2021-2022
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 Orientation, you will meet virtually with advisors and with the chair of your chosen department. At that meeting, 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 Affairs
Director, the Academic 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 a 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. 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. Competence in these key areas is an integral part of being an intellectually mature person.

A complete list of courses satisfying General Education requirements may be found in the General Education section of the University catalog at [http://bit.ly/1W2w8BS](http://bit.ly/1W2w8BS).

The following pages list those General Education courses offered this fall.
GENERAL EDUCATION REQUIREMENTS

The general education requirement is intended to provide breadth in the baccalaureate degree program to foster student learning beyond a single, narrow discipline or field. General education is designed to facilitate the increase of knowledge, an appreciation for learning in a broad context, the ability to relate new information to what one has learned previously, the capacity to judge information rather than to simply accept it, and the facility to use what one learns in a realistic and logical manner. In addition, the general education requirement is designed to help students to acquire the following learning objectives:

Learning Objectives

Overarching Objective: Solve Problems Using Critical Thinking (All General Education courses should meet this objective.)

1: Communicate Effectively Orally
2: Communicate Effectively in Writing
3: Solve Problems Using Quantitative Thinking
4: Demonstrate a Critical Understanding of Human Diversity
5: Demonstrate Civic Literacy
6: Recognize Ethical and Social Responsibilities
7: Locate, Evaluate, and Apply Information
8: Solve Problems Using Creative Thinking
9: Demonstrate Technological Competency
10: Work Collaboratively and Independently

To fulfill the general education requirement, students must complete 10 course-credits outside the major department that meet broadly defined requirements. Courses are listed under each of the general education subdomains. Students are not allowed to substitute non-general education courses for general education credit. At least one course taken in Domain II-B (Natural Sciences) must be a laboratory course. Courses that include a laboratory are identified in the listing.

DOMAIN GENERAL EDUCATION

Common Core Requirements Two (2) Course-Credits Required

- ENWR 110 Composition II
- MATH/STAT xxx College-Level Mathematics Course (Specific course dependent on math placement scores and major requirements).

Any course used to fulfill this requirement cannot be used to fill any other General Education Requirement.

Notes about Courses in the Common Core

- Writing: The Common Core writing requirement must be completed within the first year of matriculating at the university
- Mathematics: The specific core math course students must take will be dependent on math placement scores and major requirements. This requirement must be completed within the first two years of matriculating at the university.

Domain I Three (3) Course-Credits Required

The study of representations of human experience.

A. One (1) course in Creative Arts

The study of creative expression through the practice of artistic problem solving.

- ARTS 110 Introduction to Drawing
- ARTS 120 Introduction to Painting
- ARTS 140 Introduction to Graphic Design
- ARTS 167 Introduction to Studio Art
- ARTS 188 Introduction to Photography: Black & White

- COMM 107 Effective Speaking
- CSCI 108 HTML, JavaScript Programming, & Web Site Development
- INTD 160 Image, Sound, and Structure: An Approach to Art and Music
- MUSC 111 Introduction to Electroacoustic Music Composition

B. One (1) course in Humanities

The study of artistic, literary, and philosophical works through analysis and interpretation.

- COMM 130 Visual Communication
- ENGL 118 Monsters
- MUSC 121 Music Appreciation
- PHIL 101 Invitation to Philosophy
- RAMS 101EN 1FY First-Year Seminar: Explorations in Literature
- RAMS 101HI 1FY First-Year Seminar: Topics in Cultural History

C. One (1) Language course

The study of language in its cultural contexts.

- ASGN 101 Elementary American Sign Language I
- CHIN 101 Elementary Chinese I
- FREN 101 Elementary French I
- PORT 101 Elementary Portuguese I
- PORT 102 Elementary Portuguese II

- SPAN 101 Elementary Spanish I
- SPAN 102 Elementary Spanish II
- SPAN 201 Intermediate Spanish I

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Domain II  Three (3) Course-Credits Required

The study of problem-solving, scientific discovery, logical reasoning, and quantitative analysis.

A. One (1) course in Analysis, Modeling, and Problem Solving

The study of analytical, quantitative, and/or formal reasoning methods involving the manipulation of numbers or other symbols to solve problems.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 120</td>
<td>Introduction to Information Technology</td>
<td>MATH 123</td>
<td>College Algebra</td>
</tr>
<tr>
<td>CSCI 130</td>
<td>Computer Science I using Java</td>
<td>MATH 180</td>
<td>Precalculus</td>
</tr>
<tr>
<td>DHGM 110</td>
<td>Introduction to Digital Humanities</td>
<td>MATH 219</td>
<td>Calculus I</td>
</tr>
<tr>
<td>FINA 100</td>
<td>Principles of Financial Literacy</td>
<td>PHIL 103</td>
<td>Introduction to Logic</td>
</tr>
<tr>
<td>GEOG 111</td>
<td>The Digital Earth and Our Changing World</td>
<td>STAT 107</td>
<td>Business Statistics</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Quantitative Reasoning</td>
<td>STAT 117</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Mathematics for Elementary Educators I</td>
<td>STAT 157</td>
<td>Probability and Statistics</td>
</tr>
</tbody>
</table>

B. Two (2) courses in Natural Sciences

(The two courses must be from two different subject codes; at least one of the courses must be a lab science course)

The study of classical and modern principles of life and physical sciences, together with a critical appreciation of how scientific knowledge has been constructed, including methods of validating the results of scientific inquiry.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ASTR 128</td>
<td>Solar System Astronomy</td>
<td>EASC 108</td>
<td>Meteorology</td>
</tr>
<tr>
<td>ASTR 218</td>
<td>Principles of Solar System Astronomy</td>
<td>EASC 118</td>
<td>Oceanography</td>
</tr>
<tr>
<td>BIOL 109/101L</td>
<td>Introduction to Biological Science (with Lab)</td>
<td>EASC 228</td>
<td>Principles of Oceanography</td>
</tr>
<tr>
<td>BIOL 112/112L</td>
<td>Biology of Marine Organisms (with Lab)</td>
<td>FDSC 151</td>
<td>Principles of Food Science</td>
</tr>
<tr>
<td>BIOL 114</td>
<td>A Human Perspective on Genetics</td>
<td>GEOL 108/108L</td>
<td>Physical Geography (with Lab)</td>
</tr>
<tr>
<td>BIOL 130/130L</td>
<td>Principles of Biology (with Lab)</td>
<td>NUTR 110</td>
<td>Fundamentals of Nutrition Science</td>
</tr>
<tr>
<td>BIOL 142/142L</td>
<td>Introduction to Human Biology (with Lab)</td>
<td>PHYS 111/111L</td>
<td>Physics, Nature, and Society (with Lab)</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>The Chemistry of Life</td>
<td>RAM 101BI</td>
<td>First-Year Seminar: Biological Perspectives</td>
</tr>
<tr>
<td>CHEM 103/103L</td>
<td>Introductory Chemistry (with Lab)</td>
<td>RAM 101CH</td>
<td>First-Year Seminar: Topics in Chemistry</td>
</tr>
<tr>
<td>CHEM 107/107L</td>
<td>Principles of Chemistry (with Lab)</td>
<td>RAMS 101ES</td>
<td>First-Year Seminar: Topics in Earth Science</td>
</tr>
<tr>
<td>EASC 101</td>
<td>Conversations with the Earth: An Introduction to Earth Systems</td>
<td>RAMS 101FS</td>
<td>First-Year Seminar: Topics in Food Science</td>
</tr>
</tbody>
</table>

Notes about Courses in this Domain

- The specific Mathematics course used to satisfy the Common Core requirement cannot be used to fulfill Domain II-A.
- Sciences: Students must take two (2) sciences courses, one of which must be a lab science course. The two courses may not have the same subject prefix code.

Domain III  Three (3) Course-Credits Required

The study of human behavior, cultures, and societies.

A. One (1) course in Perspectives on the Past

The study of human behavior, culture, and expression through explorations of the past.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 172</td>
<td>Interpreting the Past: Archaeological Perspectives</td>
<td>HSTY 111</td>
<td>United States History to Reconstruction</td>
</tr>
<tr>
<td>ARTH 270</td>
<td>History of Art I</td>
<td>HSTY 112</td>
<td>United States History since Reconstruction</td>
</tr>
<tr>
<td>HSTY 105</td>
<td>Europe and the World to circa 1450</td>
<td>HSTY 186</td>
<td>History of Modern Violence</td>
</tr>
<tr>
<td>HSTY 106</td>
<td>Europe and the World since circa 1450</td>
<td>RAMS 101HI</td>
<td>First-Year Seminar</td>
</tr>
</tbody>
</table>

B. One (1) course in Perspectives on the Contemporary World

The study of human behavior, culture, and expression through explorations of the present.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COMM 115</td>
<td>Human Communication</td>
<td>POSC 110</td>
<td>Introduction to American Politics</td>
</tr>
<tr>
<td>CRIM 121</td>
<td>Sociological Perspectives on Criminology</td>
<td>PSYC 101</td>
<td>General Psychology</td>
</tr>
<tr>
<td>DFST 101</td>
<td>Introduction to Deaf Studies</td>
<td>RAMS 101CM</td>
<td>First-Year Seminar: The Power of Communication</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Contemporary Economic Problems and Issues</td>
<td>RAMS 101EN</td>
<td>First-Year Seminar: Literature &amp; the Contemporary World</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
<td>RAMS 102GY</td>
<td>First-Year Seminar: Geological Perspectives</td>
</tr>
<tr>
<td>HLTH 110</td>
<td>Wellness for Life</td>
<td>RAMS 101PS</td>
<td>First-Year Seminar: Psychological Perspectives</td>
</tr>
<tr>
<td>HTMG 101</td>
<td>Introduction to Hospitality and Tourism</td>
<td>RAMS 101SO</td>
<td>First-Year Seminar: Social Dynamics, Culture, &amp; Society</td>
</tr>
<tr>
<td>MUSC 171</td>
<td>World Music Cultures</td>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>PHIL 105</td>
<td>Introduction to Political and Social Philosophy</td>
<td>SOCI 130</td>
<td>Social Problems</td>
</tr>
</tbody>
</table>
C. One (1) course Global Competency, Ethical Reasoning, and/or Human Diversity

The study of global systems and issues, ethical principles, and/or differences and commonalities among groups of people. Courses in this group can incorporate any or all of these topics.

- ECON 101 Principles of Macroeconomics
- GEOG 110 World Regional Geography
- GLST 101 Introduction to Global Studies
- HNRS 101 First-Year Student Honors Seminar
- HSTY 102 The Comparative History of World Civilizations
- HSTY 134 Pharaohs, Slaves, and Cacao: Africa and the World
- LING 110 The Languages of the World
- PHIL 102 Introduction to Ethics: Why Be Moral?
- POSC 120 Introduction to World Politics

Laboratory Courses: All students must take one laboratory science, to be chosen from among the following courses that satisfy General Education Domain II-B.

- BIOL 109/109L Introduction to Biological Science
- BIOL 130/130L Principles of Biology
- BIOL 142/142L Introduction to Human Biology
- CHEM 103/103L Introductory Chemistry
- CHEM 107/107L Principles of Chemistry
- GEOL 108/108L Physical Geology
- PHSC 109 Introduction to Physical Science
- PHYS 111/111L Physics, Nature, and Society

**GENERAL EDUCATION AND MAJOR PROGRAM OF STUDY**

In all majors, where upon completion of all requirements a degree is awarded, one general education subdomain is considered satisfied through completion of the major program requirements. One exception to this is the major in Liberal Studies, with a concentration in either General Studies or Individualized Studies, where completion of all subdomains is required.

<table>
<thead>
<tr>
<th>Completing a major in:</th>
<th>Subdomain fulfilled:</th>
<th>Completing a major in:</th>
<th>Subdomain fulfilled:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>II-A</td>
<td>Finance</td>
<td>III-C</td>
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<tr>
<td>American Sign Language</td>
<td>I-C</td>
<td>Food &amp; Nutrition</td>
<td>II-B</td>
</tr>
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<td>Art History</td>
<td>I-B</td>
<td>Food Science</td>
<td>II-B</td>
</tr>
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<td>Biochemistry</td>
<td>II-B</td>
<td>Geography</td>
<td>III-C</td>
</tr>
<tr>
<td>Biology</td>
<td>II-B</td>
<td>Global Studies</td>
<td>III-C</td>
</tr>
<tr>
<td>Business &amp; Information Technology</td>
<td>II-A</td>
<td>History</td>
<td>III-A</td>
</tr>
<tr>
<td>Chemistry</td>
<td>II-B</td>
<td>Health &amp; Wellness</td>
<td>II-B</td>
</tr>
<tr>
<td>Child &amp; Family Studies</td>
<td>III-C</td>
<td>Hospitality &amp; Tourism Management</td>
<td>III-C</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>I-B</td>
<td>International Business</td>
<td>III-C</td>
</tr>
<tr>
<td>Computer Science</td>
<td>II-A</td>
<td>Management</td>
<td>III-C</td>
</tr>
<tr>
<td>Criminology</td>
<td>II-A</td>
<td>Marketing</td>
<td>III-C</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Curriculum Frameworks</td>
<td>Mathematics</td>
<td>II-A</td>
</tr>
<tr>
<td>Earth Science</td>
<td>II-B</td>
<td>Nursing</td>
<td>II-B</td>
</tr>
<tr>
<td>Economics</td>
<td>II-A</td>
<td>Political Science</td>
<td>III-C</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Curriculum Frameworks</td>
<td>Psychology</td>
<td>III-B</td>
</tr>
<tr>
<td>English</td>
<td>I-B</td>
<td>Sociology</td>
<td>II-A</td>
</tr>
<tr>
<td>Environmental Studies and Sustainability</td>
<td>III-C</td>
<td>Spanish</td>
<td>I-C</td>
</tr>
<tr>
<td>Environmental Science and Policy</td>
<td>II-B</td>
<td>World Languages</td>
<td>I-C</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>III-C</td>
<td>Studio Art</td>
<td>I-A</td>
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</tbody>
</table>

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How to Create Your First Semester Schedule

To build your Fall 2021 schedule, you will be assisted with a one-on-one advising appointment with an advisor, followed by a one-on-one registration meeting. You will be instructed how to schedule these meetings on Starfish after you attend an orientation session.

The typical schedule for full-time students is 4 courses per semester over 8 semesters. This equals 32 FSU courses required to graduate in 4 years. (Note that some students take 3 courses, also full time, based on all commitments they have outside of academics.) At orientation, Dr. Gregory, Director of Advising, and your department chair will review information you need to help you select 4 courses for your first semester. Using the major worksheets located on The Advising Center website, as well as resources shared by your faculty and, finally, your Degree Audit on myFramingham, begin building your fall schedule:

1. **First, log on to myFramingham;** click on “Students” at the top left and “Advising and Registration” under “my Courses,” click on the DegreeWorks icon at the top. Your Degree Audit will open up. Always have it open to consult it for guidance on choosing courses. It will help your advisor help you.

2. **Look to the next pages to “First-Year Student Recommended Courses – Fall 2021” for guidance on introductory courses in your major.** If you are Undeclared, we encourage you to explore majors by enrolling in 1-2 courses from potential majors* you are interested in. *Some courses are restricted to majors only, have limited availability, or require a pre-requisite course first.

3. **All first-semester students must enroll in a First-Year Foundations or RAMS 101 course.** The following pages offer course descriptions for each of the Foundations and RAMS 101 courses. Most of these courses will satisfy a major requirement or a general education requirement. You are to enroll in just one of either RAMS 101 or First-Year Foundations.

4. **For your writing course, you will choose one of three options:**
   - ENWR 100 – English Composition I (with additional one hour of writing studio)
   - ENWR 105 – English Composition I
   - ENWR 110 – English Composition II

   What course will you take? On myFramingham, you will open your Degree Audit and click on the writing placement score on the top of right corner of the audit. The code explanation will indicate which writing course you are eligible for as determined by your adjusted high school GPA and/or the writing placement test.

5. **Regarding the fourth course, many students will choose math (particularly STEM majors).** You can consult the FSU Mathematics Pathways page later in this guide for the required math course(s) for your major. Your faculty and advisors will advise you on whether you should register for math at this time; if you should take another major related course; or if you should choose a course to satisfy a General Education requirement. Information about math placement will be covered later in this guide.

**If you take the Writing Placement test later in summer and your course level changes,** please contact the Advising Center for assistance with changing your schedule.

**If you need to make a schedule change after your AP (Advanced Placement) scores are evaluated in July,** the Office of the University Registrar will contact you with instructions.

**If a class you want to enroll in is currently closed,** we do not suggest emailing faculty. Rather, check the course every day as students add and drop throughout the summer. When a seat opens, it’s yours!

**If you change your mind about your courses after your registration meeting,** contact the Advising Center for consultation and assistance before you make any changes!
First-Year Student Recommended Courses for Fall 2021

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

During the fall semester, First-Year students should also enroll in either a section of RAMS 101 First-Year Seminar, or a Foundations section course (where section code ends in the letter ‘F’), or if in the Honors program - a section of HNRS 101 First-Year Honors Seminar with Foundations.

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Economics</th>
<th>Honors Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101 Principles of Macroeconomics</td>
<td>ECON 101 Principles of Macroeconomics</td>
<td>HNRS 101 First-Year Honors Seminar</td>
</tr>
<tr>
<td>or ECON 102 Principles of Microeconomics</td>
<td>or ECON 102 Principles of Microeconomics</td>
<td>See Primary Major for the 2 to 3 courses</td>
</tr>
<tr>
<td>MATH 123 College Algebra</td>
<td>MATH 123 College Algebra</td>
<td>The following are Honors sections of GenEd:</td>
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<tr>
<td></td>
<td></td>
<td>ARTS 188 Introduction to Photography: B&amp;W</td>
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<td></td>
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<td>BIOL 109/109L Introduction to Biological Science</td>
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<tr>
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<td>with Lab</td>
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<td></td>
<td></td>
<td>DGHM 110 Introduction to Digital Humanities</td>
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<td>ENWR 110 Composition II</td>
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<td>HSTY 112 United States History since Reconstruction</td>
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<td>POSC 110 Introduction to American Politics</td>
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<td>Hospitality &amp; Tourism Management</td>
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<td>HTMG 101 Introduction to Hospitality and Tourism</td>
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<td>MRKT 181 Marketing Principles</td>
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<td>STAT 107 Business Statistics</td>
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<td>American Sign Language</td>
<td>Environmental Studies &amp; Sustainability</td>
<td>Liberal Studies</td>
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<td>ASGN 101 American Sign Language I</td>
<td>GEOG 110 World Regional Geography</td>
<td>Courses chosen from GenEds</td>
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<td>STAT 117 Introduction to Statistics</td>
<td>Management</td>
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<td>or ECON 102 Principles of Microeconomics</td>
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<td>MRKT 181 Marketing Principles</td>
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<td>Environmental Science &amp; Policy</td>
<td>Marketing</td>
</tr>
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<td>ARTH 270 History of Art I</td>
<td>CHEM 103/103L General Chemistry w/Lab</td>
<td>ECON 101 Principles of Macroeconomics</td>
</tr>
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<td></td>
<td>or GEOL 108/108L Physical Geology w/Lab</td>
<td>or ECON 102 Principles of Microeconomics</td>
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<td>MRKT 181 Marketing Principles</td>
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<td>Chemistry</td>
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<td></td>
<td></td>
<td>CHEM 107/107L Principles of Chemistry w/lab</td>
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<td></td>
<td>MATH 123 College Algebra</td>
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<tr>
<td></td>
<td></td>
<td>or MATH 180 Precalculus (by exam)</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Fashion Design &amp; Retailing</td>
<td>Mathematics</td>
</tr>
<tr>
<td>CHEM 107/107L Principles of Chemistry w/lab</td>
<td>(2 of 3 courses)</td>
<td>STAT 157 Probability and Statistics</td>
</tr>
<tr>
<td>MATH 123 College Algebra</td>
<td>FASH 140 Principles of Construction</td>
<td>MATH 180 Precalculus (by exam)</td>
</tr>
<tr>
<td>or MATH 180 Precalculus (by exam)</td>
<td>FASH 141 Fashion: Designer to Consumer</td>
<td>or MATH 219 Calculus I (by exam)</td>
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<tr>
<td>Business &amp; Information Technology</td>
<td>Finance</td>
<td>Pre-Engineering</td>
</tr>
<tr>
<td>ECON 101 Principles of Macroeconomics</td>
<td>ECON 101 Principles of Macroeconomics</td>
<td>CHEM 107/107L Principles of Chemistry w/lab</td>
</tr>
<tr>
<td>or ECON 102 Principles of Microeconomics</td>
<td>or ECON 102 Principles of Microeconomics</td>
<td>EGNR 101 Introduction to Engineering</td>
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<tr>
<td>CSCI 120 Intro to Information Technology</td>
<td>MRKT 181 Marketing Principles</td>
<td>MATH 219 Calculus I (by exam)</td>
</tr>
<tr>
<td>MATH 123 College Algebra</td>
<td>Food &amp; Nutrition</td>
<td>Political Science</td>
</tr>
<tr>
<td>or MATH 180 Precalculus (by exam)</td>
<td>BIOI 130/130L Principles of Biology w/Lab</td>
<td>POSC 110 Introduction to American Politics</td>
</tr>
<tr>
<td>or MATH 180 Precalculus (by exam)</td>
<td>CHEM 107/107L Principles of Chemistry w/lab</td>
<td>or POSC 120 Introduction to World Politics</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>Food Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>COMM 115 Human Communication</td>
<td>CHEM 107/107L Principles of Chemistry w/lab</td>
<td>(2 of 3 courses)</td>
</tr>
<tr>
<td>or COMM 130 Visual Communication</td>
<td>MATH 123 College Algebra</td>
<td>PSYC 101 General Psychology</td>
</tr>
<tr>
<td>Computer Science</td>
<td>NUTR 110 Fundamentals of Nutrition Science</td>
<td>BIOL 142/142L Intro to Human Biology w/Lab</td>
</tr>
<tr>
<td>CSCI 120 Introduction to Information Technology</td>
<td>or MATH 180 Precalculus (by exam)</td>
<td>PHIL 102 Intro to Ethics: Why Be Moral?</td>
</tr>
<tr>
<td>MATH 180 Precalculus (by exam)</td>
<td>Geography</td>
<td>Spanish</td>
</tr>
<tr>
<td>Criminology</td>
<td>GEOG 110 World Regional Geography</td>
<td>See department faculty</td>
</tr>
<tr>
<td>CRIM 121 Social Perspectives on Criminology</td>
<td>Global Studies</td>
<td>Sociology</td>
</tr>
<tr>
<td>or PHIL 102 Introduction to Ethics</td>
<td>GLST 101 Introduction to Global Studies</td>
<td>SOCI 101 Introduction to Sociology</td>
</tr>
<tr>
<td>or SOCI 130 Social Problems</td>
<td>Health &amp; Wellness</td>
<td>or SOCI 130 Social Problems</td>
</tr>
<tr>
<td>STAT 117 Introduction to Statistics</td>
<td>BIOL 130/130L Principles of Biology w/Lab</td>
<td>STAT 117 Introduction to Statistics</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>or BIOL 142/142L Human Biology w/Lab</td>
<td>Studio Art</td>
</tr>
<tr>
<td>EDUC 110 Educ in American Society Grds PreK-6</td>
<td>HLTH 110 Wellness for Life</td>
<td>ARTH 270 History of Art I</td>
</tr>
<tr>
<td>and choose 2 to 3 courses from the following:</td>
<td>NUTR 110 Fundamentals of Nutrition Science</td>
<td>ARTS 200 Drawing Fundamentals</td>
</tr>
<tr>
<td>GEOG 110 World Regional Geography</td>
<td>History</td>
<td>ARTS 222 Color and Design</td>
</tr>
<tr>
<td>INTD 160 Image, Sound, and Structure</td>
<td>HSTY 1xx – Any 100-level course in History</td>
<td>World Languages</td>
</tr>
<tr>
<td>HSTY 111 United States History to Reconstruction</td>
<td></td>
<td>See department faculty</td>
</tr>
<tr>
<td>MATH 110 College Mathematics I</td>
<td></td>
<td>Undeclared</td>
</tr>
<tr>
<td>PHSC 109 Introduction to Physical Science</td>
<td></td>
<td>Courses chosen from GenEds</td>
</tr>
</tbody>
</table>

STEM Scholars – Required Courses

| CHEM 107/107L Principles of Chemistry w/lab |
| MATH 123 College Algebra |

Page 8
90815 RAMS 101B 1FY FYS: Cannabis - Malevolent or Miraculous?
An examination of Cannabis sativa and its use in society. Cannabis is known by many names including Marijuana, Hash, Pot, Weed, and Mary Jane. Regardless of what it is called, how much do we really know about it? According to the US government, it is illegal to have, use, transport or sell, but it is legal to do some or all of that in over half of the states in the union and in many other countries across the globe. How can the DEA say it has no medicinal value when the FDA has approved a medicine derived from two of the main components of the plant? Is Cannabis addictive? Is it deadly? If it is so dangerous then why does the human body make a chemical almost identical to THC? Why, if equal numbers of whites and blacks use Cannabis, are arrests and incarcerations 4 to 16 times more likely for black users? In this course, students to collect, analyze and summarize the information about this plant, its chemicals, history and medicinal value to come to some conclusions, based on facts, studies and scientifically evaluated information.
This course satisfies GenEd Domain II-B.

90153 RAMS 101CH 1FY FYS: The Color of Science
An exploration of the contributions of people of color to the sciences throughout the world and throughout time. As students review how scientific knowledge has developed and the modern scientific method evolved, they examine the barriers people of color have had to overcome to work in the STEM fields in many countries during the past and those that are present today. Lastly, students look at efforts being made in the United States today to attract more people of color into the STEM fields and help them succeed.
This course satisfies GenEd Domain II-B.

90811 RAMS 101CM 1FY FYS: The Hidden World of Swearing
An examination of swear words and the communication contexts in which they may be appropriate or taboo. Why are some swear words considered to be worse than others? Why can you say WTF and not the actual words? How do we decide whether or not we can swear in front of our friends? What about our families? Is it ever acceptable to use profanity in the workplace or in the classroom? What governmental organizations determine the words that are beeped out in broadcasts and which ones can be spoken without censor? What algorithm or content moderator decides what content is too profane to remain on social media platforms?
In this course, students explore the historical landscape of profanity, contemporary legal restriction on verbal vulgarity, the contexts of its usages through relevant.
This course satisfies GenEd Domain III-B.

90817 RAMS 101EN 1FY FYS: Afrofuturism in Films and Fiction
An exploration of Afrofuturist films and fiction, including Black Panther, Get Out, and short stories by Samuel R. Delany and Octavia E. Butler. Drawing on science fiction, fantasy, and magical realism, Afrofuturism immerses us in alternative worlds while commenting on contemporary reality. These tales place African American or African characters at their center, whether protesting injustice, battling alien invaders, or building new societies with advanced technology. Students analyze Afrofuturism's contribution to the struggle for racial equity. Its visions sometimes warn us about the future, sometimes celebrate successes, and always inspire us to work for change.
This course satisfies GenEd Domain II-B.

90818 RAMS 101EN 2FY FYS: Fantasy and Science Fiction
An exploration of a variety of speculative fiction — science fiction, fantasy, fairy tales, and other genres. In Haroun and the Sea of Stories, Salman Rushdie’s hero Haroun asks, “What’s the use of stories that aren’t even true?” In this class, student’s examine the answer to Haroun’s question. Speculative fiction can project possible futures, revise our understanding of the past, and reveal truths about the present. The fantastic is a spur to critical thinking, debate, research, and exploration. It gives us insight into how people very different from us see the world, and shows surprising things we have in common.
This course satisfies GenEd Domain II-B.

90819 RAMS 102EN 1FY FYS: Looking at Poverty in Poetry and Prose
An exploration of the subject of poverty in relationship between race, gender, sexuality, immigration, geography—and the written word. What does it mean to grow up poor? What is working class? And how do poets and writers depict these physical and emotional wants in a story or poem or essay? Through close reading and analysis, and a field visit, students examine how economic class is explored on the page, including the implications on a reader’s experience of the text, and in so doing, one’s vision of the world.
This course satisfies GenEd Domain III-B.

90820 RAMS 102EN 2FY FYS: Fitting In/Standing Out - Coming-of-Age Stories in a Changing World
An exploration of how the coming-of-age story depicts the struggles individuals face as they negotiate the process of socialization. These stories often include experiences that explore the tensions between an individual and social expectations or the pressure to act or look a certain way or conform to particular values or beliefs.
In this course, students use this literary genre as a means to explore the coming-of-age process from a range of perspectives including race, gender, class, and sexuality.
This course satisfies GenEd Domain I-B.

91079 RAMS 101ES 1FY FYS: Climate Change and Social Justice in the Arctic and Beyond
An investigation of a challenging real-world dilemma, climate change, at the intersection of science, society and justice. For the native Eskimo Whalers of the Alaskan North Shore, everything is changing – the extent of the ice, the animals that roam the tundra, and the migration patterns of the bowhead whales the Eskimo depend upon. Why is the Arctic warming at twice the global rate? What does the ice mean to the Eskimo people, and to the diversity of life in the cold North pole of our planet? What does oil drilling have to do with the changing environment? And why are climatologists so worried about what the changing Arctic means for the rest of the planet? Students examine, via an interdisciplinary lens, the impact of climate change on social and economic systems and the implications for our common future through a study of the history and culture of Iñupiaq Eskimos of Alaska, the species on which they depend, and their unique collaboration with scientists.
This course satisfies GenEd Domain II-B.

90816 RAMS 101FS 1FY FYS: The Cost of Food Waste and How Are We Paying for It.
An exploration food production and food waste as it relates to the human environmental footprint. An average person living in the United States wastes about 30% of total food purchased from a grocery store. This accounts for 300 pounds of wasted food with a value of $1500 per year per family. Beyond the loss of nutrition, food waste results in wasted resources such as land, water, energy used for production, transportation, and storage. Through the lens of food waste, students examine the role of science, human behavior, and resource management, drawing parallels to First-Year student’s experience.
This course satisfies GenEd Domain II-B.

90821 RAMS 101GY 1FY FYS: Water: Water Everywhere: Too Much, Not Enough, or Unsafe?
An exploration of the political, economic, and ethical dimensions of access to water. Many of us take clean, unlimited water for granted in the United States, as we grab a bottle of water from the cooler or bucket in a long, hot shower. But water is becoming an uncertain global resource in the 21st century. In many places, “too much” water in intense storms floods communities and destroys lives and property. In other places, “too little” water pits people against each other in fierce competition for this precious resource. Still elsewhere, what people thought was a safe, reliable resource has been exposed as a shocking danger to human health. Where does our water come from? How much should we pay for it? What are the environmental consequences of using too much of it? Is access to clean water a fundamental human right? This course addresses these questions using a geographical perspective, setting the concepts of place, social justice, and sustainability at the center of our inquiries.
This course satisfies GenEd Domain III-B.

90822 RAMS 101HI 1FY FYS: Exploring the History of Framingham and FSU
An examination of the historical legacy of Framingham and Framingham State University. Why did a famous abolitionist burn a copy of the Constitution in Framingham? Why are there three different town centers that are miles apart? What rules and expectations governed student conduct and how did they change when the all-black female school became co-ed? Through a close examination of historical sources, students work to uncover the experiences of Framingham residents and FSU students and explore their significance in local, state, and national history.
This course satisfies GenEd Domain III-A.

90906 RAMS 103HI 1FY FYS: Slavery in the Past and in Popular Culture
An introduction to the history and historical memory of American slavery. How did racial slavery develop in mainland North America and the United States? What was enslaved people’s experience of enslavement? How did racial slavery come to be abolished and what role did enslaved and free Black people play in that process?
How have people employed artistic and literary works such as autobiographies, graphic novels, novels, and poetry; films and television shows; and paintings, sculptures, and installations to make sense of slavery and its legacies for American culture and society? In this course, students participate in contemporary debates over how we should make sense of the United States’ slaveholding past.
This course satisfies GenEd Domain I-B.
An examination of some of the challenges 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 are asked to explore these topics as they relate to mental health, wellbeing, stress, and resilience. Students are also required to evaluate or generate potential solutions to identified issues occurring at the national, local, and/or personal level. The seminar includes self-reflective journal writing and a semester-long project involving an in-depth examination of a mental health topic relevant to college students.

This course satisfies GenEd Domain III-B.

An investigation of mass incarceration in the United States (U.S.). Today, the U.S. prisons hold around 2.2 million people; 25 percent of the world's prisoners. The rate of incarceration in the U.S. is unmatched by any other country around the world. Moreover, this excessive use of prisons — “mass incarceration” — disproportionately impacts poor communities and communities of color. How did this happen? Why is there such a need for so many prisons here? Is the U.S. a criminal society? What are the consequences of incarcerating people in masses? What happens when people leave prison? Are there no alternatives to imprisoning people? In the course, students explore and discuss such pressing questions, and the discontent behind mass incarceration.

This course satisfies GenEd Domain III-B.

A three-hour laboratory required to be taken concurrently with CHEM 107 Principles of Chemistry.

Corequisites: CHEM 107 Principles of Chemistry.

This course satisfies GenEd Domain Lab Requirement.

An introduction to how Earth’s systems - the rocks beneath your feet, the oceans in which you swim, and the air surrounding you - interact to form the hospitable planet Earth. Designed for students not majoring in the sciences, the course examines how human actions are fundamentally altering the processes which have shaped the earth over its 4.5 billion-year history. In the first part of the course, students consider the responsibility that each generation has to leave a habitable climate for the next and, in the second part, they examine the earth system, how that system evolved over time, and the system’s interactions with human society. Students learn how the actions of one generation affect the climate during the lifetimes of subsequent generations.

Prerequisite: Eligibility to enroll in college level math without corequisite remediation.

This course satisfies GenEd Domain II-B.

The study of the United States free enterprise system and its place in the global economy. After a consideration of basic economy concepts, student are introduced to the forces that determine national income, employment, recession, inflation, and economic growth. Monetary and fiscal policy options are analyzed with emphasis on the economic, social, and political consequences.

This course satisfies GenEd Domain III-C.

Preparation for researching and writing thesis-driven academic essays. This course guides students through strategies for locating and reading primary articles and advanced non-fiction essays. Students critically engage with complex language and ideas as they develop arguments using sources appropriately. Students focus on academic audiences and purposes as they develop strategies for managing writing and revision processes. The course includes writing a substantial well-researched and documented paper. Note: Credit will not be given for this course and either ENGL 110 Expository Writing or ENGL 102 Essentials of Writing. Entering students must complete this course within their first three (3) semesters. Credit is given for both this course and ENWR 100 Composition I with Writing Studio or ENWR 105 Composition I only if the Composition I course is taken first.

Prerequisite: English Writing Placement score of 3.0 to 5.0; or a grade of C- (1.7) or higher in either ENWR 100 Composition I with Studio or ENWR 105 Composition I.

This course satisfies GenEd Domain Core Writing Requirement.

A study of the interrelationship of fibers, yarns, fabric structures, and finishes. Product suitability for end use, quality in relation to serviceability, and use and care problems are determined from fiber/fabric information. Textile identification, analysis, and testing procedures are explored within the context of environmental impact and sustainability.

This course satisfies GenEd Domain III-C.

An introduction to the basic concepts and general inquiry about issues of globalization. The course serves as an interdisciplinary gateway to key debates on the social, political, economic, and cultural connections of the world. Topics may include global inequalities, global warming, immigration, global health, globalization and crime, and global social movements.

This course satisfies GenEd Domain III-C.

A problem-centered course that enables students to explore fundamental questions about human existence and meaning through the critical study of significant texts (literary, scientific, historical, theoretical) or artistic productions. Interdisciplinary in nature, this course introduces students to the ways various disciplines pose questions and seek answers. All sections of this multi-disciplinary seminar will delve into issues of gender, class, and/or race.

Note: This course is open to First-Year students in the Honors Program only.

This course satisfies GenEd Domain III-C.

A political, economic, social, and cultural survey of American history from the Age of Discovery to Reconstruction. The course examines the development of the United States within a global context and covers the movement of the colonies toward revolution and independence, the formulation of the Constitution, and the conflict between nationalism and sectionalism culminating in the Civil War and Reconstruction. Note: This course fulfills the State law requiring study of the United States and Massachusetts constitutions.

This course satisfies GenEd Domain III-A.

A political, economic, social, and cultural survey of American history from Reconstruction to the present. The course examines the development of the United States within a global context and covers the growth of American industry, the struggle for racial and gender equity, the nation’s growing international role, the Great Depression and the New Deal, the Cold War, and political and social transformations of the late 20th and early 21st centuries. Note: This course fulfills the State law requiring study of the United States and Massachusetts constitutions.

This course satisfies GenEd Domain III-A.

A three-year program of study, with an interdisciplinary focus, for students who are exceptionally well-prepared to pursue advanced study in the humanities. The program is designed to provide a broad and rigorous liberal education that leads to graduate study in the humanities or a related field. The program includes courses in literature, philosophy, history, art history, and music, as well as a thesis research and writing project. The program is open to students who have completed a minimum of two years of study in the humanities at a liberal arts college.

This course satisfies GenEd Domain Mathematics Core Requirement.

An introductory marketing course that examines segmentation, differentiation, target marketing and positioning in the context of the marketing mix. The marketing mix or 4Ps - Product, Price, Place, Promotion - are taught in light of today's complex global environment. Students analyze a marketing opportunity and develop a marketing plan to satisfy the needs and wants of the target market. Using Excel, students generate appropriate financial metrics in support of the marketing plan.

This critical inquiry into life, death, and the meaning of human existence. Issues such as the nature of reality, knowledge, the problem of truth, the existence of God, free will, and justice are examined from varying perspectives and sources: Western, global, classical, or modern.

This course satisfies GenEd Domain A-B.

An introduction to basic concepts of modern psychology, including the biological bases of behavior, motivation, emotion, intelligence, learning, sensation, and perception. Students are exposed to principles, issues, and research findings in these and other areas in psychology such as social behavior, development, personality, and psychopathology.

This course satisfies GenEd Domain III-B.
FSU Mathematics Pathways
(Math Department Recommended Courses for Core Math Requirement)

QR Pathway
- American Sign Language
- Art (History or Studio)
- Child and Family Studies
- Communication Arts
- English
- Geography (UGYG)
- Global Studies
- Liberal Studies
- Spanish
- World Languages

MATH 105 Quantitative Reasoning

Major Area Domain II-A

Business Pathway
- Hospitality Management
- International Business
- Management
- Marketing

STAT 107 Business Statistics

STAT 117 Introduction to Statistics

Major Area Domain II-A

Stats Pathway
- Criminology
- Environmental Studies (UERG)
- Fashion Design
- GIS (UGYA)
- Health and Wellness
- History
- Sociology
- Political Science
- Psychology

Major Area Domain II-A

Education Pathway
- Early Childhood Ed.
- Elementary Education
  (including all coordinate majors)

MATH 110 Mathematics for Elementary Educators I
  required for Elementary Education
  and for Early Childhood Education

Major Area Domain II-A

Calculus Pathway
- Accounting
- Biochemistry
- Biology
- Business & IT
- Chemistry
- Computer Science
- Earth Science
- Economics
- Environmental Science (UERG)
- Finance
- Food and Nutrition
- Food Science
- Mathematics
- Pre-Engineering

MATH 123 College Algebra
  or
  Calculus Sequence: MATH 180 → MATH 219 → MATH 220
  (based on placement score)

Major Area Domain II-A

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General Education Tips

Select General Education (Gen Ed) courses from outside your major.
Domain GenEd 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. For those majors with a subdomain fulfilled, your 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 Psychology Department specifies that its majors take STAT 117, Introduction to Statistics, to satisfy math in the common core. In this case, psychology students fulfill a Domain General Education course and a requirement for their major in one 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 254, Social Conflict in Northern Ireland, 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 and four-year plans are available from the Advising Center in O’Connor Hall or online at: http://bit.ly/206z0vO

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 language course as part of Domain Gen Ed, specifically Domain I-C, or to prove competency in a language other than English through an assessment or placement testing. There will be more information about this in the placement testing section later in this guide.
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. Four-year plans are just one asset available on the Advising website. 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 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 Massachusetts Board of Higher Education and Framingham State University require all students to complete courses in writing and math and a world language to fulfill General Education requirements.

We review adjusted high school GPA, standardized test scores (if provided), and any college credits already earned to determine course levels in these areas.

**WRITING**

Students are asked to take a placement test in writing if their adjusted high school GPA is less than 3.0 to determine which level of writing is most appropriate. If you ought to take the writing placement test, the Director of the First Year Writing program will notify you by e-mail (your FSU account) with instructions on how to access the test online. Look at your Degree Audit on myFramingham. If you have a score code of 2.1 or 2.3, you will be offered the Writing Placement test. A score code of 3.0, 4.0 or 5.0 means that you are eligible to register for Expository Writing (ENGL 110) and therefore do not need the Writing Placement Test.

*Due to current COVID-19 precautions, we are not able to offer testing on campus for math and language. We will resume testing in the fall semester. The following guidelines pertain to students starting FSU in Fall 2021.*

**MATH**

If you are enrolled in a **STEM major**, please click here for detailed information and guidance on appropriate math course placement before you meet with your faculty or advisor to create your schedule. They will help determine the most appropriate course for your first semester.

**STEM Majors include:** Biochemistry, Biology, Chemistry, Computer Science, Earth Science, Environmental Science, Food and Nutrition, Food Science, Mathematics, and Pre-Engineering.

If you are enrolled in a **Non-STEM major or are currently Undeclared**, your faculty and advisors will advise you on whether you should register for math at this time. Each major has specific math courses, and you may refer to the FSU Mathematics Pathways page earlier in this guide).

Students with a high school GPA under 2.7 can enroll in the course level that includes Math Lab Emporium which is additional time each week (2 hours) when a smaller group meets with their professor to review course material and receive additional help. This is a great support for students who find math to be challenging, feel underprepared for college math (especially after this last year of online learning), or haven’t been in a math class for a while. You will have an opportunity to take a math placement test (resuming this fall) and with a high enough score, you may take your math course without the Emporium.

Students with a HS GPA of 2.7 or higher can enroll in the course without the Math Lab Emporium.

**FOREIGN LANGUAGE**

Students with academic and/or heritage experience in a language (other than English) who intend to study that language at FSU should be assessed for their level of fluency and knowledge in order to place into the appropriate level. Courses in American Sign Language, Chinese, French, Portuguese, and Spanish are offered for Fall 2021. If you plan to study one of these languages in this first semester, please contact the Placement Coordinator by e-mailing placement@framingham.edu. Please refer to the Placement Testing site for additional information.
Bachelor’s Degrees available at Framingham State University

Bachelor of Arts
American Sign Language
Art History
Communication Arts
Criminology
Economics
English
Environmental Studies and Sustainability
Geography
Global Studies
History
Liberal Studies
Political Science
Psychology
Sociology
Spanish
Studio Art
World Languages

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

Bachelor of Science in Education
Early Childhood Education
Elementary Education
Add a minor to your major

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. Details about minor requirements may be found in the undergraduate catalog.

2021 - 2022 minors

Minimum standards for acceptance into and completion of minors are the same as for majors. Specifically:

- A minimum of three (3) course-credits for the minor requirements must be completed in residence (taken at FSU). Minor residency requirements may be partially fulfilled by courses taken through FSU Study Abroad Program. Such cases require approval by the appropriate department chair.
- A minimum GPA of 2.00 must be earned in the courses used for the minor.
- A student may not complete the minor version of their major, if one exists.

Accounting
African American Literature and Film
American Sign Language
American Studies
Anthropology
Apparel Design
Art
Art History
Biochemistry
Biology
Business Administration
Chemistry
Child and Family Studies
Children’s and Young Adult Literature
Chinese
Communication Arts
Computer Science
Creative Writing
Criminology
Data Science and Analytics
Digital Humanities
Diversity Studies
Earth System Science
Economics
English
Enterprise Systems
Entrepreneurship
Fashion Merchandising
Fashion Studies
Film Production
Film Studies
Finance
Food Science
French
Gender Studies
Geographic Information Science
Geography
Health and Wellness
History
Hospitality and Tourism Management
Geography
Health and Wellness
History
Hospitality and Tourism Management
Information Systems
Information Technology
International Business
Irish Studies
Journalism
Latin American, Caribbean, and U.S. Latino Studies
Law and Politics
Marketing
Mathematics
Mathematics for Elementary Education
Media, Culture, and Society
Museum Studies
Music
Neuroscience
Nutrition
Philosophy
Physics
Political Science
Portuguese
Professional Writing
Psychology
Public Administration
Public Health
Science Communication
Science, Technology, Engineering, & Mathematics (STEM)
Secondary Education
Sociology
Social Studies
Spanish
Sports Management
Statistics
Theatre
Writing
STUDENT SCHEDULE PLANNER

1. **LOG IN**
   - Log into myFramingham

2. **LAUNCH "SCHEDULE PLANNER"**
   - To Easily Plan Your Class Schedule

   ![Menu](image)

   - Students ➤ Advising and Registration

3. **ADD COURSES**
   - To Take Next Term

4. **ADD BREAKS**
   - To Block Off Times You Are Unavailable For Class

5. **GENERATE**
   - Click "Generate Schedules" To See All Possible Schedules

6. **VIEW**
   - To See Individual Schedules In Detail

7. **SEND TO SHOPPING CART**
   - From the "View" Schedule Screen, Click the "Shopping Cart" Button to Begin Registration
## Course Schedule Worksheet

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Indispensable advice for the first-year student

- 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, seriously consider reducing your course load from 4 to 3 courses. Plan a realistic path to success.

- Instructors expect you to complete two to three hours of homework for every hour spent in class. Time is not found—it is made—so thank you for managing your time.

- 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 or Foundations 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 all the University’s major worksheets; four-year plans to help you chart your sequential progress; and information on pre-law and pre-health professions advising. You will also find information about Placement Testing on the Advising Center website. Please e-mail any questions regarding Placement testing to placement@framingham.edu.

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 2021 semester, you must follow the requirements set forth in the 2021-2022 catalog. Catalogs are online at: http://bit.ly/1W2w8BS.

Career Services and Employer Relations

Bring your questions about career paths, internships and what you can “do” with a major or minor to the Office of Career Services and Employer Relations. Learn more at: http://bit.ly/23Xhhbf, call them at 508-626-4625 or stop by the office in the McCarthy Campus Center, Room 412.

Questions about your fall schedule?

Students with questions about their Fall 2021 course schedule may address them to the Academic 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 Friday, September 10, 2021. Students wishing to add or drop courses may do so online on their own using the registration PIN provided at Orientation. Advising is recommended, however. Students may also come to the Advising Center in O’Connor Hall Room 111 to meet with an academic advisor.

Finally, be certain to verify that you are in the correct courses—especially if you are considering making changes--by consulting with your advisor or the Academic Advising Center. We want you get off to the best start as we welcome you to Framingham State University.