



**FRAMINGHAM
STATE
UNIVERSITY**



2023-2024

First-Year Student

Academic Advising and

Registration Guide



**FRAMINGHAM
STATE
UNIVERSITY**

Dear First-Year Students,

Welcome to Framingham State University! This *First-Year Student Academic Advising and Registration Guide* has been developed for you by The Advising Center and the Office of the Registrar as well as many important offices across campus who work each day to help you achieve success. This booklet serves as your compass as you navigate your first experience with advising and registration at Framingham State University.

During the summer, you will meet one-on-one with an academic advisor and you will initiate plans for an academic career that begins with your first course schedule. In addition to the specifics of actual scheduling, staff advisors and faculty members will be available at orientation to answer your questions and welcome you to the academic life. We encourage you to make use of their advice. We hope you will be an equal partner with your advisor, taking your share of the responsibility for knowing about program requirements and university policies, and tracking your degree progress.

All of us at Framingham State University are committed to your academic success and we hope you will take advantage of the opportunities provided here. We offer an excellent and affordable academic program, supported by a talented and award-winning faculty and committed staff members. We are truly delighted to welcome you to your new home. We hope your experiences at Framingham State University will influence and enrich you not only for the next four years, but for many years beyond.

A handwritten signature in blue ink that reads "Chris Gregory".

Dr. Christopher Gregory

Associate Dean of Academic Enhancement

Director, the Advising Center

The Role of Advising for Students and Academic Advisors

Advising is often equated with course registration twice a year, but there can be a lot more to this relationship than just receiving a registration PIN. The advisor is one more person who can serve as a mentor and help you know your options in and out of the classroom. Here's a list of expectations and benefits for advisee and advisor.



Students are expected to:

- Keep up with your university email as it is the official way we keep you informed.
- Always know who your academic advisor is. Check the top information box on your Degree Audit on myFramingham for the advisor's name and office location. The advisor information is also listed under "Network" in Starfish. The Advising Center suggests you meet with your advisor early to introduce yourself, explain your major and minor interests, and get to know your advisor informally. Chat about how they chose their major and their profession; how did they get to where they are today? The answer might surprise you.
- Learn about majors and minors through campus resources including FSU websites and the Advising Center in O'Connor Hall 111. Visit us at www.framingham.edu/advising
- Schedule appointments on Starfish or by email and come as prepared as possible. When meeting during advising/registration time, check your Degree Audit, the Student Schedule Planner, the course catalog, and the Advising Center and major department websites. Most of all, bring your questions!
- Adhere to FSU deadlines and important dates, and ask instructors and advisors for help.

Advisors are expected to:

- Be accessible and tell you their preferred method of contact (such as Starfish, Zoom, e-mail or phone).
- Be a responsive listener, and help you with your progress toward graduation.
- Assist you in exploring your interests, goals and abilities, and relate them to majors, minors and careers.
- Know University policies and, if they do not know the answer, refer you to resources on campus.
- Maintain confidentiality and understand the Family Educational Rights and Privacy Act (FERPA).
- Approve your schedule for the next semester and give you a registration PIN.

Ultimately, your advisor advises, but you make the final decisions.



The big picture

A Framingham State University degree is comprised of three parts: Domain General Education requirements, major courses and free, or “open,” electives.

Minimum number of FSU courses (or course equivalents) required to graduate	32
General Education courses	10 - 11 (outside your major)
Major courses required	10 - 24 (depending upon major)
Free, or “open,” electives	0 - 12 (depending upon major)

General Education (Gen Ed) courses

All students need a minimum of 32 FSU course-credits to graduate. Since most FSU courses carry four hours of credit, this is the equivalent of 128 credit hours. However, we express your progress in terms of FSU course credits, not credit hours. Therefore, when you complete a course at Framingham State, you will have completed one (1) of the 32 courses needed toward graduation

Of those 32 courses, 10 or 11 must be General Education courses, depending upon one’s major. The Domain General Education Program at Framingham State University is designed to broaden knowledge and to expose you to a wide range of analytical styles. General Education courses may complement what you learn in your major courses; lead to declaring a minor; or simply stimulate interest in areas you might otherwise have overlooked.

A complete list of courses satisfying General Education requirements may be found [here](#) in the General Education section of the University catalog. All offerings are listed from the hyperlinks on the student's Degree Audit.

See the Gen Ed Thematic Pathways located in this booklet for ways to complete requirements while satisfying your curiosity!

Thinking about Your Choices

You have lots of options for kicking off your college years. As you put together your first-semester schedule with your advisor, consider the options on the next several pages.

First-Year Student Recommended Courses for Fall 2023

This page suggests courses for the first semester based on your major.
You may also view suggested major courses listed [here](#) .

Themes: Make Your Own Path Through General Education: Fall 2023

These two pages explaining thematic pathways offer an engaging way to complete general education requirements.

RAMS Seminar: The Required Course for Your Successful College Transition

These four pages describe each of the options for your required RAMS course. RAMS offers a seminar with a thought-provoking thematic focus taught by a faculty member with expertise in the subject. RAMS also helps you adjust to college through guidance in topics such as study skills and time management, and through an introduction to the many resources on campus. A student mentor is paired with each course and serves as a resource and guide for the transition to FSU, including offering academic assistance to students.

All new first-year students are required to take a RAMS course.

In the Honors Program? Choose one of the five HNRS 101, 102 or 103 listed under “HNRS 101 First-Year Seminars - Offered Fall 2023 for Honors Program.” Questions? Contact Dr. Greg Halfond at galfond@framingham.edu.

First in your family to attend college? Consider one of the four RAMS listed under “RAMS 101 First-Year Seminars - Offered Fall 2023 for GenOne Next Level.”

More than half of Framingham State students identify as first in their family to attend college. If you are a first-generation college student, GenOne Next Level may be for you! Through special programming, faculty and peer mentors, you will be connected to other first-generation students through the RAMS 101 Seminar. Interested in learning more about this? Please email generationone@framingham.edu.

First-Year Student Recommended Courses for Fall 2023

First-Year students will need to enroll in four (4) courses for the fall semester. Please see the fall course(s) recommended under each major below. Depending on Placement Scores, those who need ENWR 100 Composition I with Writing Studio or ENWR 105 Composition I and/or a MATH or STAT course with Recitation will need to enroll in these particular courses during this fall semester.

During the fall semester, First-Year students should also enroll in either a section of RAMS 101 First-Year Seminar or if in the Commonwealth Honors Program - a section of HNRS 101 First-Year Honors Seminar

Accounting

ECON 101 Principles of Macroeconomics
or ECON 102 Principles of Microeconomics
MATH 123 Introduction to Functions (by exam)

American Sign Language

ASGN 201 Intermediate American Sign Language I
DFST 101 Introduction to Deaf Studies

Art History

ARTH 270 History of Art I

Biochemistry

CHEM 107/107L Principles of Chemistry w/lab
MATH 123 Introduction to Functions
or MATH 180 Precalculus (by exam)

Biology

BIOL 125 The Biology Experience
MATH 123 Introduction to Functions (by exam)
or MATH 180 Precalculus (by exam)

Business & Information Technology

ECON 101 Principles of Macroeconomics
or ECON 102 Principles of Microeconomics
CSCI 120 Intro to Information Technology

Child & Family Studies

CFST 118 Child, Family, School, & Community
MATH 105 Math for Modern Society

Chemistry

CHEM 107/107L Principles of Chemistry w/lab
MATH 123 Introduction to Functions
or MATH 180 Precalculus (by exam)

Communication Arts

COMM 115 Human Communication
or COMM 130 Visual Communication

Computer Science

CSCI 120 Introduction to Information Technology
MATH 123 Introduction to Functions (by exam)
or MATH 180 Precalculus (by exam)

Criminology

CRIM 121 Social Perspectives on
Criminology

Early Childhood Education

EDUC 110 Educ in American Society Grds
PreK-6
MATH 110 College Mathematics I

Economics

ECON 101 Principles of Macroeconomics
or ECON 102 Principles of Microeconomics
MATH 123 Introduction to Functions

Elementary Education

EDUC 110 Educ in American Society Grds
PreK-6
MATH 110 College Mathematics I

English

ENWR 110 Composition II
MATH 105 Math for Modern Society

Environmental Sciences

MATH 123 Introduction to Functions (by exam)
or MATH 180 Precalculus (by exam)
And choose 1 course from the following:
BIOL 130/130L Principles of Biology w/lab
ECON 102 Principles of Microeconomics

Environmental, Society, & Sustainability

GEOG 110 World Regional Geography
STAT 117 Introduction to Statistics

Fashion Design & Retailing (2 of 3 courses)

FASH 140 Principles of Construction
FASH 141 Fashion: Designer to Consumer
FASH 153 Consumer Textiles

Finance

ECON 101 Principles of Macroeconomics
or ECON 102 Principles of Microeconomics
MATH 123 Introduction to Functions (by exam)

Food & Nutrition

CHEM 107/107L Principles of Chemistry w/Lab
MATH 123 Introduction to Functions (by exam)
NUTR 110 Fundamentals of Nutrition Science

Food Science

CHEM 107/107L Principles of Chemistry w/Lab
MATH 123 Introduction to Functions (by exam)
or MATH 180 Precalculus (by exam)

Geospatial & Data Analysis

GEOG 110 World Regional Geography
STAT 117 Introduction to Statistics

Global Studies

GLST 101 Introduction to Global Studies
STAT 117 Introduction to Statistics
or STAT 157 Probability and Statistics (by exam)

Health & Wellness

CHEM 103/103L Introductory Chemistry w/Lab
or CHEM 107/107L Principles of Chemistry w/Lab
HLTH 110 Wellness for Life
MATH 123 Introduction to Functions (by exam)

History

HSTY 1xx – Any 100-level course in History

Hospitality & Tourism Management

HTMG 101 Introduction to Hospitality and Tourism
STAT 107 Business Statistics

International Business

ECON 101 Principles of Macroeconomics
or ECON 102 Principles of Microeconomics
MRKT 181 Marketing Principles

STEM Scholars – Required Courses

RAMS 101 First-Year Student Seminar
SCTS 123/123L Introduction to Inquiry in the
Sciences with Lab

Liberal Studies

Courses chosen from GenEds

Management

ECON 101 Principles of Macroeconomics
or ECON 102 Principles of Microeconomics
MRKT 181 Marketing Principles

Marketing

ECON 101 Principles of Macroeconomics
or ECON 102 Principles of Microeconomics
MRKT 181 Marketing Principles
STAT 107 Business Statistics

Mathematics

STAT 157 Probability and Statistics
MATH 123 Introduction to Functions (by exam)
or MATH 180 Precalculus (by exam)
or MATH 219 Calculus I (by exam)

Pre-Engineering

CHEM 107/107L Principles of Chemistry w/Lab
EGNR 101 Introduction to Engineering
MATH 123 Introduction to Functions (by exam)
or MATH 180 Precalculus (by exam)
or MATH 219 Calculus I (by exam)

Political Science

POSC 110 Introduction to American Politics
or POSC 120 Introduction to World Politics
STAT 117 Introduction to Statistics
or STAT 157 Probability and Statistics (by exam)

Psychology

PSYC 101 General Psychology

Sociology

SOCI 101 Introduction to Sociology
or SOCI 130 Social Problems

Spanish

See department faculty

Sports Management

ECON 101 Principles of Macroeconomics
or ECON 102 Principles of Microeconomics
MRKT 181 Marketing Principles

Studio Art

ARTS 200 Drawing Fundamentals
ARTS 222 Color and Design

World Languages & Linguistics

See department faculty

Undeclared

Courses chosen from GenEds.

Commonwealth Honors Program

HNRS 101 First-Year Honors Seminar
See Primary Major for the 1 to 3 courses
The following are Honors sections of GenEd:
ANTH 172H Interpreting the Past: Archaeological
Perspectives
ARTS 168H Introduction to Animation
DGHM 110H Introduction to Digital Humanities
EASC 101H Climate Change is Now
EDUC 110H Education in American Society PreK-6
ENWR 110H Composition II
HSTY 120H American Lives

90736 RAMS 101AR 001 Drawing Conclusions

An introductory drawing course consisting of a series of assignments, each with a unique problem to solve. Each assignment concludes with a drawing that communicates your solution. Assignment problems range from redesigning an everyday object like an umbrella to solving a murder mystery. This course is meant to enhance research, imagination, drawing, and problem-solving skills. Drawing skills are developed and incorporate both direct observation and imagination. Materials used: pencil, charcoal, and ink. Skills covered include shading, perspective, and composition.

This course satisfies GenEd Domain I-A.

90738 RAMS 101BI 001 Cell Lines, Cancer, and Medical Ethics - The Immortal Life of Henrietta Lacks

An investigation into socio-economic and racial disparities in the medical field, issues of informed consent and compensation for medical research, as well as the patenting of human cells and genes. Who owns your cells once they leave your body? Can consent ever truly be informed? We explore questions like this in the context of the exploitation of Henrietta Lacks, the cancer that took her life, and the highly profitable cell line that resulted from it. Reading *The Immortal Life of Henrietta Lacks* by Rebecca Skloot serves as a springboard to discuss other cases such as the Tuskegee Syphilis Study and to debate the concept of personhood. Together, we examine how bioethics has changed over time and which issues persist today.

This course satisfies GenEd Domain III-C.

90740 RAMS 102ED 001 Spinsters, Superheroes, Rebels, and More - Portraying Teachers and Students in TV and Film

An exploration of the images, stereotypes, and narratives of K-12 students, teachers and schooling as represented in TV and film. Full-length films, short excerpts, and episodic television clips are screened and paired with readings and other media to examine the ways in which these media embody both complexity and reductivism around race, gender, social class, intelligence, and academic ability. Each course unit has a thematic focus that is examined through visual, written, and media artifact, and assignments center around an analysis of how these artifacts represent our understanding - both through their cultural impact and their influence on personal memoir - of a common experience.

This course satisfies GenEd Domain I-B.

90741 RAMS 101EN 001 The City in American Culture

An exploration of how fictional texts depict urban spaces in the United States. What are the attractions and perils of city life? Why do people feel as if they belong, or do not belong, in the city? How do artists and authors imagine cities through the stories they tell? The course considers these questions by engaging with a variety of critical and artistic representations: journalistic articles on U.S. housing policy, short stories by Edgar Allan Poe and Edith Wharton, poetry from the modernist era, films such as Spike Lee's *Do The Right Thing* and Greta Gerwig's *Lady Bird*, and the rise of hip hop as a global phenomenon.

This course satisfies GenEd Domain I-B.

90743 RAMS 103EN 001 Poppin' Literary Tags - Writing Fan-Fiction, Retellings, & "Participatory" Stories

A creative writing course with emphasis on developing works featuring the characters, settings, and plots from favorite/established, pre-existing narratives. Applied strategies include recontextualizing with "missing scenes"; expanding a timeline with events that happened before the established story; refocalizing a story from its central figures to secondary or minority characters; inverting the moral universe of the primary text by transforming its antagonist into a protagonist; shifting genres or sub-genres; and "cross-over" stories, which include features from two different texts. This is a workshop class; students are expected to read out loud from their work and engage in class critique.

This course satisfies GenEd Domain I-A.

90745 RAMS 103EN 003 Our Families, Ourselves

An exploration of the idea of family: where we come from and the stories that have shaped us. We consider diverse notions of what constitutes a "family" as we write and revise our own stories and essays on the theme of family. The course is conducted primarily as a creative writing workshop during which we discuss each other's work in progress. We also take up the issue of craft: what makes a piece of writing effective and how we can apply those tools to our own work. Using published work, photographs, interviews, writing exercises, and our imaginations and memories, we spend the semester researching and writing our own family stories.

This course satisfies GenEd Domain I-A.

90962 RAMS 101ES 001 10 Ways the Earth can Kill You

An exploration of natural disasters— floods, volcanoes, earthquakes—that cost thousands of lives and cause tens of billions of dollars of damage every year. This total only increases as the population swells and climate change reaches every corner of the globe. This course examines the causes and effects of the more common natural disasters, discusses their predictability, and examines how societies choose to deal with these catastrophic events. Students explore policy choices that can save—or cost—us billions of dollars and thousands of lives every year.

This course satisfies GenEd Domain II-B.

90747 RAMS 101FA 001 Introduction to Fashion Business - Environmental, Social Justice, & Financial Implications

An exploration of core issues, challenges, and strategies for establishing a fashion business. In this course, students are introduced to the key components necessary to create a fashion business and discuss environmental, social, and financial components that contribute to sustainable and socially responsible fashion business practices. Students reflect on their own life experience as a way to consider successful fashion business practices. Topics may include technological innovation in textiles and fashion products, business models, target market, management and marketing strategies, diverse and inclusive workplace culture, and community engagement.

This course satisfies GenEd Domain III-B.

RAMS 101 First-Year Seminars - Offered Fall 2023 (continued)

[90748 RAMS 101FN 001 Food Through Time](#)

A study of food through time. What was the typical diet like for people in different areas of the world in different eras? How is social class reflected in what people eat? Topics include how food has driven political, economic, social, and cultural development of the world and of the United States. Students explore different time periods including hunter/gatherer societies, transitions to agriculture, and food in Colonial and 19th Century New England. Themes of exploration, trade, technology, immigration, and wartime are explored. Coursework includes collaborative research-based problem solving; researching and preparing a meal from historical cookbooks; and a field trip with preparation of a meal using 19th century technology.

This course satisfies GenEd Domain III-A.

[90750 RAMS 101GY 001 The Future of Water - An Essential but Uncertain Global Resource](#)

An exploration of the political, economic, and ethical dimensions of access to water. Many of us take clean, unlimited water for granted in the United States, as we grab a bottle of water from the fridge or bath in a long, hot shower. But access to water is increasingly threatened in the 21st century. In many places, “too much” water in intense storms floods communities and takes lives and property. In other places, “too little” water pits people against each other in fierce competition for this precious resource. Still elsewhere, water that people thought was safe has been exposed as a shocking danger to human health or is unaffordable for many. Using readings from diverse sources, we address access to reliable, safe water using a geographical perspective, setting the concepts of place, social justice, and sustainability at the center of our inquiries.

This course satisfies GenEd Domain III-B.

[90751 RAMS 101HI 001 Take Me Out to the Ballgame - A History of America's Pastime](#)

An exploration of modern American history through the lens of baseball. The course follows the sport from its origins as a hobby for amateurs in eastern industrial towns to today, when it is a global business in which players from around the world earn \$300 million contracts. We study how baseball became the national pastime and when other sports became more popular. And yet, baseball is more than just a game. Through a variety of sources about the connections between baseball and American history, students consider a range of issues, including the economics of labor, the role of sports in international diplomacy, race and gender, and more. In short, we cover all the bases.

This course satisfies GenEd Domain III-A.

[90752 RAMS 101HI 002 A Framingham Story - Exploring the History of Framingham and FSU](#)

An introduction to the history of the city of Framingham and Framingham State University. Why did a famous abolitionist burn a copy of the Constitution in Framingham? Why are there three different town centers that are miles apart? What rules and expectations governed student behavior and how did they change when the all-female school became co-ed? This course uses these and other questions to explore the historical legacy of Framingham and Framingham State University. Through a close examination of historical sources, students work to uncover the experiences of Framingham residents and FSU students and explore their significance in local, state, and national history.

This course satisfies GenEd Domain III-A.

[90753 RAMS 103HI 001 Starting New - Journeys, Past, and Present](#)

An exploration of both historical and current movements of people. Whether as a forced or voluntary migrant, starting life in a new place brings a vast range of opportunities and challenges. Students investigate how migration shaped town and city life in the 19th, 20th, and 21st centuries, with a focus on Framingham and students' places of origin. They consider inter-generational experiences of migration and the feeling for many migrants of having “a foot in each world.” A wide range of cultural artifacts are examined including online published sources, unpublished personal accounts, photographs, architecture, digital maps, film, and oral histories. Students engage in self-reflection on their own experiences as new college students and how, over their first semester, their identity, perspectives, and understandings of the world may be shifting.

This course satisfies GenEd Domain I-B.

[90754 RAMS 101HW 001 Growth through Challenge - Body, Mind, Spirit, and Endurance Running](#)

A multidisciplinary examination of the science of endurance running and its relationship to dimensions of human growth. How and why do people build the physical and mental strength to complete incredible challenges of endurance such as running 100 miles or multiple-day marathons? What do people mean when they say running “changed their life?” We investigate those questions and more! Explore physiological (body), psychological (mind), and experiential (spirit) factors that enable people to push the limits of human endurance, and how pushing limits can contribute to growth in those domains. Experiential learning activities include creating training plans, group and individual running, journaling, and more! Prior running experience and ability are not required, but you are physically active in this course. Accommodations and modifications are available.

This course satisfies GenEd Domain II-B.

[90755 RAMS 101NE 001 The Science of Lies and Lie Detection](#)

An examination of deception and methods of lie detection. We investigate how scientists study deception and the roles that science and superstition play in lie detection. We also address how racism and bias may impact the accuracy of lie detection tests. In this course students learn to conduct various lie detection tests, read articles about deception and the scientific merit of lie detection, debate the appropriateness of lie detection, and discuss how contemporary media depicts lie detection. Questions of interest include: What do scientists know about deception? What evidence is considered credible by scientists? Have appropriately diverse samples been used when researching deception and testing lie detection methods? Are psychopaths and others with personality disorders able to fool lie detector tests? Should lie detection tests be allowed in the criminal justice system?

This course satisfies GenEd Domain II-B.

RAMS 101 First-Year Seminars - Offered Fall 2023 (continued)

90939 RAMS 102PH 002 Arguing with Your Conservative/Liberal Relative at Thanksgiving

A re-evaluation of the goals of argument. What is the goal of arguing? Is it to win the argument, or is it to bring someone who disagrees with you to your side? Those two things are more different than you might imagine! We examine arguments from different settings: academic, scientific, political, personal relationships (especially romantic), familial, written, oral, and of course the internet. At first, we examine how our current understanding of argument as win/lose is destined to fail. This class prepares you to be a better writer in whatever field you choose to enter. In the class you read, write, engage in dialogue, and examine various different kinds of media (social networks, the internet, texting, news, books, etc.) with a critical eye. This course helps you improve your relationships and be a better citizen. Lastly, hopefully this course helps you make the change you want to see in the world and not just fantasize about that change.

This course satisfies GenEd Domain I-B.

90758 RAMS 101PO 001 Social Media, Free Speech, and Democracy

An introduction to how the interplay between free speech law and social media influences American democratic governance. Students study the free speech principles underlying American First Amendment case law and apply these principles to contemporary debates over the appropriate level of government involvement in mediating social media discourse. Students analyze a range of controversies such as whether the government should regulate hate speech, the degree to which the government should police social media for misinformation, and whether social media platforms should be regulated as public utilities.

This course satisfies GenEd Domain III-B.

90760 RAMS 101PS 002 Bros and BFFs - The Psychology of Friendship

An exploration of how friendship changes from preschool through adulthood. What is a friend? The answer depends, in part, on how old you are. In this course, we use a developmental lens as we analyze depictions of friendship in television and literature. We also consider the relationship between friendship, culture, and society. Through peer interviews, campus observations, and journal reflections, we examine students' experience of friendship at Framingham State University.

This course satisfies GenEd Domain III-B.

90762 RAMS 101SO 002 Mass Murder - An American Phenomenon

An examination of why this crime occurs more frequently in the United States relative to other advanced countries. The course looks at the characteristics and relationships between offenders and victims, in addition to location and type of weapon(s) used during a mass murder. Students learn how the United States is becoming more desensitized to this crime; and how the reaction and proposed solutions to mass murder have been consistent and ineffective over the last decades. By utilizing peer-reviewed and news articles, students learn about the difficulty in studying these crimes, including a lack of a reliable database of mass murders.

This course satisfies GenEd Domain III-B.

90938 RAMS 102 PH 001 Resilience in Togas

A story of an exemplary life. The philosopher Socrates was put to death by fellow Athenians for asking questions! Socrates described himself as a person who knew nothing worth knowing. Ever concerned with what it meant to live well, he sought out the greatest minds in Athens and posed questions about the virtues that constitute a worthwhile life; virtues like courage, friendship, love, and justice. His conclusion: these great minds know no more than he does, and true wisdom lies in understanding how little human beings can ever know about those things that are so important to know. And yet, for Socrates, the most important human endeavor is to seek continually the true meaning of these virtues. This course investigates the life of Socrates through the writings of Plato. It presents Socratic investigation as a key to navigating the inherent difficulties of human existence. Despite ending in execution, Socrates' life is held up as an ideal.

This course satisfies GenEd Domain I-B.

RAMS 101 First-Year Seminars - Offered Fall 2023 for GenOne Next Level

Interested in GenOne Next Level mentoring program? Please see the description on page 5.

90742 RAMS 102EN 001 Please Don't Take My Air Jordans - Looking at Poverty in Poetry and Prose

An exploration of the subject of poverty in relationship between race, gender, sexuality, immigration, geography—and the written word. What does it mean to grow up poor? What is working class? And how do poets and writers depict these physical and emotional wants in a story or poem or essay? Through close reading and analysis, and a field visit, students examine how economic class is explored on the page, including the implications on a reader's experience of the text, and in so doing, one's vision of the world.

This course satisfies GenEd Domain III-B. Note: This section is open to GenOne Next Level Students only.

90744 RAMS 103EN 002 You Are Here - Writing about Place, Perspective, and Possibility

An introductory creative writing workshop focused on writing about students' experience of place. Students read and write both poetry and prose to explore ideas of place, engaging with themes such as "home" and "away," (un)belonging, and social justice. Students study examples from diverse voices in contemporary literature and share their own writing through workshops and readings. Students also write about Framingham State's campus and the surrounding area as they consider how their college experience connects to their past and informs their potential future. This course includes generating, drafting, and revising creative work for a public audience.

This course satisfies GenEd Domain I-A. Note: This section is open to GenOne Next Level Students only.

RAMS 101 First-Year Seminars - Offered Fall 2023 for GenOne Next Level (continued)

90749 RAMS 101FS 001 Cut the Cost - Reducing Food Waste

An invitation to explore how food waste impacts our environment and what we can do to reduce it. The United States wastes more than 30% of the food produced, which translates to a staggering amount of 300 pounds of food waste, valued at \$1500 per year per family. Through guided activities and in-class discussions, we discover how food waste contributes to greenhouse gas emissions and climate change. We explore how science, human behavior, and resource management can help us find solutions to this global problem. As First-Year students, you have the opportunity to draw parallels to your own experiences and learn how to optimize your resources and develop innovative solutions to complex problems. In this course we explore how to reduce food waste and work in groups to create an educational board game that teaches others about this topic. This helps you connect with the campus community and apply what you learn in class to game design.

This course satisfies GenEd Domain II-B. Note: This section is open to GenOne Next Level Students only.

90761 RAMS 101SO 001 Level Up - How Does Your Background Influence Success in College

A deep dive into the many social and cultural factors that influence success in college. In this course, we ask about the relationship between higher education and society, such as: Why do some college students "get further ahead" than others? Why do some students get more involved in co-curricular activities than others? Who attends four-year vs. two-year institutions? How do families and peers shape the educational paths students take? How does being first generation affect a student's experiences in and outside the classroom? Coursework includes research based assignments, reading counterstories, written reflections and class discussions.

This course satisfies GenEd Domain III-B. Note: This section is open to GenOne Next Level Students only.

HNRS 101 First-Year Seminars - Offered Fall 2023 for Honors Program

Honors Program students must choose one of the courses below. Contact Dr. Greg Halfond at ghalfond@framingham.edu with any questions.

90733 HNRS 102BI 001 Cannabis and Society - Friends or Foes?

An investigation of the history and policies around Cannabis, also known as Marijuana or Pot. According to the United States (US) government, it is currently illegal to have, use, transport or sell Cannabis, but it is legal to do some (or all) of that in over half of the US states and in many other countries across the globe. What types of propaganda have been used to influence social opinions about Cannabis and its users? Why, if equal numbers of whites and blacks use Cannabis, are arrests and incarcerations in the US 4 to 16 times more likely for black users? In this course, we begin to evaluate the cultural roles and potential uses of this plant and try to address the positive and negative implications of Cannabis use in a modern society.

This course satisfies GenEd Domain III-C. Note: This section is open to Honors Program Students only.

90956 HNRS 101CH 001 What am I drinking?

An exploration of the healthful, harmless, and harmful components of common beverages. Whenever you pour a glass of water, brew a cup of tea or coffee, or drink kombucha, do you think about the molecules that make up what you are drinking? Your drink is a mixture of compounds that are responsible for its color, taste, fragrance, and calories. Unfortunately, beverages may also contain harmful components, such as heavy metals (arsenic, cadmium, and lead) and pesticides. Topics explored in this class include contaminants in the water supply, water purification methods, natural and artificial sweeteners, and the molecules responsible for the color, taste, and smell of dairy and plant-based milks, coffee, tea, and alcoholic beverages.

This course satisfies GenEd Domain II-B. Note: This section is open to Honors Program Students only.

90734 HNRS 103EN 001 Drama - All the World's a Stage

A creative, hands-on approach to modernizing, adapting, and performing William Shakespeare's play A Midsummer Night's Dream and Christopher Marlowe's Doctor Faustus. If "all the world's a stage," and one person in their time plays many parts, then what is your role? Coursework includes collaborative and performance-driven projects that explore our places on today's world stage. Students reflect on their best practices for critical reading, creative writing, and teamwork. Throughout, students reflect upon the evolution of the "theater of the world" and its implications for social justice in historical and contemporary contexts.

This course satisfies GenEd Domain I-A. Note: This section is open to Honors Program Students only.

90735 HNRS 103HI 001 Representing and Reckoning with Racial Slavery

An exploration of the history of racial slavery in the United States and how people have employed artistic and literary works such as autobiographies, graphic novels, novels, and poetry; films and television shows; and paintings, sculptures, and installations to make sense of the institution and its legacies for American culture and society. In the first part of the course, students examine the evolution of racial slavery in mainland North America and the United States with a focus on enslaved people's experience of enslavement and the role enslaved and free Blacks played in its abolition. In the second part of the course, students analyze historical and contemporary artistic and literary representations of racial slavery and its legacies. This course provides students with a foundation for participating in contemporary debates over how we should make sense of the United States' slaveholding past.

This course satisfies GenEd Domain I-B. Note: This section is open to Honors Program Students only.

90957 HNRS 102PH 001 Resilience in Togas

A story of an exemplary life. The philosopher Socrates was put to death by fellow Athenians for asking questions! Socrates described himself as a person who knew nothing worth knowing. Ever concerned with what it meant to live well, he sought out the greatest minds in Athens and posed questions about the virtues that constitute a worthwhile life; virtues like courage, friendship, love, and justice. His conclusion: these great minds know no more than he does, and true wisdom lies in understanding how little human beings can ever know about those things that are so important to know. And yet, for Socrates, the most important human endeavor is to seek continually the true meaning of these virtues. This course investigates the life of Socrates through the writings of Plato. It presents Socratic investigation as a key to navigating the inherent difficulties of human existence. Despite ending in execution, Socrates' life is held up as an ideal.

This course satisfies GenEd Domain I-B. Note: This section is open to Honors Program Students only.



Themes: Make Your Own Path Through General Education: Fall 2023

All students need to complete their General Education courses, but there's more than one way to do that. Try creating your own pathway! Are you interested in climate change? Diversity? Globalization? Public health? There's a pathway that lets you take courses that follow your passion. And there's no commitment. If your interests change or you need to use Gen Ed courses to complete a minor, for example, no problem! Change paths. You're in charge.

In the thematic pathways below, you'll see the 100-level General Education courses that you could take in Fall 2023, including the RAMS and HNRS 101 courses, organized by theme. The numbers after each course are the numbers you can use to register. Lists like this will be available each semester at advising time.

Theme: Climate Change and Sustainability

Here you'll find courses that examine the causes and effects of climate change, efforts to mitigate and respond to those changes, as well as efforts to change human attitudes and behaviors that have led to our current climate crisis.

Domain II-B

EASC 101 Climate Change is Now: An Introduction to Earth Systems (90364; 90366; 90368-Honors)
EASC 108 Understanding the Weather: Introduction to Meteorology (90369)
EASC 118 Our Blue Planet: An Introduction to Oceanography (90372)
PHYS 111/L Physics, Nature, and Society (90398 & 90399)
RAMS 101ES 10 Ways the Earth Can Kill You (90746)
RAMS 101FS Cut the Cost: Reducing Food Waste (90749)

Domain III-B

RAMS 101FA Introduction to Fashion Business: Environmental, Social Justice, and Financial Implications (90747)
RAMS 101GY The Future of Water: An Essential but Uncertain Global Resource (90750)

Theme: Public Health

Here you'll find courses that focus on the promotion of the health of both individuals and communities. You'll also find courses that focus on the responsibilities of governments and other institutions in this work, including public health policy and the challenges created by inequalities.

Domain II-B

NUTR 110 Fundamentals of Nutrition Science (90536; 90537; 90538; 90539; 90540)
HNRS 101CH What Am I Drinking? (90956)
RAMS 101HW Growth Through Challenge: Body, Mind, Spirit, and Endurance Running (90754)

Domain III-C

HNRS 101BI Cannabis and Society: Friends or Foes? (90733)
RAMS 101BI Cancer, Cell Lines, and Medical Ethics: The Immortal Life of Henrietta Lacks (90738)

Thematic Pathways (Continued)

Theme: Diversity, Equity, Gender, and Inclusion

Here you'll find courses that examine the causes and/or effects of racism, misogyny, and other instances of "othering," as well as courses that focus on efforts to combat the drivers of inequality. You'll also find courses that delve into the contributions and perspectives of marginalized groups.

Domain I-B

HNRS 103HI Representing and Reckoning with Racial Slavery (90735)
HSTY 120 American Lives (90429-Honors)

Domain II-B

RAMS 101NE The Science of Lies and Lie Detection (90755)

Domain III-A

HSTY 111 United States History to Reconstruction (90428)
HSTY 169 Sex and the Sixties (90431)
HSTY 186 History of Modern Violence (90432; 90433)

Domain III-B

ANTH 161 Cultural Anthropology (90613)
DFST 101 Introduction to Deaf Studies (90676)
HSTY 146 Feminism Then and Now: What Does the Future Hold? (90430)
RAMS 102ED Spinsters, Heroes, Rebels, and More: Portraying Teachers and Students in TV and Film (90740)

Domain III-B (cont.)

RAMS 101EN Please Don't Take My Air Jordans: Looking at Poverty in Poetry and Prose (90742)
RAMS 101FA Introduction to Fashion Business: Environmental, Social Justice, and Financial Implications (90747)
RAMS 101GY The Future of Water: An Essential but Uncertain Global Resource (90750)
RAMS 101SO Level Up: How Does Your Background Influence Success in College (90761)
SOCI 101 Introduction to Sociology (90632)
SOCI 130 Social Problems (90633; 90634; 90635)

Domain III-C

GEOG 110 World Regional Geography (90377; 90378; 90379)
LING 110 The Languages of the World (90681)
RAMS 101BI Cancer, Cell Lines, and Medical Ethics: The Immortal Life of Henrietta Lacks (90738)
HNRS 101BI Cannabis and Society: Friends or Foes? (90733)

Theme: Immigration and Globalization

Here you'll find courses that focus on the causes and effects of human movement across political boundaries, including immigration and refugeeism. You also find courses that focus on the interdependence of economies and cultures around the world, as well as the role of boundaries in creating opportunities and challenges for peoples to engage cross-culturally.

Domain I-B

RAMS 101HI Starting New: Journeys, Past and Present (90753)

Domain III-A

HSTY 105 Europe and the World to circa 1450 (90427)
HSTY 111 United States History to Reconstruction (90428)
RAMS 101FN Food Through Time (90748)

Domain III-B

RAMS 101EN Please Don't Take My Air Jordans: Looking at Poverty in Poetry and Prose (90742)

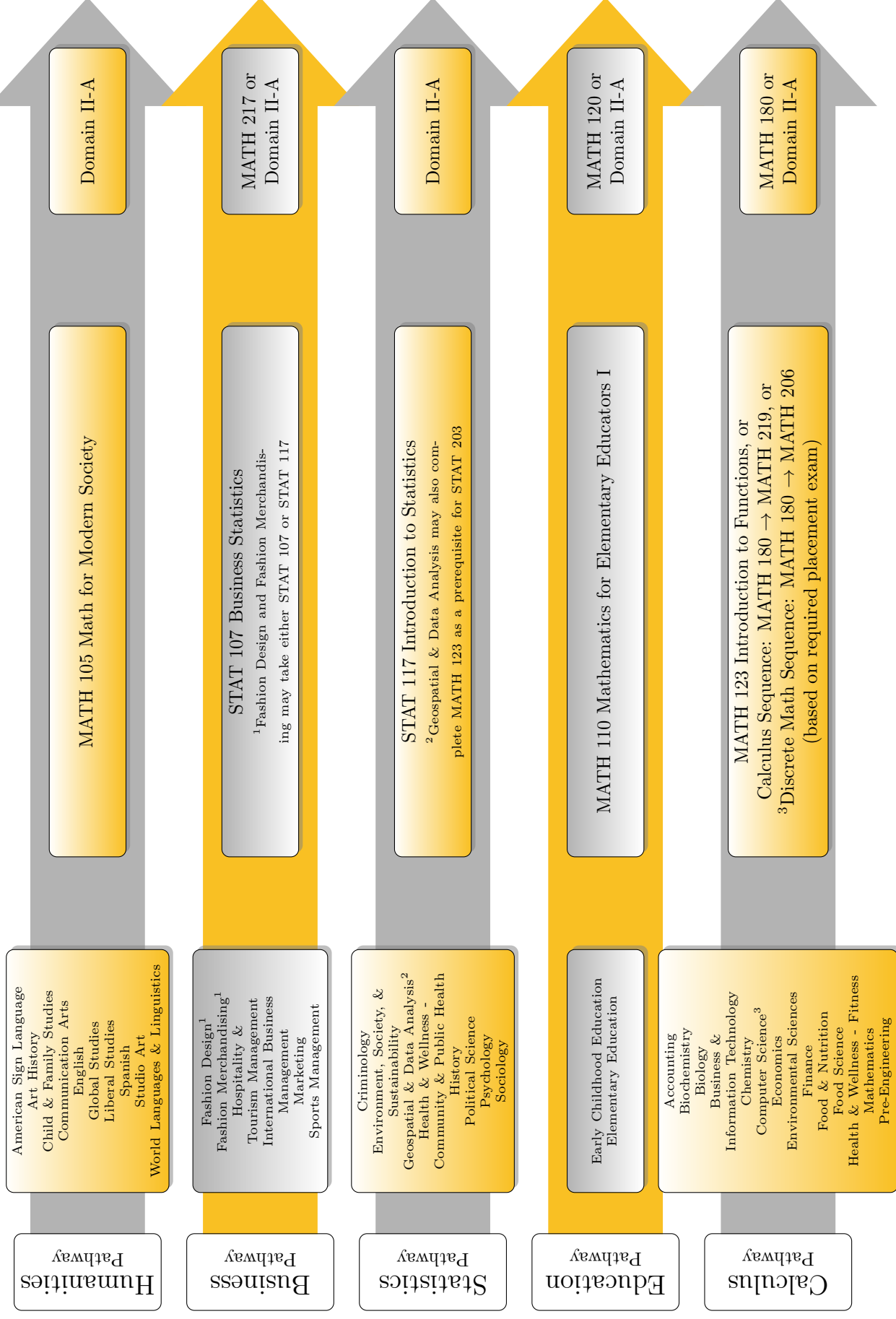
Domain III-C

GEOG 110 World Regional Geography (90377; 90378; 90379)
LING 110 The Languages of the World (90681)



Framingham State University Mathematics Pathways

(Mathematics Department Recommended Courses for General Education Core Math Requirement)



General Education Tips

Select Domain General Education (the nickname we use is “Gen Ed”) courses from outside your major.

Domain Gen Ed courses must be taken from departments outside your major. For instance, English majors might wish to take ENGL 243, The American Short Story, because it satisfies Domain I, Subdomain B (“I-B Humanities”). However, as students cannot take a Domain Gen Ed course in their major, English majors must choose a I-B Humanities course that is non-English, such as an art history, music, or a philosophy course.

For all majors, except Liberal Studies, one subdomain is “fulfilled through the major.”

For example, computer science majors are not required to take a course from Domain II-A, “Analysis, Modeling, Problem Solving.” Rather, Domain II-A is fulfilled through the major as computer science majors will be taking several courses in analysis, modeling and problem solving as required by their major. For those majors with a subdomain fulfilled, the online Degree Audit on myFramingham will note the subdomain fulfilled as “Satisfied through Completion of Major.”

Some majors require specific Domain Gen Ed courses, or “major-related” courses.

For instance, the management major requires that its majors take STAT 107, Business Statistics, to satisfy math in the common core. In this case, management students fulfill a Domain General Education category (2-A) *and* a requirement for their major through completion of that one specified course.

Courses to fulfill a minor may be drawn from Domain Gen Ed courses and/or from free electives.

For instance, if a student has taken SOCI 101, Introduction to Sociology, to satisfy Domain III-B and SOCI 220, Sport in Society, to satisfy Domain III-C, that student has completed two courses toward the sociology minor. Remember, however, that this would not apply if one is a sociology major.

If you change your major, Domain Gen Ed categories that you had satisfied previously may become unfulfilled again.

Remember that the Degree Audit on myFramingham is a dynamic document that may change as you make changes to your major status. Please monitor your audit and contact the Advising Center at advising@framingham.edu with questions!

Frequently Asked Questions (and answers)

What kinds of classes are required in addition to Domain Gen Ed courses?

Students must complete 10-24 major courses, depending on their major. Major requirements are listed in the University catalog; major worksheets are available from the Advising Center in O’Connor Hall or online here.

What are free or “open” electives?

Free electives are chosen from any courses offered by the University; they may be used to help fulfill a minor or to position a student in the job market, or simply to enjoy. Students will take anywhere from 0 to 11 free electives depending upon their major.

Does the University require foreign language competency?

Yes. Students are required either to take a world language course or to prove competency in another way. Additional information about foreign language coursework appears later in this booklet.

Frequently Asked Questions (and answers) continued

Does a “waiver” from Domain I-C Language or a successful placement test score reduce the number of courses I must take to fulfill the 11-course Domain General Education requirement? No. If you are eligible for a waiver, you have several options. You may take a foreign language course at any level in a language other than the one for which you earned the waiver. You may take a course in the language that earned you the waiver, though you must choose the course level based on your placement score. You may also take another Domain I-A or I-B course to satisfy the Domain. Regardless, *earning a foreign language waiver does not reduce the number of courses you must complete.*

What are residence requirements?

Students must take at least 8 credit-bearing FSU courses. Of these, students must complete a minimum of 5 credit-bearing courses offered by their major department. If students want to complete a minor, at least 3 courses must be completed here. If students want to be eligible for graduation honors, they must have completed at least 16 courses at FSU.

Once I declare a major, may I change it?

Yes. However, keep in mind that the later in one’s academic career one makes this decision, the more likely it is that it will take additional time or courses to complete the degree requirements of the new major. Although we encourage exploration, we also expect that students will stay abreast of the applicable requirements. Department chairs, faculty members and the Advising Center can serve as resources during this transition.

Who is responsible for ensuring that I take the correct courses?

Ultimately, you are. Many resources exist to assist you in charting your progress. Chief among them is the personalized Degree Audit on myFramingham. In addition, your faculty advisor will help you select courses and answer questions about academics. The advisor also can offer strategies to maximize your academic success. The Advising Center academic advisors are available to all students. Finally, your undergraduate catalog is a vital source of information that details academic policies and requirements. You are responsible for knowing its contents. Take some time to become familiar with the undergraduate catalog.



Placement Testing at Framingham State

The information on this page is provided to assist students and advisors with placement testing for academic year 2023-2024. Please visit the Placement Testing site at <https://www.framingham.edu/academics/advising/placement-testing/> for detailed information regarding placement testing.

HOW PLACEMENT IS DETERMINED: Course placement is based primarily on a student's adjusted high school gpa. **Placement testing is NOT required for all students. Students will be contacted via e-mail if placement testing is recommended.** Placement code definitions may be found on each Degree Audit by clicking "RESOURCES" at the top of the audit. Students are invited to participate in placement testing according to the following criteria:

WRITING: If a student has an adjusted high school gpa of less than 3.0, they will receive an e-mail invitation from the Writing Program to participate in an online writing assessment conducted via Canvas. This will be an ongoing process through the summer. Any questions should be directed to first-year-writing@framingham.edu .

MATH: All STEM (Science, Technology, Engineering and Math, Computer Science, Food & Nutrition) majors and Accounting, Economics and Finance majors will be invited to take a Math Placement test, regardless of high school GPA. The highest possible course placement will be Precalculus (MATH 180). Students who qualify for college-level Calculus based on their test score will be referred to the Chair of Mathematics, Dr. Michael Krul (mkrul@framingham.edu), to determine if Calculus is an appropriate placement. Undeclared and non-STEM students who are considering a major in STEM are encouraged to take the placement test if their adjusted high school GPA is less than 3.0. (That is an adjusted high school GPA less than 3.0 means students would take their first FSU math course with the required Math course with Recitation, or an additional one hour of math support per week in addition to the course times.)

Students will receive an e-mail with information about testing dates and details.

LANGUAGE: Students who plan to take a course in a language that they have experience with need to take a placement test. The Elementary level, or 101 courses, are for students who have no experience with the language. Students with significant experience in a language other than English may be assessed for competency/fluency, and it is possible that they could qualify for a language waiver. A waiver does not award credit; however, a waiver allows students to take another course from Domain General Education category 1A or 1B to fulfill that required category credit. Students may e-mail placement@framingham.edu to request a test/assessment for language placement or a possible waiver.

Bachelor's Degrees available at Framingham State University

Bachelor of Arts

American Sign Language
Art History
Communication Arts
Criminology
Economics
English
Environment, Social Justice and Sustainability
Geospatial & Data Analysis
Global Studies
History
Liberal Studies
Political Science
Psychology
Sociology
Spanish
Studio Art
World Languages

Bachelor of Science

Accounting
Biochemistry
Biology
Business and Information Technology
Chemistry
Child and Family Studies
Computer Science
Earth Systems Science
Environmental Science and Policy
Fashion Design and Retailing
Finance
Food and Nutrition
Food Science
Health and Wellness
Hospitality and Tourism Management
International Business
Management
Marketing
Mathematics
Nursing (*available only to those who are registered nurses*)
Sports Management

Bachelor of Science in Education

Early Childhood Education
Elementary Education



Add a minor to your major: 2023-2024

Adding a minor, typically consisting of a minimum of five courses, allows students to complement their major, explore new areas of interest and enhance their marketability.

To fulfill the requirements of a minor, students must complete a minimum of three FSU course credits in the minor department. Below is a list of minors offered at Framingham State University. Details about minor requirements may be found in the undergraduate catalog.

Accounting	American Sign Language
American Studies	Anthropology
Apparel Design	African American Literature and Film
Art History	Art
Artificial Intelligence	Biology
Black Studies	Biochemistry
Chemistry	Business
Children's and Young Adult Literature	Creative Writing
Communication Arts	Child and Family Studies
Criminology	Computer Science
Digital Humanities	Data Science and Analytics
Earth System Science	Diversity Studies
Education	Economics
English	Enterprise Systems
Entrepreneurship	Environmental Studies and Social Justice
Fashion Studies	Fashion Merchandising
Film Studies	Film Production
Food Science	Finance
Gender Studies	Geography
Geographic Information Science	Health and Wellness
Graphic Design	Hospitality and Tourism Management
Irish Studies	Information Technology
Information Systems	History
International Business	Latin American, Caribbean, and United States Latino Studies
Journalism	Marketing
Law and Politics	Mathematics for Elementary Education
Mathematics	Middle School Education
Media Culture and Society	Music
Museum Studies	Photography
Neuroscience	Political Science
Philosophy	Professional Writing
Physics	Public Health
Portuguese	Nutrition
Psychology	Sales
Science Communication	Secondary Education
Social Studies	Sociology
Statistics	Spanish
World Languages and Linguistics	Sports Management
	STEM
	Sustainable Food Systems
	Theatre
	Writing

Indispensable advice for the first-year student

- o For many, college is equivalent to a full-time job. Therefore, we recommend working no more than 20-25 hours part-time if you are enrolled in 4 courses. If you must work longer hours, we understand, but seriously consider reducing your course load from 4 to 3 courses. Plan a realistic path to success.
- o Your ability to manage your time wisely and productively is a leading predictor of success.
- o Familiarize yourself with our faculty, staff and students, campus resources and events--all the things that make us unique and beneficial to you.
- o Attend all classes. Your attention, your good notes, your level of participation and your commitment to the class will help determine your earned grade and the quality of your learning.
- o Get to know one faculty member each semester. Students who take the time to know a professor--and allow the professor to know them--will have a meaningful, rich college experience. Many faculty members are interesting people who have ideas and experiences that will expand your own. Faculty also will write important letters of recommendation, but they must know you well to write well of you.
- o Read syllabi distributed in each class. Know course requirements and attendance policies and late work policies. Note exam and paper due dates and plan your work to meet them.
- o Check your FSU email account regularly. FSU email is the official correspondence the university uses to share important information.
- o Reinforce class material by forming study groups and exchanging phone numbers and email addresses with classmates.
- o Take advantage of University services such as CASA. CASA offers a computer lab, tutoring in many subjects, and academic accommodations; it also is a quiet place to study. You will learn about other resources during your RAMS class.
- o Take our advice above and you will certainly join these hard-working folks below! Here at FSU, many people are available to help you succeed.



Academic Advising

Stop by the Advising Center in O'Connor Hall room 111 to make an appointment with one of our three advisors; call 508-626-4540; or email us at advising@framingham.edu.

The Advising Center website features links to various services we provide. Please visit us at www.framingham.edu/advising.

The undergraduate catalog is the essential guide for all students. You are bound by the catalog under which you are admitted. For instance, if you begin with us in the Fall 2023 semester, you must follow the requirements set forth in the 2023-2024 catalog. Catalogs are online at <https://www.framingham.edu/academics/catalogs/index>.

Career Development

Bring your questions about career paths, internships and what you can "do" with a major or minor to the Office of Career Development. Learn more at: <https://www.framingham.edu/the-fsu-difference/career-services/index>, call them at 508-626-4625 or stop by the office in the McCarthy Center, room 412.

Placement Testing

For all questions about placement testing, call the office at 508-626-4905 or get in touch by email at placement@framingham.edu.

Question about your Fall Schedule?

Students with questions about their Fall 2023 course schedule may address them to the Advising Center at advising@framingham.edu or by calling us at 508-626-4540. We are available all summer to assist by appointment, phone or email.

First-year students may add and drop courses all summer until the last day of the add/drop period on Wednesday, September 13, 2023. Students wishing to add or drop courses may do so online on their own using the registration PIN provided by their summer advisor. **Please consult with the summer advisor or Advising Center personnel before adding and dropping courses.** Students may also come to the Advising Center in O'Connor Hall room 111 to meet with an academic advisor. We want you to get off to the best start as we welcome you to Framingham State University.

