2024-2025
First-Year Student
Academic Advising and
Registration Guide
Dear First-Year Students,

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

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

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

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

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

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

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

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

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

General Education (Gen Ed) courses

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

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

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

See the Gen Ed Thematic Pathways located in this booklet for ways to complete requirements while satisfying your curiosity!
All new first-year students are required to take a RAMS course. The list below includes the options for Fall 2024. Each seminar offers a thought-provoking thematic focus taught by a faculty member with expertise in the subject. RAMS also helps you adjust to college through guidance in topics such as study skills and time management, and through an introduction to the many resources on campus. A student mentor is paired with each course and serves as a resource and guide for the transition to FSU.

In the Honors Program? Choose one of the four HNRS sections listed under "HNRS 101 First-Year Seminars - Offered Fall 2024 for Honors Program." Questions? Contact Dr. Greg Halfond at ghalfond@framingham.edu.

First in your family to attend college? Consider one of the four RAMS listed under "RAMS 101 First-Year Seminars - Offered Fall 2024 for GenOne Next Level." Through special programming, faculty and peer mentors, you will be connected to other first-generation students through the RAMS seminar. Interested in learning more? Please email generationone@framingham.edu.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Course Description</th>
<th>Meets</th>
<th>GenEd Domain</th>
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<tbody>
<tr>
<td>90672 RAMS 101EN 001</td>
<td>The City in American Culture</td>
<td>Luke Dietrich (Department of English)</td>
<td>An exploration of how story-tellers portray urban spaces in the United States. How do artists and authors imagine cities in their work? What are the attractions and perils of city life? Why do people feel as if they belong, or do not belong, in the city? The course considers these questions by engaging with a variety of critical and artistic works: journalistic articles on United States housing policy, short fiction by Edgar Allan Poe and Edith Wharton, poetry from the modernist era, films such as Spike Lee’s.</td>
<td>MW 12:30-1:20 &amp; R 12:30-2:20</td>
<td>I-B</td>
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<tr>
<td>90673 RAMS 102EN 001</td>
<td>Imagination and Testimony: Writing against Injustice</td>
<td>Leah Van Vaerenewyck (Department of English)</td>
<td>An exploration of how testimony and works of creative writing capture, respond to, and resist injustice. Is testimony or creative writing a better tool against injustice? In this course, students pursue the answer to that question through examination of first-person accounts and creative pieces that examine racial injustice in the United States and South Africa. A comparative study of racial segregation in both countries leads students to gain a deeper understanding of the history and legacy of slavery and Apartheid. Ultimately, students have the opportunity to investigate how another instance of injustice is treated through testimony and creative works.</td>
<td>TR 2:30-4:20</td>
<td>III-B</td>
</tr>
<tr>
<td>90674 RAMS 103EN 001</td>
<td>You Are Here: Creative Writing about Place, Perspective, and Possibility</td>
<td>Colleen Coyne (Department of English)</td>
<td>An introductory creative writing workshop focused on your experience of self and place. How does where you are, or where you’re from, influence who you are? As we read and write both poetry and prose, we explore the self as a function of place, themes such as “home” and “away,” and ideas of belonging and non-belonging that engage with current social justice issues. For inspiration, we study examples from diverse voices in contemporary literature, and we share our own writing through workshops and readings. We also explore and write about Framingham State’s campus and the surrounding area, as we consider how your college experience connects to your past and informs your potential future. This course includes generating, drafting, and revising your creative work for an audience.</td>
<td>MW 12:30-1:20 &amp; R 12:30-2:20</td>
<td>I-A</td>
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<tr>
<td>90676 RAMS 103EN 003</td>
<td>Our Families, Ourselves</td>
<td>Patti Horvath (Department of English)</td>
<td>An exploration of the idea of family: where we come from and the stories that have shaped us. We consider diverse notions of what constitutes a “family” as we write and revise our own stories and essays on the theme of family. The course is conducted primarily as a creative writing workshop during which we discuss each other’s work in progress. We also take up the issue of craft: what makes a piece of writing effective and how we can apply those tools to our own work. Using published work, photographs, interviews, writing exercises, and our imaginations and memories, we spend the semester researching and writing our own family stories.</td>
<td>MW 2:30-4:20</td>
<td>I-A</td>
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<td>90678 RAMS 101ES 002</td>
<td>10 Ways the Earth Can Kill You</td>
<td>Amy Johnston (Department of Environment, Society, &amp; Sustainability)</td>
<td>An exploration of natural disasters - floods, volcanoes, earthquakes – that cost thousands of lives and cause tens of billions of dollars of damage every year. This total only increases as the population swells and climate change reaches every corner of the globe. This course examines the causes and effects of the more common natural disasters, discusses their predictability, and examines how societies choose to deal with these catastrophic events. Students explore policy choices that can save - or cost - us billions of dollars and thousands of lives every year.</td>
<td>MW 2:30-4:20</td>
<td>II-B</td>
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<tr>
<td>90789 RAMS 102FN 001</td>
<td>Nailed It! Achieving Success in the Kitchen through Science and Creativity</td>
<td>Cathy Wickham (Department of Nutrition &amp; Health Studies)</td>
<td>An exploration of cooking and baking basics with the intent to help students nail it in the kitchen! Cooking and baking are part science (chemistry and nutrition) and part art (creativity and fun). Understanding culinary basics is helpful in building important lifelong foundational skills related to planning, managing, selecting, preparing and eating food. In this course students actively navigate the kitchen, mixing together traditional classroom presentations, discussions, activities, and projects with cooking demonstrations and hands-on cooking experiences. Topics may include: How to Read a Recipe, Ramen It Up, Pizza the Perfect Food, Time to Toot about Beans, Eggcellent Eggs, Vegetables A-Z, etc. Students will have the opportunity to earn the ServSafe Food Handler Credential.</td>
<td>MW 2:30-4:20</td>
<td>II-B</td>
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<tr>
<td>Course Title: Travel Writing: The Journey is the Destination</td>
<td>This course satisfies GenEd Domain III-C.</td>
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<td><strong>Course Description:</strong> An exploration of travel writing and its role in developing a global perspective. Most people think that travel means getting on an airplane or taking a long car trip. In this class, we consider how travel can also be about seeing your surroundings and yourself differently. As travel writer Pico Iyer explains “We travel, initially, to lose ourselves; and we travel, next, to find ourselves.” Similar to Iyer’s idea, your first-semester college experience is one full of discovery, and with a traveler’s perspective you can reflect on that experience. In this course, you read travel stories that help you see the world differently, write travel narratives to explore your emerging world view, and take short field trips to explore your surroundings. The course culminates with the production of a travel guide for new students at FSU.</td>
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<td><strong>Instructor:</strong> Sandy Hartwiger (Department of English)</td>
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<td><strong>Course Meets:</strong> MW 12:30-1:20 &amp; R 12:30-2:20</td>
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<th>Course Title: Growth through Challenge: Body, Mind, Spirit, and Ultra Running</th>
<th>This course satisfies GenEd Domain II-B.</th>
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<td><strong>Course Description:</strong> A multidisciplinary examination of the science of ultra running and its relationship to dimensions of human growth. What is ultra running? Anything beyond the marathon distance! How and why do people build the strength, motivation, and desire to complete ultra running events of 30, 50, 100 miles or more? What do people mean when they say ultra running “changed their life?” We investigate those questions and more. Explore physical (body), psychological (mind), and experiential (spirit) factors involved in ultra running. Experiential learning activities include creating a training plan, group and individual running, journaling, and more. Prior running experience and ability are not required, but physical activity is required in this course. In-season athletes should strongly consider how additional running impacts their sport before enrolling in this course. Accommodations and modifications for all physical activities are available.</td>
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<td><strong>Instructor:</strong> Brian Souza (Department of Nutrition &amp; Health Studies)</td>
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<td><strong>Course Meets:</strong> MW 12:30-1:20 &amp; R 12:30-2:20</td>
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<tr>
<th>Course Title: Prisoner’s Dilemma: The Case for Cooperation</th>
<th>This course satisfies GenEd Domain II-A.</th>
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<td><strong>Course Description:</strong> An investigation into cooperation and collective action through the lens of mathematical game theory—specifically a game called the Prisoner’s Dilemma. When should a person cooperate, and when should a person be selfish, in an ongoing interaction with another person? What conditions are necessary for cooperation to occur in a world of egotists? Should a friend continue providing favors to a friend who doesn’t reciprocate? After studying the structure underlying the Prisoner’s Dilemma, students bring real-world scenarios to class, model them with the Prisoner’s Dilemma game, and determine how to tweak the model/scenario in order to enhance the chances for cooperation, before ultimately creating and presenting a paper illustrating an application of the Prisoner’s Dilemma.</td>
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<td><strong>Instructor:</strong> Rob Page (Department of Mathematics)</td>
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<td><strong>Course Meets:</strong> MW 2:30-4:20</td>
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<tr>
<th>Course Title: The Science of Lies and Lie Detection</th>
<th>This course satisfies GenEd Domain II-B.</th>
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<td><strong>Course Description:</strong> An examination of deception and methods of lie detection. We investigate how scientists study deception and the roles that science and superstition play in lie detection. We also address how racism and bias may impact the accuracy of lie detection tests. In this course, students learn to conduct various lie detection tests, read articles about deception and the scientific merit of lie detection, debate the appropriateness of lie detection, and discuss how contemporary media depicts lie detection. Questions of interest include: What do scientists know about deception? What evidence is considered credible by scientists? Have appropriately diverse samples been used when researching deception and testing lie detection methods? Are psychopaths and others with personality disorders able to fool lie detector tests? Should lie detection tests be allowed in the criminal justice system?</td>
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<td><strong>Instructor:</strong> Robert Donohue (Department of Psychology &amp; Philosophy)</td>
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<td><strong>Course Meets:</strong> MW 8:30-10:20</td>
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<tr>
<th>Course Title: The 9/11 Attacks: Terror and Empire in the New Millennium</th>
<th>This course satisfies GenEd Domain III-B.</th>
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<td><strong>Course Description:</strong> An exploration of the 9/11 World Trade Center attacks and how they changed American and global politics. Why did al-Qaeda attack the United States? What even is al-Qaeda, and where did they come from? What changed after 9/11? This course traces the long history of 9/11—from the founding of Islam to September 11, 2001 to now. Through the lens of 9/11, students learn about the politics of spies, religious zealots, civil wars, terrorism, mass surveillance, and conspiracy theories, among other things. Through research, analysis, and writing about 9/11 and related issues, students learn to analyze politics, violence, and war in America and the world.</td>
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<td><strong>Instructor:</strong> Sam Biasi (Department of Political Science, Law, &amp; Global Studies)</td>
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<td><strong>Course Meets:</strong> TF 12:30-2:20</td>
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**RAMS 101 First-Year Seminars - Offered Fall 2024 (continued)**

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<tr>
<th>Course Code</th>
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<th>Course Description</th>
<th>Instructor(s)</th>
<th>Course Meets</th>
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<tr>
<td>90684 RAMS 101PS 001</td>
<td>The Mental Health and Wellbeing of U.S. College Students</td>
<td>An examination of some of the unique challenges and exciting opportunities faced by today's college students. Potential topics include: the transition to college, the experiences of first-generation college students, building a community at college, risky behaviors among college students, and using college to prepare for the future. Through exposure to research and in-class discussion, students explore topics as they relate to mental health, wellbeing, stress, and resilience. The seminar includes self-reflective journal writing about your own experiences as a new college student and a project involving the in-depth examination of a mental health condition, such as anxiety, depression, eating disorders, or attention-deficit/hyperactivity disorder, commonly experienced by college students.</td>
<td>Kim Arditte Hall (Department of Psychology &amp; Philosophy)</td>
<td>TR 8:30-10:20</td>
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<tr>
<td>90685 RAMS 101SO 001</td>
<td>Communities and Crime</td>
<td>An investigation of why crime is not evenly distributed across communities, but rather clusters within particular settings. Students examine definitions of community and how they vary across formal and informal boundaries through a criminological lens. Students unpack the social and structural forces and characteristics within communities that drive, and conversely, prevent crime and disorder. Through team-based learning and personal reflection, students make connections from the class material to their personal lives, the lives of their friends and family, their own communities, and beyond.</td>
<td>Andrew Franquiz (Department of Sociology &amp; Criminology)</td>
<td>TF 12:30-2:20</td>
</tr>
<tr>
<td>90686 RAMS 101SO 002</td>
<td>Mass Murder - An American Phenomenon</td>
<td>An examination of why this crime occurs more frequently in the United States relative to other advanced countries. The course looks at the characteristics and relationships between offenders and victims, in addition to location and type of weapon(s) used during a mass murder. Students learn how the United States is becoming more desensitized to this crime; and how the reaction and proposed solutions to mass murder have been consistent and ineffective over the last decades. By utilizing peer-reviewed and news articles, students learn about the difficulty in studying these crimes, including a lack of a reliable database of mass murders.</td>
<td>Trinidad Morales (Department of Sociology &amp; Criminology)</td>
<td>TR 2:30-4:20</td>
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**RAMS 101 First-Year Seminars - Offered Fall 2024 for GenOne Next Level**

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<tr>
<th>Course Code</th>
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<th>Instructor(s)</th>
<th>Course Meets</th>
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<tr>
<td>90736 RAMS 102ED 001</td>
<td>Taking Our Power Back: Immigration and Refugee Stories as Counterstories in History</td>
<td>An exploration of immigrant and refugee experiences, with discussions of the implications of what it means to be an immigrant/refugee in relation to master narratives learned in educational experiences about historical events. Students read picture books, graphic novels, and short stories to contextualize their families’ stories and challenge historical narratives taught in previous academic settings. Students also write about their experiences, exploring their families’ journeys and their own experiences and those of their family members as students, caregivers, or parents. Students share their stories with a public audience.</td>
<td>Chu Ly (Department of Education)</td>
<td>TR 2:30-4:20</td>
</tr>
<tr>
<td>90675 RAMS 103EN 002</td>
<td>I'm a Flame You Can't Put Out: Reading &amp; Writing Memoir</td>
<td>An exploration of memoir as the art of shaping one's personal history and experiences into compelling scenes and descriptions that often read like fiction. It isn't merely a recounting of facts; memoir demands deep reflection and speculation about ourselves and the world around us. Throughout the course, we examine published memoirs, critically analyzing the techniques authors employ—voice, structure, pacing, &quot;character&quot; development, and other craft elements. Additionally, we engage in writing our own memoirs, generating material, refining editing skills, honing our command of storytelling, and gaining fresh perspectives on our life experiences.</td>
<td>Jennifer De Leon (Department of English)</td>
<td>T 10:30-12:20 &amp; F 8:30-10:20</td>
</tr>
<tr>
<td>90677 RAMS 101ES 001</td>
<td>Climate Change and Social Justice in the Arctic and Beyond</td>
<td>An investigation of a challenging real-world crisis: climate change, at the intersection of science, society and justice. For the native Iñupiaq peoples of the Alaskan North Slope, everything is changing – the extent of the ice, the animals that roam the tundra, and the migration patterns of the bowhead whales the Iñupiat depend upon. Why is the Arctic warming at four times the global rate? What does the ice mean to the people, and to the diversity of life in the far North? How does Arctic sea ice melt affect weather and climate in other parts of the world, including Massachusetts? Students examine these questions through an interdisciplinary exploration of the essential science of climate change and its impacts and implications, with special emphasis on the Iñupiat, the animals on which they depend, and their unique collaboration with scientists.</td>
<td>Vandana Singh (Department of Environment, Society, &amp; Sustainability)</td>
<td>MWRF 11:30-12:20</td>
</tr>
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*Note: This section is open to GenOne Next Level Students only.*
self-identity. How does the sequential visual voice allow us to talk about ourselves as individuals—love, memory, family, ancestry, about the relationship between higher education and society, such as: Why do some college students “get further ahead” than others? Why do some students get more involved in co-curricular activities than others? Who attends four-year versus two-year institutions? How do families and peers shape the educational paths students take? How does being first generation affect a student’s experiences in and outside the classroom? Coursework includes research-based assignments, reading counterstories, written reflections and class discussions.

Instructor: Patricia Sanchez-Connally (Department of Sociology & Criminology)

Note: This section is open to GenOne Next Level Students only.

HNRS 101 First-Year Seminars - Offered Fall 2024 for Honors Program

90765 HNRS 101AR 081
Course Title: My Graphic Me: Exploring Identity through the Creation of Graphic Novels
Course Description: An introduction to the art of graphic novel production in which students develop illustrated stories that explore self-identity. How does the sequential visual voice allow us to talk about ourselves as individuals—love, memory, family, ancestry, race, gender, aspirations, experiences? Through a series of hands-on exercises, this course exposes students to a range of artmaking possibilities including pen/brush with ink, collage, digital lettering, and digital coloring. The course introduces students to the work of noted graphic novelists who have used the medium autobiographically, including Joe Sacco, Gene Luen Yang, and Art Spiegelman. Using oral and written histories, students conduct research pertinent to their personal narratives. The course culminates in the collaborative design and printing of graphic novel shorts in a bound volume.

Instructor: Marc Cote (Department of Art & Music)

Note: This section is open to Honors Program Students only.

90733 HNRS 101GY 081
Course Title: The future of water: An essential but uncertain resource
Course Description: An exploration of our relationships with and to water. Although many of us take clean, unlimited water for granted in the United States, access to water is increasingly threatened across the globe. In many places, “too much” water in intense storms floods communities and takes lives and property. In other places, “too little” water pits people against each other in fierce competition for this precious resource. Still elsewhere, water that people thought was safe has been exposed as a shocking danger to human health. Using readings from diverse sources, we address access to reliable, safe water using geographical, political, and ethical perspectives, and set the concepts of place, social justice, and sustainability at the center of our inquiries.

Instructor: Judith Otto (Department of Environment, Society, & Sustainability)

Note: This section is open to Honors Program Students only.

90734 HNRS 101HI 081
Course Title: Beyond GI Joes and Easy Bake Ovens: Gender and Childhood in American History
Course Description: An exploration of the ways boys and girls have been treated and depicted in American history. In colonial America boys and girls both regularly wore dresses before the age of 7 and in the nineteenth century pink was often considered a "boy color." In the 1960s girls were being given Easy Bake Ovens while boys were handed GI Joes. From clothes, chores, toys, and haircuts to expectations for behavior and opportunities for education, many elements of children’s experiences have been determined by society’s often-rigid gendered expectations. In this course we explore the gendered norms in time periods across American history and how children’s experiences were shaped by them, with attention to variation among class, racial, ethnic, and religious groups within American society.

Instructor: Sarah Mulhall Adelman (Department of History)

Note: This section is open to Honors Program Students only.

91014 HNRS 101EN 08
Course Title: Fantasy and Science Fiction
Course Description: An examination of a variety of speculative fiction — science fiction, fantasy, fairy tales, and other fantastic literature — to answer a question Salman Rushdie raises, “What’s the use of stories that aren’t even true?” Speculative fiction can project a possible future, revise our understanding of the past, or reveal truths about the present. It gives us insight into how people very different from us see the world, and shows us unexpected things we have in common. And it is a spur to critical thinking, debate, and further explorations. This course hones your reading, critical and creative writing, and research skills while we explore a wide and fantastic variety of stories.

Instructor: Rachel Trousdale (Department of English)

Note: This section is open to Honors Program Students only.

91068 HNRS 102PH 081
Course Title: Resilience in Togas
Course Description: An investigation of the life of Socrates through the writings of Plato. The philosopher Socrates was put to death by fellow Athenians for asking questions! Socrates described himself as a person who knew nothing worth knowing. Ever concerned with what it meant to live well, he sought out the greatest minds in Athens and posed questions about the virtues that constitute a worthwhile life…virtues like courage, friendship, love, and justice. His conclusion: these great minds know no more than he does, and true wisdom lies in understanding how little human beings can ever know about those things that are so important to know. And yet, for Socrates, the most important human endeavor is to seek continually the true meaning of these virtues. This course presents Socratic investigation as a key to navigating the inherent difficulties of human existence. Despite ending in execution, Socrates’ life is held up as an ideal.

Instructor: Joe D’Andrea (Department of Psychology & Philosophy)

Note: This section is open to Honors Program Students only.
By choosing to become part of GenOne Next Level, you will join a special cohort of students who share a common first-year experience. You will benefit from a faculty mentor who teaches your RAMS 101 seminar and others who will guide you through the maze of the first-year of college. Special programming throughout the year will focus on majors and careers, financial literacy, mental health and wellness, and academic development.

WHY PARTICIPATE?
GenOne Next Level helps first-generation students transition to college, build confidence, develop a sense of belonging, engage with faculty and staff on a deeper level, and form friendships that will last throughout your college career. This strong foundation can make the difference for a successful college career.

PROGRAM BENEFITS
Learning how to be a successful college student is at the heart of GenOne Next Level. Specific benefits include:

- Access to a faculty mentor outside the classroom for guidance and help
- Relationship with a current FSU student who serves as a peer mentor for the RAMS 101 Seminar
- Dedicated lounge in Hemenway Hall
- Special help and programs regarding careers and majors, financial literacy, mental health and wellness and academic success
- Interactions with other students, faculty and staff who share the common experience of being first in the family to attend college
- Introduction to the many resources available to you at FSU
- Acknowledgment of your strengths and contributions as members of the FSU community
Course Title: Level Up: How Does Your Background Influence Success in College?
Instructor: Dr. Patricia Sanchez-Connally (Department of Sociology and Criminology)
Course Description: Students explore the multiple sociocultural factors that influence success in college and ask questions about the relationship between higher education and society. Why do some college students "get further ahead" than others? Why do some students get more involved in co-curricular activities than others? Who attends four-year vs. two-year institutions? How do families and peers shape educational pathways? How does being a first-generation college student affect their experiences in and outside the classroom? Coursework includes research based assignments, reading counterstories, writing self-reflections and engaging in discussions.
CRN Number: 90687
Course Meets: Tuesday/Friday 12:30-2:20pm

Course Title: Taking Our Power Back: Immigration and Refugee Stories as Counternarratives in History
Instructor: Dr. Chu Ly (Department of Education)
Course Description: An exploration of immigrant and refugee experiences, with discussions of the implications of what it means to be an immigrant/refugee in relation to master narratives learned in educational experiences about historical events. Students read picture books, graphic novels, and short stories to contextualize their families’ stories and challenge historical narratives taught in previous academic settings. Students also write about their experiences, exploring their families’ journeys and their own experiences and those of their family members as students, caregivers, or parents. Students share their stories with a public audience.
CRN Number: 90736
Course Meets: Tuesday/Thursday 2:30-4:20pm

Course Title: I'm a Flame You Can't Put Out: Reading & Writing Memoir
Instructor: Professor Jennifer De Leon (Department of English)
Course Description: Memoir is the art of shaping one’s personal history and experiences into compelling scenes and descriptions that often read like fiction. Yet, it is not simply a retelling of facts. Memoir demands that we push deep into reflection and speculation about ourselves and the world around us. To this end, we will examine published memoirs and take a critical look at what techniques the authors use—voice, structure, pacing, “character” development, and other elements of craft—and write our own. You will generate material, refine your editing skills, heighten your command of storytelling, and take a fresh look at your life experience.
CRN Number: 90675
Course Meets: Tuesday 10:30am-12:20pm and Friday 8:30-10:20am

Course Title: Climate Change and Social Justice in the Arctic and Beyond
Instructor: Dr. Vandana Singh (Department of Environment, Society, and Sustainability)
Course Description: An investigation of a challenging real-world crisis: climate change, at the intersection of science, society and justice. For the native Iñupiaq peoples of the Alaskan North Slope, everything is changing – the extent of the ice, the animals that roam the tundra, and the migration patterns of the bowhead whales the Iñupiat depend upon. Why is the Arctic warming at four times the global rate? What does the ice mean to the people, and to the diversity of life in the far North? How does Arctic sea ice melt affect weather and climate in other parts of the world, including Massachusetts? Students examine these questions through an interdisciplinary exploration of the essential science of climate change and its impacts and implications, with special emphasis on the Iñupiat, the animals on which they depend, and their unique collaboration with scientists.
CRN Number: 90677
Course Meets: Monday, Wednesday, Thursday, Friday 11:30am-12:20pm
Themes: Make Your Own Path Through General Education: Fall 2024

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

In the thematic pathways below, you’ll see the 100-level General Education courses that you could take in Fall 2024, including the RAMS and HNRS 101 courses, organized by theme. The numbers after each course are the numbers you can use to register. Lists like this will be available each semester at advising time.

**Theme: Climate Change and Sustainability**

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

**Domain II-B**

- EASC 101 Climate Change is Now: An Introduction to Earth Systems (90559, 90558)
- EASC 108 Understanding the Weather: Introduction to Meteorology (90556)
- EASC 118 Our Blue Planet: An Introduction to Oceanography (90554)

**Domain III-B**

- PHYS 111/L Physics, Nature, and Society (90583 & 90584-Lab)
- RAMS 101ES 10 Ways the Earth Can Kill You (90678)
- RAMS 101ES Climate Change and Social Justice in the Arctic and Beyond (90677 – GenOne Next Level)

**Theme: Public Health**

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

**Domain II-B**

- NUTR 110 Fundamentals of Nutrition Science (90643, 90642, 90746, 90644, 90645)
- RAMS 101HW Growth Through Challenge: Body, Mind, Spirit, and Endurance Running (90738)

**Domain III-B**

- RAMS 101PS The Mental Health and Wellbeing of U.S. College Students (90684)
- RAMS 101SO Mass Murder – An American Phenomenon (90686)

**Domain III-C**

- RAMS 102BI Cancer, Cell Lines, and Medical Ethics: The Immortal Life of Henrietta Lacks (90670)
Thematic Pathways (Continued)

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

**Domain I-B**
RAMS 102ED Taking Our Power Back: Immigration and Refugee Stories as Counternarratives (90736-GenOne Next Level)

**Domain II-A**
RAMS 102DH Digital Justice (90737)

**Domain II-B**
RAMS 101NE The Science of Lies and Lie Detection (90681)

**Domain III-A**
HSTY 111 United States History to Reconstruction (90131, 90130)
HSTY 112 United States History since Reconstruction (90132)
HSTY 133 Latin America, Independence to the Present (90133)
HSTY 165 Slavery, Race, and Rights in American History (90135)
HSTY 186 History of Modern Violence (90136)
HNRS 101HI Beyond GI Joes and Easy Bake Ovens: Gender and Childhood in American History (90734 – Honors)

**Domain III-B**
HNRS 101GY The Future of Water: An Essential but Uncertain Global Resource (90733 - Honors)
RAMS 102EN Imagination and Testimony: Writing against Injustice (90673)
RAMS 101SO Level Up: How Does Your Background Influence Success in College (90761)
SOCI 101 Introduction to Sociology (90387)
SOCI 130 Social Problems (90745, 90390, 90389)

**Domain III-C**
CHIN 186 Through the Dragon’s Eyes: Modern China’s Cultures and Traditions (90154)
GEOG 110 World Regional Geography (90377; 90378; 90379)
RAMS 101AH The Korean Wave: K-Pop, Netflix, and Korean Art (90669)
RAMS 102BI Cancer, Cell Lines, and Medical Ethics: The Immortal Life of Henrietta Lacks (90738)
RAMS 101ED Art Enjoyment in the Classroom and Beyond (90671)

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

**Domain I-B**
RAMS 102ED Taking Our Power Back: Immigration and Refugee Stories as Counternarratives (90736-GenOne Next Level)

**Domain II-B**
RAMS 101ES Climate Change and Social Justice in the Arctic and Beyond (90677 – GenOne Next Level)

**Domain III-A**
HSTY 105 Europe and the World to circa 1450 (90129)
HSTY 111) United States History to Reconstruction (90130, 90131

**Domain III-B**
HSTY 112 United States History since Reconstruction (90132)
HSTY 133 Latin America, Independence to the Present (90133)

**Domain III-C**
GEOG 110 World Regional Geography (90569, 90568, 90570)
RAMS 101AH The Korean Wave: K-Pop, Netflix, and Korean Art (90669)
### Framingham State University Mathematics Pathways

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

**Humanities Pathway**
- American Sign Language
- Art History
- Child & Family Studies
- Communication Arts
- English
- Global Studies
- Liberal Studies
- Spanish
- Studio Art
- World Languages & Linguistics

**Business Pathway**
- Fashion Design/ Fashion Merchandising/
- Hospitality & Tourism Management
- International Business Management
- Marketing
- Sports Management

**Statistics Pathway**
- Criminology
- Environment, Society, & Sustainability
- Geospatial & Data Analysis
- Health & Wellness - Community & Public Health
- History
- Political Science
- Psychology
- Sociology

**Education Pathway**
- Early Childhood Education
- Elementary Education

**Calculus Pathway**
- Accounting
- Biochemistry
- Biology
- Business & Information Technology
- Chemistry
- Computer Science
- Economics
- Environmental Sciences
- Finance
- Food & Nutrition
- Food Science
- Health & Wellness - Fitness
- Mathematics
- Pre-Engineering

#### MATH 105 Math for Modern Society

**Domain II-A**

#### STAT 107 Business Statistics

*Fashion Design and Fashion Merchandising may take either STAT 107 or STAT 117*

**Domain II-A**

#### STAT 117 Introduction to Statistics

*Geospatial & Data Analysis may also complete MATH 123 as a prerequisite for STAT 203*

**Domain II-A**

#### MATH 110 Mathematics for Elementary Educators I

**MATH 120 or Domain II-A**

#### MATH 123 Introduction to Functions, or Calculus Sequence: MATH 180 → MATH 219, or

3Discrete Math Sequence: MATH 180 → MATH 206 (based on required placement exam)

**MATH 180 or Domain II-A**

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Based on a design by Shawna Tucker, Assistant Professor of Mathematics at OPSU

rev. 05.24.23
General Education Tips

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

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

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

Courses to fulfill a minor may be drawn from Domain Gen Ed courses and/or from free electives.
For instance, if a student has taken SOCI 101, Introduction to Sociology, to satisfy Domain III-B and SOCI 220, Sport in Society, to satisfy Domain III-C, that student has completed two courses toward the sociology minor. Remember, however, that this would not apply if one is a sociology major.

If you change your major, Domain Gen Ed categories that you had satisfied previously may become unfulfilled again. Remember that the Degree Audit on myFramingham is a dynamic document that may change as you make changes to your major status. Please monitor your audit and contact the Advising Center at advising@framingham.edu with questions!

Frequently Asked Questions (and answers)

What kinds of classes are required in addition to Domain Gen Ed courses?
Students must complete 10-24 major courses, depending on their major. Major requirements are listed in the University catalog; major worksheets are available from the Advising Center in O'Connor Hall or online here.

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

Does the University require foreign language competency?
Yes. Students are required either to take a world language course or to prove competency in another way. Additional information about foreign language coursework appears later in this booklet.
Frequently Asked Questions (and answers) continued

Does a "waiver" from Domain 1-C Language or a successful placement test score reduce the number of courses I must take to fulfill the 1-course Domain General Education requirement? No. If you are eligible for a waiver, you have several options. You may take a foreign language course at any level in a language other than the one for which you earned the waiver. You may take a course in the language that earned you the waiver, though you must choose the course level based on your placement score. You may also take another Domain 1-A or 1-B course to satisfy the Domain. Regardless, earning a foreign language waiver does not reduce the number of courses you must complete.

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

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

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

The information on this page is provided to assist students and advisors with placement testing for academic year 2024-2025. Please visit the Placement Testing site at https://www.framingham.edu/academics/advising/placement-testing/ for detailed information regarding placement testing.

HOW PLACEMENT IS DETERMINED: Course placement is based primarily on a student’s adjusted high school GPA. Students will be contacted via e-mail if placement testing is recommended. Placement code definitions may be found on each Degree Audit by clicking “LINKS” at the top left of the audit. Students are invited to participate in placement testing according to the following criteria:

WRITING: If a student has an adjusted high school GPA of less than 3.0, they will see an invitation in their Framingham State email from “Instructure Canvas” letting them know that they have been invited to participate in a course called “Summer 2024 Writing Placement.” This will be an ongoing process through the summer. Any questions should be directed to first-year-writing@framingham.edu.

MATH: All STEM (Science, Technology, Engineering and Math, Computer Science, Food & Nutrition), ITB (Business & Information Technology) and Accounting, Economics and Finance majors MUST take a Math Placement test, regardless of high school GPA. Undeclared and non-STEM students are encouraged to take the placement test if their adjusted high school GPA is less than 3.0. The test assesses which level of math the student will need. If testing is needed, students will receive an email from placement@framingham.edu inviting them to participate in a course called “Framingham State Math Placement AY 24-25“ which is located in Canvas.

LANGUAGE: Students who plan to take a course in a language need to take a placement test. Students with significant experience in a language other than English may be assessed for competency/fluency, and it is possible that they could qualify for a language waiver. A waiver does not award credit; however, a waiver allows students to take another course from Domain General Education category 1A or 1B to fulfill that required category credit. Students may e-mail placement@framingham.edu to request a test/assessment for language placement or a possible waiver.
Bachelor’s Degrees available at Framingham State University

**Bachelor of Arts**
- American Sign Language
- Art History
- Communication Arts
- Criminology
- Economics
- English
- Environment, Society & Sustainability
- Geospatial & Data Analysis
- Global Studies
- History
- Liberal Studies
- Political Science
- Sociology
- Spanish
- Studio Art
- World Languages & Linguistics

**Bachelor of Science**
- Accounting
- Biochemistry
- Biology
- Biotechnology
- Business and Information Technology
- Chemistry
- Child and Family Studies
- Computer Science
- Environmental Sciences
- Fashion Design
- Fashion Merchandising
- Finance
- Food and Nutrition
- Food Science
- Health and Wellness
- Hospitality and Tourism Management
- International Business
- Management
- Marketing
- Mathematics
- Nursing (available only to those who are registered nurses)
- Psychology
- Pre-Medicine & Human Health
- Pre-Veterinary Medicine
- Sport Management
- Wildlife & Environmental Biology

**Bachelor of Science in Education**
- Early Childhood Education
- Elementary Education
Minors 2024-2025

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

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

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<td>Geographic Information Science</td>
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Indispensable advice for the first-year student

- For many, college is equivalent to a full-time job. Therefore, we recommend working no more than 20-25 hours part-time if you are enrolled in 4 courses. If you must work longer hours, we understand, but seriously consider reducing your course load from 4 to 3 courses. Plan a realistic path to success.

- Your ability to manage your time wisely and productively is a leading predictor of success.

- Familiarize yourself with our faculty, staff and students, campus resources and events--all the things that make us unique and beneficial to you.

- Attend all classes. Your attention, your good notes, your level of participation and your commitment to the class will help determine your earned grade and the quality of your learning.

- Get to know one faculty member each semester. Students who take the time to know a professor--and allow the professor to know them--will have a meaningful, rich college experience. Many faculty members are interesting people who have ideas and experiences that will expand your own. Faculty also will write important letters of recommendation, but they must know you well to write well of you.

- Read syllabi distributed in each class. Know course requirements and attendance policies and late work policies. Note exam and paper due dates and plan your work to meet them.

- Check your FSU email account regularly. FSU email is the official correspondence the university uses to share important information.

- Reinforce class material by forming study groups and exchanging phone numbers and email addresses with classmates.

- Take advantage of University services such as CASA. CASA offers a computer lab, tutoring in many subjects, and academic accommodations; it also is a quiet place to study. You will learn about other resources during your RAMS class.

- Take our advice above and you will certainly join these hard-working folks below! Here at FSU, many people are available to help you succeed.
Academic Advising

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

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

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

Career Development

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

Placement Testing

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

Question about your Fall Schedule?

Students with questions about their Fall 2024 course schedule may address them to the Advising Center at advising@framingham.edu or by calling us at 508-626-4540. We are available all summer to assist by appointment, phone or email.

First-year students may add and drop courses all summer until the last day of the add/drop period on Wednesday, September 11, 2024. Students wishing to add or drop courses may do so online on their own using the registration PIN provided by their summer advisor. Please consult with the summer advisor or Advising Center personnel before adding and dropping courses. Students may also come to the Advising Center in O'Connor Hall room 111 to meet with an academic advisor. We want you to get off to the best start as we welcome you to Framingham State University.