

2012-2013

# Graduate Catalog



Framingham State University

[Framingham.edu](http://Framingham.edu)

# Framingham State University

## ACCREDITATION

Framingham State University is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation through the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association: NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, 209 Burlington Road, Bedford, Massachusetts, 01730. (781) 271-0022.

### ALSO ACCREDITED BY:

Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW Suite 530, Washington, DC 20036. (202) 887-6791

Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AN), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-0040; [www.eatright.org/ACEND](http://www.eatright.org/ACEND), for Food and Nutrition Major, Coordinated Program in Dietetics and Dietetics concentrations.

### APPROVED BY:

Interstate Certification Compact on Certification of Educational Personnel

American Chemical Society

Framingham State University initial and professional licensure programs for educators are approved by the Department of Elementary and Secondary Education of the Commonwealth of Massachusetts and by the National Association of State Directors of Teacher Education and Certification (NASDTEC).

### MEMBER OF:

College Entrance Examination Board

New England Association of Schools and Colleges

American Association of Colleges for Teacher Education

American Association of Colleges of Nursing

American Association of State Colleges and Universities

Council of Graduate Schools

Council for the Advancement and Support of Education

National League for Nursing

Association for Continuing Higher Education

University Professional and Continuing Education Association

## **NOTICE TO STUDENTS**

The rules, regulations, policies, fees and other charges, courses of study and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in this catalog, they are published for informational purposes only, and they do not constitute a contract between the University and any student, applicant for admission or other person. Whether noted elsewhere in this catalog or not, the University reserves the right to introduce additional rules and to change, eliminate and add to any existing rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the University will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

# Telephone Directory

Main Number, Office of Graduate Studies.....	508-626-4014
Academic Affairs.....	508-626-4582
Admissions	
Graduate.....	508-626-4501
Undergraduate.....	508-626-4500
Advising (new students).....	508-626-4540
Alumni Relations.....	508-626-4561
Athletics.....	508-626-4614
Bookstore.....	508-626-4595
Career Services.....	508-626-4625
C. Louis Cedrone International Education Center.....	508-626-4964
Center for Academic Support and Advising.....	508-626-4509
Continuing Education.....	508-626-4603
Counseling Center.....	508-626-4640
Dining Services.....	508-626-4602
Disability Services.....	508-626-4627
Distance Education/Academic Technology.....	508-626-4927
Financial Aid.....	508-626-4534
Office of Graduate Admissions.....	508-626-4501
Health Services.....	508-626-4900
Library	
Circulation.....	508-626-4650
Inter-Library Loan.....	508-626-4690
Mazmanian Art Gallery.....	508-626-4968
McCarthy Center Information.....	508-626-4600
Parking Clerk.....	508-626-4526
Police (Public Safety and Police Services).....	508-626-4911
President's Office.....	508-626-4575
Registrar.....	508-626-4545
Student Accounts.....	508-626-4514
Switchboard, connecting to all University departments.....	508-620-1220
Transcripts.....	508-626-4545
Weather Advisory/School Closing.....	508-626-4898

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# Mission Statement

## COMMITTED TO STUDENT SUCCESS

Framingham State University's faculty and staff demonstrate their commitment to each and every student's success by ensuring that student learning is paramount. From faculty who are available outside of the classroom, to staff who are dedicated to customer service, we are always looking to make your experience at Framingham State an enjoyable and rewarding one.

## YESTERDAY AND TODAY

Framingham State University began in a building, still standing today, on the corner of Lexington Common, on July 3, 1839. It had as its mission the training of teachers, and it was the first state-supported normal school (the name for a school which trains teachers) in America. Twice it outgrew its accommodations, moving first to West Newton, and then to its present location on Bare Hill in Framingham in 1853. From the beginning, the Normal School met the challenge of being the first model by educating excellent teachers who were in demand for the common schools of Massachusetts and, indeed, for schools throughout the nation. From the first class, Normal School graduates participated in the new education for the blind and deaf. They traveled to the South and to the West to teach in schools being organized for Blacks and Native Americans, and they went as missionaries to distant lands.

From 1848 to 1898 Framingham also conducted an advanced program for women who aspired to careers in high school and college teaching, school administration, law and medicine, thus opening unprecedented educational and career opportunities for women. There were principals, professors, doctors and writers among the early graduates, as well as women who participated in the suffrage and temperance movements and in all of the significant educational and social reforms of the nineteenth century. Finally, at the close of the century, the first teachers of household arts were graduated from a new program at Framingham, laying the foundation for studies in nutrition and food science, as well as clothing and textiles.

The student body increased steadily during the twentieth century and with it the size of the campus and the number of buildings. New programs and courses marked the increasingly professional character of the education offered, while extracurricular organizations were formed to enrich student life. In 1932 the Massachusetts Normal Schools became State Teachers Colleges with a mandate to develop liberal arts curricula. Framingham, which had served only women, became coeducational in 1964. The College has continued to add departments such as Economics, Philosophy, Sociology and Psychology, as well as career-oriented programs in Medical Technology, Computer Science, Media Communications and Nursing, among others, to increase the options for students, and to meet the needs of the Commonwealth.

The College was empowered to grant its first graduate degree, the Master of Education, in May 1961. This was a part-time degree program. Full-time day graduate programs, currently limited to only the Master of Science, became available in 1967.

Authorization for the Master of Arts in Administration and in Counseling Psychology, and the Master of Science in Food and Nutrition came the following year.

In 1980, four of the options in the Master of Arts program were established: Business Administration, Educational Leadership, Health Care Administration, and Public Administration. The Master of Business Administration degree was approved in 2006. The Master of Science in Nursing, with concentrations in Education and Leadership, was approved in 2007.

A leader in educational technology, in September 2001 Framingham State began its first online degree program – the Master of Education with a concentration in Curriculum and Instructional Technology.

In summer 2010, the Massachusetts legislature and governor approved a bill allowing state colleges to become state universities. On October 26, 2010, Framingham State College was renamed Framingham State University.

**PUBLIC HIGHER EDUCATION SYSTEM MISSION STATEMENT:**

The public college and university system in the Commonwealth of Massachusetts comprises fifteen community colleges, six state universities, three specialty colleges, and the five campuses of the University of Massachusetts. The system exists to provide accessible, affordable, relevant and rigorous academic programs that adapt to meet changing individual and societal needs for education and employment. All campuses are committed to operating effectively and efficiently in order to maintain tuition and fees at a level as low as possible, while providing a high-quality education to every student who qualifies for admission. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning.

The Department of Higher Education and institutional boards of trustees recognize their responsibilities to the taxpayers and residents of Massachusetts in the performance of their roles and responsibilities. Massachusetts public higher education is a system with a distinguished past, increasing pride and unlimited potential.

**STATE UNIVERSITY MISSION STATEMENT:**

There are six comprehensive state universities: Bridgewater State University, Fitchburg State University, Framingham State University, Salem State University, Westfield State University and Worcester State University, and three specialized colleges: Massachusetts College of Art, Massachusetts College of Liberal Arts and Massachusetts Maritime Academy. All institutions integrate liberal arts and sciences programs with professional education, and the three specialized colleges also focus on academic areas identified in their institution name.

Each college places a special emphasis on teaching and lifelong learning, and promotes a campus life that fosters intellectual, social and ethical development. Committed to excellence in instruction and to providing responsive, innovative and educational programs of high quality, they seek to develop each student's critical thinking, quantitative, oral and written communication skills, and practical appreciation of the arts, sciences and humanities as they affect good citizenship and an improved quality of life. They provide a campus environment where the ideas, values, perspectives and contributions of all students are respected.

Massachusetts State Universities and Colleges are strategically located to facilitate access to baccalaureate and master's degree programs for Commonwealth residents who meet their high standards for admission. In recognition of their responsibilities to Massachusetts taxpayers to manage their resources efficiently and to maintain tuition and fees at a level as low as possible, each has a distinctive academic focus based upon its established strengths and regional and state needs. Each institution is a leader and resource for the community and contributes to the region's cultural, environmental and economic development.

**FRAMINGHAM STATE UNIVERSITY MISSION STATEMENT**

Framingham State University Mission\*

Framingham State University prepares students for a productive life, enhanced by learning and leadership that will contribute to the culturally diverse world of the twenty-first century.



Founded by Horace Mann in 1839 as America's first public teachers' university, Framingham State University today offers undergraduate and graduate programs encompassing the arts and sciences and professional studies.

Committed to excellence, the Framingham State University learning community comprises teacher-scholars, librarians, students, and staff who promote free inquiry, the respectful exchange of ideas, ethical conduct, and the belief that diversity in its many forms is essential to the educational experience. In an environment that supports active, collaborative learning, students work closely with faculty to engage significant bodies of knowledge and develop their ability to gather and evaluate information, communicate effectively, think critically and creatively, reason quantitatively, and apply information and emerging technologies.

At Framingham State University teaching is the primary role of faculty, who engage in their disciplines through instruction, scholarship, and service on campus and in their professional communities. The University serves as an important educational and cultural center in the MetroWest region of Massachusetts.

A Framingham State University education cultivates thoughtful, responsible local and global citizens, prepares students for a career, and positions them for success.

\*Approved Spring 2010

# Graduate Admission

The following are general requirements for admission. Students should review the specific requirements for admission to the particular program they are interested in as provided later in this catalog.

## **APPLICATION:**

Applicants must possess an undergraduate degree from a regionally accredited institution of higher education and submit an official copy of their undergraduate transcripts. Two letters of recommendation are required (three for the M.A. in Counseling Psychology). One letter must be from an employer or supervisor, and the other must be from faculty member who has taught the candidate at collegiate level if the candidate attended classes in the last five years. Also required is a statement expressing the applicant's reasons for seeking to undertake graduate study in the chosen area, and/or other essays.

Admission for most master's programs (except Counseling Psychology) is on a rolling basis; however, students seeking admission for fall semester should have a complete application on file by July 1, while students seeking admission for the spring semester should have a complete application on file November 1. Applications completed or received after these dates cannot be guaranteed timely matriculation.

Academic requirements, such as quality point average, can be found under specific programs. Where required by the program, applicants must submit an official copy of the results of the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) **taken within the last five years**. Most programs do not require the GRE or MAT for students who have already earned a master's degree or higher. Exceptions are the MBA, which requires the GMAT or GRE; and the M.Ed. in English, which requires the GRE English Subject Test. Specific test requirements are stated under each program in this catalog. Test application forms and information are available in the Office of Graduate and Continuing Education. TOEFL scores are required of candidates seeking admission from non-English speaking countries. The TOEFL may be waived if the applicant has attended an American college or university and successfully completed at least two full academic years.

Graduate Applications are available from the Office of Graduate Admissions at 508-626-4501, or online at [www.framingham.edu](http://www.framingham.edu). Applications are accepted year-round. Students may begin most programs of study in September or January. Students may also begin taking courses during the summer. Please note, however, that not every course is scheduled each semester.

Academic advisors are available to provide further information about the application process, degree programs, and course scheduling. For further information about our Graduate Degree programs, and/or to make an appointment with an academic advisor, contact 508-626-4540 or visit [www.framingham.edu/dgce](http://www.framingham.edu/dgce).

Applications remaining incomplete for over one year will be discarded.

## **COURSES BEFORE ADMISSION:**

Students are allowed to enroll in no more than two graduate courses before formal admission to a master's program. Courses taken before admission must be completed with a grade of B- or better if they are to be applied toward a graduate program. Such courses must have been completed no more than five (5) years prior to the date of admission to Framingham State University. Exceptions may only be made by the admission committee. Students are required to complete the curriculum under the degree program in place when they are admitted. Since curriculum changes may occur courses taken prior to

matriculation might not apply toward the degree program.

### **TRANSFER COURSES:**

Transfer credit for prior graduate coursework completed at another regionally accredited college or university will be considered at the time of admission based on course descriptions and documentation submitted with the student's application. Matriculated graduate students are expected to complete all coursework at Framingham State University. Under extenuating circumstances, students may request permission to take a course for transfer credit after admission, and must obtain prior approval in writing from both the advisor and the Dean of Graduate Studies. Courses accepted in transfer credit must meet the academic criteria established by Framingham State University.

Transfer credit is limited to two (2) graduate courses and must have been completed with a grade of B (3.0 on a 4.0 scale) or better provided they were earned no more than five (5) years prior to the date of admission to Framingham State University. Exceptions may only be made by the admissions committee.

Transfer credit will be allowed on a course basis as opposed to a credit hour basis. (An exception is the Master of Arts in Counseling Psychology where licensure requirements mandate the acceptance of only four-semester hour courses.) Students wishing to transfer courses valued at less than three-semester hours may do so but in a ratio that guarantees that the equivalent credit hours of the transfer courses equal or exceed those of Framingham State University courses replaced. Transfer credit will not be given for life experiences, noncredit or undergraduate educational experiences. Professional development courses, even at the graduate level, will not be accepted in transfer toward a master's degree.

### **ENTRANCE EXAMINATIONS**

Where required by the program, applicants must submit an official copy of the results of the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or Miller Analogies Test (MAT) taken within the last five years. Most programs do not require the GRE or MAT for students who have already earned a master's degree. TOEFL scores are required of candidates seeking admission from non-English speaking countries. The TOEFL may be waived if the applicant has attended an American college and university and successfully completed at least two full academic years. Specific test requirements are stated under each program in this catalog.

### **PROVISIONAL ADMISSIONS**

Students who do not currently meet admission standards may be eligible for provisional admission. Provisional admission occurs after the student has made application for admission and has been reviewed by the appropriate departmental admission committee. Under these circumstances, the committee would identify specific courses for the student to take and the criteria of performance that the student will be required to meet in order to be formally admitted.

### **MATRICULATION AND INACTIVE STATUS**

#### **Non-Matriculated Students**

Non-matriculated students may enroll in no more than two graduate courses before formal admission to a master's program. Since curriculum changes

occur, students are advised that courses taken prior to matriculation may not always apply to the degree program in place once students are accepted.

### **Matriculated Students**

Matriculated students have met all admission requirements of the graduate program and have received a letter of acceptance from the University. Only students who accept the offer of admission and enroll in the semester for which they were admitted will be considered fully matriculated.

### **Inactive Students**

All continuing matriculated graduate students (not newly matriculated) must enroll in at least one course in the fall and spring semesters in order to remain active in their program. Students matriculated in the Master of Arts, Counseling Psychology and the Master of Business Administration must enroll in at least one course during the summer. If a student elects to take a semester off, a formal Leave of Absence Application must be submitted two weeks prior to the semester and approved by the Office of Graduate Studies. A student who does not request a leave of absence and elects not to enroll in at least one course during the fall and spring (and summer for students matriculated in the Master of Arts, Counseling Psychology and Master of Business Administration) will become inactive at the University. To view the full Graduate Leave of Absence Policy, please refer to the Graduate Policy section of this catalog. Inactive students must apply for re-admission prior to the start of the semester when seeking to return to active status. Students returning to a program after being away for more than two consecutive semesters (excluding summer) are subject to the new program requirements upon their return.

## **TIME LIMITS**

### **First Course Registration**

Graduate students admitted to a master's program must enroll in courses in the semester in which they were admitted. If a student chooses not to enroll, he/she may defer admission for up to two semesters, not including summer.

### **Completion of Programs of 10 courses or less:**

All requirements for the degree program must be completed within six (6) years from the end of the semester in which the student is first matriculated in a master's program.

### **Completion of Programs of more than 10 courses:**

Master of Business Administration: All requirements for the degree must be completed within six (6) years from the end of the semester in which the student is first matriculated in the master's program.

Master of Arts (Counseling Psychology, Educational Leadership), Master of Education (Special Education), and Master of Science (Food and Nutrition, Coordinated Program in Dietetics): All requirements for the degree program must be completed within eight (8) years from the end of the semester in which the student is first matriculated in the master's program.

## **ACADEMIC ADVISING**

Graduate students are assigned a graduate advisor at the time they receive admission to a graduate program. The graduate advisor will have the responsibility of advising the student in completing the graduate degree requirements. It is recommended that students meet with their advisor each semester, but no less than once per academic year.

## **APPROVAL TO REPEAT A GRADUATE COURSE**

Subject to prior approval by the Dean of Graduate and Continuing Education, graduate students in good standing may repeat a course in which they received a grade lower than B- (2.7 on a 4.0 scale). All grades, including those earned in repeated courses, will remain on the academic transcript. The same course must be repeated at Framingham State University, and may only be repeated once. Only the most recent grade, whether higher or lower than the original grade earned, will be counted toward the student's degree program. No more than one graduate course may be repeated.

### **MAXIMUM NUMBER OF COURSES PER SEMESTER**

Students matriculated in a part-time graduate program can take no more than two courses during the Fall and Spring semester, and no more than three courses during the summer sessions, without written approval from their advisor.

### **DUAL LEVEL COURSES**

Dual 800-level courses are those that enroll both graduate and undergraduate students. Graduate students enrolled in dual-level courses are required to do additional coursework and are graded according to higher academic standards.

### **SECOND MASTER'S DEGREE**

Students who have earned a Master of Education or Master of Arts in Educational Leadership degree at Framingham State University may apply the three common core courses to a second master's degree. Students will be required to complete all other degree requirements for the second master's program. Time limits may apply.

# Graduate Policies

## STUDENT CONDUCT

Graduate Students must comply with Framingham State University Guidelines and Policies, as outlined in the RAM Student Handbook, [www.framingham.edu/ramhandbook.htm](http://www.framingham.edu/ramhandbook.htm). University regulations include but are not limited to: the Framingham State University General Student Conduct Code; the alcohol and drug policy; the care and use of university property; and the sexual harassment policy. Unfamiliarity with institutional regulations or rules is not grounds for excusing infractions. Students who are involved in violations of University conduct guidelines or commonly accepted standards of behavior while on campus will be subject to disciplinary proceedings by the University.

The RAM Student Handbook is available in alternative formats for students with disabilities. A hard copy of the handbook may be obtained from the Division of Graduate and Continuing Education or Judicial Affairs.

## UNIVERSITY POLICY REGARDING ACADEMIC HONESTY

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty.

Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work; and observing the policies regarding the use of technical facilities.

Infractions of the Policy on Academic Honesty include, but are not limited to:

1. Plagiarism: claiming as one's own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal.
2. Cheating on exams, tests, quizzes, assignments, and papers including the giving or acceptance of these materials and other sources of information without the permission of the instructor(s).
3. Unauthorized collaboration with other individuals in the preparation of course assignments.
4. Submitting without authorization the same assignment for credit in more than one course.
5. Use of dishonest procedures in computer, laboratory, studio, or field work. Further clarification on academic honesty will be provided, when appropriate, in individual courses.
6. Misuse of the University's technical facilities (computer machinery, laboratories, media equipment, etc.), either maliciously or for personal gain. Examples include but are not necessarily limited to:
  - a. Accessing the private files of another person or agency without express permission.
  - b. The unauthorized use of technical facilities for purposes not connected with academic pursuits. When evidence indicates that a student has improperly used a technical facility, an appropriate supervisor (faculty or staff member) may take appropriate action reflecting the seriousness of the infraction,

ranging from a verbal warning to, but not beyond, denial of use of the facility. If coursework may have been plagiarized, the supervisor will also inform all concerned faculty members, who may take action as described in the procedures for handling cases of alleged infractions of academic honesty.

## **PROCEDURES FOR HANDLING CASES OF ALLEGED INFRACTIONS OF ACADEMIC HONESTY**

### **Step One – Faculty/Supervisor Action**

Individual faculty members/supervisors are to deal directly with any academic infractions. The phrase “deal directly” assumes the faculty member/supervisor will confront the student with the fact of dishonesty and take appropriate action. Such action should reflect the seriousness of the infraction and could range from an informal verbal warning to, but not beyond, the issuance of an “F” for the course.

### **Step Two – Formal Hearing**

- A. If, in the judgment of the faculty member/supervisor the alleged infraction of academic honesty warrants a more severe penalty, that person may request that the matter be brought before the Dean of Graduate and Continuing Education for a formal hearing and judgment. Such judgment may involve academic suspension or dismissal from the University.

OR

- B. If a student wishes to appeal the decision of the faculty member/supervisor as outlined in Step One above, he or she may likewise request a formal hearing before the Dean of Graduate and Continuing Education.

Upon request of a faculty member/supervisor or a student, the Dean of Graduate and Continuing Education shall schedule a formal hearing before members of the Graduate Education Council, at a time and place agreeable to all parties concerned.

## **CHANGE OF PROGRAM**

A student who has been admitted to a degree program and wishes to be admitted to another degree program will be treated as a new applicant. A letter of intent stating the reason for the request must be submitted along with a new application. Another application fee is also required. No new transcripts need to be sent unless requested, but, depending upon the program applied to, new letters of recommendation and new scores from appropriate examinations may be required. Not all courses completed in one program may be transferable to another program.

## **GRADUATE STUDENT LEAVE OF ABSENCE POLICY**

A Leave of Absence is required for either the Fall or Spring semester of the Academic Year (*Summer terms are excluded except for the MBA, MCO and MSN programs*) for which the student does not enroll in classes. Leaves will not be granted for more than one semester at a time. An extension of the Leave of Absence may be requested but must occur prior to the start of the semester in question. A Leave of Absence may not be longer than two consecutive semesters (*excludes Summer terms except for MBA, MCO and MSN programs*). A student may not request any more than four (4) Leaves of Absence. The policy regarding Time Limits for program completion is not affected by an approved Leave of Absence. Leaves of Absence are available for consideration *only* to continuing graduate students in good standing (minimum 3.00 GPA). Students should consult with their program coordinator to determine if the leave of absence is appropriate. The Dean of Graduate Studies makes the final

decision to approve or deny a request for a Leave of Absence. For students on an approved leave of absence, registration information will be sent to both the FSU email account and personal email account on file prior to the start of the next registration period and approximately two weeks prior to the term the student is scheduled to return. In order to remain active in the program before the Leave expires, the student must either enroll in courses for the upcoming semester or request an Extension of Leave of Absence. Should the student not register once the Leave expires, the student will become Inactive at the University and will need to apply for Re-admission in order to resume his/her program of study.

**Timeline** A Leave of Absence request must be submitted no later than two (2) weeks prior to the semester for which the Leave of Absence is requested. An extension of Leave of Absence request must be submitted no later than two (2) weeks prior to the semester for which the Leave of Absence is requested.

### **WITHDRAWAL FROM THE UNIVERISTY OR DISCONTINUANCE OF STUDY**

Graduate students who withdraw from their graduate program at the end of a semester must notify the Office of Graduate Studies and the University Registrar in writing. Students who withdraw from all courses during a semester may do so online through the student portal. By doing so, the student is effectively withdrawing from the University. Should the student wish to resume their course of study in a subsequent semester, an application for readmission must be submitted prior to the start of the semester of return. Students should refer to the Academic Calendar on the web for withdrawal and refund dates.

### **READMISSION**

A student in good standing who withdraws from the University, or who becomes inactive, may apply for readmission. The application for readmission should be submitted at least one month prior to registration for graduate evening or online courses and a full semester ahead for Day Division courses. A student is defined to be in good standing if he or she was not subject to dismissal at the time of withdrawal. Students returning to a program after being away for more than two consecutive semesters (excluding summer) are subject to the new program requirements upon their return.

### **GRADING SYSTEM**

Framingham State University uses the following marking system at the graduate level

<b>Grade</b>	<b>Quality Points</b>
<b>A</b>	4.00
<b>A-</b>	3.70
<b>B+</b>	3.30
<b>B</b>	3.00
<b>B-</b>	2.70
<b>C+</b>	2.30
<b>C</b>	2.00
<b>F</b>	0.00
<b>WF</b>	0.00

Note: Any grade below a C is recorded as an F and has 0.00 value. Pass-Fail or Satisfactory-Unsatisfactory grades are not accepted for graduate study. Only grades earned at Framingham State University are included in the student's quality grade point average. Grade reports are viewable online through the portal, myFramingham.

**AU** = (Audit-no credit) A student may audit courses with the consent of the



instructor. Such course enrollment will be officially reported on the student's transcript pending approval by the instructor, but the student will not receive any credit. An auditor may not participate actively in coursework without the permission of the instructor. An Audit must be requested prior to the end of the course Add/Drop period.

- W =** Withdrawal from a course. Indicates withdrawal from a semester course in the third through the ninth week of the Fall or Spring semester (for Summer term between the third and ninth class meeting).
- N=** (Absent from Final Examination) This is a temporary grade with 0 (zero) quality point value given for a student absent from a final examination for justifiable reasons. The Dean of Graduate and Continuing Education will administer a make-up exam only in those instances where the faculty member involved asserts that the exam was missed for reasons that can be justified. The examination that was missed must be taken within two weeks of the last day of the final exam period, or the grade becomes an "F", unless an extension is granted by the faculty member when circumstances warrant.
- IC=** (Incomplete) This is a temporary grade with 0 (zero) quality point value which may be given to a student when the instructor is satisfied that circumstances beyond the student's control, other than absence from the final examination (see N above), prevented the student from completing the required work for the course. (An "IC" will not be given, however, unless 80 percent of the work has been completed.) Student indifference resulting in inability to get work in on time is not reason for giving an "IC". The "IC" will be changed to any other appropriate grade by the instructor if the course has been fully completed by the end of the first four weeks of the next semester. If the work is not completed within the given time, the "IC" will be changed to "F", unless an extension is granted by both the instructor and the Dean of Graduate and Continuing Education when circumstances warrant.

## ACADEMIC STANDING AND DISMISSAL

### Academic Average for Graduate Degrees and Certificates

Completion of the Master of Arts, Master of Business Administration, Master of Education, Master of Science in Nursing, or Master of Science degree or graduate certificate at Framingham State University requires that all students achieve a minimum of 3.00 quality point average in graduate courses taken to satisfy program requirements. Only credits received from Framingham State University are included in this calculation. Students are expected to monitor their academic progress and will receive an academic warning if their quality point average falls below 3.00.

### Academic Warning

The following circumstances result in an academic warning:

1. A student shall receive a warning the first time the cumulative quality point average falls below 3.00.
2. A student shall receive a warning when the student receives one grade below "B-."

NOTE: A student shall be provided with no more than one academic warning.

### Academic Dismissal

The following circumstances result in an academic dismissal:

1. A student may be dismissed upon completion of a semester in which the cumulative quality point average falls below 3.00, and when a warning previously has been given. Students may not receive more than one warning before being dismissed.
2. A student shall be dismissed if the cumulative quality point average

remains below 2.70 for two consecutive semesters.

3. A student shall be dismissed when the student accumulates two grades below "B-."
4. A student shall be dismissed upon receipt of an "F" grade. The "F" grade is permanently recorded on the transcript and remains in the cumulative quality point average unless the student is reinstated and the course is retaken.
5. Upon notification of dismissal, students will have up to one semester from the date of notification to make a formal written appeal for readmission. The appeal will not be considered unless it includes concrete reasons and explanations for the student's poor academic performance, with specific reference to extenuating circumstances and documentation where possible. Students must also include a written plan of action for improving the level of academic performance. Appeals are addressed to the Graduate Education Council. Appeals for readmission will be reviewed based on new information or extremely extenuating circumstances only.
6. Upon dismissal, a student may not take any further courses at Framingham State University.

### **GRADE APPEAL POLICY**

The University recognizes that the instructor has the right to determine course evaluation policies that are consistent with departmental and University policies. The instructor's policy will be designated in the course syllabus distributed at the beginning of the semester. It is the instructor's responsibility to grade student work in a manner consistent with those procedures published in the syllabus.

The following procedure is employed in the event that students wish to appeal a final grade based on a mechanical error in calculation or if there is reason to believe that the grade was calculated in a manner inconsistent with the policies of the instructor, the department, and the University. Appeals based on other criteria can be pursued through affirmative action procedures.

There are two levels at which a grade may be appealed:

#### **Level I: Informal**

Within the first month of the semester following the semester of the course in which the final grade is questioned, students will pursue their concerns on the informal level, as designated below. Every effort will be made to resolve the students' concerns informally at Level I.

The informal procedure is a two-step process in which the student first meets with the course instructor. After this meeting, if the matter is not resolved, the student would meet with the department chair. If the appeal is not resolved at the departmental level, the student has the right to pursue a formal appeal.

#### **Level II: Formal**

At the formal level, the student would write to the Chair of the Graduate Education Council. Grade appeals are to be made no later than the semester following receipt of the disputed grade.

### **COMPREHENSIVE EXAMINATIONS AND COMMENCEMENT**

An oral, written or electronic comprehensive examination is required of students in several graduate programs and is indicated in this catalog. This examination should be taken during the student's final semester and requires prior approval in writing by the Dean of Graduate and Continuing Education and by the members of the Examination Committee. Where required, students must receive a passing grade on both their portfolio as well as comprehensive examination in order to graduate.

There are four graduation dates per year during which diplomas are issued: December, January, May and August. Commencement exercises are held in February and May. **In order to participate in Commencement, graduate students must have completed all degree requirements.** Applications for comprehensive examinations (if required in the program) and for Commencement are due during the semester preceding the semester in which the student intends to graduate. The dates are as follows:

August 15	December graduation
October 15	January graduation
January 15	May graduation
April 15	August graduation

The comprehensive examination is conducted by a three-member panel established in accordance with the nature of the student's program of study. Candidates pursuing the M.Ed. must have one member of the panel representing the field of education and two in the specific discipline the student has chosen. All other panel members are to comprise three members of the specific discipline. The comprehensive examination must be passed with a minimum grade of B- or the equivalent at the graduate level and is scored by each member of the panel. A majority ruling determines the results.

A student who fails the comprehensive examination shall be given one opportunity to take it again, after he or she has made substantial progress in whatever additional work may have been prescribed by the student's advisor. Student who fail the first examination do not have the option of appealing the decision because they have the opportunity to take it a second time. The repeat comprehensive cannot be taken in the semester of failure without the approval of the Dean and Program Advisor. However, it must be completed by the end of the following semester. Students must file a new application form prior to the next application deadline. On a repeat examination, a five member panel consisting of the Dean or his/her designee and three or four specialist in the specific discipline (one education representative for M.Ed. candidates) is required. Students are not allowed more than one attempt to retake the comprehensive examination.

There is a fee of \$125.00 for each comprehensive examination and a commencement fee of \$40.00. Once a student's comprehensive exam has been scheduled and the panel members are confirmed the following refunding rules apply:

- If a student cancels the exam more than two weeks before the scheduled exam date, 50% of the exam fee and 100% of the commencement fee will be refunded.
- If a student cancels the exam within two weeks of the scheduled exam date, only the commencement fee will be refunded.
- If the University cancels the exam, a full refund of the exam and commencement fees will be made.
- If a student cancels the exam because of an emergency such as a death in the family, or hospitalization, a full refund may be requested by writing to the Dean.

### **PRACTICUM/INTERNSHIPS**

All applications for Practicum or Internship Programs require prior approval by the Dean and Program Advisor. In considering candidates for approval, the College reserves the right to evaluate the candidate's suitability to pursue a career in the field for which the experience has been designed.

### **PROFESSIONAL STANDARDS FOR STUDENTS ENROLLED IN**

**TEACHER PREPARATION PROGRAMS**

In accordance with the requirement for approval or accreditation established by the Commonwealth, the Framingham State University Professional Standards Committee applies specific criteria for the retention of candidates in teacher preparation to determine that they possess academic competencies and person characteristics appropriate to the requirements of teaching. The Professional Standards Committee uses a number of criteria, both objective and subjective, for permitting students to progress through the teacher education programs.

# Post Baccalaureate Teacher Licensure Program

Framingham State University offers the following Post Baccalaureate Teacher Licensure (PBTL) programs leading to the Massachusetts Initial Teaching License:

## AVAILABLE THROUGH PBTL:

- Art Visual (PreK-8)
- Art Visual (5-12)
- Biology (5-8)
- Biology (8-12)
- Chemistry (8-12)
- Early Childhood (PreK-2)
- Earth Science (5-8)
- Elementary (1-6)
- English (5-8)
- English (8-12)
- Foreign Language: French (5-12)
- Foreign Language: Spanish (5-12)
- History (5-8)
- History (8-12)
- Mathematics (5-8)
- Mathematics (8-12)

## EARLY CHILDHOOD (PRE K-2) OR ELEMENTARY EDUCATION (1-6)

The focus of the PBTL program at the early childhood or elementary level is on teaching methods. However, adequate preparation in the humanities, natural sciences, social sciences, and mathematics is necessary to establish the groundwork for success in the classroom. Candidates lacking sufficient preparation in any area will be asked to make up deficiencies.

## ACADEMIC SUBJECT LICENSES

For those preparing to teach art, biology, chemistry, earth science, English, French, history, mathematics, or Spanish, applications are considered on an individual basis in accordance with the subject matter knowledge specified in Massachusetts Department of Elementary and Secondary Education Regulations and the program requirements of Framingham State University. Each department affiliated with a secondary education program determines the subject matter requirement needed for recommendation to the state for licensure.

## STUDIES IN EDUCATION

All students in the PBTL program must take coursework in teaching methods, development and learning, and foundational studies dealing with the nature of schooling in our society. The precise courses differ according to the licensure sought, but all PBTL program include the following three core courses:

PBTL 001      Field Study I (There is no academic credit for this course)

PBTL 910 Education Foundations  
PBTL 992 Learning and Human Development

Enrollment in Field Study I requires that students have (a) already completed or be currently enrolled in PBTL 992 or PBTL 997; and (b) submitted an application to the PBTL program.

### **IN-SCHOOL EXPERIENCE**

There are presently three or four in-school or “field” experiences, depending on the license sought. Only students matriculated in the PBTL program may enroll in Field Study II and III, and student teaching practicum. The first field experience focuses principally on observation. The second, and in the case of elementary and early childhood programs the third as well, are part of teaching methods courses and involve taking on some real teaching responsibility. (These first experiences are designated Field Study I, II, and III.) The fourth experience (the third for subjects other than elementary and early childhood) is the student teaching practicum. It requires a semester’s full-time commitment. Post Baccalaureate students preparing for an Initial License may apply to use a semester of employment by a cooperating school district either as a teacher of record or as an aide in the field and at the level of the license sought. Students must be so employed at the time of application and have completed all other program and college requirements. The university’s Education Department will review applications on a case by case basis. For more information, refer to the course descriptions for PBTL 888 and PBTL 889, Practicum Equivalent A and B.

### **ADMISSION REQUIREMENTS**

Admission to the PBTL Program requires a baccalaureate degree from a regionally accredited college or university and a passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL). A minimum undergraduate quality point average of 2.7 is required. PBTL candidates with deficiencies in the liberal arts or sciences will be required to take appropriate courses in the humanities, natural sciences, social sciences, and mathematics before admittance to more advanced studies in the PBTL education sequence involving teaching method and practice.

### **APPLICATION PROCESS**

Applications are accepted year round and students may begin a program any semester. Prospective students apply for the Post Baccalaureate Teacher Licensure Program through the Office of Graduate Studies. Application requires a fee of \$50.00, transcripts of college work from all previous colleges, and two letters or recommendation. Documentation of any work experience in public schools, including dates, should be submitted at this time. For an application to the PBTL program, please call Graduate Admissions at (508) 626- 4528 or apply online at [www.framingham.edu/dgce](http://www.framingham.edu/dgce).

### **MASSACHUSETTS TEST FOR EDUCATOR LICENSURE**

The Commonwealth presently administers MTEL examinations several times a year. The deadline to register for the exams take place approximately six weeks before the examination is given. For further information and to register, visit [www.mtel.nesinc.com](http://www.mtel.nesinc.com).

### **FOUNDATIONS OF READING TEST**

Although a passing score on the Foundations of Reading Test is not requirement to apply for the PBTL Program, it is a requirement for student teaching practicum and the Initial License in early childhood and elementary education.

### **SUBJECT MATTER KNOWLEDGE TEST**

Although a passing score on the Subject Matter Knowledge Test is not

requirement to apply for the PBTL Program, it is a requirement for student teaching practicum and the Initial License in that subject matter.

### **MTEL PREPARATION WORKSHOPS**

Framingham State University conducts MTEL Preparation Workshops for the Communication and Literacy Skills Test and Foundations of Reading Test. Please contact Continuing Education at 508-626-4550 for further information, or visit [www.framingham.edu/dgce](http://www.framingham.edu/dgce).

### **TEACHER LICENSURE IN MASSACHUSETTS**

Massachusetts has several levels of teacher licensure. The PBTL Program prepares students for the Initial License with its coursework, field-based experiences, and supervised practicum. The Initial License has a life of five (5) years of teaching. The professional license may be earned by adding an appropriate master's program.

The requirements mandated by Massachusetts are a major effort to strengthen the preparation of teachers and administrators in the schools. Framingham State University has responded by adjusting the requirements in its programs. It will continue to do so, as it simultaneously seeks to protect the interests of its students while remaining in compliance with state regulations. All information in this bulletin is accurate as of press time and is subject to any further change in state laws and regulations.

The Elementary Education courses for the PBTL Program are available during the late afternoon hours. To be eligible for these courses, students must be officially accepted and enrolled in the PBTL Program.

Further information about the PBTL Program may be obtained from the Office of Graduate Admissions.

# Academic Regulations and Financial Information

## ACADEMIC COURSE LOAD

The normal course load for part-time graduate students is one or two courses per semester. Graduate students requesting to enroll in three courses in the same semester must receive written approval of their advisor, except during the Summer sessions, when three courses are allowed.

The normal course load for full-time graduate students is four courses per semester; the minimum is three courses. A graduate assistant may not enroll in more than three courses. A student carrying three or more courses will be considered a full-time student and must pay all charges and fulfill all responsibilities accordingly.

## TRANSFERS BETWEEN CONTINUING EDUCATION AND DAY DIVISION

Students admitted to the Day Division but wishing to take courses through Continuing Education, or admitted to Continuing Education study and wishing to take Day Division courses must complete a Change of Division/Enrollment Status Request form in advance of the semester in which they wish to make this change. Newly admitted full-time Day Division students must submit a \$50.00 tuition deposit prior to registration, thereafter paying tuition and fees through the Day Division as electronically billed.

The Day Division and Continuing Education are separate fiscal entities and tuition paid to one may not cover tuition owed to the other.

## ATTENDANCE

Graduate students are expected to attend all class sessions. In circumstances when a student cannot attend, the instructor should be notified at the previous class meeting. Veterans receiving VA benefits must attend regularly in order to ensure their benefits. Students receiving Financial Aid must attend regularly in order to ensure their Financial Aid.

## TRANSCRIPTS/VERIFICATIONS

Official transcripts may be ordered online from the Office of the Registrar at <http://www.framingham.edu/registrar/transcripts.htm>. Letters of verification may be obtained by completing the appropriate form, available in the Office of the Registrar. A written request may be submitted in lieu of the form. The signature of the student is required before a transcript or verification letter may be released or sent. There is a \$3.00 transcript fee for each request.



**SEMESTER CHARGES FOR GRADUATE STUDENTS ATTENDING  
DAY DIVISION, FALL 2012 TERM\***

	<b>FULL TIME</b>	<b>TWO COURSES</b>	<b>ONE COURSE</b>
<b>TUITION</b> Residents of Mass	<b>\$837.50</b>	<b>\$560.00</b>	<b>\$280.00</b>
<b>TUITION</b> Non- residents	<b>\$3,525.00</b>	<b>\$2,350.00</b>	<b>\$1,175.00</b>
<b>NEW ENGLAND</b> Regional	<b>\$1,256.25</b>	<b>\$838.00</b>	<b>\$419.00</b>
<b>INTERNATIONAL</b> (F-1 Visa)	<b>\$3,525.00</b>	<b>\$2,350.00</b>	<b>\$1,175.00</b>
<b>FEES</b>	<b>\$3,555.00</b>	<b>\$2,406.50</b>	<b>\$1,249.50</b>

\*Note: The schedule of fees, tuition, methods of payment, and refund policies are those in effect at the time of publication. They are subject to change without notice.

**PAYMENTS**

No student will be officially enrolled in the University unless all charges have been paid. This includes the \$50.00 graduate application fee, as well as the nonrefundable \$50.00 tuition deposit required of first-time graduate day students. The balance of the tuition and all other fees, except for the oral or written comprehensive examination fee and the graduate degree transcript fee, are paid to the Student Accounts Office. Any student enrolled in three or more course-credits at the University (Day, Continuing Education, or a combination of both) will be charged for annual health insurance coverage. All students must waive or enroll online in the health insurance offered by the University. Failure to do so may result in loss of classes. In addition, a \$50.00 late fee may apply. Please see below for additional information regarding waiving/enrolling coverage. Payments may be made online, in-person, or through the mail. Payment may be made by cash, bank check, certified check, money order, personal check, MasterCard, Visa, Discover or American Express. Please note that you may not pay by credit card through the mail because of new credit card regulations. Please print your name and Framingham State University student ID number in the upper left-hand corner of all checks. A \$25.00 fee will be charged for a check returned unpaid by the bank or for declined debit/credit cards. Do not send cash through the mail.

**MANDATORY HEALTH INSURANCE**

State law requires all full-time students attending Framingham State University to have health insurance. Students must submit, on-line, the Health Insurance Request for Waiver form or enroll in the insurance plan (full year, \$1,261.00) offered by the University. Submittal of the waiver or insurance enrollment is required in order to be registered at the University. Part-time students are not eligible to purchase the health insurance offered by the University.

**REFUNDS FOR GRADUATE STUDENTS ATTENDING DAY DIVISION**

All refunds will be made by check payable to the student. If a student is withdrawing from the University, the student must complete 1) a “Notification of Withdrawal” form 2) a “Course Add/Drop” form during the first six class days, and 3) submit both forms to the Office of the Registrar. No refund will be issued unless a “Notification of Withdrawal” form is complete.

If a student withdraws from the University, tuition and fees are prorated on a daily basis through 60% of the semester. Excluded from this policy are: the tuition deposit, the commuter parking decal fee, the returned check fee, the health insurance premium, and any other use or penalty fees which are non-refundable.

Please note that federal regulations require that if you have received federal financial aid funds, you will only be eligible to receive the same percentage of these funds according to the refund schedule, based upon your official date of withdrawal. If you do not submit a “Notification of withdrawal” form and the University determines that you have withdrawn you will only be eligible to receive up to 50% of your Federal financial aid funds. You will be responsible to pay any balance due the University if financial aid funds are reduced. If a student is remaining at the University but wishes to:

**Change their enrollment from full time to part time:** The student should so indicate on *myFramingham*. The student may change their web registration prior to the end of the course Add/Drop period and complete a “Change of Status” form at the Office of the Registrar on or before the end of the Course Add/Drop period in order to receive any applicable refund.

**CHARGES FOR PART-TIME EVENING GRADUATE STUDENTS  
TUITION AND FEES, 2012-2013\***

	One Course	Two Courses
Graduate Courses (except MBA, MSN)	\$1,045.00	\$2,090.00
MBA and MSN Courses	\$1,230.00	\$1,230.00

**CHARGES FOR FULL-TIME EVENING MBA PROGRAM  
TUITION AND FEES, 2012-2013\***

	Per Semester
MBA in State Full Time	\$4,000.00
MBA Out of State Full Time	\$5,000.00

\*Note: The schedule of fees, tuition, methods of payment, and refund policies are those in effect at the time of publication. They are subject to change without notice.

**REFUNDS FOR PART-TIME GRADUATE STUDENTS**

All refunds will be made by check payable to the student. If a student withdraws from an evening division course, tuition refunds are as follows: before the first

class meeting, 100%; before the second class meeting, 90% (no fees); before the third class meeting, 50% (no fees); after third class, no refund. A refund is not permitted if a student changes the status of a course from credit to audit.

### **FOREIGN STUDENT FEES**

Framingham State University issues I-20 Forms (Certificates of Eligibility for F-1 Visas) to students accepted and enrolled in full-time programs of study only. Currently, the only full-time graduate programs at Framingham State University are the Master of Science, Food and Nutrition Program and the MBA Program. Students enrolled in the Master of Science Food and Nutrition Program register through the Day Division and pay Day Division tuition and fees. MBA students register and pay through Continuing Education.

Since there are no financial aid funds available for non-immigrant visa students, either at the graduate or undergraduate level, the student must demonstrate adequate resources to meet the estimated expenses listed below. Certified financial documentation to verify that the student has sufficient funds available to attend the University is required by the U.S. Immigration and Naturalization Services.

### **THIRD PARTY PAYMENTS**

All students using grants, loans, state agencies, companies, the military, and any others to cover course costs are liable for such payments or portions if these other parties or payment vehicles fail to honor or partially honor course costs.

### **FINANCIAL AID**

The Financial Aid Office at Framingham State University assists students in meeting the costs of a college education. The basic principle behind financial aid is that the student has the primary responsibility for meeting as much of the cost of attending college as is reasonably possible. Financial aid is a supplement to the student resources if they are insufficient to meet college costs.

There are three components to determine eligibility for financial aid: cost of attendance, student contribution, and financial aid eligibility. Matriculation in a degree program and enrollment in at least two courses per semester are conditions for eligibility.

Once your financial aid eligibility is determined, a financial aid package is prepared. For graduate students, the only financial aid available is the Federal Stafford Student Loan. This loan comes in two varieties: the subsidized version and the unsubsidized version. The subsidized Stafford Loan comes out of your financial aid eligibility while the unsubsidized Stafford Loan comes out of your family contribution.

#### **Important Information:**

If a student's financial situation changes after receiving a financial aid award, the award decision may be appealed, in writing, to the Financial Aid Office. Federal regulations require students who receive Federal or State financial aid to maintain satisfactory academic progress. Students receiving financial aid should refer any questions or concerns about their academic progress to the Financial Aid Office.

Students are advised to contact the Financial Aid Office prior to withdrawing from one or more courses, as this may impact their financial aid eligibility.

Additional information is available from the Financial Aid Office, Framingham State University, 100 State Street, P.O. Box 9101, Dwight Hall, Room 212, Framingham, MA 01701-9101, (508) 626-4534. Visit [www.framingham.edu/financialaid](http://www.framingham.edu/financialaid).

### **IN-STATE TUITION RESIDENCY**

In order to qualify for in-state tuition, students taking Day Division course must

have maintained a residence in Massachusetts for a period of not less than one continuous calendar year preceding the beginning date of their registration. Students must complete an In-State Residency Request Form prior to the start of the semester for which they are requesting qualification. Foreign students attending Framingham State University on a student visa do not qualify for resident tuition. No student is considered to be a resident solely by reason of attendance at Framingham State University.

### **CAREER SERVICES**

Career Services offers a wide range of career planning and job search resources. The office provides individual career counseling and an extensive Career Resource Center collection. Students are advised to use the office often and early during their studies.

Career counselors are available to assist with career planning and the preparation of resumes and cover letters. Listings for internships, as well as for full and part time jobs, are available through the office's website: [www.framingham.edu/careerservices](http://www.framingham.edu/careerservices). Career Services is located in the McCarthy Center, on the fourth floor. 508-626-4625.

### **STUDENTS WITH DISABILITIES**

Framingham State University, in compliance with the mandates of Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offers opportunities to all students without regard to disabilities. Students with disabilities may submit documentation to the Office of Academic Support and Disability Services for consideration of academic accommodations. Documentation guidelines may be found at [www.framingham.edu/CASA/academicssupport.htm](http://www.framingham.edu/CASA/academicssupport.htm), or students may call the Director of Academic Support at 508-626-4906.

There are four TTY's (telecommunications for the deaf) on campus; Admissions Office at 508-626-45 (V/TTY); Disability Services Office at 508-626-4627 (V/TTY); Public Safety and Police Services at 508-626-4911 or 508-626-4008 (TTY); and Whittemore Library at 508-626-4655 (TTY).

# Framingham State University Graduate Programs

## **MASTER OF ARTS**

### **Concentrations in:**

Counseling Psychology  
(Licensure and Non-Licensure tracks)

Health Care Administration

Human Resource Management

Public Administration

## **MASTER OF BUSINESS ADMINISTRATION**

## **MASTER OF EDUCATION**

### **Concentrations in:**

Art

Curriculum and Instructional Technology (online)

Early Childhood Education

Educational Technology

Elementary Education

English

History

Literacy and Language

Mathematics

Nutrition Education (Online)

Specializations in:

    Nutrition Education Specialist

    School Nutrition Specialist

Spanish

Special Education

Science Technology, Engineering, and Math (STEM)

The Teaching of English as a Second Language

## **MASTER OF SCIENCE**

### **Concentration in:**

Food and Nutrition

Specializations in:

    Coordinated Programs in Dietetics

    Food Science and Nutrition Science

    Specialization in Nutrition Science and Informatics

**MASTER OF SCIENCE IN NURSING**

**Concentrations in:**

Nursing Education

Nursing Leadership

**GRADUATE CERTIFICATES**

Human Resource Management

Instructional Technology Proficiency (online)

Merchandising

Nursing Education

Nutrition Education (online)

STEM Education

Teaching of English as a Second Language

**OFFERED OVERSEES THROUGH THE INTERNATIONAL**

Educational Leadership (Non-Licensure)

Teaching English as a Second Language (Non-Licensure)

Special Needs

# Master of Arts concentration in Counseling Psychology Licensure Track

**Coordinator:** Dr. Deborah McMakin

Advisors: Dr. Deborah McMakin

Dr. Robert Donahue

Dr. Bridgett Galvin

The Psychology Department offers two master's programs in Counseling Psychology: Licensure and Non-Licensure tracks.

## **Master of Arts Concentration in Counseling Psychology: Licensure as a Mental Health Counselor**

The Master of Arts in Counseling Psychology- Licensure track degree combines theoretical aspects with practical counseling skills to prepare the student to work effectively as a counselor in the mental health field. Foundational courses provide a strong foundation in psychology with emphasis on current theories, research, and applications of a variety of counseling approaches. Additionally, courses are designed to integrate theory with practice. A culminating internship experience must be arranged at a site affiliated with or approved by the Department of Psychology. The Master of Arts in Counseling Psychology-Licensure track fulfills all academic and internship requirements established to prepare students who qualify as a Licensed Mental Health Counselor (LMHC) by the State of Massachusetts Board of Registration of Allied Mental Health Professions of 2004.

### **Admission Requirements**

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree in any major from a regionally accredited institution are eligible to apply for admission. Admissions are accepted only for enrollment for the fall semester. Students wishing to enroll in courses prior to matriculation to the program are restricted to enrollment in CPSY 901 *Theories of Psychotherapy and Counseling* and CPSY 911 *Orientation to Counseling Practice* and must have completed all undergraduate prerequisites.

Applicants are evaluated based on numerous factors including previous college course work; Graduate Record Examinations scores or Miller Analogies score; letter of recommendation; and a personal statement. The personal statement describes the applicant's goals and reasons for applying to the graduate program.

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university.
2. Applicants are required to possess an overall undergraduate quality point average of at least 2.8 on a 4.0 scale, with a 3.0 quality point average in undergraduate psychology courses.
3. Applicants must obtain a combined, total score of 290 on the verbal and quantitative portions of the Graduate Record Exam (GRE) or a minimum of 45 on the Miller Analogies Test (MAT).
4. Applicants must submit three letters of recommendation and a 500-word personal statement.
5. The following undergraduate psychology courses must have been completed with the last ten years prior to matriculation: General

(Introductory) Psychology, Psychology of Personality, Abnormal Psychology, and a course in Developmental Psychology (i.e. child, adolescent, adulthood and aging, lifespan). Students with a satisfactory score on an Introductory General Psychology CLEP exam may waive this prerequisite.

The admissions committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, three letters of recommendation, GRE or MAT scores, 500 word personal statements, and all official undergraduate transcript(s) indicating prerequisites listed above. Applicants may be invited for a personal interview as part of the admissions requirement.

### **Professional Growth and Suitability Evaluation**

Due to the sensitive nature of the duties and responsibilities a mental health counselor must perform, applicants are also periodically screened and evaluated for their professional suitability and growth. The University and the faculty associated with the Counseling Psychology program assume responsibility for ensuring that graduates of the program possess both the academic knowledge and the personal attributes required of all persons who aspire to be licensed professional counselors.

Therefore, students will be evaluated on suitability for continuation in the program throughout their program of study. At the conclusion of each course, the instructor will evaluate students on both academic competence and professional suitability. These evaluations may be used for one of the following:

1. Admission criteria for the Counseling Psychology Program
2. Continuation of matriculated status in the program

Students will be evaluated in content courses and application courses (i.e. practicum and internship experiences). At any time, a matriculated student who is judged to be in question for continuation in the program will be apprised of the specific deficiencies noted by the Professional Review Committee and may be allowed to continue in the program on a probationary basis. A second continuation evaluation will be conducted. If the student is still deemed to be deficient, the student will be disallowed from continuation in the Counseling Psychology program. Students who complete the initial two-year sequence of courses but are terminated from the licensure program may apply to the non-licensure track.

### **Course Requirements for Licensure Track**

Successful completion of the following courses will fulfill the requirements for Licensure as a Mental Health Counselor in the State of Massachusetts established by the Board of Allied Mental Health and Human Service Professions. Substitutions and transfer credit for the following courses are strongly discouraged and may invalidate the degree requirements relative to licensure.

#### **Counseling Theory**

CPSY 901 Theories of Psychotherapy and Counseling

#### **Human Growth and Development**

CPSY 964 Advanced Principles of Learning and Development

#### **Psychopathology**

CPSY 925 Adult Psychopathology

#### **Social Cultural Foundations**

CPSY 945 Multicultural Counseling: Research, Theory, and Practice



## Helping Relationships

CPSY 911      Orientation to Counseling Practice

## Group Work

CPSY 910      Group Processing in Counseling

## Special Treatment Issues (one required, one elective)

CPSY 943      Family Counseling- required

CPSY 919      Problems of Substance Abuse- elective

CPSY 966      Assessment, Diagnosis and Treatment Planning-  
elective

## Appraisal

CPSY 962      Theories and Methods of Psychological Testing

## Research and Evaluation

CPSY 956      Understanding Social Science Research

## Professional Orientation

CPSY 921      Professional Issues in Counseling and Mental Health

## Clinical Field Experience Requirements

CPSY 990      Counseling Practicum I

CPSY 991      Counseling Practicum II

CPSY 998      Counseling Internship I

CPSY 999      Counseling Internship II

## Additional Information on Internship Clinical Experience

The courses *CPSY 998 Counseling Internship I* and *CPSY 999 Counseling Internship II* are offered during consecutive fall and spring semesters. Each enrollment requires a minimum of 300 clock hours for a combined total of a minimum of 600 clock hours. Students should expect to devote a minimum of 20 clock hours per week at their internship site for two consecutive semesters.

For students who wish to begin their internship in the summer, three consecutive internship courses are required: *CPSY 987 Counseling Internship A*, *CPSY 988 Counseling Internship B*, and *CPSY 989 Counseling Internship C*. These internships consist of no less than 200 clock hours for a combined total of a minimum of 600 clock hours. Students electing to complete *CPSY 987 A*, the summer internship, MUST enroll in *CPSY 998 B* and *CPSY 989 C* in subsequent fall and spring semesters. This sequence may be substituted for the *CPSY 998/ CPSY 999* Internship sequence.

Students must obtain an Internship Application from the graduate office. A completed application for summer enrollment is due March 1. For fall enrollment the application is due no later than May 1. Placement is strongly encouraged at one of the University's affiliated sites. Students must interview at their internship site whether college affiliated or otherwise.

At the successful completion of each internship course, students must submit a completed Internship Report along with documentation of the site supervisor's credentials. This information is necessitated by State Licensure requirements. **All students must be favorably reviewed for continuation by the departmental Professional Review Committee prior to the enrollment in the internship. Unsuccessful completion of any internship course will result in termination from the program.**

## **Enrollment Plan**

The following sequence is designed for matriculated students who wish to complete the program in three years. The student should note that summer courses are required for completion of the program. Courses must be taken in sequential order and require graduate advisor approval prior to enrollment.

### **Year I**

Fall

CPSY 911                      Orientation to Counseling Practice  
CPSY 956                      Understanding Social Science Research

Spring

CPSY 901                      Theories of Psychotherapy and Counseling  
CPSY 964                      Advanced Principles of Learning and Development

Summer I

See Below

### **Year II**

Fall

CPSY 925                      Adult Psychopathology  
CPSY 990                      Counseling Practicum I

Spring

CPSY 921                      Professional Issues in Counseling and Mental Health  
CPSY 991                      Counseling Practicum II

Summer II

See Below

### **Year III**

Fall

CPSY 943                      Family Counseling  
CPSY 998                      Counseling Internship I

Spring

CPSY 945                      Multicultural Counseling  
CPSY 999                      Counseling Internship II

### **Summer Coursework**

Three summer courses are required to complete the program. Following successful completion of Year I and/or Year II coursework, matriculated students may take one to three of these required courses per summer.

The following required courses are offered every summer for students who have successfully completed Year I and/or Year II courses, as outlined above:

CPSY 910                      Group Processing in Counseling  
CPSY 962                      Theories and Methods of Psychological Testing

One of the following Special Treatment electives will be offered every summer for students who have successfully completed Year I and/or Year II courses:

CPSY 919                      Problems of Substance Abuse  
CPSY 966                      Assessment, Diagnosis and Treatment Planning

In addition to the M.A. in Counseling Psychology- Licensure Track, the department also offers a M.A. in Counseling Psychology- Non- Licensure Track that does not lead to licensure as a LMHC. This degree is intended for those students who are seeking an academic master's degree or a second master's degree as prescribed by the Massachusetts Psychological Association (MPA) Licensing Board.

## **COURSE DESCRIPTIONS**

### **CPSY 901 Theories of Psychotherapy and Counseling**

An examination of the theoretical, empirical bases, and application of the various counseling models. Students explore the nature of the client-therapist relationship in the context of different approaches and techniques of psychotherapy and counseling (e.g., psychoanalytic, behavior modification, client centered, rational-emotive, and family systems). Open to non-matriculated students.

**Prerequisites:** PSYC 215 Psychology of Personality or PSYC 322 Abnormal Psychology or the equivalent

### **CPSY 910 Group Processes in Counseling**

The study of theories of organization, structure and dynamics of groups (e.g., therapeutic, psychosocial, and psychoeducational including techniques of group leadership. Through an experiential component, students have an opportunity to apply group theory and models relevant to a counseling setting.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development; or permission of Program Coordinator.

### **CPSY 911 Orientation to Counseling Practice**

Designed to provide a laboratory-based experience focusing on the theoretical bases of the helping process. The development of basic counseling skills needed to work with individuals, couples, and families are explored. Listening and feedback skills, as well as the counselor-client relationship are covered. Evaluations are based on in-class role-playing, along with audio and video presentations. Counselor interpersonal style and theoretical orientation. Counselor interpersonal style and theoretical orientation are explored. Open to non-matriculated students

### **CPSY 919 Problems of Substance Abuse**

Examines various aspects of substance abuse including causes, prevention, recognition, theories and treatment. Various treatment modes will be discussed (e.g., nutritional, pharmacological and psychological). This course includes three clock hours addressing ethics.

### **CPSY 921 Professional Issues in Counseling and Mental Health**

A consideration of the ethical and legal issues relevant to the counseling and mental health professions. This course reviews the ethical principles of the American Psychological Association and the American Counselor Association. The history of the counseling profession is covered with emphasis on the emerging role of the mental health counselor. Topics explored include certification, licensure, federal and state regulations (e.g., confidentiality, duty to warn), and professional identity.

### **CPSY 925 Adult Psychopathology**

An examination of the current paradigms in abnormal psychology in terms of their historical development, current status and the consequences of adopting a particular paradigm. Students analyze assessments, diagnosis and treatment planning procedures. Controversies in classification of abnormal behaviors and diagnostic issues are discussed in terms of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development.

### **CPSY 930 Case Study in Psychology**

Develops skills in the application of psychological knowledge and methods to the analysis of case material on individuals and to develop the ability to obtain and integrate psychological data on the individual into a case study.

**Prerequisites:** CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 925 Adult Psychopathology.

### **CPSY 943 Issues in Family Counseling**

A review of various perspectives on marriage and family counseling in the context of their theoretical bases. The primary emphasis is on the family as a dynamic system focusing on the interactions among members, rather than on the individuals themselves. Psychopathology and functional interactions in families, as well as strategies for affecting change in the system, are examined.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development, CPSY 990 Practicum I and CPSY 991 Practicum II.

### **CPSY 945 Multicultural Counseling: Research, Theory and Practice**

Designed to provide counselors, teachers, and other human service workers with deeper insight and keener perceptions of the unique experience and lifestyles of people who have been labeled “minority”. Students examine the impact of culture as it relates to the counseling process. Moreover, in-depth characterization of family structure, world view, and interpersonal styles of African-American, Asian-American, Hispanic-American, and Native American groups are explored. Cultural self-awareness and responsiveness, and their application to multicultural counseling techniques and skills are considered.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development, CPSY 990 Practicum I and CPSY 991 Practicum II.

### **CPSY 952 Topics in Substance Abuse Counseling**

An advanced substance abuse counseling course focusing on Nicotine and caffeine dependence, AIDS and HIV awareness, and cross-cultural issues in substance abuse.

**Prerequisites:** CPSY 919 Problems of Substance Abuse or CPSY 943 Issues in Family Counseling.

### **CPSY 956 Understanding Social Science Research**

An introduction to the research principles needed for understanding and critically evaluating various types of research including program evaluation and needs assessments. Research articles in counseling are used to illustrate the concepts required for understanding the role of theory in research; the development of testable questions and hypotheses; the use of appropriate research methods, research designs and data analysis; and the drawing of appropriate conclusions from the study as well as ethical and legal issues. Emphasis is placed on conceptual understanding rather than on formulas and computations.

### **CPSY 962 Theories and Methods of Psychological Testing**

An introduction to testing concepts and clinical testing procedures needed for the understanding and utilization of psychological evaluation reports. Various instruments, including intelligence, personality, projective and achievement tests, which are commonly employed in the preparation of psychological reports, are examined and discussed. Topics also include the theory and methods of psychological measurement, test development, statistical procedures in psychometrics, reliability, validity, test administration and interpretation, and the uses and limitations of published evaluation instruments for counseling purposes.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development; or permission of the Program Coordinator.

### **CPSY 964 Advanced Principles of Learning and Development**

An examination of developmental psychology in historical perspective and of the assumptions and values of developmental research strategies. Major developmental theories are reviewed with an emphasis on those of Piaget and Erikson, thus integrating the contributions of dialectic (systems) perspective. A major goal of the course is to identify life-span developmental issues such as the nature of developmental change and its relationships to familial and societal variables. A final goal is the application of knowledge arising from developmental research and theory to counseling practice (e.g., human services, social policies). Class members are assisted in applying developmental concepts and research data to phenomena occurring within a particular age group, (e.g. infancy, middle childhood, young adulthood), or to a psychological process (e.g., memory, learning, separation, friendship), which continues or recurs throughout the life span.

**Prerequisite:** A developmental psychology course (e.g., child, adolescent psychology, adulthood and aging or a life span developmental course). Note: Also open to students matriculated in the M.Ed. concentration in Early Childhood Education Program.

### **CPSY 966 Assessment, Diagnosis and Treatment Planning**

Focuses on the development of specific clinical skills associated with intake processing, DMS diagnosis, and treatment planning. Consideration is also given to various intervention strategies for diverse clients, techniques for crisis intervention treatment planning, and the role of multidisciplinary team approaches in managed health care systems. Legal and ethical issues relating to diagnosis are reviewed.

### **CPSY 987 Counseling Internship A**

Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 987 Counseling Internship A, CPSY 988 Counseling Internship B, and CPSY 989 Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 987 during the summer semester and will be required to enroll in CPSY 988 (fall) and CPSY 989 (spring) to complete their degree program.

**Prerequisites:** Successful completion of CPSY 991 Counseling Practicum II and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.

### **CPSY 988 Counseling Internship B**

Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 987 Counseling Internship A, CPSY 988 Counseling Internship B, and CPSY 989 Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 987 during the summer semester and will be required to enroll in CPSY 988 (fall) and CPSY 989 (spring) to complete their degree program.

**Prerequisites:** Successful completion of CPSY 987 Counseling Internship A and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.

### **CPSY 989 Counseling Internship C**

Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 987 Counseling Internship A, CPSY 988 Counseling Internship B, and CPSY 989 Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 987 during the summer semester and will be required to enroll in CPSY 988 (fall) and CPSY 989 (spring) to complete their degree program.

**Prerequisites:** Successful completion of CPSY 988 Counseling Internship A and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.

### **CPSY 990 Counseling Practicum I**

A laboratory experience which provides training in counseling skills and professional development. Students are instructed in a variety of counseling techniques through the use of videotaped, audio-taped and live counseling sessions with peers and/or coached clients. Additional topics include professional ethics, responsibilities, legal issues and employment options. Practicum I, together with CPSY 991 Practicum II, fulfills the practicum requirement for licensure as a Mental Health Counselor.

### **CPSY 991 Counseling Practicum II**

A continuation of Practicum I laboratory training in counseling skills and professional development. Students are instructed in a variety of counseling techniques through the use of videotaped, audio-taped and live counseling sessions with peers and/or coached clients. Placement into an internship site for the following academic year is discussed as part of Practicum II. Additional topics include professional ethics, responsibilities, legal issues and employment options. Practicum II, together with CPSY 990 Practicum I, fulfills the practicum requirement for licensure as a Mental Health Counselor.

**Prerequisite:** Successful completion of CPSY 990 Counseling Practicum I.

### **CPSY 995 Directed Study in Psychological Research**

An opportunity for advanced students in psychology to develop further their understanding of the research principles necessary for critically evaluating published articles in the professional literature by actively participating in the research process at the graduate level. Students will develop advanced research skills by working with a professor to complete ongoing research in the field or to develop a joint project supervised by the instructor. Students will master skills necessary for reviewing literature, developing research hypotheses, writing proposals, integrating the theories relevant to the project, and drawing the appropriate conclusion. Students may also apply basic statistical knowledge to data collected, and develop an understanding of computer assisted statistical analysis packages.

**Prerequisite:** CPSY 956 Understanding Social Science Research; or permission of the graduate advisor and program coordinator.

### **CPSY 996 Directed Study in Counseling Psychology**

Provides students with the opportunity for faculty-supervised experience in counseling psychology that can be tailored to their specific interests or needs. Two semester hours credit. The course may be taken twice.

**Prerequisite:** Permission of the program coordinator and instructor. Open to matriculated students in the Master of Arts in Counseling Psychology Program.

**CPSY 998 Counseling Internship I**

Provides the student with an opportunity for a supervised experience in counseling. The student is guided by the cooperating agency and the college instructor in counseling. CPSY 998 Counseling Internship I, together with CPSY 999 Counseling Internship II, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts.

**Prerequisite:** Successful completion of CPSY 991 Counseling Practicum II and permission of advisor. Not open to students who have completed CPSY 987, CPSY 988 or CPSY 989, Counseling Internships A, B, or C.

**CPSY 999 Counseling Internship II**

Continuation of the internship which provides further opportunity for a supervised experience in counseling. The student is guided by the cooperating agency and the college instructor in counseling. CPSY 999 Counseling Internship II, together with CPSY 998 Counseling Internship I, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts.

**Prerequisite:** Successful completion of CPSY 998 Counseling Internship I. Not open to students who have completed CPSY 987, CPSY 988 or CPSY 989, Counseling Internships A, B, or C.

# Master of Arts concentration in Counseling Psychology Non-Licensure Track

**Coordinator:** Deborah McMakin

Advisors: Dr. Deborah McMakin

Dr. Robert Donahue

Dr. Bridgett Galvin

The Master of Arts in Counseling Psychology: Non-Licensure Track provides a theoretical understanding of the issues related to the helping profession. This 40-credit hour program does not prepare the student to work as a counselor or lead to licensure. Students receive a strong foundation in psychology and in current theories, data, and research related to counseling approaches.

## Admission Requirements

Admission requirements are the same as admission to the licensure degree program. Students who were matriculated in the licensure track program must apply to the non-licensure track after consulting with their advisor.

This degree requires successful completion of 10 courses. Completion of this degree does NOT lead to licensure as a Mental Health Counselor.

## Core Requirements (8):

CPSY 901	Theories of Psychotherapy and Counseling
CPSY 911	Orientation to Counseling Practice
CPSY 921	Professional Issues in Counseling and Mental Health
CPSY 925	Adult Psychopathology
CPSY 945	Multicultural Counseling: Research, Theory, and Practice
CPSY 964	Advanced Principles of Learning and Development
CPSY 990	Counseling Practicum I
CPSY 991	Counseling Practicum II

## Two electives to be chosen from the following (2):

CPSY 910	Group Processing in Counseling
CPSY 919	Problems of Substance Abuse- elective
CPSY 943	Family Counseling- required
CPSY 956	Understanding Social Science Research
CPSY 962	Theories and Methods of Psychological Testing

**Note:** Course substitutions may only be made with approval from the Program Coordinator and Advisor.



## **COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS**

### **CPSY 901 Theories of Psychotherapy and Counseling**

An examination of the theoretical, empirical bases, and application of the various counseling models. Students explore the nature of the client-therapist relationship in the context of different approaches and techniques of psychotherapy and counseling (e.g., psychoanalytic, behavior modification, client centered, rational-emotive, and family systems). Open to non-matriculated students.

**Prerequisites:** PSYC 215 Psychology of Personality or PSYC 322 Abnormal Psychology or the equivalent

### **CPSY 910 Group Processes in Counseling**

The study of theories of organization, structure and dynamics of groups (e.g., therapeutic, psychosocial, and psychoeducational including techniques of group leadership. Through an experiential component, students have an opportunity to apply group theory and models relevant to a counseling setting.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development; or permission of Program Coordinator.

### **CPSY 911 Orientation to Counseling Practice**

Designed to provide a laboratory-based experience focusing on the theoretical bases of the helping process. The development of basic counseling skills needed to work with individuals, couples, and families are explored. Listening and feedback skills, as well as the counselor-client relationship are covered. Evaluations are based on in-class role-playing, along with audio and video presentations. Counselor interpersonal style and theoretical orientation. Counselor interpersonal style and theoretical orientation are explored. Open to non-matriculated students

### **CPSY 919 Problems of Substance Abuse**

Examines various aspects of substance abuse including causes, prevention, recognition, theories and treatment. Various treatment modes will be discussed (e.g., nutritional, pharmacological and psychological). This course includes three clock hours addressing ethics.

### **CPSY 921 Professional Issues in Counseling and Mental Health**

A consideration of the ethical and legal issues relevant to the counseling and mental health professions. This course reviews the ethical principles of the American Psychological Association and the American Counselor Association. The history of the counseling profession is covered with emphasis on the emerging role of the mental health counselor. Topics explored include certification, licensure, federal and state regulations (e.g., confidentiality, duty to warn), and professional identity.

### **CPSY 925 Adult Psychopathology**

An examination of the current paradigms in abnormal psychology in terms of their historical development, current status and the consequences of adopting a particular paradigm. Students analyze assessments, diagnosis and treatment planning procedures. Controversies in classification of abnormal behaviors and diagnostic issues are discussed in terms of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development.

### **CPSY 943 Issues in Family Counseling**

A review of various perspectives on marriage and family counseling in the context of their theoretical bases. The primary emphasis is on the family as a dynamic system focusing on the interactions among members, rather than on the individuals themselves. Psychopathology and functional interactions in families, as well as strategies for affecting change in the system, are examined.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development, CPSY 990 Practicum I and CPSY 991 Practicum II.

### **CPSY 945 Multicultural Counseling: Research, Theory, and Practice**

Designed to provide counselors, teachers, and other human service workers with deeper insight and keener perceptions of the unique experience and lifestyles of people who have been labeled “minority”. Students examine the impact of culture as it relates to the counseling process. Moreover, in-depth characterization of family structure, world view, and interpersonal styles of African-American, Asian-American, Hispanic-American, and Native American groups are explored. Cultural self-awareness and responsiveness, and their application to multicultural counseling techniques and skills are considered.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development, CPSY 990 Practicum I and CPSY 991 Practicum II.

### **CPSY 956 Understanding Social Science Research**

An introduction to the research principles needed for understanding and critically evaluating various types of research including program evaluation and needs assessments. Research articles in counseling are used to illustrate the concepts required for understanding the role of theory in research; the development of testable questions and hypotheses; the use of appropriate research methods, research designs and data analysis; and the drawing of appropriate conclusions from the study as well as ethical and legal issues. Emphasis is placed on conceptual understanding rather than on formulas and computations.

### **CPSY 962 Theories and Methods of Psychological Testing**

An introduction to testing concepts and clinical testing procedures needed for the understanding and utilization of psychological evaluation reports. Various instruments, including intelligence, personality, projective and achievement tests, which are commonly employed in the preparation of psychological reports, are examined and discussed. Topics also include the theory and methods of psychological measurement, test development, statistical procedures in psychometrics, reliability, validity, test administration and interpretation, and the uses and limitations of published evaluation instruments for counseling purposes.

**Prerequisites:** CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, CPSY 901 Theories of Psychotherapy and Counseling, and CPSY 964 Advanced Principles of Learning and Development; or permission of the Program Coordinator.

### **CPSY 964 Advanced Principles of Learning and Development**

An examination of developmental psychology in historical perspective and of the assumptions and values of developmental research strategies. Major developmental theories are reviewed with an emphasis on those of Piaget and Erikson, thus integrating the contributions of dialectic (systems) perspective. A major goal of the course is to identify life-span developmental issues such as the nature of developmental change and its relationships to familial and societal variables. A final goal is the application of knowledge arising from developmental research and theory to counseling practice (e.g., human services, social policies). Class members are assisted in applying developmental concepts and research data to phenomena occurring within a particular age group, (e.g. infancy, middle childhood, young adulthood), or to a psychological process (e.g., memory, learning, separation, friendship), which continues or recurs throughout the life span.

**Prerequisite:** A developmental psychology course (e.g., child, adolescent psychology, adulthood and aging or a life span developmental course). Note: Also open to students matriculated in the M.Ed. concentration in Early Childhood Education Program.

**CPSY 990 Counseling Practicum I**

A laboratory experience which provides training in counseling skills and professional development. Students are instructed in a variety of counseling techniques through the use of videotaped, audio-taped and live counseling sessions with peers and/or coached clients. Additional topics include professional ethics, responsibilities, legal issues and employment options. Practicum I, together with CPSY 991 Practicum II, fulfills the practicum requirement for licensure as a Mental Health Counselor.

**CPSY 991 Counseling Practicum II**

A continuation of Practicum I laboratory training in counseling skills and professional development. Students are instructed in a variety of counseling techniques through the use of videotaped, audio-taped and live counseling sessions with peers and/or coached clients. Placement into an internship site for the following academic year is discussed as part of Practicum II. Additional topics include professional ethics, responsibilities, legal issues and employment options. Practicum II, together with CPSY 990 Practicum I, fulfills the practicum requirement for licensure as a Mental Health Counselor.

**Prerequisite:** Successful completion of CPSY 990 Counseling Practicum I.

# Master of Arts concentration in Healthcare Administration

**Coordinator:** Dr. George Jarnis

**Advisor:** Dr. George Jarnis

The Master of Arts with a concentration in Health Care Administration provides the knowledge and practical skills necessary for Health Care Administration. The program is designed for the person with employment experience within the health care field who is now seeking a career move into administration, or the person who is currently working in administration and now desires the theoretical tools to support this position. In this period, when great challenges face the health care system, excellence in management decision-making is of the greatest importance. The Master of Arts program provides a pragmatic approach which balances the theoretical with the practical, and is designed to aid the student in the decision-making process. After completion of the program, students are expected to be able to analyze problems, develop solutions, and articulate those solutions in well written and good oral form.

## Admission Requirements

The Masters of Arts with a concentration in Healthcare Administration is open to experience health care professionals who can demonstrate their ability to complete successfully a program of graduate study and who have the desire to work within the field of health care at the administrative level.

Applicants must have earned a baccalaureate degree from a regionally accredited college or university. Students are evaluated primarily on the basis of experience in health care, on the distribution of courses taken in another graduate program, and, if applicable, courses taken in another graduate program, and on their undergraduate and graduate grades. An overall undergraduate quality point average of 3.0 on a 4.0 scale in a program acceptable to the admissions committee is expected. Students who do not meet these requirements may be offered the opportunity to demonstrate their ability to do successful graduate work by:

1. Taking two advisor-approved courses and earning a grade of B or better in each course;

**OR**

2. Taking either the Graduate Management Admissions Test, Graduate Record Examination, or the Miller Analogies Test and achieving a score in the 60<sup>th</sup> percentile higher.

In addition to a suitable QPA or possession of other indicators of academic success, admission will be granted only to persons with acceptable employment experience. Acceptable employment is usually verified by appropriate letters of recommendation. This requirement may be waived after a personal interview.

Evaluation of the materials submitted by the applicant for admission to the Masters of Arts program will begin as soon as all required documents have been received. Applicants may be admitted to the program for the Fall and Spring semesters, although courses may be taken during the summer.

## Degree Requirements

The program consists of eleven (11) core courses and one (1) prerequisite course. The prerequisite course may be waived for persons having a similar course elsewhere.

Waivers are not granted for non-academic prior learning, and are determined solely on the basis of the student's undergraduate or graduate record. All waivers require written approval by the advisor.

Students are expected to be familiar with office/management software.

Students may take courses in any sequence subject to the following general requirements:

1. Students must observe prerequisites. Courses taken without the proper prerequisites will not be applicable to the student's degree requirements unless written approval is obtained from the student's advisor.
2. HCAD 984 Seminar in Health Care Administration must be taken in the final semester of the program. Exceptions, requiring written advisor approval, may be made for students taking an elective course over the summer. Registration for the seminar requires prior written permission from the Dean of Graduate Studies. Students will not be permitted to fulfill this requirement with a course transferred from another institution.

### **Prerequisite Course (1)**

MATH 117	Introduction to Statistics OR
QUAN 676	Statistical Analyses for Managers

### **Core Course (11)**

HCAD 909	Health Care Delivery System, Policy and Reform
HCAD 917	Health Law, Regulations, and Ethics
HCAD 920	Strategic Planning of Health Care Services
HCAD 924	Health Care Economics and Financing
QUAN 908	Quantitative Analysis for Administrators
HCAD 930	Managing Operations
HCAD 940	Health Care Informatics and Technology
HCAD 955	Budgeting in Health Care Facilities
HCAD 950	Health Care Marketing
MGMT 904	Management and Leadership
HCAD 984	Seminar in Health Care Administration

## **COURSE DESCRIPTIONS**

### **HCAD 909 Health Care Delivery System Policy and Reform**

An overview of American health care services since their inception to the present. Emphasis is on public and private hospital, clinics, and HMOs; health care insurance, Medicare and Medicaid; and health care policy, legislation and reform.

### **HCAD 917 Health Law, Regulations and Ethics**

Provides an examination of the laws, administrative regulations, and ethical issues of health care services. Topics include laws regarding patient access, fraud, public and private funding; liability and risk management; licensing and accreditation; legal issues concerning patient safety and rights, HIPPA, and medical error; and ethical issues related to health care services.

### **HCAD 920 Strategic Planning of Health Care Services**

Covers the development and implementation of strategic plans for health care facilities. Topics include models for health care services and support systems, organizational and service planning; fiscal planning, capital improvements and investments; and assessment of organizational strengths and weaknesses. Prerequisite: QUAN 976 Quantitative Analysis or 24.906 Quantitative Methods for Health Care and Public Administration, or HCAD 908 Quantitative Analysis for Administrators.

### **HCAD 924 Health Care Economics and Financing**

An overview of the economics and financing of health care services that includes consumers, suppliers, insurance companies and HMOs. Topics include Health Care Consumption Demand; Health Care Services Supply; economics of hospital operations, long-term care and cost containment; pre-paid health services and regulatory approaches based on prospective payment systems; strategies to ensure equitable access to health services; and measures to control health care and health insurance cost. The course will compare accounting systems of both non-profit and for-profit health care facilities.

### **HCAD 930 Managing Operations**

Focuses upon improving operations systems and service delivery within health care, public, and non-profit organizations. Topics include service design and development, quality control and assurance systems, technology utilization and application, equipment maintenance, accountability and monitoring issues, and enhancing service delivery in a cost-effective manner.

**Prerequisite:** MGMT 904 Management and Leadership.

### **HCAD 940 Health Care Informatics and Technology**

An introduction to the role of health care information and technology in today's health care industry. Topics include the management and financing of electronic health records; aligning health care information technology with health care reform; the health care claim cycle; the changing patient landscape, rise of retail clinics, and interfacing technology systems; the role of health care information technology in documenting and protecting providers.

### **HCAD 955 Budgeting in Health Care Facilities**

Describes the various budgetary systems and issues affecting the operation of health care facilities. The course focuses upon the development and implementation of an operating budget and annual fiscal plan. Revenue sources for the facility and allocation of resources to facility departments will be analyzed.

**Prerequisites:** HCAD 924 Health Care Economics and Financing **or** HCAD 903 Financing Health Care Services **and** QUAN 908 Quantitative Analysis **or** QUAN 976 Quantitative Analysis.

### **HCAD 950 Health Care Marketing**

Concentrates on specific health care marketing models to include program development, identification or target populations, internal and external marketing strategies and the evaluation of the marketing plan. Students will participate in the development of a market plan for a health care product and/or service.

**Prerequisite:** HCAD 920 Strategic Planning for Health Care Services.

### **HCAD 984 Seminar in Health Care Administration**

Students analyze current and evolving issues in health care service delivery and administration. Students create and present original project in health care.

**Prerequisites:** Satisfactory completion of all other degree requirements and permission of the Dean.

**MGMT 904 Management and Leadership**

Addresses managerial and leadership styles and the dynamics of organizational behavior. Topics include: managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams (formerly Managerial Theory).

**QUAN 908 Quantitative Analysis for Administrators**

A quantitative approach to problem-solving and decision-making for administrators. Topics includes hypothesis development and testing; and statistical inferences using multiple regression analysis, covariance analysis, factor analysis, discriminate analysis, and linear models for cross-classified categorical data.

**Prerequisite:** MATH 117 Introduction to Statistics or QUAN 676 Statistical Analysis for Managers.

# **Master of Arts concentration in Human Resource Management**

**Coordinator:** Dr. Mary Rogers

Advisor: Dr. Mary Rogers

The Master of Arts with a concentration in Human Resource Management is designed to provide qualified individuals from any undergraduate major with the conceptual, analytical, and operational knowledge needed to assume a position in human resource management. The program is based on an orientation which provides a proper balance of theoretical and practical knowledge as well as in-depth preparation in human resource management. Philosophically, the program assumes that excellence in human resource management requires an understanding of both the internal aspects of the modern profit or non-profit organization and the external environment in which it functions. To acquire this understanding, students are exposed to courses in the areas of management, accounting, finance, economics, and human resource administration. At the completion of the program, students are expected to possess the sophisticated analytical, verbal, and analytical, verbal, and intellectual skills needed to forecast personnel needs, hire new employees, and create an environment which promotes maximum employee satisfaction and efficiency.

## **Admission Requirements**

Applicants must have earned a baccalaureate degree from regionally accredited college or university in any major.

Students are evaluated primarily on the basis of the distribution of courses they have taken as undergraduate and, if applicable, courses taken in another graduate program, and on their undergraduate and graduate grades. An overall undergraduate quality point average of 3.0 on a 4.0 scale in a program acceptable to the admissions committee, including successful completion of business and economics courses taken as an undergraduate, is expected.

Students who do not meet these requirements may be offered opportunity to demonstrate their ability to do successful graduate work by:

1. Taking two advisor-approved courses and earning a grade of B or better in each course;

**OR**

2. Taking either the Graduate Management Admissions Test, Graduate Record Examination, or the Miller Analogies Test and achieving a score in the 60<sup>th</sup> percentile higher.

Evaluation of the materials submitted by the applicant for admission to the Master of Arts will begin as soon as all required documents have been received.

Applicants may be admitted to the program for the Fall or Spring semesters, although courses may be taken during the Summer.

## **Degree Requirements**

The program consists of eleven (11) courses, which includes nine (9) core and two (2) elective course. In addition, two (2) foundation courses are required. Students with appropriate academic background may be permitted to waive the two foundation courses.



Waivers are generally not granted if the corresponding undergraduate course(s) were completed more than seven years prior to application. Waivers are not granted for non-academic prior learning, and are determined solely on the basis of the student's undergraduate or graduate record. All waivers require written approval by the program advisor.

Students are expected to be familiar with office/management level software.

Students may take courses in any sequence subject to the following general requirements:

1. Students must complete the two foundation courses early in their program as these are prerequisite courses to core courses and electives.
2. Students must observe prerequisites. Courses taken without the proper prerequisites will not be applicable to the student's degree requirements unless written approval is obtained from the student's advisor.
3. MGMT 985 Seminar in Human Resource Management is the culminating course in the students program. Registration requires prior written permission from the Dean of Graduate Studies. Students will not be permitted to fulfill this requirement with a course transferred from another institution. The seminar can only be taken in the last semester of study. Exceptions, requiring written advisor approval, may be made for students taking an elective course over the summer.

### **Foundation Courses (2) (may be waived)**

ACCT 653	Financial Statement Reporting and Analysis
ECON 610	Economic Analysis

### **Core Courses (9)**

FINA 929	Financial Management
MGMT 900	Foundations of Human Resource Management
MGMT 904	Management and Leadership
MGMT 922	Employment Law
MGMT 934	Human Resource Information Systems
MGMT 946	Organizational Development and Change
MGMT 955	Compensation and Performance Management
MGMT 963	Employee Benefits
MGMT 985	Seminar in Human Resources Management

### **Elective Courses (2)**

MGMT 969	Business Ethics
MGMT 975	Topics in Business (with advisor approval)
MGMT 977	Managing Global Diversity in Organizations
PADM 911	Grantsmanship and Development

Additional electives require written advisor approval.

Information on the Graduate Certificate in Human Resource Management may be found on page 169 of this catalog.

## **COURSE DESCRIPTIONS**

### **ACCT 653 Financial Statement Reporting and Analysis**

Designed to help current and future business leaders across all functional areas understand the rules, regulations, processes, procedures, and significance of financial accounting statements and reports. The course provides a balanced presentation between how statements are prepared, and more importantly, how to analyze these statements and footnotes to assess a company's performance within the industry and management's performance within a particular company. Advantages, disadvantages, used and limitations, and calculation of a specific financial ratios for decision making are included. This course will help future business leaders conduct better internal audits, improve forecasts and valuations, and make better management decisions.

### **ECON 610 Economic Analysis**

An intensive coverage of macroeconomic and micro economic principles, this course considers the following topics; scarcity and choice, supply and demand, national income accounting, employment theory, fiscal policy, monetary policy, stabilization problems, elasticity of supply and demand, cost theory, price and output decisions by the firm under perfectly and imperfectly competitive conditions, and factor pricing (formerly 12.901).

### **FINA 929 Financial Management**

An introduction to the two fundamental financial concepts- the investment decision and the financing decision, and their possible interactions. This includes the type of assets a firm acquires, the reason(s) for acquisition, and the sources and costs of financing these assets. Assets, liabilities and capital, both short and long-term, are described using accounting terminology and evaluated using mathematical analysis (formerly 12.978).

**Prerequisites:** All MBA foundation courses, MAHR foundation courses or the equivalent.

### **MGMT 900 Foundations of Human Resource Management**

An overview of the major functional areas of human resources management. The student develops an understanding of the mission, role and major responsibilities of strategic human resources in achieving the objectives of the organization. The course covers the functional areas of human resource planning, recruitment and selection, training and development, performance appraisal, compensation and employee benefits government regulation compliance.

### **MGMT 904 Management and Leadership**

Addresses managerial and leadership styles and the dynamics of organizational behavior. Topics include: managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams (formerly Managerial Theory).

### **MGMT 922 Employment Law**

This course is an investigation of the legal perspective of employer/employee relationship in today's complex business environment. Most aspects of federal and state laws related to employment relationship at all stages of the employment process are covered in detail from both business and human resources viewpoints.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management

### **MGMT 934 Human Resource Information Systems**

An overview of human resource information systems (HRIS) focused on strategic drivers for HRIS, selection, planning, system design and change management. Students are introduced to technology terms and key concepts, as well as procedures for evaluating, implementing and managing technology solutions in a business enterprise. Students also consider related ethical issues and emerging trends.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management.

**MGMT 946 Organizational Development and Change**

A focus on the management of planned change in organizations. Covering techniques for strategic implementation as well as new ideas and practices, the activities of the course will include development of organizational change through an action research project as well as practice through case study.

**Prerequisites:** MGMT 900 Foundations of Human Resource Management, MGMT 904 Management and Leadership

**MGMT 955 Compensation and Performance Management**

A comprehensive overview of compensation in the HR function whose goal is to assist students making compensation programs effective and competitive in a changing marketplace. Topics covered include fundamentals of base pay, deferred compensation, executive compensation, job analysis, job evaluation, market analysis, salary ranges, legal and regulatory compliance, incentives, pay for performance, merit pay, performance management, appraisal methods (including errors in performance appraisals), salary surveys and total compensation. In addition, the course also explores the role of variable compensation, with a focus on using variable compensation to more effectively focus employee efforts and better align compensation costs with organizational performance. Note: Students who have taken 12.952 Performance Appraisal or 12.953 Compensation Administration may not receive credit for MGMT 955.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management.

**MGMT 963 Employee Benefits**

Explores the role of employer-provided benefits as a part of the modern human resources function. The class examines the history of employee benefits in the U.S., the increasing cost of benefits during the last 30 years, the legislative environment, how benefits are integrated as a part of the total compensation, and the emergence of outsourcing as a delivery mechanism. The class also examines retirement and savings plans as well as health and welfare plans. Topics covered are plan design, cost containment, funding, legal compliance, administration, share services, employee and manager self-service, and total benefit outsourcing.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management.

**MGMT 969 Business Ethics**

An understanding of the ethical, social and political context of business organizations today. The course provides the understanding of ethical frameworks for approaching business problems in order to choose among alternative courses of action. This course emphasizes the application of ethical reasoning to real business and management situations, problems and decision-making. Readings, activities, guided discussion, case studies, and videos are the principal methods of learning. Theoretical ideas and concepts are integrated into the discussion of concrete issues throughout the course.

**MGMT 975 Topics in Business**

Selected topics in business offered on occasion at the discretion of the department.

**Prerequisites:** Vary depending on the nature of the course, or permission of the instructor.

**MGMT 977 Managing Global Diversity in Organizations**

Provides a framework for managing diversity in today's rapidly changing business environment. It examines the complex roles of language, culture, personality and cognitive processes to determine how these interact to maintain and magnify cultural differences and other dimensions of diversity in today's workplace and society. The course includes theories for managing diversity, cultural capacity, personal and organizational communications, recruitment and retention of a diverse/global workforce and public relations campaigns to attract a diverse customer base. Topics include: (1) understanding the business environment that is driving the need for multicultural competencies, including U.S. demographic change and globalization, development of policies, techniques and (2) theories behind best business practices for building and maintaining a diverse/global workplace.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management

**MGMT 985 Seminar in Human Resources Management**

This course is the final evaluation for M.A. in Human Resource Management students. Through a series of cases, students will demonstrate competence in the area covered by the required program courses.

**Prerequisites:** Completion of all other degree requirements and permission of the Associate Dean.

**PADM 911 Grantsmanship and Development**

This course covers fundraising activities, and includes preparation of proposals to federal and local agencies, corporations and private foundations; and the planning and supervising of special fundraising events, capital campaign and annual drives, purchasing and operating endowments, and membership drives. Students will learn how to prepare realistic budgets and how to write successful proposals.

# Master of Arts concentration in Public Administration

**Coordinator:** Dr. George Jarnis

**Advisor:** Dr. George Jarnis

The Master of Arts with a concentration in Public Administration stresses the practical skills and knowledge necessary for a career in the public sector. The program is designed for students presently serving in government and non-profit organizations, those involved in the private sector who are involved with and affected by governmental activities, and those who seek careers in government at the management level. The program provides a pragmatic approach which balances the theoretical with the practical. Students are exposed to the normative and empirical aspects of problem-solving, organizational management, budget and resource management, policy-making, and program administration. In this period on increased interdependency among the public, non-profit, and private sectors, the program is dedicated to the increased responsibilities and challenges confronting the public manager. The program provides the student with a concrete foundation for the acquisition of administrative expertise and tools essential for management at all levels of government and within non-profit service oriented organizations. After completing of the program, students are expected to be able to analyze problems, to develop solutions, and to acquire the advanced skills of written and oral analysis, presentation, and communication.

## Admission Requirements

Applicants must have earned a baccalaureate degree from a regionally accredited college or university. The evaluation of a candidate is primarily based upon the applicant's quality point average which is used as an indicator of intellectual development and ability. Extracurricular activities, employment and non-employment experiences, career goals, and motivation for graduate work serve as additional admission criteria. An overall undergraduate quality point average of 3.0 on a 4.0 scale in a program acceptable to the admission committee is expected. Students who do not meet these requirements may be offered the opportunity to demonstrate their ability to do successful graduate work by:

1. Taking two advisor-approved graduate or undergraduate courses and earning a grade of B or better in each course;

OR

2. Taking either the Graduate Management Admissions Test, the Graduate Record Exam, or the Miller Analogies Test and achieving a score in the 60<sup>th</sup> percentile or higher.

In addition to a suitable QPA or possession of other indicators of academic success, admission will be granted only to persons with acceptable employment experience. Acceptable employment is usually a minimum of one year of full-time paid experience in the field and is usually verified by appropriate letters of recommendation. This requirement may be waived after a personal interview. Evaluations of the materials submitted by the applicant for admission to the Master of Arts will begin as soon as all required documents have been received. Applicants may be admitted to the program for the Fall or Spring semesters, although courses may be taken during the summer.

## Degree Requirements

The Master of Arts in Public Administration consists of ten (10) courses which are divided into a core component (seven courses) and an elective component (three

courses)

Students are expected to be familiar with office/management level software.

Students may take courses in any sequence subject to the following general requirements:

1. PADM 983 Foundations of Public Administration serves as a foundation for the core and elective courses in the Public Administration program. Students are recommended to complete this course prior to taking other core courses.
2. Students must meet course prerequisites.
3. PADM 984 Seminar in Public Administration is the culminating course in the student's program and may not be taken before the final semester of the program. Exceptions, requiring advisor approval, may be made for students taking an elective course over the summer. Registration for the seminar requires prior written approval from the Dean of Graduate Studies. Students will not be able to fulfill this requirement with a course transferred from another institution.

**Prerequisite (1):**

MATH 117	Introduction to Statistics OR
QUAN 676	Statistical Analysis for Managers

**Core Courses (7):**

MGMT 904	Management and Leadership
PADM 929	Techniques of Policy Analysis
PADM 937	Techniques of Public Budgeting and Resource Management
PADM 981	Personnel Management in the Public Sector
PADM 983	Foundations of Public Administration
PADM 984	Seminar in Public Administration
QUAN 908	Quantitative Analysis for Administrators

**Elective Courses (3):**

Any three (3) courses with the written approval of the student's advisor. The following are suggested.

BUIS 909	Information Technology in Business
ECON 840	Public Finance
MGMT 955	Compensation and Performance Appraisal
PADM 911	Grantsmanship and Development
PADM 957	Risk Management and Fiscal Analysis

**COURSE DESCRIPTIONS**

**BUIS 909 Information Technology in Business**

An overview of the use of information technology solutions in a business organization. Business and managerial topics are included, such as opportunities for strategic and competitive advantage, increased operational efficiency, and information management using databases and data warehouses. Students are introduced to technology terms and key concepts, as well as procedures for evaluating, implementing and managing technology solutions in a business enterprise. Students also consider related ethical issues and emerging trends. Note: Students who have already taken 12.808 Microcomputer Applications in Business or 12.970 Technology Applications for Administrators may not receive credit for BUIS 909.

### **ECON 840 Public Finance**

This course applies basic economic theory to the question of the economically defensible scope of public sector activity. Also examined is the theory of public choice and the theory of public expenditure. Specific topics are then addressed using the principles obtained from the theory. Such topics include social security, income maintenance programs, regulation, food stamps and healthcare.

**Prerequisites:** ECON 610 Economic Analysis, or ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

### **MGMT 904 Management and Leadership**

Addresses managerial and leadership styles and the dynamics of organizational behavior. Topics include: managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams (formerly Managerial Theory).

### **MGMT 955 Compensation and Performance Management**

A comprehensive overview of compensation in the HR function whose goal is to assist students making compensation programs effective and competitive in a changing marketplace. Topics covered include fundamentals of base pay, deferred compensation, executive compensation, job analysis, job evaluation, market analysis, salary ranges, legal and regulatory compliance, incentives, pay for performance, merit pay, performance management, appraisal methods (including errors in performance appraisals), salary surveys and total compensation. In addition, the course also explores the role of variable compensation, with a focus on using variable compensation to more effectively focus employee efforts and better align compensation costs with organizational performance. Note: Students who have taken 12.952 Performance Appraisal or 12.953 Compensation Administration may not receive credit for MGMT 955.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management.

### **PADM 929 Techniques of Policy Analysis**

This is an introductory course in public policy analysis. In addition to surveying the politics of the policy-making process, the course will develop a framework of principles for making policy decisions and examine general analytical methods useful for the decision making process. Topics will include module survey techniques, benefit-cost analysis and the role of the analysis as an alternative to political power.

### **PADM 937 Techniques of Public Budgeting and Resource Management**

Public budgeting will be studied in this course as a political process which attempts to plan, coordinate and control the allocation and use of the public resources under conditions of scarcity and uncertainty. While the course is generally designed to present a broad overview of the budgeting function as practiced in a variety of governmental settings, it is specifically designed to focus on budgeting as a management tool. Within this context the student is expected to develop practical knowledge of public budgeting systems and techniques.

### **PADM 957 Risk Management and Fiscal Analysis**

An examination of risk analysis and its importance in helping to ensure that an organization has effective internal fiscal controls. The components of an effective internal control system such as the safeguarding of assets and adequate segregation of duties and responsibilities are covered. Pertinent laws and regulations are discussed to increase the practitioner's awareness of the current legal environment and its ramifications to an organization. The course also focuses on the importance of fiscal responsibility. Students learn to use financial statement analysis and the importance of performance measurement in the planning, execution, and reporting processes. Although this course focuses on the public sector, the concepts are applicable to the private sector, hospitals, educational institutions and non-profit organizations.

**PADM 981 Personnel Management in the Public Sector**

A major concern of any agency is the effective and efficient management of its personnel. To a large extent an organization is an entity consisting of individuals bound together through division goals. A necessary administrative tool of any manager is the ability to recruit, supervise and control members of an organization. This course will focus on membership, staffing, job classification, unionism, productivity, performance evaluation and personnel accountability. Case studies and simulation will be used to emphasize theories and practice of personnel management.

**PADM 983 Foundations of Public Administration**

This course is concerned with the nature and functioning of the public administrative process. The goals of the course are: (1) to develop an understanding of administrative behavior in the public sector, and (2) to understand how administrative behavior and structure affects the making, implementing, and managing of public programs and policies. The course serves as a survey of the fundamental concepts and issues of public administration and management. The course format consists of a case study approach. A substantial part of the weekly meetings will be devoted to practical exercises and cases. Role playing, simulation, and case analysis will be emphasized. Class participation is an essential and important part of the course.

**PADM 984 Seminar in Public Administration**

This course will focus on selected topics and cases in public administration. Students will participate in discussion, analysis, and evaluation of contemporary issues of the administrative process and program management.

**Prerequisite:** Completion of all other degree requirements and permission of the Associate Dean.



# Master of Business Administration

**Coordinator:** Dr. Mary Rogers

Advisor: Dr. Patricia Thomas

The Master of Business and Administration (MBA) program is designed for mid-level managers and professionals in business and other organizations who aspire to greater leadership and management roles. Students learn to link theory with practice, and to understand the multi-disciplinary demands of a business environment that is increasingly global, technology-oriented, and diverse.

The MBA program provides graduates with the cumulative knowledge, skills and capacities identified and supported by the Association to Advance Collegiate Schools of Business (AACSB):

- Capacity to lead in organizational situations
- Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments

At the completing of the MBA program, students are expected to apply their knowledge and understanding of strategy, economics, management science, finance, marketing, information technology and management to identify business problems and opportunities; to analyze and develop solutions; to implement tactical and strategic approaches to overcome problems and realize the opportunities.

## **MBA Admission Requirements**

Admission to the MBA degree program is available to qualified individuals who hold an undergraduate degree in any major from an accredited college or university. Admission is based on professional work experience, performance in previous college/ university study, results from the Graduate Management Admissions Test (GMAT) assessment of written essays, and appraisal of letters of recommendation.

Applicants are required to submit the following:

1. A completed Application for Graduate Admission Form.
2. Official copies of undergraduate and/ or graduate transcripts. Students who have transcripts from outside the United States must have their transcripts evaluated by a Credit Evaluation service and translated into English.
3. Official Graduate Management Admissions Test (GMAT) or Office Graduate Record Examination (GRE) results taken within the past five years.
4. Two written essays. Each essay should be typed or printed, single spaced and limited to the length indicated. The essay questions are:
  - a. What would you like the MBA Admissions Committee to know about you? (450-word limit)

And EITHER

- b. What are your three most substantial achievements and why do

you consider them to be substantial achievements? (700-word limit)

OR

- c. What experience in the military, public service, or business do you have? Explain how this experience equips you for the MBA program. (700-word limit)
5. Two letters of recommendation sent directly to Framingham State University by the evaluators.
6. A current professional résumé
7. TOEFL scores (550 or higher) or IELTS scores (6.5 or higher) are required of applicants seeking admission from non-English speaking countries. The TOEFL or IELTS may be waived if the applicant has successfully completed at least two full academic years in a college/university in the United States of America, United Kingdom, Australia, New Zealand, or Canada.

Evaluation of applications for admission to the MBA program will begin only when all the required documents have been received.

Applicants seeking MBA admission for fall should have a complete application on file no later than July 1. Applications completed or received after the due date cannot be guaranteed timely matriculation.

The MBA Application for Admission is available online at [www.framingham.edu/dgce/mba](http://www.framingham.edu/dgce/mba) or contact the Graduate Admissions office at 508-626-4501.

Advisors are available for consultation about the MBA admission process, program requirements, and course selection. Individuals may make an appointment with an advisory by contacting 508-626-4550.

Students who will be applying for admission to the MBA program may take foundation courses prior to applying for admission to the program. Students must seek the advice of the MBA Advisor when deciding whether to take foundation courses prior to applying for admission.

Students entering the MBA program are to be familiar with and have access to the Microsoft Office Suite (Word, Excel, Access, and PowerPoint) or equivalent software that support Microsoft Office Suite formats specified by and acceptable to the faculty.

Applications remaining incomplete for over one year will be considered inactive.

### **Additional MBA Admission criteria for International 3 year degree holders**

**From India:** Degree must be a Bachelor in Commerce or Business, otherwise US 4 year Bachelor degree equivalent is required.

Official Transcripts must be evaluated by a Credential Evaluation Service and sent to Framingham State University.

The degree granting institution must be accredited from one of the following institutions:

1. National Assessment and Accreditation Council (NAAC)
2. National Board of Accreditation (NBA)
3. All India Council for Technical Education (AICTE)

GPA Minimum must be equivalent TO A us 3.0 On a 4.0 scale

Minimum score of 400 on the GMAT or Minimum score of 440 on GRE

Must have a grade of B or better in each equivalent course from the following areas: Accounting, Economics, Management, and Statistics

Minimum TOEFL score of 540 paper based or 76 computer based

### Degree Requirements

Each MBA course is offered for four (4) credits. The MBA degree program consists of 12 courses or 48 credits, consisting of ten (10) Core and two (2) Elective courses. **Prior to enrolling in Core and Elective courses, students are required to fulfill six (6) foundation course requirements. All course prerequisites are to be observed.**

### Degree Requirements

Students must demonstrate proficiency in the following six areas: financial accounting, managerial accounting, economics, marketing, statistics and the study of leadership, teamwork and the organization. The 600-level foundation courses meet proficiency requirements for the program and do not count toward the MBA graduate credit.

Proficiency may be demonstrated in one of the following ways:

1. Appropriate undergraduate or graduate coursework completed with a grade of B or better earned no more than five (5) years prior to the date of application to the MBA program. The Admissions Committee will evaluate each applicant's academic record to determine whether foundation requirements have been met.
2. Students without appropriate prior academic coursework may demonstrate proficiency by taking a College-Level Examination Program (CLEP) test in an appropriate subject area, or may make a written request for a waiver.
3. Successful completion of the appropriate MBA foundation course (or courses) listed below.

ACCT 653 Financial Statement Reporting and Analysis  
ECON 610 Economic Analysis  
MGMT 638 Leadership, Teamwork and the Organization  
QUAN 676 Statistical Analysis for Managers

**Students MUST complete all MBA foundation requirements prior to taking core and elective MBA courses.**

### Core Requirements (10):

BUIS 933 Enterprise Information Technology  
ECON 923 The Economics of Organizational Design  
FINA 929 Financial Management  
MGMT 911 Organization Behavior and Theory  
MGMT 935 Operations Management  
MGMT 940 Business and Its Environment  
MGMT 951 Human Resource Management  
MGMT 989 Professional Project and Capstone in Strategic Management  
MRKT 917 Strategic Marketing  
QUAN 905 Management Science

Registration for *MGMT 989 Professional Project and Capstone in Strategic Management*, requires the prior written permission of the Dean of Graduate Studies. Students will not be permitted to fulfill this requirement with a course

transferred from another institution. The course can only be taken after all other core courses have been completed. Students may take elective courses subsequently or concurrently with this course.

**Elective Courses (2): Select from the following**

BUIS 960	Project Management
FINA 945	Investments
MGMT 950	Labor Management Relations
MGMT 965	Supply Chain Management
MGMT 968	Managing in a Global Environment
MGMT 975	Topics in Business
BUIS 990	International Business Practicum

**Courses before Admission**

Students intending to apply for admission to the MBA program are not allowed to enroll in MBA Core or Elective courses prior to official admission into the program.

**Transfer Credit**

Transfer credit for prior graduate coursework completed at another accredited college or university will be considered at the time of MBA admission based on course descriptions and documentation submitted with the student's application. Courses accepted in transfer must meet the academic criteria established by Framingham State University. A maximum of two (2) graduate courses may be accepted in transfer and applied toward the MBA degree program.

**Time Limits for Degree Completion**

All degree requirements must be met within six (6) years from the completion date of the first MBA Core or Elective course.

**BUSINESS ADMINISTRATION COURSE DESCRIPTIONS**

**BUIS 933 Enterprise Information Technology**

An examination of the management and use of information technology (IT) in a business organization. The course explores topics including evaluating technology solutions, understanding business networks, data and network security, the strategic and tactical role of IT in business, managing IT infrastructure and operations, IT planning and architecture, data and information management, and intelligent systems.

**Prerequisites:** MGMT 911 Organization Behavior and Theory.

**BUIS 960 Project Management**

An introduction to common procedures and methodologies used to plan, track and control selection, acquisition, implementation and maintenance of information systems in business organization. Topics include Request for Proposals, System Development Life Cycle, cost/benefit analysis, sourcing options and service level agreements. Testing approaches and quality control methods are also discussed. Students are introduced to commonly used project management software tools and team collaboration products.

**Prerequisites:** BUIS 933 Enterprise Information Technology and MGMT 935 Operations Management.

**BUIS 990 International Business Practicum**

A unique opportunity for students to travel faculty as well as experience the business and economic environment of a foreign country. Students study the business, economic, social, cultural, legal and international environment and identify country trends prior to travel. Students read about the particular country and complete a research project. Students visit

local businesses, meet business economic leaders, and participate in a variety of cultural events. Upon return, students present their findings by integrating their research and their travel experience. Specific assignments and readings vary based on the country being visited. Travel destination is announced when offered.

**Prerequisite:** Matriculation in the MBA program.

**ECON 923 The Economics of Organizational Design**

An examination of the optimal means of coordinating relationships between buyer and seller; between employer and employee; and between the firm and lenders of capital and providers of intermediate product. The three principal forms of organization, the price system, relational contracts, and ownership are examined and contrasted. Study focuses on the theory of transaction cost economics and rudimentary game theory. Topics include the principal-agent problem, the make or buy decision, adverse selection, corporate culture, and the tension between self-interest and cooperation (formerly 12.962).

**Prerequisites:** All MBA foundation courses or the equivalent.

**FINA 929 Financial Management**

An introduction to the two fundamental financial concepts - the investment decision and the financing decision, and their possible interactions. This includes the type of assets a firm acquires, the reason(s) for acquisition, and the sources and costs of financing these assets. Assets, liabilities and capital, both short and long-term, are described using accounting terminology and evaluated using mathematical analysis (formerly 12.978).

**Prerequisites:** All MBA foundation courses, MAHR foundation courses or the equivalent.

**MGMT 911 Organization Behavior and Theory**

An examination of the relationships between individuals, groups and the organization as it relates to organization strategic performance. Participants focus on theoretical, empirical and practical applications or organization research. Topics include motivation, group dynamics, team management, organizational injustice, decision-making, leadership, diversity and interpersonal relations.

**Prerequisites:** All MBA foundation courses or the equivalent.

**MGMT 935 Operations Management**

An analysis of production problems and solution techniques for services, manufacturing and distribution. Work-flow processes, production system design, production planning and control, technology of materials and equipment, and control of availability, quality, cost, and price of products and resources.

**Prerequisite:** QUAN 905 Management Science.

**MGMT 940 Business and Its Environment**

A discussion of the dynamic ethical, legal, management, economic and non-economic and regulatory environments in which firms compete domestically and internationally. This course applies ethical models of decision making to business decisions and compare and contrast the impact of these decisions on relative stakeholders and firm competitiveness (formerly 12.915).

**Prerequisite:** ECON 923 The Economics of Organizational Design.

**MGMT 950 Labor Management Relations**

An examination of employment agreements and employee rights in the workplace. The course examines topics related to the legal framework surrounding the collective bargaining process, including union structure and organizational campaigns, and negotiations and enforcement of agreements. Additional topics can include employment discrimination, and other workplace issues.

**Prerequisite:** MGMT 911 Organization Behavior and Theory.

**MGMT 951 Human Resource Management**

An examination of the major functions and strategies of human resources managers in achieving the objectives of the organization. Topics include human resource planning, recruitment and selection, training and development, performance appraisal, compensation and employee benefits, and government regulations.

**Prerequisite:** MGMT 911 Organization Behavior and Theory and MGMT 940 Business and Its Environment.

**MGMT 965 Supply Chain Management**

A study of integrated supply chain management, which is a core firm competency and encompasses all functions within an organization. Advances in technology have been a catalyst in remarkable efficiency gains in supply chain operation. Topics include risk pooling, the bullwhip effect, new technologies such as RFID, global markets, global manufacturing, out-sourced functions, synchronization of supply and demand, aggregation and consolidation.

**Prerequisite:** MGMT 935 Operations Management.

**MGMT 968 Managing in a Global Environment**

An introduction to the contemporary world of international business through an examination of the social, cultural, economic, ecological, and commercial aspects that impact global operations. Emphasis is both on the thorough understanding of the effect that international business has on the different functional aspects of the enterprise as well as the manner in which firms organize, operate, and formulate strategies in order to maximize their chances of successful operations. The goal of the course is to acquaint the student with conceptual and analytical tools necessary for the formulation of knowledge concerning international business practices, strategy, and positioning (formerly 12.930 International Business).

**Prerequisites:** All MBA foundation courses or the equivalent.

**MGMT 975 Topics in Business**

Selected topics in business offered on occasion at the discretion of the department.

**Prerequisites:** Vary depending on the nature of the course, or permission of the instructor.

**MGMT 989 Professional Project and Capstone in Strategic Management**

Designed to advance the integrated application of management competencies acquired throughout the MBA program. Students complete an individual, student-driven project on issues in a selected industry. In addition, using comprehensive case studies and working in small teams, students explore relationships between the context, content, and process of managing organizations, as well as other complexities of strategic management.

**Prerequisites:** May be taken concurrently with MGMT 915 Human Resource Management and MGMT 935 Operations Management. Completion of all other core MBA courses and permission of the Associate Dean.

**MRKT 917 Strategic Marketing**

This course focuses on critically scanning and analyzing the external environment, defining strategic marketing decisions, developing and applying models to evaluate the alternatives and formulating recommended courses of action (formerly 12.942 Marketing Management).

**Prerequisites:** All MBA foundation courses or the equivalent.

**QUAN 905 Management Science**

Designed to focus on the diagnosis of problems; the representation of problems in models; mathematical or algorithmic problem solving and decision making. It introduces linear programming, integer programming, network models, project management methods (PERT/CPM), decision theory and queuing theory. It also introduces students to the use of computer programs to solve/optimize models and to the interpretation and uses of the output from the models.

**Prerequisites:** All MBA foundation courses or the equivalent.

# Master of Education concentration in Art

**Coordinator:** Assistant Professor Brian Bishop

**Advisors:** Professor Barbara Milot

The Master of Education with a concentration in Art is designed for students who are interested in furthering their knowledge of art at the graduate level, without regard to employment as a teacher, as well as for those who wish to meet state of district requirements for advanced study by teachers. The program leads to the Professional License (PreK-8 or 5-12) and presumes substantial work in art which is usually obtained as part of the undergraduate degree.

## Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. An overall undergraduate quality point average of at least 3.0 on a scale of 4.0 in a degree program acceptable to the admissions committee.
3. Forty-five (45) undergraduate semester hours of liberal arts courses including a distribution of courses as listed below:

Studio Art-36 semester hours

Art History-9 semester hours

4. A Massachusetts Initial Teaching Licensure in Art. This requirement will be waived for persons who are not using this degree in the State of Massachusetts.
5. Submissions of scores on the Graduate Record Examination General Test or Miller Analogies Test.
6. Ten (10) to fifteen (15) slides or digital images of the applicant's art work. This may include multiple slides to show detail.
7. An interview with the Chairperson of the Art and Music Department.

## Degree Requirements

The degree requires ten (10) courses, which include three (3) in education and seven (7) in art (studio and art history). An oral comprehensive examination is required as the student's culminating experience. A professional portfolio, completed as part of the degree program, is presented during comprehensive examination.

## Foundation Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

## Art Concentration Courses (7)

ART 995	Graduate Seminar in Art Education
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## AND

At least six (6) additional graduate level art courses.

These courses must be approved, in writing, by the student's advisor. Specific studio and art history courses should be chosen to complement the student's undergraduate art program and should address the following subject areas:

Four (4) studio art courses at the graduate level

**AND**

Two (2) art history courses at the graduate level

## **COURSE DESCRIPTIONS**

### **ARTH 850 Study Tour: Art and Architecture**

A studio art or art history course taught through an extensive field trip or series of field trips, in addition to more traditional methods of teaching. Students gain direct experience of art and architecture in its historic, social, and geographic contexts. The topics/locations may vary from year to year and are announced in the course schedule bulletin. This course, in a different topic/location, may be repeated for credit.

### **ARTH 873 Twentieth-Century Art**

A survey of major artists and art movements from Post-Impressionism through Post-Modernism (1880's-1980's). Issues and events of the twentieth century, such as rapidly expanding technology, world wars, utopian and civil rights movements, feminism, and multiculturalism are explored in relation to avant-garde art movements.

### **ARTH 876 Art of the Baroque Period**

A survey of the arts of the 17<sup>th</sup> and 18<sup>th</sup> centuries, which explore the achievements of Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, and Velazquez as well as other gifted by lesser-known figures. The course relates the artistic contributions of the period to developments in political, religious, and intellectual history and considers the ways that images were produced, collected, and displayed.

### **ARTH 878 American Art**

A study of the art and architecture of the United States from Colonial Times through the early 20<sup>th</sup> Century. Attention is given to Native American art and the work of folk artists/craftspersons as well as that of artists nurtured in European traditions. Readings and class discussion focus on the arts as a unique expression of the American experience in relationship to history, politics, ideology, and social and technological change. Note: Credit will not be given for both this course and ARTH 378 American Art.

### **ARTH 880 From Romanticism Through Impressionism**

A survey of nineteenth century European art from the 1780's to the 1880's, examining the visual arts within the context of nineteenth century life and culture. This course explores the major artistic movements of this period and the innovations of such outstanding figures as Goya, David, Delacroix, Manet, Monet and Van Gogh as well as their relationship to contemporary political and social developments. Readings cover such topics as myth of the modern artist, art and political revolution, the representation of modern life, and the ways in which gender, sexuality, class and modernity interrelate.

### **ARTH 882 Latin American Art**

A study of Pre-Hispanic, Colonial and Modern Latin American visual culture. Emphasis is placed on social context and politics of art, including issues of race, gender, and social class. The first half of the course surveys the art of Pre-Hispanic cultures; the second half studies how the art of Colonial and Modern Latin America has engaged with indigenous heritage. Scholarly readings, essay assignments, and a research project explore the methodologies and concerns of art history and art criticism. Note: Students cannot receive credit for both ARTH 882 Latin American Art and ARTH 389 Special Topics in Art History: Latin American Art.



### **ARTH 883 Contemporary Art History**

A study of artistic developments, primarily in Europe and the United States, in the contemporary era (1945 to the present). Consideration is given to the diversity of artistic expressions in this period within their cultural, theoretical, and political contexts. Particular attention is given to the impact on art of such late 20<sup>th</sup>-century cultural phenomena as feminism, identity politics, multiculturalism, environmental awareness, the AIDS epidemic, the explosion of the media and technology, and to the ways in which these phenomena have helped to spawn new artistic media, e.g. earth art, installation, video, performance, and Web-based art.

**Prerequisite:** ARTH 873 Modern Art History or permission of the instructor.

### **ARTH 884 The Art of Asia**

A contextual study of the arts of India, Japan, and Southeast Asia, spanning the ancient to the post-modern worlds. The course explores major movements and schools of art such as Buddhist sculpture, Chinese landscape painting and Japanese prints. Readings and discussions focus on the interrelationship among art and religion; identity and political authority. The course includes study of Western influences in Asia, and of the idea of the "Orient" in Western Culture.

### **ARTH 885 Seminar: Problems in Contemporary Art**

An intensive investigation into aspects of topics of twentieth-century art. The course is intended to give the students the opportunity for scholarly research and presentation of seminar papers.

**Prerequisites:** ARTH 272 History of Art II and ARTH 873 Twentieth-Century Art or permission of the instructor.

### **ARTH 889 Special Topics**

A study of a special period or topic in art history. Specific topics are announced in the course schedule bulletin. The course explores the art in terms of its formal elements, iconography, and social context through extensive readings, lectures, writing and discussion. Students write a research paper. This course, in a different topic, may be repeated for credit.

### **ARTH 990 Directed Study in Art History**

Course description varies with experience. Advisor approval required.

### **ARTS 815 Comix and Graphic Novels**

A study of the methods and techniques of sequential narration within the contemporary art forms of comix and graphic novels. The focus of this course is on the development of a personal vision in the crafting of illustrated stories. Students are exposed to a variety of media possibilities while exploring the dynamics of pacing, framing, and the interaction of text and image.

**Prerequisite:** ARTS 211 Drawing I.

### **ARTS 820 Life Drawing**

An intensive study of the human figure and anatomy for artists. The course combines traditional life drawing from observation with exercises and assignments that emphasize the expressive interpretation of the human figure.

### **ARTS 822 Painting Studio**

An exploration of painting principles and techniques which is designed to strengthen the individual students' awareness of the history of the craft of painting while exposing the student to contemporary styles and ideas about visual art production. Students work toward developing their own styles and expressive objectives.

**Prerequisite:** ARTS 820 Life Drawing.

### **ARTS 828 Intaglio**

A study of intaglio printmaking techniques including drypoint, engraving, mezzotint, etching, aquatint, sugarlift, open bite, spit bite, and single and multiplate color printing. Students explore the creative possibilities of these techniques and develop a portfolio of color and black and white intaglio prints.

### **ARTS 830 Digital Art**

Designed for art and non-art students who are interested in designing artwork on the computer. Students learn two main programs, Painter and Photoshop, using the Mac computer for painting, drawing, watercolor and image collage on paper. Students are also exposed to mixed media and simple computer animation (formerly Computer Applications for Artists).

**Prerequisite:** One undergraduate drawing course.

### **ARTS 834 Children's Book Illustration**

An introduction to the art of children's book illustration. Students work from existing, revised, or self-authored texts in the creation of narrative imagery. This course leads students through the artistic process, from initial character development and concept sketches, to dummy books, finished illustrations, and the placement of image and text. In classroom exercises, students are introduced to various wet and dry media including acrylic, colored pencil, and collage. Additional topics include the development of individual voice for picture book illustration and illustrating for a particular age group.

### **ARTS 841 Ceramics**

An introduction to basic techniques in both hand building and wheel-working. Students begin to explore ways to make their work more personal by combining technical skills with form and concept. Emphasis is placed upon the student's ability to conceive three-dimensional forms and execute them skillfully in space. Various methods of glazing and firing are addressed as they relate to student work on specific projects.

### **ARTS 844 Wheel working**

An intensive introduction to working on the potter's wheel. Students learn the basic techniques of centering, opening and raising the walls of pots. Once familiar with these techniques, students learn how to create such functional objects as plates, bowls, mugs, teapots, and other lidded vessels. The wheel is also considered as a tool for making more sculptural works. While being exposed to a full range of historical and contemporary pottery, students develop a professional sense of material, form and design along with methods of glazing and firing.

**Prerequisite:** One course in ceramics, sculpture, or three-dimensional design.

### **ARTS 850 Study Tour: Art and Architecture**

A studio art or art history course taught through an extensive field trip or series of field trips, in addition to more traditional methods of teaching. Students gain direct experience of art and architecture in its historic, social, and geographic contexts. The topics/locations may vary from year to year and are announced in the course schedule bulletin. This course, in a different topic/location, may be repeated for credit.

### **ARTS 851 Watercolor**

A course that focuses on strengthening the students' awareness of the history and techniques of watercolor and gouache while exposing students to contemporary styles and ideas about these media and aiding in the development of the students' conceptual, technical and observational skills. Students concentrate on the essential elements of these media and their materials, methods, and craft.

**Prerequisites:** ARTS 820 Life Drawing and ARTS 822 Painting Studio **or** permission of the instructor.

### **ARTS 856 Illustration**

An introduction to the practical application of drawing and painting in communication design and narrative. Students employ a variety of materials used in magazine, book and product illustrations, including pen and ink, watercolor and dry drawing media.

**Prerequisite:** Permission of the instructor.

### **ARTS 860 Lithography**

A study of stone and plate lithography techniques including pencil, crayon, lithography tusche, Xerox transfers, gum stop-outs and two-color and three-color printing. Students explore the creative possibilities of the medium by developing a portfolio of color and black and white lithographs. Emphasis is on the study of line, tone, shade texture, and color. Proper etching procedures and printing methods are developed throughout the course.

### **ARTS 862 Printmaking**

An exploration of various printmaking techniques, including screen printing, monotype, relief printing, drypoint, etching, and collograph. Emphasis is on understanding the social and artistic concerns of producing imagery in multiples.

### **ARTS 863 Woodcut**

A study of woodblock relief printing techniques including black and white, reduction, multi-block, jigsaw, monotype/monoprint, and mixed media manipulations. Students explore the creative possibilities of medium by developing a portfolio of color and black and white woodcuts.

**Prerequisite:** ARTS 211 Drawing I.

### **ARTS 865 Special Topics in Studio Art**

This course will expose students to a broad range of artistic sensibilities. Five to six professional artists, representing a wide range of sensibilities, will engage students in a series of workshops. Each workshop will reflect the unique conceptual and creative processes of the artists. Following the workshops, students will be challenged to solve problems posed by the individual artists. This course is for advanced art majors.

**Prerequisites:** Four studio art classes and two art history courses.

### **ARTS 879 Topics in Advanced Printmaking**

An exploration of a specific genre or topic in the printmaking/book arts discipline. The course is designed to enhance the creative, conceptual, and professional development of printmaking majors. Students work toward developing a body of work with emphasis on content and technique. Regular critique helps students develop the critical language necessary to speak about their work on a variety of levels. Contemporary issues in printmaking are addressed, particularly as they relate to students' work. This course, on a different topic, may be repeated for credit.

### **ARTS 920 Advanced Drawing Studio**

An advanced drawing workshop in which students are encouraged to develop themes and explore stylistic possibilities. Students work with still life, the figure and abstraction in pursuing a more individualistic connection with drawing. A variety of media and methods are utilized.

**Prerequisite:** ARTS 820 Life Drawing or permission of the instructor.

### **ARTS 930 Advanced Painting Studio**

An advanced painting workshop in which students are encouraged to develop themes and explore stylistic possibilities. Students address technical and conceptual issues in painting through work with still life, figure, and abstract images. Throughout the course students are expected to pursue an individualistic connection with painting.

**Prerequisites:** ARTS 820 Life Drawing and ARTS 822 Painting Studio or permission of the instructor.

**ARTS 990 Directed Study in Art**

Course description varies with experience. Advisor approval required.

**ARTS 995 Graduate Seminar in Art Education**

An advanced studio seminar for students in the Master of Education-Art concentration program. As artists and teachers, students in this course continue to develop the body of work begun in the three studio art courses taken for this program. Seminar meetings incorporate traditional critiques and non-traditional approaches to examining works of art. Students are responsible for several short papers including an artist's statement, a narrative of the student's progress toward studio goals, and a reflective paper on the relationship between the student's studio experiences and his/her teaching practice. In addition, students prepare a final oral presentation on a curriculum initiative developed out of the seminar experiences.

**Prerequisites:** Matriculation in the M.Ed. with a concentration in Art program; EDUC 991 Philosophy of Education and Teaching Practice and the three required studio art courses in the M.Ed. Art program.

**EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

**EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

**EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

# Master of Education concentration in Curriculum and Instructional Technology

**Coordinator:** Dr. Claire Graham

**Advisors:** Dr. Claire Graham

The Master of Education with a concentration in Curriculum and Instructional Technology prepares the candidate to obtain a Massachusetts Initial License as an Instructional Technology Teacher (all levels). Students are given the opportunity to gain vital skills in applying and expanding the use of educational technology in the curriculum. Instruction is computer-based and all courses are offered online.

For candidates who are seeking a first Initial License, a 300-hour practicum experience must also be completed after the successful completion of all degree requirements. For candidates who are seeking an additional Initial License, a 150-hour practicum experience must also be completed after the successful completion of all degree requirements.

## Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
3. The applicant must have a formal access to a classroom environment.
4. The applicant must submit satisfactory scores on the Miller Analogies Test or the Graduate Record Examination General Test.

## Degree Requirements

The degree requires successful completion of ten (10) courses, which include three (3) core courses, five (5) concentration courses, and two (2) electives. Students must also successfully complete an online written comprehensive examination and electronic portfolio. The professional portfolio, based upon the Massachusetts Department of Elementary and Secondary Education Professional Standards for Licensure, must be web-based and submitted to the advisor of the Curriculum and Instructional Technology program at least one week prior to the online written comprehensive exam. The examination is taken in the last semester of study.

## Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

## Concentration Courses (5)

INST 941	Internet for 21 <sup>st</sup> Century Teaching and Learning
INST 943	Impact of Technology on Education
INST 951	Mathematics Instruction with Technology
INST 954	Technology Infrastructure Management

### **Electives(s)**

Two (s) elective graduate content courses approved by the program advisor. Choose from the following academic disciplines: art biology, earth science, English, foreign language, geography, history, or mathematics.

### **Practicum: required for students seeking an Initial Instructional Technology Teacher License (all levels):**

INST 939

Practicum in Instructional Technology

Prior to applying for the practicum, a passing score for the Communication and Literacy Skills Test of the Massachusetts Tests for Educator Licensure (MTEL) must be submitted to the Framingham State University Office of Graduate Studies. The practicum is taken only after successful completion of all degree requirements in the Master of Education with a concentration in Curriculum and Instructional Technology program. Permission of the program advisor at least three (3) months prior to the practicum is required. Students secure their own practicum site, which must be approved by the University.

For students seeking a first Initial License, a field-based 300-hour practicum equivalent is required. Students must complete 150 hours at each of any two of the following levels: PreK-6, 5-8, 8-12. Students must complete 150 hours-hour practicum or practicum equivalent in the role of the license in an appropriate classroom, determined by the program advisor, is required. The student is guided by the cooperating school system and his/her college supervisor.

Note: Information on the Graduate Certificate in Instructional Technology Proficiency may be found on page 159 in this catalog.

## **COURSE DESCRIPTIONS**

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

*Curriculum and Instructional Technology*

**INST 941 Internet for 21st Century Teaching and Learning**

Designed for educators to accomplish the following: conduct effective searches by employing defined strategies using search directories, search engines, virtual libraries, specialized and proprietary databases and library catalogs; evaluate educational websites detailing its veracity, appropriateness, and educational value; examine important issues related to the classroom including academic integrity, Internet safety, and related student behavior to provide a safe, secure and excellent educators; explore online tools to support a web-enhanced and/or online classrooms; and create and publish a web-based inquiry-oriented classroom project. Participants develop and execute lesson plans that merge current curriculum standards and technology. Students begin development of an electronic portfolio to document their field-based experience.

**INST 943 Impact of Technology on Education**

A critical examination of the impact of using technology resources in the classroom including adaptive and assistive technologies and online tools. Students study critical thinking within a technological environment and incorporate them into curriculum. Students create model lessons that are technology-rich and project based and include outstanding web resources. These lessons integrate graphic organizers, newsletters, and presentations. Students examine the direction of federal, state and district technology plans, learning styles and research proven instructional strategies that use technology and integrate into lessons. Students continue the development of electronic portfolio to document their field-based experiences.

**Prerequisites:** INST 941 Internet for 21<sup>st</sup> Century Teaching and Learning

**INST 951 Mathematics Instruction with Technology**

A course that identifies the mathematical content of the K-12 school curriculum as defined by the Massachusetts Curriculum Framework. Students learn how to use technology to enhance the teaching of mathematics. The Internet is utilized to conduct research for mathematical knowledge and technological pedagogical applications. **Prerequisites:** INST 941 Internet for Educators and INST 943 Impact of Technology on Education, or permission of the instructor. NOTE: Students who completed 84.952 Technology for Mathematics and Science Instruction cannot enroll in INST 951 Mathematics Instruction with Technology.

**INST 954 Technology Infrastructure Management**

Designed to provide teachers with the strategies for maintaining and troubleshooting their computers by using a series of hands-on activities. Topics include computer hardware and peripherals, operating systems, system administration tools, networking, network management, and troubleshooting. A series of discussions are held about the issues facing technology leaders including computer donations, Internet safety, spyware, asset management, virus protection, and total cost of ownership. Through extensive discussion and project-based assignments, differentiated experiences are provided to meet the diverse needs of the students in this class. Students continue the development of an electronic portfolio to document their field-based experiences.

**Prerequisites:** INST 941 Internet for 21<sup>st</sup> Century Teaching and Learning and INST 943 Impact of Technology on Education.

*Curriculum and Instructional Technology*

**INST 959 Technology and Professional Development**

Designed as a capstone course about designing and implementing change. Students explore the process of change as it relates to technology integration and other improvements in a classroom, school, or district. Participants consider the professional standards that address technology integration and professional development, as well as the ethical, legal and human dimensions of such a change. They explore the roles of supervisors, school councils and administrators within the context of strategic educational planning. They also explore leadership and supervisory approaches to the redesign of instruction through emerging and online technologies, even within the context of limited financial resources and administrative preoccupation with other matters. Students continue the development of an electronic portfolio to document their field-based experiences.

**Prerequisites:** Completion of all concentration courses (INST 941, INST 943, INST 951, INST 954) and permission of the advisor.

**CONTENT ELECTIVES**

**A listing of elective courses can be found in the Content Elective section of this catalog. Please refer to your Degree Requirements to determine appropriate content subjects for your program.**



# Master of Education concentration in Early Childhood Education

**Coordinator:** Dr. Katherine Hibbard

**Advisors:** Dr. Katherine Hibbard

The Master of Education with a concentration in Early Childhood Education is a Massachusetts Department of Elementary and Secondary Education approved program for advancing the Early Childhood: Teacher of Students With and Without Disabilities (PreK-2) Initial License to the Professional level. The program also provides advanced studies appropriate for teachers who hold Early Education and Care (EEC)-formerly Office of Child Care Service (OCCS)-certification as Lead Teacher, Director I and Director II.

## Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must hold a Massachusetts Department of Elementary and Secondary Education license in Early Childhood Education at the Initial level (or above) or hold Massachusetts Department of Early Education and Care (formerly OCCS) certification as Lead Teacher, Director I and/or Director II and have one year's teaching experience in early childhood education.
3. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
4. The applicant must submit satisfactory scores on the Graduate Record Examination General Test.

## Degree Requirements

The degree requires successful completion of ten (10) courses, which include three (3) core courses, three (3) required courses, and three (4) elective courses. A professional portfolio is completed as part of the degree program. An oral comprehensive examination is required of all students as the culminating experience.

**Prerequisite:** Upper level undergraduate or graduate level/literacy course within the past 5 years or LTRC 907 Literacy Instruction.

## Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

## Required Courses (3)

CPSY 964	Advanced Principles of Learning and Development
LTRC 901	Integrating the Language Arts
SPED 962	Developmental Patterns of Children with Moderate Disabilities

**Elective Courses (4)** Students select four (4) elective courses to complete their program of study. To satisfy the elective requirements, students must meet the requirements listed in Group A and Group B.

**Group A: Select two (2) elective courses from the following:**

ECED 911	Play and Observation
ECED 912	Advanced Early Childhood Curriculum
SPED 956	Curriculum Development and Modification (prerequisite: SPED 962 Developmental Patterns of Children with Special Needs)
SPED 963	Behavior and Classroom Management  (prerequisite: SPED 962 Developmental Patterns of Children with Moderate Disabilities)

**Group B: Select two (2) elective courses from the following:**

- One additional course from Group A
- ENGL 930 Workshop in Children's Literature
- One or two master's degree level graduate courses in mathematics, English, literacy, history, economics, geography, biology, chemistry, physics and earth sciences, and/or art. Consultation with the advisory is strongly recommended when selecting content area courses from this list.
- One or two master's degree level graduate courses in other areas appropriate to the student's professional goals (e.g., special education, English as a Second Language (ESL), business, supervision). Written advisor approval is required for courses selected for this option.

**COURSE DESCRIPTIONS**

**CPSY 964 Advanced Principles of Learning and Development**

An examination of developmental psychology in historical perspective and of the assumptions and values of developmental research strategies. Major developmental theories are reviewed with an emphasis on those of Piaget, Erikson, thus integrating the contributions of dialectic (systems) perspective. A major goal of the course is to identify life-span developmental issues such as the nature of developmental change and its relationships to familial and societal variables. A final goal is the application of knowledge arising from developmental research and theory to counseling practice (e.g., human services, social policies). Class members are assisted in applying developmental concepts and research data to phenomena occurring within a particular age group (e.g. infancy, middle childhood, young adulthood), or to a psychological process (e.g. memory, learning, separation, friendship), which continues or recurs throughout the life span.

**Prerequisites:** A developmental psychology course (e.g. child, adolescent psychology, adulthood, and aging or a life span development course). Note: Also open to students matriculated in the M.Ed. concentration in Early Childhood Education program.

**ECED 911 Play and Observation**

Examines the value of play as part of the learning process; of play theories and research and the relationship of play to the emotional, social, and cognitive development of young children; and of play to the subjects of early childhood curriculum. Therapeutic uses of play and the design of learning environments which promote play will be included. Students will acquire skills in observing and analyzing children in classroom and non-classroom settings.

### **ECED 912 Advanced Early Childhood Curriculum**

Deals with the planning, implementing, and evaluating of developmentally appropriate integrated learning experiences for young children in the subject matter of early childhood education (early literacy, children's literature, early mathematics, science and social studies, health and nutrition, movement and the arts); creating, evaluating and selecting instructional materials; and designing learning environments which meet the needs of the children with and without special needs. Evaluates current research and early childhood curriculum models.

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **ENGL 930 Workshop in Children's Literature**

An advanced workshop that explores the relationship between children's literature and the curriculum of grades Pre-K through 12. Students study various genres in children's and young adult literature, submitting lesson plans and related activities to the class for critique. Special attention is paid to children's book authors and illustrators recommended by the Massachusetts English Language Arts Curriculum Framework. Note: This course is designed for teachers interested in enhancing their classes. Those interested in the literary analysis of Children's Literature are advised to enroll in ENGL 875 History of Children's Literature, ENGL 870 Current Trends in Children's Literature, ENGL 942 Children's Literature: Critical Approaches, and ENGL 946 Young Adult Literature: Critical Approaches. Students who have taken ENGL 887 Workshop in Children's Literature may not receive credit for this course.

### **LTRC 901 Integrating the Language Arts**

Addresses research and practice relative to the fundamental principles of teaching the language arts using an integrated approach. Using a literature-based model, emphasis will be placed on the writing process and the reading-writing connection. Learning strategies, instructional methods and materials, and evaluation techniques will be integrated throughout the course. Students will create a portfolio demonstrating their competence as teachers of integrated language arts. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility.

**Prerequisite:** An introductory course in the teaching of reading or the teaching of language arts.

### **SPED 956 Curriculum Development and Modification**

Utilizes various curriculum design models, such as Universal Design for Learning (UDL) and differentiation to plan instruction and address the needs of students with and without disabilities. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative and augmentative communication (AAC) approaches, and co-teaching models are explored. Emphasis is placed on collaborative planning and implementation of curriculum using Individualized Educational Programs (IEPs) and Massachusetts Curriculum Frameworks. This course requires a pre-practicum field experience of 25-hours in a public school or other approached educational setting.

**Prerequisite:** SPED 962 Developmental Patterns of Students with Moderate Disabilities. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 962 Developmental Patterns of Children with Moderate Disabilities**

Reviews the developmental sequence from birth through adulthood with emphasis on cognitive, social, emotional, physical and language development and growth, and examines various pervasive and developmental delays and disabilities. Particular emphasis is placed on the study of the categories of disabilities defined in federal and state regulations. Study of cross cultural competence and ways families may view disabilities and special education is included. This course includes a required pre-practicum field-based experience of 25-hours in a public school or other approved educational setting. A portion of the hours should be spent in an inclusive, general education setting.

### **SPED 963 Behavior and Classroom Management**

Designed to familiarize students with positive behavior supports, with emphasis on prevention and intervention strategies. Systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior are examined and practiced. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group settings.

**Prerequisite:** SPED 962 Developmental Patterns of Students with Moderate Disabilities. Open to matriculated graduate students or by permission of the special education program coordinator.

### **CONTENT ELECTIVES**

**A listing of elective courses can be found in the Content Elective section of this catalog. Please refer to your Degree Requirements to determine appropriate content subjects for your program.**

# Master of Education concentration in Education Technology

**Coordinator:** Dr. Claire Graham

**Advisors:** Dr. Claire Graham

The Master of Education with a concentration in Education Technology emphasizes the integration of education technology instruction and training across learning environments. The program is designed for educators working in an instructional capacity: post-secondary instructors, including community college faculty members; and others. This degree program may also be appropriate for Pre-K to grade 12 teachers and other educators who are not interested in Instructional Technology licensure, though the program's emphasis is not on the Pre-K-12 curriculum. The program focuses on instructional design as well as a student learning and assessment within the framework of current and emerging educational technologies. All courses are offered online.

Note: This program is not an approved program for education licensure in Massachusetts.

## Admission Requirements

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate student.
2. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
3. The applicant must have a formal access to a classroom, corporate training environment or other learning environment.
4. The applicant must have satisfactory scores on the Miller Analogies Test or the Graduate Record Examination General Test.

## Program Outcomes:

1. Design and deliver online, blended and/or face-to-face professional development programs, training modules, online courses, and other learning experiences that effectively integrate educational technology for instructors/facilitators and students/participants.
2. Evaluate current and emerging web-based and other technologies to (a) identify potential uses and applications for teaching, learning, assessment and research; (b) identify and resolve accessibility issues, and (c) examine potential ethical issues and legal concerns.
3. Incorporate the principles of adult learning theory, Universal Design of Learning (UDL) and other research-based, proven practices in the design and delivery of technology-infused online, blended and/or face-to-face learning experiences.

## Application Deadline

Applicants are accepted on a rolling basis for the fall and spring semester. Completed application should be on file by July 1 for fall and November 1 for spring. Applications received after this date cannot be guaranteed timely

matriculation. The Admissions Committee will begin review of an application only upon receipt of official copies of all required documents.

### **Degree Requirements**

The degree requires successful completion of ten (10) courses, which include three (3) core courses, six (6) concentration courses, and one (1) elective. Successful completion of an online written comprehensive examination and the submission of an electronic portfolio to the program advisor two weeks prior to the comprehensive exam are required. The examination is taken in the last semester of study.

#### **Education Core Courses (3)**

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation

(Students are recommended after completion of three Content or Concentration courses)

#### **Concentration Courses (5)**

INST 941	Internet for 21 <sup>st</sup> Century Teaching and Learning
INST 943	Impact of Technology on Education
INST 968	Introduction to Assistive Technology
INST 955	Discipline-Specific Topics in Instructional Technology
EDUC 940	Adult Development and Learning OR
INST 951	Mathematics Instruction with Technology

#### **Electives Courses (1)**

Students select on graduate course as an elective. This course will be chosen in consultation with the program advisor.

### **COURSE DESCRIPTIONS**

#### **EDUC 940 Adult Development and Learning**

Examines theories of adult development from adulthood to old age. Explores the cognitive, moral, physical, social and psychological development of the adult and those characteristics and patterns that are unique to adult learning and growth. A cross-cultural approach is emphasized. Current research and revisionists theories are reviewed.

#### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

#### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

#### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the

educational setting. Students complete a content-specific research project related to their designated graduate program.

### **INST 941 Internet for 21st Century Teaching and Learning**

Designed for educators to accomplish the following: conduct effective searches by employing defined strategies using search directories, search engines, virtual libraries, specialized and proprietary databases and library catalogs; evaluate educational websites detailing its veracity, appropriateness, and educational value; examine important issues related to the classroom including academic integrity, Internet safety, and related student behavior to provide a safe, secure and excellent educators; explore online tools to support a web-enhanced and/or online classrooms; and create and publish a web-based inquiry-oriented classroom project. Participants develop and execute lesson plans that merge current curriculum standards and technology. Students begin development of an electronic portfolio to document their field-based experience.

### **INST 943 Impact of Technology on Education**

A critical examination of the impact of using technology resources in the classroom including adaptive and assistive technologies and online tools. Students study critical thinking within a technological environment and incorporate them into curriculum. Students create model lessons that are technology-rich and project based and include outstanding web resources. These lessons integrate graphic organizers, newsletters, and presentations. Students examine the direction of federal, state and district technology plans, learning styles and research proven instructional strategies that use technology and integrate into lessons. Students continue the development of electronic portfolio to document their field-based experiences.

**Prerequisite:** INST 941 Internet for 21<sup>st</sup> Century Teaching and Learning.

### **INST 951 Mathematics Instruction with Technology**

A course that identifies the mathematical content of the K-12 school curriculum as defined by the Massachusetts Curriculum Framework. Students learn how to use technology to enhance the teaching of mathematics. The Internet is utilized to conduct research for mathematical knowledge and technological pedagogical applications.

**Prerequisites:** INST 941 Internet for 21<sup>st</sup> Century Teaching and Learning and INST 943 Impact of Technology on Education, or permission of the instructor. NOTE: Students who completed 84.952 Technology for Mathematics and Science Instruction cannot enroll in INST 951 Mathematics Instruction with Technology.

### **INST 955 Discipline-Specific Topics in Instructional Technology**

Designed as an advanced course in curriculum and instructional technology that enables students to develop in-depth projects pertaining to their own grade level, teaching discipline, or school based priorities. Students develop advanced projects by using a multiplicity of technologies and present their results by way of multimedia formats. Participants develop projects that require direct involvement with students in their own classrooms.

**Prerequisites:** INST 941 Internet for Educators and INST 943 Impact of Technology on Education.

### **INST 968 Introduction to Assistive Technology**

An exploration of the definitions of assistive technology, and investigates the scope of assistive technology services and devices and their applications for use in the home, school, workplace and community activities. Students examine current research and development in the field. Students study federal and state laws and regulations regarding assistive technology, and identify local funding sources and funding issues. Students develop knowledge of occupational therapy and physical therapy and the role of the therapists in the assistive technology service planning process. Students practice effective communication and collaborative skills; develop skills in working with individuals and families using a client-centered process that fosters self-determination; develop cross-cultural competence to work with clients from diverse cultural backgrounds; and examine ethical and related professional issues.

# Master of Education concentration in Elementary Education

**Coordinator:** Dr. Julie Zoino-Jeannetti

**Advisors:** Dr. Julie-Zoino-Jeannetti

The Master of Education with a concentration in Elementary Education prepares teachers who hold a Massachusetts Initial License in elementary education to move to the Professional License. The program prepares students with the content knowledge and strategies appropriate for teaching in elementary classrooms in the 21<sup>st</sup> century.

## Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have an Initial Teaching License in Elementary Education.
3. The applicant must have a minimum undergraduate quality point average of 2.7 on a 4.0 scale.
4. The applicant must submit satisfactory scores on the Miller Analogies Test or the Graduate Record Examination General Test.

## Degree Requirements

The degree requires successful completion of ten (10) courses, which are divided into four (4) core courses, four (4) content courses, and two (2) curriculum specific courses and an oral comprehensive examination. The professional portfolio, based upon the Massachusetts Department of Elementary and Secondary Education Professional Standards for Licensure, must be completed and submitted to the advisory of the Elementary Education program at least one week prior to the oral comprehensive examination. The examination is taken in the last semester of study.

**Prerequisite:** Upper level undergraduate or graduate level/literacy course within the past 5 years or LTRC 907 Literacy Instruction.

## Education Core Courses (4)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)
LTRC 901	Integrating the Language Arts

## Content Courses (3)

Four (4) elective graduate content courses approved by the program advisor. Choose from the following academic disciplines: art, biology, chemistry, earth science, English, English as a Second Language, foreign language, geography, history, mathematics, physics, or political science.



## Curriculum Specific Courses (2)

EDLE 927	Advanced Teaching Strategies
ENGL 930	Workshop in Children's Literature
INST 941	Internet for 21 <sup>st</sup> Century Teaching and Learning
INST 943	Impact of Technology on Education
SPED 956	Curriculum Development and Modification (prerequisite: SPED 962 Developmental Patterns of Children with Moderate Disabilities)
SPED 962	Developmental Patterns of Children with Moderate Disabilities

## COURSE DESCRIPTIONS

### **EDLE 927 Advanced Teaching Strategies**

Designed to help educators become more skilled and versatile in their application of teaching strategies, including guided discovery, discussion formats, questioning skills, inquiry training, cooperative groupings, and individualized formats. Students design a comparative study of teaching strategies, including lesson materials and evaluation instruments, to be conducted in a current or future classroom setting, depending on each student's circumstances. The course analyzes research findings, comparative research designs, and the relationship between teaching strategies and learning styles.

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **ENGL 930 Workshop in Children's Literature**

An advanced workshop that explores the relationship between children's literature and the curriculum of grades Pre-K through 12. Students study various genres in children's and young adult literature, submitting lesson plans and related activities to the class for critique. Special attention is paid to children's book authors and illustrators recommended by the Massachusetts English Language Arts Curriculum Framework. Note: This course is designed for teachers interested in enhancing their classes. Those interested in the literary analysis of Children's Literature are advised to enroll in ENGL 875 History of Children's Literature, ENGL 870 Current Trends in Children's Literature, ENGL 942 Children's Literature: Critical Approaches, and ENGL 946 Young Adult Literature: Critical Approaches. Students who have taken 21.887 Workshop in Children's Literature may not receive credit for this course.

**INST 941 Internet for 21st Century Teaching and Learning**

Designed for educators to accomplish the following: conduct effective searches by employing defined strategies using search directories, search engines, virtual libraries, specialized and proprietary databases and library catalogs; evaluate educational websites detailing its veracity, appropriateness, and educational value; examine important issues related to the classroom including academic integrity, Internet safety, and related student behavior to provide a safe, secure and excellent educators; explore online tools to support a web-enhanced and/or online classrooms; and create and publish a web-based inquiry-oriented classroom project. Participants develop and execute lesson plans that merge current curriculum standards and technology. Students begin development of an electronic portfolio to document their field-based experience.

**INST 943 Impact of Technology on Education**

A critical examination of the impact of using technology resources in the classroom including adaptive and assistive technologies and online tools. Students study critical thinking within a technological environment and incorporate them into curriculum. Students create model lessons that are technology-rich and project based and include outstanding web resources. These lessons integrate graphic organizers, newsletters, and presentations. Students examine the direction of federal, state and district technology plans, learning styles and research proven instructional strategies that use technology and integrate into lessons. Students continue the development of electronic portfolio to document their field-based experiences.

**Prerequisite:** INST 941 Internet for 21<sup>st</sup> Century Teaching and Learning

**LTRC 901 Integrating the Language Arts**

Addresses research and practice relative to the fundamental principles of teaching the language arts using an integrated approach. Using a literature-based model, emphasis will be placed on the writing process and the reading-writing connection. Learning strategies, instructional methods and materials, and evaluation techniques will be integrated throughout the course. Students will create a portfolio demonstrating their competence as teachers of integrated language arts. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility.

**Prerequisite:** An introductory course in the teaching of reading or the teaching of language arts.

**SPED 956 Curriculum Development and Modification**

Utilizes various curriculum design models, such as Universal Design for Learning (UDL) and differentiation to plan instruction and address the needs of students with and without disabilities. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative and augmentative communication (AAC) approaches, and co-teaching models are explored. Emphasis is placed on collaborative planning and implementation of curriculum using Individualized Educational Programs (IEPs) and Massachusetts Curriculum Frameworks. This course requires a pre-practicum field experience of 25-hours in a public school or other approached educational setting.

**Prerequisite:** SPED 963 Developmental Patterns of Students with Moderate Disabilities. Open to matriculated graduate students or by permission of the special education program coordinator.

**SPED 962 Developmental Patterns of Children with Moderate Disabilities**

Reviews the developmental sequence from birth through adulthood with emphasis on cognitive, social, emotional, physical and language development and growth, and examines various pervasive and developmental delays and disabilities. Particular emphasis is placed on the study of the categories of disabilities defined in federal and state regulations. Study of cross cultural competence and ways families may view disabilities and special education is included. This course includes a required pre-practicum field-based experience of 25-hours in a public school or other approved educational setting. A portion of the hours should be spent in an inclusive, general education setting.

**CONTENT ELECTIVES**

**A listing of elective courses can be found in the Content Elective section of this catalog. Please refer to your Degree Requirements to determine appropriate content subjects for your program.**

# Master of Education concentration in English

**Coordinator:** Dr. Lorretta Holloway

**Advisors:** Dr. Lorretta Holloway

The Master of Education with a concentration in English with a concentration in English is designed for students who are interested in furthering their knowledge in English at the graduate level, without regard to employment as teachers, as well as for those who wish to meet state or district requirements for advanced study by teachers. Students seeking Professional Licensure (5-8 or 8-12) must have obtained Initial Licensure. The program presumes substantial undergraduate preparation may substantiate their knowledge of the subject via the GRE Literature in English Test.

## Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. An overall undergraduate quality point average of at least 2.7 on a 4.0 scale in a degree program acceptable to the admissions committee.
3. Forty-five (45) undergraduate semester hours of liberal arts courses.
4. A Massachusetts Initial Teaching License in English for persons seeking a Professional Teaching License in English.
5. Submission of scores on the Graduate Record Examination General Test and the GRE Literature in English Test, taken no longer than five years prior to applying to the program.
6. A writing sample. This should be a documented paper of at least ten pages, preferably on a literacy topic.

## Degree Requirements

The degree requires a minimum of ten (10) courses, which are divided into four (4) core courses, three (3) core Education courses and seven (7) English courses. Students with limited undergraduate preparation in English may need additional courses in order to meet distribution requirements. English graduate courses require additional readings, including works of literacy criticism, and extensive independent research essay of at least 20 pages, rather than the shorter essay assignments required of undergraduate students. A written comprehensive examination is required as the student's culminating experience. Students should meet with their advisor early in the program to plan long-term preparation for the exam and are required to meet with their advisory when they begin the exam process. Students are encouraged to attend one of the exam preparation workshops. These will be scheduled at the beginning of the semester.

## Education Core Courses (4)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

## English Concentration Courses (7)

### Required (3):

ENGL 860	Critical Writing*
ENGL 890	The English Language*
ENGL 896	Seminar in Literature

\*If either of these courses has been completed for an undergraduate or Post Baccalaureate Secondary Education Licensure program, another graduate English course must be substituted with written advisor approval to make up the seven (7) courses required.

### Distribution Requirements (4):

At least four (4) additional 800 or 900 graduate level English courses approved, in writing, by the student's advisor. 800-level literature courses are usually dual-enrolled with 300- or 400-level courses. 900-level courses are for graduate students only and are usually conducted in seminar format. However, both 800- and 900-level literature courses are graduate level courses and thus presuppose experience with analytical reading, writing, and research and the ability to combine these in both formal and informal ways. Students should demonstrate a clear understanding of theoretical approaches, a mastery of research techniques through synthesis of material from a wide variety of sources, and an advanced ability to present complex ideas in both oral and written form. The culmination of the semester's work is a substantial research essay.

Courses are to be selected so that the student's graduate courses, along with previous undergraduate courses, fulfill the distribution requirements of:

1. Two courses in British literature: one group A, one group B.
2. Two courses in American literature: group C.
3. One course in Classical, Biblical or Renaissance Literature: group D.
4. One course in Contemporary World Literature: group E.
5. One course in composition at the graduate level.

**Note:** refer to course descriptions for group A, B, C, D and E courses.

## COURSE DESCRIPTIONS

### EDUC 991 Philosophy of Education and Teaching Practice

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### EDUC 998 Language Development and Communication

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### EDUC 999 Research and Evaluation

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

**ENGL 803 Japanese Cinema**

An intensive examination of a significant national cinema. This course focuses on the distinct aesthetic style and those of such major directors as Ozu, Mizoguchi, and Kurosawa; the social, political, and cultural conditions that influence their films, and the ways in which these films reflect the values and concerns of Japanese society.

**Prerequisite:** A previous film course or permission of the instructor.

**ENGL 813 Medieval and Renaissance Drama (Group A)**

A study of English drama from its festive, religious and classical roots to the popular entertainments of the pre-modern era. Readings include medieval mysteries and moralities, Renaissance pastoral plays, and Elizabethan-Jacobean tragedies and comedies, with attention to such dramatists as Marlowe, Jonson, Cary, Middleton, Webster, Beaumont and Fletcher (formerly English Drama from the Middle Ages to the Eighteenth Century).

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 814 The Romantic Movement (Group B)**

A critical and historical study of Romanticism in English literature. Concentration will be on major poets: Wordsworth, Coleridge, Byron, Shelley, and Keats.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 816 English Renaissance Literature (Group A)**

The study of sixteenth and seventeenth century authors who created a new national literature out of classical, continental, and native traditions. Through varying topics and study of such authors as Greene, Spenser, Sidney, Lanyer, Jonson, Wroth, Bacon, Donne, and Milton, students explore literary and cultural contexts for a rich array of genres, including lyric, romance, pastoral, essay, and allegory (formerly Poetry and Prose of the English Renaissance).

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 817 Rise and Establishment of the English Novel (Group B)**

A study of the beginnings, development, and tradition of the novel in England through an examination of contributing prose forms of the sixteenth and seventeenth centuries and the major authors of eighteenth-century fiction such as Fielding, Smollett, and Austen.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 818 The Nineteenth Century British Novel (Group B)**

A study of the nineteenth century British novel, including works from a variety of authors through the century, such as Brontës, Dickens, George Eliot, Gissing, and Hardy (formerly Nineteenth and Twentieth Century English Fiction).

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 825 Studies in Film**

An exploration of a special topic in film. Topics, which change each time the course is offered, include the study of an individual director's body of work, classical or contemporary film theory, or a specific period in film history.

**Prerequisites:** Completion of requirements for admission to the English graduate program and one of the following film courses: ENGL 205 Film History and Criticism, ENGL 206 Film and Literature, ENGL 207 The Language of Film, ENGL 208 Film Genres, or permission of the instructor.

**ENGL 829 The Victorian Period (Group B)**

A study of British poetry and prose (exclusive of the novel) from the 1830's to the end of the nineteenth century with emphasis on forces and influences that have helped to shape the present. Historical and social backgrounds of the literature; major philosophical ideas and conflicts; aesthetic developments; and relationship with American and continental Europe are covered.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 832 Whitman, Dickinson and Frost (Group C)**

An in-depth study of the lifetime poetic achievements of Walt Whitman, Emily Dickinson, and Robert Frost, three central figures in American poetry. The course emphasizes close reading, explication, and recitation of poems, as well as research and writing about the poets, their themes and styles, and relative cultural history.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 837 Studies in Shakespeare (Group A)**

An exploration of a special topic in Shakespearean drama, focusing on a theme, a genre, or a particular literary, social or political context in selected plays. Shakespeare is studied as a poet, playwright, and thinker. Topics, which change every year, will include Shakespearean Families, Gender and Genre in Shakespeare, Shakespeare's Dramatic Imagery, and Shakespeare's Tragic Heroes.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 843 Russian Literature in Translation (Group E)**

Novels, short stories, plays, and poetry by Russian writers of the nineteenth and twentieth centuries, including Gogol, Turgenev, Dostoyevsky, Tolstoy, Chekhov, Mayakovsky, Olesha, Babel, Pasternak, Solzhenitsyn, and Yevtushenko. The works will be studied for the purpose of tracing the continuing concerns of Russian writers before and after the Revolution. All readings will be in English translation.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 846 Modern Drama (Group E)**

Methods and types of modern continental, British and American drama. Critical reading and discussion of plays by such writers as Ibsen, Chekhov, Pirandello, Anouilh, Ionesco, Shaw, Miller, Williams, and Albee.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 848 Studies in the Bible as Literature (Group D)**

An in-depth study of the literary art of the Bible in the context of the literature of the ancient Middle East. Focusing on specific topics, the course investigates the special literary characteristics of sacred texts, and may emphasize particular techniques (such as allusion, repetition, or parallelism) or genres (such as poetry, epic, prophesy, fable, or history) within the Bible canon.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 850 Modern British and American Poetry**

A study of various modern poets, including Yeats, Eliot, Frost, Robinson, Houseman, Hardy and Hopkins. Attention will be given to various theories about the nature and function of modern poetry from the poetry of the past.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 852 The Twentieth-Century Novel (Group E)**

Major writers, ideas and forms of the twentieth-century novel in Europe and America, with emphasis on the first half of the century. Close reading and discussion of representative works by such writers as Joyce, Hesse, Faulkner, Camus, and Bellow.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 856 Civic Writing**

Designed to teach students to write on civic matters for public audiences. Students study examples of public discourse and develop their own projects, which may include co-op columns, blog writing, and policy proposals. At least one project is sent directly to its intended public audience. Particular attention is paid to ethical or rhetorical practices.

**ENGL 858 Writing Fiction**

A workshop in reading and writing short fiction with an emphasis on writing from personal experience, use in traditional forms, and developing narrative voice, characters, plot, and setting.

**ENGL 860 Critical Writing**

An advanced writing course designed to foster theoretically informed textual analysis. The course includes extensive study of literary theory, research, and writing about a variety of works.

**Prerequisite:** One graduate English literature course or one undergraduate English literature course at the 200 level or higher.

**ENGL 861 Creative Writing**

A study of the methods and techniques of creative writing with emphasis on the variety of forms used in contemporary literature. Students will be encouraged to experiment both in prose and poetry in order to develop new strategies to express their experiences and feelings. Manuscripts will be read in class.

**ENGL 862 American Romanticism (Group C)**

A critical study of essays, novels, short stories and poetry by some of the major American writers of the first half of the nineteenth century. Through a consideration of writers such as Emerson, Thoreau, Hawthorne, and Poe, students explore the aesthetic developments and philosophical ideas expressed through the genre of Romanticism and its related movement, Transcendentalism. The cultural and historical background of the genre is also discussed.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 863 Prose Writing**

The writing of non-fiction prose, including narration, description, and exposition, to help students improve their general ability to communicate experiences, observations, and thoughts.



**ENGL 864 Postcolonial Literature**

A study of postcolonial literature by authors with cultural roots in South Asia, Africa, the Caribbean, and other former colonies that achieved independence in the second half of the twentieth century. Readings include Commonwealth literature from Australia, New Zealand, and Canada; translated texts; and post-colonial criticism.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor.

**ENGL 865 Professional Writing**

A career-oriented course introducing students to a wide variety of writing formats used in business, government, and the professions. Resumes, employment documents, letters and memos, short proposals, public relations, advertising documents, and basic aspects of technical description are among the writing assignments. Critiquing, rewriting, editing, and word processing are integral parts of this course. Note: Credit will not be given for this course if it is taken after Business Writing or Technical Writing.

**ENGL 870 Current Trends in Children's Literature**

A theoretically informed study of current books for children and young adults, with particular emphasis on literary developments, publishing and marketing trends, and recent academic debates. Students consider the social, technological, and professional contexts in which children's books are created, evaluated and marketed. Students enrolled in this course for graduate credit are expected to produce an extensive essay of literary analysis as well as additional assignments as determined by the instructor.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor.

**ENGL 871 Business Writing**

An advanced course to develop students' abilities in business communication, both written and oral. Typical projects involve work on newsletters, brochures, proposals, documented reports, and speeches, as well as major oral and written presentations including visual aids. Students are exposed to the problems of writing within a business organization and to the strategic value of word choice, tone and tact in corporate communications. The course will include hands-on experience in word processing and use of graphics.

**Prerequisite:** ENGL 865 Professional Writing or permission of the instructor.

**ENGL 872 Technical Writing**

An advanced writing course culminating in preparation of major reports based on technical subjects and meeting publication standards in the field. Students are exposed to technology and to methods of objective reporting and writing definitions, descriptions, instructions and summaries. The course includes editing and writing for technical and non-technical audiences and hands-on experience in word processing and graphics. Prior coursework in technical subjects is useful.

**Prerequisite:** ENGL 865 Professional Writing or permission of the instructor.

**ENGL 873 Chaucer (Group A)**

The Canterbury Tales, Troilus and Criseyde, and other shorter poems in relation to Chaucer's world and time, his development as an artist, and the lasting value of the works. The works will be read in Middle English; an introduction to Chaucer's language will be given.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 874 American Realism and Naturalism (Group C)**

A critical study of works from the major American writers of the late nineteenth and early twentieth centuries, including such writers as Crane, Dreiser, James, Jewett, Twain, and Wharton. Emphasis is on the development of realism and naturalism, and on the historical, political, and cultural contexts of these literary movements.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 875 History of Children's Literature**

A survey of children's literature from the eighteenth century to the present. Topics may include early chapbooks, picture books, and the development of the novel for children. Students examine changing representations of the child and the role literature has played in defining childhood. Students will produce an extensive essay of literary analysis as well as additional assignments as determined by the instructor.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 879 Studies in World Literature**

An examination of a special topic in world literature. Particular works covered may range from classical to contemporary texts, in English or in translation. Topics change each time the course is offered and may include the classical literature of Greece and Rome, the nineteenth century European novel, and contemporary African literature. Note: Depending on the topic, this course may fulfill the requirement of Group D or Group E.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor.

**ENGL 880 Writing for Publication**

An advanced writing course in which students learn to produce professional quality essays. Each time the course is offered, it will focus on three general areas, such as: Writing about Public Affairs; Writing about Science and Technology; Writing about the Arts; Writing about Gender; and Writing about Sports. In each area students will read published writing, study the markets, and write extended essays. Classes include workshops, individual conferences, and simulation of what occurs at each stage of the writing process leading to publication.

**ENGL 881 Writing for Children**

An advanced workshop in the methods and techniques of writing for children. Students compose poetry, fiction and non-fiction prose for readers aged three to eighteen. Activities include analysis of children's literature and group critiques of students work. As an advanced course, this workshop requires a strong background in creative writing and students are expected to produce an extensive portfolio of sophisticated creative work. Note: Inexperienced writers are advised to first take a creative writing course at the 200-undergraduate level.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor.

**ENGL 883 Contemporary American Fiction**

A study of American fiction since 1945, including writers such as Bellow, DeLillo, Doctorow, Ellison, Morrison, Nabokov, Pynchon, Roth, Tyler, Updike, and Walker. Emphasis is on postmodern narrative experiments and on representations of the self and American experience in the contemporary period. Note: Students will not receive credit for both ENGL 883 Contemporary American Fiction and ENGL 379 Contemporary European and American Literature.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 885 Seminar in Prose Writing**

An advanced writing workshop for students who have already had some experience in writing nonfiction, and who now wish to complete extended projects or work on new material. The course explores various types of creative nonfiction: biography and memoir, and writing about travel, food, nature, and society. Classes are devoted to discussion of student work and to some discussion of notable nonfiction.

**Prerequisite:** ENGL 284/ENGL 863 Prose Writing or permission of the instructor.

**ENGL 889 Practicum in English**

A supervised practical experience related to the student's background and interests, with a written report required as part of the work of the course. Arrangements must be made during the semester before the beginning of the practicum and approved by the chair of the English Department.

**ENGL 890 The English Language**

A study of the ancestry of English, of the processes and results of change in sound, form, and meaning; and an analysis of the present structure of English and of the methods of describing the structure. In addition, the classification of languages, social and regional dialects, and theories of language origin and acquisition are examined in order to give the student a general understanding of modern developments in linguistics.

**Prerequisite:** One graduate English literature course or one undergraduate English literature course at the 200 level or higher.

**ENGL 895 Seminar in Creative Writing**

Students will be encouraged to follow their own writing interests, particularly in long projects. Reading and discussion of manuscripts.

**Prerequisite:** Permission of the instructor.

**ENGL 896 Seminar in Literature**

An advanced seminar for graduate students. The topic—a period, theme, or major author—changes from term to term. Students are responsible for original criticism and research in the form of short papers, oral presentations, and a longer paper. Note: ENGL 422 is not a substitute for this course.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 919 Twentieth-Century Literature of the American South (Group C)**

A study of the diverse writing of the American South in relation to the historical, socioeconomic, and cultural context of the region from which it emerged. Themes may include race relations and the influence of the Civil War on southern views of regional and national identity. Critical reading of works by authors such as James Weldon Johnson, William Faulkner, Erskine Caldwell, Zora Neale Hurston, Alan Tate, Robert Penn Warren, Ralph Ellison, Flannery O'Connor, and Walker Percy.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor or chair of the English Department.

**ENGL 930 Workshop in Children's Literature**

An advanced workshop that explores the relationship between children's literature and the curriculum of grades Pre-K through 12. Students study various genres in children's and young adult literature, submitting lesson plans and related activities to the class for critique. Special attention is paid to children's book authors and illustrators recommended by the Massachusetts English Language Arts Curriculum Framework. Note: This course is designed for teachers interested in enhancing their classes. Those interested in the literary analysis of Children's Literature are advised to enroll in ENGL 875 History of Children's Literature, ENGL 870 Current Trends in Children's Literature, ENGL 942 Children's Literature: Critical Approaches, and ENGL 946 Young Adult Literature: Critical Approaches. Students who have taken 21.887 Workshop in Children's Literature may not receive credit for this course.

**ENGL 942 Children's Literature: Critical Approaches**

A critical approach to traditional and contemporary literature for children from Pre-K through grade 6 including poetry, folklore, fantasy, realistic and problem stories, biography and selected informational books. Students build on previous coursework in children's literature to apply evaluative criteria to the titles under consideration. In this advanced literature course, students read primary sources, critical essays, developing literary theories, and current topics in children's literature and complete and extensive, analytical, researched essay. This is an intensive course in literary analysis. Students beginning graduate study in Children's Literature are advised to enroll in ENGL 870 Current Trends in Children's Literature and/pr ENGL 875 History of Children's Literature; students interested in studying Children's Literature for curriculum enhancement are advised to enroll in ENGL 930 Workshop in Children's Literature. Note: Students who have taken 21.866 Literature for Children may not receive credit for this course.

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor.

**ENGL 946 Young Adult Literature: Critical Approaches**

An advanced course that studies literature for children from grades 6 through 12. Students build on previous coursework in children's literature through the examination of classic and contemporary primary texts, literary criticism and recent theoretical developments. Textual analysis and evaluative criteria are applied in an extensive research essay. This is an intensive course in literary analysis. Students beginning graduate study in Children's Literature and/or ENGL 875 History of Children's Literature; students interested in studying Children's Literature for curriculum enhancement are advised to enroll in ENGL 930 Workshop in Children's Literature. Note: Students who have taken 21.869 Literature for Young Adults may not receive credit for this course. Prerequisites:

**Prerequisite:** Two undergraduate **literature** courses at the 300-level or higher, or one graduate **literature** course, or permission of the instructor.

**ENGL 990 Directed Study in English**

A directed study supervised by a graduate faculty member of the English Department. The directed study will not substitute for Seminar in Literature. Directed Studies in different topics may be taken with the approval of the student's advisor.

**Prerequisite:** Permission of the course instructor, program advisor, and Chair of the English Department.

# Master of Education concentration in History

**Coordinator:** Dr. Jon Huibregtse

**Advisors:** Dr. Jon Huibregtse

The Master of Education with a concentration in History is designed for students who are interested in furthering their knowledge of history at the graduate level, without regard to employment as teachers, as well as for those who wish to meet state or district requirements for advanced study by teachers. This program leads to the Professional License (5-8 or 8-12). It is not recommended for those who wish to pursue the study of history at the doctoral level.

## Admission Requirements

1. A baccalaureate degree earned from a regionally accredited college or university.
2. An overall undergraduate quality point average of at least 2.8 a 4.0 point scale.
3. Forty-five (45) undergraduate semester hours of liberal arts courses including a distribution of courses as listed below:
  - a. Humanities: twelve (12) semester hours
  - b. History: eighteen (18) semester hours
4. A Massachusetts Initial License in History. This requirement will be waived for persons who are not using this degree in order to obtain a teacher licensure in the State of Massachusetts.
5. Submission of satisfactory scores on the Miller Analogies Test of Graduate Record Examination.

## Degree Requirements

The degree requires a minimum of ten (10) courses, which include three (3) in education and seven (7) in History. Students should note that the Seminar requires a prerequisite, *HIST 856 Historical Research and Writing*, or an equivalent course. An oral comprehensive examination is required as the student's culminating experience.

## Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

## History Concentration Courses (7)

HIST 893	Seminar in American History <b>OR</b>
HIST 998	Seminar in European/World History

Note: *HIST 856 Historical Research and Writing* or an equivalent course is the prerequisite for HIST 893 and HIST 894.

**AND** at least six (6) additional history courses must be taken at the 800 or 900 graduate level, approved in writing by the student's advisor.

Graduate students enrolled in dual-level graduate courses will be required to produce an original research paper from 15 to 40 pages (including primary sources and otherwise conforming to departmental standards taught in *HIST 856 Historical Research and Writing*); to complete extra reading assignments; and to be graded according to more exacting standards than undergraduates enrolled in the course.

## **COURSE DESCRIPTIONS**

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language, Development, and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **HIST 802 Colonial America**

An in-depth study of social and political developments in British North America from initial colonization to 1763. The course stresses the adaption of traditional institutions and thought patterns to the New World environment.

### **HIST 804 The American Revolution**

This course will deal with the political and social history of the American people from 1763-1789. In those years the Americans outgrew their colonial status and began to evolve a sense of nationhood. When attempts to resolve the question of sovereignty with the British Empire failed, the colonists declared their independence, organized for war, achieved victory, and went on to establish a more permanent political union.

### **HIST 806 Jeffersonian through Jacksonian America**

This course covers a vital transition epoch in American history from the Federal era to the age of Jackson. Especially stressed is the shift from a deferential to an increasingly democratic society.

### **HIST 807 Maritime History of New England**

A survey of the sea's legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes include historic, political, and economic developments, with particular attention to insights gleaned from the investigation of shipwrecks, time capsules of discrete moments from New England's past. Classes include visits to museums, a field session at a maritime archaeology site, and guest lectures on current research projects. This course is offered through the Marine Studies Consortium and is taught at an off-campus location. Additional course fees apply.

### **HIST 808 American Civil War Era**

An intensive analysis of the social, political and economic factors in Antebellum America that led to the Civil War, and the problems of reconstructing the nation after the war.

### **HIST 810 Emergence of a Modern Nation**

A study of United States History from 1877-1920. Topics include the change in the national spirit from the Gilded Age to the rise of industrialism, imperialism, and World War I. Special emphasis is given to the dominant roles of Theodore Roosevelt, Taft, and Wilson in transforming the nation.

**Prerequisite:** An undergraduate course in United States History since Reconstruction or permission of the instructor.

### **HIST 814 United States Diplomatic History**

This course presents the evolution of America's major foreign policies. Among the factors considered in the formulation of American diplomacy are economic concerns, cultural attitudes, the role of individuals, and the nation's constitutional basis as well as foreign events.

**Prerequisite:** A course in either U.S. History or American Politics.

### **HIST 818 Religion in America**

A study of the growth of a denominational society in the United States. The course is especially concerned with the impact of the American environment on religions imported from Europe and elsewhere, the development of new American faiths, and the contributions of religion to the core values of American society.

### **HIST 823 African-American History**

An examination of African-American history from the colonial era to the present. Topics include the rise of chattel slavery, the influence of African-Americans on the American economy, the evolution of Jim Crow, the rise of the Civil Rights Movement of the twentieth century, the effects of constitutional and legal changes, and contributions of African-Americans to American culture.

**Prerequisites:** HIST 151 US History to Reconstruction and HIST 152 US History Since Reconstruction or permission of the instructor.

### **HIST 826 Women in American History**

A study of changing roles of women from colonial times to the present. Topics include society's stereotypes of women; women's social, family, and work roles; and the effect of legislative and constitutional changes on women.

**Prerequisites:** HIST 151 United States History to Reconstruction or HIST 152 United States History since Reconstruction.

### **HIST 831 Harding to Roosevelt: The U.S. 1920-1945**

An in-depth study of the interwar years and World War II. Topics examined may include cultural changes of the 1920's, labor and social unrest of the era, the Republican ascendancy, the Great Depression, New Deal, class conflict, and World War II at home and abroad.

**Prerequisites:** Graduate Status

### **HIST 836 Latin America: From the Conquest to the Present**

Political, social, economic and cultural history treating the colonial period, the independence movement, the emergence of modern states, and contemporary Latin America. Attention will be given to the significance of Iberian heritage, the Roman Catholic Church, worker and peasant populism, military authoritarianism, and influence of the United States.

**Prerequisite:** A survey course in either American history or Western Civilization, or permission of the instructor.

**HIST 840 Industrial and Labor Forces in the United States**

A study of the historical development of industry and labor in the U.S. from the middle of the nineteenth century to the present. Special emphasis is placed upon the historical forces that helped to foster industrial growth, the social impact of newly-created corporations, the legal milieu that made expansion possible, the growth of organized labor and class consciousness, and the evolution of a unified, integrated monetary and banking system.

**Prerequisite:** HIST 151 U.S. History to Reconstruction, HIST 152 U.S. History since Reconstruction or GOVT 110 Introduction to American Politics.

**HIST 841 Total, Limited, and Cold: America at War in the 20<sup>th</sup> Century**

Examines how wars have shaped the United States' politics, society, and economic policies during the twentieth century. From the Filipino-American War to the Persian Gulf War, Americans have been fighting much of the century. The concept of warfare has shifted to fit the country's changing role in world affairs, from an isolationist nation in the late nineteenth century to a Superpower after World War II.

**HIST 850 Historical Study Tour**

A guided tour, or series of tours, or significant sites, cities, or landmarks in the human past. This course also includes traditional or other methods of teaching. Topics vary according to the specialty of the faculty member. Students are expected to prepare in advance for the excursions and are examined on their learning experiences

**HIST 851 History of Modern Science- The Copernican Revolution to Present**

A historical examination of the revolution in modern science. After a brief introduction to the structure of scientific revolutions and a comparison of the concepts of political and scientific revolutions, the course deals with major transformation in science from Copernicus to the computer.

**Prerequisite:** HIST 154 Western Civilization since the Renaissance or HIST 155 The Comparative History of World Civilization.

**HIST 856 Historical Research and Writing**

This course will introduce students to the theories and methods of historical research and writing.

**HIST 858 Topics in History**

A special topic in history to be given at the discretion of the Department. Course topic is determined by the instructor with an emphasis on developing a critical and analytical understanding of the subject under consideration, including relevant historiography. No more than two topics courses may be used to satisfy the departmental requirements for history majors. When topics courses are to be offered, the faculty member presenting the course and its subject will be announced during the prior semester. This course is not part of the Department's regular curriculum.

**HIST 862 Ancient Greece: From the Homeric through the Hellenistic Age**

This course will focus on the history of ancient Greece. Topics will include the society and thought of the Homeric period; the rise of the polis and the thought of the Archaic age; the Persian wars, the Athenian empire, Periclean Athens, the Peloponnesian wars, and the thought of the fifth century; and the empire of Alexander the Great and the thought of the Hellenistic age.

**HIST 864 Ancient Rome: The Republic and the Empire**

This course will focus on the history of ancient Rome from the founding of the Republic to the collapse of the Empire. Topics will include the evolution and decline of the Republic, its concept and institutions of government; the reign of Julius Caesar and the rise of Caesarism; the rise of Augustus and the formation of the Empire; and the reigns of the emperors Diocletian, Constantine, and Theodosius. The contributions of Rome in the fields of political, constitutional, and legal thought and institutions will also be stressed.



### **HIST 866 Medieval Europe: Its Ideas and Institutions**

This course will focus on the history of Western Europe from the periods of the collapse of the Roman Empire in the West and the emergence of the Middle Ages to the decline of the Middle Ages in the fourteenth century. Topics include the settlement of Western Europe by Germanic peoples; the merging of Germanic, Classical and Christian cultures to form the civilization of the Middle Ages; the kingdom of the Franks, the empire of Charlemagne, and Frankish society and thought; feudalism; and the society and thought of the feudal kingdoms in France, England, and Germany.

### **HIST 868 Intellectual History of Early Europe**

An in-depth study of the ideas which represent the contributions of ancient Greece, ancient Rome, and the Middle Ages to the intellectual history of Western Europe. Special emphasis is placed upon the Ancient and Medieval concepts of man's nature and destiny.

### **HIST 869 History of the Crusades**

An examination of the Crusades, and experiment in religious warfare that stretched from the eleventh century to the Protestant Reformation. Topics include the development of theories of Holy War in Christianity and Islam, the motivations of those who fought on both sides of this lengthy conflict, and the long-term implications of the crusades for relations between the adherents of Judaism, Christianity, and Islam. The course emphasizes the place of the Crusades with the wider context of European and Near Eastern History.

**Prerequisite:** HIST 153 Western Civilization to the Renaissance or permission of the instructor.

### **HIST 870 Intellectual History of Modern Europe**

As a sequel to Intellectual History of Early Europe, the course evaluates outstanding ideologies which have appeared between the seventeenth and twentieth centuries. Within a historical context, developments in science, political theory, philosophy, and the arts are examined. The emergence of modern psychology, sociology, and economics also receive attention. The goal is to identify and appraise the points at which various intellectual pursuits have converged, and to determine how ideas are translated into action. Among the topics considered are: the origins of modern rationalism, the scientific revolution, scientific and utopian socialism, conservatism, positivism, anarchism, existentialism, and a variety of counter-cultural movements.

### **HIST 871 Women in Modern Europe, 1500-2000**

A historical examination of women's lives and ideas of gender in Europe. Through an analysis of social, economic, political, religious, intellectual, and cultural developments, this course explores how women have both experienced and shaped European history. Topics covered may include women's political action, work and the economy, religion, feminism, and family life. Students thus gain a greater understanding not only of women's lives, but also of the ways in which one can study the history of women and gender.

**Prerequisite:** HIST 153 Western Civilization to the Renaissance, HIST 154 Western Civilization since the Renaissance, or permission of the instructor.

### **HIST 872 Renaissance and Reformation Europe 1350-1650**

A history of Europe from 1350 to 1650 with particular emphasis on the many faceted changeover from medieval to modern during this period: the decline of the papacy, the growth of the Italian Renaissance, Anglo-French rivalry, the rise of Spain, the Reformation, and the growth of modern science.

### **HIST 875 Superpower Diplomacy**

An examination of European diplomacy since World War I. Special emphasis on Germany in the 1930's; World War II and the allied conferences; the Cold War and the roles played by Washington, Moscow, and Beijing; the emergence of a single Europe; and the diplomatic impact of the end of a superpower rivalry.

### **HIST 876 History of Modern France**

The political, social, economic, and intellectual development of France since 1789. Particular emphasis is on the Revolution, Napoleon, the political experiments of the nineteenth century, the psychological collapse of the French in the first half of the twentieth century, and the rise of Charles DeGaulle through the socialists under Mitterand.

**Prerequisite:** HIST 154 Western Civilization since the Renaissance of permission of the instructor.

### **HIST 878 Modern Britain**

The socio-economic, cultural, political history of Britain from the seventeenth century to the present. Lectures and readings deal with such topics as Stuart and Georgian England, industrialization, Parliamentary reform, political politics, and the disintegration of the Empire.

### **HIST 879 Modern Ireland**

An exploration of the history of Ireland from the eighteenth century to the dawn of the new millennium. Students will analyze the social, cultural, economic, intellectual, and political developments that have shaped Ireland's history. Students also examine how the people of Ireland have defined both themselves and their nation and how Irish identities have changed.

### **HIST 880 Blood, Iron, and Republic: Germany from 1866 to Present**

Of primary interest is the German state from its unification to the present. Among the topics explored are the following: the general condition of the various German states during the seventeenth and eighteenth centuries, the rise of Prussia, the impact of the Napoleonic conquest, the Revolution of 1848, Bismarck and the formation of the German Empire, the First World War, the failure of the Weimar Republic, Hitler's Regime, and the era of the two Germanys. Attention is also given to culture, society, and the economy.

### **HIST 881 Remaking Europe: History, Politics, & Culture since World War II**

An examination of European history since the end of World War II. In this course students analyze how the politics, culture and society of both Western and Eastern Europe have been transformed since 1945. Topics covered may include the Cold War, decolonization, the emergence of the European Union, the fall of communism, and migration. Special focus is placed on European identities and how they have changed since 1945.

### **HIST 885 Portraits of Power**

A biographical examination of the rise and development of major leaders in the respective countries or civilizations. This course considers the relationship between leaders and events to determine their influence in the development of history. Specific leaders will vary by semester. Students may take only one section of this course for credit.

### **HIST 888 The Path to Modernity: Russia from 1689 to the Present**

A broad exploration of imperial Soviet and post-Soviet periods. Among the topics stressed are the Rurican, Byzantine and Muscovite formative influences of the Pre-Petrine era; the modernization of Russia under Peter I and his successors; the growth and development of intelligentsia during the nineteenth century; the emergence and dissolution of the USSR, and developments within the post-Communist epoch.

**Prerequisite:** HIST 154 Western Civilization since the Renaissance.

### **HIST 893 Seminar in American History**

All students majoring in American History must take at least one seminar in American History. The course is open only to students who have fulfilled the following prerequisites: Historical Research and Writing, Western Civilization since the Renaissance, United States History since Reconstruction, and two intermediate-division courses in the American concentration. No transfer course will fulfill this seminar requirement. The topics of the seminar will vary with the instructor. A schedule of topics will be announced in advance for a two-year period. Seminars, in addition to the required one, may be taken for intermediate level credit.

### **HIST 894 Seminar in European/World History**

All students majoring in European History must take at least one seminar in European/World History. The course is open only to students who have fulfilled the following prerequisites: Historical Research and Writing, Western Civilization since the Renaissance, United States History since Reconstruction, and two intermediate-division courses in the European concentration. No transfer course will fulfill this seminar requirement. The topics of the seminar will vary with the instructor. A schedule of topics will be announced in advance for a two-year period. Seminars, in addition to the required one, may be taken for intermediate level credit.

### **HIST 898 Modern China and Japan**

An introduction to the philosophical, societal, political, economic, and cultural facets of modern China and Japan. The main emphasis is on the nineteenth and twentieth centuries. Special attention is given to the rise of Communism in China and the economic rebuilding of Japan since 1945.

**Prerequisites:** HIST 154 Western Civilization since the Renaissance, or HIST 155 The Comparative History of World Civilizations, or an Asian area studies course.

### **HIST 899 The Viking Era**

An examination of the political, cultural, and social history of the Scandinavian peoples of Europe circa 750-110 C.E. Topics include the political impact of the Viking raids on the polities of Western and Eastern Europe, the conversion of the Scandinavians to Christianity, and the Viking settlement of Iceland, Greenland, and North America.

**Prerequisites:** A 100-level survey course in United States, European, or World History.

### **HIST 951 The Main Currents in United States History**

An examination of U.S. history from the age of exploration to the present. Based upon the instructional frameworks for elementary school teachers, this survey examines the main currents in American history so as to afford practicing teachers a solid foundation on which they may construct engaging reading assignments, absorbing classroom activities, and special projects for their students. The objective is to provide teachers with a comprehensive, solid grounding in United States history, its turning points and significance.

### **HIST 959 The Main Currents in Western Civilization**

An examination of the history of western civilization from its origins to the present. Based upon the instructional frameworks for elementary school teachers, this survey examines the main currents in the history of western civilization so as to afford practicing teachers a solid foundation on which they may construct engaging reading assignments, absorbing classroom activities, and special projects for their students. The objective is to provide teachers with a comprehensive, solid grounding in history of western civilization, its turning points and significance.

### **HIST 990 Directed Study in History**

Course description varies with experience.

# Master of Education concentration in Literacy and Language

**Coordinator:** Dr. Diane Lowe

**Advisors:** Dr. Diane Lowe

The Master of Education with a concentration in Literacy and Language, plus a supervised practicum, enables candidates to meet the requirements for Initial Licensure in Massachusetts as a Specialist Teacher: Reading Licensure and qualifies the recipient to work in the area of reading and language arts with students at all age and grade levels.

The Master of Education with a concentration in Literacy and Language also enables candidates holding an Initial License in Elementary, Early Childhood, English, or Teacher of Students with Moderate Disabilities to meet the requirements for Professional Licensure in Elementary, Early Childhood Education, English, or Teacher of Students with Moderate Disabilities. The additional supervised practicum is not required for candidates seeking Professional License in these three fields.

The licensure program also conforms to the Standards for Reading Professionals as developed by the International Reading Association. These standards were approved by the National Council for Accreditation of Teacher Education (NCATE).

## Admission Requirements

1. The applicant must have earned a baccalaureate degree earned from a regionally accredited college or university.
2. The applicant must have at least an Initial Teaching License.
3. The applicant must have an undergraduate quality point average of at least 2.7 on a 4.0 scale.
4. The applicant must submit a satisfactory score on the Graduate Record Examination General Test.

## Degree Requirements

The degree requires successful completion of ten (10) courses and an oral comprehensive examination. A professional portfolio, completed as part of the degree program and based upon the Massachusetts Department of Elementary and Secondary Education Professional Standards for Licensure, must be completed and submitted to the advisor of the Literacy and Language program four weeks prior to the oral comprehensive exam. Candidates seeking the Initial Specialist Teacher: Reading License must also complete a supervised practicum.

## Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)*

\*Candidates for the Initial Specialist Teacher: Reading License must complete a Literacy and Language research project.

**Concentration Courses (6)**

LTRC 900	Research and Practice in Reading
LTRC 901	Integrating the Language Arts (suggested first course in concentration)
LTRC 902	Reading and Writing in the Content Areas
LTRC 903	Assessment for Learning Styles and Strategies
LTRC 910	Leadership and Consultation in the Language Arts
LTRC 926	Teaching the Writing the Process

**Elective Course (1)**

ENGL 930	Workshop in children's Literature
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**Practicum required for students seeking an Initial Specialist Teacher:**

**Reading License**

LTRC 952	Practicum in Literacy and Language with Seminar
Or LTRC 988	Practicum in Reading Enrichment with Seminar

Students seeking an Initial Specialist Teacher: Reading License will need a 150-hour practicum. The practicum is taken only after successful completion of all required courses in the Master of Education with a concentration in Literacy and Language program and submission of a passing score on the Reading Specialist 09 MTEL. Permission of the program advisor and Dean at least three (3) months prior to the practicum is required. Students must locate their own practicum site, which must be approved by the university.

The Massachusetts Department of Elementary and Secondary Education requires teachers seeking the Initial Specialist Teacher: Reading License to have at least an Initial License and at least one year of experience under that license.

**COURSE DESCRIPTIONS**

**EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

**EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

**EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **ENGL 930 Workshop in Children's Literature**

An advanced workshop that explores the relationship between children's literature and the curriculum of grades Pre-K through 12. Students study various genres in children's and young adult literature, submitting lesson plans and related activities to the class for critique. Special attention is paid to children's book authors and illustrators recommended by the Massachusetts English Language Arts Curriculum Framework. Note: This course is designed for teachers interested in enhancing their classes. Those interested in the literary analysis of Children's Literature are advised to enroll in ENGL 875 History of Children's Literature, ENGL 870 Current Trends in Children's Literature, ENGL 942 Children's Literature: Critical Approaches, and ENGL 946 Young Adult Literature: Critical Approaches. Students who have taken 21.887 Workshop in Children's Literature may not receive credit for this course.

### **LTRC 900 Research and Practice in Reading**

Addresses research and practice relative to the fundamental principles of reading instruction including the reading process, the reading workshop, a literate environment, emergent literacy, reading skills and strategies, approaches to the teaching of reading, instructional materials and informal assessment. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where developmental reading is taught. Arrangements for the field experience are the student's responsibility.

**Prerequisite:** A recent introductory course in the teaching of reading or the teaching of language arts.

### **LTRC 901 Integrating the Language Arts**

Addresses research and practice relative to the fundamental principles of teaching the language arts using an integrated approach. Using a literature-based model, emphasis will be placed on the writing process and the reading-writing connection. Learning strategies, instructional methods and materials, and evaluation techniques will be integrated throughout the course. Students will create a portfolio demonstrating their competence as teachers of integrated language arts. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility.

**Prerequisite:** An introductory course in the teaching of reading or the teaching of language arts.

### **LTRC 902 Reading and Writing in the Content Areas**

Addresses the fundamental procedures related to integrating the language arts across the curriculum. Instructional strategies will combine reading process and writing process theory with all content areas. Current research and strategies for working with content area teachers will be integrated throughout the course.

**Prerequisites:** LTRC 900 Research and Practice in Reading and LTRC 901 Integrating the Language Arts.

### **LTRC 903 Assessment for Learning Styles and Strategies**

Addresses the fundamental principles of assessment, evaluation, diagnosis, and treatment of reading and writing. Topics will include observation techniques, the running record, portfolios, the administration and interpretation of individual and classroom corrective programs, and remediation strategies. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility.

**Prerequisites:** LTRC 900 Research and Practice in Reading and LTRC 901 Integrating the Language Arts.

**LTRC 910 Leadership and Consultation in the Language Arts**

Addresses the basic responsibilities of the Specialist Teacher in Reading (Initial License). Topics will include organization and supervision of reading and language arts programs; selection of instructional materials; evaluation of classroom instruction; planning and implementing staff development; working with teachers to organize and manage language arts classrooms; and consulting with various groups within the school community. Students will be required to spend a minimum of 75 hours in an approved field experience. On-site responsibilities include working directly with youngsters and conducting a teacher or parent workshop.

**Prerequisites:** Completion of all other courses except LTRC 952 Practicum in Literacy and Language Seminar. Prior written approval by the advisor is also required.

**LTRC 926 Teaching the Writing the Process**

Addresses the fundamental principles of teaching the writing process. Using a writing workshop model, topics covered will include journal writing, the writer's notebook, the reading writing connection, the mini-lesson, writing in the content areas, literature and writing, and assessment of writing. Students will create a writers portfolio.

**Prerequisite:** An introductory course in the teaching of reading or in the teaching of language arts.

**LTRC 952 Practicum in Literacy and Language with Seminar (offered in fall and spring only)**

Designed for students seeking the Initial Specialist Teacher: Reading License. This course is a field-based 150-hour practicum experience demonstrating mastery of the subject matter knowledge relative to the Specialist Teacher in Reading. Seminar topics include current literacy instruction, theory and practice. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Students secure their own placement site, which must be approved by the University.

**Prerequisites:** Successful completion of all required courses in the Master of Education with a concentration in Literacy and Language; a passing score of the Specialist Teacher: Reading MTEL (08); permission of advisor to Literacy and Language program and Dean, three months prior to Practicum.

**LTRC 988 Practicum in Reading Enrichment with Seminar (offered in summer only)**

Designed for students seeking the Initial Specialist Teacher: Reading License. This course is a practicum experience in which Framingham State University graduate students who have completed the Literacy and Language program serve as dedicated tutors who provide individualized assessment and intensive, research-based reading instruction to small groups of students. In addition to tutoring, students in this course will have the opportunity to act as literacy coaches. A seminar will be held immediately following each tutoring session. The seminar addresses practical application of best practices in literacy instruction, working with struggling readers, instructional planning, and assessment.

**Prerequisites:** Successful completion of all required courses in the Master of Education with a concentration in Literacy and Language; a passing score of the Specialist Teacher: Reading MTEL (08); permission of advisor to Literacy and Language program and Dean, three months prior to Practicum.

# Master of Education concentration in Mathematics

**Coordinator:** Dr. Walter Czarneck

**Advisors:** Dr. Walter Czarneck

The Master of Education with a concentration in Mathematics is designed for students who are interested in furthering their knowledge of mathematics at the graduate level, without regard to employment as teachers, as well as those who wish to meet state or district requirements for teacher licensure. The program leads to the Professional License (5-8 or 8-12).

## Admission Requirements

1. The applicant must have earned a baccalaureate degree earned from a regionally accredited college or university.
2. An overall undergraduate quality point average (QPA) of at least 2.7 on a 4.0 scale or QPA of 2.8 for all courses completed in the last two years of the student's full-time undergraduate program.
3. Mathematics preparation comparable to Framingham State University's mathematics major including Calculus I, II, and III, Linear Algebra and Applications, Number Theory, and one (1) computer science course.
4. A Massachusetts Initial License in Mathematics. This requirement will be waived for persons who are not using this degree in order to obtain teacher licensure in the State of Massachusetts.
5. Submission of scores on the Miller Analogies Test or Graduate Record Examination.

Students whose academic background does not meet the requirements under item 2 above may still qualify for admission. In these cases students would be asked to make up course deficiencies as part of their graduate program, in addition to the core and concentration courses.

## Degree Requirements

The degree requires successful completion of ten (10) courses, which include three (3) core courses, and seven (7) concentration courses. A comprehensive examination is required as the student's culminating experience.

### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

### Concentration Courses (7)

MATH 901	Foundations of Mathematics
MATH 999	Reading and Research in Higher Mathematics

### AND

Five (5) additional courses approved in writing by the student's advisor.

The student is expected to develop competencies in the following areas: analysis, algebra, geometry, discrete mathematics, and probability and statistics.



## **COURSE DESCRIPTIONS**

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **MATH 807 Intermediate Statistics**

A study of regression and correlation analysis, chi square tests and contingency tables, design of experiments, analysis of variance, non-parametric statistics, and introduction to data analysis.

**Prerequisite:** MATH 117 Introduction to Statistics

### **MATH 808 Applied Statistical Processing**

Practical aspects of data analysis using statistical computer packages such as MINITAB, SPSSX, and BMDP. Multivariate statistical methods including multiple regression, analysis of covariance, factor analysis, multidimensional scaling, discriminant analysis and linear models for cross-classified categorical data are emphasized. Students do individual data analysis projects.

**Prerequisite:** MATH 307 Intermediate Statistics.

### **MATH 810 Number Theory**

A study of the properties of numbers. Topics include mathematical induction, divisibility, primes, congruencies, the Chinese remainder theorem, primitive roots, quadratic reciprocity, continued fractions, partitions and the history of some classical problems.

**Prerequisite:** MATH 220 Calculus II.

### **MATH 811 Problem Solving/Modeling in Mathematics**

A study in problem solving with the development of banks of problems appropriate to various grade levels and selected from arithmetic, informal geometry, logic, measurement, number sequences, probability, and statistics, challenging enough to provoke interest, but realistic enough to be successful experiences. Heuristic problem solving techniques, Polya's stages of problem solving, specific strategies, and pedagogical issues are studied.

**Prerequisites:** MATH 201 Intuitive Geometry and MATH 215 Finite Mathematics.

### **MATH 817 Introduction to Higher Geometry**

A precise, rigorous examination of the axioms and concepts of various geometries. Euclidean, non-Euclidean, and transformational geometries are investigated.

**Prerequisite:** MATH 219 Calculus I.

**MATH 819 Abstract Algebra**

A study of the algebraic structures, groups, rings, integral domains, fields, and polynomials. Note: Students may not receive credit for both 43.819 Abstract Algebra and 43.835 Algebraic Structures I (formerly Modern Algebra).

**Prerequisite:** MATH 810 Number Theory.

**MATH 848 Mathematical Statistics I**

Sample spaces, events as subsets of a sample space, probability, axioms, combinatorics applied to probability problems, random variables and their distributions, special distributions, multivariate distributions, central limit theorem, and topics in statistical inference.

**Prerequisites:** MATH 221 Calculus III and either MATH 215 Finite Mathematics or MATH 226 Linear Algebra and Applications.

**MATH 849 Mathematical Statistics II**

Estimation, decision theory and hypothesis testing, linear models, regression, analysis of variance, analysis of categorical data, nonparametric inference.

**Prerequisite:** MATH 848 Mathematical Statistics I.

**MATH 870 Seminar in Mathematics**

This course will explore an advanced topic in mathematics or computer science. The particular topic is announced at least one semester in advance.

**Prerequisite:** Permission of instructor.

**MATH 878 Real Analysis**

Set theory, relations and functions, properties of the real number system, topology of the real line, introduction to metric spaces, limits of sequences and functions, continuous functions, differentiation, the Riemann-Stieltjes integral.

**Prerequisite:** MATH 221 Calculus III.

**MATH 897 Internship in Mathematics**

The student will be encouraged (and assisted to whatever extent possible) by the Mathematics Department to seek employment during summers or part-time during the school year, involving non-trivial applications of mathematics. In this manner the students can earn up to three (3) course credits, the amount of credit being decided by the student's advisor and the department chair.

**Prerequisite:** Permission of the Department Chair.

**MATH 901 Foundations of Mathematics**

A course that is an in depth investigation of the fundamental concepts of mathematics and their properties. The topics range from sets and logic to abstract algebra and proof. **NOTE:** The course serves as a foundation to all other courses in the graduate program.

**Prerequisite:** Permission of the Department Chair.

**MATH 908 Geometry for Middle School Teachers I**

A course that includes such topics as a comparison between the metric and synthetic approach to geometry, polygons, polyhedral, tessellations, constructions, proof techniques, transformations, symmetry, and geometric modeling. These topics are also used to suggest methods and approaches to the teaching of geometry.

**Prerequisite:** MATH 901 Foundations or Permission of the Department Chair.

**MATH 910 Algebra for the Middle School Teacher**

A course for the middle school teachers that will investigate the fundamental concepts of algebra. The topics will include real and complex numbers, binary operations and their properties, set theory, functions, polynomials, equations, algebraic structures, graphing, and related topics.

### **MATH 926 Geometry for Middle School Teachers II**

A continuation of Geometry for Middle School Teachers I in which students investigate finite, taxicab, spherical, and non-Euclidean geometries with an emphasis on hyperbolic geometry. Applications of these geometries to real life problems and other areas of mathematics are surveyed. Students create modules adapting this material to their classrooms. This course is also open to high school teachers.

**Prerequisites:** MATH 901 Foundations, MATH 908 Geometry for Middle School Teachers I, and MATH 910 Algebra for the Middle School Teacher.

### **MATH 918 Elementary Number Theory for Teachers**

A study of the summation and product notations, recursion, figurate numbers, divisibility, greatest common divisor, the Euclidean algorithm, lowest common multiple, and consequences. The course offers numerous opportunities for experimentation and exploration, and for conjecturing the myriad properties of Pascal's triangle, Fibonacci and Lucas numbers, Catalan numbers, Fermat numbers and Pell numbers. Note: Students cannot receive credit for this course if they have already completed MATH 310/ MATH 810 Number Theory.

**Prerequisite:** Permission of Department Chair.

### **MATH 928 Problem Solving for Teachers**

Designed for middle and high school teachers and emphasizes the study of a variety of types of problems and the strategies that might be used to solve them. One of the important objectives of the course is to immerse teachers in a problem-solving atmosphere that encourages them to make connections to previously learned concepts, to the different areas of mathematics and to the 6-12 curriculum. Topics include problems from the fields of logic, set theory, geometry, number theory, algebra, analysis and probability.

**Prerequisites:** Graduate coursework in at least three (3) of the following areas: logic, set theory, geometry, number theory algebra, analysis and probability or permission of the Department Chair.

### **MATH 985 Directed Study in Mathematics**

Student research on a topic or topics in higher mathematics or computer science. Suggested areas include applied algebra, numerical analysis, and mathematical physics. The student should make arrangements with the faculty member who is to direct his/her work one semester in advance of the work.

### **MATH 999 Reading and Research in Higher Mathematics**

In this course the student will write an essay or a thesis on a topic in higher mathematics, under the direction of a faculty member.

# Master of Education concentration in Nutrition Education, Nutrition Education Specialist (offered online)

**Coordinator:** Professor Janet Schwartz

**Advisors:** Professor Janet Schwartz

The Master of Education with a concentration in Nutrition Education, Nutrition Education Specialist (NES) combines the advanced study of education, applied nutrition and nutrition education with the opportunity for students to broaden their expertise in elective courses of their choice. The specialization in Nutrition Education is designed for:

- Health Educators/ counselors in school, healthcare, community programs, and other organizations
- Nutrition professionals with or without certification as a Registered Dietician
- Health, physical education, and consumer science teachers
- School Nutrition Directors

## Admission Requirements

1. Applicants must have earned a baccalaureate degree\* from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
2. Applicants are required to possess an overall quality point average (QPA) of at least 3.0 on a 4.0 scale including acceptable grades in science courses.
3. All prerequisite courses must be completed.
4. Applicants who do not fulfill the QPA requirement but have a minimum quality point average of 2.7 on a 4.0 scale will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
5. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
6. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities, and career plans.
7. Personal or phone interview required.

Applicants are evaluated based on numerous factors including previous college coursework; letters of recommendation; and personal statement.

\*Bachelor's degree in related field: food and nutrition, hospitality, business, health education, nursing\*, with coursework, covering the following area:

- Basic nutrition

- Biostatistics (preferred) or statistics

### Application Deadline

Applications for the Master of Education with a concentration in Nutrition Education are accepted on a rolling basis. Although the University accepts on a rolling basis, courses are not offered every semester.

Student applying for the School Nutrition Specialist must apply by June 1<sup>st</sup> of the preceding academic year to start the internship in the fall. Students admitted after June 1<sup>st</sup> may still begin their studies in the fall in the other required master's degree courses.

### Degree Requirements

The program requires a minimum of ten (10) courses which include: three (3) education core courses, four (4) nutrition core courses and three (3) specialization courses, together with undergraduate prerequisite courses required for students without appropriate backgrounds. A minimum of ten (10) courses is required for graduation. A timed online comprehensive examination is required as the student's culminating experience.

#### Education Core Courses (3)

EDUC 992	Learning and Human Development
NUED 911	Research Methods in Nutrition Education
NUTR 973	Designing Nutrition Education Programs and Curricula

#### Nutrition Core Courses (4)

NUED 914	Contemporary Nutrition Issues in Schools
NUED 911	Public Health Nutrition
NUED 970	Computers in Nutrition Education
NUED 993	Independent Projects in Health and Wellness

#### Elective Courses (3)

Three graduate level electives related to the degree and approved by the advisor are required. *NUED 900 Leadership in Excellence in School Nutrition* is highly recommended. Other examples include: nutrition science, nutrition education, management, leadership, organizational change, grantsmanship, counseling, education, health and wellness, and healthcare.

### COURSE DESCRIPTIONS

#### EDUC 992 Learning and Human Development

Examines human development from a life span perspective covering topics beginning with conception and continuing through the process of aging. Learning and developmental theories are presented with an emphasis on understanding the individual's cognitive, social and emotional growth, and also his/her successful transition through each life stage.

#### NUED 900 Leadership in Excellence in School Nutrition

A study of the core functions of state child nutrition programs. These include nutrition promotion, nutrition standards, institution and participant eligibility for participation and benefits, compliance and accountability, financial management, reporting/recordkeeping, safety, sanitation and emergency management, training and technical assistance, and state administration of state child nutrition agencies. Laws, regulations, and policies are addressed. This course is designed to develop leadership and partnering skills to influence the quality of nutrition programs and the effective use of resources.

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**NUED 901 Practicum I in School Nutrition**

A concentrated and supervised internship in an approved school nutrition site coordinated with online weekly seminars. Students develop knowledge, skills, and competencies necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Requirement: minimum of 450 hours/semester. Prerequisites: Acceptance into the graduate program in Nutrition Education and the School Nutrition Specialist; proof of eligibility to work in US; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.

**NUED 902 Practicum II in School Nutrition**

A continuation of the concentrated and supervised internship in Practicum I in School Nutrition coordinated with online weekly seminars that further develop leadership and management skills. Students continue at the same site as Practicum I. Students develop knowledge, skills, and competencies in administration and management necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Requirement: minimum of 450 hours/semester.

**Prerequisites:** NUTR 901 Practice I in School Nutrition. Proof of eligibility to work in US; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.

**NUED 911 Research Methods in Nutrition Education**

A study of research techniques applicable to nutrition and education. Using a hands-on approach, students are acquainted with research hypotheses, designs and procedures, basic statistical concepts, and the format of a proposal. Knowledge of these concepts is demonstrated in the design of a research project.

**Prerequisites:** 43.208 Biostatistics and 34.874 Human Nutrition Science.

**NUED 914 Contemporary Nutrition Issues in Schools**

An update for teachers and other school personnel on current topics in nutrition. Research and curricula related to child and adolescent nutrition are explored in depth. Specific topics include: nutrition and learning, eating disorders, prevention of chronic disease, food allergies, sports nutrition, food safety, and biotechnology. Development of original curriculum is required. Credit will not be given for this course and 34.763 Contemporary Nutrition Issues for the Classroom. This course cannot be applied to graduate or certificate programs for nutrition professionals.

**Prerequisite:** NUTR 910 (34.760) Nutrition Science in the Classroom or previous nutrition course completed in the last five years.

**NUED 922 Public Health and Nutrition Communications**

An exploration of the basics of writing and other forms of communication to effectively reach target populations with health and nutrition information geared towards behavior change. Target populations include families, children, educators, patients, and community stakeholders. Writing articles for a lay audience, crafting press releases, and composing messages for the electronic media are included as students explore where to find factual information that can be applied quickly and effectively. Tactics for choosing topics, evaluating sources, and best practices for contacting the media are discussed and applied. Current technologies such as websites, email, survey tools, and social media will be discussed.

**NUED 970 Computers in Nutrition Education**

A study of computer technology designed to enhance the efficiency and accuracy of practice in nutrition professions and K-12 education. Topics include: computer-based instruction, Web site development, nutrient analysis, presentation software, and evaluation of software and Internet sites. Teachers focus on technology skills required in the related Massachusetts Curriculum Frameworks. Nutrition professionals focus on educational issues related to medical nutrition therapies and business applications. NOTE: Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition.

**Prerequisite:** College-level general nutrition course within the past five years.

**NUED 993 Independent Projects in Health and Wellness**

The development of an in-depth nutrition education project or curriculum in accordance with nutrition education research and the instructional design developed in NUED 973 Instructional Technologies in Nutrition Education. Projects integrate instructional technology based in learning theory and teaching practice, and match specific teaching strategies to learning needs. Projects are developed and evaluated.

**Prerequisite:** NUED 973 Instructional Technologies in Nutrition Education.

**NUTR 973 Designing Nutrition Education Programs and Curricula**

A study of the research related to the instructional design process for nutrition programs, curricula, and materials. Emphasis is on the application of scientific principles of teaching and learning. Investigation focuses on maximizing instructional technology to apply learning theory to teaching strategies. Students develop an instructional design to be implemented in NUTR 993 Independent Projects in Health and Wellness.

**Prerequisite:** NUTR 879 Computer Applications in Nutrition or NUTR 970 Computers in Nutrition Education.

# **Master of Education concentration in Nutrition Education, School Nutrition Specialist (SNS) (offered online)**

**Coordinator:** Professor Janet Schwartz

**Advisor:** Dr. Patricia K. Luoto

The Master of Education with a concentration in Nutrition Education, School Nutrition Specialist (SNS) combines the advanced study of education, applied nutrition and nutrition education with the development of knowledge, skills and competencies necessary to provide school nutrition services. These are outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and the Nutrition Specialist Credentialing Exam Study Guide.

The specialization in School Nutrition Specialist (SNS) is designed for those who wish to fulfill the academic and internship requirements to become a School Nutrition Specialist (SNS). See the School Nutrition Association at [www.schoolnutrition.org](http://www.schoolnutrition.org) for information on these requirements and the national credentialing examination. Through this internship student interns will:

- Prepare to assume district level/supervisory positions in school nutrition
- Understand and assess the nutritional needs of diverse populations, especially of school-aged children at risk and of limited income
- Provide an environment in which interns can appreciate and perform the variety of tasks required for operating successful school foodservice programs
- Prepare to communicate effectively in interactions with other professionals and stakeholders
- Be prepared to sit for the national Nutrition Specialist Credentialing Exam

## **Admission Requirements**

1. Applicants must have earned a baccalaureate degree\* from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
2. Applicants are required to possess an overall quality point average (QPA) of at least 3.0 on a 4.0 scale including acceptable grades in science courses.
3. All prerequisite courses must be completed.
4. Applicants who do not fulfill the QPA requirement but have a minimum quality point average of 2.7 on a 4.0 scale will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
5. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted with the Framingham State



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University Letter of Recommendation form and sent directly to the University by the recommender.

6. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities, and career plans.
7. Personal or phone interview required.

Applicants are evaluated based on numerous factors including previous college coursework; letters of recommendation; and personal statement.

\*Bachelor's degree in related field: food and nutrition, hospitality, business, health education, with coursework, covering the following area:

- Basic nutrition (course must be within last five years)
- Foodservice systems
- Upper level management
- Managerial finance (preferred) or accounting
- Biostatistics (preferred) or statistics

### **Application Deadline**

Applications for the Master of Education with a concentration in Nutrition Education are accepted on a rolling basis. Although the University accepts on a rolling basis, courses are not offered every semester.

Student applying for the School Nutrition Specialist must apply by June 1<sup>st</sup> of the preceding academic year to start the internship in the fall. Students admitted after June 1<sup>st</sup> may still begin their studies in the fall in the other required master's degree courses.

### **Degree Requirements**

The program requires a minimum of ten (10) courses which include: three (3) education core courses, four (4) nutrition core courses and three (3) specialization courses, together with undergraduate prerequisite courses required for students without appropriate backgrounds. A minimum of ten (10) courses is required for graduation. A timed online comprehensive examination is required as the student's culminating experience.

#### **Education Core Courses (3)**

EDUC 992	Learning and Human Development
NUED 911	Research Methods in Nutrition Education
NUTR 973	Designing Nutrition Education Programs and Curricula

#### **Nutrition Core Courses (4)**

NUED 914	Contemporary Nutrition Issues in Schools
NUED 911	Public Health Nutrition
NUED 970	Computers in Nutrition Education
NUED 993	Independent Projects in Health and Wellness

#### **Specialization Core Courses (3), School Nutrition Specialist**

NUED 900	Leadership in Excellence in School Nutrition
NUED 901	Practicum I in School Nutrition
NUED 902	Practicum II in School Nutrition

## COURSE DESCRIPTIONS

### **EDUC 992 Learning and Human Development**

Examines human development from a life span perspective covering topics beginning with conception and continuing through the process of aging. Learning and developmental theories are presented with an emphasis on understanding the individual's cognitive, social and emotional growth, and also his/her successful transition through each life stage.

### **NUED 900 Leadership in Excellence in School Nutrition**

A study of the core functions of state child nutrition programs. These include nutrition promotion, nutrition standards, institution and participant eligibility for participation and benefits, compliance and accountability, financial management, reporting/recordkeeping, safety, sanitation and emergency management, training and technical assistance, and state administration of state child nutrition agencies. Laws, regulations, and policies are addressed. This course is designed to develop leadership and partnering skills to influence the quality of nutrition programs and the effective use of resources.

### **NUED 901 Practicum I in School Nutrition**

A concentrated and supervised internship in an approved school nutrition site coordinated with online weekly seminars. Students develop knowledge, skills, and competencies necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Requirement: minimum of 450 hours/semester.

**Prerequisites:** Acceptance into the graduate program in Nutrition Education and the School Nutrition Specialist; proof of eligibility to work in US; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.

### **NUED 902 Practicum II in School Nutrition**

A continuation of the concentrated and supervised internship in Practicum I in School Nutrition coordinated with online weekly seminars that further develop leadership and management skills. Students continue at the same site as Practicum I. Students develop knowledge, skills, and competencies in administration and management necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Requirement: minimum of 450 hours/semester.

**Prerequisites:** NUTR 901 Practice I in School Nutrition. Proof of eligibility to work in US; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.

### **NUED 911 Research Methods in Nutrition Education**

A study of research techniques applicable to nutrition and education. Using a hands-on approach, students are acquainted with research hypotheses, designs and procedures, basic statistical concepts, and the format of a proposal. Knowledge of these concepts is demonstrated in the design of a research project.

**Prerequisites:** 43.208 Biostatistics and 34.874 Human Nutrition Science.

**NUED 914 Contemporary Nutrition Issues in Schools**

An update for teachers and other school personnel on current topics in nutrition. Research and curricula related to child and adolescent nutrition are explored in depth. Specific topics include: nutrition and learning, eating disorders, prevention of chronic disease, food allergies, sports nutrition, food safety, and biotechnology. Development of original curriculum is required. Credit will not be given for this course and 34.763 Contemporary Nutrition Issues for the Classroom. This course cannot be applied to graduate or certificate programs for nutrition professionals.

**Prerequisite:** NUTR 910 (34.760) Nutrition Science in the Classroom or previous nutrition course completed in the last five years.

**NUED 922 Public Health and Nutrition Communications**

An exploration of the basics of writing and other forms of communication to effectively reach target populations with health and nutrition information geared towards behavior change. Target populations include families, children, educators, patients, and community stakeholders. Writing articles for a lay audience, crafting press releases, and composing messages for the electronic media are included as students explore where to find factual information that can be applied quickly and effectively. Tactics for choosing topics, evaluating sources, and best practices for contacting the media are discussed and applied. Current technologies such as websites, email, survey tools, and social media will be discussed.

**NUED 970 Computers in Nutrition Education**

A study of computer technology designed to enhance the efficiency and accuracy of practice in nutrition professions and K-12 education. Topics include: computer-based instruction, Web site development, nutrient analysis, presentation software, and evaluation of software and Internet sites. Teachers focus on technology skills required in the related Massachusetts Curriculum Frameworks. Nutrition professionals focus on educational issues related to medical nutrition therapies and business applications. NOTE: Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition.

**Prerequisite:** College-level general nutrition course within the past five years.

**NUED 993 Independent Projects in Health and Wellness**

The development of an in-depth nutrition education project or curriculum in accordance with nutrition education research and the instructional design developed in NUED 973 Instructional Technologies in Nutrition Education. Projects integrate instructional technology based in learning theory and teaching practice, and match specific teaching strategies to learning needs. Projects are developed and evaluated.

**Prerequisite:** NUED 973 Instructional Technologies in Nutrition Education.

**NUTR 973 Designing Nutrition Education Programs and Curricula**

A study of the research related to the instructional design process for nutrition programs, curricula, and materials. Emphasis is on the application of scientific principles of teaching and learning. Investigation focuses on maximizing instructional technology to apply learning theory to teaching strategies. Students develop an instructional design to be implemented in NUTR 993 Independent Projects in Health and Wellness.

**Prerequisite:** NUTR 879 Computer Applications in Nutrition or NUTR 970 Computers in Nutrition Education.

# Master of Education concentration in Spanish

**Coordinator:** Dr. Emilce Cordeiro

**Advisors:** Dr. Michael Wong-Russell

The Master of Education with a concentration in Spanish is designed for students who are interested in furthering their knowledge in Spanish at the graduate level, without regard to employment as teachers, as well as for those who wish to meet state or district requirements for advanced study by teachers. The program leads to the Professional License (5-12) and presumes preparation in Spanish at the undergraduate level.

## Admission Requirements

1. A baccalaureate degree from a regionally accredited college or university.
2. An overall undergraduate quality point average of at least 2.8 on a 4.0 scale in a program acceptable to the Admissions Committee.
3. Forty-five (45) undergraduate semester hours of liberal arts courses.
4. A minimum of five undergraduate Spanish courses, at least four of which must be at the 300-level or above, or demonstration of proficiency of Spanish in a personal interview.
5. A Massachusetts Initial License in Spanish. This requirement will be waived for persons who are not using this degree in order to obtain teacher licensure in the State of Massachusetts.
6. Submission of scores on the GRE General Test or the Miller Analogies Test.
7. A writing sample in Spanish. This should be a documented paper of at least five pages on a literary, cultural, or linguistic topic.

## Degree Requirements

The degree requires a minimum of 10 courses which include: three core courses and seven concentration courses. Students may need additional courses, however, to meet distribution requirements as outlined in the curriculum requirements below. A written or oral examination is required as the student's culminating experience.

### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

### Spanish Concentration Courses (7)

TESL 936	The Teaching of Second Language Skills
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### AND

At least six additional Spanish courses at the 800 and 900 graduate level, approved in writing, by the student's advisor.

Courses are to be selected so that the student's graduate courses fulfill the distribution requirements of:

1. Two courses in Peninsular Spanish literature and culture/history.
2. Two courses in Spanish American literature and culture/history.
3. One course in advanced language skills.
4. One course in Romance linguistics.

## **COURSE DESCRIPTIONS**

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **MLSP 836 Cervantes**

Readings and discussion of Cervantes' works with special emphasis on his masterpiece, Don Quixote. Conducted in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.

### **MLSP 837 Spanish Theater and Poetry of the Twentieth Century**

Study in the appreciation, analysis and criticism of the main trends in Spanish theater and poetry of the twentieth century. Conducted in Spanish.

### **MLSP 840 Latin American Literature: Chronicles of Change**

An exploration of the themes of discovery, conquest, and cultural encounter which have shaped today's Latin American literature. The course examines the foundations and ongoing construction of culture and identity in Latin America as the product of the conflicts and confluence of indigenous, European and African cultures. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.

### **MLSP 842 Cultural Expressions in 20<sup>th</sup> Century**

A study of art, architecture, music, film, and thought of the twentieth-century Spain against the background of historical events. Conducted in Spanish. Note: This particular course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.

### **MLSP 843 Spanish American Film**

An intensive study of Latin American and Caribbean cinema with a focus on films that represent cultural values and contemporary issues in Latin American societies. Particular attention is paid to the themes of ethnicity, sexual orientation, and politics. The course includes the reading of scripts and, when appropriate, corresponding literary texts. Students learn to recognize cinematography techniques, individual styles, and cultural differences among the films studied. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.

**MLSP 845 Tales of the Fantastic from the Southern Cone**

A study of selected twentieth-century short stories and novellas from Argentina and Uruguay, which focuses on the scientific and psychological construction of alternate realities. All works are studied in their relation to the poetics of the fantastic. Classes are conducted in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.

**MLSP 846 Testimonial Literature of the Dirty War**

A study of the legacy of State Terrorism, in which works written by the survivors of the concentration camp in Argentina twenty years after the end of the Dirty War (1974-1983) constitute the primary focus of the coursework. Readings and course instruction are in Spanish.

**Prerequisite:** MLSP 332 Intermediate Spanish II or prior approval of the instructor.

**MLSP 848 Controversial Cinema in Latin America**

A study of “new wave” Latin America cinema. The focus of the class is on films that deal with controversial topics such as female violence, torture, drugs, sexuality issues and alternative families in contemporary Latin American societies. When appropriate, corresponding literary texts are examined. Film viewing, class discussion, related readings and assignments are in Spanish.

**MLSP 863 Seminar in Spanish**

A graduate-level seminar on a literary, linguistic, or cultural topic directly related to Spanish or the Spanish-speaking world. Topics vary from semester to semester. Students are required to prepare several oral and written presentations to the seminar as well as a final written research paper. Throughout the seminar, the emphasis is placed on the originality, creativity, and scholarship. Students may take this course for credit more than one time, providing the topics are different each time.

**MLSP 921 Advanced Spanish Grammar Through Textual Analysis**

An intensive review of Spanish grammar and orthographical patterns. Students analyze selections from texts by major Spanish and Latin American authors through discussion and writing assignments. Note: This course satisfies the M.Ed. in Spanish program requirement of advanced language skills.

**MLSP 922 Twentieth Century Hispanic Poetry**

A study of a wide range of contemporary poets from the Americas and Spain, with particular attention given to close readings of their major works. Reading and discussions are in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in either Peninsular Spanish or Spanish American literature/culture/history, since works from both continents comprise the course content.

**MLSP 927 Central American Literature of Protest**

A study of the social protest literature of contemporary Central America, with emphasis on the role politics and religion play in the development of Central American thought. Readings and discussion are in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.

**MLSP 934 Women’s Voices of the Other Americas**

An examination of works in various genres by women from South America, Central America, U.S.A., Mexico, and the Caribbean. Texts and discussions focus on the works of a broad range of women writers that have found their way into the canons of Hispanic literature. Readings and class discussions are in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.

**MLSP 961 Chicano Literature and Culture**

Examines the issues of race, gender, and class as manifested in Chicano literature, art and film. Note: Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.

**MLSP 963 Contemporary Spanish Caribbean Literature**

The reading and analysis of selected works by authors of the Caribbean region, with a focus on both content and style. The historic framework in which they were created is also examined. Classes are conducted in Spanish and students are expected to participate in class discussion on the assigned reading. Oral reports and one monograph in Spanish are required. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Spanish American literature/culture/history.

**MLSP 964 Contemporary Spanish Women Writers**

Analysis of contemporary contributions to feminist consciousness via the works of contemporary women writers of Spain. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.

**MLSP 965 Contemporary Spanish Narrative**

A study of the major trends in Spanish literature from the post-civil war period to the present, focusing on the development of new narrative modes. Course readings and discussions in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.

**MLSP 968 Contemporary Latin American Literature of the Southern Cone**

An analysis of twentieth century poetry and narrative by writers from Argentina, Chile, and Uruguay. The course is conducted in Spanish. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.

**MLSP 969 Mexican History through Fiction**

A study of the history of Mexico as presented in the works of writers from the revolutionary period to the present. Note: This course satisfies one of the M.Ed. in Spanish program requirements in Peninsular Spanish literature/culture/history.

**MLSP 972 Critical Writing for Spanish Literature**

Designed to improve the written skills of the student through analysis of contemporary Spanish literary texts. Written skills are improved through a review of Spanish grammar and syntax and short written essays with rewrite option. The instructor works individually with each student. Note: This course satisfies the M.Ed. in Spanish program requirement of a course in advanced language skills.

**MLSP 981 Directed Study in Spanish**

An in-depth investigation of a topic in the area of literature, culture, linguistics, or pedagogy, selected by the student under the guidance of a member of the Modern Languages Department. Regular meetings with the instructor are to be scheduled.

**TESL 936 The Teaching of Second Language Skills**

An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated. The incorporation of the Massachusetts Curriculum Frameworks into the lesson plans is emphasized. Note: Students cannot receive credit for both TESL 936 and either 61.918 The Teaching of English Skills or 61.955 Advanced Instructional Techniques in the Teaching of Foreign/Second Language.

# Master of Education concentration in Special Education (Moderate Disabilities)

**Coordinator:** Dr. Katherine Hibbard

**Advisors:** Dr. Katherine Hibbard, Dr. Rosanne Major,  
Dr. Deborah Nowers

The Master of Education with a concentration in Special Education prepares teachers to obtain an Initial License as a Teacher of Students with Moderate Disabilities at grade levels PreK-8 or 5-12.

## Admission Requirements

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must possess a Massachusetts teaching license at the Initial level or above OR submit evidence of passing scores in the Massachusetts Test for Educator Licensure (MTEL) as listed below:

For PreK-8 License

- Communication Literacy Skills Test
- General Curriculum Test

For the Grades 5-12 License

Communication and Literacy Skills Test

General Curriculum Test OR one of the following subject matter tests at the 5-8 or 8-12 level (unless otherwise specified): English, History, Mathematics, Middle School Humanities (5-8), Middle School Mathematics/Science (5-8), Biology, Chemistry, Earth Science, General Science (5-8), Physics, or Political Science/Political Philosophy.

Applicants who do not hold an initial license and who are undecided about what level of license they wish to pursue or whether or not they will seek licensure should submit the MTEL tests for the PreK-8 licensure level.

3. The applicant must have a minimum undergraduate minimum quality point average of 2.7 on a 4.0 scale.
4. The applicant must submit satisfactory scores on the Graduate Record Examination General Test.
5. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted with the Framingham State University letter of recommendation form and sent directly to the University by the recommender.
6. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.
7. Applicants may also be asked to submit additional materials or they may be invited for a personal interview as part of the admission requirements.

## Degree Requirements

The degree requires successful completion of twelve (12) courses, in addition to a practicum for those seeking an Initial License as a Teacher of Students with



*Special Education (Moderate Disabilities)*

Moderate Disabilities. An oral comprehensive examination is required of all students as the culminating experience. A professional portfolio must be completed and presented prior to the oral comprehensive examination as part of the degree program. The exam is taken during the student's final semester of study.

**Education Core Courses (3)**

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

**Concentration Courses (9)**

LTRC 907	Literacy Instruction
LTRC 930	Literacy Instruction for Diverse Learners
SPED 937	Connecting Mathematical Concepts and Teaching
SPED 956	Curriculum Development and Modification
SPED 960	Assessment Procedures
SPED 962	Development Patterns of Students with Moderate Disabilities
SPED 963	Behavior and Classroom Management
SPED 964	Collaborative Educational Planning
INST 968	Introduction to Assistive Technology

**Practicum**

Students seeking an Initial license as a Teacher of Students with Moderate Disabilities at the Grades PreK-8 level must complete a 300-hour practicum. Seventy-five (75) hours of the practicum must be completed in an inclusive, general education setting in grades PreK-8. The remaining 225 hours may be completed in inclusive, general education settings or in separate or substantially separate settings for students with moderate disabilities in grades PreK-8. Upon approval of their practicum application, students enroll in SPED 944 Practicum in Moderate Disabilities: Grades PreK-8.

Students seeking an Initial license as Teacher of Students with Moderate Disabilities at the Grades 5-12 level must complete a 150-hour practicum. Seventy-five (75) hours of the practicum must be completed in an inclusive, general education setting in grades 5-12. The remaining 75 hours may be completed in inclusive, general education settings or in separate or substantially separate settings for students with moderate disabilities in grades 5-12. Upon approval of their practicum application, students enroll in SPED 945 Practicum in Moderate Disabilities: Grades 5-12.

*Note: The practicum is not required of students who are not seeking licensure. The practicum may be completed as part of the degree program, or it may be completed after the master's degree has been conferred.*

**Guidelines for Practicum in Special Needs**

Students are expected to secure their own placement site which must be approved by the University. The placement site(s) must meet the practicum criteria for the licensure level the student is seeking. Students who need assistance securing a placement site should consult with their advisor and the program coordinator. Students must submit a practicum application at least 3 months before the semester during which they want to take the practicum.

*Special Education (Moderate Disabilities)*

For a **Fall** practicum, apply no later than June 1.

For a **Spring** practicum, apply no later than October 15.

For a **Summer** practicum, apply no later than March 1.

When the practicum application is approved by the Dean and the program coordinator, the student may register for the appropriate practicum course.

Students who are employed in a regular education setting as a general education teacher or as a paraprofessional, even if that setting includes students who receive special education services, are not considered to be in the role of the special education teacher; therefore that position may not be used for the practicum experience.

Students may complete some practicum hours in approved public or private day or residential schools for students with moderate disabilities. These settings may not be used for required hours in inclusive, general education classrooms.

Note: Students must have completed all concentration courses prior to the practicum semester or be enrolled in the final concentration course concurrently with the practicum course. Students may not take more than one concentration course during the practicum semester.

Evidence of passing scores on all required MTEL tests must be on file before beginning the practicum. Students who have not passed all required MTEL tests prior to the first day of the semester in which they have registered to take the Practicum will have to withdraw from the Practicum course.

## **COURSE DESCRIPTIONS**

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **INST 968 Introduction to Assistive Technology**

An exploration of the definitions of assistive technology, and investigates the scope of assistive technology services and devices and their applications for use in the home, school, workplace and community activities. Students examine current research and development in the field. Students study federal and state laws and regulations regarding assistive technology, and identify local funding sources and funding issues. Students develop knowledge of occupational therapy and physical therapy and the role of the therapists in the assistive technology service planning process. Students practice effective communication and collaboration skills; develop skills in working with individuals and families using a client-centered process that fosters self-determination; develop cross-cultural competence to work with clients from diverse cultural backgrounds; and examine ethical and related professional issues.

### **LTRC 907 Literacy Instruction**

Addresses principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment. Note: Credit will not be given for both LTRC 907 Literacy Instruction and LTRC 830 Advanced Literacy Instruction/Developmental Reading.

### **LTRC 930 Literacy Instruction for Diverse Learners**

Addresses differentiated instruction in reading and writing including assessment, learner profiles, instructional design, and implications for literacy learning. Students design and implement a literacy program for learners with disabilities. This course includes a required pre-practicum, field-based experience of 25 hours. The majority of the time is spent working with an individual student.

**Prerequisite:** LTRC 907 Literacy Instruction. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 937 Connecting Mathematical Concepts and Teaching**

Designed for teachers to investigate the major mathematical concepts and content found in the Massachusetts Mathematics Curriculum Framework, in order to improve their understanding and recognition of connections within the mathematical curriculum. By analyzing classroom cases, participants learn to identify mathematical concepts with which students struggle. Teachers improve their ability to communicate mathematical ideas to students.

### **SPED 944 Practicum in Moderate Disabilities: Grades PreK-8**

For students seeking the Teacher of Students with Moderate Disabilities, PreK-8 License. A 300 hour experience in grades PreK-8, 75 hours of which must be completed in an inclusive, general education setting. The remaining 225 hours may be completed in an inclusive, general education setting or in a separate or substantially separate setting for students with moderate disabilities. The practicum student's responsibilities in both the inclusive general education setting and the separate/substantially separate setting (if part of the student's experience) mirror the breadth and depth of the responsibilities of a special education teacher in those settings, including co-planning, co-teaching, small group and whole class instruction, individualized and specialized instruction, implementing and evaluating accommodations and modifications (including assessment/testing accommodations and modifications), supporting students' behavioral needs, assisting students with organization and study skills, and related activities as described in students' IEPs. The practicum student participates in IEP meetings and parent conferences. In addition, the practicum student administers, under supervision, individualized achievement tests to one student and prepares a comprehensive report of the findings. The practicum student assumes full responsibility for teaching for a minimum of half of the hours of the practicum. Students secure their own placement site(s), which must be approved by the University. Permission of the Program Coordinator and Dean are required. Application must be submitted a minimum of three months prior to the semester the student wants to enroll in the practicum.

**Prerequisites:** Submission of evidence of passing scores on all MTEL tests required for the PreK-8 license prior to the first day of the practicum; completion of all special education concentration courses or enrollment in the final concentration course concurrently with the practicum. Only one course may be taken concurrently with the practicum course.

### **SPED 945 Practicum in Moderate Disabilities: Grades 5-12**

For students seeking the Teacher of Students with Moderate Disabilities, Grades 5-12 License. A 150 hour experience in grades 5-12, 75 hours of which must be completed in an inclusive, general education setting. The remaining 75 hours may be completed in an inclusive, general education setting or in a separate or substantially separate setting for students with moderate disabilities. The practicum student's responsibilities in both the inclusive general education setting and the separate/substantially separate setting (if part of the student's experience) mirror the breadth and depth of the responsibilities of a special education teacher in those settings, including co-planning, co-teaching, small group and whole class instruction, individualized and specialized instruction, implementing and evaluating accommodations and modifications (including assessment/testing accommodations and modifications), supporting students' behavioral needs, assisting students with organization and study skills, implementing and evaluating individualized transition plans, and related activities as described in students' IEPs. The practicum student may also provide consultative services and coaching to general education teachers. The practicum student administers, under supervision, individualized achievement tests to one student and prepares a comprehensive report of the findings. The practicum student assumes full responsibility for teaching for a minimum of half of the hours of the practicum. Students secure their own placement site(s), which must be approved by the University. Permission of the Program Coordinator and Dean are required. Application must be submitted a minimum of three months prior to the semester the student wants to enroll in the practicum.

**Prerequisites:** Submission of evidence of passing scores on all MTEL tests required for the 5-12 license prior to the first day of the practicum; completion of all special education concentration courses or enrollment in the final concentration course concurrently with the practicum. Only one course may be taken concurrently with the practicum course.

### **SPED 956 Curriculum Development and Modification**

This course is a utilization of various curriculum design models, such as Universal Design for Learning (UDL) and differentiation to plan instruction and address the needs of students with and without disabilities. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, Alternative and Augmentative Communication (AAC) approaches, and co-teaching models are explored. Emphasis is placed on collaborative planning and implementation of curriculum using Individualized Educational Programs (IEPs) and the Massachusetts Curriculum Frameworks. This course requires a pre-practicum field based experience of 25 hours in a public school or other approved educational setting.

**Prerequisite:** SPED 962 Developmental Patterns of Children with Moderate Disabilities. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 960 Assessment Procedures**

This course is an observation, recording and analysis of student's academic performance through culturally sensitive formal and informal assessments. Diagnostic tests in areas of cognitive, academic, motor and social development, and approaches such as archival research, the development of a comprehensive case study, and portfolio assessment techniques are used. Collaboration with other professionals to develop a comprehensive assessment of the student's abilities is an integral part of the course. Translation of results into meaningful educational practice is stressed. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting. The majority of time is spent working with an individual student.

**Prerequisite:** SPED 962 Developmental Patterns of Children with Moderate Disabilities. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 962 Developmental Patterns of Students with Moderate Disabilities**

A review of the developmental sequence from birth through adulthood with emphasis on cognitive, social, emotional, physical and language development and growth, and examines various pervasive and developmental delays and disabilities. Particular emphasis is placed on the study of the categories of disabilities defined in federal and state regulations. Study of cross cultural competence and ways families may view disabilities and special education is included. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting. A portion of the hours should be spent in an inclusive general education setting.

### **SPED 963 Behavior and Classroom Management**

Designed to familiarize students with positive behavior supports, with emphasis on prevention and intervention strategies. Systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior are examined and practiced. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in small and large group settings.

**Prerequisite:** SPED 962 Developmental Patterns of Children with Moderate Disabilities. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 964 Collaborative Educational Planning**

Preparation and review of Individual Educational Programs (IEPs) to comply with existing federal and state regulations. Topics include eligibility guidelines, inclusive service delivery models and progress monitoring. Exemplary practices such as Response to Intervention, collaborative decision making, and inclusive practices and supports are addressed. Students examine appropriate resources and agencies, including those necessary to facilitate smooth transitions into and out of public school settings, including early intervention transition to preschool and high school transition to post-secondary experiences.

**Prerequisite:** SPED 960 Assessment Procedures. Open to matriculated graduate students or by permission of the special education program coordinator.

# Master of Education concentration in STEM for Teachers in Grades 1-6

**Coordinator:** Dr. Patricia Ruane

**Advisors:** Dr. Patricia Ruane

The Master of Education with a concentration in Science, Technology, Engineering, Math (STEM) is designed for teachers in grades 1-6 who want to increase their knowledge and comfort with science, technology, engineering and math content, as well as the pedagogical skills necessary to create and support a 21<sup>st</sup> century inquiry learning environment. The program features hybrid courses (both face-to-face and online interaction) that use global resources and model pedagogy that engage and include all learners. Each course simulates a genuine classroom where participants have a variety of opportunities to communicate, share, and link ideas, while taking on a different teams. Technology tools and applications are used to infuse each course.

Pending approval by the Department of Elementary and Secondary Education (DESE), the M.Ed. with a concentration in Science, Technology, Engineering, Math (STEM) will serve as a pathway to Professional teacher licensure for teachers who hold an Initial license in Elementary Education or Early Childhood Education.

The program is designed as a two-year cohort program that encompasses three summers and two academic years. Pre-assignments for summer courses are a regular expectation for all three summers.

## Admission Requirements

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
2. The applicant must be a practicing teacher who holds a Massachusetts Department of Elementary and Secondary Education license in either Elementary Education or Early Childhood Education at the Initial level (or above)
3. The applicant must have a minimum undergraduate minimum grade point average of 2.7 on a 4.0 scale.
4. The applicant must submit satisfactory scores on the Graduate Record Examination (GRE) General Test. (Applicants who already earned a master's degree in any field are exempt from this requirement.)

## Application Deadline

Applications are accepted on a rolling basis for the fall and spring semester. Completed applications should be on file by July 1 for fall and November 1 for spring. Applications received after this date cannot be guaranteed timely matriculation. The Admissions Committee will begin review of an application only upon receipt of official copies of all required documents.

## Degree Requirements

The degree requires successful completion of ten (10) courses which include three (3) core courses, six (6) required courses and one (1) elective. An oral

comprehensive examination is required of all students as the culminating experience. The exam is taken during the student's final semester of study. A professional portfolio must be completed prior to the oral comprehensive examination as part of the degree program. Each course will require a product or project that students will add to their portfolio.

**Education Core Courses (3)**

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

**Concentration Courses (9)**

STEM 915	The Art of Engineering and Design
STEM 929	Number, Operations, and Representation
STEM 932	Poetry and Pattern in the Natural World of Science
STEM 945	21 <sup>st</sup> Century Technology Tools for Teaching and Learning
STEM 959	Examining the World through Data and Shape
STEM 962	A World Connected: Interdependence and Systems in Science

**Elective Courses**

To be selected from the following:

LTRC 907	Literacy Instruction
SPED 962	Developmental Pattern of Children with Special Needs
TESL 936	The Teaching of Second Language Skills

**COURSE DESCRIPTIONS**

**EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

**EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

**EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **STEM 915 The Art of Engineering and Design**

Using a team-based approach, educators will gain experience with the engineering design process as they explore solutions to open-ended design challenges presented in class. Educators have the opportunity to collaborate with colleagues as they explore how the art of design can apply to learning across the curriculum. This course examines the elements of the engineering design process and offers a variety of experiences in applying the design process in various content areas. It provides an opportunity to explore various Web and mobile technologies educators use to engage their students in the art of design.

**Prerequisites:** None. First summer required course in new M.Ed./STEM concentration.

### **STEM 929 Number, Operations, and Representation**

An investigative approach to the study of the concepts underlying the mathematics taught in grades K-6 and the connections to algebra, science, engineering, and technology. As students explore relationships between number, operations, and representations in several contexts, they develop an understanding of the structure and coherence of mathematics and an understanding of ways that mathematics can be used to describe real-world concepts and to solve problems. Collaboration between students is an important component of the course as is the development of a positive disposition towards mathematics. The Common Core Standards for Mathematical Practice and Standards for Mathematical Content will be used to help students relate the concepts learned in the course to their classroom practice.

### **STEM 932 Poetry and Pattern in the Natural World of Science**

An integrated approach to the study of the laws, patterns, and processes of the natural world. Science is about investigation of nature, asking and seeking answers to the "why" and "how" questions that come naturally to children. This course attempts to reconnect students with that sense of wonder and curiosity by exploring questions and topics that cross the boundaries between traditionally separate science subjects. Science content, based on the MA Curriculum Frameworks, is integrated with pedagogy so students not only learn about science topics but also ways they can include these topics in their own classrooms. Emphasis is also placed on addressing and correcting common misconceptions. Organizing themes that connect the physical, earth and life sciences in this course will include: our place in the universe, the solar system and earth's seasons, and matter and the building blocks of life.

### **STEM 945 21<sup>st</sup> Century Technology Tools for Teaching and Learning**

Designed to provide educators with multiple project-based opportunities to explore and apply new technologies that impact how we learn and influence how we teach. This course examines two distinct and equally challenging aspects of Web technology: effectively using these technologies in the classroom while considering the legal and ethical use of such technologies and successfully integrating the online learning community into an educator's own professional learning. Working in a collaborative environment, students develop an approach to find and evaluate tools and facilities that aid in accomplishing a variety of specific tasks. Students also develop strategies and skills to reflect on and evaluate those tools and approaches on a continuing basis. Students learn how to effectively incorporate new trends in professional learning. Social networking broadens the comprehensive resources available to educators to enhance both their personal and professional learning.

### **STEM 959 Examining the World through Data and Shape**

An investigative approach to the study of the concepts underlying the mathematics taught in grades K-6 and the connections to science, engineering, and technology. As students explore the relationships between shape, dimension, and transformations in several contexts and collect data, describe characteristics of data, and infer results, they develop an understanding of the basic concepts of geometry and statistics and the ways in which mathematics can be used to study variation in the real-world. Collaboration between students is an important component of the course as is the development of a positive disposition towards mathematics. The Common Core Standards for Mathematical Practice and Standards for Mathematical Content is used to help students relate the concepts learned in the course to their classroom practice.



**STEM 962 A World Connected: Interdependence and Systems in Science**

An exploration of how the living world is connected to its physical surroundings. This course takes an integrated approach to the scientific study of Earth and its inhabitants. Students examine dynamic systems ranging from single cells to organisms and ecosystems and explore how life is both constrained by and dependent upon the chemical and physical environment. Science content, based on the MA Curriculum Frameworks, is integrated with pedagogy so students not only learn about science topics but also ways they can include these topics in their own classrooms. Emphasis is placed on addressing and correcting common misconceptions. Organizing themes for this course include: Earth systems and evolution of life, the flow of energy, and physics of the senses.

**LTRC 907 Literacy Instruction**

Addresses principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment. Note: Credit will not be given for both 14.907 Literacy Instruction and 14.830 Advanced Literacy Instruction/Developmental Reading.

**SPED 962 Developmental Pattern of Children with Special Needs**

Reviews the developmental sequence from birth through adulthood with emphasis on understanding various pervasive and developmental delays and disabilities. Appropriate educational planning that supports the cognitive, linguistic, social/emotional and physical growth of students in an integrated setting will be examined. Particular emphasis is placed on the interdisciplinary team approach that supports collaboration between the general education classroom teacher and other personnel to provide an appropriate program for students with special needs. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting.

**TESL 936 The Teaching of Second Language Skills**

An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated. The incorporation of the Massachusetts Curriculum Frameworks into lesson plans is emphasized. **Note:** Students cannot receive credit for both 61.936 and either 61.918 The Teaching of English Language Skills or 61.955 Advanced Instructional Techniques in the Teaching of Foreign/Second Language.

# **Master of Education concentration in The Teaching of English as a Second Language**

**Coordinator:** Dr. Marguerite Mahler

**Advisors:** Dr. Marguerite Mahler

The Master of Education with a concentration in The Teaching of English as a Second Language (TESL) is designed for teachers interested in fostering academic success for learners whose language is not English. It takes into consideration the needs of the new immersion classroom and provides instructors with the theoretical and practical knowledge to promote effective teaching of English language skills and sheltered content areas. The degree, along with practicum and other requirements leads to an Initial License in English as a Second Language (PreK-6 or 5-12). (See Initial Teacher License Requirements below.)

## **Admission Requirements**

1. The applicant must have a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have a minimum undergraduate minimum grade point average of 2.8 on a 4.0 scale or a quality point average of 3.0 for all coursework completed in the last two years of undergraduate study.
3. The applicant must submit satisfactory scores on the Miller Analogies Test or Graduate Record Examination (GRE) General Test.

## **Degree Requirements**

The degree requires successful completion of the following 10 courses. A written comprehensive examination is required as the student's culminating experience. The exam is taken during the student's final semester of study or shortly thereafter.

### **Education Core Courses (3)**

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

### **Concentration Courses (7)**

TESL 901	Language Structure: Phonetics and Morphology
TESL 902	Language Structure: Syntax, Semantics, and Pragmatics
TESL 913	Current Issues in Second Language Acquisition
TESL 932	Sheltered Instruction in the Content Areas
TESL 936	The Teaching of Second Language Skills
TESL 948	Teaching Reading and Writing in the English Immersion Classroom
TESL 966	Seminar in Applied Linguistics

## **Initial Teacher License Requirements**

In addition to the above ten (10) courses, students seeking an Initial Teacher Licensure in English as a Second Language need the following:

1. A passing score on the Communication and Literacy Skills Tests of the Massachusetts Test for Educator Licensure (MTEL).
2. A passing score on the ESL Subject Matter Test of the MTEL.
3. Evidence of an intermediate knowledge or study of a language other than English
4. \*TESL 980 Practicum in the Teaching of English as a Second Language and Seminar: Grades PreK-6.

OR

TEST 981 Practicum in the Teaching of English as a Second Language and Seminar: Grades 5-12

The 150-hour practicum requires written permission of the Program Advisor and Dean at least three months prior to registering for the practicum. Students must locate their own practicum site, which must be approved by the University.

\*Teachers who seek to add the ESL license at the grade level for which they already hold a teacher license are not required to complete a 150-hour practicum.

## **COURSE DESCRIPTIONS**

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **TESL 901 Language Structure: Phonetics and Morphology**

An introduction to the universal linguistic properties of sound systems and the basic features of the sound system of English. The rules of word formation and aspects of morphological typology are also examined. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

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**TESL 902 Language Structure: Syntax, Semantics, and Pragmatics**

An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. English is compared and contrasted with other languages. **Note:** This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

**TESL 913 Current Issues in Second Language Acquisition**

A review of recent research and theories of second-language acquisition and the factors that lead to successful acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored.

**TESL 932 Sheltered Instruction for the Content Area**

Focuses on the development of content lessons and strategies in the teaching of sheltered subject matter. Student learning assessment is incorporated in course materials and projects.

**TESL 936 The Teaching of Second Language Skills**

An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated. The incorporation of the Massachusetts Curriculum Frameworks into lesson plans is emphasized. **Note:** Students cannot receive credit for both TESL 936 and either 61.918 The Teaching of English Language Skills or 61.955 Advanced Instructional Techniques in the Teaching of Foreign/Second Language.

**TESL 948 Teaching Reading & Writing in the English Immersion Classroom**

Explores reading theory and research and their application in shaping and developing literacy skills in English language learners. Balanced reading instruction, specific sheltered English literacy strategies that include vocabulary development, and measures for assessing literacy skills form the core of this course.

**TESL 966 Seminar in Applied Linguistics**

An advanced seminar whose topics change from term to term. Topics in sociolinguistics, psycholinguistics, discourse analysis, and conversational analysis are considered.

# Master of Arts concentration in Educational Leadership: Non- Licensure Track

Note: Offered only through the international programs of the C. Louis Cedrone International Education Center

**Coordinator:** Dr. MaryEllen Normandin

**Advisors:** Dr. Peter Dittami and Dr. Marguerite Mahler

The Master of Arts with a concentration in Educational Leadership is designed to provide qualified and experienced educators with the knowledge and skills necessary for positions of leadership in school settings. The program emphasizes the role of school leader as collaborator and creator of a supportive and stimulating environment for children and teachers. Courses are provided in an intensive format and require prior readings along with pre-course and post-course assignments that relate academic study to actual field experiences. Students are required to arrange non-credit leadership learning opportunities under the supervision of school administrators or directors.

Courses include field-based experiences designed for the administrator preparation program. Because of state specific Performance Standards, the International Program in Educational Leadership does not lead to licensure. The nature of the site-based experiences varies according to the unique career paths of students in international schools. Description and documentation of the field-based experiences are the responsibility of the student and the cooperating administrator/director from the school. These should be included in the student's portfolio.

## Admission Requirements

1. The applicant must have a baccalaureate degree from a regionally accredited college or university. An applicant with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of the accredited agencies are available upon request.
2. The applicant must have a minimum undergraduate minimum grade point average of 3.0 on a 4.0 scale.
3. The applicant must have a minimum of three full years of employment as a teacher.

## Degree Requirements

The degree consists of 10 courses and includes three core courses and seven concentration courses. As a culminating experience, each matriculated student in the Educational Leadership program is required to complete a portfolio to be turned in at the end of the student's final course and submitted to the C. Louis Cedrone International Education Center at Framingham State University.

## Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

### Concentration Courses (7)

EDLE 927	Advanced Teaching Strategies
EDLE 938	Technology Applications for School Leaders
EDLE 947	A Systems Approach to Educational Finance
EDLE 948	Legal Issues and Concerns in Education
EDLE 970	Curriculum Design, Practice and Assessment
EDLE 986	Collaborative Leadership and Organizational Change
EDLE 987	Supervision and Staff Development

### Information on Portfolio

The portfolio includes an introductory page plus ten typed or written pages (one for each course) and an overall summary composed of the following parts:

1. An introductory page of one or two paragraphs that gives a brief biographical sketch about you as a student and professional educator.
2. For each course, a summary of an assignment, project or a course experience that was especially meaningful to you.
3. A self-reflective statement that discusses how each course contributes to your ability to become a more effective educator and lifelong learner. This part should also discuss how you plan to apply what you have learned from this course.
4. At the conclusion of all course work, the student prepares a summary statement that describes how the overall program has contributed to him or her professionally as an educator or lifelong learner.

The portfolio is reviewed by a faculty committee of the International Education Program to determine if it has met the requirements stated above and received a Pass/Fail grade. It will be filed in the C. Louis Cedrone International Education Center at Framingham State University. Students should submit the portfolio within thirty days after their final course. The degree will not be granted until the portfolio has been graded and approved.

### COURSE DESCRIPTIONS

#### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

#### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

#### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

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**EDLE 927 Advanced Teaching Strategies**

Designed to help educators become more skilled and versatile in their application of teaching strategies, including guided discovery, discussion formats, questioning skills, inquiry training, cooperative groupings, and individualized formats. Students design a comparative study of teaching strategies, including lesson materials and evaluation instruments, to be conducted in a current or future classroom setting, depending on each student's circumstances. The course analyzes research findings, comparative research designs, and the relationship between teaching strategies and learning styles.

**EDLE 938 Technological Applications for School Leaders**

Covers the essentials of technology needed to facilitate school based leadership. Emphasizes technology skills required for supervision of instruction in technology-enhanced classrooms. Approaches to integrating technology into the development of curriculum and to fostering the professional development of staff in the area of technology are included. Ways to strengthen school-home relationships through distance learning and instruction-driven web sites are also explored. Students enhance their technological skills while creating a context for working with teachers and instructional technology specialists within K-12 learning environments.

**EDLE 947 A Systems Approach to Educational Finance**

An examination of the financial relationship between and among the five major systems of a school - curriculum, infrastructure, supervision, evaluation, and professional development. Students develop an understanding of the theoretical foundations of education, the laws and regulations pertaining to school finance, grant development and management, the interrelationship of education and municipal financing, and the development of a school-based financial plan.

**EDLE 948 Legal Issues and Concerns in Education**

Offers participants the opportunity to learn the interactions between public education and the law stressing the notion of Preventive Law. Topics covered may include: employment of public school employees; curriculum, religion and schools; freedom of expression; discrimination and harassment; special education; discipline; and the implications of current federal and state statutes.

**EDLE 970 Curriculum Design, Practice and Assessment**

Provides students with a curriculum update in the major subjects of schooling with special emphasis on student assessment, teaching strategies, learning styles and interdisciplinary curriculum development. Students create a model for designing, implementing, and evaluating curriculum in a chosen discipline. Curriculum concepts are integrated in ways which are meaningful to various cultural groups and minorities. Factors which determine the success of curriculum change, including a needs assessment, will be considered.

**EDLE 980 Practicum in School Leadership I**

Provides students with an opportunity for a supervised experience in the administration of a school system. The student is guided by the cooperating school system and his/her college supervisor. Experiences are included to familiarize the student with all facets of the responsibility of school administration and those representing a range of racial, religious, and socioeconomic backgrounds. Securing a placement for the practicum is the student's responsibility.

**Prerequisite:** Approval by the advisor and the Associate Dean. Students must provide evidence of passing scores on the MTEL Communication and Literacy Skills Test prior to beginning the Practicum.

**EDLE 981 Practicum in School Leadership II: Grades PreK-6**

A continuation of a two-part supervised experience in School Administration leading to licensure as a Principal/Assistant Principal, Grades PreK-6. The emphasis continues to focus on the successful application of the Professional Standards for Administrators set forth in the Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 7.10. Students are expected to complete a minimum of 150 hours in Grades PreK-6 in activities that demonstrate successful mastery of the standards under the supervision of a supervising practitioner and a Framingham State College supervisor. A portfolio demonstrating how each standard has been successfully fulfilled is required.

**Prerequisite:** EDLE 980 Practicum in School Leadership I and advisor approval.

**EDLE 982 Practicum in School Leadership II: Grades 5-8**

A continuation of a two-part supervised experience in School Administration leading to licensure as a Principal/Assistant Principal, Grades 5-8. The emphasis continues to focus on the successful application of the Professional Standards for Administrators set forth in the Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 7.10. Students are expected to complete a minimum of 150 hours in Grades 5-8 in activities that demonstrate successful mastery of the standards under the supervision of a supervising practitioner and a Framingham State College supervisor. A portfolio demonstrating how each standard has been successfully fulfilled is required.

**Prerequisite:** EDLE 980 Practicum in School Leadership I and advisor approval.

**EDLE 983 Practicum in School Leadership II: Grades 9-12**

A continuation of a two-part supervised experience in School Administration leading to licensure as a Principal/Assistant Principal, Grades 9-12. The emphasis continues to focus on the successful application of the Professional Standards for Administrators set forth in the Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 7.10. Students are expected to complete a minimum of 150 hours in Grades 9-12 in activities that demonstrate successful mastery of the standards under the supervision of a supervising practitioner and a Framingham State College supervisor. A portfolio demonstrating how each standard has been successfully fulfilled is required.

**Prerequisite:** EDLE 980 Practicum in School Leadership I and advisor approval.

**EDLE 984 Practicum in School Leadership II: Supervisor/Director**

A continuation of a two-part supervised experience in School Administration leading to licensure as a Supervisor/Director. The emphasis continues to focus on the successful application of the Professional Standards for Administrators set forth in the Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 7.10. Students are expected to complete a minimum of 150 hours in Supervisor/Director activities that demonstrate successful mastery of the standards under the supervision of a supervising practitioner and a Framingham State College supervisor. A portfolio demonstrating how each standard has been successfully fulfilled is required.

**Prerequisite:** EDLE 980 Practicum in School Leadership I and advisor approval.

**EDLE 986 Collaborative Leadership & Organizational Change**

Examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrator, teacher, parent and community leaders as a means of bringing about more effective schools. Proposals for re-conceptualizing schools are reviewed. This course will include a field-based training component.



**EDLE 987 Supervision and Staff Development**

Understanding and supporting the development of teachers is a major emphasis of this course. Students will acquire interpersonal and technical skills to assist them in working with people in their roles as supervisors, consultants, and advisors, and in improving the quality of instruction in schools. New developments in the field of supervision, (e.g., mentoring, group clinical supervision, beginning teacher induction programs, study groups); issues related to supervising in schools, (e.g., working with a multicultural and multi-ethnic staff), and recent supervision research are examined. This course will include a field-based training component. **Prerequisite:** EDLE 927 Advanced Teaching Strategies

# Master of Arts concentration in International Teaching

**Coordinator:** Dr. MaryEllen Normandin

**Advisors:** Dr. Peter Dittami and Dr. Marguerite Mahler

The Master of Education with a concentration in International Teaching presents a unique opportunity for educators living and working abroad to advance both academically and professionally while working in overseas assignments. The program is designed to provide a quality education to English-speaking teachers in Central America, South America, Mexico, Europe, and Asia. Courses are provided in a condensed format supported by prior readings, and culminate in a final project.

## Admission Requirements

1. The applicant must have a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have a minimum undergraduate minimum grade point average of 2.7 on a 4.0 scale.

## Degree Requirements

The degree consists of eight core courses and one elective.. As a culminating experience, each matriculated student in the International Teaching program will be required to complete a portfolio to be turned in at the end of the student's final course and submitted to the C. Louis Cedrone International Education Center at Framingham State University.

## Required Courses (8)

EDUC 921	Supervision, Staff Development, and Collaborative Leadership
EDUC 926	Issues and Influences in Education
EDUC 932	Creative Teaching Techniques and Utilization of Multimedia
EDUC 999	Research and Evaluation
EDUC 925	Curriculum: Theory and Practice
LTRC 920	Issues and Strategies in Reading and Literacy Instruction
SPED 924	Special Education in the Regular Classroom
TESL 928	English as a Second Language and Cross-Cultural Awareness

## Elective Course (1)

The elective course is determined by the program coordinator and reflects local interest and needs. Possible electives are listed below. Additional Choices may be available.

EDLE 927	Advanced Teaching Strategies
EDLE 938	Technology Applications for School Leaders
EDLE 947	A Systems Approach to Educational Finance
EDLE 948	Legal Issues and Concerns in Education

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EDLE 970	Curriculum Design, Practice and Assessment
EDLE 986	Collaborative Leadership and Organizational Change
EDLE 987	Supervision and Staff Development

### **Information on Portfolio**

The portfolio includes an introductory page plus ten typed or written pages (one for each course) and an overall summary composed of the following parts:

1. An introductory page of one or two paragraphs that gives a brief biographical sketch about you as a student and professional educator.
2. For each course, a summary of an assignment, project or a course experience that was especially meaningful to you.
3. A self-reflective statement that discusses how each course contributes to your ability to become a more effective educator and lifelong learner. This part should also discuss how you plan to apply what you have learned from this course.
4. At the conclusion of all course work, the student prepares a summary statement that describes how the overall program has contributed to him or her professionally as an educator or lifelong learner.

The portfolio is reviewed by a faculty committee of the International Education Program to determine if it has met the requirements stated above and received a Pass/Fail grade. It will be filed in the C. Louis Cedrone International Education Center at Framingham State University. Students should submit the portfolio within thirty days after their final course. The degree will not be granted until the portfolio has been graded and approved.

### **COURSE DESCRIPTIONS**

#### **EDLE 927 Advanced Teaching Strategies**

Designed to help educators become more skilled and versatile in their application of teaching strategies, including guided discovery, discussion formats, questioning skills, inquiry training, cooperative groupings, and individualized formats. Students design a comparative study of teaching strategies, including lesson materials and evaluation instruments, to be conducted in a current or future classroom setting, depending on each student's circumstances. The course analyzes research findings, comparative research designs, and the relationship between teaching strategies and learning styles.

#### **EDLE 938 Technological Applications for School Leaders**

Covers the essentials of technology needed to facilitate school based leadership. Emphasizes technology skills required for supervision of instruction in technology-enhanced classrooms. Approaches to integrating technology into the development of curriculum and to fostering the professional development of staff in the area of technology are included. Ways to strengthen school-home relationships through distance learning and instruction-driven web sites are also explored. Students enhance their technological skills while creating a context for working with teachers and instructional technology specialists within K-12 learning environments.

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**EDLE 947 A Systems Approach to Educational Finance**

An examination of the financial relationship between and among the five major systems of a school - curriculum, infrastructure, supervision, evaluation, and professional development. Students develop an understanding of the theoretical foundations of education, the laws and regulations pertaining to school finance, grant development and management, the interrelationship of education and municipal financing, and the development of a school-based financial plan.

**EDLE 948 Legal Issues and Concerns in Education**

Offers participants the opportunity to learn the interactions between public education and the law stressing the notion of Preventive Law. Topics covered may include: employment of public school employees; curriculum, religion and schools; freedom of expression; discrimination and harassment; special education; discipline; and the implications of current federal and state statutes.

**EDLE 970 Curriculum Design, Practice and Assessment**

Provides students with a curriculum update in the major subjects of schooling with special emphasis on student assessment, teaching strategies, learning styles and interdisciplinary curriculum development. Students create a model for designing, implementing, and evaluating curriculum in a chosen discipline. Curriculum concepts are integrated in ways which are meaningful to various cultural groups and minorities. Factors which determine the success of curriculum change, including a needs assessment, will be considered.

**EDLE 986 Collaborative Leadership and Organizational Change (Pre-Practicum)**

Examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrator, teacher, parent and community leaders as a means of bringing about more effective schools. Proposals for re-conceptualizing schools are reviewed. This course will include a field-based training component.

**EDLE 987 Supervision and Staff Development (Pre-Practicum)**

Understanding and supporting the development of teachers is a major emphasis of this course. Students will acquire interpersonal and technical skills to assist them in working with people in their roles as supervisors, consultants, and advisors, and in improving the quality of instruction in schools. New developments in the field of supervision, (e.g., mentoring, group clinical supervision, beginning teacher induction programs, study groups); issues related to supervising in schools, (e.g., working with a multicultural and multi-ethnic staff), and recent supervision research are examined. This course will include a field-based training component.

**Prerequisite:** EDLE 927 Advanced Teaching Strategies

**EDUC 921 Supervision, Staff Development, and Collaborative Leadership**

Emphasizes issues affecting the professional teacher and staff. Students practice interpersonal and technical skills to assist them in working with others and in improving the quality of classroom instruction. The course explores principles of change, trends, and models of staff development, issues related to sharing leadership among teachers and administrators, and the development of a professional culture in schools.

**EDUC 925 Curriculum: Theory and Practice**

Examines theory and practice in curriculum development and evaluation. Emphasis is placed upon K-12 curriculum objectives, models of curriculum and relationships of curriculum to basic texts.

**EDUC 926 Issues and Influences in Education**

Examines issues and influences that affect education and educational practice. Attention is given to the special character of overseas education. Emphasis is placed on understanding and strategy building.

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**EDUC 932 Creative Teaching Techniques and Utilization of Multimedia**

An introduction to the appropriate use of media methods and creative techniques that improve classroom communication. Familiarization with available instructional multimedia and its proper utilization will be stressed. Emphasis also on organizational development and analyzing effective presentation strategies. There are opportunities, when appropriate, for on-site production experience.

**EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

**LTRC 920 Issues and Strategies in Reading and Literacy Instruction**

Emphasizes prominent issues facing literacy education today. Basic concepts, approaches, and strategies essential for good literacy teaching will be addressed. Topics include the nature of early literacy acquisition, comprehension and word analysis strategies, literature and reader response, use of alternative or authentic assessment, with emphasis on portfolios, classroom organization and management strategies, family literacy, and the influence of cultural linguistic diversity on reading instruction.

**SPED 924 Special Education in the Regular Classroom**

Examines the theories and treatment of students with special needs in the regular classroom. Included are major theories, current research, analysis of model programs, diagnoses, materials, strategies and multi-disciplinary factors.

**TESL 928 English as a Second Language and Cross-Cultural Awareness**

Emphasis on methodology, materials and research related to the teaching of English as a second language and language acquisition. Attention is given to teaching situations that include students from diverse cultural and linguistic backgrounds.

# Master of Education in Special Education: Non-Licensure Track

**Note:** Offered only through the international programs of the C. Louis Cedrone International Education Center.

**Coordinator:** Ms. MaryEllen Normandin

**Advisors:** Dr. Peter Dittami and Dr. Marguerite Mahler

The Master of Education with a concentration in Special Education prepared the overseas teacher to teach students with Moderate Disabilities.

## Admission Requirements

1. The applicant must have earned a baccalaureate degree from an accredited college or university.
2. The applicant must have a minimum undergraduate minimum grade point average of 2.7 on a 4.0 scale.
3. The applicant must submit satisfactory scores on the Graduate Record Examination (GRE) General Test.

## Degree Requirements

The degree requires successful completion of twelve (12) courses. An oral comprehensive examination is required of all students as the culminating experience. A professional portfolio must be completed and presented prior to the oral comprehensive examination as part of the degree program. The exam is taken during the student's final semester of study.

### Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Developments and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

### Concentration Courses (8)

LTRC 907	Literacy Instruction
LTRC 930	Literacy Instruction for Diverse Learners
SPED 937	Connecting Mathematical Concepts and Teaching
SPED 956	Curriculum Development and Modification
SPED 960	Assessment of Learning Problems
SPED 962	Developmental Patterns of Children with Special Needs
SPED 963	Behavior and Classroom Management
SPED 964	Collaborative Educational Planning

### Electives (1)

All students must select an elective course from an academic content area.

**Note:** This program is only offered to teachers living and working abroad. It does not have any attachments such as licensure.

## **COURSE DESCRIPTIONS**

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **LTRC 907 Literacy Instruction**

Addresses principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment. Note: Credit will not be given for both 14.907 Literacy Instruction and 14.830 Advanced Literacy Instruction/Developmental Reading.

### **LTRC 930 Literacy Instruction for Diverse Learners**

Addresses differentiated instruction in reading and writing including assessment, learner profiles, instructional design, and implications for literacy learning. Students design and implement a literacy program for learners with disabilities. This course includes a required pre-practicum, field-based experience of 25 hours. The majority of the time is spent working with an individual student.

**Prerequisite:** LTRC 907 Literacy Instruction. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 937 Connecting Mathematical Concepts and Teaching**

Designed for teachers to investigate the major mathematical concepts and content found in the Massachusetts Mathematics Curriculum Framework, in order to improve their understanding and recognition of connections within the mathematical curriculum. By analyzing classroom cases, participants learn to identify mathematical concepts with which students struggle. Teachers improve their ability to communicate mathematical ideas to students.

### **SPED 956 Curriculum Development and Modification**

Examines various curriculum designs to determine realistic goals for students with different learning styles. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative communication approaches, and team teaching are strategies that are explored. Emphasis is placed on collaborative planning of curriculum units (academic, vocational, life skills), by the interdisciplinary team that address the needs and strengths of each student. Students develop curriculum units, conduct field tests, evaluate and modify their plans. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting. Prerequisite: SPED 962 Developmental Patterns of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 960 Assessment Procedures**

Observation, recording and analysis of children's behaviors through culturally sensitive formal and informal assessments. Diagnostic tests in areas of cognitive, affective, psychomotor and social development, and approaches such as archival research, the development of narrative reports, and portfolio assessment techniques are used. Collaboration with other professionals to develop a comprehensive assessment of the student's abilities is an integral part of the course. Translation of results into meaningful educational practice is stressed. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting.

**Prerequisite:** SPED 962 Developmental Patterns of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 962 Development Patterns of Students with Moderate Disabilities**

Reviews the developmental sequence from birth through adulthood with emphasis on understanding various pervasive and developmental delays and disabilities. Appropriate educational planning that supports the cognitive, linguistic, social/emotional and physical growth of students in an integrated setting will be examined. Particular emphasis is placed on the interdisciplinary team approach that supports collaboration between the general education classroom teacher and other personnel to provide an appropriate program for students with special needs. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting.

### **SPED 963 Behavior and Classroom Management**

Designed to familiarize students with management strategies including behavior and psychodynamic approaches appropriate for classroom implementation as well as home-school behavior management. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group setting. Class participants learn how outside agencies can be utilized to affect student behavior. Focus is on systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior.

**Prerequisite:** SPED 962 Developmental Pattern of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 964 Collaborative Educational Planning**

Preparation and review of individual educational plans to comply with existing federal legislation, state laws, and eligibility guidelines. Exemplary practices including in-class delivery of special services are addressed. Students identify appropriate resources and agencies for effective collaboration including those necessary to facilitate a smooth transition to adult services.

**Prerequisite:** SPED 960 Assessment of Learning Problems. Open to matriculated graduate students or by permission of the special education program coordinator.



# Master of Education concentration in The Teaching of English as a Second Language: Non-Licensure Track

**Coordinator:** Dr. Marguerite Mahler

**Advisors:** Dr. Marguerite Mahler

The Master of Education with a concentration in The Teaching of English as a Second Language (TESL) is designed for teachers who are currently teaching overseas and who have a strong interest in second language related issues. It provides the theoretical and practical knowledge to be a competent and effective teacher of English as a Second/ Foreign Language. Courses are provided in an intensive format and require prior readings, pre-course, and post-course assignments. The program of study culminates in a final portfolio.

## Admission Requirements

1. The applicant must have a baccalaureate degree from a regionally accredited college or university. Applicants with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of accredited agencies are available upon request.
2. The applicant must have a minimum undergraduate minimum grade point average of 2.7 on a 4.0 scale.

## Degree Requirements

A minimum of ten (10) courses is required for graduation. As a culminating experience, each matriculated student is required to complete a portfolio at the end of the student's final course. Portfolios are to be submitted to the C. Louis Cedrone International Education Center at Framingham State University.

## Education Core Courses (3)

EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication
EDUC 999	Research and Evaluation (recommended after completion of three Content or Concentration courses)

## Concentration Courses (7)

TESL 901	Language Structure: Phonetics and Morphology
TESL 902	Language Structure: Syntax, Semantics, and Pragmatics
TESL 913	Current Issues in Second Language Acquisition
TESL 932	Sheltered Instruction in the Content Areas
TESL 936	The Teaching of Second Language Skills
TESL 948	Teaching Reading and Writing in the English Immersion Classroom
TESL 966	Seminar in Applied Linguistics

## **COURSE DESCRIPTIONS**

### **EDUC 991 Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of the philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

### **EDUC 998 Language Development and Communication**

Considers typical and atypical language acquisitions and development in children. Topics covered include difference between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implications of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

### **EDUC 999 Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

### **TESL 901 Language Structure: Phonetics and Morphology**

An introduction to the universal linguistic properties of sound systems and the basic features of the sound system of English. The rules of word formation and aspects of morphological typology are also examined. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

### **TESL 902 Language Structure: Syntax, Semantics, and Pragmatics**

An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. English is compared and contrasted with other languages. **Note:** This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

### **TESL 913 Current Issues in Second Language Acquisition**

A review of recent research and theories of second-language acquisition and the factors that lead to successful acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored.

### **TESL 932 Sheltered Instruction for the Content Area**

Focuses on the development of content lessons and strategies in the teaching of sheltered subject matter. Student learning assessment is incorporated in course materials and projects.

### **TESL 936 The Teaching of Second Language Skills**

An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated. The incorporation of the Massachusetts Curriculum Frameworks into lesson plans is emphasized. **Note:** Students cannot receive credit for both TESL 936 and either 61.918 The Teaching of English Language Skills or 61.955 Advanced Instructional Techniques in the Teaching of Foreign/Second Language.

**TESL 948 Teaching Reading and Writing in the English Immersion  
Classroom**

Explores reading theory and research and their application in shaping and developing literacy skills in English language learners. Balanced reading instruction, specific sheltered English literacy strategies that include vocabulary development, and measures for assessing literacy skills form the core of this course.

**TESL 966 Seminar in Applied Linguistics**

An advanced seminar whose topics change from term to term. Topics in sociolinguistics, psycholinguistics, discourse analysis, and conversational analysis are considered.

# Master of Science

## Concentration in Food and Nutrition

### Specialization in Coordinated Program in Dietetics

**Coordinator:** Dr. Suzanne Neubauer

**Advisors:** Dr. Suzanne Neubauer

The Master of Science in Food and Nutrition requires a core of advanced study that integrates nutrition science, biochemistry and research with applied nutrition and dietetics. The concentration in the Coordinated Program in Dietetics (CPD) is designed for:

- Those who wish to fulfill both the Didactic Program in Dietetics (DPD) requirements and the supervised practice experience to become a registered dietitian.
- Those who have a current Commission of Accreditation for Dietetics Education (CADE) Verification Statement indicating completion of DPD requirements and wish to complete the supervised practice experience.

This concentration coordinates academic and supervised practice experiences with graduate work to meet the requirements for registration eligibility and membership in the Academy of Nutrition and Dietetics (AND).

#### Application Deadline

Applicants who have undergraduate prerequisites to complete that are only offered during the day should apply by **February 1** for fall admission and **September 1** for spring admission. Students who apply late may still begin their studies if seats are available in the day courses.

#### Admission Requirements

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree in any major from a regionally accredited institution are eligible to apply for admission. Applicants are evaluated based on numerous factors including previous college coursework; Graduate Record Examination scores; letters of recommendation; and personal statement. The personal statement describes the applicant's goals and reasons for applying to the graduate program.

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
  - a. Applicants must have an overall undergraduate quality point average (QPA) of at least 3.0 on a 4.0 scale including acceptable grades in science course.
  - b. Courses in Human Anatomy and Physiology, Biochemistry, and Biostatistics must have been successfully completed within the last five years. Students may inquire about challenge exams.
  - c. Students who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietician and who have not completed prerequisite courses in their undergraduate curriculum are encouraged to apply. Your advisor will create a plan of study which integrates prerequisite courses and graduate courses once designated prerequisite courses are completed. Students must earn a grade of B- or better in each prerequisite course and an overall average of B. Students who earn a C- or lower grade in undergraduate prerequisite courses are subject to dismissal from the program. A student will be dismissed when the student earns a C- or lower grade in undergraduate prerequisite courses required for a graduate program.

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2. Applicants must submit official test score reports for the Graduate Record Examination (GRE) which includes verbal and quantitative reasoning and analytical writing.
3. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
4. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.
5. A laptop computer with Internet access and Windows XP or Vista or above is required in some graduate courses. Framingham State University offers a purchase program. The admissions committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, two current letters of recommendation, GRE test scores, 300-word personal statement, and all official undergraduate transcripts.

**Academy of Nutrition and Dietetics (AND) Registration Information**

Students seeking eligibility for the Academy of Nutrition and Dietetics (AND) examination for becoming a Registered Dietitian must complete academic requirements (Didactic Program in Dietetics), and a supervised practice experience in an accredited program. The Coordinated Program in Dietetics concentration fulfills both of these requirements.

**Coordinated Program in Dietetics**

This concentration coordinates academic and supervised practice experience (undergraduate practicum courses) to meet the requirements for registration eligibility and membership in the Academy of Nutrition and Dietetics (AND). Students are eligible to take the registration exam upon completion of the program. After acceptance to the MS program, student must apply for admission to the Coordinated Program. Students are accepted on a competitive basis in the spring semester for entrance into the program the following fall, once science and food prerequisite courses have been completed. The program follows a set course sequence for two years other graduate courses may be integrated during this time. Students accepted to the Coordinated Program must meet program maintenance policies as stated in the Coordinated Program in Dietetics Manual. Students should see the Coordinated Program Director early to discuss their plan of study and to obtain application materials.

**Degree Requirements**

The program requires a minimum of 15 courses: four core courses, four and one-half concentration courses, two elective courses, four and one-half practicum courses, together with undergraduate prerequisite courses required for students without appropriate academic backgrounds. Students are also required to register for Nutrition in the School Environment 0.5 course credit, an online course, in the summer preceding the School Nutrition Practicum. Registration fee applies.

Students who provide a current ACEND Verification Form indicating completion of the Didactic Program in Dietetics may have some core and/or concentration courses waived. Students are required to select additional graduate elective courses for a total of fifteen (15) to replace any waived courses. An oral comprehensive examination is required as the student's culminating experience.

**Undergraduate Prerequisite Courses (equivalent to the following Framingham State University courses):**

BIOL 101 Biological Concepts

BIOL 272 Human Anatomy and Physiology: Cellular and Organ Systems OR

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BIOL 333 Human Physiology (Human Anatomy and Physiology: Muscular Skeletal required if BIOL 272 not taken at Framingham State University)

BIOL 307 Principles of Microbiology

CHEM 107 Principles of Chemistry

CHEM 108 Principles of Chemistry and Quantitative Analysis

CHEM 207 Organic Chemistry

CHEM 301 Biochemistry

MATH 208 Biostatistics (not required for students having had an acceptable statistics course within the last five years)

NUTR 002 Orientation to Dietetics (a non-credit 200-hour work experience)

NUTR 205 Nutrition Science and Applications

NUTR 262 Food, Culture and Society (not required for students having had an equivalent foods course)

NUTR 364 Experimental Study of Food

NUTR 381 Introduction to Nutrition Practice

NUTR 478 Community Nutrition

PSYC 101 General Psychology OR

SOCI 101 Introduction to Sociology OR

ANTH 161 Cultural Anthropology

Courses in Human Anatomy and Physiology and in Biochemistry must have been successfully completed within the last five years. Students may inquire about challenge exams; students have only one opportunity to take and pass the examination.

**Core Courses (4)**

NUTR 903 Nutritional Biochemistry

NUTR 874 Human Nutrition Science

NUTR 911 Research Methods in Nutrition and Education

NUTR 980 Seminar in Food and Nutrition

**Concentration Courses (4.5)**

NUTR 827 Nutrition in the School Environment (0.5 course-credit)

NUTR 882 Management of Food and Nutrition Services

NUTR 883 Medical Nutrition Therapy

NUTR 884 Foodservice Systems

NUTR 888 Seminar in Clinical Nutrition

**Practicum Courses (4.5)**

NUTR 885 Practicum in Foodservice Systems

NUTR 886 Experience in Community Nutrition

NUTR 887 School Nutrition Practicum (0.5 course-credit)

NUTR 889 Clinical Experience in Dietetics (2 course-credit)

**Elective Courses (2)**

Elective courses will not be offered each semester and may not be offered every year. Elective courses require written approval from the student's advisor.

CHEM 805 Food Analysis

CHEM 808 Food Chemistry

CPSY 911 Orientation to Counseling Practice

NUTR 940 Geriatric Nutrition: Diet, Functionality and Disease

NUTR 879 Computer Applications in Nutrition

or NUTR 970 Computer Applications in Nutrition Education

NUTR 909 Directed Study in Food and Nutrition

NUTR 918 Nutrition Informatics

NUTR 920 Pediatric Nutrition

NUTR 960 Sports Nutrition

NUTR 973 Designing Nutrition Education Programs and Curricula

NUTR 978 Public Health Nutrition

NUTR 993 Independent Projects in Health and Wellness

## **COURSE DESCRIPTIONS**

### **CHEM 805 Food Analysis**

A study of the fundamental principles of chemical food analysis with the laboratory work including both classical and recent sophisticated methods of analysis.

**Prerequisites:** CHEM 207 Organic Chemistry I and either CHEM 301 Biochemistry or CHEM 302 Biochemistry I-Structures, Mechanisms and Analysis.

### **CHEM 808 Food Chemistry**

The chemistry of food constituents and the chemical and biological changes occurring in foods during storing and processing. The approach will be from a cellular and molecular level.

**Prerequisites:** CHEM 207 Organic Chemistry I and either CHEM 301 Biochemistry or CHEM 302 Biochemistry I-Structures, Mechanisms and Analysis.

### **CPSY 911 Orientation to Counseling Practice**

Designed to provide a laboratory-based experience focusing on the theoretical bases of the helping process. The development of basic counseling skills needed to work with individuals, couples, and families are explored. Listening and feedback skills, as well as the counselor-client relationship are covered. Evaluations are based on in-class role-playing, along with audio and video presentations. Counselor interpersonal style and theoretical orientation are explored.

### **NUTR 827 Nutrition in the School Environment**

An update on current issues in child nutrition including a study of nutrition and health education curricula to promote coordinated school health in the Commonwealth's K-12 schools. Students develop nutrition education programs integrating the classroom and cafeteria including lesson plans to educate teachers, child nutrition program staff, students, and parents/care givers.

**Prerequisite:** NUTR 478 Community Nutrition; Coordinated Program in Dietetics students only.

### **NUTR 874 Human Nutrition Science**

A study of the interrelationships and respective functions of nutrients, and the integration of nutrition, biochemistry, and human physiology. Emphasis is placed on research design in classic and current nutrition studies with respect to nutrition and health.

**Prerequisites:** CHEM 301 Biochemistry, BIOL 272 Human Anatomy and Physiology: Cellular and Organ Systems and MATH 208 Biostatistics.

### **NUTR 879 Computer Applications in Nutrition**

A study of technology designed to enhance the efficiency and accuracy of practice in nutrition professions. Investigations include development, application and evaluation of emerging technologies used in nutrition practice.

**Prerequisite:** NUTR 381 Introduction to Nutrition Practice

### **NUTR 882 Management of Food and Nutrition Services**

The application of principles of management as they relate to the administration of human, physical and financial resources of food and nutrition services. Topics include management theory, personnel selection, training, evaluation organizational behavior, communication, governmental influences, labor management relations, marketing and budgeting. This course, designed for Food and Nutrition majors, utilizes the case study approach, and requires the development of a business plan. **NOTE:** Credit will not be given for both NUTR 882 Management of Food and Nutrition Services, and MGMT 272 Management Principles.

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**NUTR 883 Medical Nutrition Therapy**

An integration of pathophysiology, biochemistry and nutrition concepts that form the basis for medical nutrition therapy in health care. Case study discussions and nutrition care plans are included. An additional three-hour lab is required for Coordinated Program in Dietetics students.

**Prerequisites:** NUTR 874 Human Nutrition Science and NUTR 381 Introduction to Nutrition Practice.

**NUTR 884 Foodservice Systems**

A study of current trends and practices in the management of foodservice systems. Using a problem-based learning approach, the course includes the concepts of food safety, menu planning, procurement, quality food production, delivery systems, and financial management. Topics are augmented by a laboratory experience in a foodservice facility. Liability insurance is required.

**Prerequisite:** NUTR 364 Experimental Study of Food.

**NUTR 885 Practicum in Foodservice Systems**

A concentrated continuous experience in an off-campus foodservice system in which concepts taught concurrently in NUTR 884 Foodservice Systems are utilized and applied. NUTR 882 Management of Food and Nutrition Services must be taken simultaneously.

**Prerequisite:** Acceptance in the Coordinated Program in Dietetics.

**NUTR 886 Experience in Community Nutrition**

Field experience in community health settings coordinated with campus seminars. Students utilize their knowledge of normal and modified nutrition, skills in communications, recognition of socio-economic influences, and familiarity with community health agencies, resources and the legislative process. Education and motivation of individuals and groups and contributions to total health care in a community are explored.

**Prerequisite:** Acceptance in the Coordinated Program in Dietetics.

**NUTR 887 School Nutrition Practicum**

A supervised practice experience during which students implement nutrition and health education curricula integrating the classroom and cafeteria as a learning lab. Students develop staff training programs designed to improve the school nutrition environment in the school nutrition program. Lesson plans, designed to educate the whole child, are developed for teachers, students and parents/care givers and are implemented in the Commonwealth's K-12 schools. This course is supported by the Massachusetts Department of Elementary and Secondary Education, Office of Nutrition, Health and Safety Programs.

**Prerequisites:** NUTR 827 Nutrition in the School Environment, Coordinated Program in Dietetics students only.

**NUTR 888 Seminar in Clinical Nutrition**

A study of advanced topics in clinical nutrition, in particular, enteral, parenteral and critical care nutrition. Students present a seminar on a current topic in medical nutrition therapy. Current issues in health care as they relate to clinical nutrition management are also included.

**Prerequisite:** NUTR 883 Medical Nutrition Therapy

**NUTR 889 Clinical Experience in Dietetics**

Concentrated, supervised, continuous experience in various aspects of medical nutrition therapy. Students are placed in a cooperative medical facility where they work as a member of the health team to develop skills as an entry level dietitian. This course must be taken simultaneously with NUTR 888 Seminar in Clinical Nutrition or by permission of the instructor.

**Prerequisite:** Acceptance in the Coordinated Program in Dietetics.



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**NUTR 909 Directed Study in Food and Nutrition**

An in-depth investigation of a specific topic in food and nutrition. May be combined with experience in a food and nutrition care setting. Topic must be approved by the faculty advisor.

**Prerequisites:** NUTR 874 Human Nutrition Science, NUTR 883 Medical Nutrition Therapy and/or NUTR 978 Public Health Nutrition.

**NUTR 911 Research Methods in Nutrition and Education**

A study of research techniques applicable to nutrition and education. Using a hands-on approach, students are acquainted with research hypotheses, designs and procedures, basic statistical concepts, and the format of a proposal. Knowledge of these concepts is demonstrated in the design of a research project.

**Prerequisites:** MATH 208 Biostatistics and NUTR 874 Human Nutrition Science.

**NUTR 918 Nutrition Informatics**

A foundation for the synthesis of information, nutrition and technology. The focus is on the food and nutrition professionals' role in the selection, implementation, and maintenance of information management systems and other technology, such as the electronic medical record, security systems, and the Academy of Nutrition and Dietetics Evidence Analysis Library. Applications to foodservice operations, clinical nutrition management consumer health information systems, and other food and nutrition environments are addressed.

**NUTR 920 Pediatric Nutrition**

An overview of the clinical, medical, and psychosocial aspects of pediatric nutrition care. Includes a comprehensive discussion of nutrition and growth, and medical nutrition therapy for selected disease states.

**Prerequisite:** NUTR 883 Human Nutrition Science.

**NUTR 940 Geriatric Nutrition: Diet, Functionality and Disease**

A study of the changes in nutrient requirements in the geriatric population and the impact of nutrition on age-related diseases. The causes and consequences of malnutrition in older adults and possible interventions are included. Functionality, management of chronic disease, and quality of life as important outcome measures in the treatment and care of the elderly are considered in the context of the nutrition care process and Centers for Medicare and Medicaid (CMS) regulations.

**Prerequisite:** Registered Dietitian or NUTR 483/883 Medical Nutrition Therapy

**NUTR 960 Sports Nutrition**

Review of nutrition principles as they apply to the physical performance of adults and students in grades K-12. Topics include: physiology of optimal fitness and weight maintenance; exercise physiology and improved athletic performance; nutritional needs of growing children; the use of supplements and other controversial practices. The role of educational and health institutions in promoting positive nutrition and fitness messages is emphasized. Sports nutrition concepts and nutrition assessment are presented in the context of Healthy People 2010 and the Health Curriculum Frameworks. May include on-site physical assessment laboratories.

**Prerequisites:** NUTR 874 Human Nutrition Science or B.S. in Nutrition, or both NUTR 910 Nutrition Science in the Classroom and NUED 914 Contemporary Nutrition Issues for Schools; a college-level physiology course.

**NUTR 970 Computer Applications in Nutrition Education**

A study of computer technology designed to enhance the efficiency and accuracy of practice in nutrition professions and K-12 education. Investigations include development, application, and evaluation of emerging technologies related to nutrition and education. Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition.

**Prerequisite:** College-level general nutrition course within the past five years.

**NUTR 973 Designing Nutrition Education Programs and Curricula**

A study of the research related to the instructional design process for nutrition programs, curricula, and materials. Emphasis is on the application of scientific principles of teaching and learning. Investigation focuses on maximizing instructional technology to apply learning theory to teaching strategies. Students develop an instructional design to be implemented in NUTR 993 Independent Projects in Health and Wellness.

**Prerequisite:** NUTR 879 Computer Applications in Nutrition or NUTR 970 Computers in Nutrition Education.

**NUTR 978 Public Health Nutrition**

A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety.

**Prerequisites:** NUTR 874 Human Nutrition Science or Bachelor's Degree in Nutrition or Health or either NUTR 910 Nutrition Science in the Classroom or NUTR 914 Contemporary Nutrition Issues for Schools.

**NUTR 980 Seminar in Food and Nutrition**

A critical review of the professional literature in food and nutrition and discussion of its application to practice. Students are required to present seminars on current topics.

**Prerequisite:** Completion of five graduate courses.

**NUTR 993 Independent Projects in Health and Wellness**

The development of an in-depth nutrition education project or curriculum in accordance with nutrition education research and the instructional design developed in NUTR 973 Instructional Technologies in Nutrition Education. Projects integrate instructional technology based in learning theory and teaching practice, and match specific teaching strategies to learning needs. Projects are developed and evaluated.

**Prerequisite:** NUTR 973 Instructional Technologies in Nutrition Education.

# **Master of Science**

## **Concentration in Food and Nutrition**

### **Specialization in Food Science and Nutrition Science**

**Coordinator:** Dr. Louise Bodack

**Advisors:** Dr. Louise Bodack

The Food Science and Nutrition Science concentration of the Master of Science program in Food and Nutrition offers a unique resource geared to advanced and traditional interest of the region's food and nutritional science-based economies. The University has the only Center of Excellence in Food Science and Technology in the Commonwealth. Academic programs that support applied food biotechnologies, food science technology and food engineering, as well as nutritional biochemistry, can be tailored to meet the thesis or non-thesis needs of graduate students.

As a natural extension of the University's century-long commitment to food and nutritional studies, the Master of Science program is dedicated to the vigorous technical support of food biotechnologies, industrial, and medical sectors of the Commonwealth that will shape the 21<sup>st</sup> century economy of the region.

#### **Admission Requirements**

Individuals possessing a baccalaureate degree from a regionally accredited college or university, which includes basic courses in biology, chemistry, and mathematics are eligible to apply for admission. Students are evaluated primarily on the basis of their undergraduate degree program, scores on the GRE General Examination, recommendations, and professional experience where it applies. Specific courses that students are expected to have as part of their undergraduate education, and prior to their making application, are Biology, General Chemistry I and II, and Organic Chemistry I and II (comparable to Framingham State University courses CHEM 207 and CHEM 208).

An overall undergraduate Quality Point Average of 3.0 on a 4.0 scale in a program acceptable to the admissions committee, including acceptable grades in science and mathematics courses taken as an undergraduate is expected. Also expected are a GRE General Test total score of at least 1200 over the verbal and quantitative portions of the test plus an analytical writing score of at least 4.5 on an established 6.0 scale.

Students eligible to apply for admission, but not fulfilling the QPA requirement, and who have (1) a minimum QPA of 2.5 on a 4.0 scale, (2) an analytical writing score of at least 3.5 would be considered for admissions after completing two prerequisite graduate courses. Students must earn a grade of B- or better in each prerequisite course, and an overall average of B. Proficiency examinations, when completed, must be passed with equivalent grades if the student is to receive official admission. Students who earn a grade less than B- in any prerequisite courses will ordinarily be withdrawn from the program.

Applicants whose files become complete during the regular academic year will have their applications reviewed as soon as required documents have been received. Applicants whose files become complete during the summer months have their files reviewed during the summer at the convenience and availability of the admissions committee faculty. Applicants for full-time study should have their files complete by February 1<sup>st</sup> for fall admission and by September 1<sup>st</sup> for spring

and summer admissions in order to maximize access to prerequisite undergraduate courses.

## Degree Requirements

The program requires a minimum of ten (10) courses: four (4) core courses, five (5) concentration courses, and one (1) approved elective course; plus undergraduate prerequisite courses required for students without an appropriate academic background. Students may take courses in any sequence subject to the following general requirements:

1. Students must complete all the prerequisite courses before registering for core, concentration or elective courses
2. CHEM 903 Nutritional Biochemistry must be repeated if passed with a grade lower than B-.

An oral comprehensive examination is required as the student's culminating experience.

## Undergraduate Prerequisite Courses

BIOL 307	Principles of Microbiology
BIOL 272	Human Anatomy and Physiology I
BIOL 273	Human Anatomy and Physiology II (or BIOL 142 Introduction to Human Biology with special permission of program advisor)
CHEM 301	Biochemistry
FDSC 151	Principles of Food Science (not required for students having had an acceptable foods course)
MATH 208	Biostatistics (not required of students having had an acceptable statistics course)
MATH 219	Calculus I

The prerequisite courses in Human Anatomy and Physiology I & II, and Biochemistry, if taken elsewhere, must be equivalent to those offered at Framingham State University. Furthermore, these courses must have been successfully completed within the last five years.

## Core Courses (4)

CHEM 805	Food Analysis
CHEM 903	Nutritional Biochemistry
NUTR 874	Human Nutrition Science
NUTR 978	Public Health Nutrition

## Concentration Courses (5)

CHEM 808	Food Chemistry
CHEM 815	Food Engineering and Processing
CHEM 821	Instrumental Analysis (an elective may be substituted with approval of the program advisor)
CHEM 911	Research and Seminar in Food Science/Nutritional Biochemistry
CHEM 960	Thesis in Food Science/Nutritional Biochemistry OR
CHEM 921	Laboratory Practicum

## Elective Course (1)

An 800 or 900 graduate level elective course must be approved, in writing, by the student's advisor.

## COURSE DESCRIPTIONS

### **CHEM 805 Food Analysis**

A study of the fundamental principles of chemical food analysis with the laboratory work including both classical and recent sophisticated methods of analysis.

**Prerequisites:** CHEM 207 Organic Chemistry I and either CHEM 301 Biochemistry or CHEM 302 Biochemistry I-Structures, Mechanisms and Analysis.

### **CHEM 808 Food Chemistry**

The chemistry of food constituents and the chemical and biological changes occurring in foods during storing and processing. The approach will be from a cellular and molecular level.

**Prerequisites:** CHEM 207 Organic Chemistry I and either CHEM 301 Biochemistry or CHEM 302 Biochemistry I-Structures, Mechanisms and Analysis.

### **CHEM 815 Food Engineering and Processing**

An integrated approach to food engineering principles and food processing techniques. Topics include thermodynamics, fluid flow and heat transfer, evaporation, refrigeration, psychrometry, drying, distillation and essential food processing methods that ensure attainment of food product wholesomeness.

**Prerequisite:** Permission of the instructor.

### **CHEM 821 Instrumental Analysis**

Principles and use of instrumental methods in analysis. Topics in electronics, electrochemistry, spectroscopy, flame photometry, mass spectrometry, NMR and Chromatography.

**Prerequisites:** CHEM 207 Organic Chemistry I, MATH 219 Calculus I, and PHYS 211-2 Principles of Physics I and II, or PHYS 201 Introductory Physics.

### **CHEM 903 Nutritional Biochemistry**

A progressive study into biochemistry and chemical properties of foods with reference to their assimilation and metabolism in the human body during states of illness and normal health. Emphasis will be directed toward major food constituents such as lipids, vitamins, minerals, proteins and other minor food constituents that affect nitrification, enrichment and palatability of food substances.

**Prerequisites:** CHEM 301 Biochemistry, or CHEM 302 Biochemistry I - Structures, Mechanisms and Analysis and NUTR 874 Human Nutrition Science, and permission of the instructor.

### **CHEM 911 Research and Seminar in Food Science/Nutritional Biochemistry**

Formulation of a research project, followed by execution of an experimental design, that culminates in a written research report of the results and an oral presentation.

**Prerequisite:** Permission of the instructor.

### **CHEM 921 Laboratory Practicum**

Course allows students the opportunity to explore relevant topics in the food sciences through supervised laboratory investigations.

**Prerequisite:** Permission of the instructor.

### **CHEM 960 Thesis in Food Science/Nutritional Biochemistry**

Development and exploration of a current research problem dealing with food or nutrition science, technology, engineering or biochemistry with experimental results presented as a written document according to Departmental guidelines.

**Prerequisite:** Permission of the instructor.

### **NUTR 874 Human Nutrition Science**

A study of the interrelationships and respective functions of nutrients, and the integration of nutrition, biochemistry, and human physiology. Emphasis is placed on research design in classic and current nutrition studies with respect to nutrition and health.

**Prerequisites:** CHEM 301 Biochemistry, BIOL 272 Human Anatomy and Physiology I and MATH 208 Biostatistics.

**NUTR 978 Public Health Nutrition**

A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety.

**Prerequisites:** NUTR 874 Human Nutrition Science or Bachelor's Degree in Nutrition or Health or either NUTR 910 Nutrition Science in the Classroom or NUTR 914 Contemporary Nutrition Issues for Schools.

# **Master of Science**

## **Concentration in Food and Nutrition**

### **Specialization in Nutrition Science and Informatics**

**Coordinator:** Dr. Suzanne Neubauer

**Advisors:** Dr. Suzanne Neubauer

The Master of Science in Food and Nutrition requires a core of advanced study that integrates nutrition science, biochemistry and research with applied nutrition and dietetics. The concentration in Human Nutrition: Education and Media Technologies is designed for

- the Registered Dietitian
- those who have a current verification statement indicating completion of Didactic Program in Dietetics (DPD) requirements
- those who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian. (See ADA Registration Information concerning the supervised practice requirement.)

This concentration combines advanced study of nutrition with the development of skills to incorporate computer applications in food and nutrition. Media technologies are utilized to develop educational programs and materials.

#### **Application Deadline**

Students who need to fulfill the undergraduate prerequisites and plan to begin their studies in the fall semester must submit a complete application by January 1 to be admitted by February 1 of the preceding academic year in order to register for certain laboratory courses, although availability of seats cannot be guaranteed in advance. Students admitted after February 1 may still begin their studies in the fall if seats are available in required undergraduate prerequisite courses. Other applications are accepted on a rolling admission basis.

#### **Admission Requirements**

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree from a regionally accredited institution are eligible to apply for admission. Applicants are evaluated based on numerous factors including previous college course work; Graduate Record Examination scores; letters of recommendation; and personal statement. The personal statement describes the applicant's goals and reasons for applying to the graduate program.

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university
  - a. Applicants are required to possess an overall undergraduate quality point average (QPA) of at least 3.0 on a 4.0 scale including acceptable grades in science courses.
  - b. Courses in Human Anatomy and Physiology, Biochemistry, and Biostatistics must have been successfully completed within the last five years. Students may inquire about challenge exams.
  - c. Students who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian and who have not yet completed prerequisite courses in their undergraduate curriculum are encouraged to apply. Your advisor will create a plan of study which integrates prerequisite courses and graduate courses once designated prerequisite courses are completed. Students must earn a grade of B- or better in each prerequisite course and an overall average of B.

- d. Students who do not fulfill the QPA requirement, but have a minimum QPA of 2.7 on a 4.0 scale and a satisfactory GRE score will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
2. Applicants must submit official test score reports from the Graduate Record Exam General Test (GRE) which includes verbal and quantitative reasoning and analytical writing.
3. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
4. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal, education, current job responsibilities and career plans.
5. A laptop computer with Internet access and Windows XP or Vista or above is required in some graduate courses. Framingham State University offers a purchase program. The admissions committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, two current letters of recommendation, GRE test scores, 300-word personal statement, and all official undergraduate transcript(s).

### **Degree Requirements**

The program requires a minimum of ten (10) courses: four (4) core courses and six (6) concentration and elective courses, together with undergraduate prerequisite courses required for students without appropriate academic backgrounds. A minimum of ten (10) courses is required for graduation. An oral comprehensive examination is required as the student's culminating experience.

### **Undergraduate Prerequisite Courses**

MATH 208      Biostatistics (not required for students having had an acceptable statistics course within the last five years)

Courses in Human Anatomy and Physiology and in Biochemistry, must have been successfully completed within the last five years. Students may inquire about challenge exams; students have only one opportunity to take and pass the examination.

Registered Dietitians or students with a Verification Statement have no other prerequisite. Those who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian should consult the undergraduate prerequisite courses listed under the Coordinated Program in Dietetics concentration.

### **Core Courses (4)**

NUTR 903      Nutritional Biochemistry  
NUTR 874      Human Nutrition Science\*  
NUTR 911      Research Methods in Nutrition and Education  
NUTR 916      Seminar in Food and Nutrition

### **Concentration Courses (3)**

NUTR 879      Computer Application in Nutrition OR  
NUED 970      Computers in Nutrition Education  
NUTR 973      Designing Nutrition Education Programs and Curricula  
NUTR 993      Independent Projects in Health and Wellness

### **Electives (3)**



Elective courses will not be offered each semester and may not be offered every year. Elective courses require written approval from the student's advisor. Choose one nutrition elective (NUTR 883\*, NUTR 920, NUTR 940, NUTR 960, NUTR 978, and two additional electives below:

CHEM 805	Food Analysis
CHEM 808	Food Chemistry
CPSY 911	Orientation to Counseling Practice
NUTR 882	Management of Food and Nutrition Services*
NUTR 884	Foodservice Systems*
NUTR 909	Directed Study in Food and Nutrition
NUTR 918	Nutrition Informatics
NUTR 920	Pediatric Nutrition
NUTR 940	Diet, Functionality and Disease
NUTR 960	Sports Nutrition
NUTR 978	Public Health Nutrition

**\*Denotes course required to meet the Didactic Program in Dietetics**

### **ADA Registration Information**

Students seeking eligibility for the American Dietetic Association examination for becoming a Registered Dietitian must complete academic requirements (Didactic Program in Dietetics (DPD)), and a supervised practice experience in an accredited program. The Coordinated Program in Dietetics concentration fulfills both of these requirements.

## **COURSE DESCRIPTIONS**

### **CHEM 805 Food Analysis**

A study of the fundamental principles of chemical food analysis with the laboratory work including both classical and recent sophisticated methods of analysis.

**Prerequisites:** CHEM 207 Organic Chemistry I and either CHEM 301 Biochemistry or CHEM 302 Biochemistry I-Structures, Mechanisms and Analysis.

### **CHEM 808 Food Chemistry**

The chemistry of food constituents and the chemical and biological changes occurring in foods during storing and processing. The approach will be from a cellular and molecular level.

**Prerequisites:** CHEM 207 Organic Chemistry I and either CHEM 301 Biochemistry or CHEM.302 Biochemistry I-Structures, Mechanisms and Analysis.

### **CPSY 911 Orientation to Counseling Practice**

Designed to provide a laboratory-based experience focusing on the theoretical bases of the helping process. The development of basic counseling skills needed to work with individuals, couples, and families are explored. Listening and feedback skills, as well as the counselor-client relationship are covered. Evaluations are based on in-class role-playing, along with audio and video presentations. Counselor interpersonal style and theoretical orientation are explored.

### **NUED 970 Computers in Nutrition Education**

A study of computer technology designed to enhance the efficiency and accuracy of practice in nutrition professions and K-12 education. Topics include: computer-based instruction, Web site development, nutrient analysis, presentation software, and evaluation of software and Internet sites. Teachers focus on technology skills required in the related Massachusetts Curriculum Frameworks. Nutrition professionals focus on educational issues related to medical nutrition therapies and business applications. NOTE: Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition.

**Prerequisite:** College-level general nutrition course within the past five years.

### **NUTR 874 Human Nutrition Science\***

A study of the interrelationships and respective functions of nutrients, and the integration of nutrition, biochemistry, and human physiology. Emphasis is placed on research design in classic and current nutrition studies with respect to nutrition and health.

**Prerequisites:** CHEM 301 Biochemistry, BIOL 272 Human Anatomy and Physiology: Cellular and Organ Systems and MATH 208 Biostatistics.

### **NUTR 879 Computer Application in Nutrition**

A study of technology designed to enhance the efficiency and accuracy of practice in nutrition professions. Investigations include development, application and evaluation of emerging technologies used in nutrition practice.

**Prerequisite:** NUTR 381 Introduction to Nutrition Practice

### **NUTR 882 Management of Food and Nutrition Services\***

The application of principles of management as they relate to the administration of human, physical and financial resources of food and nutrition services. Topics include management theory, personnel selection, training, evaluation organizational behavior, communication, governmental influences, labor management relations, marketing and budgeting. This course, designed for Food and Nutrition majors, utilizes the case study approach, and requires the development of a business plan. NOTE: Credit will not be given for both NUTR.882 Management of Food and Nutrition Services, and 12.272 Management Principles.

### **NUTR 884 Foodservice Systems\***

A study of current trends and practices in the management of foodservice systems. Using a problem-based learning approach, the course includes the concepts of food safety, menu planning, procurement, quality food production, delivery systems, and financial management. Topics are augmented by a laboratory experience in a foodservice facility. Liability insurance is required.

**Prerequisite:** NUTR 364 Experimental Study of Food.

### **NUTR 909 Directed Study in Food and Nutrition**

An in-depth investigation of a specific topic in food and nutrition. May be combined with experience in a food and nutrition care setting. Topic must be approved by the faculty advisor.

**Prerequisites:** NUTR 874 Human Nutrition Science, NUTR 883 Medical Nutrition Therapy and/or NUTR 978 Public Health Nutrition.

### **NUTR 911 Research Methods in Nutrition and Education**

A study of research techniques applicable to nutrition and education. Using a hands-on approach, students are acquainted with research hypotheses, designs and procedures, basic statistical concepts, and the format of a proposal. Knowledge of these concepts is demonstrated in the design of a research project.

**Prerequisites:** MATH 208 Biostatistics and NUTR 874 Human Nutrition Science.

### **NUTR 918 Nutrition Informatics**

A foundation for the synthesis of information, nutrition and technology. The focus is on the food and nutrition professionals' role in the selection, implementation, and maintenance of information management systems and other technology, such as the electronic medical record, security systems, and the Academy of Nutrition and Dietetics Evidence Analysis Library. Applications to foodservice operations, clinical nutrition management consumer health information systems, and other food and nutrition environments are addressed.

### **NUTR 920 Pediatric Nutrition**

An overview of the clinical, medical, and psychosocial aspects of pediatric nutrition care. Includes a comprehensive discussion of nutrition and growth, and medical nutrition therapy for selected disease states.

**Prerequisite:** NUTR 883 Human Nutrition Science.

### **NUTR 940 Diet, Functionality and Disease**

An overview of the physiological and socioeconomic aspects of aging, and their impact on nutrition on age-related diseases. The causes and consequences of malnutrition in older adults and possible interventions are included. Functionality, management of chronic disease, and quality of life as important outcome measures in the treatment and care process and Centers for Medicare and Medicaid (CMS) regulations.

**Prerequisite:** Registered Dietitian or NUTR 483/883 Medical Nutrition Therapy.

### **NUTR 960 Sports Nutrition**

Review of nutrition principles as they apply to the physical performance of adults and students in grades K-12. Topics include: physiology of optimal fitness and weight maintenance; exercise physiology and improved athletic performance; nutritional needs of growing children; the use of supplements and other controversial practices. The role of educational and health institutions in promoting positive nutrition and fitness messages is emphasized. Sports nutrition concepts and nutrition assessment are presented in the context of Healthy People 2010 and the Health Curriculum Frameworks. May include on-site physical assessment laboratories.

**Prerequisites:** NUTR 874 Human Nutrition Science or B.S. in Nutrition, or both NUED910 Nutrition Science in the Classroom and NUED 914 Contemporary Nutrition Issues for Schools; a college-level physiology course.

### **NUTR 973 Designing Nutrition Education Programs and Curricula**

A study of the research related to the instructional design process for nutrition programs, curricula, and materials. Emphasis is on the application of scientific principles of teaching and learning. Investigation focuses on maximizing instructional technology to apply learning theory to teaching strategies. Students develop an instructional design to be implemented in NUTR 993 Independent Projects in Health and Wellness.

**Prerequisite:** NUTR 879 Computer Applications in Nutrition or NUTR 970 Computers in Nutrition Education.

### **NUTR 978 Public Health Nutrition**

A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety.

**Prerequisites:** NUTR 874 Human Nutrition Science or Bachelor's Degree in Nutrition or Health or either NUTR 910 Nutrition Science in the Classroom or NUTR 914 Contemporary Nutrition Issues for Schools.

### **NUTR 980 Seminar in Food and Nutrition**

A critical review of the professional literature in food and nutrition and discussion of its application to practice. Students are required to present seminars on current topics.

**Prerequisite:** Completion of five graduate courses.

### **NUTR 993 Independent Projects in Health and Wellness**

The development of an in-depth nutrition education project or curriculum in accordance with nutrition education research and the instructional design developed in NUTR 973 Instructional Technologies in Nutrition Education. Projects integrate instructional technology based in learning theory and teaching practice, and match specific teaching strategies to learning needs. Projects are developed and evaluated.

**Prerequisite:** NUTR 973 Instructional Technologies in Nutrition Education.

# Master of Science in Nursing

## Concentration in Nursing Education

## Concentration in Nursing Leadership

**Coordinator:** Dr. Cynthia Bechtel

**Advisors:** Dr. Cynthia Bechtel

The Master of Science in Nursing, accredited by the Commission on Collegiate Nursing Education (CCNE), is designed for graduates with a Bachelor of Science in Nursing who wish to expand their careers into education or leadership. Two concentrations are offered: Nursing Education and Nursing Leadership. All courses are offered in hybrid format, combining online with traditional on campus classroom experiences. The program prepares nurses with a strong theoretical foundation in research, nursing and related theories, healthcare policy, ethics, cultural competency, and informatics/technology as well as practice expertise as a nurse educator or nurse leader.

### Admission Requirements

**Note:** Applications are accepted only for enrollment in the fall semester every year. The following admission and degree requirements will be effective for Fall 2013 MSN students.

1. Applicants must have a current unrestricted Massachusetts RN license.
2. Applicants must have earned a baccalaureate of science in nursing (BSN) degree from a regionally accredited college or university which is nationally accredited by the National League for Nursing (NLNAC) and/or the Commission on Collegiate Nursing Education (CCNE), and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
3. Applicants are required to possess an overall undergraduate quality point average (QPA) or at least 3.0 on a 4.0 scale, and a minimum of a 3.25 QPA in undergraduate nursing courses.
4. Applicants who do not meet the above criteria for undergraduate QPA may be asked to take the Miller Analogies Test.
5. Applicants must have completed an undergraduate, introductory course in statistics with a minimum grade of C (2.0 on a 4.0 scale).
6. Applicants must have a personal interview with the Nursing Chairperson or Graduate Program Coordinator.
7. Applicants must provide two letters of recommendation from nurses with an MSN who can attest to the applicant's ability to succeed in a master's program, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
8. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.

### Courses before Admission and Transfer Credit

Students may take up to three (3) Framingham State University Graduate Certificate in Nursing Education courses before being formally admitted into the program. All three of the certificate courses will be applied toward the MSN in the nursing education concentration with a minimum grade of B (3.0 on a 4.0 scale). Other coursework will not generally be accepted for transfer credit.

## **Degree Requirements**

The Framingham Master of Science in Nursing program consists of ten (10) courses or 40 credits. Students take a Common Core of five (6) courses, and then select a four-course concentration in either Nursing Education or Nursing Leadership. A thesis, an evidence-based research project/paper, will be completed as part of the requirements for the Common Core courses.

### **Common Core (6)**

NURC 905	Health and Education Resources and Policies
NURC 915	Advanced Technology and Nursing Informatics
NURC 925	Ethical, Social and Cultural Competencies
NURC 935	Essential Preparation for Advanced Nursing Role
NURC 971	Nursing Theory and Research I
NURC 972	Nursing Theory and Research II

### **Nursing Education Concentration (4)**

NURE 941	Curriculum Design and Evaluation
NURE 951	Course Development and Implementation
NURE 981	Advanced Teaching Methods
NURE 991	Application of Technology to Education

### **Nursing Leadership Concentration (4)**

NURL 943	Strategic Planning for Nursing's Future
NURL 953	Role in Health Care Systems
NURL 983	Practicum in Organizational Management
NURL 993	Internship in Independent Leadership Skills

## **COURSE DESCRIPTIONS**

### **NURC 905 Health and Education Resources and Policies**

An exploration of the state of nursing today, as well as the role of the nurse leader and nurse educator in policy and politics within government, workplace, organizations and community in determining policies and effectively utilizing resources to improve the culture of safety, quality care, and the working environment in practice and educational settings. The role of the nurse leader and nurse educator in healthcare delivery and financing is examined.

### **NURC 915 Advanced Technology and Nursing Informatics**

A foundation for the synthesis of technology and informatics into advanced nursing roles. The focus is on the computer competencies, informatics competencies, informational literacy and technology required for the nurse leader and nurse educator. Evidence-based practice is explored to support the utilization of technology within the confines of system resources to meet identified patient and learner needs.

### **NURC 925 Ethical, Social and Cultural Competencies**

An investigation of the ethical, social and cultural competencies necessary for decision making in evidence-based practice by nurses in advanced roles. Principles of ethics, moral development and diversity are explored in order to obtain the knowledge and skills to provide individualized care and protect the personal integrity of patients with diverse health, social, economic and cultural issues.

### **NURC 935 Essential Preparation for Advanced Nursing Role**

An examination of the knowledge and skills required for direct care practice for the nurse in an advanced practice role. Building upon knowledge acquired at the baccalaureate level, students focus on three main areas: pathophysiology, health assessment, and pharmacology.

### **NURC 971 Nursing Theory and Research I**

A focus on the utilization of nursing related theories and the research process to promote evidence-based change in nursing practice and education settings. Critical thinking is used to evaluate nursing research studies. Students incorporate previously learned material on policy, social, cultural, ethical and technological issues into a clinical, health systems and outcomes, and/or nursing education research proposal.

### **NURC 972 Nursing Theory and Research II**

The application of theory and the research process focusing on implementation and evaluation to enhance health and healthcare. Students conduct an evidence-based project related to topics such as safety, quality of care, systems, ethics, healthy lifestyles, health promotion/prevention of illness and/or teaching strategies in academic and practice settings. Students provide evidence for developing guidelines to advance nursing practice as nurse educators and leaders.

### **NURE 941 Curriculum Design and Evaluation**

An exploration of the application of critical thinking in the design of a nursing curriculum. This course investigates mission, philosophy, conceptual terms, program outcomes, and program evaluation in order to prepare students for the advanced role of a nurse educator. The role of a nurse educator in academic and service areas is explored.

### **NURE 951 Course Development and Implementation**

An investigation of the principles of course development; teaching strategies, including the use of technology; and classroom and clinical evaluation. Ethical and legal issues are explored in relation to nursing education. NOTE: This course can be taken concurrently with NURE 941 Curriculum Design and Evaluation.

**Prerequisite:** NURE 941 Curriculum Design and Evaluation.

### **NURE 981 Advanced Teaching Methods (Practicum I)**

The application of curriculum design, evaluation, course development, and implementation in a teaching practicum in classroom and clinical settings with a nurse educator/preceptor and in seminars with faculty.

**Prerequisites:** NURE 941 Curriculum Design and Evaluation; NURE 951 Course Development and Implementation.

### **NURE 991 Application of Technology to Education (Practicum II)**

A practicum to apply current technology to classroom and clinical nursing education to enhance communication, ethical decision-making and critical thinking. Allocation of education resources to meet diverse learning styles, achieve learning objectives and advance evidence-based nursing practice are explored.

**Prerequisites:** NURC 905 Health Education Resources and Policies, NURC 915 Advanced Technology and Nursing Informatics.

### **NURL 943 Strategic Planning for Nursing's Future**

A foundation for the aspiring nurse leader in shaping change directed to the priorities of quality and safety in the nursing work environment. Students explore the synthesis of principles, theories, and concepts of effective leadership and analyze the individual, interpersonal, and critical thinking skills needed to assist people and organizations in creating and achieving a vision. Primary themes include models of leadership, effective professional communication, collaboration, team building, affirmation of personal and professional values, motivation, mediation, mentoring, empowerment, and risk-taking to effect innovative change

**NURL 953 Role in Health Care Systems**

A basis for understanding how the business of health care affects the nurse's role in management or administration, along with the legal, ethical, and regulatory dimensions of organizational leadership. The focus is on the nurse's role as a leader in health and health care using communication and relationship management, knowledge of healthcare environment, business skills, and professionalism to achieve established goals and improve quality of care.

**Prerequisite:** NURL 943 Strategic Planning for Nursing's Future.

**NURL 983 Practicum in Organizational Management (Practicum I)**

An application of concepts of CQI organizational dynamics and outcome measures, informatics, and financial management in a variety of health care settings. Students work closely with a leader on organization-designated projects and experience role modeling while contributing to the functioning of the healthcare organization.

**Prerequisite:** NURL 953 Role in Health Care Systems.

**NURL 993 Internship in Independent Leadership Skills (Practicum II)**

An opportunity to practice independent leadership skills in an ever-changing healthcare organization. The student completes a selected leadership project to address safety, quality, and/or nursing work environment issues in health care. Acute care agencies, community settings, municipal and state agencies, public and private institutions and/or professional organizations are possible sites for the practicum, thus offering the student a wide range of opportunities to achieve individualized leadership goals.

**Prerequisite:** NURL 983 Practicum in Organizational Management.

# Graduate Certificate Programs

## **Admission Requirements**

Applicants applying for most graduate certificate programs at Framingham State University must have earned an undergraduate degree from a regionally accredited college or university, with a minimum undergraduate quality point average (QPA) of 2.7.

Students not meeting this requirement may be reconsidered for admission after completing one (1) prescribed course in the certificate program. Other admission standards may apply depending on the certificate program.

## **Course Requirement Waiver**

Students may petition to have one (1) graduate course waived for their certificate program based on graduate coursework completed elsewhere. Student must obtain written approval from the certificate program's advisor.

## **Time Limits**

Students are given up to four (4) calendar years to complete the certificate program. Students who cease taking courses for one full calendar year will be considered inactive. Upon returning to active status, they would be readmitted under the curriculum then in place.

## **Academic Dismissal**

Students who are enrolled in a graduate certificate program and receive one grade below B- will be subject to immediate dismissal. Upon notification, the student will have one semester to make a formal written appeal of the dismissal to the Graduate Education Council.

## **Completion Requirements**

Students must have a minimum B- average or above in the program in order to earn a certificate. Additional requirements may apply depending on the certificate program.



# Graduate Certificate in Human Resource Management

The Graduate Certificate in Human Resource Management is available through the Department of Economics and Business Administration. The certificate is designed for persons who are currently working in the field of human resource management or who aspire to work in this field.

## Admission Requirements

The applicant must have earned a baccalaureate degree from a regionally accredited college or university.

## Curriculum Requirements

### The following five (5) courses are required

MGMT 900	Foundations of Human Resource Management
MGMT 922	Employment Law
MGMT 934	Human Resource Information Systems
MGMT 955	Compensation and Performance Management
MGMT 963	Employee Benefits

For further information about the Graduate Certificate in Human Resource Management, please contact the Office of Graduate Admissions at 508-626-4501.

## COURSE DESCRIPTIONS

### MGMT 900 Foundations of Human Resource Management

An overview of the major functional areas of human resources management. The student develops an understanding of the mission, role and major responsibilities of strategic human resources in achieving the objectives of the organization. The course covers the functional areas of human resource planning, recruitment and selection, training and development, performance appraisal, compensation and employee benefits government regulation compliance.

### MGMT 922 Employment Law

This course is an investigation of the legal perspective of employer/employee relationship in today's complex business environment. Most aspects of federal and state laws related to employment relationship at all stages of the employment process are covered in detail from both business and human resources viewpoints.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management

### MGMT 934 Human Resource Information Systems

An overview of human resource information systems (HRIS) focused on strategic drivers for HRIS, selection, planning, system design and change management. Students are introduced to technology terms and key concepts, as well as procedures for evaluating, implementing and managing technology solutions in a business enterprise. Students also consider related ethical issues and emerging trends.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management.

### **MGMT 955 Compensation and Performance Management**

A comprehensive overview of compensation in the HR function whose goal is to assist students making compensation programs effective and competitive in a changing marketplace. Topics covered include fundamentals of base pay, deferred compensation, executive compensation, job analysis, job evaluation, market analysis, salary ranges, legal and regulatory compliance, incentives, pay for performance, merit pay, performance management, appraisal methods (including errors in performance appraisals), salary surveys and total compensation. In addition, the course also explores the role of variable compensation, with a focus on using variable compensation to more effectively focus employee efforts and better align compensation costs with organizational performance. Note: Students who have taken 12.952 Performance Appraisal or 12.953 Compensation Administration may not receive credit for MGMT 955.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management.

### **MGMT 963 Employee Benefits**

Explores the role of employer-provided benefits as a part of the modern human resources function. The class examines the history of employee benefits in the U.S., the increasing cost of benefits during the last 30 years, the legislative environment, how benefits are integrated as a part of the total compensation, and the emergence of outsourcing as a delivery mechanism. The class also examines retirement and savings plans as well as health and welfare plans. Topics covered are plan design, cost containment, funding, legal compliance, administration, share services, employee and manager self-service, and total benefit outsourcing.

**Prerequisite:** MGMT 900 Foundations of Human Resource Management.

# Graduate Certificate in Instructional Technology Proficiency (online)

The Graduate Certificate in Instructional Technology Proficiency is a part of the Curriculum and Instructional Technology Program under the Massachusetts Department of Elementary and Secondary Education. The focus of the certificate is on the integration of current and emerging technology tools into classroom instruction. It is designed for school personnel who want to further their knowledge and skills in the use of technology in teaching elementary, middle, and high school students. The certificate is also appropriate for classroom supervisors who are responsible for evaluating technology integration but who have not had the benefit of formal technology courses. This program does not lead to any type of educator licensure in Massachusetts.

All courses leading to this certificate are offered online.

## Admission Requirements

Individuals holding a teacher licensure or who work in an educational setting are eligible to apply for admission. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.

## Curriculum Requirements (4)

INST 941	Internet for 21 <sup>st</sup> Century Teaching and Learning
INST 943	Impact of Technology on Education

Choose two from the following:

INST 951	Mathematics Instruction with Technology
INST 954	Technology Infrastructure Management
INST 959	Systemic Change: Curriculum, Instructional Technology, and Professional Development.
INST 968	Introduction to Assistive Technology

## COURSE DESCRIPTIONS

### INST 941 Internet for 21st Century Teaching and Learning

Designed for educators to accomplish the following: conduct effective searches by employing defined strategies using search directories, search engines, virtual libraries, specialized and proprietary databases and library catalogs; evaluate educational websites detailing its veracity, appropriateness, and educational value; examine important issues related to the classroom including academic integrity, Internet safety, and related student behavior to provide a safe, secure and excellent educators; explore online tools to support a web-enhanced and/or online classrooms; and create and publish a web-based inquiry-oriented classroom project. Participants develop and execute lesson plans that merge current curriculum standards and technology. Students begin development of an electronic portfolio to document their field-based experience.

### INST 943 Impact of Technology on Education

A critical examination of the impact of using technology resources in the classroom including adaptive and assistive technologies and online tools. Students study critical thinking within a technological environment and incorporate them into curriculum. Students create model lessons that are technology-rich and project based and include outstanding web resources. These lessons integrate graphic organizers, newsletters, and presentations. Students examine the direction of federal, state and district technology plans, learning styles

and research proven instructional strategies that use technology and integrate into lessons. Students continue the development of electronic portfolio to document their field-based experiences. **Prerequisites:** INST 941 Internet for Educators.

### **INST 951 Mathematics Instruction with Technology**

A course that identifies the mathematical content of the K-12 school curriculum as defined by the Massachusetts Curriculum Framework. Students learn how to use technology to enhance the teaching of mathematics. The Internet is utilized to conduct research for mathematical knowledge and technological pedagogical applications. **Prerequisites:** INST 941 Internet for Educators and INST 943 Impact of Technology on Education, or permission of the instructor. NOTE: Students who completed 84.952 Technology for Mathematics and Science Instruction cannot enroll in INST 951 Mathematics Instruction with Technology.

### **INST 954 Technology Infrastructure Management**

Designed to provide teachers with the strategies for maintaining and troubleshooting their computers by using a series of hands-on activities. Topics include computer hardware and peripherals, operating systems, system administration tools, networking, network management, and troubleshooting. A series of discussions are held about the issues facing technology leaders including computer donations, Internet safety, spyware, asset management, virus protection, and total cost of ownership. Through extensive discussion and project-based assignments, differentiated experiences are provided to meet the diverse needs of the students in this class. Students continue the development of an electronic portfolio to document their field-based experiences. **Prerequisites:** INST 941 Internet for Educators and INST 943 Impact of Technology on Education.

### **INST 959 Technology and Professional Development**

Designed as a capstone course about designing and implementing change. Students explore the process of change as it relates to technology integration and other improvements in a classroom, school, or district. Participants consider the professional standards that address technology integration and professional development, as well as the ethical, legal and human dimensions of such a change. They explore the roles of supervisors, school councils and administrators within the context of strategic educational planning. They also explore leadership and supervisory approaches to the redesign of instruction through emerging and online technologies, even within the context of limited financial resources and administrative preoccupation with other matters. Students continue the development of an electronic portfolio to document their field-based experiences. **Prerequisites:** Completion of all concentration courses (INST 941, INST 943, INST 951, INST 954) and permission of the advisor.

### **INST 968 Introduction to Assistive Technology**

An exploration of the definitions of assistive technology, and investigates the scope of assistive technology services and devices and their applications for use in the home, school, workplace and community activities. Students examine current research and development in the field. Students study federal and state laws and regulations regarding assistive technology, and identify local funding sources and funding issues. Students develop knowledge of occupational therapy and physical therapy and the role of the therapists in the assistive technology service planning process. Students practice effective communication and collaboration skills; develop skills in working with individuals and families using a client-centered process that fosters self-determination; develop cross-cultural competence to work with clients from diverse cultural backgrounds; and examine ethical and related professional issues.

# Graduate Certificate in Merchandising

The Graduate Certificate in Merchandising is offered through the Department of Consumer Sciences: Fashion Design and Retailing Program. The certificate provides specialization for retail managers, merchandisers, fashion designers, educators, and those interested in the industry who already have completed an undergraduate program.

The certificate is intended for individuals who are:

- Employed in the field and need to enhance their theory knowledge and practical skills in specific areas relevant to their present position or future responsibilities.
- Interested in studying merchandising but cannot commit to a long-term program of study or a master's degree program.

## Admission Requirements

Applicants must have a bachelor's degree from an accredited university or college. Interested individuals with backgrounds in a range of disciplines, including apparel design and fashion merchandising are welcome to apply.

## Foundation Course

FASH 646 Fashion Merchandising: Process and Practice\*

## Curriculum Requirements

FASH 916 Fashion and Retail Theory  
FASH 927 Research Methods in Merchandising  
FASH 936 Retailing and Consumerism  
FASH 947 Global Market: Dynamics of Retailing  
FASH 980 Retail Strategies and Merchandise Management (capstone course)

## Sequencing

The Graduate Certificate in Merchandising requires courses to be taken in a particular sequence with FASH 916 Fashion and Retail Theory and FASH 927 Research Methods in Merchandising as prerequisites for FASH 936 Retailing and Consumerism and FASH 947 Global Markets: Dynamics of Retailing. The Certificate is completed with the capstone course, FASH 980 Retail Strategies and Merchandise Management..

## COURSE DESCRIPTIONS

### FASH 646 Fashion Merchandising: Process and Practice

An overview of the flow of the apparel and home furnishings industry as traced from design inspiration to retail customer. Industry resources related to product manufacturing and innovation are presented. Students explore the interrelationship of fibers, yarns, fabric structures, and finishes on textile products to develop an understanding of product differentiation. The effect of consumer issues on industry regulations, design trends, and technological advancements are discussed. Course may be waived for industry experience or collegiate coursework.

**Prerequisite:** Acceptance into the Graduate Certificate in Merchandising

**FASH 916 Fashion and Retail Theory**

A study of theories related to the fashion industry and how it operates in modern society. Changes in consumer demand for retail merchandise are analyzed using economic and fashion diffusion theories. Retail strategies in administrative management, merchandise management, and store management are explored. Topics include retail communication, channels of operation, supply chain management, and customer relations programs.

**Prerequisite:** FASH 646 Fashion Merchandising: Process and Practice

**FASH 927 Research Methods in Merchandising**

A study of concepts, constructs, models, and theories related to the retail industry. Theory, practice, and application of the research process are analyzed. Topics include the preparation of literature reviews, conducting field research, and data presentation techniques. Emphasis is placed on research instrument development.

**Prerequisite:** FASH 646 Fashion Merchandising: Process and Practice

**FASH 936 Retailing and Consumerism**

A study of consumer behavior and the effects on the retail environment. Understanding the consumer has become vital to retail success. The consumer is examined in relation to demographic, psychographic, and lifestyle segmentation. Theories from diverse academic disciplines are used to examine the consumer's attitudes, motivations, and desires. Topics include self concept, shopping patterns, product meaning, and brand congruence.

**Prerequisite:** FASH 916 Fashion and Retail Theory

**FASH 947 Global Markets: Dynamics of Retailing**

A study of the global interdependence of the retail industry. The industrial, social, and economic conditions in the major manufacturing nations are explored in relation to global product production. Factors such as sourcing, import/export of products, international trade regulations, and cultural business practices are examined. Emphasis is placed on the production of textiles and consumer goods for the US retail industry.

**Prerequisite:** FASH 927 Research Methods in Merchandising

**FASH 980 Retail Strategies and Merchandise Management**

A study of the current practices in constructing a formal business plan. A well researched business plan is required for the acquisition of funding for a new business or expansion of a current retail enterprise. A buying plan is developed utilizing both unit and dollar planning techniques. Topics include Competitive Positioning Strategy, Geographic Information Systems, Open-to-Buy, and Budget Planning Methods.

**Prerequisite:** FASH936 Retailing and Consumerism, FASH 947 Global Market: Dynamics of Retailing, and Permission of Instructor.

# Graduate Certificate in Special Needs

**Note: Offered only through the international programs of the C. Louis Cedrone International Education Center**

The Graduate Certificate in Nutrition Education is designed for overseas teachers in inclusive general education classes in elementary, middle and secondary settings. Other individuals who may benefit from participation in this certificate program are administrators and interested parents.

## Admission Requirements

Applicants applying for a graduate certificate must have earned an undergraduate degree from a regionally accredited college or university with a minimum undergraduate quality point average (QPA) of 2.7. Students not meeting this requirement may be reconsidered for admission after completing one (1) prescribed course in the certificate program.

## Transfer Credit

No transfer credit is allowed in this certificate program.

## Curriculum Requirements

The following four (4) courses are required for the Certificate in Special Needs:

SPED 908	Fundamentals of Teaching
SPED 956	Curriculum Development and Modification
SPED 962	Developmental Patterns of Children with Special Needs
SPED 963	Behavior and Classroom Management

## Completion Requirement

Students must have a minimum B- average or above in the certificate program in order to graduate.

For further information about the Graduate Certificate in Special Needs, please contact Joyce Fahey, Associate Director of the C. Louis Cedrone International Center, [jfahey@framingham.edu](mailto:jfahey@framingham.edu).

## COURSE DESCRIPTIONS

### SPED 908 Fundamentals of Teaching

Provides fundamentals of effective teaching practices that promote access to the general curriculum for students with disabilities and other diverse needs in general education and special education settings. The focus is on understanding students as learners while exploring a variety of approaches, strategies, and adaptations to interaction, instruction, learning activities and assessment. Emphasis is on the teacher's roles, tasks, and responsibility for designing, organizing, and managing delivery of instruction using research-based practices such as Universal Design for Learning, differentiated instruction and individual accommodations.

### SPED 956 Curriculum Development and Modification

Examines various curriculum designs to determine realistic goals for students with different learning styles. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative communication approaches, and team teaching are strategies that are explored. Emphasis is placed on collaborative planning of curriculum units (academic, vocational, life skills), by the interdisciplinary team that address the needs and strengths of each student. Students develop curriculum units, conduct field tests, evaluate and modify their plans.

**SPED 962 Developmental Patterns of Children with Special Needs**

Reviews the developmental sequence from birth through adulthood with emphasis on understanding various pervasive and developmental delays and disabilities. Appropriate educational planning that supports the cognitive, linguistic, social/emotional and physical growth of students in an integrated setting will be examined. Particular emphasis is placed on the interdisciplinary team approach that supports collaboration between the general education classroom teacher and other personnel to provide an appropriate program for students with special needs.

**SPED 963 Behavior and Classroom Management**

Designed to familiarize students with management strategies including behavior and psychodynamic approaches appropriate for classroom implementation as well as home-school behavior management. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group setting. Class participants learn how outside agencies can be utilized to affect student behavior. Focus is systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior.



# Graduate Certificate in STEM Education

The Graduate Certificate in Science, Technology, Engineering and Mathematics (STEM) Education is designed to broaden the knowledge and deepen the understanding of content for middle and high school science, technology/engineering and mathematics teachers. The certificate is only available through participation in the Leadership Initiatives for Teachers and Technology (LIFT<sup>2</sup>) program, which is sponsored by the Metro South/West Regional Employment Board, are STEM businesses externships in technology, life-science and engineering companies to enhance teacher knowledge and instructional practice.

## Admission Requirements

The applicant must have earned a baccalaureate degree from a regionally accredited college or university, be employed as a teacher, and be participating in the LIFT program.

## Curriculum Requirements

The following three (3) courses are required for the Certificate in STEM Education:

EDUC 914	Advanced Instructional Theory and Practice, Mathematics and Science
INST 943	Impact of Technology in Education
EDLE 970	Curriculum Design, Practice and Assessment

The engineering component of the Graduate Certificate in STEM Education is addressed through the externship experience and a series of research-based resources that are used within the coursework.

For further information about the Graduate Certificate in STEM Education please contact Jim Stanton, Academic Director of the LIFT Program:  
[jstanton@mswreb.org](mailto:jstanton@mswreb.org)

## COURSE DESCRIPTIONS

### EDUC 914 Advanced Instructional Theory and Practice

Deals with curriculum development in mathematics, science, and technology; with the design and implementation of instructional strategies including use of appropriate technology; with the effective use of instructional resources; and with developing an advanced level of evaluation skills. Emphasizes curriculum integration and problem-solving approach to effective teaching.

### INST 943 Mathematics and Science

A critical examination of the impact of using technology resources in the classroom including adaptive and assistive technologies and online tools. Students study critical thinking within a technological environment and incorporate them into curriculum. Students create model lessons that are technology-rich and project-based and include outstanding web resources. These lessons integrate graphic organizers, newsletters, and presentations. Students examine the direction of federal, state and district technology plans, learning styles and research proven instructional strategies that use technology and integrate into lessons. Students continue the development of an electronic portfolio to document their field-based experiences.

**Prerequisite:** INST 941 Internet for 21<sup>st</sup> Century Teaching and Learning

**EDLE 970 Curriculum Design, Practice and Assessment**

Provides students with a curriculum update in the major subjects of schooling with special emphasis on student assessment, teaching strategies, learning styles and interdisciplinary curriculum development. Students create a model for designing, implementing, and evaluating curriculum in a chosen discipline. Curriculum concepts are integrated in ways which are meaningful to various cultural groups and minorities. Factors which determine the success of curriculum change, including a needs assessment, will be considered.

# Graduate Certificate in The Teaching of English as Second Language

The Graduate Certificate in The Teaching of English as a Second Language is intended for mainstream teachers whose classrooms include English language learners whose limited language level hinders academic performance. The goal of the program is to provide teachers with the theoretical and practical knowledge needed to identify English language learners' needs and promote learning and academic success for these students.

## Admission Requirements

The applicant must have earned a baccalaureate degree from a regionally accredited college or university, with a minimum undergraduate quality point average of 2.8.

## Curriculum Requirements

A total of four (4) courses are required:

One (1) course from the following:

TESL 901 Language Structure: Phonetics and Morphology

TESL 902 Language Structure: Syntax, Semantics, and Pragmatics

One (1) course from the following:

TESL 932 Sheltered Instruction in the Content Areas

TESL 948 Teaching Reading and Writing in the English Immersion Classroom

The following two (2) courses:

TESL 913 Current Issues in Second Language Acquisition

TESL 966 Seminar in Applied Linguistics

For further information about the Graduate Certificate in The Teaching of English as a Second Language, please contact Dr. Marguerite Mahler, Modern Languages Department, at [mmahler@framingham.edu](mailto:mmahler@framingham.edu).

## COURSE DESCRIPTIONS

### TESL 901 Language Structure: Phonetics and Morphology

An introduction to the universal linguistic properties of sound systems and the basic features of the sound system of English. The rules of word formation and aspects of morphological typology are also examined. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

### TESL 902 Language Structure: Syntax, Semantics, and Pragmatics

An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

**TESL 913 Current Issues in Second Language Acquisition**

A review of recent research and theories of second-language acquisition and the factors that lead to successful acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored.

**TESL 932 Sheltered Instruction in the Content Areas**

Focuses on the development of content lessons and strategies in the teaching of sheltered subject matter. Student learning assessment is incorporated in course materials and projects.

**TESL 948 Teaching Reading and Writing in the English Immersion Classroom**

Explores reading theory and research and their application in shaping and developing literacy skills in English language learners. Balanced reading instruction, specific sheltered English literacy strategies that include vocabulary development, and measures for assessing literacy skills form the core of this course.

**TESL 966 Seminar in Applied Linguistics**

An advanced seminar whose topics change from term to term. Topics in sociolinguistics, psycholinguistics, discourse analysis, and conversational analysis are considered.

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#### ADJUNCT GRADUATE FACULTY

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**Berardi, Robert**, B.S., M.Ed., Worcester State College; M.A., Framingham State University; Ed.D., Northeastern University; Visiting Assistant Professor, Education

**Bretschneider, Pamela**, B.A., Boston College; M.Ed., Framingham State University; Ph.D., Boston College; Visiting Assistant Professor, Education

**Burke, Edward**, B.A., Notre Dame; M.P.A., Princeton University; J.D., Suffolk University; Visiting Professor, Health Care Administration

**Canner, Mary**, B.A., Brown University; M.Ed., Lesley College; C.A.S., Harvard University; Visiting Senior Instructor, Education

**Colwell, Martha**, B.A., University of Massachusetts - Amherst; M.S.Ed., University of South Maine; Ed.D., Nova Southeastern University; Visiting Associate Professor, Education

**Comment, Kristin**, B.A., Montclair State College; M.A., State University of New York, Stony Brook; M.Ed., Framingham State University; Ph.D., University of Maryland, College Park; Visiting Instructor, English

**Corkery, Mary**, B.A., M.A., University of Massachusetts, Boston; Visiting Instructor, Education

**Crosby, Guy**, B.S., University of New Hampshire; Ph.D., Brown University; Associate Professor, Chemistry and Food Science

**Cunningham, Richard**, B.A., M.Ed., Framingham State University; D.Ed., University of Massachusetts, Lowell; Visiting Professor, English

**Dittami, Peter**, B.S., Worcester State College; M.Ed., Boston College; Ed.D., Boston University; Visiting Assistant Professor, Education

**DuBois, Mary Ellen**, B.A., Regis College; M.Ed., Curry College; M.Ed., Framingham State University; Visiting Instructor, Education

**Epstein, Diane**, B.S., Worcester State College; M.Ed., Wilkes University; M.Ed., Framingham State University; Visiting Instructor, Education

**Ferguson, Kimberly**, B.S., Worcester State College; M.S., Worcester State College; Visiting Assistant Professor, Education

**Flynn, James B.**, Reverend, B.A., Catholic University; M.Ed., Ph.D., Boston College; Visiting Professor, Education

**Gallagher, Sharon L.**, B.S., Cornell University; M.Ed., Framingham State University; R.D., C.D.E., Visiting Senior Instructor, Consumer Sciences

**Good, Arnold**, B.S., Roosevelt University; M.S., Ph.D., Illinois Institute of Technology; Visiting Professor, Mathematics

**Gray, Michael**, B.S., Providence College; M.A., George Washington University; Visiting Senior Instructor, Health Care and Public Administration

**Hansen, Norman**, B.A., Tufts University; M.B.A., Ph.D., Northeastern University; Ph.D., Northeastern University; Visiting Associate Professor, Economics and Business

**Harrington, Joseph**, B.S., Boston College; M.A., Ph.D., Georgetown University; Professor Emeritus, History

**Holland, Edward**, B.A., Columbia University; M.S., Simmons College; Visiting Instructor, Education

**Holland, Wendie**, B.A., University of Connecticut; Ph.D., California Professional School of Psychology, San Diego; Visiting Instructor, Education

**Holtzen, David**, B.A., University of Nebraska, Lincoln; M.A., Ph.D., Boston College; Visiting Instructor, Counseling Psychology

**Inman, Mark**, B.S., Bloomsburg University of Pennsylvania; M.A., Indiana University of Pennsylvania; Visiting Instructor, Economics and Business

**Keating, Laraine**, B.A., Emmanuel College; B.S., Franklin Pierce College; M.Ed., Boston State College; Visiting Instructor, Education

**Kennedy, Martin**, B.A., M.Ed., Boston College; M.B.A., Northeastern University; Visiting Senior Instructor, Health Care and Public Administration

**Kohl, Bradley**, B.A., University of Arizona; M.S.W., Simmons College; Visiting Instructor, Counseling Psychology

**Koshy, Thomas**, B.S., M.S., Kerala University; Ph.D., Boston University; Professor, Mathematics

**Ju, Haewon**, B.S., Yonsei University, Korea; M.S., Ph.D. University of Minnesota; Visiting Instructor, Consumer Science

**Langenhorst, Don**, B.A., Washington State University, Pullman; M.S.T., Portland State University; M.S., Northeastern University; Visiting Instructor, Education

**Lidback, Margaret**, B.A., M.A., Ph.D., Boston University; Professor, Physics and Earth Science

**Luskin, Beverly**, B.A., Jersey City State College; M.Ed., Boston College; Visiting Instructor, Education

**Majoy, Rosanne**, B.A., Ohio Northern University; M.A., Teachers College, Columbia University; C.A.G.S., Worcester State College; D.Ed., Boston College; Visiting Associate Professor, Education

**Masotta, Maria**, B.A. Hartwick College; M.S., Psy.D., Nova Southeastern University; Visiting Instructor, Counseling Psychology

**Melanson, Paulette**, B.S.N., M.S.N., Boston College; Visiting Professor

**Merriam, Deborah A.**, B.A. University of Massachusetts; M.A., Framingham State University; Ed.D., Boston University; Visiting Assistant Professor, Education

**Mulready-Shick, JoAnn**, B.S., University of Delaware; M.S.N., University of Pennsylvania; Ed.D., University of Massachusetts

**Nolletti, Arthur E., Jr.**, B.A., Ohio University; M.A., Ph.D., University of Wisconsin; Professor, English

**Nowers, Deborah K.**, B.A., Skidmore College; M.Ed., Boston University; Ed.D., University of Massachusetts, Amherst; Visiting Assistant Professor, Education

**Nutting, P. Bradley**, B.A., Earlham College; M.A., Ph.D., University of North Carolina; Professor, History

**O'Connell, James**, B.A., Northeastern University; M.Ed., Framingham State University; D.Ed., Boston College; Visiting Assistant Professor, Education

**Remillard, Daniel D.**, B.A., Framingham State University; M.A., St. Bonaventure; Psy.D., Massachusetts School of Professional Psychology; Visiting Assistant Professor, Counseling Psychology

**Riley, Loy**, B.A., M.S., University of Rhode Island; Visiting Instructor, Education

**Sacco, Edward**, B.S., M.Ed., Northeastern University; Ed.D., University of Massachusetts-Lowell; Visiting Associate Professor, Education

**Seiden, Mark**, B.A., Hunter College; Ph.D., Cornell University; Professor, English

**Seihoun, Farideh**, B.A., University of Teheran; M.S., Dominican College; Ed.D., University of Massachusetts, Amherst; Visiting Professor, Education

**Smith, Patricia**, B.A., Marymount University; M.A., George Mason University; Ed.D., Boston University; Visiting Associate Professor, Education

**Stolar, Andrea**, B.S., M.A., American International College; Ed.D., Nova Southeastern University; Visiting Instructor, Education

**Wallace, Robert B.**, B.A., Miami University; Ph.D., Northwestern University; Professor, Economics and Business Administration

**Waters, Linda B.**, B.A. University of Rhode Island; M.Ed., Rhode Island College; Visiting Instructor, Education

**Wulf, Sharon**, B.S., Providence College; M.B.A., Northeastern University; Ph.D., Columbia Pacific University; Visiting Assistant Professor, Economics and Business

# Rights of Students

## PRIVACY RIGHTS OF STUDENTS

Students are hereby notified that Framingham State University complies with the provisions of federal laws governing the privacy and disclosure of student information. The College has adopted a policy for assuring this privacy. This policy defines types and locations of educational records, stipulates students' rights, describes procedures for students to review and inspect educational records, and provides a procedure to file complaints concerning alleged failures by the institution to comply with the federal law. Copies of the institutional policy may be secured from the Dean of Students.

## NONDISCRIMINATION POLICY

It is the policy of Framingham State University not to discriminate in education or employment on the basis of race, color, religion, creed, sex, sexual orientation, age, disability, veteran status, marital status, or national origin. The College operates under an Affirmative Action/Equal Opportunity Plan, approved by the Board of Higher Education and the College's Board of Trustees, that promotes and maintains a policy of nondiscrimination, equal opportunity, and affirmative action. The College encourages people of color, women, and persons with disabilities to participate in all the rights, privileges, programs, and activities generally accorded or made available to the College community. Inquiries or advice concerning discrimination and the application of these policies, laws and regulations may be referred to the Disability Services Coordinator, Framingham State University, 100 State Street, PO Box 9101, College Center, Room 510C, Framingham, Massachusetts 01701-9101, telephone number 508-6264627 (V/TTY) or to the Affirmative Action Office of the College at 508-626-4530, Room 310, Dwight Hall. Further inquiries may be made to the Assistant Secretary for Civil Rights, United States Department of Education, Washington, D.C.

## 2012-2013 Academic Calendar

### Fall Semester 2012

Semester Begins.....	Wednesday, September 5, 2012
Semester Ends.....	Saturday, December 22, 2012
Winter Commencement.....	Saturday, February 2, 2013

### Spring Semester 2011

Semester Begins.....	Tuesday, January 22, 2013
Semester Ends.....	Friday May 10, 2013
Spring Commencement.....	Sunday, May 19, 2013