office measures satisfactory academic progress for graduate students annually at the end of the Spring semester. Graduate students who fail to complete the total number of credits attempted in that year, whose cumulative GPA falls below 3.00 or whose years of enrollment in the program exceed four years in the program will lose eligibility to receive any future federal student aid funds at Mount Holyoke. The Student Financial Services office will notify the
student, who may then appeal the loss of eligibility. If the appeal is approved, the student's status will be updated to Financial Aid Probation and the student will be notified.

**Mathematics Leadership Program**

Mathematics Leadership (M.L.P.) is an innovative in-service teacher education program that provides professional development opportunities for teachers, teacher leaders, and math coaches. Originally established at Mount Holyoke College in 1983 as Summer Math for Teachers, M.L.P. offers a variety of summer institutes, academic-year courses, and courses and seminars in mathematics education for teachers and administrators.

**Postbaccalaureate Pre-Medical Program**

The Postbaccalaureate Pre-Medical Program is designed for individuals who have earned an undergraduate degree from an accredited college or university and who now wish to prepare for application to graduate programs in the health professions (e.g., medical, veterinary, dental, physical therapy, etc.). Candidates must hold a bachelor's degree and have a strong academic record. The program is not intended to offset a weak record in the sciences. Successful applicants typically have had few or no science courses as undergraduates and have earned an undergraduate GPA greater than 3.3. Because of the restricted availability of seats in U.S. medical schools, this program is open to U.S. citizens only.

**Contact Info**

Jacqueline Collette, coordinator
Pamela Matheson, director

**Curriculum and Requirements**

Most students spend two years in the program and tend to take, at a minimum, a full year of biology, a full year of physics, and two full years of chemistry. Many also may need to take courses in mathematics and statistics, advanced courses in biology and biochemistry, or other advanced science courses required for admission to a specific program. Postbaccalaureates who successfully complete a minimum of 32 credits will be awarded a Certificate of Achievement, and their academic work appears on a non-matriculated student transcript.

**Admission**

Candidates must submit official SAT, ACT, or GRE scores, college transcripts, an application essay, and two letters of recommendation. An interview is also required. Applications are reviewed on an ongoing basis. Deadlines are in place to permit admitted students to pre-register for courses in a timely fashion. The application deadline for admission in the spring is October 1. The deadline for admission in the summer or fall is February 27. Students enrolling in this program are not eligible for financial aid from Mount Holyoke College but may qualify for federal student loans or veterans benefits.

Candidates may obtain further information by writing to The Postbaccalaureate Pre-Medical Program, Mount Holyoke College, 50 College Street, South Hadley, Massachusetts, 01075, or by completing the inquiry form on the website at https://www.mtholyoke.edu/professional-graduate/postbac-premed.

**Tuition and Fees**

Comprehensive tuition for students entering the Program during 2015 is $37,000. A non-refundable Enrollment Fee of $2,000 is due upon enrollment and is credited toward the Program fee of $37,000.

This is a one-time program fee, not a per-academic year fee, and covers the ten courses typically required for entrance to the health professions. All students may take additional courses on a per-course tuition basis. All other academic services of the Postbaccalaureate Program including workshops, a Health Care Seminar, assistance in finding internships, advising, and application support are also covered by this program fee.

Students are also charged a Student Activities Fee.

Students may also choose to live in campus housing (limited availability) and/or purchase a campus meal plan.

**Tuition Billing**

- The comprehensive fee billed in July and December ($19,500/semester) plus the SGA fee ($93/semester) is not refundable once classes begin. Students are eligible to return in subsequent semesters to finish the program, but courses attempted and not earned count toward the 10 course limit. Courses needed beyond the 10 course limit will be billed by the course.
- No separate fee is charged prior to the start of the summer courses
- First term billing occurs in July (if starting in the summer or fall) and payment is due by July 31.
- Second term billing occurs in December and payment is due by January 5.
- Tuition and Fees = $39,186, half for each of the first two semesters of enrollment.

**Financing**

College funding is not available for postbaccalaureate students. Other options include:

**Federal Student Loans:** Postbaccalaureates may qualify for the Federal Stafford Loan (FDSL). Students are only eligible for twelve consecutive months of a Stafford Loan as a postbaccalaureate student.

- Students must complete the Free Application for Federal Student Aid (FAFSA) and should list their year in school as a 5th year undergraduate.
- Postbaccalaureate students are not considered graduate students for the purposes of federal aid since they are not working on a master's or doctorate degree in the initial term of the school year.
- Parent information is required on the FAFSA for students who do not meet the federally defined criteria of independent status for financial aid.
- Postbaccalaureate students must provide documentation as to the courses they will be taking to fulfill their educational requirements.

**Private Student Loans:** Sallie Mae Smart Option Student Loan: 888-272-5543

**Withdrawal and Refund Policies**

**Withdrawal**

If a postbaccalaureate student starts in the summer and withdraws or takes a leave of absence prior to the end of the two summer courses, no additional fee will be applied but the deposit will be forfeited.

Postbaccalaureate students who start in the fall or the spring and withdraw during the semester will be subject to the semester refund schedule (see Tuition and Fees chapter). Attempted credits count toward the 10 course limit. Students
may return to complete the program but will be charged additional fees once the 10 course limit, including attempted courses, is reached.

Refund of Federal Student Loan

Federal aid refund policies are different than institutional refund policies. For students receiving federal loans for the fall or spring, "earned" loan funds are prorated based on the time enrolled (percent earned vs. unearned).

- For example, if a student has a Federal Direct Student Loan (FDSL) and leaves on the 40th day of the semester, they have "earned" 38% of that loan (based on 105 days in the semester). The remainder of the FDSL ("unearned") must be returned to the federal government by Mount Holyoke College which may create a balance due on the student account.

Special Education Module

The Special Education module 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 current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an Additional License in Special Education. 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 Practicum Two, which can only be taken after the successful completion of Practicum One.

Summer and January Courses

PaGE courses are open to college students matriculated at Mount Holyoke or at other colleges or universities and to any community member seeking academic credit, professional development, or personal enrichment. They are offered during two summer sessions as well as during an intensive January session. Grades and GPA appear on a non-matriculated student transcript and do not appear on Mount Holyoke undergraduate or graduate transcripts. Further information and the online application are available at https://www.mtholyoke.edu/professional-graduate/.

Students in the College’s own Bachelor of Arts program are welcome to enroll in PaGE summer and January course offerings but may apply credits earned to the Bachelor of Arts degree only if the credits qualify as transfer credits per the College’s usual policies.

Contact Info

Amy Nichols, senior administrative assistant
Roberto Mugnani, director

Admission

To apply for summer or January courses, go to the online application and create an account. https://www.mtholyoke.edu/professional-graduate/courses/how-to-apply

PaGE reserves the right to request a certified copy of original transcripts or other official documentation confirming the successful completion of coursework or other preparation for it to determine student readiness for any of its courses, workshops, or programs.

Tuition, Fees, and Refunds

Tuition and fees are specific to each course, and are charged on a per-course basis. Applicants will receive a message by email within two business days of submitting their application with instructions to log in again and make payment by credit card or check. Payment is due immediately and registration will not be complete until payment is received.

There is no institutional nor federal financial aid available for Summer or January courses. Some exceptions are possible for students in the M.A.T., M.A.M.T., or M.A.T.L. programs when the courses are counting towards the students' degree program.

Withdrawal Refund Procedures: Applicants who need to withdraw from a January or Summer course should send an immediate email clearly stating the request to withdraw from a specific course and session date to page@mtholyoke.edu. If the email message is received before the first class meeting, the applicant will be eligible for a full refund minus the withdrawal fee. There will be no refund of course payments for withdrawal requests received by PaGE on the day of or any time after the first class meeting.

- Winter/January courses: Applicants who withdraw from a course after December 1 but before the first class meeting will be assessed a $200 withdrawal fee.
- Summer May - August Courses: Applicants who withdraw from a course after April 1 but before the first class meeting will be assessed a $200 withdrawal fee.

PaGE Course Offerings

Art

X.ART-246 Currents in Contemporary Art

Summer

Imagine the world of contemporary art as an ocean, consisting of innumerable separate currents that intersect and converge to change directions in dynamic ways. In this course, by drawing on methods that have risen to prominence in art history since its “global turn,” we will emphasize the historical contexts for various art currents. We will analyze the diverse artistic, discursive, and economic practices that have constituted contemporary art around the world since 1980. While studying artists from six continents, the class also will examine the venues in which contemporary art is exhibited. Topics will include artists in Port-au-Spain, Trinidad and Nukkka, Nigeria; public art in Marfa, Texas and Moscow, Russia; biennials in Sao Paulo, Brazil and Shanghai, China; and art fairs in Sharjah, UAE and New Delhi, India.

Applies to requirement(s): Meets No Distribution Requirement
A. Gilvin
Credits: 4

X.ART-252 Color Theory: A Travologue in Color

January

This is a rigorous course that enables artists to deepen how 'seeing' nature translates to a flat surface, while maintaining the illusion of depth. Coupled with exploring paint, or oil crayon, emphasis rests on expanding drawing skills. Continual observation from actual paintings in the Museum are available to us. Artists can work from either a model, or a still-life.

Applies to requirement(s): Meets No Distribution Requirement
L. Ritz
Credits: 2

Chemistry

X.CHEM-101 General Chemistry I

Summer

Professional and Graduate Education 7
Introduces and develops fundamental concepts in chemical science, including stoichiometry, reactions in aqueous solutions, atomic structure, and chemical bonding. The laboratory emphasizes basic skills and quantitative chemical measurements.

**Prerequisites: Chemistry 202 with grade of C or better.**

**Corequisites:** X.CHEM-302L.

**Credits:** 4

**D. Hamilton** discussed in lecture.

Organic molecules of relevance to those being purified, and identification of organic molecules. Laboratory work includes the preparation, isolation, and spectroscopy. Laboratory work includes synthesis, practice in the techniques of distillation, crystallization, chromatography, molecular modeling, and identifying unknown organic compounds by chemical and spectroscopic means.

**Prerequisites:** Chemistry 201 with grade of C or better.

**Corequisites:** X.CHEM-202L.

**Credits:** 4

**H. Jayathilake**

**X.CHEM-201 General Chemistry II**

**Summer**

Continuation of General Chemistry I. Topics include thermochemistry; quantitative treatment of chemical equilibrium with applications to acid-base, solubility, and electron-transfer reactions; and chemical kinetics. Laboratory emphasizes analytical skills and experimental assessment of kinetic and thermodynamic patterns.

**Prerequisites:** Chemistry 201 with grade of C or better.

**Corequisites:** X.CHEM-201L.

**Credits:** 4

**H. Jayathilake**

**X.CHEM-202 Organic Chemistry I**

**Summer**

Introduces organic chemistry, emphasizing the principles governing broad classes of reactions. Topics include stereochemistry, nucleophilic substitution and elimination reactions, the chemistry of alkanes, alkenes, alkyne, alcohols, and ethers, and an introduction to infrared and nuclear magnetic resonance spectroscopy. Laboratory work includes synthesis, practice in the techniques of distillation, crystallization, chromatography, molecular modeling, and identifying unknown organic compounds by chemical and spectroscopic means.

**Prerequisites:** Chemistry 201 with grade of C or better.

**Corequisites:** X.CHEM-202L.

**Credits:** 4

**G. Snyder**

**X.CHEM-202 Organic Chemistry II**

**Summer**

Continues the development of the core principles of organic chemistry via the introduction of the study of aromatic systems, the chemistry of the carbonyl group, and the reactions of oxygen, nitrogen, and sulfur containing compounds. Nuclear Magnetic Resonance spectroscopy is presented as a powerful tool for structure elucidation. Laboratory work includes the preparation, isolation, purification, and identification of organic molecules of relevance to those being discussed in lecture.

**Prerequisites:** Chemistry 201 with grade of C or better.

**Corequisites:** X.CHEM-202L.

**Credits:** 4

**D. Hamilton**

**Communication**

**X.COMM-105 Speaking With Confidence: Leadership for Women**

**January**

This course helps both experienced and aspiring professional women identify what they want to communicate in all aspects of their lives. Drawing on a variety of theatre techniques used by experienced actors to relax, focus their message, and connect with an audience, this course will coach students in the art of confident and powerful communication. Students will be guided to uncover their unique strengths, develop an authentic and personalized speaking style, and overcome obstacles to delivering their message. Working closely together in a safe and supportive environment, students will complete the course with the presentation of an inspiring speech.

**Prerequisites:**

**Credits:** 1

**S. Daniels**

**Computing & Technology**

**X.CMPTC-101 'Computer Science 101': Problem Solving and Object-Oriented Programming**

**Summer**

Computers are used every day for an enormous variety of tasks, from playing games and chatting with friends to transferring billions of dollars, delivering radiation treatments, and controlling the electrical grid. Computer programs are an essential ingredient in allowing for this grade diversity of applications. In this course, you will learn to create your own programs based on core programming concepts and analytical problem solving approaches. You will develop dynamic programs first using Adobe Flash CS4 and AS3 (ActionScript 3), the technology behind many Web applications. The last portion of the course will teach you Java, a very popular modern programming language. We assume no prior study of computer science. Programming intensive.

**Prerequisites:**

**Credits:** 4

**A. DeFlumere**

**X.CMPTC-109 iDesign Studio**

**January**

Would you like to see your environment come to life? This course will focus on the basics of generating meaningful interactions between humans and machines. We will cover the design and construction of robots that can sense and react to their environment, and we will develop programs that detect faces and react to people in real time. This course is ideal for art students who want their works to move and interact, theater students who want to create an interactive space for performance, or anyone who wants to make their world a little richer with machine intelligence.

**Prerequisites:**

**Credits:** 1

**N. Baker**

**X.CMPTC-109 iDesign Studio**

**Summer**

Designers are continually innovating ways of incorporating technology into today's world, from projections of performance dresses to "smart" purses that sense a missing wallet. The recent emergence of low-cost, user-friendly components is making this new world of design accessible to a broad community. In this course, students will think critically about products already in the marketplace and will be given the tools to create their own designs. A sequence of hands-on workshops on electronics basics and microcontroller programming will provide the surprisingly minimal level of comfort and background in technology required to produce prototypes of these designs.

**Prerequisites:**

**Credits:** 4

**A. St. John**

**Education**

**X.EDUC-126 Teacherpreneurs and Teacher Leadership: The Changing Role of Educators**

**Summer**

Explore the changing role of educators in a colorful political climate. Education is in the midst of a transformation, and we will learn from and with teacher
leaders who are leading the charge. With readings and video-conferencing with National Board Certified Teachers, bloggers, and state teachers of the year, we will discuss how innovative teachers are transforming the profession in issues of equity, evaluation, compensation, curriculum, collaboration, and more. Students will also identify their leadership skills, then build their areas of expertise and develop a plan for potential future leadership.

**Applies to requirement(s):** Meets No Distribution Requirement  
M. Allen  
**Credits:** 2

**X.EDUC-222 Queering the Curriculum: A Critical Approach to Teaching LGBTQ Topics in K-12 Schools**  
**Summer**  
This course considers how we can think ethically, critically, and in socially just ways about disrupting the silence around LGBTQ issues in K-12 schools. Drawing on work from the fields of anti-oppression education, critical pedagogy, and queer theory, we will explore ways to challenge heteronormativity and heterosexism, and to promote gender and sexuality equity within K-12 schools. Through course work and class assignments we will examine heterosexism as a system of oppression; the complexities of sex, gender, and sexuality; the institutional aspects of heterosexism in educational contexts; and contemporary issues facing educators who want to implement an LGBTQ-expansive curriculum.

**Applies to requirement(s):** Meets No Distribution Requirement  
K. Helmer  
**Credits:** 4

**X.EDUC-360 TESOL Certificate: Teaching English as a Second or Foreign Language**  
**Summer**  
This four-week program is designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare you for a job as a language instructor in an international environment. The course includes lecture and discussion, materials development sessions, microteaching workshops, and a teaching practicum with a minimum 6 hours of teaching experience. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion with a passing grade.

**Applies to requirement(s):** Meets No Distribution Requirement  
M. Shea  
**Credits:** 4

**X.EDUC-417 Teaching With Technology**  
**January and Summer**  
Students will read current research examining the effectiveness of teaching with technology in PreK 12 classrooms as they explore questions about the role of technology in 21st century education. Students will experiment with a variety of tools that allow teachers to design effective lessons for a diverse range of learners. Students will focus on using technology to integrate students on IEP’s, 504, and other learners with specific learning needs.

**Applies to requirement(s):** Meets No Distribution Requirement  
L. Manzi  
**Restrictions:** This course is limited to Mount Holyoke MAT students only  
**Grading:** Standard Graduate-Level Grading.

**X.EDUC-420 Schools, Schooling, and Society**  
**Summer**  
The course familiarizes students with theories of teaching and learning, adolescent development and current movements in education reform such as Race to the Top, Common Core Standards, and testing. In keeping with Massachusetts Department of Education mandates for approved licensure programs, the course provides the foundational readings to prepare teachers for work in a diverse society. Topics include knowledge of curriculum; knowledge of learners; knowledge of educational goals, knowledge of social/cultural contexts; and pedagogical content knowledge. Key tenets of Expeditionary Learning will be explored as learners experience an EL slice presented by local EL teachers.

**Applies to requirement(s):** Meets No Distribution Requirement  
B. Bell  
**Restrictions:** This course is limited to Mount Holyoke MAT students only  
**Credits:** 4  
**Grading:** Standard Graduate-Level Grading.

**X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education**  
**Spring**  
This weekly seminar for MAT students provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

**Applies to requirement(s):** Meets No Distribution Requirement  
C. Swift  
**Restrictions:** This course is limited to Mount Holyoke MAT students only  
**Instructor permission required.**  
**Credits:** 4  
**Grading:** Standard Graduate-Level Grading.

**X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools**  
**Spring**  
This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.

**Applies to requirement(s):** Meets No Distribution Requirement  
C. Swift  
**Restrictions:** This course is limited to Mount Holyoke MAT students only  
**Instructor permission required.**  
**Notes:** 5 days a week for 12 weeks full-time student teaching in school site (includes Mount Holyoke College’s spring break).  
**Credits:** 10  
**Grading:** CR/NC Grading only (no letter grading).

**X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools**  
**Fall**  
This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The philosophical bases and current research behind classroom practices are also examined. Specific course activities focus on teaching in multicultural ways, establishing the classroom climate, choosing instructional approaches, designing curricula, assessing and attending to the needs of learners, evaluating student performance, and providing for classroom community leadership.

**Applies to requirement(s):** Meets No Distribution Requirement  
**Other Attribute(s):** Community-Based Learning
B. Bell
Restrictions: This course is limited to Mount Holyoke MAT students only
Advisory: Requires a field-experience in an educational setting. Required for all teacher candidates accepted into the middle and secondary teacher licensure programs.
Credits: 4
Grading: Standard Graduate-Level Grading.

X.EDUC-431 Student Teaching in Secondary and Middle Schools
Spring
Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts’ Pre-service Performance Assessment Program
Applies to requirement(s): Meets No Distribution Requirement
B. Bell
Restrictions: This course is limited to Mount Holyoke MAT students only
Instructor permission required.
Notes: 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College’s spring break)
Credits: 10
Grading: CR/NC Grading only (no letter grading).

X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education
Spring
This weekly seminar provides MAT students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.
Applies to requirement(s): Meets No Distribution Requirement
B. Bell
Restrictions: This course is limited to Mount Holyoke MAT students only
Instructor permission required.
Credits: 4
Grading: Standard Graduate-Level Grading.

X.EDUC-441 Fostering a Collaborative Culture for Learning
Summer
This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning!). This class was created through a collaboration with the National Network of State Teachers of the Year and Mount Holyoke College, working towards the goal of supporting and developing stronger teacher leaders to lead our public schools. It will be taught by two state teachers of the year, one who is a faculty member, and one who is an embedded practitioner and current teacher leader. It will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice, focused on your personal and professional growth.
Applies to requirement(s): Meets No Distribution Requirement
M. Allen
Credits: 2
Grading: Standard Graduate-Level Grading.

X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform
Fall
This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice, focused on your personal and professional growth.
Applies to requirement(s): Meets No Distribution Requirement
M. Allen
Credits: 4
Grading: Standard Graduate-Level Grading.

X.EDUC-456 Promoting Professional Learning
Summer
This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning. This class was created through a collaboration with the National Network of State Teachers of the Year, working towards the goal of supporting and developing strong teacher leaders. It will be facilitated by two state teachers of the year, one who is a faculty member, and one who is an embedded practitioner. It will also include video-conferences with nationally recognized teacher leaders. Embedded in practice, focused on your personal and professional growth.
Applies to requirement(s): Meets No Distribution Requirement
M. Allen
Credits: 2
Grading: Standard Graduate-Level Grading.

X.EDUC-457 Personal Growth and Reflective Practice In Education
January
We will further develop as reflective practitioners, and to use that reflective practice to explore personal leadership development. Critical course concepts will be introduced in a whole group book study format. As a second step, course participants will create individualized learning plans that allow for deeper exploration of topics of personal and professional interest. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, and leadership. Additionally, the course involves videoconferencing with several nationally recognized teacher leaders.
Applies to requirement(s): Meets No Distribution Requirement
M. Allen
Restrictions: This course is limited to Mount Holyoke MAT students only
Credits: 2
Grading: Standard Graduate-Level Grading.

X.EDUC-460 Subject-Specific Methods for Middle and Secondary Teachers
Fall

Professional and Graduate Education 10
This subject-specific methods course is designed for graduate-level teacher education students preparing to teach at the secondary or middle school levels. Firmly embedded within the Expeditionary Learning Model, this course links the theoretical underpinnings of subject-specific pedagogy, differentiated learning, global learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts in the field and through reflecting on their practice within pre-practicum placements in local schools.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
B. Bell, J. St Martin
Restrictions: This course is limited to Mount Holyoke MAT students only
Credits: 4
Grading: Standard Graduate-Level Grading.

X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools
Fall
Through a balanced and integrated approach, students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children’s fiction and nonfiction literature, and the use of portfolios for assessment. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
C. Swift
Restrictions: This course is limited to Mount Holyoke MAT students only
Notes: Prepracticum required
Credits: 4
Grading: Standard Graduate-Level Grading.

X.EDUC-463 Teaching English Language Learners
Fall
This course addresses core competencies outlined in the Massachusetts Department of Education’s English Language Learner certificate requirement. 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
Other Attribute(s): Community-Based Learning
K. Accurso, B. Bell
Restrictions: This course is limited to Mount Holyoke MAT students only
Credits: 4
Grading: Standard Graduate-Level Grading.

X.EDUC-465 Children’s Literature for Educators
Fall
This course introduces various genres of children’s literature, including literature for adolescents; explores issues in interpretation and critique; and examines approaches to using literature in the preK-12 curriculum with an emphasis on making literature accessible to English language learners. Students will read a variety of texts across genres and discuss ways to integrate literature into content-area learning as they expand their knowledge and appreciation of children’s literature. Literature will be examined from multiple perspectives including literary, sociopolitical, and historical.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
C. Swift

Restrictions: This course is limited to Mount Holyoke MAT students only
Instructor permission required.
Credits: 4
Grading: Standard Graduate-Level Grading.

X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements
Summer
This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district’s participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching. This course is centered around Domain IV of the Teacher Leader Model Standards in partnership with the National Network of State Teachers of the Year.

Applies to requirement(s): Meets No Distribution Requirement
M. Allen, V. Bastable, P. Wagner
Credits: 2
Grading: Standard Graduate-Level Grading.

X.EDUC-470 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum
Fall
Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

Applies to requirement(s): Meets No Distribution Requirement
Other Attribute(s): Community-Based Learning
The department
Restrictions: This course is limited to Mount Holyoke MAT students only
Notes: Prepracticum required
Credits: 4
Grading: Standard Graduate-Level Grading.

X.EDUC-495 Independent Study
Fall and Spring
The department
Instructor permission required.
Credits: 1-4
Course can be repeated for credit.
Grading: Standard Graduate-Level Grading.

English

X.ENGL-227 Jane Austen in Adaptation
Summer
Jane Austen’s work stands almost as its own subgenre in the evolution of the novel. Happening at a moment of transitions, her work can be read formally as a bridge between the experiments of eighteenth century realism and what was just to come in the Victorian novel. Although she is often admired for her humor and
satire around marriage and sex, the novels also engage with aesthetics, epistemology, and sensibility: political ideas about what constitutes beauty, what it means to know something, and how much one should feel. We will read the completed novels, some of her influences and contemporaries, and critical and theoretical contexts.

Applies to requirement(s): Meets No Distribution Requirement
J. Pyke
Credits: 4

Film

X.FILM-172 Chinese Hollywood: Through the Lens of Visual Literacy
January and Summer
This is an intensive, interdisciplinary course exploring literature and research about China and, more specifically, Chinese women, through the analysis of Chinese film from historical, social, economic, political, and cultural perspectives. Students will develop visual literacy skills to learn to read and do a critical cultural analysis of Chinese film as visual texts. China's rapidly growing film industry, now referred to as "Chinese Hollywood," will also be examined as a cultural phenomenon with influence in China and throughout the world. This course will focus on selected key film directors whose films allow students to explore lives of Chinese and Chinese women. The course will be taught in English and all films will be viewed with English subtitles.

Applies to requirement(s): Meets No Distribution Requirement
Y. Ma
Credits: 4

Humanities

X.HUM-116 A Hands-On History of the Book
January
Every book tells a story - not just the story in the pages, but the story of those pages. How has the book’s physical nature changed over time and what are the connections between its material form, meaning, and value within specific historical contexts? What forces have shaped the book’s physical nature, and why have these had the effects that they have had? This course will introduce students to the new interdisciplinary field known as "the history of the book." Our course will involve hands-on work with old, rare, and intriguing books and manuscripts.

Applies to requirement(s): Meets No Distribution Requirement
M. Pangallo
Credits: 1

Languages

X.LANG-101JP Intensive Elementary Japanese I
Summer
This course is designed for students who have never previously studied Japanese. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (Kanji). The course will also introduce the notion of “cultural appropriateness for expressions,” and will provide practice and evaluations for all four necessary skills: speaking, listening, reading, and writing.

Applies to requirement(s): Meets No Distribution Requirement
W. Tawa
Credits: 4

X.LANG-102JP Intensive Elementary Japanese II
Summer
This course follows Elementary Japanese I. The course will continue to introduce the notion of “cultural appropriateness for expressions,” and will provide practice and evaluations for all four necessary skills: speaking, listening, reading, and writing.

Applies to requirement(s): Meets No Distribution Requirement
W. Tawa
Prereq: Intensive Elementary Japanese I or equivalent.
Credits: 4

Math Education

X.MTHED-407 Reasoning Algebraically About Operations
Spring
Participants examine generalizations at the heart of the study of operations in the elementary grades. They express these generalizations in common language and in algebraic notation, develop arguments based on representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers to integers.

Applies to requirement(s): Meets No Distribution Requirement
V. Bastable, M. Flynn
Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only
Instructor permission required.
Credits: 1
Course can be repeated for credit.
Grading: Standard Graduate-Level Grading.

X.MTHED-408 Educational Leadership I: Coaching and Mentoring
Summer
This course is designed for elementary math specialists with responsibilities for supporting teachers in the development of strong mathematics education programs. Participants explore issues related to: learning mathematics while in the context of teaching; facilitating the professional development of colleagues; teachers’ and students’ ideas about mathematics and learning; and fostering a stance of collaborative investigation. By way of a central theme of mathematics learning, the institute will offer coaches opportunities to explore, through the coaching perspective, ideas of number and geometry in the elementary grades.

Applies to requirement(s): Meets No Distribution Requirement
P. Wagner, V. Bastable
Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only
Credits: 2
Grading: Standard Graduate-Level Grading.

X.MTHED-410 Educational Leadership II: Facilitating Professional Development
Summer
This institute focuses on learning to teach one of the Developmental Mathematical Ideas (DMI) modules. Participants will choose a particular DMI module on which to concentrate their facilitation work. The institute will include examination of the central mathematical ideas of the module, identifying key goals for each session, discussion of the process of interacting with participants both in the institute sessions and through written responses, as well as opportunities for practice facilitation.

Applies to requirement(s): Meets No Distribution Requirement
V. Bastable, M. Flynn
Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only
Advisory: Prior experience with a DMI seminar recommended.
Credits: 2
Grading: Standard Graduate-Level Grading.

X.MTHED-422 Research on Learning: Implementing the Common Core Math Practice Standards
Summer
This course is focused on implementing mathematics instruction to support the development of conceptual understandings of mathematics. Topics include creating a classroom climate for productive mathematics discussion, posing open-ended math tasks, asking probing questions, and exploring teacher moves that both challenge and support individual student learning. Analyzing classroom cases of practice will be a key feature.

**X.MTHED-460 Connecting Arithmetic/Algebra Leadership**  
**Fall**

Connecting Arithmetic to Algebra (CAA) is a professional development experience in which teachers consider generalizations that arise from the study of number and operations in grades 1 through 7. They examine cases of students who are engaged in the process of articulating general claims, working to understand those claims, and learning how to prove them. The course also focuses on how this approach to mathematical thinking supports a range of mathematics learners, including those who have difficulty with grade-level mathematics and those who need additional challenge.

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

**Restrictions:** This course is limited to Mount Holyoke MTHTE.MAT students only  
**Advisory:** Prior experience with a DMI seminar recommended.

**Credits:** 2  
**Grading:** Standard Graduate-Level Grading.

**X.MTHED-465 Action Research on Learning and Teaching**  
**Spring**

This course will include action research on the mathematics learning of students and pedagogical moves of teachers. Participants will produce written cases of practice based on audio or videotaped classroom discussions and interviews with their own students. Participants will analyze their own cases and those of their colleagues to examine the learning of students and the impact of teacher moves. Course instructors will also provide individual feedback based on the classroom cases.

**Applies to requirement(s):** Meets No Distribution Requirement  
**V. Bastable, M. Flynn**

**Restrictions:** This course is limited to Mount Holyoke MTHTE.MAT students only  
**Notes:** This is a year-long online course. At the conclusion of the 2-semester sequence, final letter grades will be awarded for both segments of the sequence.

**Credits:** 1  
**Course can be repeated for credit.**  
**Grading:** Standard Graduate-Level Grading.

**X.MTHED-466 Action Research on Coaching and Mentoring**  
**Spring**

This course will include action research on the impact of mathematics coaching or mentoring. Through a practicum experience each participant will engage with a colleague or group of colleagues, taking on a coaching role. These coaching or mentoring activities will be analyzed and shared with other course participants. Participants will produce written cases of math coaching practice based on audio or videotaped math coaching or mentoring sessions. Participants will analyze their own cases and those of their colleagues to examine the impact of coaching moves. Course instructors will also provide individual feedback on the coaching cases.

**Applies to requirement(s):** Meets No Distribution Requirement  
**V. Bastable, M. Flynn**

**X.MTHED-472 Research Into Classroom Routines**

Not Scheduled for This Year

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

**Restrictions:** This course is limited to Mount Holyoke MTHTE.MAT students only  
**Notes:** This is an online course. Letter grading only.

**Credits:** 2  
**Grading:** Standard Graduate-Level Grading.

**Mathematics**

**X.MATH-400 Developing Mathematical Ideas: Building a System of Tens**  
**Summer**

Participants explore the base-ten structure of the number system, consider how that structure is exploited in multidigit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals.

**Applies to requirement(s):** Meets No Distribution Requirement  
**V. Bastable, M. Flynn**

**Restrictions:** This course is limited to Mount Holyoke MTHTE.MAT students only  
**Instructor permission required.**

**Credits:** 2  
**Grading:** Standard Graduate-Level Grading.

**X.MATH-401 Developing Mathematical Ideas: Making Meaning for Operations**  
**Summer**

Participants examine the actions and situations modeled by the four basic operations, beginning with a view of young children's counting strategies as they encounter word problems, moving to an examination of the four basic operations on whole numbers, and revisiting the operations in the context of rational numbers.

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

**Restrictions:** This course is limited to Mount Holyoke MTHTE.MAT students only  
**Instructor permission required.**

**Credits:** 2  
**Grading:** Standard Graduate-Level Grading.

**X.MATH-402 Developing Mathematical Ideas: Examining Features of Shape**  
**Fall**

Participants will examine different aspects of two and three-dimensional shapes, develop geometric vocabulary, and explore both definitions and properties of geometric objects. The course includes a study of angle, similarity, congruence, and the relationships between 3-D objects and their 2-D representations. Later in the semester participants will explore different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume as well as the complex interrelationships among these.

**Applies to requirement(s):** Meets No Distribution Requirement  
**A. O'Reilly, S. Smith**

**Restrictions:** This course is limited to Mount Holyoke MTHTE.MAT students only  
**Notes:** Section 01 for MAMT students. Section 02 for non-matriculated students.  
**Half semester.**

**Credits:** 2  
**Grading:** Standard Graduate-Level Grading.
X.MATH-404 Developing Mathematical Ideas: Working With Data
Summer
Participants will work with the collection, representation, description, and interpretation of data. They will learn what various graphs and statistical measures show about features of the data, study how to summarize data when comparing groups, and consider whether the data provides insight into the questions that led to data collection.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable, M. Riddle
Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only
Credits: 2
Grading: Standard Graduate-Level Grading.

X.MATH-405 Developing Mathematical Ideas: Measuring Space in One, Two, and Three Dimensions
Summer
Participants will examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. They will also explore conceptual issues of length, area, and volume, as well as their complex interrelationships.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable, M. Flynn
Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only
Notes: Section 01 for MAMT students. Section 02 for non-matriculated students.
Half semester.
Credits: 2
Grading: Standard Graduate-Level Grading.

X.MATH-406 Developing Mathematical Ideas: Patterns, Functions, and Change
Not Scheduled for This Year
Participants discover how the study of repeating patterns and number sequences can lead to ideas of functions, learn how to read tables and graphs to interpret phenomena of change, and use algebraic notation to write function rules. With a particular emphasis on linear functions, participants also explore quadratic and exponential functions and examine how various features of a function are seen in graphs, tables, or rules. Participants examine how students develop these concepts through analyzing print and video cases as well as reading and discussing research articles.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable
Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only
Instructor permission required.
Credits: 2
Grading: Standard Graduate-Level Grading.

X.MATH-407 Reasoning Algebraically About Operations
Spring
Participants examine generalizations at the heart of the study of operations in the elementary grades. They express these generalizations in common language and in algebraic notation, develop arguments based on representations of the operations, study what it means to prove a generalization, and extend their generalizations and arguments when the domain under consideration expands from whole numbers to integers.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable, M. Flynn
Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only
Instructor permission required.
Credits: 1
Course can be repeated for credit.
Grading: Standard Graduate-Level Grading.

X.MATH-460 Connecting Arithmetic to Algebra
Fall
Connecting Arithmetic to Algebra (CAA) is a year-long professional development experience in which teachers consider generalizations that arise from the study of number and operations in grades 1 through 7. They examine cases of students who are engaged in the process of articulating general claims, working to understand those claims, and learning how to prove them. The course also focuses on how this approach to mathematical thinking supports a range of mathematics learners, including those who have difficulty with grade-level mathematics and those who need additional challenge.
Applies to requirement(s): Meets No Distribution Requirement
V. Bastable
Restrictions: This course is limited to Mount Holyoke MTHTE.MAT students only
Instructor permission required.
Coreq: X.MTHED-460.
Notes: This is a year-long online course. At the conclusion of the 2-semester sequence, final letter grades will be awarded for both segments of the course.
Credits: 3
Grading: Standard Graduate-Level Grading.

Performing Arts

X.PERFA-138 Stage Combat
January
This course is designed to teach the fundamentals of stage combat. Students will be introduced to the principles behind unarmed, rapier, and rapier/dagger work. Attention will be given to partnering skills, weapon techniques, mechanics of choreography, and discovering how one safely creates engaging storytelling using the language of dramatic combat. No prior performance background is required, but students will be asked to perform two fight scenes with dialogue. By the end of the course students will have a solid understanding of: safety and partnering, weapon techniques, building, writing, rehearsing, and acting the fight.
Applies to requirement(s): Meets No Distribution Requirement
T. Tuleja
Credits: 2

Physics

X.PHYS-101 Physics I
Summer
This algebra-based introduction to physics covers kinematics, force, Newton’s laws, equilibrium, momentum, energy, conservation laws, gravitation, rotation, and oscillations. Jointly with the Physics 2 course, it will provide a good preparation for the physics components of the MCAT.
Applies to requirement(s): Meets No Distribution Requirement
T. Norsen
Coreq: X.PHYS-101L.
Advisory: Math competency up through but not necessarily including calculus
Credits: 4

X.PHYS-151 Physics II
Summer
This is the second half of the algebra-based introductory physics sequence. Topics, drawn largely from the MCAT syllabus, include fluids and elasticity, thermodynamics, sound and light waves, and electricity and magnetism.
Applies to requirement(s): Meets No Distribution Requirement
T. Norsen
Coreq: X.PHYS-151L.
Advisory: Math competency up through but not necessarily including calculus
Credits: 4
Psychology

X.PSYCH-100 Introduction to Psychology
Summer
This course provides an introduction to Psychology. How do we make decisions, form attachments, and learn a language? Can we inherit schizophrenia? Why are we fearful of some situations and not others? What factors influence the way we form attitudes or develop prejudices? This course addresses such questions to provide an overview of current research in psychology.  
Applies to requirement(s): Meets No Distribution Requirement  
N. Gilbert-Cote  
Credits: 4

X.PSYCH-210 Social Psychology
Summer
This course surveys a range of topics within social psychology. How do other people influence us? How do people perceive one another? How do attitudes develop and change? Under what conditions do people conform to, or deviate from, social norms? We will survey concepts across several areas of social psychology with an emphasis on empirical research evidence.  
Applies to requirement(s): Meets No Distribution Requirement  
N. Gilbert-Cote  
Prereq: A 100-level course in Psychology.  
Credits: 4

X.PSYCH-236 Adolescent and Adult Development
Summer
When we think of human development, we often think of the period between infancy and late childhood. However, contemporary research contends that we continue to develop in crucial ways across the "other" three quarters of our lifespan. This course surveys human development from adolescence to late adulthood through consideration of major theories and current research relating to social, emotional, and cognitive domains. We will journey through adolescence and explore the search for identity, examine moral reasoning in young adulthood, appraise the classic theoretical approaches to midlife changes, define "successful aging" in late adulthood, and identify issues that surround death and bereavement.

Applies to requirement(s): Meets No Distribution Requirement  
C. Lee  
Prereq: Psychology 100.  
Credits: 4

Sociology and Anthropology

X.SOCAN-251 Origins of Conspiracy Thinking in Contemporary U.S. Culture
January
The course will focus on the history of public distrust of the government from the mid-20th century onwards. Using a number of historical case studies, such as the Kennedy assassination and various conspiracies about President Obama, the course will show how distrust of the government, originally motivated by logical concerns, has transformed the way people think about power in the postmodern era. Students will learn to able to tell for themselves the difference between rational questioning of authority and blind distrust that leads to questionable claims.  
Applies to requirement(s): Meets No Distribution Requirement  
N. Michaud Wild  
Credits: 2

Special Education

X.SPED-426 The Inclusive Classroom: Strategies and Interventions for Promoting Learning and Positive Outcomes for All Students
Summer
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. The focus is on adapting the learning environment, classroom structures, and approach to teaching 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  
Instructor permission required.  
Credits: 3  
Grading: CR/NC Grading only (no letter grading).

X.SPED-436 Moderate Disabilities Practicum 1: Student Teaching in Self-Contained Classrooms
January and Summer
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  
B. Bell, N. Stephen  
Credits: 2  
Grading: CR/NC Grading only (no letter grading).

X.SPED-438 Moderate Disabilities Practicum 2: Student Teaching in Inclusive Classrooms
Summer
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  
N. Stephen, B. Bell  
Instructor permission required.  
Advisory: An introduction to special education course.  
Credits: 3  
Grading: CR/NC Grading only (no letter grading).

X.SPED-441 Differentiated Instruction for Diverse Learners Outcomes for All Students
Summer
This course will focus on design or 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. 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  

F. Brady
Instructor permission required.
Credits: 3
Grading: CR/NC Grading only (no letter grading).

X.SPED-463 Foundations of Reading: Development, Comprehension, Instruction, and Assessment
Summer
Reading development, assessment, comprehension and instruction are central to the course. Through a combination of readings, lectures, and experiences, this course will provide students with the knowledge and 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, and 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
Instructor permission required.
Credits: 4
Grading: Standard Graduate-Level Grading.

X.SPED-481 The Law, Transition and Collaboration Development, Comprehension, Instruction, and Assessment
Summer
This course will review state and federal laws and regulations which 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); knowledge of transition services and services provided by other agencies; review of federal and state laws and regulations pertaining to special education; and strategies for building and maintaining collaborative partnerships with team members.
Applies to requirement(s): Meets No Distribution Requirement
L. Peltier
Instructor permission required.
Credits: 3
Grading: Standard Graduate-Level Grading.

Writing
X.WRTNG-201 Introduction to Creative Writing
Summer
This course is a laboratory, a quest, a workshop, a collaboration, a ring of spies. We will read relentlessly, poach ideas, try things that don't work, "kill our darlings," and write things we didn't know we had in us. If that sounds like hard work, it is. And at the end of this course, you will have a revised manuscript in a genre of your choice, experience writing in multiple genres, a vocabulary with which to discuss the craft of writing, a literary community, a stack of ideas to pursue, and the ability to give and receive feedback.
Applies to requirement(s): Meets No Distribution Requirement
A. Lawlor
Credits: 4