

2020-2021

# Graduate Catalog



## Framingham State University

[Framingham.edu](https://www.framingham.edu)

## ACCREDITATION

Framingham State University is accredited by the New England Commission on Higher Education, (NECHE), the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Commission consists of faculty and administrators from affiliated institutions and public members. The Commission is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. The Commission is also recognized by the Council for Higher Education Accreditation (CHEA), affirming that the NECHE Standards and processes are consistent with the quality, improvement, and accountability expectations that CHEA has established.

Accreditation is a status that provides assurance to prospective students, their families and the general public that an institution meets clearly stated Standards for Accreditation and that there are reasonable grounds to believe the institution will continue to meet those standards in the future. More information about accreditation is available on this website and from the Council for Higher Education Accreditation (CHEA), [www.chea.org](http://www.chea.org), and the United States Department of Education <http://www.ed.gov/admins/finaid/accred/index.html?src=qc>.

Accreditation by NECHE is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by NECHE should be directed to the administrative staff of the school or college.

### PROGRAM ACCREDITATION BY:

The baccalaureate degree program in nursing at Framingham State University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2109, Chicago, IL 60606-6995, 312-899-0040, extension 5400; for the Food and Nutrition Major, with concentrations in Nutrition Dietetics and Coordinated Program in Dietetics. [www.eatright.org/ACEND](http://www.eatright.org/ACEND)

International Assembly for Collegiate Business Education (IACBE)

National Association of Schools of Art and Design (NASAD)

National Council for Accreditation of Teacher Education; (NCATE)

### APPROVED BY:

American Chemical Society (ACS).

Initial and Professional Licensure Programs for educators are approved by the Department of Elementary and Secondary Education (DESE) of the Commonwealth of Massachusetts, and the National Association of State Directors of Teacher Education and Certification (NASDTEC). Interstate Certification Compact on Certification of Educational Personnel.

### MEMBER OF:

American Association of Colleges of Nursing (AACN)

American Association of Colleges for Teacher Education (AACTE)

American Association of State Colleges and Universities (AASCU)

College Entrance Examination Board

Council for the Advancement and Support of Education (CASE)

National League for Nursing (NLN)

New England Association of Schools and Colleges (NEASC)

The College Board

## NOTICE TO STUDENTS

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

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# Mission Statement

## **PUBLIC HIGHER EDUCATION SYSTEM MISSION STATEMENT**

The public college and university system in the Commonwealth of Massachusetts comprises fifteen community colleges, nine state colleges and the five campuses of the University of Massachusetts. The system exists to provide accessible, affordable, relevant, and rigorous academic programs that adapt to meet changing individual and societal needs for education and employment. All campuses are committed to operating effectively and efficiently in order to maintain tuition and fees at a level as low as possible, while providing a high-quality education to every student who qualifies for admission. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning. The Board of Higher Education and institutional boards of trustees recognize their responsibilities to the taxpayers and residents of Massachusetts in the performance of their roles and responsibilities. Massachusetts public higher education is a system with a distinguished past, increasing pride, and unlimited potential.

## **STATE UNIVERSITY MISSION STATEMENT**

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

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

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

## FRAMINGHAM STATE UNIVERSITY MISSION STATEMENT

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

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

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

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

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

## FRAMINGHAM STATE UNIVERSITY VISION STATEMENT

Our vision is to create a vibrant and innovative educational environment that is dedicated to academic excellence, ethical citizenship, personal and professional growth, global stewardship, and public purpose and commitment through an inclusive and collaborative community.

## FRAMINGHAM STATE UNIVERSITY CORE VALUES

The following shared core values direct our thinking, planning, actions, and initiatives:

- *Academic Excellence:* We strive to inspire a culture informed by the joy and work of learning, in which curiosity, discovery, innovation, and excellence are the driving forces in everything we do.
- *Ethical Citizenship:* We seek to foster a culture of ethics, integrity and respect, such that it creates the fertile ground that motivates our work and work ethic.
- *Personal and Professional Growth:* We aspire to create a nurturing culture where all thrive and are supported in their own paths toward lifelong growth and leadership in personal and professional ways.
- *Global Stewardship:* We endeavor to advance global understanding, empathy and stewardship for people and the environment, embracing diversity and a sense of community in both local and global settings.
- *Public Purpose and Commitment:* We strive to construct a community that is committed to public purpose, informed action and service.
- *Inclusive and Collaborative Community:* We seek to encourage a supportive, diverse, collaborative and cohesive environment in which we learn from each other through informed, clear, and open communication.

## **The History of Framingham State University**

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

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

The student body increased steadily during the twentieth century and with it the size of the campus and the number of buildings. New programs and courses marked the increasingly professional character of the education offered, while extracurricular organizations were formed to enrich student life. In 1932 the Massachusetts Normal Schools became the State Teachers Colleges, and in 1960 they became State Colleges with a mandate to develop liberal arts curricula. Framingham, which had served only women, became coeducational in 1964. The University has continued to add departments such as Economics, Sociology, and Psychology, as well as career-orientated programs in Computer Science, Communications, Business Administration, and Nursing, among others, to increase the options for students and to meet the needs of the Commonwealth. In 2010, the Governor signed legislation changing the State Colleges to State Universities.

Today, Framingham State University is situated on a beautiful 54-acre campus in the suburban town of Framingham. The University's location in the economically vibrant Metro West area affords many opportunities for students and graduates alike. Approximately 5,500 full- and part-time students with 39 bachelor's degree programs and 23 master's degree programs are enrolled at the University.

# Graduate Admissions

The following are general requirements for admission to any of the graduate programs at Framingham State University. Students should review the specific requirements for admission to the particular program they are interested in as provided later in this catalog.

## APPLICATION

Applicants must possess an undergraduate degree from a regionally accredited institution of higher education and submit an official copy of their undergraduate transcripts. Two (2) letters of recommendation are required (three (3) for the program in Counseling Psychology). One letter must be from an employer or supervisor, and the other must be from faculty member who has taught the candidate at collegiate level if the candidate attended classes in the last five years. Also required is a statement expressing the applicant's reasons for seeking to undertake graduate study in the chosen area. Admission for most master's programs (except Counseling Psychology, Nursing Education, and Nursing Leadership) is on a rolling basis; however, students seeking admission for fall semester should have a complete application on file by July 1<sup>st</sup>, while students seeking admission for the spring semester should have a complete application on file by December 1<sup>st</sup>. Applications completed or received after these dates cannot be guaranteed timely matriculation.

Where required by the program, applicants must submit an official copy of the results of the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or the Miller Analogies Test (MAT) **taken within the last five (5) years**. In some programs, the exams are not required depending on an applicant's status and program of choice. In addition, applicants with an advanced degree from a regionally accredited United States institution (or for international students – the equivalent of a United States master's degree) or who have completed a Framingham State University Graduate Certificate program may be exempt from these exams. Proper documentation at time of application will be required to be considered for this exemption. Applicants should check the program requirements for specific test information as well as checking with the Office of Graduate Admissions regarding exemption eligibility.

Test of English as a Foreign Language (TOEFL) scores (550 or higher) or International English Language Testing System (IELTS) scores (6.5 or higher) are required of applicants seeking admission from non-English speaking countries. The TOEFL or IELTS may be waived if the applicant has successfully completed at least two full academic years in a college/university where the primary instruction is in English or has successfully completed advanced coursework in the English Language Program (ELP) at Framingham State University and received an instructor's or administrator's letter of recommendation of readiness of English proficiency.

Graduate Applications are available from the Office of Graduate Admissions at 508-626-4501, or online at <https://www.framingham.edu/admissions-and-aid/admissions/graduate-admissions/index>. Applications are accepted year-round. Students may begin most programs of study in September (Fall semester) or January (Spring semester). Students may also begin taking undergraduate prerequisite courses during the summer.

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

## COURSES TAKEN BEFORE ADMISSION

Students may elect to enroll in no more than two graduate courses before formal admission to a master's program. Courses taken before admission must be completed with a grade of B- (2.70) or better if they are to be applied toward a graduate program. Such courses must have been completed no more than five (5) years prior to the date of formal admission to Framingham State University. Exceptions may only be made by the Graduate Admissions committee. Students are required to complete the curriculum under the degree program in place when they are formally admitted. Since curriculum changes may occur, courses taken prior to matriculation might not apply toward the degree program.



**F-1 STUDENT VISA STATUS**

Students admitted into a graduate program as on an F-1 Student Visa are required to enroll full-time during the fall and spring semesters. Students in the M.B.A program are encouraged to also enroll full-time during the summer terms if the intent is to complete the program in 16 continuous months.

**TRANSFER COURSES**

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

Transfer credit is limited to two (2) graduate courses and must have been completed with a grade of B (3.00 on a 4.00 scale) or better provided they were earned no more than five (5) years prior to the date of admission to Framingham State University. Exceptions may only be made by the graduate admissions committee.

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

**GRADUATE READMISSION POLICY**

A graduate student in good standing who withdraws from the University, or who becomes inactive, may apply for readmission within three years of the last semester attended. A student is defined to be in good standing if he or she was not subject to dismissal at the time of withdrawal. The application for readmission should be submitted at least one month prior to registration for graduate evening or online courses and a full semester ahead for graduate Day Division courses. There is no application fee required for readmission within three years. Students who are readmitted must meet the degree requirements and policies in the Graduate Catalog in effect at the time of readmission. Students must also complete their entire program in the time limit allowed for that program including the time of inactivity. Students should refer to the Time Limit Policy for time limits on coursework applied toward the degree. Students must enroll for the semester in which their readmission is effective.

If a student has been inactive for three years or longer, they are required to submit a new Application for Graduate Admission and application fee with updated documentation including a new statement of purpose, transcripts for courses taken at other institutions since being enrolled at Framingham State University, letters of recommendation and cover sheets, and any other documents as required for admittance to their intended program of study. Because of the length of inactivity, it may not be possible to complete all courses in the program of study within the time limit. Students may be required to take additional coursework, or repeat some prior coursework at the discretion of the Program Coordinator and Dean of Graduate Studies.

# Post-Baccalaureate Teacher Licensure Program

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

## **INITIAL LICENSURE AVAILABLE THROUGH PBTL:**

Art Visual – Grades PreK-8  
Art Visual – Grades 5-12  
Biology – Grades 8-12  
Chemistry – Grades 8-12  
Early Childhood – Grades PreK-2  
Earth & Space Science – Grades 8-12  
Elementary – Grades 1-6  
English – Grades 5-12  
Foreign Language: Spanish – Grades 5-12  
General Science – Grades 5-8  
History – Grades 5-12  
Mathematics - Grades 5-8, 8-12  
Middle School: Mathematics/Science – Grades 5-8  
Physics – Grades 8-12

## **TEACHER LICENSURE IN MASSACHUSETTS**

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

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

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

## **SECONDARY EDUCATION ACADEMIC SUBJECT LICENSES**

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

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

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

## **APPLICATION PROCESS**

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

## **ADMISSION REQUIREMENTS**

Admission to the PBTL Program requires a baccalaureate degree from a regionally accredited college or university and a passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL). A minimum undergraduate overall grade point average of 2.80 is required. PBTL candidates with deficiencies in the liberal arts or sciences will be required to take appropriate courses in the humanities, natural sciences, social sciences, and mathematics before admittance to more advanced studies in the PBTL education sequence involving teaching method and practice.

The Education Department maintains a student's licensure folder for any PBTL applicant who began the licensure sequence as an undergraduate at FSU. This folder contains evaluations on education classroom performance and professional attributes appropriate for teachers as well as academic achievement. Therefore, the existing licensure folder for a PBTL applicant will be reviewed, in conjunction with the PBTL program application, by the appropriate admissions committee for the license sought. Where any questions arise, the appropriate admissions committee reserves the right to discuss the contents of the student's licensure file with the PBTL applicant.

## **MASSACHUSETTS TEST FOR EDUCATOR LICENSURE**

The Commonwealth presently administers MTEL examinations several times a year. The deadline to register for the exams take place approximately six (6) weeks before the examination is given. For further information and to register, please visit [www.mtel.nesinc.com](http://www.mtel.nesinc.com).

## **FOUNDATIONS OF READING TEST**

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

## **SUBJECT MATTER KNOWLEDGE TEST**

Although a passing score on the Subject Matter Knowledge Test is not a requirement to apply for the PBTL Program, it is a requirement for student teaching practicum and the Initial License in that subject matter.

## **MASSACHUSETTS TEST FOR EDUCATION LICENSURE (MTEL) PREPARATION WORKSHOPS**

Framingham State University conducts MTEL Preparation Workshops for the Communication and Literacy Skills Test and Foundations of Reading Test. Please contact Continuing Education at 508-626-4603 for further information, or visit [www.framingham.edu/dgce](http://www.framingham.edu/dgce).

## **STUDIES IN EDUCATION**

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

EDIL 800 Field Study I in Education (Non-Credit)

EDIL 910 Education Foundations

EDIL 920 Learning and Human Development

Enrollment in EDIL 800 Field Study I in Education requires that students have (a) already completed or be currently enrolled in EDIL 910 or EDIL 920; and (b) submitted an application to the PBTL program.

*NOTE: All students, with the exception of those pursuing licensure in Foreign Language, must also complete a "Sheltered English Immersion" course. This requirement can be completed by enrolling in the following FSU course:*

TESL 910 Sheltered English Immersion

## **IN-SCHOOL EXPERIENCE**

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

# Graduate Academic Policies and Regulations

## ENROLLMENT STATUS

### Non-Matriculated Students

Non-matriculated students may enroll in no more than two (2) graduate courses before formal admission to a master's program. Since curriculum changes occur, prospective students are advised that the two courses taken prior to matriculation may not always apply to the degree program in place once students are accepted.

*NOTE: Only students admitted into the Master of Business Administration (M.B.A.) program or Master of Science in Nursing (M.S.N.) program may enroll in the courses required for each respective program. Non-matriculated students are not permitted to enroll in graduate level courses in either of these programs.*

### Matriculated Students

Students who have met all admission requirements of the graduate program, have received a letter of acceptance from the University, submitted the required Admissions Deposit, and enroll in courses for the semester for which they were admitted will be considered matriculated.

Graduate students admitted to a master's program must enroll in courses in the semester in which they were admitted. If a student chooses not to enroll, he/she may defer admission for up to two semesters, not including summer. Please check with Graduate Admissions as some programs only allow fall semester admission.

### Inactive Students

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

## TIME LIMITS

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

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

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

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

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

## **ACADEMIC COURSE LOAD**

Enrollment in three (3) or more course-credits per fall and spring semester as well as the summer term is considered full-time. Two (2) course-credits is considered half-time and one (1) course-credit is considered less than half-time (for financial aid purposes).

Graduate students enrolled in the Day School may enroll in up to four (4) course-credits per semester as part of the full-time status; the minimum is three (3) course-credits per semester to be considered “Full-Time”. A student carrying three or more course-credits in the Day School will be considered a full-time student and must pay all charges and fulfill all responsibilities accordingly. Note: Students in a graduate assistant position may not enroll in more than three (3) course-credits. A student carrying three or more course-credits will be considered a full-time student and must pay all charges and fulfill all responsibilities accordingly.

## **COURSE LEVEL**

The numbers following the subject code indicate the course level:

**70000-79900** Courses for public service and professional development graduate credit (not for degree programs).

**800-899** Courses for graduate program credit but taught as dual level with the appropriate undergraduate course number assigned.

**900-999** Courses assigned as graduate program credit only.

## **COURSE-CREDIT**

Unless noted otherwise, each Framingham State University course is equivalent to four (4) credits (sixty (60) contact hours) for internal and external transfer use. Practica and lab sections may carry a value up to 1 (one) credit or 0.25 courses. Courses that are the equivalent of two (2) credits or 0.5 courses (thirty (30) contact hours) are also offered at the University. Because each credit is the equivalent of 0.25 courses, transfer courses that bear 3 credits (forty-five (45) contact hours) are the equivalent of 0.75 courses.

In Fall 2013, governance approved Half-Course-Credit designation equivalent to two (2) semester hours (thirty (30) contact hours) for courses offered at the University.

Professional Development Graduate coursework, 70000-level, will appear as 1.00, .75, .50, or .25 Course-Credits. This relates to four (4), three (3), two (2), and one (1) semester hour(s).

## **COURSE DESCRIPTIONS**

Under each course number and title is a brief description of its content, followed by a statement on prerequisites, if any, explaining the requirements for admission to the course.

## **CLASS ATTENDANCE**

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

## **CLASS ABSENCE BECAUSE OF RELIGIOUS BELIEFS**

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.” (Massachusetts General Laws, Chapter 151C, Section 2B).

## **DEFINITIONS OF COURSE DELIVERY OPTIONS:**

### **Traditional (Face-to-Face, On-Ground, Brick & Mortar) Courses**

Courses taught face-to-face have specific meeting times equivalent to a minimum of 200 minutes per week for lecture along with additional hours for laboratory, if applicable. Although the course is taught in a classroom, a BlackBoard online site is part of each course. Students refer to the BlackBoard course site for the syllabus, posted assignments, grades and other material determined by the instructor to be part of the course.

Web-enhanced Courses - All courses offered at the University have the ability to be web-enhanced due to creating a BlackBoard “course” or shell for each course section. This provides students access to the course syllabus and other course materials, submit assignments, participate in discussions, takes quizzes and exams and access grades and feedback.

### **Hybrid (Blended, Mixed) Courses**

A hybrid (or blended) class is a combination of face-to-face classroom instruction and online instruction. A portion of the instruction is provided online (between 25% and 75%) via BlackBoard, and regular face-to-face instruction is still required. Face-to-face time requirements will vary between hybrid courses and sections. The instructor of a hybrid course typically determines what instructional activities should be online or face-to-face depending on the learning goals, course objectives, content, and available resources. Similarly, the timetable for face-to-face versus online work can be organized in quite different ways that may reflect not only pedagogical criteria but also the particular circumstances of the instructor and students.

### **Online Courses**

As the title indicates, online courses have complete, or most, online instruction via BlackBoard. These courses may include an initial face-to-face orientation session or take proctored exams on campus. Online courses require significant self-motivation and familiarity with technology.

## **ENROLLMENT STATUS BETWEEN CONTINUING EDUCATION AND DAY DIVISION**

The Office of Graduate Studies & Continuing Education (GCE) and the Day Division are separate fiscal entities and tuition paid to one will not cover tuition owed to the other.

## **PRACTICUM/INTERNSHIPS**

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

### **DIRECTED STUDY**

Students who wish to take a regular university course in a term when it is not offered may seek to do so through a directed study option. However, students must understand that, because the appropriate fsu faculty must be available and approvals must be granted, the option of directed study for a particular course is not always available. In directed study, the fsu faculty member must agree to provide the student with close supervision, in achieving the same course objectives that would have been accomplished had the student taken the course on a regular class basis. Permission for directed study must be obtained from the subject/course faculty supervisor and the course department chair. Forms for enrolling in directed study are available at the Office of the University Registrar. The completed forms must be submitted to the office of the university registrar prior to the end of the course add/drop at the start of the semester. Directed study courses will appear on the student's course history with the actual course prefix, number, and title as found in the catalog.

### **INDEPENDENT STUDY**

Independent Study, which is faculty-supervised research or readings into areas of study outside the current curriculum, offers students the opportunity to investigate a research topic or readings independently, under the close supervision of a FSU faculty member. Independent Study will only be approved for research into areas of study that do not duplicate the University's current curriculum of courses. The student will be responsible for meeting the departmental requirements of the Independent Study as outlined in the catalog description and approved by the FSU faculty supervisor and the course department chair. The FSU faculty sponsor will assume responsibility for coordinating the Independent Study, evaluating its results, and determining an appropriate grade. Forms for enrolling in Independent Study are available at the Office of the University Registrar. The completed forms must be submitted to the Office of the University Registrar prior to the end of the Course Add/Drop at the start of the semester. Independent Study topics will be so designated on the student's transcript.

### **ACADEMIC ADVISING**

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

### **CHANGE OF PROGRAM CONCENTRATION**

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

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

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



## LEAVE OF ABSENCE POLICY

Applicable to either a matriculated graduate student or Post-Baccalaureate Teacher Licensure Candidate (PBTL).

A Leave of Absence request and approval is required for either the Fall or Spring semester of the Academic Year (*Summer terms are excluded except for the MBA, MCO and MSN programs*) for which the student does not enroll in courses. Leaves will not be granted for more than one semester at a time. A Leave of Absence may not be longer than one semester (*excludes Summer terms except for MBA, MCO and MSN programs*). A student may not request any more than four (4) Leaves of Absence. The policy regarding Time limits for program completion is not affected by an approved Leave of Absence. Leaves of Absence are available for consideration *only* to continuing graduate students in good standing (minimum 3.00 GPA). Students should consult with their program coordinator to determine if the Leave of Absence is appropriate.

The Dean of Graduate Studies makes the final decision to approve or deny a request for a Leave of Absence. For students on an approved Leave of Absence, registration information will be sent to both the FSU email account and personal email account on file prior to the start of the next registration period and approximately two weeks prior to the term the student is scheduled to return. In order to remain active in the program before the Leave of Absence expires, the student must enroll in courses for the upcoming semester.

Should the student not register once the Leave of Absence expires, the student will become Inactive at the University and will need to apply for Re-admission in order to resume his/her program of study.

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

## WITHDRAWAL FROM THE UNIVERSITY OR DISCONTINUANCE OF STUDY

Matriculated graduate students who wish to withdraw from their graduate program at the end of a semester must notify the University Registrar and the Office of Graduate Studies in writing (an email from the student's FSU student email account will suffice). Students who withdraw ("W") from all courses during a semester may do so online through the student portal, myFramingham. By doing so, the student is effectively withdrawing from the University and will be reported as such for financial aid purposes. When this occurs, the student will be automatically re-admitted for the subsequent spring or fall semester (or summer term is enrollment is required by the particular graduate program).

Matriculated graduate students who did not apply for a Leave of Absence, if eligible, and do not enroll for the semester, are reported as withdrawn from the University for financial aid purposes, will be automatically re-admitted for the subsequent spring or fall semester (or summer term is enrollment is required by the particular graduate program).

Students who do not register for the term in which they have been automatically re-admitted into will be made inactive and will be required to contact the Office of Graduate Admissions in order to submit a re-admission application prior to the start of the semester of return.

## **READMISSION**

A graduate student in good standing who withdraws from the University, or who becomes inactive, may apply for readmission within three years of the last semester attended. A student is defined to be in good standing if he or she was not subject to dismissal at the time of withdrawal. The application for readmission should be submitted at least one month prior to registration for graduate evening or online courses and a full semester ahead for graduate Day School courses. There is no application fee required for readmission within three years. Students who are readmitted must meet the degree requirements and policies in the Graduate Catalog in effect at the time of readmission. Students must also complete their entire program in the time limit allowed for that program including the time of inactivity. Students should refer to the Time Limit Policy for time limits on coursework applied toward the degree. Students must enroll for the semester in which their readmission is effective.

If a student has been inactive for three years or longer, he or she is required to submit a new Application for Graduate Admission and application fee with updated documentation, including a new statement of purpose, transcripts for courses taken at other institutions since being enrolled at Framingham State University, letters of recommendation and cover sheets, and any other documents as required for admittance to their intended program of study. Because of the length of inactivity, it may not be possible to complete all courses in the program of study within the time limit. Students may be required to take additional coursework, or repeat some prior coursework at the discretion of the Program Coordinator and Dean of Graduate Studies.

If a PBTL student is seeking readmission, the existing licensure folder for a PBTL student (maintained in the Education Department) will be reviewed, in conjunction with the PBTL program readmission application, by the appropriate admissions committee for the license sought. Where any questions arise, the appropriate admissions committee reserves the right to discuss the contents of the student's licensure file with the PBTL applicant. Students must enroll for the semester in which their readmission is effective.

## **COMPREHENSIVE EXAMINATIONS**

An oral, written or electronic comprehensive examination is required of students in several graduate programs and is indicated in this catalog. There is a fee of \$125.00 for each comprehensive examination and this examination should be taken during the student's final semester and requires prior approval in writing by the Dean of Graduate Studies and by the members of the Examination Committee. Where required, students must receive a passing grade on both their portfolio as well as comprehensive examination in order to graduate.

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

Once a student's comprehensive exam has been scheduled and the panel members are confirmed the following refunding rules apply:

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

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

## COMMENCEMENT

There is a graduation fee of \$100.00 which is required to be paid at the start of the student's final semester of enrollment (which includes the semester the comprehensive, if applicable, is taken).

There are four graduation dates per year during which diplomas are issued: August 31<sup>st</sup>, December 31<sup>st</sup>, January 31<sup>st</sup>, and May 2x. Commencement exercises are held in May. **In order to participate in Commencement, graduate students must have completed all degree requirements.** Applications for comprehensive examinations (if required in the program) and for Commencement are due during the semester preceding the semester in which the student intends to graduate. The dates for application to graduate are as follows:

April 15 <sup>th</sup>	August graduation
August 15 <sup>th</sup>	December graduation
October 15 <sup>th</sup>	January graduation
January 15 <sup>th</sup>	May graduation

## GRADING SYSTEM

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

Grade	Quality Points	Grade	Quality Points
A	4.00	B-	2.70
A-	3.70	C+	2.30
B+	3.30	C	2.00
B	3.00	F	0.00

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

**AU** = (Audit-no credit) A student may audit courses with the consent of the instructor. Such course enrollment will be officially reported on the student's transcript pending approval by the instructor, but the student will not receive any credit. An auditor may not participate actively in coursework without the permission of the instructor. An Audit must be requested prior to the second class meeting end of the Evening Division courses.

**MG** = Missing Grade. Final grade not yet submitted by the faculty.

**NG** = Non-Graded course.

**W** = Withdrawal from a course. Indicates withdrawal from a semester course in the third through the ninth week of the fall or spring semester (for summer term between the third and ninth class meeting).

**IR/IC** = (Incomplete Requested/Incomplete Contract Submitted) This is a temporary grade designation that has no impact on the student's grade point average.

### **INCOMPLETE GRADE POLICY**

The IC grade may be given to a student when the instructor is satisfied that circumstances beyond the student's control prevented the student from completing the required work for the course. The grade of IC may only be awarded if it is mathematically possible for the student to pass the course with the completion of the remaining work. An incomplete cannot be considered until after the course withdrawal deadline has passed. The student must submit a Request for Incomplete form to the instructor no later than the last day of the semester. If the instructor agrees with the request, they shall complete and sign the form. If extenuating circumstances prevent the student from completing the request form, the faculty member may initiate the incomplete request. An incomplete grade may not be considered passing for purposes of determining federal financial aid eligibility, athletic eligibility, or other purposes.

Faculty are required to assign the final grade that would be issued at the end of the semester (i.e., the final grade that will be issued if the student does not complete the work indicated on the incomplete contract form). The student and the faculty member shall agree upon a deadline for the completion of course work. The agreed upon deadline shall be no later the end of spring break for fall and wintersession courses, September 1<sup>st</sup> for spring courses and October 1<sup>st</sup> for summer courses.

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

Subject to prior approval by the Dean of Graduate Studies, graduate students in good standing may repeat a course in which they received a grade lower than B- (2.70 on a 4.00 scale). All grades, including those earned in repeated courses, will remain on the academic transcript. The same course must be repeated at Framingham State University, and may only be repeated once. Only the most recent grade, whether higher or lower than the original grade earned, will be counted toward the student's degree program. No more than one graduate course may be repeated.

### **GRADE APPEAL POLICY**

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

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

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

### **Level I: Informal**

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

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

### **Level II: Formal**

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

#### **Step One: Dean of Graduate Studies**

Taking into account, in a fair and timely fashion, all matters and considerations related to the dispute, the Dean of Graduate Studies will determine whether or not the student has a basis for an appeal. If the Dean decides there is no basis for an appeal, the matter will be considered closed. *NOTE: the course instructor will provide the course syllabus and grading procedures as well as the method for calculating the final grade.*

#### **Step Two: Faculty Governance/Graduate Education Council**

If the Dean decides there is a basis for appeal, the matter will be forwarded with all forms and any other pertinent materials to the Graduate Education Council. The Council will appoint an Ad Hoc Grade Appeal Committee.

#### **Step Three - The Ad Hoc Grade Appeal Committee and the Appeal Procedure**

As part of the process, the Ad Hoc Grade Appeal Committee may consult with the student, the instructor, and the program coordinator. If the Ad Hoc Grade Appeal Committee determines that a change in grade may be warranted, the committee will inform the program coordinator and will consult with the instructor prior to making its recommendation to the Dean of Graduate Studies.

The Ad Hoc Grade Appeal Committee must submit a written recommendation (either that "the Committee supports the grade as originally recorded" or the "the instructor should review the grade in question") in a sealed envelope along with the appeal documentation for the Dean of Graduate Studies within one month of receipt of the committee charge.

The Dean of Graduate Studies will convey the Ad Hoc Grade Appeal Committee's recommendation to the instructor and the student. If the committee recommends that "the instructor should review the grade in question," the Dean of Graduate Studies will ask the instructor to review the grade and to inform the Dean of Graduate Studies of the outcome. If the review results in an unchanged grade, the Dean of Graduate Studies has the authority to change the grade in such cases where there has been a mechanical error in calculation or if there is a reason to believe that the grade has been calculated in a manner inconsistent with the stated grading criteria of the faculty, the program, and/or the University. The appeal ends at this point.

## ACADEMIC STANDING AND DISMISSAL

### Academic Average for Graduate Degrees and Certificates

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

### Academic Warning

The following circumstances result in an academic warning:

1. A student shall receive a warning the first time the cumulative grade point average falls below 3.00.
2. A student shall receive a warning when the student receives one (1) grade below "B- (2.7)."

*NOTE: A student shall be provided with no more than one (1) academic warning. A second occurrence of either circumstance noted above will result in Academic Dismissal.*

### Academic Dismissal

The following circumstances result in an academic dismissal:

1. A student may be dismissed upon completion of a semester in which the cumulative quality point average falls below 3.00, and when a warning previously has been given. Students may not receive more than one warning before being dismissed.
2. A student shall be dismissed if the cumulative grade point average remains below 2.70 for two consecutive semesters.
3. A student shall be dismissed when the student accumulates two grades below "B- (2.7)."
4. A student shall be dismissed upon receipt of an "F" grade. The "F" grade is permanently recorded on the transcript and remains in the cumulative quality point average unless the student is reinstated and the course is retaken.
5. Upon notification of dismissal, students will have up to one semester from the date of notification to make a formal written appeal for readmission. The appeal will not be considered unless it includes concrete reasons and explanations for the

student's poor academic performance, with specific reference to extenuating circumstances and documentation where possible. Students must also include a written plan of action for improving the level of academic performance. Appeals are addressed to the Graduate Education Council. Appeals for readmission will be reviewed based on new information or extremely extenuating circumstances only.

6. Should a student be re-admitted to the University (after submitting a written appeal to the Graduate Education Council) and receive an additional grade of "F" or meet the criteria for Dismissal as noted in items 1 through 3, that student will be permanently dismissed and ineligible for appeal.

## STUDENT CONDUCT

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

## PROFESSIONAL STANDARDS FOR STUDENTS ENROLLED IN TEACHER PREPARATION PROGRAMS

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

## CLASSROOM CONDUCT POLICY

### Preamble

Framingham State University supports the principles of freedom of expression for both faculty and students. In order to maintain these principles, all students and course instructors are entitled to a safe, positive, and constructive teaching and learning environment. Disruptive or dangerous behaviors in classrooms and other academic settings can disturb teaching and learning, and these behaviors will not be tolerated. Any individual who engages in disruptive or dangerous behaviors in classrooms may be subject to disciplinary action in accordance with the Classroom Conduct Policy found in the University undergraduate catalog.

### Consistent with the principles described in the FSU Student Code of Conduct:

*“The University has the power and responsibility to take proper disciplinary action against students whose behavior threatens or disrupts the mission of the University. This is the general principle governing the jurisdiction of the disciplinary authorities of the University. It means that the disciplinary powers of the University extend to behavior that disrupts the educational process and other activities that are recognized as the lawful mission of the University. It also means that it extends to behavior that violates the peace and order of the University in such a manner that members of the University cannot go about their proper business secure in their persons and property.”*

This policy applies to all learning environments and modalities including the traditional classroom, online courses, laboratory settings, practicum and internship assignments and University sponsored off-campus learning activities (“field trips”).

Examples of disruptive or dangerous language and/or behavior, consistent with those noted in the Student Code of Conduct, are listed below and may be addressed and restricted to the extent that the behavior interferes with the teaching and learning process. This is not an exhaustive list. Faculty are encouraged to include language about expectations for classroom conduct in their syllabi and may choose to use these examples at their discretion.

- The use of derogatory, vulgar, and insulting language directed at an individual or group.
- Unsolicited, disruptive talking, noises, or behaviors in class, such as crosstalk or carrying on side conversations.
- Engagement in unyielding argument or debate. Frequent interruptions of the course instructor or students.
- Making rude, disrespectful, or inappropriate comments in class.
- Disruptive or distracting use of mobile technology or laptops that is not related to a classroom or academic activity
- The failure to comply with a reasonable request made by a course instructor.

Examples of Disruptive Behaviors Associated with online/hybrid classes – consistent with the University’s Acceptable Use Policy.

- Posting rude, disrespectful, offensive, or inappropriate comments, photos, or videos on discussion boards.
- Unauthorized sharing of information posted in a course discussion board
- Intentionally posting links to websites that are not relevant or helpful to the course materials.
- Any violation of the University’s Acceptable Use Policy.

Examples of Dangerous Behavior

- Violations of the FSU Student Code of Conduct that occur in the classroom or learning environment.
- Directly communicated threats of imminent harm
- Self-injurious behavior during class
- Physical assault that is threatened or in progress during class
- Throwing objects or slamming doors during class

For Dangerous Behavior, faculty should contact University Police. After notification of University Police, the faculty member should notify the department chair and academic dean and then follow the procedures outlined above for disruptive behavior.

### **Progressive Approach to Handling Disruptive Behaviors**

A progressive approach to handling disruptive behavior gives the student the opportunity to modify their behavior. It also gives the student time to seek out appropriate assistance from the Center for Academic Success and Achievement, the Office of the Dean of Students, or the Counseling Center if applicable.

For Disruptive Behavior, course instructors should pursue the following steps:

For the first reported incident:

1. The faculty member reports the incident of disruptive behavior in their class to the department chair, using the Disruptive Classroom Behavior Reporting Form.
2. This form will be filed in the Office of Academic Affairs.
3. The faculty member, department chair, and academic dean should communicate regarding the incident within 24 hours and prior to the next class period whenever possible.
4. Next steps are identified through collaboration among the faculty member, department chair, and academic dean prior to the next class period whenever possible. Depending on the severity of disruption, intervention options, which may be used separately or in combination, include the following:
  - a) The department chair follows up with the student and discusses resources available for support. The faculty member has the option to attend this meeting.
  - b) If advised by the chair or dean, depending on the severity of the incident, the faculty member submits a report to the Student Assistance Team (SAT).
  - c) The faculty member contacts the Office of Community Standards to file a complaint or to consult and receive assistance.
  - d) The faculty member contacts the Title IX Coordinator for students if the case involves allegations of discrimination, discriminatory harassment, sexual harassment, and/or gender-based harassment.
  - e) The academic dean notifies the Provost as needed.

For any Subsequent Event in the Same Class:

1. The faculty member reports a second or subsequent occurrence with this student on the Disruptive Behavior Reporting Form. The form should be forwarded to the chair and the academic dean within 24 hours of the incident.



This form will be filed in the Office of Academic Affairs.

2. The student may be asked not to return to class until the involved parties have a chance to consult.
3. Prior to the next class meeting, the academic dean will contact the faculty member and the department chair to obtain additional information and consult. The academic dean will communicate with all parties involved through the duration of the removal from class (if the incident is not resolved prior to the next class meeting). A determination should be made within three business days.
4. After the consultation, the academic dean will consult with the Dean of Students and other parties as appropriate and may pursue formal academic disciplinary action.
5. If formal academic disciplinary action is warranted, the academic dean will contact the student in order to address any allegations.
6. The academic dean will follow up with the faculty member and department chair to communicate next steps or final outcomes.
7. Once a decision has been made, the academic dean will inform appropriate parties of outcome if necessary and appropriate (e.g. Office of Financial Aid, Office of Student Accounts, Dean of Students, Registrar, University Police).
8. The student may appeal any formal academic disciplinary action to the Dean of Students and Provost/Vice-President for Academic Affairs.

#### **Appeal of Formal Academic Disciplinary Action**

The student has five business days to submit a written appeal of the formal academic disciplinary action to the review board, which consists of the Dean of Students and the Provost/Vice-President for Academic Affairs. The grounds for the appeal are limited to

- A claim of a procedural error within the investigation and resolution process that would substantially change the outcome; or
- A consideration of new evidence that was not known at the time of the investigation that would substantially change the outcome.

All appeal decisions are final.

#### **UNIVERSITY POLICY REGARDING ACADEMIC HONESTY**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published university policies and procedures regarding academic honesty. Faculty members are required to reference the university policy on academic honesty in their syllabi, and they shall, at their discretion, include in their course syllabi additional statements on definitions of academic honesty and academic honesty policies specific to their courses if applicable.

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

1. Plagiarism: claiming as one's own work the published or unpublished literal or paraphrased work of another;
2. Cheating on exams, tests, quizzes, assignments, and papers, including the distribution or acceptance of these materials and other sources of information without the permission of the instructor(s);
3. Unauthorized collaboration with other individuals in the preparation of course assignments;
4. Submitting without authorization the same assignment for credit in more than one course;
5. Use of dishonest procedures in computer, laboratory, studio, or field work;
6. Misuse of the University's technical and educational facilities either maliciously or for personal gain;
7. Falsification of forms used to document the academic record and to conduct the academic business of the University.
8. The enlistment of another individual or entity to complete one's course work.

### **Procedures for Handling Cases of Alleged Infractions of Academic Honesty**

When a course instructor suspects a student of academic dishonesty, they notify the student in writing of the alleged infraction as soon as possible after the discovery of the infraction. The student will have five business days to respond to the allegation. If the student does not dispute the allegation or the student does not respond to the charges within five business days, the course instructor reports the infraction to the Academic Dean of the college where the course is taught (home department of course) for record-keeping purposes, using the appropriate form. This notification must take place within ten business days of the discovery of the infraction and should include any corroborating evidence. The Academic Dean will notify the Office Academic Affairs of the alleged infraction.

If a student disputes an allegation of academic dishonesty, the student may appeal the case to be heard by a subcommittee of the Academic Policy Committee (APC) in executive session. This subcommittee will be made up of three faculty members, all of whom are not in the department of the course instructor making the allegation, and up to two students appointed by the APC Chair. The student and course instructor will be invited to the subcommittee hearing by the APC Chair. The student may have a support person accompany them to any scheduled APC Academic Honesty sub-committee meeting(s). A support person may not address any person involved in the hearing except for the student they are supporting; a support person who does not comply with these requirements may be dismissed by the presiding administrator.

The standard of review used to evaluate the alleged academic infraction is preponderance of evidence, which is “more likely than not.” The APC Chair will notify the student of the subcommittee’s decision, which is final.

- If the student’s appeal is successful, the faculty member will update the grade in question.
- If the student’s appeal is unsuccessful, the APC Chair reports the infraction to the Academic Dean for record-keeping purposes on the appropriate form within five business days of the decision.

The Academic Dean will notify the Office of Academic Affairs of the violation within five business days.

All records of academic honesty policy violations will be maintained by the Office of Academic Affairs. Faculty are expected to report all incidents of academic honesty infractions. Upon notification by an Academic Dean of a violation, the Academic Dean will determine if the student has previous infractions.

After an infraction, the course instructor administers appropriate penalties that range from resubmission of the work in question to failing the course, as determined by the course instructor.

After a student’s second infraction at the University, the Academic Dean will notify the student that they must meet with the Academic Dean.

After a student’s third infraction at the University, the student shall be notified of permanent dismissal from the University by the Office of Academic Affairs. This penalty of dismissal can be appealed. Such an appeal will be made to the University Provost/Vice President for Academic Affairs within five (5) business days of notification of the penalty.

### **POLICY ON AUTHORSHIP**

The following guidelines and best practices serve to set community standards for the valuable intellectual work that students and faculty at Framingham State University do together. As a primarily undergraduate institution that sets teaching and mentoring as a priority, the University holds that faculty and student collaborations are of great importance for our educational mission, and that are recognized and valued as part of the work that faculty do in order to fulfill the spirit and letter of our contract with the institution. Since faculty and student collaborations are happening daily as we engage in projects and inquiry in our classes, together they contribute to creative and analytical projects that are shared with wider audiences—either in conference presentations, peer-reviewed publications, or other forms of publication, including online sharing, shows, and performances.

These proposed guidelines are shared with the understanding that our accomplishments as scholar/teachers in a primarily teaching institution include institutional recognition of and value for the work of mentoring student research through faculty and staff authorship and shared creative and research endeavors.

#### **Acknowledgement of shared faculty and student work**

Discussion about the amount and kind of credit to be given should occur at the start of an association between faculty or staff and students so that expectations are clear and the faculty or staff member and student can develop a shared understanding of what each person's obligations and recognition will be. It is recognized that these arrangements may change over time and discussion should be re-opened at that time.

#### **Guidelines for acknowledgement of student contributions to faculty work**

Since it is a stated goal of this university to foster faculty-student collaboration and undergraduate research, these guidelines should be read to include rather than exclude students as co-authors of faculty publications. In this context, "publication" refers to papers, presentations and creative activities published in peer-reviewed professional journals, exhibitions, and/or festivals; projects and research presented at professional meetings and symposia; and performances outside the campus community. It does not include publications or exhibits in strictly "undergraduate" journals or shows.

Students should be considered as authors or co-authors when a project is substantially completed by the student, including data collection, analysis, writing of the final report, and executing creative production (e.g. capstone project, independent study, senior thesis), rather than a project for which the student only performs some closely supervised task (e.g. data transcription, routine data collection). In the latter case, students should be acknowledged but not listed as co-authors. If such work is contributed by all or most members of a class, perhaps even over several semesters, the faculty member should acknowledge, for example, the "Fall 2011-Fall 2013 classes in Anatomy and Physiology at Framingham State University."

Frequently, it is necessary to combine the results of several student projects, often over several years, to produce a final product that is worthy of publication. Under these circumstances, the faculty member will need to write the final paper, combining information and analysis from several student projects. The faculty member should be first author of such papers, with the students as co-authors.

#### **Guidelines for acknowledgement of faculty or staff contributions to student work**

Faculty, as teachers and mentors, promote student learning and scholarship. As part of their teaching, faculty members commonly suggest topics for further study and advise students on methodologies that could be used in their course work. Faculty members also routinely assist students in their research/creative work and writing by providing detailed comments and critiques, by proposing alternative ways of communicating an idea, and by editing drafts. This by itself does not necessarily entitle the faculty to co-authorship. However, faculty members have a right to expect to be acknowledged and/or cited for their ideas and assistance. All authors, whether student or faculty members, have an obligation to properly cite works used and to credit ideas suggested to them by others, from both published and unpublished sources (e.g., oral communication).

### **INSTITUTIONAL REVIEW BOARD**

The Framingham State University Institutional Review Board (IRB) is responsible for protecting the rights and welfare of human subjects participating in research conducted at FSU. The FSU IRB reviews research in the following three categories:

1. Research that is federally funded;
2. Research for which the sponsoring agency requires federal-level institutional review; and
3. Research that is voluntarily submitted by an applicant(s) for a federal-level institutional review.

It is expected that individuals conducting research associated with the University do so in accordance with the highest ethical and moral standards and accepted practices within their disciplines.

Information about the FSU IRB and IRB-related documents may be accessed at <http://www.framingham.edu/academic-affairs/institutional-review-board/index.html>.

## **PRIVACY RIGHTS OF STUDENTS**

Students are hereby notified that Framingham State University complies with the provisions of federal laws governing the privacy and disclosure of student information. The University has adopted a policy for assuring this privacy. This policy defines types and locations of educational records, stipulates students' and parents' rights, describes procedures for parents and students to review and inspect educational records, and provides a procedure to file complaints concerning alleged failures by the institution to comply with the federal law. Copies of the institutional policy may be secured from the Office of the University Registrar web pages.

## **DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act (FERPA) designates certain information related to students as "Directory Information". This gives the University the right to disclose such information to anyone inquiring without having to ask students for permission, unless the students specifically request in writing that all such information not be made public without their written consent. The categories of "Directory Information" at Framingham State University are as follows:

- Student's legal name
- Mailing Address
- Major field of study
- Dates of attendance and Enrollment status for a particular semester (FT, HT, LT)
- Class standing (if an Undergraduate – Freshman, Sophomore, etc.)
- Degrees and awards received including Dean's/President's lists and graduation honors
- Participation in officially recognized sports
- Weight and Height of members of athletic teams
- Most recent previous educational institution attended by the student

A request form to prevent disclosure of directory information is available from the Office of the University Registrar (McCarthy Center 515) and must be filed prior to the close of the Course Add/Drop period in any given semester or term.

## NONDISCRIMINATION POLICY

It is the policy of Framingham State University not to discriminate in education or employment on the basis of race, color, religion, creed, sex, sexual orientation, age, disability, veteran status, marital status, or national origin. The University operates under an Equal Opportunity, Diversity, and Affirmative Action Plan, as approved by the Massachusetts Board of Higher Education (BHE) and the University's Board of Trustees, that promotes and maintains a policy of nondiscrimination, equal opportunity, and affirmative action. This plan incorporates by reference, and where applicable, the requirements of Titles VI and VII of the Civil Rights Act of 1964; Title VI of the Civil Rights Act of 1968; Titles I and II of the Civil Rights Act of 1991; Title IX of the Education Amendments of 1972 and its regulations found at 34 C.F.R. part 106; the Equal Pay Act of 1963; 72 1520495\_1 Civil Rights Restoration Act of 1988; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, as amended; Section 402 of the Vietnam-era Veterans Readjustment Act of 1974, Uniformed Services Employment and Reemployment Rights Act; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967, as amended; the Family and Medical Leave Act of 1993; the Genetic Information Nondiscrimination Act of 2008; the reauthorized Violence Against Women Act, Pub. Law No. 113-4 (2013); the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; the Higher Education Act of 1965, as amended; Federal Executive Order 11246 of 1965, as amended by Executive Order 11375 of 1967; Federal Executive Order 12900 of 1994; Federal Executive Order 13145 of 2000; Federal Executive Order 13160 of 2000; Federal Executive Order 13166 of 2000; Massachusetts Civil Rights Act; Massachusetts General Laws Chapters 151B, 151C, and Chapter 149; St.2011, c. 199 (H3810), An Act Relative to Gender Identity; directives of the BHE, the Universities' Boards of Trustees and the Commonwealth; and other applicable local, state and federal constitutions, statutes, regulations and executive orders.

Inquiries or advice concerning discrimination and the application of these policies, laws and regulations may be referred:

Kimberly R. Dexter  
Director of Equal Opportunity, Title IX, and  
ADA Compliance  
*Equal Opportunity Officer*  
*Title IX/Section 504 Coordinator*  
Dwight Hall, room 205  
(508) 215-5859  
kdexter@framingham.edu

Inquiries may also be directed to:  
The U.S. Department of Education  
Office for Civil Rights  
33 Arch Street, 9<sup>th</sup> Floor  
Boston, MA 02119-1424  
(617) 289-0111  
Fax (617) 289-0150; TDD (877) 521-2172  
OCR.Boston@ed.gov

Students may also contact:  
Meg Nowak Borrego  
Dean of Students  
*Equal Opportunity Officer for Students*  
McCarthy Center, suite 504  
(508) 626-4596  
dbaldwin@framingham.edu

The University Title IX Coordinator is responsible for the University's compliance with Title IX and the administration of the University's Sexual Violence Policy. Any person with questions or concerns about any form of sexual violence, sexual harassment, gender-based harassment, domestic violence, dating violence and stalking and/or retaliation may also contact:

Kimberly R. Dexter  
Director of Equal Opportunity, Title IX, and  
ADA Compliance  
*University Title IX Coordinator*  
Dwight Hall, room 205  
(508) 215-5859  
kdexter@framingham.edu

Carey Eggen  
Associate Director of Athletics/Senior  
Woman Administrator  
*Title IX Coordinator for Athletics*  
Athletic Center, 2<sup>nd</sup> floor  
(508) 626-4565  
ceggen@framingham.edu

Meg Nowak  
Dean of Students  
*Title IX Coordinator for Students*  
McCarthy Center, suite 504  
(508) 626-4596  
mstoops@framingham.edu

Inquiries may also be directed to:  
The U.S. Department of Education  
Office for Civil Rights  
33 Arch Street, 9<sup>th</sup> Floor  
Boston, MA 02119-1424  
(617) 289-0111  
Fax (617) 289-0150; TDD (877) 521-2172  
OCR.Boston@ed.gov

# Financial Information

## COURSE TUITION & FEE CHARGES FOR GRADUATE STUDENTS ATTENDING EVENING SCHOOL, 2020-2021\*

	<b>Full-Time</b> 3 Course-Credits	<b>Part-Time</b> 2 Course-Credits	<b>Part-Time</b> 1 Course-Credit
<b>Graduate Course Tuition/Fees</b> <i>(excludes MBA, MSN, PSM courses)</i>	<b>\$3,975.00</b>	<b>\$2,650.00</b>	<b>\$1,325.00</b>
<b>MBA, MSN, PSM Course Tuition</b>	<b>\$4,575.00</b>	<b>\$3,050.00</b>	<b>\$1,525.00</b>
<b>Course Fees</b> (Are included in the tuition/fees above)	<b>\$1,322.00</b>	<b>\$882.00</b>	<b>\$441.00</b>
<b>Graduate International Student Fee per semester</b> <i>(F-1 Student Visa)</i>	<b>\$1,300.00</b>	<b>\$1,300.00</b>	<b>\$1,300.00</b>

## COURSE TUITION & FEE CHARGES FOR GRADUATE STUDENTS ATTENDING DAY SCHOOL, 2020-2021\*

	<b>Full-Time</b> 3 Course-Credits	<b>Part-Time</b> 2 Course-Credits	<b>Part-Time</b> 1 Course-Credit
<b>In-State Graduate Tuition</b> Permanent Residents of Massachusetts	<b>\$840.00</b>	<b>\$560.00</b>	<b>\$280.00</b>
<b>Out-of-State Tuition</b> Non-Residents of Massachusetts	<b>\$3,525.00</b>	<b>\$2,350.00</b>	<b>\$1,175.00</b>
<b>New England Regional Higher Education Tuition (NEBHE)</b>	<b>\$1,257.00</b>	<b>\$838.00</b>	<b>\$419.00</b>
<b>Fees</b>	<b>\$5,208.00</b>	<b>\$3,503.00</b>	<b>\$1,798.00</b>

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

### MANDATORY HEALTH INSURANCE

State law requires all full-time students attending Framingham State University to have health insurance. Students must submit, on-line, the Health Insurance Request for Waiver form or enroll in the insurance plan (full year, \$3,444.00, 08/01/19 to 07/31/20) offered by the University. Submittal of the waiver or insurance enrollment is required in order to be registered at the University. Part-time students are not eligible to purchase the health insurance offered by the University.

### INTERNATIONAL STUDENT FEES

Framingham State University issues I-20 Forms (Certificates of Eligibility for F-1 Visas) to students accepted and enrolled in full-time programs of study only. Currently, the only full-time graduate programs at Framingham State University are the M.S. with the concentration in Food and Nutrition program and the M.B.A. program. Students enrolled in the M.S. with the concentration in Food and Nutrition program register through the Day Division and pay Day Division tuition and fees. M.B.A. program students register and pay through Evening Division.

**PAYMENTS**

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

**VA PENDING PAYMENT COMPLIANCE POLICY**

In accordance with Title 38 US Code 3679 subsection (e), Framingham State University has adopted the following additional provisions for any students using U.S. Department of

Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

Framingham State University will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

*"GI Bill® is a registered trademark of the United States Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official United States Government Web site at <http://www.benefits.va.gov/gibill>."*

**REFUNDS FOR GRADUATE STUDENTS ATTENDING THE EVENING SCHOOL**

All refunds will be made by check payable to the student. If a student withdraws from an evening division course, tuition refunds are as follows: before the first class meeting, 100%; before the second class meeting, 90% of tuition only (no fees); before the third class meeting, 50% of tuition only (no fees); after third class, no refund. A refund is not permitted if a student changes the status of a course from credit to audit.

**REFUNDS FOR GRADUATE STUDENTS ATTENDING DAY SCHOOL**

If a student is withdrawing from the University, the student must complete and submit a "Notification of Withdrawal" form to the Office of the University Registrar. No refund will be issued unless a "Notification of Withdrawal" form is complete.

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

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

### **THIRD PARTY PAYMENTS**

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

### **FINANCIAL AID**

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

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

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

### **Important Information:**

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

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

Additional information is available from the Financial Aid Office, Framingham State University, 100 State Street, P.O. Box 9101, McCarthy Center, Room 515, Framingham, MA 01701-9101, 508-626-4534. Visit [www.framingham.edu/financialaid](http://www.framingham.edu/financialaid).

### **IN-STATE TUITION RESIDENCY FOR DAY SCHOOL**

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

### **GRADUATE TUITION WAIVER FOR DAY SCHOOL**

Any course of study offered through the Day Division, which is required for a Graduate Degree or Post-Baccalaureate Teacher Licensure (PBTL) program. The student must be matriculated in a Master's or PBTL program to be eligible for this tuition waiver. The student must be classified as a Massachusetts Resident for tuition purposes. A Tuition Waiver form must be completed and submitted to the Office of the University Registrar by the student at the start of each semester the student is requesting consideration for eligibility. Please see the Office of the University Registrar web pages for the tuition waiver form.



## VETERAN SERVICES

Framingham State University is approved by the Commonwealth of Massachusetts for veterans' benefits, and for the education of veterans, war orphans, and the dependents of 100% disabled veterans. Eligible veterans, other than Chapter 34, have 10 years from the date of separation from active duty to use their educational benefits. Chapter 34 veteran benefits expired January 1, 1990. When filing for benefits at the University, eligible veterans are required to submit a copy of their separation from service (DD214).

The University seeks to provide assistance in obtaining benefits, financial aid, and other services for full and part-time students. Filing the chapter benefits and certification of enrollment is done through the Office of the Veteran Services.

### Categorical Tuition Waiver for Veterans and Active Duty Members

To be eligible for a Categorical Tuition Waiver, a student must:

- Be a permanent legal resident of Massachusetts for at least one year prior to the opening of the academic year;
- Be a United States citizen or eligible noncitizen;
- Be in compliance with applicable Selective Service Registration laws;
- Not be in default of any federal or state student loan or owe a refund on any previously received financial aid;
- Present documentation of categorical tuition waiver eligibility to the appropriate to the Office of the University Registrar;
- Enroll in at least three undergraduate course-credits per semester in a state-supported undergraduate degree or certificate program; and
- Maintain satisfactory academic progress in accordance with federal and institutional standards.
- Be a member of an eligible category as defined below:

*Veteran:* As provided in M.G.L. Chapter 4, Section 7(43), shall mean:

(1) any person whose last discharge or release was under honorable conditions, and who served for not less than 180 days active service;

or

(2) Any person whose last discharge or release was under honorable conditions and who served in the army, navy, marine corps, coast guard, or air force of the United States, or on full time national guard duty under Titles 10 or 32 of the United States Code or under sections 38, 40 and 41 of chapter 33 for not less than 90 days active service, at least 1 day of which was for wartime service, including: Spanish War, World War I, World War II, Korean, Vietnam, Lebanese peace keeping force, Grenada rescue mission, the Panamanian intervention force, or the Persian Gulf. For purposes of the categorical tuition waivers, "veteran" shall also include any individual who served for not less than ninety days at least one of which was served in theatre for "Operation Restore Hope" and whose last discharge or release was under honorable conditions.

*Armed Forces:* An active member of the Army, Navy, Marine, Air Force or Coast Guard stationed and residing in Massachusetts.

Unlike the G.I. Bill®, the Categorical Tuition Waiver does not expire. Assistance can continue as long as the student meets the eligibility criteria. Specific definitions of "veteran" in each category can be obtained from the Office of the University Registrar. Those who are eligible must complete and submit a Certificate of Tuition Waiver Form, along with a copy of their separation from service (DD214) and proof of Massachusetts residency, prior to the billing deadline. Certificates must be submitted prior to billing each semester. Veterans whose certificates are not on file prior to receiving bills must pay tuition. A refund will be processed upon receipt and approval of the certificate.

"GI Bill® is a registered trademark of the United States Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official United States Government Web site at <http://www.benefits.va.gov/gibill>."

### **Massachusetts National Guard Tuition Waiver and Federal Tuition Assistance Program**

The Massachusetts National Guard Education Assistance Program provides a 100% tuition and fee waiver for active members of the Massachusetts Army National Guard attending a state university or community college program. Assistance can continue as long as you are good academic standing and until you have reached 130 semester hours.

To apply, you must request a Certificate of Eligibility (TAGMA Form 621-3) every 30 credits from the Massachusetts National Guard Education Office by calling that office at 508-968-5889.

### **Veterans Access, Choice, and Accountability Act of 2014**

The Veterans Access, Choice, and Accountability Act of 2014 (Public Law 113-146) changed the amount of tuition and fee charges which can be reported to the U.S. Department of Veterans Affairs (VA). Effective July 1, 2015, public institutions of higher education must charge qualifying veterans and dependents tuition and fees at the rate for in-state residents. Any institution not meeting this requirement will be disapproved by VA for the Post-9/11 GI Bill® and Montgomery GI Bill®.

Individuals qualifying for in-state tuition under Public Law 113-146 are:

- A Veteran receiving benefits under the Montgomery GI Bill® (Chapter 30) or the Post-9/11 GI Bill® (Chapter 33) who lives in the state in which the institution is located (regardless of his/her legal state of residence) and enrolls in the institution within three years of discharge from a period of active duty service of 90 days or more.
- A spouse or child using transferred benefits under the Post-9/11 GI Bill® (Chapter 33) who lives in the state in which the institution is located (regardless of his/her legal state of residence) and enrolls in the institution within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution is located (regardless of his/her legal state of residence) and enrolls in the institution within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more.

If the veteran or dependent enrolls within three years after the veteran's discharge, the requirement to charge no more than the in-state tuition rate would apply for the duration the individual remains continuously enrolled at the institution.

*"GI Bill® is a registered trademark of the United States Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official United States Government Web site at <http://www.benefits.va.gov/gibill>."*

# Campus Resources

## **LOCATED IN THE CENTER FOR ACADEMIC SUCCESS AND ACHIEVEMENT (CASA)**

### **STUDENTS WITH DISABILITIES**

Framingham State University, in compliance with the mandates of Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offers opportunities to all students without regard to disabilities. Students with disabilities may submit documentation to the Office of Academic Support and Disability Services for consideration of academic accommodations. For documentation guidelines or student specific information, call the Director of Academic Support at 508-626-4906.

There are four TTY's (telecommunications for the deaf) on campus; Admissions Office at 508-626-4500 (V/TTY); Disability Services Office at 508-626-4627 (V/TTY); Public Safety and Police Services at 508-626-4911 or 508-626-4008 (TTY); and Whittemore Library at 508-626-4655 (TTY).

## **LOCATED IN DWIGHT HALL**

### **OFFICE OF VETERANS SERVICES**

The Office of Veterans Services strives to assist veterans, military service members, and their family members in achieving their educational and professional goals; provides assistance and support for a smooth transition from the military to the academic environment; collaborates with departments campus wide and throughout the MetroWest community to provide assistance and referrals to overcome obstacles in achieving the goals of the FSU student veterans and family members.

## **LOCATED IN FOSTER HALL**

### **THE COUNSELING CENTER**

The Counseling Center enhances learning and personal development through its professional services which include individual, couples, family, and group counseling as well as outreach programs. Staffed by clinical social workers, social work interns, and a psychiatric clinical nurse, the Center assists students in exploring and coping with personal concerns. Confidentiality is assured to the fullest extent of the law. The Counseling Center is located in the Health and Wellness Center in Foster Hall.

### **HEALTH SERVICES**

Health Services functions as a center for the treatment of episodic illness and health maintenance. A staff of nurse practitioners, nurses and consulting physicians provides the management of acute and chronic illness, health education, and preventative medicine. In addition, the department sponsors and coordinates health education programs in cardiopulmonary fitness, weight management, women's health, substance abuse, skin cancer, integrative health, sexual assault and rape prevention.

All full-time students (3 course-credits or more, any combination of day and evening classes) must meet the pre-entrance immunization requirements, based on Massachusetts Law No. 5871. The Medical History and Physical Exam portions must be completed in order to utilize the Health Center and obtain resident housing. Specific requirements are detailed in the medical forms. The department also coordinates the Student Health Insurance Program. Per state and federal laws, all fulltime students must be covered by health insurance. Questions regarding this state-mandated program may be directed to this office, located in the Health and Wellness Center in Foster Hall. Questions specific to health insurance billing/charges should be directed to Student Accounts, located in the McCarthy Campus Center, 5<sup>th</sup> Floor.

## **LOCATED IN THE HEMENWAY HALL**

### **EDUCATION TECHNOLOGY OFFICE**

The Education Technology Office promotes and supports the “advanced technology” component of the University’s mission. Office staff members administer the University’s Blackboard server for web-based and web-enhanced courses, provide planning and support for the academic components of the laptop program, and provide a wide range of professional development workshops in the Leonhard Multimedia Lab. The offices are located in Hemenway Hall 105 and 109.

## **LOCATED IN THE MCCARTHY CAMPUS CENTER**

### **CAREER SERVICES**

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

Career counselors are available to assist with career planning and the preparation of resumes and cover letters. Listings for internships, as well as for full and part time jobs, are available through the Office of Career Services, located in the McCarthy Campus Center, on the fourth floor.

### **INTERNATIONAL STUDENT EXCHANGE AND STUDY ABROAD PROGRAMS**

The Office of International Students is responsible for all international student programs and upholding the regulations governing their status as students. The Office provides international students with answers to questions and assists them in addressing and resolving issues and concerns that are unique to their status at the University. Support is provided to these students from the time they are accepted at the University throughout their academic experience. International students receive assistance with the many forms required by the Department of Homeland Security and are kept informed and updated on DHS regulations as they apply to their status as F-1 Visa students. The Office encourages these students to share their culture and customs with other students, faculty, staff, and area schools and organizations.

The Office of International Education and Study Abroad Programs Office is located in Dwight Hall, Room 302. Additional information can be obtained by calling 508-626-4585.

### **FRAMINGHAM STATE UNIVERSITY POLICE DEPARTMENT**

The Framingham State University Police Department is committed to providing protection for the lives and property of the University community. The Campus Police are professionally trained police officers that are licensed as Special State Police and sworn in as Middlesex County Deputy Sheriffs. The Campus Police perform the same duties as your local city or town police departments, conducting all investigations of incidents within their jurisdiction. The Department enforces state statutes, town ordinances and the rules and regulations of the University in an effort to promote a secure and safe campus. Some additional services provided by the department include non-emergency transportation to and from the local emergency room, motor vehicle lockouts, traffic control, court appearances and parking enforcement. The Department also provides personal safety-related programs throughout the year. Any group wishing to have a safety program for their organization, club, or class may contact the Framingham State University Police Department at 508-626-4911.

**STUDENT SERVICES CENTER (SSC)**

Located on the 5<sup>th</sup> floor, Room 515, the SSC serves as a “one stop” operation, students interact with specific offices based on transactional needs.

**Office of the Bursar/Student Accounts**

The Office of the Bursar/Student Accounts generates transactions for tuition, fees, housing, meal plans, mandatory fees, general deposits, and other miscellaneous charges on a student's account. This office also manages the invoicing and collection of payments to a student's account and process student refunds.

**Office of Financial Aid**

The Office of Financial Aid provides information to students regarding the types of aid available.

**Office of the University Registrar**

The office of the university registrar coordinate services in the areas of course information, course selection, grading, major & concentration declaration, degree progress, classroom assignment, certification of enrollment and degrees awarded, name & address changes, administration of final examinations, posting of final grades & grade changes, transcripts requests, transfer credit evaluations, and protection and release of academic records.

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

**LOCATED IN WHITTEMORE LIBRARY****LIBRARY SERVICES**

The Henry Whittemore Library provides a combination of traditional and modern resources and services to the University's students, faculty, and staff. Local holdings include approximately 206,724 volumes of print materials, 326 periodical titles and 668,330 units of microforms. This basic core of resources supports the curricula of all academic departments of the University and is systematically kept current with new acquisitions as selected by specialized staff and requested by faculty and students.

As a member of the Minuteman Library Network (MLN), the Library's holdings are supplemented by an on-line catalog (OPAC) accessing more than 5.2 million volumes held in the combined collections of 41 regional libraries. Inter-library loan requests may be placed electronically, and shuttle delivery moves 8,000 or more such items to and from the Henry Whittemore Library annually. A similar volume of materials is electronically accessed and requested as needed from among the 600 member libraries of the New England Library Information Network (NELINET) and the 13,000 member libraries of the On-line Computer Library Center (OCLC).

The Library offers access to approximately 50 electronic journal and newspaper databases with over 15,000 titles in full-text. These databases, as well as Internet access, are available within the library and throughout the campus-wide network.

Reference services, basic and course-related library instruction, and point-of-use guidance support effective delivery of computerized resources, while traditional library skills and research methods are taught as integral to the continuously evolving information technology. Electronic databases are also available to off-site students and faculty.

Also administered within the Library are the units of Archives/Special Collections which include historical materials unique to the University, and the Curriculum Library - a large, separate collection of model K-12 materials supporting studies in Education.

# Graduate Programs

## MASTER OF ARTS (M.A.)

### Concentrations in:

Counseling Psychology  
*(Licensure and Non-Licensure tracks)*

English

## MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

### Concentrations in:

Biotechnology Operations

Management *(Online Program)*

## MASTER OF EDUCATION (M.Ed.)

### Concentrations in:

Art

Early Childhood Education

Educational Technology *(Online Program)*

Elementary Education

Literacy and Language

Mathematics

Nutrition Education *(Online Program)*

Specializations in:

    Nutrition Education Specialist

    School Nutrition Specialist

Secondary Education

Specializations in:

    Art

    English

    History

    Mathematics

Special Education – Moderate Disabilities

Science Technology, Engineering, and Math (STEM)

The Teaching of English as a Second Language (TESL)

## MASTER OF HEALTHCARE ADMINISTRATION (M.H.A.)

### Concentrations in:

Healthcare Administration

**MASTER OF HUMAN RESOURCES (M.H.R.)**

**Concentrations in:**

Human Resource Management

**MASTER OF PUBLIC ADMINISTRATION (M.P.A.)**

**Concentrations in:**

Public Administration

**MASTER OF SCIENCE (M.S.)**

**Concentrations in:**

Food and Nutrition

Specializations in:

Coordinated Programs in Dietetics

Food Science and Nutrition Science

Nutrition Science

Organizational Leadership

**MASTER OF SCIENCE IN NURSING (M.S.N.)**

**Concentrations in:**

Nursing Education

Nursing Leadership

**PROFESSIONAL SCIENCE MASTERS (P.S.M.)**

**Concentrations in:**

Biotechnology

Specialization in:

Quality Assurance

**GRADUATE CERTIFICATES**

Fundamentals for Biotechnology

Healthcare Administration

Human Resource Management

Instructional Technology Proficiency  
(online)

Merchandising

Public Administration

Reading Specialist (Post-Graduate)

Quality Assurance for Biotechnology

School Nutrition Specialist

Special Needs

STEM Education

Teaching of English as a Second  
Language (TESL)

Nursing Education (Post-Graduate)

Nursing Leadership (Post-Graduate)

**OFFERED OVERSEAS THROUGH THE INTERNATIONAL  
PROGRAMS OF THE C. LOUIS CEDRONE INTERNATIONAL  
EDUCATION CENTER:**

**MASTER OF ARTS (M.A.)**

Concentration in:

Educational Leadership (*Non-Licensure*)

**MASTER OF EDUCATION (M.Ed.)**

Concentrations in:

International Teaching (*Non-Licensure*)

Special Education (*Non-Licensure*)

The Teaching English as a Second Language (*Non-Licensure*)

**GRADUATE CERTIFICATE**

Educational Leadership

Special Needs

Teaching English as a Second Language



# **Master of Arts**

## **concentration in Counseling Psychology - Licensure Track**

**Program Coordinator:**            **Dr. Deborah McMakin**

Program Advisors:            Dr. Deborah McMakin  
   Dr. Robert Donohue  
   Dr. Bridgett Perry Galvin

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

### **Admission Requirements**

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree in any major from a regionally accredited institution are eligible to apply for admission. Admissions are accepted only for enrollment for the fall semester. Students wishing to enroll in courses prior to matriculation to the program are restricted to enrollment in the following two courses and must have completed all undergraduate prerequisites:

CPSY 901 Theories of Psychotherapy and Counseling

CPSY 911 Orientation to Counseling Practice

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

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university.
2. Applicants are required to possess an overall undergraduate grade point average of at least 2.80 on a 4.00 scale, with a 3.00 grade point average in undergraduate psychology courses.
3. Applicants must obtain a combined, total score of 290 on the verbal and quantitative portions of the Graduate Record Exam (GRE) or a minimum of 450 on the Miller Analogies Test (MAT). Applicants who possess a graduate degree and/or possess an overall undergraduate grade point average of at least 3.00 on a 4.00 scale are exempt from submitting GRE or MAT scores.
4. Applicants must submit a 500-word minimum personal statement indicating why they want to enter the field of mental health counseling.

5. Applicants must also submit three (3) letters of recommendation, which describe the recommender's relationship to the applicant and how the applicant responds to guidance and/or constructive feedback. One letter from a faculty member (who has taught the candidate at the collegiate level), one letter from a supervisor and a third letter from a supervisor or faculty member are required, if the candidate attended classes in the last five years. If it is not possible to obtain a letter from a faculty member, then three letters should be from employers or supervisors as described above. Personal letters of recommendation, including non-supervisory co-workers, family or friends will not be accepted.
6. The following undergraduate psychology courses must have been completed with the last ten years prior to matriculation: General (Introductory) Psychology, Psychology of Personality, Abnormal Psychology, and a course in Developmental Psychology (e.g., child, adolescent, adulthood and aging, lifespan). Students with a satisfactory score on an Introductory General Psychology and/or Developmental Psychology CLEP exams may waive respective undergraduate prerequisites.

The admissions committee will begin review of applicant materials upon receipt of all required documents. Applicants may be invited for a personal interview as part of the admissions requirement.

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

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

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

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

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

### **Program Requirements for Licensure Track**

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

#### *Counseling Theory:*

CPSY 901 Theories of Psychotherapy and Counseling

#### *Human Growth and Development:*

CPSY 964 Advanced Principles of Learning and Development

#### *Psychopathology:*

CPSY 925 Psychopathology

#### *Social Cultural Foundations:*

CPSY 945 Multicultural Counseling: Research, Theory, and Practice

*Helping Relationships:*

CPSY 911 Orientation to Counseling Practice

*Group Work:*

CPSY 910 Group Processing in Counseling

*Special Treatment Issues (two required one elective):*

CPSY 943 Family Counseling - required

CPSY 919 Problems of Substance Abuse - elective

CPSY 966 Assessment, Diagnosis and Treatment Planning - required

*Appraisal:*

CPSY 962 Theories and Methods of Psychological Testing

*Research and Evaluation:*

CPSY 956 Understanding Social Science Research

*Professional Orientation*

CPSY 921 Professional Issues in Counseling and Mental Health

*Clinical Field Experience Requirements:*

CPSY 975 Mental Health Counseling Practicum

CPSY 998 Counseling Internship I

CPSY 999 Counseling Internship II

**Additional Information on Internship Clinical Experience**

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

For students who wish to begin their internship in the summer, three consecutive internship courses are required: *CPSY 997A Counseling Internship A*, *CPSY 997B Counseling Internship B*, and *CPSY 997C Counseling Internship C*. These internships consist of no less than 200 clock hours for a combined total of a minimum of 600 clock hours. Students electing to complete CPSY 997A, the summer internship, MUST enroll in CPSY 997B and CPSY 997C in subsequent fall and spring semesters. This sequence may be substituted for the CPSY 998/ CPSY 999 Internship sequence.

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

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

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

## COURSE DESCRIPTIONS

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

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

**Prerequisites:** Psychology of Personality or Abnormal Psychology or the equivalent.

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

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

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

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

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

**Prerequisites:** Psychology of Personality or Abnormal Psychology or the equivalent

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

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

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

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

### **CPSY 925 Psychopathology**

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

**Prerequisites:** CPSY 901 Theories of Psychotherapy and Counseling and CPSY 921 Professional Issues in Counseling and Mental Health.

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

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

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

### **CPSY 931 Solution-Focused Fundamentals and Practice**

An introduction to foundational knowledge, training and practice in the Solution-Focused approach. Based on the standards set by the International Association of Solution-Focused Training institutes (IASTI), the course reviews the evolution of Solution-Focused Brief Therapy, the core therapeutic elements of this approach and current evidence supporting it, and delineates this approach from other therapeutic models.

**Prerequisites:** Students must have completed a bachelor's degree in a human service field (e.g., counseling, social services, nursing, psychology, medicine, education, nutrition, teaching), and be licensed or credentialed to practice in the field within their jurisdiction, or work in a human service related organization under supervision. Counseling Psychology Program Coordinator approval is required.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **CPSY 975 Mental Health Counseling Practicum**

An opportunity for a supervised practicum field experience in mental health counseling. Guided by a cooperating agency and University faculty, students participate in aspects of the counseling process which may include assessment, diagnosis and treatment, ethical considerations, use of self in the counseling process. Connections between this practicum, the counseling internship, and the counseling field are discussed. NOTE: This course fulfills the practicum requirement for licensure as a Mental Health Counselor in Massachusetts.

Prerequisites: CPSY 901 Theories of Psychotherapy and Counseling, CPSY 911 Orientation to Counseling Practice, CPSY 921 Professional Issues in Counseling and Mental Health, CPSY 925 Psychopathology, and permission of the advisor.

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

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

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

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

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

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

### **CPSY 997A Counseling Internship A**

Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 997A Counseling Internship A, CPSY 997B Counseling Internship B, and CPSY 997C Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 997A during the summer semester and are required to enroll in CPSY 997B (fall) and CPSY 997C (spring) to complete their degree program.

Prerequisites: CPSY 975 Mental Health Counseling Practicum and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.

### **CPSY 997B Counseling Internship B**

Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 997A Counseling Internship A, CPSY 997B Counseling Internship B, and CPSY 997C Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 997A during the summer semester and are required to enroll in CPSY 997B (fall) and CPSY 997C (spring) to complete their degree program. Prerequisites: Successful completion of CPSY 987 Counseling Internship A and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.

### **CPSY 997C Counseling Internship C**

Provides the student with an opportunity for a supervised experience in mental health counseling. This course integrates the foundations of counseling theory and practice. It is the final preparation stage for future employment. Students will receive supervision for the experience by both a site supervisor at the cooperating agency and a college supervisor for the course. The student must complete a total of 200 clock hours, of which, 80 hours must be of direct service work with clientele, 6 hours must be of 1-1 supervision by on-site supervisor and 10 hours must be of group supervision by faculty supervisor. The remaining hours may be comprised of any combination of the above and/or administrative tasks required by the placement agency for a total of 200 hours. Taken together for a total of 600 hours, CPSY 997A Counseling Internship A, CPSY 997B Counseling Internship B, and CPSY 997C Counseling Internship C, fulfills the internship requirement for licensure as a Mental Health Counselor in Massachusetts. Students can only register for CPSY 997A during the summer semester and are required to enroll in CPSY 997B (fall) and CPSY 997C (spring) to complete their degree program. Prerequisites: Successful completion of CPSY 997B Counseling Internship B and permission of advisor. Not open to students who have completed CPSY 998 Counseling Internship I or CPSY 999 Counseling Internship II.

### **CPSY 998 Counseling Internship I**

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

Prerequisite: CPSY 975 Mental Health Counseling Practicum and permission of advisor. Not open to students who have completed CPSY 997A, CPSY 997B or CPSY 997C, Counseling Internships A, B, or C.

### **CPSY 999 Counseling Internship II**

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

Prerequisite: Successful completion of CPSY 998 Counseling Internship I. Not open to students who have completed CPSY 997A, CPSY 997B or CPSY 997C, Counseling Internships A, B, or C.



# **Master of Arts**

## **concentration in Counseling Psychology**

### **Non-Licensure Track**

**Program Coordinator:**            **Dr. Deborah McMakin**

Program Advisors:            Dr. Deborah McMakin  
   Dr. Robert Donohue  
   Dr. Bridgett Perry Galvin

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

#### **Admission Requirements**

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree in any major from a regionally accredited institution are eligible to apply for admission. Admissions are accepted only for enrollment for the fall semester. Students wishing to enroll in courses prior to matriculation to the program are restricted to enrollment in the following two courses and must have completed all undergraduate prerequisites:

CPSY 901 Theories of Psychotherapy and Counseling

CPSY 911 Orientation to Counseling Practice

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

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university.
2. Applicants are required to possess an overall undergraduate grade point average of at least 2.80 on a 4.00 scale, with a 3.00 grade point average in undergraduate psychology courses.
3. Applicants must obtain a combined, total score of 290 on the verbal and quantitative portions of the Graduate Record Exam (GRE) or a minimum of 450 on the Miller Analogies Test (MAT). Applicants who possess a graduate degree and/or possess an overall undergraduate grade point average of at least 3.00 on a 4.00 scale are exempt from submitting GRE or MAT scores.
4. Applicants must submit a 500-word minimum personal statement indicating why they want to enter the field of mental health counseling.
5. Applicants must also submit three (3) letters of recommendation, which describe the recommender's relationship to the applicant and how the applicant responds to guidance and/or constructive feedback. One letter from a faculty member (who has taught the candidate at the collegiate level), one letter from a supervisor and a third letter from a supervisor or faculty member are required, if the candidate attended classes in the last five years. If it is not possible to obtain a letter from a faculty member, then three letters should be from employers or supervisors as described above. Personal letters of recommendation, including non-supervisory co-workers, family or friends will not be accepted.

6. The following undergraduate psychology courses must have been completed with the last ten years prior to matriculation: General (Introductory) Psychology, Psychology of Personality, Abnormal Psychology, and a course in Developmental Psychology (e.g., child, adolescent, adulthood and aging, lifespan). Students with a satisfactory score on an Introductory General Psychology and/or Developmental Psychology CLEP exams may waive respective undergraduate prerequisites.

The admissions committee will begin review of applicant materials upon receipt of all required documents. Applicants may be invited for a personal interview as part of the admissions requirement.

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

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

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

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

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

### **Program Requirements for Non-Licensure Track**

This program requires successful completion of 10 course-credits (40 semester hours). Completion of this degree does NOT lead to licensure as a Mental Health Counselor.

#### **Core Requirements (7):**

CPSY 901 Theories of Psychotherapy and Counseling  
CPSY 911 Orientation to Counseling Practice  
CPSY 921 Professional Issues in Counseling and Mental Health  
CPSY 925 Psychopathology  
CPSY 945 Multicultural Counseling: Research, Theory, and Practice  
CPSY 964 Advanced Principles of Learning and Development  
CPSY 975 Mental Health Counseling Practicum

#### **Three (3) electives to be chosen from the following:**

CPSY 910 Group Processing in Counseling  
CPSY 919 Problems of Substance Abuse  
CPSY 943 Family Counseling  
CPSY 956 Understanding Social Science Research

CPSY 962 Theories and Methods of Psychological Testing

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

## COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

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

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

Prerequisites: Psychology of Personality or Abnormal Psychology or the equivalent

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

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

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

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

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

Prerequisites: Psychology of Personality or Abnormal Psychology or the equivalent

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

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

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

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

### **CPSY 925 Psychopathology**

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

Prerequisites: CPSY 901 Theories of Psychotherapy and Counseling and CPSY 921 Professional Issues in Counseling and Mental Health.

### **CPSY 931 Solution-Focused Fundamentals and Practice**

An introduction to foundational knowledge, training and practice in the Solution-Focused approach. Based on the standards set by the International Association of Solution-Focused Training institutes (IASTI), the course reviews the evolution of Solution-Focused Brief Therapy, the core therapeutic elements of this approach and current evidence supporting it, and delineates this approach from other therapeutic models.

**Prerequisites:** Students must have completed a bachelor's degree in a human service field (e.g., counseling, social services, nursing, psychology, medicine, education, nutrition, teaching), and be licensed or credentialed to practice in the field within their jurisdiction, or work in a human service related organization under supervision. Counseling Psychology Program Coordinator approval is required.

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

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

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

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

Designed to provide counselors, teachers, and other human service workers with deeper insight and keener perceptions of the unique experience and lifestyles of people who have been labeled "minority". Students examine the impact of culture as it relates to the counseling process. Moreover, in-depth characterization of family structure, world view, and interpersonal styles of African-American, Asian-American, Hispanic-American, and Native American groups are explored. Cultural self-awareness and responsiveness, and their application to multicultural counseling techniques and skills are considered. **Prerequisites:** CPSY 901 Theories of Psychotherapy and Counseling, CPSY 911 Orientation to Counseling Practice, CPSY 956 Understanding Social Science Research, and CPSY 964 Advanced Principles of Learning and Development, CPSY 990 Practicum I and CPSY 991 Practicum II.

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

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

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

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

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

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

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

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

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

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

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

# Master of Art concentration in English

**Coordinator:** Dr. Lisa Eck

**Advisors:** Dr. Lisa Eck

The Master of Art with a concentration in English with a concentration in English is taught by an engaged community of teacher-scholars committed to working closely with students to broaden their knowledge of British, American and world literatures, while affording them the opportunity for specialized, independent research, culminating in a capstone thesis. Studying literary language deepens understanding of knowledge production across the disciplines as well as an aesthetic appreciation for the power of literary forms. Aligned with FSU's institutional mission to promote diversity and global literacy, the M.A. program with a Concentration in English offers a rich engagement with the complexity of human experience informed by gender, sexuality, class, race, religion and ethnicity. Students in this program will have the opportunity to develop and refine their writing and communication skills, think critically and creatively, and use emerging information technologies in the pursuit of advanced research.

Current undergrad students enrolled in the Bachelor of Arts program with a major in English who are interested in pursuing this master's program as a 4+1 B.A./M.A. may apply for admission into the master's program no later than the end of their sophomore year. Students admitted into the 4+1 program will be permitted to enroll in two (2) graduate courses, as part of the master's program, during their senior year which will then be used as transfer coursework to complete the student's undergraduate degree requirements.

Students in this master's program will achieve the following goals and learning objectives:

GOALS	LEARNING OBJECTIVES
Formulate an advanced aesthetic and historical understanding of language and literature.	<ul style="list-style-type: none"><li>● Evaluate the effectiveness of different kinds of discourse, including the specific effects of language, convention, structure, and rhetorical purpose, using appropriate terminology.</li><li>● Interrogate the conventions and influences of texts in relation to their historical times, places, and cultures, as well as to other texts.</li></ul>
Combine scholarly approaches to literature at an advanced level, including a variety of literary theories and methodologies.	<ul style="list-style-type: none"><li>● Evaluate a range of critical theories and methodologies, placing them within a critical history of the discipline.</li><li>● Analyze texts by applying specific critical theories and methodologies.</li><li>● Produce theoretically informed projects that participate in current critical conversations and address significant and original research questions.</li></ul>
Utilize advanced written communication skills, including the ability to write lucid prose for a professional or academic audience.	<ul style="list-style-type: none"><li>● Write lucid, persuasive essays for a professional or academic audience, which incorporate suitable evidence, including material derived from archival sources when applicable.</li><li>● Improve writing through revision and peer review for potential publication.</li></ul>

Utilize advanced oral communication skills for a professional or academic audience.	<ul style="list-style-type: none"><li>● Refine listening and speaking skills through classroom discussion.</li><li>● Deliver clear, well-structured presentations suitable for a professional academic conference.</li></ul>
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### **Learning Outcomes**

Having achieved goals and objectives listed above, students will be able to gain an enhanced professional and scholarly identity through a mastery of disciplinary knowledge. Their expertise will allow them to:

1. Articulate one's own critical and theoretical orientations within historical and contemporary scholarship;
2. Critique the aesthetic effects of specific literary forms with attention to the interplay between content and form;
3. Identify how theoretical and disciplinary issues differ between two or more specialized areas of literary study;
4. Critique the complexity of human experience informed by the representation of gender, sexuality, class, race, religion or ethnicity in literary texts;
5. Manage a large-scale independent thesis project from conception to defense;
6. Prepare for a range of professional pursuits or further graduate study.

### **Admission Requirements**

For candidates who have completed a bachelor's degree with a major in English:

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university;
2. An overall undergraduate grade point average (GPA) of at least 2.70 on a 4.00 scale in a degree program acceptable to the admissions committee;
3. Must have a GPA of 3.00 or higher in the undergraduate major;
4. A 500-800 word statement of purpose;
5. Three letters of recommendation—at least two must be from English faculty members from Framingham State or the student's previous institution.

For current Framingham State University students with a major in English:

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university;
2. An overall undergraduate grade point average (GPA) of at least 2.70 on a 4.00 scale in a degree program acceptable to the admissions committee;
3. Must have a GPA of 3.00 or higher in the major;
4. A 500-800 word statement of purpose;
5. Three letters of recommendation—at least two must be from English faculty members from Framingham State or the student's previous institution.

## Degree Requirements

The degree requires a minimum of nine (9) courses, which are divided into two (2) core courses, and seven (7) English elective courses. Both 800-level and 900-level English graduate courses require additional readings, including works of literacy criticism, and extensive independent research. A part of the capstone course experience, students are required to pass an oral defense of their master's thesis for a panel of three (3) faculty members which includes the thesis faculty advisor, the Chair of the English Department, and one other member of the faculty chosen either by the master's candidate or by the Coordinator of this graduate program.

## Core Courses (2)

ENGL 901 Introduction to Graduate Study in English

### Capstone:

ENGL 985 Master's Thesis in English

## Concentration Courses (7)

At least two (2) must be at the 900-graduate-level English courses

ENGL 908 Composition Theory and Pedagogy

ENGL 920 Contemporary African-American Fiction

ENGL 924 Contemporary African Literature

ENGL 929 Salman Rushdie and the Postcolonial Novel

ENGL 930 Workshop in Children's Literature

ENGL 936 Transatlantic Modernism

ENGL 939 T.S. Eliot and Marianne Moore

ENGL 942 Children's Literature: Critical Approaches

ENGL 946 Young Adult Literature: Critical Approaches

ENGL 8xx See course descriptions

**For those students pursuing the 4+1 program, the following describes the sequence of coursework to be completed as a full-time student in five (5) years:**

4 + 1 Completion Schedule	Fall	Spring
1 <sup>st</sup> year (UG)	ENGL 110 Expository Writing	ENGL 204 Literary Study
2 <sup>nd</sup> year (UG) (three literature courses)	One to two (1-2) literature classes	One to two (1-2) literature classes <i>Complete application to M.A. program.</i>
3 <sup>rd</sup> year (UG)	One (1) 300- or 400-level literature course	One (1) 300- or 400-level literature course
4 <sup>th</sup> year (UG)	One (1) graduate course	One graduate-level course and ENGL 422 Senior Seminar
Summer following completion of the B.A. in English	Summer	
	ENGL 901 Introduction to Graduate Study in English	
	Fall	Spring
5 <sup>th</sup> year (GR)	Three (3) graduate courses (at least one at the 900-level).	Two (2) graduate courses (at least one at the 900-level), and ENGL 985 Master's Thesis in English



## **COURSE DESCRIPTIONS**

### **CORE COURSES**

#### **ENGL 901 Introduction to Graduate Study in English**

A course that outlines major theoretical and disciplinary issues in literary studies and familiarizes students with a range of advanced critical tools and approaches to the analysis of primary texts. Students gain advanced competence in the evaluation and use of secondary sources necessary for graduate research and writing.

Prerequisites: Admission to M.A. program with a concentration in English, or the M.Ed. program with a concentration in Secondary Education and specialization in English, or permission of the instructor.

#### **ENGL 985 Master's Thesis in English**

A one-semester independent study, normally taken in the final semester, in which students write and defend a scholarly capstone thesis of fifty pages or more, under the close supervision of a faculty thesis advisor. The thesis should represent an original contribution to a larger critical conversation. At the end of this course, students are required to pass an oral defense of their master's thesis for a panel of three (3) faculty members which includes the thesis faculty advisor, the Chair of the English Department, and one other member of the faculty chosen either by the master's candidate or by the English Graduate Program Coordinator.

Prerequisites: ENGL 901 Introduction to Graduate Study in English, five (5) graduate program electives, and approval of the English Department Chair and the English Graduate Program Coordinator.

### **ELECTIVES**

#### **ENGL 908 Composition Theory and Pedagogy**

A survey of major historical and contemporary theories in composition scholarship, including cognitivism, expressivism, social constructivism, and post-process theory, as well as their pedagogical implications. Students examine significant research in the field and explore connections to classroom practice.

#### **ENGL 920 Contemporary African-American Fiction**

A study of African-American fiction since 1950, covering topics such as the neo-slave narrative and other engagements with history, the "second renaissance" of black women writers, and postmodernism. Authors may include James Baldwin, Ralph Ellison, Charles Johnson, Toni Morrison, Gloria Naylor, Alice Walker, and Colson Whitehead.

#### **ENGL 924 Contemporary African Literature**

A study of twentieth- and twenty-first-century African literature from colonialism to postcolonialism and globalization across a selection of African countries. Authors may include Chinua Achebe, Ngugi Wa Thiong'o, Chimamanda Adichie, J. M. Coetzee, Yvonne Vera, Wole Soyinka, and Bessie Head.

#### **ENGL 929 Salman Rushdie and the Postcolonial Novel**

A study of Salman Rushdie's influence on other novelists in the context of postcolonial studies and genre theory. Topics may include trauma theory, magical realism, political allegory, hybrid identity, and cosmopolitanism in works by Rushdie, Arundhati Roy, Zadie Smith, Amitav Ghosh, and others.

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

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

### **ENGL 936 Transatlantic Modernism**

A study of major British, Irish, and American texts written between 1890 and 1945. Special attention is paid to Modernism's experimental revisions of literary form and national identity. Authors may include W. B. Yeats, William Faulkner, Virginia Woolf, James Joyce, Samuel Beckett, and Langston Hughes.

### **ENGL 939 T.S. Eliot and Marianne Moore**

A study of the modern American poets T. S. Eliot and Marianne Moore. The course examines these poets within their specific biographical and cultural contexts, focusing on their poetry as well as their roles as critics, editors and publishers.

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

A critical approach to traditional and contemporary literature for children from Pre-K through grade 6 including poetry, folklore, fantasy, realistic and problem stories, biography and selected informational books. Students build on previous coursework in children's literature to apply evaluative criteria to the titles under consideration. In this advanced literature course, students read primary sources, critical essays, developing literary theories, and current topics in children's literature and complete and extensive, analytical, researched essay. This is an intensive course in literary analysis. Students beginning graduate study in Children's Literature are advised to enroll in ENGL 870 Current Trends in Children's Literature and/or ENGL 875 History of Children's Literature; students interested in studying Children's Literature for curriculum enhancement are advised to enroll in ENGL 930 Workshop in Children's Literature. Note: Students who have taken ENGL 866 Literature for Children may not receive credit for this course.

Prerequisite: One (1) graduate literature course, or permission of the instructor.

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

An advanced course that studies literature for children from grades 6 through 12. Students build on previous coursework in children's literature through the examination of classic and contemporary primary texts, literary criticism and recent theoretical developments. Textual analysis and evaluative criteria are applied in an extensive research essay. This is an intensive course in literary analysis. Students beginning graduate study in Children's Literature are advised to enroll in ENGL 870 Current Trends in Children's Literature and/or ENGL 875 History of Children's Literature; students interested in studying Children's Literature for curriculum enhancement are advised to enroll in ENGL 930 Workshop in Children's Literature. Note: Students who have taken ENGL 869 Literature for Young Adults may not receive credit for this course.

Prerequisite: One (1) graduate literature course, or permission of the instructor.

### **ENGL 990 Independent Study in English**

An independent study supervised by a graduate faculty member of the English Department. The independent study cannot substitute for Seminar in Literature. Independent Studies in different topics may be taken with the approval of the student's advisor.

Prerequisite: Permission of the course instructor, English Graduate Program Advisor, and Chair of the English Department.

## **DUAL-LEVEL ELECTIVES**

*(Offered in conjunction with the corresponding undergraduate course)*

### **ENGL 800 Studies in Genre**

An advanced exploration of a single literary genre, such as the novel, non-fiction prose, poetry, or drama. A broad range of literary texts along with contextual documents and works of literary theory are examined. Note: Students cannot receive credit for this course if ENGL 390 Studies in Genre has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of the instructor.

### **ENGL 804 English Renaissance Literature**

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

Prerequisite: Admission to the M.Ed. program concentration in Secondary Education with a specialization in English Secondary Education, or M.A. program with a concentration in English, PBTL program, or B.A./M.A. 4+1 program in English, or permission of the instructor.

### **ENGL 809 The Nineteenth-Century European Novel**

A study of the nineteenth-century European novel which includes works from a variety of authors throughout the century such as Dostoyevsky, Flaubert, Goethe, Hugo, Sand, Stendhal, Tolstoy, and Zola.

Prerequisite: Admission to the M.Ed. program concentration in Secondary Education with a specialization in English Secondary Education, or M.A. program with a concentration in English, PBTL program, or B.A./M.A. 4+1 program in English, or permission of the instructor.

### **ENGL 813 Medieval and Renaissance Drama**

A study of English drama from its festive, religious and classical roots to the popular entertainments of the pre-modern era. Readings include medieval mysteries and moralities, Renaissance pastoral plays, and Elizabethan-Jacobean tragedies and comedies, with attention to such dramatists as Marlowe, Jonson, Cary, Middleton, Webster, Beaumont and Fletcher. Note: Students cannot receive credit for this course if ENGL 313 Medieval and Renaissance Drama has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of the instructor.

### **ENGL 814 British Romanticism**

A critical and historical study of Romanticism in English literature. Concentration is on the major poets: Wordsworth, Coleridge, Byron, Shelley, and Keats. Note: Students cannot receive credit for this course if ENGL 318 British Romanticism has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of the instructor.

### **ENGL 817 Rise and Establishment of the English Novel**

A study of the beginnings, development, and tradition of the novel in England through an examination of contributing prose forms of the sixteenth and seventeenth centuries and the major authors of eighteenth-century fiction such as Fielding, Smollett, and Austen. Note: Students cannot receive credit for this course if ENGL 321 Rise and Establishment of the English Novel has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of the instructor.

### **ENGL 818 The Nineteenth Century British Novel**

A study of the nineteenth century British novel, including works from a variety of authors through the century, such as the Brontes, Dickens, George Eliot, Gissing, and Hardy. Note: Students cannot receive credit for this course if ENGL 322 The Nineteenth Century British Novel has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of the instructor.

### **ENGL 822 Studies in British Literature through 1680**

An exploration of a special topic in British literature through 1680. Topics change each time the course is offered and may include such subjects as *The Idea of the Garden* in Chaucer, Spenser, and Milton; Elizabethan and Jacobean Revenge Tragedy; Life Writing in Early Modern England; The Literature of Travel and Exploration; and Reading Milton's *Paradise Lost*. Note: Students cannot receive credit for this course if ENGL 375 Studies in British Literature through 1680 has already been completed as an undergraduate student. Prerequisite: One graduate literature course or permission of the instructor.

### **ENGL 826 The Novel and the World**

A study of twentieth and twenty-first century novels from outside the United States and Europe. The course explores responses to the European and the American novel as well as innovations that emerge from local traditions. Readings may draw from Africa, the Indian subcontinent, South America, Asia, the Middle East, Australia, and the Caribbean and novelists may include Chinua Achebe, Arundhati Roy, Gabriel Garcia Marquez, Mo Yan, Naguib Mahfouz, Keri Hulme, and Patrick Chamoiseau. Some novels may be read in translation. Note: Students cannot receive credit for this course if ENGL 326 The Novel and the World has already been completed as an undergraduate student. Prerequisites: One graduate literature course or permission of instructor.

### **ENGL 829 The Victorian Period**

A study of British poetry and prose (exclusive of the novel) from the 1830's to the end of the nineteenth century with emphasis on forces and influences that have helped to shape the present. Historical and social backgrounds of the literature; major philosophical ideas and conflicts; aesthetic developments; and relationships with American and continental Europe are covered. Note: Students cannot receive credit for this course if ENGL 330 The Victorian Period has already been completed as an undergraduate student. Prerequisite: One graduate literature course or permission of the instructor.

### **ENGL 832 Whitman, Dickinson and Frost**

An in-depth study of the lifetime poetic achievements of Walt Whitman, Emily Dickinson, and Robert Frost, three central figures in American poetry. The course emphasizes close reading, explication, and recitation of poems, as well as research and writing about the poets, their themes and styles, and relevant cultural history. Note: Students cannot receive credit for this course if ENGL 353 Whitman, Dickinson, and Frost has already been completed as an undergraduate student. Prerequisite: One graduate literature course or permission of the instructor.

### **ENGL 837 Studies in Shakespeare**

An exploration of a special topic in Shakespearean drama, focusing on a theme, a genre, or a particular literary, social or political context in selected plays. Shakespeare is studied as a poet, playwright, and thinker. Topics, which change every year, include Shakespeare on Film, Shakespearean Families, Gender and Genre in Shakespeare, Shakespeare's Dramatic Imagery, and Shakespeare's Tragic Heroes. Note: Students cannot receive credit for this course if ENGL 317 Studies in Shakespeare has already been completed as an undergraduate student. Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 838 Modern and Contemporary British and Irish Poetry**

A study of poets writing in Britain and Ireland since 1890. The course examines approaches to literary tradition and poetic form in the context of the upheavals of the twentieth- and twenty-first centuries. Authors may include Gerard Manley Hopkins, W.B. Yeats, W.H. Auden, Stevie Smith, Dylan Thomas, Seamus Heaney, Alice Oswald, and Eavan Boland. Prerequisite: Admission to the M.Ed. program concentration in Secondary Education with a specialization in English Secondary Education, or M.A. program with a concentration in English, PBTL program, or B.A./M.A. 4+1 program in English, or permission of the instructor.

### **ENGL 841 Contemporary Irish Literature**

An advanced study of major Irish and Northern Irish writers in the context of historical and cultural developments from the post-war era to today. Close reading and discussion of representative works in various genres by such writers as Patrick Kavanagh, John Hewitt, Brian Friel, Seamus Heaney, Michael Longley, Roddy Doyle, Anne Enright, and Claire Keegan. Note: Students cannot receive credit for this course if ENGL 381 Contemporary Irish Literature has already been completed as an undergraduate student. Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 842 Studies in British Literature after 1680**

An exploration of a special topic in British literature after 1680. Topics change each time the course is offered and may include subjects such as the British novel, British poetry from the Romantics to the present, British modernism, and diasporic London. Note: Students cannot receive credit for this course if ENGL 386 Studies in British Literature after 1680 has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 843 Russian Literature in Translation**

A study of novels, short stories, plays, and poetry by Russian writers of the nineteenth and twentieth centuries, including Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Mayakovsky, Olesha, Babel, Pasternak, Solzhenitsyn, and Yevtushenko. The works are studied for the purpose of tracing the continuing concerns of the Russian writers before and after the Revolution. All readings are in English translation. Note: Students cannot receive credit for this course if ENGL 362 Russian Literature in Translation has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 846 Modern Drama**

An examination of methods and types of modern continental, British and American drama. Critical reading and discussion of plays by such writers as Ibsen, Chekhov, Pirandello, Anouilh, Ionesco, Shaw, Miller, Williams, and Albee. Note: Students cannot receive credit for this course if ENGL 342 Modern Drama has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 847 Studies in American Literature**

An exploration of a special topic in American Literature. Topics change each time the course is offered; sample topics include such subjects as American Sea Literature, the Nineteenth-Century Domestic Novel, the American Dream and its Discontents, and Labor and American Literature. Note: Students cannot receive credit for this course if ENGL 370 Studies in American Literature has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 849 Modern American Poetry**

A study of modern American poets, such as T.S. Eliot, Robert Frost, Langston Hughes, Marianne Moore, Ezra Pound, and William Carlos Williams. Attention is given to theories about the form of modern poetry and its function within historical and cultural contexts.

Prerequisite: Admission to the M.Ed. program concentration in Secondary Education with a specialization in English Secondary Education, or M.A. program with a concentration in English, PBTL program, or B.A./M.A. 4+1 program in English, or permission of the instructor.

### **ENGL 852 The Twentieth-Century Novel**

A study of major writers, ideas, and forms of the twentieth-century novel in Europe and America, with emphasis on the first half of the century. Close reading and discussion of representative works by such writers as Joyce, Hesse, Faulkner, Camus, and Bellow. Note: Students cannot receive credit for this course if ENGL 376 The Twentieth Century Novel has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 853 Contemporary African American Poetry**

A study of contemporary African American poetry. Students consider such poetic subgenres as the historical poem, persona poem, and spoken word poem from such key groups as the Black Arts Movement and Cave Canem. Poets may include Amiri Baraka, Sonia Sanchez, Natasha Trethewey, Kevin Young, Claudia Rankine, and Tychimba Jess.

Prerequisite: Admission to the M.Ed. program concentration in Secondary Education with a specialization in English Secondary Education, or M.A. program with a concentration in English, PBTL program, or B.A./M.A. 4+1 program in English, or permission of the instructor.

### **ENGL 854 British Fiction since 1945**

A study of British fiction since the end of World War II. Major topics may include postwar recovery; the end of the Empire; shifting definitions of literary tradition; regional British fiction; changing understandings of what it means to be English; London as the site of transnational encounters; postmodern experimentation and literary form; and approaches to realism in contemporary British fiction.

Prerequisite: Admission to the M.Ed. program concentration in Secondary Education with a specialization in English Secondary Education, or M.A. program with a concentration in English, PBTL program, or B.A./M.A. 4+1 program in English, or permission of the instructor.

### **ENGL 860 Critical Writing**

An advanced writing course designed to foster theoretically informed textual analysis. The course includes extensive study of literary theory, research, and writing about a variety of works. Note: Students cannot receive credit for this course if ENGL 333 Critical Writing Novel has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 862 American Romanticism**

A critical study of essays, novels, short stories, and poetry by some of the major American writers of the first half of the nineteenth century. Through a consideration of writers such as Emerson, Thoreau, Hawthorne, and Poe, students explore the aesthetic developments and philosophical ideas expressed through the genre of Romanticism and its related movement, Transcendentalism. The cultural and historical background of the genre is also discussed. Note: Students cannot receive credit for this course if ENGL 365 American Romanticism has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 864 Postcolonial Literature**

A study of postcolonial literature by authors with cultural roots in South Asia, Africa, the Caribbean, and other former colonies that achieved independence in the second half of the twentieth century. Readings may include Commonwealth literature from Australia, New Zealand, and Canada; translated texts; and postcolonial criticism. Note: Students cannot receive credit for this course if ENGL 361 Postcolonial Literature has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

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

A theoretically informed study of current books for children and young adults, with particular emphasis on literary developments, publishing and marketing trends, and recent academic debates. Students consider the social, technological, and professional contexts in which children's books are created, evaluated and marketed. Students enrolled in this course are expected to produce an extensive essay of literary analysis as well as additional assignments as determined by the instructor. Note: Students cannot receive credit for this course if ENGL 399 Current Trends in Children's Literature has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 873 Chaucer**

A study of The Canterbury Tales, Troilus and Criseyde, and other shorter poems in relation to Chaucer's world and time, his development as an artist, and the lasting value of the works. After an introduction to Chaucer's language, students read his works in Middle English. Note: Students cannot receive credit for this course if ENGL 407 Chaucer has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

### **ENGL 874 American Realism and Naturalism**

A critical study of works from the major American writers of the late nineteenth and early twentieth centuries, including such writers as Crane, Dreiser, James, Jewett, Twain, and Wharton. Emphasis is on the development of realism and naturalism, and on the historical, political, and cultural contexts of these literary movements. Note: Students cannot receive credit for this course if ENGL 368 American Realism and Naturalism has already been completed as an undergraduate student.

Prerequisite: One graduate literature course or permission of instructor.

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

A survey of children's literature from the eighteenth century to the present. Topics may include early chapbooks, picture books, and the development of the novel for children. Students examine changing representations of the child and the role literature has played in defining childhood. Students produce an extensive essay of literary analysis as well as additional assignments as determined by the instructor. Note: Students cannot receive credit for this course if ENGL 217 History of Children's Literature has already been completed as an undergraduate student.

Prerequisites: One graduate literature course or permission of the instructor.

### **ENGL 876 Modern American Fiction**

An advanced study of major modern American writers such as Fitzgerald, Hemingway, Cather, West, Faulkner, Hurston, and Wright in the context of the historical and cultural developments of the first half of the twentieth century. Note: Students cannot receive credit for this course if ENGL 373 Modern American Fiction has already been completed as an undergraduate student.

Prerequisites: One graduate literature course or permission of the instructor.

### **ENGL 879 Studies in World Literature through 1900**

An examination of a special topic in world literature through 1900. Particular works covered may be drawn from those written in the classical period through the end of the nineteenth century, in English or in translation. Topics change each time the course is offered and may include the classical literature of Greece and Rome, the Bible, and gender roles in the nineteenth-century European novel. Note: Students cannot receive credit for this course if ENGL 378 Studies in World Literature through 1900 has already been completed as an undergraduate student.

Prerequisites: One graduate literature course or permission of the instructor.

### **ENGL 883 Contemporary American Fiction**

A study of American fiction since 1945, including writers such as Bellow, DeLillo, Doctorow, Ellison, Morrison, Nabokov, Pynchon, Roth, Tyler, Updike, and Walker. Emphasis is on postmodern narrative experiments and on representations of the self and American experience in the contemporary period. Note: Students cannot receive credit for this course if ENGL 383 Contemporary American Fiction has already been completed as an undergraduate student.

Prerequisites: One graduate literature course or permission of the instructor.

### **ENGL 884 Contemporary American Poetry**

A study of contemporary American poetry from the mid-twentieth century to the present day. Students consider the work of poets from such key groups as the Confessionals, New York School, Beats, Black Arts, and slam poets. Students employ close reading in form and genre, explore biographical and historical contexts, and apply critical theory. Note: Students cannot receive credit for this course if ENGL 384 Contemporary American Poetry has already been completed as an undergraduate student.

Prerequisites: One graduate literature course or permission of the instructor.

### **ENGL 890 The English Language**

A study of the ancestry of English, of the processes and results of change in sound, form, and meaning. The classification of languages, social and regional dialects, theories of language acquisition, and other topics are examined to give the student a general understanding of modern developments in linguistics. Note: Students cannot receive credit for this course if ENGL 401 The English Language has already been completed as an undergraduate student.

Prerequisites: One graduate literature course or permission of the instructor.

### **ENGL 896 Seminar in Literature**

An advanced seminar for graduate students. Seminar instructors choose topics and primary texts connected by period, genre, theme, or author. Drawing on skills gained throughout the major, students develop historical and cultural contexts for the texts; apply a variety of critical theories, approaches, and methodologies; give oral reports; and write a substantial, theoretically informed research essay on a subject related to the seminar's topic. Note: Students cannot receive credit for this course if ENGL 422 Seminar in Literature has already been completed as an undergraduate student.

Prerequisites: One graduate literature course or permission of the instructor.

**ENGL 897 Studies in African American Literature**

An exploration of a special topic in African American literature. Topics change each time the course is offered and may include classic and contemporary slave narratives, literature of the American Civil Rights Movement, African American drama since 1945, and the novels of Toni Morrison.

Prerequisite: Admission to the M.Ed. program concentration in Secondary Education with a specialization in English Secondary Education, or M.A. program with a concentration in English, PBTL program, or B.A./M.A. 4+1 program in English, or permission of the instructor.

**ENGL 898 Studies in World Literature after 1900**

An examination of a special topic in world literature after 1900. Particular works covered may include those from the twentieth and twenty-first centuries, in English or in translation. Topics change each time the course is offered and may include the twentieth-century European novel, Literature and Islam, literature from the Indian subcontinent, and contemporary African literature. Note: Students cannot receive credit for this course if ENGL 398 Studies in World Literature after 1900 has already been completed as an undergraduate student.

Prerequisites: One graduate literature course or permission of the instructor.



# **Master of Business Administration**

## **Concentration in Biotechnology Operations**

**Program Coordinator:** Karen Druffel

**Program Advisor:** Karen Druffel

The Master of Business Administration (M.B.A.) with a concentration in Biotechnology Operations is structured to equip mid-level managers and business professionals for leadership and management roles in the Biotechnology industry. Students learn to link theory with practice, and to recognize the ethical, legal, and multi-disciplinary demands of a business environment that is increasingly global, technology-oriented, and diverse. Framingham State University strives to offer a high quality, cost effective degree taught by seasoned business professionals in a hybrid environment.

After completing this program of study, students will be able to:

- Integrate theory, economics, and behavioral elements into the strategic goals of an organization.
- Make decisions using tactical, operational, and strategic business tools in a local and global environment.
- Explain the importance of the ethical and legal responsibility of business leadership.
- Utilize sound fiscal management practices in running a business.
- Demonstrate achievement of business objectives through effective communications.
- Apply quantitative methods to the analysis of real-world business situations.

### **Admission Requirements**

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

Applicants are required to submit the following:

1. A completed Application for Graduate Admission form.
2. Official copies of undergraduate and graduate transcripts (if applicable). Students who have transcripts from outside the United States must have their transcripts evaluated by a Credit Evaluation service and translated into English.
3. Two letters of recommendation sent directly to Graduate Admissions at Framingham State University by the evaluators.
4. A current professional resume.
5. TOEFL scores (550 or higher) or IELTS scores (6.5 or higher) are required of applicants seeing admission from non-English speaking countries. The TOEFL or IELTS may be waived if the applicant has successfully completed at least two full academic years in a college/ university where the primary language of instruction is in English..

6. Two written essays. Each essay should be typed or printed, single spaced and limited to the length indicated. The essay questions are:

- a. What would you like the MBA Admissions Committee to know about you? (450-word limit);

And EITHER

- b. What are your three most substantial achievements and why do you consider them to be substantial achievements? (700-word limit);

OR

- c. What experience in the military, public service, or business do you have? Explain how this experience equips you for the MBA program. (700-word limit).

7. Applicants may be required to interview with the Program Coordinator and/or Program Advisor after a review by the Graduate Admissions Committee.

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

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

The MBA Application for Admission is available on line or contact the Graduate Admissions Office at 508-626-4501.

MBA program advisors are available for consultation about the admission process, program requirements, and course selection. Individuals may make an appointment with an advisor by sending an email to [MBA@framingham.edu](mailto:MBA@framingham.edu).

Students applying for admission to this program may take undergraduate prerequisite courses, if required, prior to applying for admission to the program. Students must seek the advice of the MBA Program Advisor to determine if undergraduate prerequisites courses are required prior to applying for admission.

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

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

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

**From India:** Degree must be a Bachelor in Commerce or Business; otherwise a U.S. 4-year Baccalaureate degree equivalent is required.

1. Official Transcripts must be evaluated by a credential evaluation service and sent to Framingham State University.
2. The degree granting institution must be accredited from one of the following institutions:
  - National Assessment and Accreditation Council (NAAC)
  - National Board of Accreditation (NBA)
  - All India Council for Technical Education (AICTE)
3. GPA Minimum must be equivalent to a United States 3.00 on a 4.00 scale.
4. Minimum score of 400 on the GMAT or a minimum score of 149 Verbal and 141 Quantitative on the GRE may be required.

5. Must have a grade of B (3.00) or better in each equivalent course from the following areas: Accounting, Economics, Management, and Statistics.
6. Minimum TOEFL score of 550 paper based (or 79-80 computer based), or IELTS scores (6.0 or higher).

### **Courses before Admission**

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

### **Transfer Credit**

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

### **F-1 Student VISA Status:**

Students admitted into a graduate program as on an F-1 Student Visa are required to enroll full-time during the fall and spring semesters. Students in the M.B.A program are encouraged to also enroll full-time during the summer terms if the intent is to complete the program in 16 continuous months.

### **Time Limits for Program Completion**

All degree requirements must be met within eight (8) years from the completion date of the first MBA Core or Elective course.

### **Program Requirements**

Each Framingham State University course is offered for one (1) course-credit, which is equivalent to four (4) semester hours. The Biotechnology Operations concentration consists of 12-13 courses (or 48-52 semester hours), consisting of (8) Core courses, four (4) Concentration courses and one (1) Pre-Core requirement\*.

Prior to enrolling in Core or Concentration courses, students are required to demonstrate proficiency in the following areas: financial accounting, managerial accounting, economics, and statistics. Proficiency may be demonstrated in one of the following ways:

1. Appropriate undergraduate or graduate coursework completed with a grade of B (3.00) or better earned prior to the date of application to the MBA program. The Admissions Committee will evaluate each applicant's academic record to determine whether undergraduate proficiency requirements have been met.
2. Demonstrated proficiency through professional development and experience as evaluated in the applicant's professional resume.
3. *Students without appropriate prior academic coursework may demonstrate proficiency by taking a College-Level Examination Program (CLEP) test in an appropriate subject area, or may make a written request for a waiver.*

*\*Students who do not meet the proficiency requirements will be required to take the prerequisite course MGMT 9XX Analytical Tools for Managers in their first semester, bringing the course requirements to 13 total (52 semester hours).*

## **Biotechnology Operations Concentration:**

### **Pre-Core Requirement\* (1)**

MGMT 905 Analytical Tools for Managers

*\*This may be waived for candidates who meet the proficiency requirements upon admission.*

### **Core Requirements (7):**

ECON 923 The Economics of Organizational Design

ENTR 920 Intrapreneurship and Entrepreneurship

FINA 929 Financial Management

MGMT 911 Organization Behavior and Theory

MGMT 918 Managing in a Global Environment

MGMT 931 Quantitative Methods for Business Operations

MRKT 917 Strategic Marketing

### **Concentration Requirements (4):**

BIOT 903 Drug Development: Process and Regulation

BIOT 966 Ethical Implications of Biotechnology

MGMT 921 Business Operations Management for Biotechnology

MGMT 945 Management and Leadership for Biotechnology

### **Capstone (1):**

MGMT 989 Strategic Management

*NOTE: Registration for MGMT 989 Strategic Management requires the prior written permission of the Dean of Graduate Studies. Students will not be permitted to fulfill this requirement with a course transferred from another institution.*

## **COURSE DESCRIPTIONS**

### **BIOT 903 Drug Development: Process and Regulations**

Designed to provide students with an overview of drug development, for both small molecules and biotherapeutics. The course emphasizes the diverse set of activities in pharmaceutical development; discusses key stages and decision points in the process; and details the importance of quality control and meeting regulatory requirements. Case studies are presented by guest lecturers from the pharmaceutical and biotechnology industry to illustrate the complexities of drug development.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology.

### **BIOT 966 Ethical Implications of Biotechnology**

A seminar course that examines the ethical implications of decisions made in biotechnology as well as the responsibilities of life scientists in their communities. Course discussions include stewardship and environmental impacts of biomanufacturing as well as ethical use of laboratory animals.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology.

### **ECON 923 The Economics of Organizational Design**

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

Prerequisites: All MBA undergraduate prerequisite courses or the equivalent.

### **ENTR 920 Intrapreneurship and Entrepreneurship**

Designed to emphasize intrapreneurial and entrepreneurial approaches to starting new ventures as a new business or within an existing organization. Students explore entrepreneurship and innovation-related topics, develop viable business venture concepts and examine the details of developing and running a new business venture. Students evaluate innovative ideas, conduct market analysis and feasibility and select the appropriate business structure. Drivers of success and failure, funding sources, and the legal and regulatory environment are discussed.

Prerequisite: All MBA undergraduate prerequisite courses or the equivalent.

### **FINA 929 Financial Management**

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

Prerequisites: All MBA undergraduate prerequisite courses or the equivalent.

### **MGMT 905 Analytical Tools for Managers**

An introductory overview designed to equip current and future leaders in the application of analytical management tools in a business environment. Topics include statistical inference and analysis as a management tool, financial statement generation and interpretation, and the fundamentals of economic analysis. Business case studies and modeling are used to illustrate the principles and techniques covered in the course.

### **MGMT 911 Organization Behavior and Theory**

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

Prerequisites: All MBA undergraduate prerequisite courses or the equivalent.

### **MGMT 918 Managing in a Global Environment**

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

Prerequisites: All MBA undergraduate prerequisite courses or the equivalent.

### **MGMT 921 Business Operations Management for Biotechnology**

Designed for science professionals to develop and apply skills and knowledge for managing business operations. Topics include concepts and techniques for planning, designing, controlling and improving business operations. Real-world business cases are used to develop students' management capacity and capability. Areas of focus include the process view of organizations, performance measures, products and product attributes, production processes, process competencies, procurement and supply chain management and regulatory requirements.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology.

### **MGMT 931 Quantitative Methods for Business and Operations**

A study of quantitative methods used in business decision making. Methods of optimization modeling, such as linear and integer programming, Decision Theory, Queuing Theory and others are covered. Techniques for optimizing many critical business strategy and operations management decisions, such as production capacity, distribution network design, Input/output analysis, bottleneck and capacity analysis, economies of scale in material handling and distribution, Economic Order Quantity (EOQ), Materials Resource Planning (MRP), reorder point computations, distribution and logistics management, and production and workforce scheduling are included.

Prerequisites: All MBA undergraduate prerequisite courses or the equivalent.

### **MGMT 945 Management and Leadership for Biotechnology**

Designed for life science professionals. The course addresses managerial and leadership styles and the dynamics of organizational behavior. Topics include managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams. This course includes case studies from the biotechnology industry.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology.

### **MGMT 989 Strategic Management**

Focused on observing, analyzing and linking an organization and its environment by providing the tools needed to analyze its present position in the global marketplace and design its future. Organizational action plans for competing successfully and operating profitably are reviewed. Selection of strategic options with the ultimate goal of moving the organization forward successfully by crafting and executing strategy in order to achieve a competitive advantage is analyzed. Evaluation of present conditions, industry segment, organization vision, and ultimately the construction and implementation of strategies appropriate to lead to competitive advantage are examined. Using real business cases, reviewing current organization's strategies, sharing historical events and assessing rigorous theories and concepts of strategic management, students learn to assimilate and utilize knowledge to become a manager whose strategic actions can make a company thrive. A combination of teaching techniques and supporting tools are employed throughout the duration of the course.

Prerequisites: May be taken concurrently with MGMT 971 Communication and Negotiation and/or MGMT 978 Leadership and Change. Completion of all other MBA courses is required. Permission of the Dean of Graduate Studies is required.

### **MRKT 917 Strategic Marketing**

A focus on critically scanning and analyzing the external environment, defining strategic marketing decisions, developing and applying models to evaluate the alternatives and formulating recommended courses of action.

Prerequisites: All MBA undergraduate prerequisite courses or the equivalent.

# Master of Business Administration

## Concentration in Management

**Program Coordinator:** Karen Druffel

**Program Advisor:** Karen Druffel

The Master of Business Administration (M.B.A.) with a concentration in Management is structured to equip mid-level managers and business professionals for leadership and management roles. Students learn to link theory with practice, and to recognize the ethical, legal, and multi-disciplinary demands of a business environment that is increasingly global, technology-oriented, and diverse. Framingham State University strives to offer a high quality, cost effective degree taught by seasoned business professionals using a blended hybrid model. **This concentration is now offered completely online.**

After completing this program of study, students will be able to:

- Integrate theory, economics, and behavioral elements into the strategic goals of an organization;
- Make decisions using tactical, operational, and strategic business tools in a local and global environment;
- Explain the importance of the ethical and legal responsibility of business leadership;
- Utilize sound fiscal management practices in running a business;
- Demonstrate achievement of business objectives through effective communications;
- Apply quantitative methods to the analysis of real-world business situations.

### Admission Requirements

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

Applicants are required to submit the following:

1. A completed Application for Graduate Admission form.
2. Official copies of undergraduate and graduate transcripts (if applicable). Students who have transcripts from outside the United States must have their transcripts evaluated by a Credit Evaluation service and translated into English.
3. Two letters of recommendation sent directly to Graduate Admissions at Framingham State University by the evaluators.
4. A current professional resume.
5. TOEFL scores (550 or higher) or IELTS scores (6.5 or higher) are required of applicants seeking admission from non-English speaking countries. The TOEFL or IELTS may be waived if the applicant has successfully completed at least two full academic years in a college/ university where the primary language of instruction is in English..

6. Two written essays. Each essay should be typed or printed, single spaced and limited to the length indicated. The essay questions are:

- a. What would you like the MBA Admissions Committee to know about you? (450-word limit);

And EITHER

- b. What are your three most substantial achievements and why do you consider them to be substantial achievements? (700-word limit);

OR

- c. What experience in the military, public service, or business do you have? Explain how this experience equips you for the MBA program. (700-word limit).

7. Applicants may be required to interview with the Program Coordinator and/or Program Advisor after a review by the Graduate Admissions Committee.

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

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

The MBA Application for Admission is available on line or contact the Graduate Admissions Office at 508-626-4501.

MBA program advisors are available for consultation about the admission process, program requirements, and course selection. Individuals may make an appointment with an advisor by sending an email to [MBA@framingham.edu](mailto:MBA@framingham.edu).

Students applying for admission to this program may take undergraduate prerequisite courses, if required, prior to applying for admission to the program. Students must seek the advice of the MBA Program Advisor to determine if undergraduate prerequisites courses are required prior to applying for admission.

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

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

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

**From India:** Degree must be a Bachelor in Commerce or Business; otherwise a U.S. 4-year Baccalaureate degree equivalent is required.

1. Official Transcripts must be evaluated by a credential evaluation service and sent to Framingham State University.
2. The degree granting institution must be accredited from one of the following institutions:
  - National Assessment and Accreditation Council (NAAC)
  - National Board of Accreditation (NBA)
  - All India Council for Technical Education (AICTE)
3. GPA Minimum must be equivalent to a United States 3.00 on a 4.00 scale.
4. Minimum score of 400 on the GMAT or a minimum score of 149 Verbal and 141 Quantitative on the GRE may be required.



5. Must have a grade of B (3.00) or better in each equivalent course from the following areas: Accounting, Economics, Management, and Statistics.
6. Minimum TOEFL score of 550 paper based (or 79-80 computer based), or IELTS scores (6.0 or higher).

### **Courses before Admission**

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

### **Transfer Credit**

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

### **F-1 Student VISA Status:**

Students admitted into a graduate program as on an F-1 Student Visa are required to enroll full-time during the fall and spring semesters. Students in the M.B.A program are encouraged to also enroll full-time during the summer terms if the intent is to complete the program in 16 continuous months.

### **Time Limits for Program Completion**

All degree requirements must be met within eight (8) years from the completion date of the first MBA Core or Elective course.

### **Program Requirements**

Each Framingham State University course is offered for one (1) course-credit, which is equivalent to four (4) semester hours. The Biotechnology Operations concentration consists of 12-13 courses (or 48-52 semester hours), consisting of (8) Core courses, four (4) Concentration courses and one (1) Pre-Core requirement\*.

Prior to enrolling in Core or Concentration courses, students are required to demonstrate proficiency in the following areas: financial accounting, managerial accounting, economics, and statistics-

Proficiency may be demonstrated in one of the following ways:

- Appropriate undergraduate or graduate coursework completed with a grade of B (3.00) or better earned-prior to the date of application to the MBA program. The Admissions Committee will evaluate each applicant's academic record to determine whether undergraduate-proficiency requirements have been met.
- Demonstrated proficiency through professional development and experience as evaluated in the applicant's professional resume.
- *Students without appropriate prior academic coursework may demonstrate proficiency by taking a College-Level Examination Program (CLEP) test in an appropriate subject area, or may make a written request for a waiver.*

*Students who do not meet the proficiency requirements will also be required to take the prerequisite course MGMT 905 Analytical Tools for Managers in their first semester, bringing the course requirements to 13 total (52 semester hours).*

## Management Concentration:

### Pre-Core Requirement\* (1)

MGMT 905 Analytical Tools for Managers

*\*This may be waived for candidates who meet the proficiency requirements upon admission.*

### Core Requirements (7):

ECON 923 The Economics of Organizational Design

ENTR 920 Intrapreneurship and Entrepreneurship

FINA 929 Financial Management

MGMT 911 Organization Behavior and Theory

MGMT 931 Quantitative Methods for Business and Operations

MGMT 940 Business Ethics and Legal Environment

MRKT 917 Strategic Marketing

### Concentration Requirements (4):

BUIS 933 Enterprise Information Technology

MGMT 918 Managing in a Global Environment

MGMT 971 Communication and Negotiation

MGMT 978 Leadership and Change

### Capstone:

MGMT 989 Strategic Management

*NOTE: Registration for MGMT 989 Strategic Management requires the prior written permission of the Dean of Graduate Studies. Students will not be permitted to fulfill this requirement with a course transferred from another institution.*

## COURSE DESCRIPTIONS

### BUIS 933 Enterprise Information Technology

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

Prerequisite: Acceptance into M.B.A. program, the P.S.M. concentration in Biotechnology, or permission from program coordinator.

### ECON 923 The Economics of Organizational Design

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

Prerequisite: Acceptance into M.B.A. program.

### **ENTR 920 Intrapreneurship and Entrepreneurship**

Designed to emphasize intrapreneurial and entrepreneurial approaches to starting new ventures as a new business or within an existing organization. Students explore entrepreneurship and innovation-related topics, develop viable business venture concepts and examine the details of developing and running a new business venture. Students evaluate innovative ideas, conduct market analysis and feasibility and select the appropriate business structure. Drivers of success and failure, funding sources, and the legal and regulatory environment are discussed.

Prerequisite: Acceptance into M.B.A. program, the P.S.M. concentration in Biotechnology, or permission from program coordinator.

### **FINA 929 Financial Management**

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

Prerequisite: Acceptance into M.B.A. program.

### **MGMT 911 Organization Behavior and Theory**

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

Prerequisite: Acceptance into M.B.A. program, the P.S.M. concentration in Biotechnology, or permission from program coordinator.

### **MGMT 918 Managing in a Global Environment**

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

Prerequisite: Acceptance into M.B.A. program.

### **MGMT 931 Quantitative Methods for Business and Operations**

A study of quantitative methods used in business decision making. Methods of optimization modeling, such as linear and integer programming, Decision Theory, Queuing Theory and others are covered. Techniques for optimizing many critical business strategy and operations management decisions, such as production capacity, distribution network design, Input/output analysis, bottleneck and capacity analysis, economies of scale in material handling and distribution, Economic Order Quantity (EOQ), Materials Resource Planning (MRP), reorder point computations, distribution and logistics management, and production and workforce scheduling are included.

Prerequisite: Acceptance into M.B.A. program.

### **MGMT 940 Business Ethics and Legal Environment**

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

Prerequisite: Acceptance into M.B.A. program.

### **MGMT 971 Communication and Negotiation**

A study of effective business communication and negotiation skills. Students examine and apply effective written, verbal and interpersonal communication skills in the context of the business setting. Students learn to plan, craft and complete brief messages, full reports, proposals, and online and oral presentations. Students learn the importance of framing dynamics and how to prepare to negotiate by exploring major concepts and theories of bargaining. Students apply effective communication and negotiation skills covered in the course to practical problems traditionally faced by managers in today's complex business environment.

Prerequisite: Acceptance into M.B.A. program, the P.S.M. concentration in Biotechnology, or permission from program coordinator.

### **MGMT 978 Leadership and Change**

An in-depth study into the leadership and management skills that change agents use on a regular basis as they implement organizational change. The class provides skill development of both managerial and interpersonal skill elements crucial to the success of change implementations. The leader as a visionary is critical to success in any organization, and a key attribute for any organizational leader. This course examines and links leadership theories and organizational change theories. Leadership models are examined as well as all those related to organizational change.

Prerequisite: Acceptance into M.B.A. program.

### **MGMT 989 Strategic Management**

Focused on observing, analyzing and linking an organization and its environment by providing the tools needed to analyze its present position in the global marketplace and design its future. Organizational action plans for competing successfully and operating profitably are reviewed. Selection of strategic options with the ultimate goal of moving the organization forward successfully by crafting and executing strategy in order to achieve a competitive advantage is analyzed. Evaluation of present conditions, industry segment, organization vision, and ultimately the construction and implementation of strategies appropriate to lead to competitive advantage are examined. Using real business cases, reviewing current organization's strategies, sharing historical events and assessing rigorous theories and concepts of strategic management, students learn to assimilate and utilize knowledge to become a manager whose strategic actions can make a company thrive. A combination of teaching techniques and supporting tools are employed throughout the duration of the course.

Prerequisites: May be taken concurrently with MGMT 971 Communication and Negotiation and/or MGMT 978 Leadership and Change. Completion of all other MBA courses is required. Permission of the Dean of Graduate Studies is required.

### **MRKT 917 Strategic Marketing**

A focus on critically scanning and analyzing the external environment, defining strategic marketing decisions, developing and applying models to evaluate the alternatives and formulating recommended courses of action.

Prerequisite: Acceptance into M.B.A. program.

# Master of Education concentration in Art

**Program Coordinator:** Brian Bishop

**Program Advisor:** Barbara Milot

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

## Admission Requirements

Applications are accepted on a rolling basis for the fall and spring semesters. Completed applications should be on file by July 1<sup>st</sup> for fall and by December 1<sup>st</sup> for spring. Applications received after these dates cannot be guaranteed timely matriculation. The Admissions Committee will begin review of an application only upon receipt of official copies of all required documents.

Applicants must:

1. Have earned a baccalaureate degree from a regionally accredited college or university and submit an official transcript from each college or university attended as an undergraduate or graduate student. Required undergraduate preparation: at least 45 semester hours in liberal arts to include 36 semester hours in studio art and 9 semester hours in art history;
2. Have an overall undergraduate grade point average of at least 3.00 on a scale of 4.00 in a degree program acceptable to the admissions committee;
3. Submit a copy of their Massachusetts Initial Teaching License in Art;
4. Provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University's Graduate Admissions office by the recommender;
5. Submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities, and career plans;
6. Submit 10-15 digital images that show technical skill, breadth of experience with various media, and a continued dedication to art making. Portfolio should be uploaded through Slideroom – <http://framingham.slideroom.com>.
7. Must have an interview and portfolio review with the Program Coordinator and/or Program Advisor.

*Notes: The above requirements are accurate to date. However, the University reserves the right to change requirements in the future, and will notify applicants should any changes be made. Applications remaining incomplete for over one year will be discarded. Refer to the appropriate catalog for program requirements for prior years.*

## Program Requirements

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

### Education Core Courses (3)

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Development and Communication

EDUC 999 Research and Evaluation (*recommended after completion of three Content/Concentration courses*)

### Concentration Courses (7)

ARTS 820 Life Drawing

ARTS 995 Graduate Seminar in Art Education

#### Electives:

At least five (5) additional graduate level art courses.

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

Three (3) Studio Art courses at the graduate level

Two (2) Art History courses at the graduate level

## ART HISTORY COURSE DESCRIPTIONS

### ARTH 990 Directed Study in Art History

Course description varies with experience. Advisor approval required.

### DUAL-LEVEL ELECTIVES

*(Offered in conjunction with the corresponding undergraduate course)*

#### ARTH 826 History of Photography

An investigation of the history and development of photography from its beginnings in the early nineteenth century to the present. Throughout the course, the use of photography for aesthetic and documentary purposes is examined and the influence of art and culture on the practice and interpretation of photography is explored. Students investigate photography of various time periods using textbook illustrations, in-class images, videos, and museum exhibitions. Class lecture, discussion, and group projects augment the text and other readings.

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

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

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

An exploration of a specific medium, genre, and/or topic in studio art intended to expose students to a broad range of artistic sensibilities. The course is designed to enhance the creative, conceptual, and professional development of students through an exploration of various modes of artistic practice. Students work toward developing a body of work with emphasis on content and technique. Regular critique helps students develop the critical language necessary to discuss their work on a variety of levels. Contemporary issues in the visual arts are addressed, particularly as they relate to students' work. This course, on a different topic, may be repeated for credit.

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

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

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

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

### **ARTH 878 American Art**

A study of the art and architecture of the United States from Colonial Times through the early 20<sup>th</sup> Century. Attention is given to Native American art and the work of folk artists/craftspersons as well as that of artists nurtured in European traditions. Readings and class discussion focus on the arts as a unique expression of the American experience in relationship to history, politics, ideology, and social and technological change.

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

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

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

A study of Pre-Hispanic, Colonial and Modern Latin American visual culture. Emphasis is placed on social context and politics of art, including issues of race, gender, and social class. The first half of the course surveys the art of Pre-Hispanic cultures; the second half studies how the art of Colonial and Modern Latin America has engaged with indigenous heritage. Scholarly readings, essay assignments, and a research project explore the methodologies and concerns of art history and art criticism. Note: Students cannot receive credit for both this course and ARTH 889 Special Topics in Art History: Latin American Art.

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

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

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

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

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

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

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

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

### **ARTH 889 Special Topics**

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

## **STUDIO ART COURSE DESCRIPTIONS**

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

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

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

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

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

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

### **ARTS 990 Directed Study in Art**

Course description varies with experience. Advisor approval required.

### **ARTS 995 Graduate Seminar in Art**

An advanced studio seminar for students in the Master of Education with a concentration in Art. As artists and teachers, students in this course continue to develop the body of work begun in the three studio art courses taken for this program. Seminar meetings incorporate traditional critiques and non-traditional approaches to examining works of art. Students are responsible for several short papers including an artist's statement, a narrative of the student's progress toward studio goals, and a reflective paper on the relationship between the student's studio experiences and his/her teaching practice. In addition, students prepare a final oral presentation on a curriculum initiative developed out of the seminar experiences. **Prerequisites:** Three (3) of the four (4) required studio art courses in the M.Ed. Art program. Open to students in M.Ed. with a concentration in Art only.



## **DUAL-LEVEL ELECTIVES**

*(Offered in conjunction with the corresponding undergraduate course)*

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

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

Prerequisite: Drawing I.

### **ARTS 820 Life Drawing**

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

### **ARTS 822 Painting Studio**

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

Prerequisite: ARTS 820 Life Drawing.

### **ARTS 828 Intaglio**

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

### **ARTS 830 Digital Art**

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

Prerequisite: One undergraduate drawing course.

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

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

### **ARTS 841 Ceramics**

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

### **ARTS 844 Wheelworking**

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

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

### **ARTS 849 Encaustic**

An introduction to the seductive ancient painting technique of encaustic, a process where pigmented wax is fused to a painting surface by the means of heat. This type of painting is recognized for its visually resplendent surface and rich color, and has seen a resurgence in the past decade. Students explore the process involved in creating the translucent, luminous, and textured surfaces that can only be achieved through encaustic. Various approaches to working in this versatile and exciting medium are offered, including working on various grounds, collage, incising, extreme impasto, and layering.

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

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

### **ARTS 851 Watercolor**

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

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

### **ARTS 856 Illustration**

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

Prerequisite: Permission of the instructor.

### **ARTS 858 Landscape Painting**

An opportunity for the student to work within the rich and complex tradition of landscape painting, working from observation on location and in the studio. Students explore issues that affect the environment and look at artists who tackle the subject of the landscape from a critical perspective.

### **ARTS 860 Lithography**

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

### **ARTS 862 Printmaking**

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

### **ARTS 863 Woodcut**

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

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

An exploration of a specific medium, genre, and/or topic in studio art intended to expose students to a broad range of artistic sensibilities. The course is designed to enhance the creative, conceptual, and professional development of students through an exploration of various modes of artistic practice. Students work toward developing a body of work with emphasis on content and technique. Regular critique helps students develop the critical language necessary to discuss their work on a variety of levels. Contemporary issues in the visual arts are addressed, particularly as they relate to students' work. This course, on a different topic, may be repeated for credit.

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

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

## **EDUCATION COURSE DESCRIPTIONS**

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

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

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

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

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

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

# **Master of Education concentration in Early Childhood Education**

**Program Coordinator:** Valerie Hytholt

**Program Advisor:** Valerie Hytholt

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

## **Admission Requirements**

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must hold a Massachusetts Department of Elementary and Secondary Education license in Early Childhood Education at the Initial level (or above) or hold Massachusetts Department of Early Education and Care (formerly OCCS) certification as Lead Teacher, Director I and/or Director II and have one year's teaching experience in early childhood education.
3. The applicant must have a minimum undergraduate quality point average of 3.00 on a 4.00 scale.

## **Program Requirements**

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

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

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

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation (recommended after completion of three  
Content/Concentration courses)

## **Concentration Courses (3)**

CPSY 964 Advanced Principles of Learning and Development

LTRC 901 Integrating the Language Arts

SPED 962 Developmental Patterns of Children with Moderate Disabilities

## **Elective Courses (4)**

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

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

ECED 911 Play and Observation

ECED 912 Advanced Early Childhood Curriculum

SPED 956 Curriculum Development and Modification

SPED 963 Behavior and Classroom Management

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

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

## **COURSE DESCRIPTIONS**

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

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

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

### **ECED 908 Communication Development - Birth to Age 8**

An exploration of brain development and current research, communication milestones, teaching strategies, interventions and assessments for each stage of oral language development from infancy through third grade. Educators gain a well-rounded understanding of the underpinnings of language development as an essential foundation for building future learning from birth to age eight.

### **ECED 911 Play and Observation**

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

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

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

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

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

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

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

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

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

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

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

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

Addresses research and practice relative to the fundamental principles of teaching the language arts using an integrated approach. Using a literature-based model, emphasis will be placed on the writing process and the reading-writing connection. Learning strategies, instructional methods and materials, and evaluation techniques will be integrated throughout the course. Students will create a portfolio demonstrating their competence as teachers of integrated language arts. Students will be required to spend a minimum of four (4) hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility.

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

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

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

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

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

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

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

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

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

### **CONTENT ELECTIVES**

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

# Master of Education

## concentration in Educational Technology

**Program Coordinators:** Steven Courchesne  
Robin Robinson

**Program Advisors:** Steven Courchesne  
Robin Robinson

The Master of Education (M.Ed.) with a concentration in Educational Technology emphasizes the integration of education technology instruction and training across learning environments. Students use research-based principles and practices to explore, evaluate, and design instruction using education technology. The program is designed for professionals working in an educational capacity, including K-12 teachers, post-secondary instructors, instructional technologists, and trainers, among others. **All courses are offered online.**

*Note: This program is not an approved program for education licensure in Massachusetts nor does it provide Instructional Technology licensure.*

### Admission Requirements

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate student.
2. The applicant must have a minimum undergraduate quality point average of 2.80 on a 4.00 scale.
3. The applicant must have a formal access to a classroom, corporate training environment or another learning environment.

### Application Deadline

Applicants are accepted on a rolling basis for the fall and spring semesters. The completed application should be on file by July 1<sup>st</sup> for fall and December 1<sup>st</sup> for spring. Applications received after this date cannot be guaranteed timely matriculation. The Admissions Committee will begin a review of an application only upon receipt of official copies of all required documents.

### Program Outcomes:

- Design and deliver learning experiences that effectively integrate educational technology.
- Evaluate current and emerging instructional technologies to (a) identify potential uses and applications for teaching, learning, assessment, and research; (b) identify and resolve accessibility issues; and (c) examine potential ethical issues and legal concerns.
- Incorporate research-based and proven practices in the design and delivery of technology-infused learning experiences.



## Program Requirements

The degree requires successful completion of ten (10) courses, which include three (3) core courses, seven (7) concentration courses. Successful completion of an online written comprehensive examination and the submission of an electronic portfolio to the program advisor two weeks prior to the comprehensive exam are required. The examination is taken in the last semester of study.

### Education Core Courses (3)

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Development and Communication

EDUC 999 Research and Evaluation (*recommended after completion of three Content/Concentration courses*)

### Concentration Courses (6)

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

INST 943 Impact of Technology on Education

#### Choose One (1) Instructional Course:

EDUC 927 Advanced Teaching Strategies

EDUC 940 Adult Development and Learning

#### Choose Three (3) concentration Electives:

INST 951 Mathematics Instruction with Technology

INST 955 Discipline-Specific Topics in Instructional Technology

INST 968 Introduction to Assistive Technology

INST 954 Technology Infrastructure Management

INST 959 Systemic Change: Curriculum, Instructional Technology, and Professional Development

TESL 920 Technology in the Second Language Classroom

#### Additional Required Open Elective Course (1):

Select one (1) additional graduate course as an elective either from the list of concentration course above or with the approval from the program advisor a graduate-level content course from an academic discipline (art, English, history, geography, mathematics, world languages, etc.)

Note: Any transfer course to fulfill the Required Open Elective will only be considered during the application process.

## COURSE DESCRIPTIONS

### EDUC 927 Advanced Teaching Strategies

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

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

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

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

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

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

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

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

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

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

An exploration of how the Internet is shaping instructional modalities and curriculum design. The course focuses on digital research practices, information literacy, and equity to support an inclusive learning environment. Students develop an electronic portfolio to document their course-based experiences.

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

A critical examination of the impact of technology resources in the classroom. Students study learning, collaboration, and assessment within a technological environment and critically examine the role these technologies play in student learning. The technologies examined are updated with each course offering to reflect current trends and culture as well as include topics such as adaptive learning, open education, and next-generation digital learning environments. Throughout these explorations, students analyze impact factors such as the role of accessibility and access, data governance, and analytics. Students contribute to the online course community through discussions and annotated readings in addition to individual research, writing, and reflection. Students continue the development of an electronic portfolio to document their field-based experiences.

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

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

### **INST 954 Technology Infrastructure Management**

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

**Prerequisites:** INST 943 Impact of Technology on Education.

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

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

Prerequisites: INST 943 Impact of Technology on Education.

### **INST 959 Systemic Change: Curriculum, Instructional Technology, and Professional Development**

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

Prerequisites: INST 951 Mathematics Instruction with Technology, INST 954 Technology Infrastructure Management and permission of the program advisor.

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

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

### **TESL 920 Technology in the Second Language Classroom**

An exploration of the use of current technologies in teaching and learning in the second language and foreign language classroom. Attention is given to technologies that enhance collaboration, communication, and creativity among learners. Includes the design of lesson plans that incorporate technologies such as Wikis, Blogs, Podcasts, and other collaborative web-based tools for classrooms.

# **Master of Education concentration in Elementary Education**

**Program Coordinator:** Sandra Shaw

**Program Advisor:** Sandra Shaw

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

## **Admission Requirements**

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have an Initial Teaching License in Elementary Education.
3. The applicant must have a minimum undergraduate quality point average of 3.00 on a 4.00 scale.

## **Program Requirements**

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

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

### **Education Core Courses (4)**

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation (recommended after completion of three  
Content/Concentration courses)

LTRC 901 Integrating the Language Arts

### **Content Courses (4)**

Four (4) elective graduate content courses approved by the program advisor. Choose from the following academic disciplines: Art, Biology, Chemistry, Earth System Science, English, English as a Second Language, World Languages, Geography, History, Literacy, Mathematics, Physics, Political Science, or any courses offered under the area of STEM.

### **Curriculum Specific Courses (2) – Choose Two:**

EDUC 927 Advanced Teaching Strategies

ENGL 930 Workshop in Children's Literature

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

INST 943 Impact of Technology on Education

INST 951 Mathematics Instruction with Technology

SPED 956 Curriculum Development and Modification

SPED 962 Developmental Patterns of Children with Moderate Disabilities

## **COURSE DESCRIPTIONS**

### **EDUC 927 Advanced Teaching Strategies**

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

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

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

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

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

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

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

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

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

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

An exploration of how the Internet is shaping instructional modalities and curriculum design. The course focuses on digital research practices, information literacy, and equity to support an inclusive learning environment. Students develop an electronic portfolio to document their course-based experiences.

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

A critical examination of the impact of technology resources in the classroom. Students study learning, collaboration, and assessment within a technological environment and critically examine the role these technologies play in student learning. The technologies examined are updated with each course offering to reflect current trends and culture as well as include topics such as adaptive learning, open education, and next-generation digital learning environments. Throughout these explorations, students analyze impact factors such as the role of accessibility and access, data governance, and analytics. Students contribute to the online course community through discussions and annotated readings in addition to individual research, writing, and reflection. Students continue the development of an electronic portfolio to document their field-based experiences.

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

A course that identifies the mathematical content of the K-12 school curriculum as defined by the Massachusetts Curriculum Framework. Students learn how to use technology to enhance the teaching of mathematics. The Internet is utilized to conduct research for mathematical knowledge and technological pedagogical applications. NOTE: Students who completed 84.952 Technology for Mathematics and Science Instruction cannot enroll in 84.951 Mathematics Instruction with Technology.

Prerequisite: INST 941 Internet for Educators and INST 943 Impact of Technology on Education, or permission of the instructor.

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

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

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

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

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

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

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

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

### **CONTENT ELECTIVES**

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

# Master of Education

## concentration in Literacy and Language

**Program Coordinator:** Dr. Diane Lowe

**Program Advisor:** Dr. Diane Lowe

The Master of Education (M.Ed.) with a concentration in Literacy and Language, plus a supervised practicum, enables candidates to meet the requirements for Initial Licensure in Massachusetts as a Specialist Teacher: Reading. Licensure qualifies the recipient to work in the area of reading and language arts with students at all age and grade levels.

The Master of Education with a concentration in Literacy and Language also enables candidates holding an Initial License in Elementary, Early Childhood, English, or Teacher of Students with Moderate Disabilities to meet the requirements for Professional Licensure in Elementary, Early Childhood Education, English, or Teacher of Students with Moderate Disabilities. The additional supervised practicum is not required for candidates seeking Professional License in these three fields.

The licensure program also conforms to the Standards for Reading Professionals as developed by the International Literacy Association. These standards were approved by the National Council for Accreditation of Teacher Educator Preparation (CAEP).

### Admission Requirements

1. The applicant must have earned a baccalaureate degree earned from a regionally accredited college or university.
2. The applicant must have at least an Initial Teaching License.
3. The applicant must have an undergraduate quality point average of at least 3.00 on a 4.00 scale.

### Program Requirements

This program requires successful completion of ten (10) courses and an oral comprehensive examination. A professional portfolio, completed as part of the degree program and based upon the Massachusetts Department of Elementary and Secondary Education Professional Standards for Licensure, must be completed and submitted to the advisor of the Literacy and Language program four weeks prior to the oral comprehensive exam. Candidates seeking the Initial Licensure as a Specialist Teacher: Reading must also complete a supervised practicum.

### Education Core Courses (3)

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation (*recommended after completion of three Content/Concentration courses*)\*

*\*Candidates for the Initial Licensure as a Specialist Teacher: Reading must complete a Literacy and Language research project.*

### Concentration Courses (6)

LTRC 900 Research and Practice in Reading

LTRC 901 Integrating the Language Arts (*suggested first course in concentration*)

LTRC 902 Reading and Writing in the Content Areas

LTRC 903 Assessment for Learning Styles and Strategies

LTRC 910 Leadership and Consultation in the Language Arts

LTRC 926 Teaching the Writing the Process

### **Elective Course (1)**

ENGL 930 Workshop in children's Literature

The above 10-course program in Literacy and Language enables candidates holding an Initial License in Elementary, Early Childhood, English, or Teacher of Students with Moderate Disabilities to meet the requirements for Professional Licensure in Elementary Education, Early Childhood Education, English, or Teacher of Students with Moderate Disabilities. The additional supervised practicum (below) is not required for candidates seeking Professional License in these four fields.

### **Required Practicum for students seeking an Initial Specialist Teacher Reading License**

LTRC 952 Practicum in Literacy and Language with Seminar

#### **OR**

LTRC 988 Practicum in Reading Enrichment with Seminar

Per the Massachusetts Department of Elementary and Secondary Education (DESE), candidates seeking an Initial Licensure as a Specialist Teacher: Reading must obtain the Sheltered English Instruction (SEI) endorsement in one of the following ways:

1. Complete an undergraduate program that includes an approved Sheltered English Immersion course.
2. Complete the DESE approved Sheltered English Immersion course through a school district.
3. Complete the DESE approved Framingham State University course, TESL 910 Sheltered English Immersion.
4. Complete a DESE approved Sheltered English Immersion course through another licensure program.

## **COURSE DESCRIPTIONS**

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

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

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

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



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

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

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

An advanced workshop that explores the relationship between children's literature and the curriculum of grades Pre-K through 12. Students study various genres in children's and young adult literature, submitting lesson plans and related activities to the class for critique. Special attention is paid to children's book authors and illustrators recommended by the Massachusetts English Language Arts Curriculum Framework. Note: This course is designed for teachers interested in enhancing their classes. Those interested in the literary analysis of Children's Literature are advised to enroll in ENGL 875 History of Children's Literature, ENGL 870 Current Trends in Children's Literature, ENGL 942 Children's Literature: Critical Approaches, and ENGL 946 Young Adult Literature: Critical Approaches.

### **LTRC 900 Research and Practice in Reading**

Addresses research and practice relative to the fundamental principles of reading instruction including the reading process, the reading workshop, a literate environment, emergent literacy, reading skills and strategies, approaches to the teaching of reading, instructional materials and informal assessment. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where developmental reading is taught. Arrangements for the field experience are the student's responsibility. Prerequisite: A recent introductory course in the teaching of reading or the teaching of language arts.

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

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

### **LTRC 902 Reading and Writing in the Content Areas**

Addresses the fundamental procedures related to integrating the language arts across the curriculum. Instructional strategies will combine reading process and writing process theory with all content areas. Current research and strategies for working with content area teachers will be integrated throughout the course. Prerequisites: LTRC 900 Research and Practice in Reading and LTRC 901 Integrating the Language Arts.

### **LTRC 903 Assessment for Learning Styles and Strategies**

Addresses the fundamental principles of assessment, evaluation, diagnosis, and treatment of reading and writing. Topics will include observation techniques, the running record, portfolios, the administration and interpretation of individual and classroom corrective programs, and remediation strategies. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility. Prerequisites: LTRC 900 Research and Practice in Reading and LTRC 901 Integrating the Language Arts.

### **LTRC 910 Leadership and Consultation in the Language Arts**

Addresses the basic responsibilities of the Specialist Teacher in Reading (Initial License). Topics will include organization and supervision of reading and language arts programs; selection of instructional materials; evaluation of classroom instruction; planning and implementing staff development; working with teachers to organize and manage language arts classrooms; and consulting with various groups within the school community. Students will be required to spend a minimum of 75 hours in an approved field experience. On-site responsibilities include working directly with youngsters and conducting a teacher or parent workshop.

Prerequisites: Completion of all other courses except LTRC 952 Practicum in Literacy and Language Seminar. Prior written approval by the advisor is also required.

### **LTRC 926 Teaching the Writing the Process**

Addresses the fundamental principles of teaching the writing process. Using a writing workshop model, topics covered include journal writing, the writer's notebook, the reading writing connection, the mini-lesson, writing in the content areas, literature and writing, and assessment of writing. Students create a writer's portfolio.

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

### **LTRC 952 Practicum in Literacy and Language with Seminar**

**(offered in fall and spring only)**

Designed for students seeking the Initial Specialist Teacher: Reading License. This course is a field-based 150-hour practicum experience demonstrating mastery of the subject matter knowledge relative to the Specialist Teacher in Reading. Seminar topics include current literacy instruction, theory and practice. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Students secure their own placement site, which must be approved by the University.

Prerequisites: Successful completion of all degree requirements for the Master of Education with a concentration in Literacy and Language; and a passing score on Specialist Teacher: Reading MTEL (08); permission of program advisor three months prior enrolling in the Practicum.

### **LTRC 988 Practicum in Reading Enrichment with Seminar**

**(offered in summer only)**

Designed for students seeking the Initial Specialist Teacher License: Reading. This course is a practicum experience in which students who have completed the Literacy and Language program serve as dedicated tutors who provide individualized assessment and intensive, research-based reading instruction to small groups of students. In addition to tutoring, students have the opportunity to act as literacy coaches. A seminar is held immediately following each tutoring session. The seminar addresses practical application of best practices in literacy instruction, working with struggling readers, instructional planning, and assessment.

Prerequisites: Successful completion of all degree required courses and the Master of Education with a concentration in Literacy and Language; permission of the program advisor three months prior to the Practicum.

### **TESL 910 Sheltered English Immersion**

An investigation of the structure of language and the factors that influence second language acquisition. This course considers the impact of culture and diversity on the teaching and learning of English Language Learners (ELLs), and provides teachers with instructional strategies necessary to effectively teach and assess ELLs at a variety of English proficiency levels and content areas. Instructional strategies and content area lessons and units related to World-Class Instructional Design and Assessment (WIDA) guidelines are developed and documented in a sample portfolio.

# Master of Education concentration in Mathematics

**Program Coordinator:** Dr. Julie Levandosky

**Program Advisor:** Dr. Julie Levandosky

The Master of Education (M.Ed.) with a concentration in Mathematics is designed for students who are interested in furthering their knowledge of mathematics at the graduate level, without regard to employment as teachers, as well as those who wish to meet state or district requirements for teacher licensure. The program leads to the Professional License (Grades 5-8 or Grades 8-12).

## Admission Requirements

1. The applicant must have earned a baccalaureate degree earned from a regionally accredited college or university.
2. An overall undergraduate grade point average (GPA) of at least 2.80 on a 4.00 scale or GPA of 2.80 for all courses completed in the last two years of the student's full-time undergraduate program.
3. Mathematics preparation comparable to Framingham State University's mathematics major including Calculus I, II, and III, Linear Algebra and Applications, Number Theory, and one (1) computer science course.
4. A Massachusetts Initial License in Mathematics. This requirement will be waived for persons who are not using this degree in order to obtain teacher licensure in the State of Massachusetts.

Students whose academic background does not meet the requirements under item 2 above may still qualify for admission. In these cases, students would be asked to make up course deficiencies as part of their graduate program, in addition to the core and concentration courses.

## Program Requirements

The program requires successful completion of ten (10) courses, which include three (3) core courses, and seven (7) concentration courses. A comprehensive examination is required as the student's culminating experience.

### Education Core Courses (3):

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation (*recommended after completion of three Content/Concentration courses*)

### Concentration Courses (7):

MATH 901 Foundations of Mathematics

MATH 999 Reading and Research in Higher Mathematics

**AND**

Five (5) additional courses approved in writing by the student's advisor.

The student is expected to develop competencies in the following areas: analysis, algebra, geometry, discrete mathematics, and probability and statistics.

## **COURSE DESCRIPTIONS**

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

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

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

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

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

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

### **MATH 901 Foundations of Mathematics**

A course that is an in depth investigation of the fundamental concepts of mathematics and their properties. The topics range from sets and logic to abstract algebra and proof.

**NOTE:** The course serves as a foundation to all other courses in the graduate program.  
Prerequisite: Permission of the Department Chair.

### **MATH 908 Geometry for Middle and High School Teachers I**

Designed for middle and high school teachers and includes such topics as a comparison between the metric and synthetic approach to geometry, polygons, polyhedra, tessellations, constructions, proof techniques, transformations, symmetry, and geometric modeling. These topics are also used to suggest methods and approaches to the teaching of geometry.

Prerequisite: MATH 901 Foundations of Mathematics or Permission of Program Coordinator.

### **MATH 910 Algebra for Middle and High School Teachers**

Designed for middle and high school teachers and investigates the fundamental concepts of algebra. The topics will include real and complex numbers, binary operations and their properties, set theory, functions, polynomials, equations, algebraic structures, graphing, and related topics.

### **MATH 913 Mathematical Models of Collective Action**

A study of collective action, cooperation, and social choice theory through the lens of mathematical game theory, specifically the Prisoner's Dilemma game. Topics include the effect of group size and selective incentives on the likelihood of success in a one-off group action, strategies that individuals employ in repeated group interactions, and how cooperation can evolve if members of the group have repeated interactions. Special attention is paid to the above topics in the context of a math classroom.

Prerequisites: MATH 901 Foundations of Mathematics

### **MATH 918 Elementary Number Theory for Teachers**

A study of the summation and product notations, recursion, figurate numbers, divisibility, greatest common divisor, the Euclidean algorithm, lowest common multiple, and consequences. The course offers numerous opportunities for experimentation and exploration, and for conjecturing the myriad properties of Pascal's triangle, Fibonacci and Lucas numbers, Catalan numbers, Fermat numbers and Pell numbers. Note: Students cannot receive credit for this course if they have already completed MATH 810 Number Theory.

Prerequisite: Permission of Program Coordinator.

### **MATH 926 Geometry for Middle and High School Teachers II**

A continuation of MATH 908 Geometry for Middle and High School Teachers I in which students investigate finite, taxicab, spherical, and non-Euclidean geometries with an emphasis on hyperbolic geometry. Applications of these geometries to real life problems and other areas of mathematics are surveyed. Students create modules adapting this material to their classrooms.

Prerequisites: MATH 908 Geometry for Middle and High School Teachers I and MATH 910 Algebra for the Middle and High School Teacher.

### **MATH 928 Problem Solving for Teachers**

Designed for middle and high school teachers and emphasizes the study of a variety of types of problems and the strategies that might be used to solve them. One of the important objectives of the course is to immerse teachers in a problem-solving atmosphere that encourages them to make connections to previously learned concepts, to the different areas of mathematics and to the Grades 6-12 curriculum. Topics include problems from the fields of logic, set theory, geometry, number theory, algebra, analysis and probability.

### **MATH 933 Calculus I for Middle and High School Teachers**

An in-depth investigation of the development of Calculus, with a careful treatment of the limit concept with regard to differentiation and integration. The investigation includes various applications of these operations and connects them to familiar problem situations. The importance of algebra and trigonometry skills are illustrated and emphasized.

Prerequisites: MATH 901 Foundations of Mathematics and MATH 910 Algebra for Middle and High School Teachers.

### **MATH 934 Calculus II for Middle and High School Teachers**

A continuation of MATH 933 Calculus I for Middle and High School Teachers. This course investigates the use of the limit concept in the development and application of the concept of integration. The investigation includes the topics of sequences, series, numerical integration and topics related to the Advanced Placement courses presently offered at most high schools.

Prerequisites: MATH 933 Calculus I for Middle and High School Teachers.

### **MATH 990 Directed Study in Mathematics**

Student research on a topic or topics in higher mathematics or computer science. Suggested areas include applied algebra, numerical analysis, and mathematical physics. The student should make arrangements with the faculty member who is to direct his/her work one semester in advance of the work.

### **MATH 999 Reading and Research in Higher Mathematics**

A course where the student writes an essay or a thesis on a topic in higher mathematics, under the direction of a faculty member.

## ***DUAL-LEVEL ELECTIVES***

*(Offered in conjunction with the corresponding undergraduate course)*

### **MATH 807 Intermediate Statistics**

A study of regression and correlation analysis, chi square tests and contingency tables, design of experiments, analysis of variance, non-parametric statistics, and introduction to data analysis.

Prerequisite: Introduction to Statistics

### **MATH 808 Applied Statistical Processing**

Practical aspects of data analysis using statistical computer packages such as MINITAB, SPSSX, and BMDP. Multivariate statistical methods including multiple regression, analysis of covariance, factor analysis, multidimensional scaling, discriminant analysis and linear models for cross-classified categorical data are emphasized. Students do individual data analysis projects.

Prerequisite: MATH 807 Intermediate Statistics.

### **MATH 810 Number Theory**

A study of the properties of numbers. Topics include mathematical induction, divisibility, primes, congruencies, the Chinese remainder theorem, primitive roots, quadratic reciprocity, continued fractions, partitions and the history of some classical problems.

Prerequisite: Calculus II.

### **MATH 811 Problem Solving/Modeling in Mathematics**

A study in problem solving with the development of banks of problems appropriate to various grade levels and selected from arithmetic, informal geometry, logic, measurement, number sequences, probability, and statistics, challenging enough to provoke interest, but realistic enough to be successful experiences. Heuristic problem solving techniques, Polya's stages of problem solving, specific strategies, and pedagogical issues are studied.

Prerequisites: Intuitive Geometry and Finite Mathematics.

### **MATH 817 Introduction to Higher Geometry**

A precise, rigorous examination of the axioms and concepts of various geometries. Euclidean, non-Euclidean, and transformational geometries are investigated.

Prerequisite: Calculus I.

### **MATH 819 Abstract Algebra**

A study of the algebraic structures, groups, rings, integral domains, fields, and polynomials. Note: Students may not receive credit for both this course and 43.835 Algebraic Structures I (formerly Modern Algebra).

Prerequisite: MATH 810 Number Theory.

### **MATH 848 Mathematical Statistics I**

Sample spaces, events as subsets of a sample space, probability, axioms, combinatorics applied to probability problems, random variables and their distributions, special distributions, multivariate distributions, central limit theorem, and topics in statistical inference.

Prerequisites: Calculus III and either Finite Mathematics or Linear Algebra and Applications.

### **MATH 849 Mathematical Statistics II**

Estimation, decision theory and hypothesis testing, linear models, regression, analysis of variance, analysis of categorical data, nonparametric inference.

Prerequisite: MATH 848 Mathematical Statistics I.

### **MATH 870 Seminar in Mathematics**

An exploration of an advanced topic in mathematics or computer science. The particular topic is announced at least one semester in advance.

Prerequisite: Permission of instructor.

### **MATH 878 Real Analysis**

Set theory, relations and functions, properties of the real number system, topology of the real line, introduction to metric spaces, limits of sequences and functions, continuous functions, differentiation, the Riemann-Stieltjes integral.

Prerequisite: Calculus III.

# **Master of Education**

## **concentration in Nutrition Education**

### **Specialization in Nutrition Education Specialist**

#### **(Online Program)**

**Program Coordinator:** Janet Schwartz

**Program Advisor:** Janet Schwartz

The Master of Education (M.Ed.) with a concentration in Nutrition Education, specialization in Nutrition Education Specialist (NES) combines the advanced study of education, applied nutrition and nutrition education with the opportunity for students to focus their interests in elective courses of their choice. The specialization in Nutrition Education Specialist is designed for:

- Health Educators/counselors in school, healthcare, community programs, and other organizations
- Nutrition professionals with or without certification as a Registered Dietitian
- Biology, consumer science, health, and physical education teachers
- School Nutrition Directors

Program Learning Outcomes Masters in Education in Nutrition Education Nutrition Education Specialist:

- Develop effective nutrition education curriculum for a variety of audiences.
- Integrate current science-based nutrition issues into food, nutrition, and wellness policies.
- Design and interpret nutrition education research.
- Select and utilize appropriate technology for nutrition education.

## **ADMISSION REQUIREMENTS**

1. Applicants must have earned a baccalaureate degree in a related field from a regionally-accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student. Bachelor's degree in a related field includes: food and nutrition, hospitality, education (physical education, health, consumer sciences, biology), and nursing. Other degrees will be considered in the application process.
2. Students who have not completed prerequisite courses in their undergraduate curriculum are encouraged to apply. The program advisor will create a plan of study to integrate prerequisite courses and graduate course requirements.
3. Applicants are required to possess an overall grade point average (GPA) of at least 3.00 on a 4.00 scale including acceptable grades in science courses.
4. Applicants who do not fulfill the GPA requirement but have a minimum quality point average of 2.80 on a 4.00 scale will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B (3.00) or better.
5. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.

6. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities, and career plans.
7. Applicants must have a minimum of one (1) year of professional or related experience.

Applicants are evaluated based on numerous factors including previous college coursework, letters of recommendation, and personal statement.

### **Application Deadline**

Applications for the Master of Education with a concentration in Nutrition Education are accepted on a rolling basis. Although the University accepts students on a rolling basis, courses are not offered every semester.

Student applying for the School Nutrition Specialist must apply by June 1<sup>st</sup> of the preceding academic year to start the internship in the fall. Students admitted after June 1<sup>st</sup> may still begin their studies in the fall in the other required master's degree courses.

### **4+1 Bachelor of Science with a major in Food and Nutrition with concentration in Nutrition and Dietetics Education/Master of Education with a concentration Nutrition Education (BS/MEd)**

This program combines undergraduate the Nutrition and Dietetics Education concentration with the master's program to complete their master-level work prior to or potentially concurrently with dietetic internship programs, thus enabling them to sit for the registered dietitian nutritionist exam upon completion of their post-graduate dietetic internships. It will also allow our students to be more competitive for dietetic internships.

### **Admission Requirements**

1. Applicants must a currently enrolled undergraduate student in the Food & Nutrition major with a concentration of Nutrition & Dietetics Education 4+1 at Framingham State University and have a minimum of second semester junior standing to apply for this master's concentration.
2. Students apply to this concentration while they are enrolled in or after completing CHEM 300 Principles of Biochemistry. In addition, new undergraduate transfer students must complete one (1) semester at the University before being accepted into this 4+1 graduate concentration.
3. Minimal requirements for departmental admission into the Nutrition and Dietetics Education Concentration include a GPA of 2.70, a GPA of 2.50 in science courses, and a minimum grade of C- (1.7) in any Biology, Chemistry, and Food & Nutrition course. An application form can be found on the departmental website.
4. Applicants must have a minimum of one (1) year of professional or related experience.

### **PROGRAM REQUIREMENTS**

The program requires a minimum of ten (10) graduate courses which include: three (3) education core courses, four (4) nutrition core courses and three (3) specialization elective courses.

A timed, online comprehensive exam is required is required as the student's culminating experience. Additional information about the comprehensive exam and application due dates is available from the program advisor.



Students who do not meet graduate program prerequisite requirements are required to complete additional courses:

- A statistics course within the last five (5) years is required before enrolling in NUED 911 Research Methods in Nutrition.
- If the student's baccalaureate degree is in a field other than nutrition, students are required to complete NUED 910 Nutrition Science for Educators. This course is offered during the summer term and must be taken the summer immediately following matriculation into this program.

*Note: All courses are offered online.*

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

EDIL 920 Learning and Human Development

NUED 911 Research Methods in Nutrition

NUED 973 Nutrition Education Programs and Curricula I: Design

### **Nutrition Core Courses (4)**

NUED 914 Contemporary Nutrition Issues for Educators

NUED 970 Technology in Nutrition Education

NUED 978 Public Health Nutrition

#### **Capstone:**

NUED 993 Nutrition Education Programs and Curricula II: Implementation and Evaluation

### **Specialization Elective Courses (3)**

Three (3) graduate level electives are required. Disciplines may include: nutrition science, nutrition education, management, leadership, organizational change, grantsmanship, counseling psychology, education, health and wellness, and healthcare.

Recommended Specialization Electives:

EDUC 940 Adult Development and Learning

NUED 900 Leadership in Excellence in School Nutrition

NUED 922 Communication in Public Health and Nutrition

NUED 924 Obesity and Weight Management

NUED 936 Behavioral Health Psychology

NUED 948 Enhancing Wellbeing: Theory and Practice

NUED 950 Contemporary Issues in the Food System

NUTR 920 Pediatric Nutrition

NUTR 940 Nutrition and Healthy Aging

NUTR 990 Directed Study in Food and Nutrition

*Note: An elective not on this list must be preapproved by the program advisor prior to enrolling in the course. Students may also transfer up to two (2) graduate-level elective courses with the prior written approval of the program advisor.*

## COURSE DESCRIPTIONS

### **EDIL 920 Learning and Human Development**

Examines human development from a life span perspective covering topics beginning with conception and continuing through the process of aging. Learning and developmental theories are presented with an emphasis on understanding the individual's cognitive, social and emotional growth, and also his/her successful transition through each life stage.

### **NUED 900 Leadership in Excellence in School Nutrition**

A study of the core functions of state child nutrition programs. These include nutrition promotion, nutrition standards, institution and participant eligibility for participation and benefits, compliance and accountability, financial management, reporting/recordkeeping, safety, sanitation and emergency management, training and technical assistance, and state administration of state child nutrition agencies. Laws, regulations, and policies are addressed. This course is designed to develop leadership and partnering skills to influence the quality of nutrition programs and the effective use of resources.

### **NUED 901 Seminar and Practicum I in School Nutrition**

A concentrated and supervised internship in an approved school nutrition site coordinated with online weekly seminars. Students develop knowledge, skills, and competencies necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Students are required complete a minimum of 450 hours/semester. *NOTE: Students must provide proof of eligibility to work in United States; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.*

Prerequisites: Acceptance into the M.Ed. graduate program in Nutrition Education and the School Nutrition Specialist.

### **NUED 902 Seminar and Practicum II in School Nutrition**

A continuation of the concentrated and supervised internship in Seminar and Practicum I in School Nutrition coordinated with online weekly seminars that further develop leadership and management skills. Students typically continue at the same site as Seminar I. Students develop knowledge, skills, and competencies in administration and management necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Students are required to complete a minimum of 450 hours/semester at a child nutrition program site plus preparation of written assignments and weekly seminar discussions. *NOTE: Students must provide proof of eligibility to work in United States; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.*

Prerequisites: NUTR 901 Practice I in School Nutrition.

### **NUED 910 Nutrition Science for Educators**

An update for teachers, health educators, and other health professionals on the application or nutrition principles and research that support the United States Dietary Guidelines and other dietary guidelines established by voluntary health agencies. Content includes basic nutrition science and applications for nutrition education. Students conduct a computer analysis of their own diets. Resources for instruction are identified and evaluated for a variety of audiences and settings. Note: This course cannot be applied to graduate or certificate programs for nutrition professionals.

Prerequisite: Non-nutrition bachelor's degree.

### **NUED 911 Research Methods in Nutrition**

A study of research techniques applicable to nutrition science investigation and nutrition education assessment. Using a hands-on approach, students are acquainted with research hypotheses, study designs and methods, application of basic statistical concepts, and proposal formats. Design of an original research project is required.

Prerequisite: An undergraduate or graduate statistics course in the last five years.

### **NUED 914 Contemporary Nutrition Issues for Educators**

An update for teachers, health educators, and health professionals on current topics in nutrition. Research and curricula related to child and adolescent nutrition are explored in depth. Specific topics include: nutrition and learning, eating disorders, prevention of chronic disease, food allergies, sports nutrition, food safety, functional foods, and biotechnology. Development of an original instructional plan is required. NOTE: This course cannot be applied to the requirements for the Masters of Science degree, concentration in Food and Nutrition.

Prerequisite: NUTR 910 Nutrition Science for Educators or approval of instructor.

### **NUED 922 Communication in Public Health and Nutrition**

An exploration of the basics of writing and other forms of communication to effectively reach target populations with health and nutrition information geared towards behavior change. Target populations include families, children, educators, patients, and community stakeholders. Writing articles for a lay audience, crafting press releases, and composing messages for the electronic media are included as students explore where to find factual information that can be applied quickly and effectively. Tactics for choosing copies, evaluating sources, and best practices for contacting the media are discussed and applied.

Prerequisite: NUED 914 Contemporary Nutrition Issues for Educators.

### **NUED 936 Behavioral Health Psychology**

An investigation into the biological, psychological, and social factors related to the promotion of health and prevention of illness. The body's nervous, endocrine, digestive, and circulatory systems are explored as well as how they can influence and be influenced by exercise, addiction, diet, stress, pain, and social factors. The reciprocal interaction of the mind and body is emphasized to understand the mechanisms and pathways in disease processes.

### **NUED 950 Contemporary Issues in the Food System**

A study of the challenges in the United States food system and an exploration of potential solutions. Emphasis is placed on the connections among food production, consumption, health, and the environment. Investigation focuses on individual-, community-, and policy-level solutions to achieve a more sustainable food system. Topics may include: food waste; effects of climate change on food availability; health and environmental impacts of current consumption patterns; agricultural production, transportation, and retailing; social injustice in the food system; strategies for shifting diet patterns; and solutions for a more resilient and sustainable future.

Prerequisite: Bachelor degree in Food and Nutrition or Registered Dietitian.

### **NUED 970 Technology in Nutrition Education**

A study of technology designed to enhance the efficiency and accuracy of education in nutrition professions. Investigations include development, application, and evaluation of emerging technologies related to nutrition and education. NOTE: Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition.

Prerequisite: College-level general nutrition course within the past five years.

### **NUED 973 Nutrition Education Programs and Curricula I: Design**

A study of the research related to the instructional design process. Emphasis is on the application of teaching and learning principles as they relate to nutrition education. Investigation focuses on audience needs and the application of appropriate learning theories to motivate and facilitate behavior change. Students develop an instructional design to be refined, implemented and evaluated in NUED 993 Nutrition Education Programs and Curricula II: Implementation and Evaluation.

Prerequisite: Five (5) courses completed in the Masters of Education concentration in Nutrition Education program including NUED 911 Research Methods in Nutrition and NUED 970 Technology in Nutrition Education; or permission of program coordinator.

### **NUED 978 Public Health Nutrition**

A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety.

Prerequisites: NUTR 914 Contemporary Nutrition Issues for Schools or instructor's permission.

### **NUED 993 Nutrition Education Programs and Curricula II: Implementation and Evaluation**

The completion, implementation, and evaluation of an in-depth instructional design curriculum developed in NUED 973 Nutrition Education Programs and Curricula I Design. Projects integrate instructional methods based in educational theory, and match specific teaching strategies and assessment methods to nutrition and health learning needs.

Prerequisite: NUED 973 Nutrition Education Programs and Curricula I: Design.

### **NUTR 920 Pediatric Nutrition**

An overview of the clinical, medical, and psychosocial aspects of pediatric nutrition care. Includes a comprehensive discussion of nutrition and growth, and medical nutrition therapy for selected disease states.

Prerequisite: NUTR 883 Medical Nutrition Therapy.

### **NUTR 940 Nutrition and Healthy Aging**

A study of the individual, social, and environmental factors that affect the nutrition status, health outcomes, and quality of life of older adults. Emphasis is placed on both the concept of successful aging and the causes and consequences of malnutrition in older adults. Investigation focuses on the delivery of community-based services and the development of nutrition policies at the local, state, and national levels that support aging populations. Topics may include: nutrition science and assessment for older adults, sociocultural influences on aging and health, community nutrition programs, public health policies for age-friendly communities, and an introduction to careers in the field of nutrition for older adults.

Prerequisites: Bachelor's degree in Food and Nutrition or related field, or course in community nutrition, or Registered Dietitian.

### **NUTR 960 Sports Nutrition**

Review of nutrition principles as they apply to the physical performance of adults and students in grades K-12. Topics include: physiology of optimal fitness and weight maintenance; exercise physiology and improved athletic performance; nutritional needs of growing children; the use of supplements and other controversial practices. The role of educational and health institutions in promoting positive nutrition and fitness messages is emphasized. Sports nutrition concepts and nutrition assessment are presented in the context of Healthy People 2010 and the Health Curriculum Frameworks. May include on-site physical assessment laboratories.

Prerequisites: NUTR 874 Human Nutrition Science or B.S. in Nutrition, or both NUTR 910 Nutrition Science in the Classroom and NUED 914 Contemporary Nutrition Issues for Schools; a college-level physiology course.

### **NUTR 990 Directed Study in Food and Nutrition**

An in-depth investigation of a specific topic in food and nutrition. May be combined with experience in a food and nutrition care setting. Topic must be approved by the faculty advisor.

Prerequisites: NUTR 874 Human Nutrition Science, NUTR 883 Medical Nutrition Therapy, and/or NUTR 978 Public Health Nutrition. Permission of Program Coordinator required.

# **Master of Education**

## **concentration in Nutrition Education, Specialization in School Nutrition Specialist (SNS)**

**(Online Program)**

**Program Coordinator:** Janet Schwartz

**Program Advisors:** Janet Schwartz

The Master of Education (M.Ed.) with a concentration in Nutrition Education, specialization in School Nutrition Specialist (SNS) combines the advanced study of education, applied nutrition and innovative teaching methods with the development of knowledge, skills and competencies necessary to provide school nutrition services. The specialization in School Nutrition Specialist (SNS) is designed for those who wish to fulfill the academic and internship requirements to become a School Nutrition Specialist (SNS). Visit the School Nutrition Association at [www.schoolnutrition.org](http://www.schoolnutrition.org) for information on these requirements and the national credentialing examination. Students with a master's degree can prepare for the SNS exam by completing the Graduate Certificate in School Nutrition. Contact Program Coordinator.

Program Learning Outcomes for the School Nutrition Specialist (SNS) are:

- Develop effective nutrition education curriculum for a variety of audiences.
- Integrate current science-based nutrition issues into food, nutrition and wellness policies.
- Design and interpret nutrition education research.
- Select and utilize appropriate technology for nutrition education and foodservice operations
- Perform the variety of responsibilities for operating successful school nutrition programs.
- Complete the eligibility requirements to sit for the School Nutrition Association's School Nutrition Specialists Credentialing Exam.

By completing this programs required internship, students will:

- Prepare to assume district level/supervisory positions in school nutrition
- Understand and assess the nutritional needs of diverse populations, especially of school-aged children at risk and of limited income
- Provide an environment in which interns can appreciate and perform the variety of tasks required for operating successful school foodservice programs
- Prepare to communicate effectively in interactions with other professionals and stakeholders
- Be prepared to sit for the national Nutrition Specialist Credentialing Exam

## **ADMISSION REQUIREMENTS**

1. Applicants must have earned a baccalaureate degree in a related field from a regionally-accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student. Bachelor's degree in a related field includes: food and nutrition, hospitality, education (physical education, health, consumer sciences, biology), and nursing. Other degrees will be considered in the application process.

2. Students who have not completed prerequisite courses in their undergraduate curriculum are encouraged to apply. The program advisor will create a plan of study to integrate prerequisite courses and graduate course requirements.
3. Applicants are required to possess an overall grade point average (GPA) of at least 3.00 on a 4.00 scale including acceptable grades in science courses.
4. Applicants who do not fulfill the GPA requirement but have a minimum quality point average of 2.80 on a 4.00 scale will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B (3.00) or better.
5. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
6. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities, and career plans.
7. Applicants must have a minimum of one (1) year of professional or related experience.

Applicants are evaluated based on numerous factors including previous college coursework, letters of recommendation, and personal statement.

#### **Application Deadline**

Applications for the Master of Education with a concentration in Nutrition Education are accepted on a rolling basis. Although the University accepts students on a rolling basis, courses are not offered every semester.

Student applying for the School Nutrition Specialist must apply by June 1<sup>st</sup> of the preceding academic year to start the internship in the fall. Students admitted after June 1<sup>st</sup> may still begin their studies in the fall in the other required master's degree courses.

### **PROGRAM REQUIREMENTS**

The program requires a minimum of ten (10) graduate courses which include: three (3) education core courses, four (4) nutrition core courses and three (3) specialization elective courses.

A timed, online comprehensive exam is required as the student's culminating experience. Additional information about the comprehensive exam and application due dates is available from the program advisor.

Students who do not meet graduate program prerequisite requirements are required to complete additional courses:

- A statistics course within the last five (5) years is required before enrolling in NUED 911 Research Methods in Nutrition.
- If the student's baccalaureate degree is in a field other than nutrition, students are required to complete NUED 910 Nutrition Science for Educators. This course is offered during the summer term and must be taken the summer immediately following matriculation into this program.
- Prior to enrolling in NUED 901 Seminar and Practicum I in School Nutrition, students must complete courses in foodservices systems, management, and basic financial and cost accounting

**Note: All courses are offered online.**

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

EDIL 920 Learning and Human Development

NUED 911 Research Methods in Nutrition

NUED 973 Nutrition Education Programs and Curricula I: Design

### **Nutrition Core Courses (4)**

NUED 914 Contemporary Nutrition Issues for Educators

NUED 970 Technology in Nutrition Education

NUED 978 Public Health Nutrition

#### **Capstone:**

NUED 993 Nutrition Education Programs and Curricula II: Implementation  
and Evaluation

### **Specialization Core Courses (3), School Nutrition Specialist**

NUED 900 Leadership in Excellence in School Nutrition

NUED 901 Seminar and Practicum I in School Nutrition

NUED 902 Seminar and Practicum II in School Nutrition

## **COURSE DESCRIPTIONS**

### **EDIL 920 Learning and Human Development**

Examines human development from a life span perspective covering topics beginning with conception and continuing through the process of aging. Learning and developmental theories are presented with an emphasis on understanding the individual's cognitive, social and emotional growth, and also his/her successful transition through each life stage.

### **NUED 900 Leadership in Excellence in School Nutrition**

A study of the core functions of state child nutrition programs. These include nutrition promotion, nutrition standards, institution and participant eligibility for participation and benefits, compliance and accountability, financial management, reporting/recordkeeping, safety, sanitation and emergency management, training and technical assistance, and state administration of state child nutrition agencies. Laws, regulations, and policies are addressed. This course is designed to develop leadership and partnering skills to influence the quality of nutrition programs and the effective use of resources.

### **NUED 901 Seminar and Practicum I in School Nutrition**

A concentrated and supervised internship in an approved school nutrition site coordinated with online weekly seminars. Students develop knowledge, skills, and competencies necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Students are required complete a minimum of 450 hours/semester. *NOTE: Students must provide proof of eligibility to work in United States; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.*  
Prerequisites: Acceptance into the M.Ed. graduate program in Nutrition Education and the School Nutrition Specialist.

### **NUED 902 Seminar and Practicum II in School Nutrition**

A continuation of the concentrated and supervised internship in Seminar and Practicum I in School Nutrition coordinated with online weekly seminars that further develop leadership and management skills. Students typically continue at the same site as Seminar I. Students develop knowledge, skills, and competencies in administration and management necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Students are required to complete a minimum of 450 hours/semester at a child nutrition program site plus preparation of written assignments and weekly seminar discussions. *NOTE: Students must provide proof of eligibility to work in United States; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.*

Prerequisites: NUTR 901 Practice I in School Nutrition.

### **NUED 910 Nutrition Science for Educators**

An update for teachers, health educators, and other health professionals on the application or nutrition principles and research that support the United States Dietary Guidelines and other dietary guidelines established by voluntary health agencies. Content includes basic nutrition science and applications for nutrition education. Students conduct a computer analysis of their own diets. Resources for instruction are identified and evaluated for a variety of audiences and settings. Note: This course cannot be applied to graduate or certificate programs for nutrition professionals.

Prerequisite: Non-nutrition bachelor's degree.

### **NUED 911 Research Methods in Nutrition**

A study of research techniques applicable to nutrition science investigation and nutrition education assessment. Using a hands-on approach, students are acquainted with research hypotheses, study designs and methods, application of basic statistical concepts, and proposal formats. Design of an original research project is required.

Prerequisite: An undergraduate or graduate statistics course in the last five years.

### **NUED 914 Contemporary Nutrition Issues for Educators**

An update for teachers, health educators, and health professionals on current topics in nutrition. Research and curricula related to child and adolescent nutrition are explored in depth. Specific topics include: nutrition and learning, eating disorders, prevention of chronic disease, food allergies, sports nutrition, food safety, functional foods, and biotechnology. Development of an original instructional plan is required. NOTE: This course cannot be applied to the requirements for the Masters of Science degree, concentration in Food and Nutrition.

Prerequisite: NUTR 910 Nutrition Science for Educators or approval of instructor.

### **NUED 922 Communication in Public Health and Nutrition**

An exploration of the basics of writing and other forms of communication to effectively reach target populations with health and nutrition information geared towards behavior change. Target populations include families, children, educators, patients, and community stakeholders. Writing articles for a lay audience, crafting press releases, and composing messages for the electronic media are included as students explore where to find factual information that can be applied quickly and effectively. Tactics for choosing copies, evaluating sources, and best practices for contacting the media are discussed and applied.

Prerequisite: NUED 914 Contemporary Nutrition Issues for Educators.

### **NUED 936 Behavioral Health Psychology**

An investigation into the biological, psychological, and social factors related to the promotion of health and prevention of illness. The body's nervous, endocrine, digestive, and circulatory systems are explored as well as how they can influence and be influenced by exercise, addiction, diet, stress, pain, and social factors. The reciprocal interaction of the mind and body is emphasized to understand the mechanisms and pathways in disease processes.



### **NUED 970 Technology in Nutrition Education**

A study of technology designed to enhance the efficiency and accuracy of education in nutrition professions. Investigations include development, application, and evaluation of emerging technologies related to nutrition and education. NOTE: Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition.

Prerequisite: College-level general nutrition course within the past five years.

### **NUED 973 Nutrition Education Programs & Curricula I: Design**

A study of the research related to the instructional design process. Emphasis is on the application of teaching and learning principles as they relate to nutrition education. Investigation focuses on audience needs and the application of appropriate learning theories to motivate and facilitate behavior change. Students develop an instructional design to be refined, implemented and evaluated in NUED 993 Nutrition Education Programs and Curricula II: Implementation and Evaluation.

Prerequisite: Five (5) courses completed in the Masters of Education concentration in Nutrition Education program including NUED 911 Research Methods in Nutrition and NUED 970 Technology in Nutrition Education.

### **NUED 978 Public Health Nutrition**

A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety.

Prerequisites: NUTR 914 Contemporary Nutrition Issues for Schools or instructor's permission.

### **NUED 993 Nutrition Education Programs & Curricula II: Implementation and Evaluation**

The completion, implementation, and evaluation of on in-depth instructional design curriculum developed in NUED 973 Nutrition Education Programs and Curricula I Design. Projects integrate instructional methods based in educational theory, and match specific teaching strategies and assessment methods to nutrition and health learning needs.

Prerequisite: NUED 973 Nutrition Education Programs and Curricula I: Design.

# **Master of Education concentration in Science, Technology, Engineering, and Mathematics (STEM) for Teachers in Grades 1-6**

**Program Coordinator:** Dr. Wardell Powell

**Program Advisor:** Dr. Wardell Powell

The Master of Education (M.Ed.) with a concentration in Science, Technology, Engineering, Mathematics (STEM) is designed for teachers in Grades 1-6 who want to increase their knowledge and comfort with science, technology, engineering and math content, as well as the pedagogical skills necessary to create and support a 21<sup>st</sup> century inquiry learning environment. The program features hybrid courses (both face-to-face and online interaction) that use global resources and model pedagogy that engage and include all learners. Each course simulates a genuine classroom where participants have a variety of opportunities to communicate, share, and link ideas, while taking on a different team. Technology tools and applications are used to infuse each course.

The program is designed as a two-year cohort program that encompasses three summers and two academic years. Pre-assignments for summer courses are a regular expectation for all three summers.

## **Admission Requirements**

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
2. The applicant must be a practicing teacher who holds a Massachusetts Department of Elementary and Secondary Education license in either Elementary Education or Early Childhood Education at the Initial level (or above)
3. The applicant must have a minimum undergraduate minimum grade point average of 2.80 on a 4.00 scale.

## **Application Deadline**

Applications are accepted on a rolling basis for the fall and spring semester. Completed applications should be on file by July 1<sup>st</sup> for fall and December 1<sup>st</sup> for spring. Applications received after this date cannot be guaranteed timely matriculation. The Admissions Committee will begin review of an application only upon receipt of official copies of all required documents.

## **Program Requirements**

The program requires successful completion of ten (10) courses which include three (3) core courses, six (6) required courses and one (1) elective. An oral comprehensive examination is required of all students as the culminating experience. The exam is taken during the student's final semester of study. A professional portfolio must be completed prior to the oral comprehensive examination as part of the degree program. Each course will require a product or project that students will add to their portfolio.

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

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation

*(recommended after completion of three Content/Concentration courses)*

### **Concentration Courses (6)**

STEM 915 The Art of Engineering and Design

STEM 929 Number, Operations, and Representation

STEM 932 Poetry and Pattern in the Natural World of Science

STEM 945 21<sup>st</sup> Century Technology Tools for Teaching and Learning

STEM 959 Examining the World through Data and Shape

STEM 962 A World Connected: Interdependence and Systems in Science

### **Elective Course (1)**

To be selected from the following:

LTRC 907 Literacy Instruction

SPED 962 Developmental Pattern of Children with Special Needs

TESL 936 The Teaching of Second Language Skills

## **COURSE DESCRIPTIONS**

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

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

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

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

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

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

### **LTRC 907 Literacy Instruction**

An address of the principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment.

### **STEM 915 The Art of Engineering and Design**

A team-based approach for educators to gain experience with the engineering design process as they explore solutions to open-ended design challenges presented in class. Educators have the opportunity to collaborate with colleagues as they explore how the art of design can apply to learning across the curriculum. This course examines the elements of the engineering design process and offers a variety of experiences in applying the design process in various content areas. It provides an opportunity to explore various Web and mobile technologies educators use to engage their students in the art of design.

### **STEM 929 Number, Operations, and Representation**

An investigative approach to the study of the concepts underlying the mathematics taught in grades K-6 and the connections to algebra, science, engineering, and technology. As students explore relationships between number, operations, and representations in several contexts, they develop an understanding of the structure and coherence of mathematics and an understanding of ways that mathematics can be used to describe real-world concepts and to solve problems. Collaboration between students is an important component of the course as is the development of a positive disposition towards mathematics. The Common Core Standards for Mathematical Practice and Standards for Mathematical Content is used to help students relate the concepts learned in the course to their classroom practice.

### **STEM 932 Poetry and Pattern in the Natural World of Science**

An integrated approach to the study of the laws, patterns, and processes of the natural world. Science is about investigation of nature, asking and seeking answers to the "why" and "how" questions that come naturally to children. This course attempts to reconnect students with that sense of wonder and curiosity by exploring questions and topics that cross the boundaries between traditionally separate science subjects. Science content, based on the Massachusetts Curriculum Frameworks, is integrated with pedagogy so students not only learn about science topics but also ways they can include these topics in their own classrooms. Emphasis is also placed on addressing and correcting common misconceptions. Organizing themes that connect the physical, earth and life sciences in this course include: our place in the universe, the solar system and earth's seasons, and matter and the building blocks of life.

### **STEM 945 21<sup>st</sup> Century Technology Tools for Teaching and Learning**

Designed to provide educators with multiple project-based opportunities to explore and apply new technologies that impact how we learn and influence how we teach. This course examines two distinct and equally challenging aspects of Web technology: effectively using these technologies in the classroom while considering the legal and ethical use of such technologies and successfully integrating the online learning community into an educator's own professional learning. Working in a collaborative environment, students develop an approach to find and evaluate tools and facilities that aid in accomplishing a variety of specific tasks. Students also develop strategies and skills to reflect on and evaluate those tools and approaches on a continuing basis. Students learn how to effectively incorporate new trends in professional learning. Social networking broadens the comprehensive resources available to educators to enhance both their personal and professional learning.

### **STEM 959 Examining the World through Data and Shape**

An investigative approach to the study of the concepts underlying the mathematics taught in grades K-6 and the connections to science, engineering, and technology. As students explore the relationships between shape, dimension, and transformations in several contexts and collect data, describe characteristics of data, and infer results, they develop an understanding of the basic concepts of geometry and statistics and the ways in which mathematics can be used to study variation in the real-world. Collaboration between students is an important component of the course as is the development of a positive disposition towards mathematics. The Common Core Standards for Mathematical Practice and Standards for Mathematical Content is used to help students relate the concepts learned in the course to their classroom practice.

### **STEM 962 A World Connected: Interdependence and Systems in Science**

An exploration of how the living world is connected to its physical surroundings. This course takes an integrated approach to the scientific study of Earth and its inhabitants. Students examine dynamic systems ranging from single cells to organisms and ecosystems and explore how life is both constrained by and dependent upon the chemical and physical environment. Science content, based on the MA Curriculum Frameworks, is integrated with pedagogy so students not only learn about science topics but also ways they can include these topics in their own classrooms. Emphasis is placed on addressing and correcting common misconceptions. Organizing themes for this course include: Earth systems and evolution of life, the flow of energy, and physics of the senses.

### **SPED 962 Developmental Pattern of Children with Special Needs**

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

### **TESL 936 The Teaching of Second Language Skills**

An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated. The incorporation of the Massachusetts Curriculum Frameworks into lesson plans is emphasized. **Note:** Students cannot receive credit for both this course and either TESL 918 The Teaching of English Language Skills or TESL 955 Advanced Instructional Techniques in the Teaching of Foreign/Second Language.

# **Master of Education**

## **concentration in Secondary Education**

### **Specializations in Art, English, History, Mathematics**

**Coordinator:**                **Dr. Kelly Kolodny**

**Advisors:**

Specialization in Art:	Professor Barbara Milot
Specialization in English:	Dr. Lisa Eck
Specialization in History:	Dr. Lori Bihler
Specialization in Mathematics:	Dr. Robert Page

The Master of Education (M.Ed.) with a concentration in Secondary Education, specialization in Art combines the requirements for Initial Licensure with the advanced study of education affording students the opportunity to completing a master's degree program in approximately two (2) years.

#### **Program Learning Outcomes**

At the end of the M.Ed. with a concentration in Secondary Education, students will be able to:

- Develop well-structured lessons that have measurable objectives and appropriate student engagement strategies,
- Organize and analyze results from a comprehensive system of assessments to determine student progress towards intended outcomes,
- Use a varied repertoire of practices to create structured opportunities for each of their students to meet or exceed state standards/local curriculum and behavioral expectations,
- Use rituals, routines, and proactive responses to create and maintain a safe physical and intellectual environment where students take academic risks and play an active role,
- Effectively model and reinforce ways that students can consistently master challenging material through effective effort,
- Regularly reflect on the effectiveness of lessons, units, and interactions with students.

#### **Admission Requirements**

1. Admission to the M.Ed. with a concentration in Secondary Education with specializations in Art, English, History and Math requires a baccalaureate degree from a regionally-accredited college or university and a passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL).
2. A minimum undergraduate overall grade point average (GPA) of 3.00 on a 4.00 scale is required.
3. Candidates with deficiencies in the liberal arts or sciences (content area) will be required to take appropriate courses before admittance to the more advanced studies in the sequence involving teaching methods and practice.
4. Students must pass the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL) to be admitted to the M.Ed. with a concentration in Secondary Education with initial licensure programs.

5. Applicants to the M.Ed., concentration in Secondary Education, specialization in Art, must additionally submit 10-15 digital images that show technical skill, breadth of experience with various media, and a continued dedication to art making. Portfolio should be uploaded through Slideroom – <http://framingham.slideroom.com>

Applicants are evaluated based on numerous factors including previous college coursework, letters of recommendation, and personal statement.

### **Program Requirements**

The program requires a minimum of thirteen (13) courses which include: five (5) education core courses, five (5) education field study and practicum courses and three (3) specialization content-matter courses. A timed comprehensive examination is required as the student's culminating experience.

#### **Education Core Courses (5)**

EDIL 910 Education Foundations

EDIL 920 Learning and Human Development

EDUC 998 Language Development and Communication

EDUC 999 Research and Evaluation

TESL 910 Sheltered English Immersion

#### **Education Field Study and Practicum Courses (5)**

EDIL 800 Field Study I in Education (Non-Credit)

EDIL 802 Professional Preparation Special Needs and Educational Technology

#### **Specialization Elective Courses (3)**

Three (3) graduate-level electives are required. The courses will be determined in connection with the student's area of specialization.

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##### ***For Specialization in English, Grades 5-12***

EDIL 821 Secondary Methods with Field Study II: English 5-12

EDPS 861A Secondary Professional Practicum A: English 5-12 (2 course-credits)

EDPS 861B Secondary Professional Practicum B: English 5-12 (2 course-credits)

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##### ***For Specialization in History, Grades 5-12***

EDIL 822 Secondary Methods with Field Study II: History 5-12

EDPS 862A Secondary Professional Practicum A: History 5-12 (2 course-credits)

EDPS 862B Secondary Professional Practicum B: History 5-12 (2 course-credits)

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##### ***For Specialization in Mathematics, Grades 5-8***

EDIL 823 Secondary Methods with Field Study II: Mathematics 5-8/8-12

EDPS 863A Secondary Professional Practicum A: Mathematics 5-8 (2 course-credits)

EDPS 863B Secondary Professional Practicum B: Mathematics 5-8 (2 course-credits)

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##### ***For Specialization in Mathematics, 8-12***

EDIL 823 Secondary Methods with Field Study II: Mathematics 5-8/8-12

EDPS 864A Secondary Professional Practicum A: Mathematics 5-8 (2 course-credits)

EDPS 864B Secondary Professional Practicum B: Mathematics 5-8 (2 course-credits)

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***For Specialization in Visual Art Grades PreK-8***

EDIL 819 Professional Preparation & Field Study II General and Discipline-Specific  
Methods for Visual Art Grades PreK-8 & 5-12

EDPS 872 Student Teaching Practicum & Seminar I: Visual Art Pre-K to Grade 8  
(2 Course-credits)

EDPS 873 Student Teaching Practicum & Seminar II: Visual Art Pre-K to Grade 8  
(2 Course-credits)

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***For Specialization in Visual Art Grades 5-12***

EDIL 819 Professional Preparation & Field Study II General and Discipline-Specific  
Methods for Visual Art Grades PreK-8 & 5-12

EDPS 883 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12  
(2 Course-credits)

EDPS 884 Student Teaching Practicum and Seminar II: Visual Art Grades 5-12  
(2 Course-credits)

**COURSE DESCRIPTIONS**

**EDUC 998 Language Development and Communication**

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

**EDUC 999 Research and Evaluation**

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

**EDIL 910 Education Foundations**

An examination of the educational world of children and adolescents in the United States. Considers the historical, philosophical, social, economic, and political functions of the complex educational structures in the United States, and how they deal with cross-cultural perspectives, race and social class influences, and matters of public policy. Also examined are state and federal educational law and advocacy issues related to children and their families. Emphasis is on current trends in education. NOTE: Students cannot receive credit for both this course and PBTL 910 Education Foundations or PBTL 997 Children, Adolescents, School and Society.

Prerequisites: Admissions into the PBTL program or an M.Ed. program.

**EDIL 920 Learning and Human Development**

Examines human development from a life span perspective covering topics beginning with conception and continuing through the process of aging. Learning and developmental theories are presented with an emphasis on understanding the individual's cognitive, social and emotional growth, and also his/her successful transition through each life stage. NOTE: Students cannot receive credit for both this course and PBTL 992 Learning and Human Development.

Prerequisites: Admissions into the PBTL program or an M.Ed. program.



### **TESL 910 Sheltered English Immersion**

An investigation of the structure of language and the factors that influence second language acquisition. This course considers the impact of culture and diversity on the teaching and learning of English Language Learners (ELLs), and provides teachers with instructional strategies necessary to effectively teach and assess ELLs at a variety of English proficiency levels and content areas. Instructional strategies and content area lessons and units related to World-Class Instructional Design and Assessment (WIDA) guidelines are developed and documented in a sample portfolio.

Prerequisites: Admissions into the PBTL program or an M.Ed. program.

### **DUAL-LEVEL COURSES**

*(Offered in conjunction with the corresponding undergraduate course)*

### **EDIL 800 Field Study I in Education (No Course-credit)**

The initial field experience for all students in the Post Baccalaureate Teacher Licensure (PBTL) program or Master of Education with a concentration in Secondary Education program. Students observe and participate in a wide spectrum of experiences in public (non-charter) schools to develop understanding of classrooms, schools, teachers, and administrators, and their respective roles and responsibilities. NOTE: Students must have made application to the PBTL or M.Ed. in Secondary Education programs prior to enrolling in this experience.

Prerequisites: EDIL 910 Education Foundations or EDIL 920 Learning and Human Development; or concurrently enrolled. Departmental permission required.

### **EDIL 802 - Professional Preparation II: Special Needs and Educational Technology**

An interpretation of the basic principles of teaching and classroom methodology that support all learners. Emphasis is given to methods, materials and environmental arrangements that support learners with special needs, including students with disabilities, students who are homeless, students who are gifted, and those with other special needs. Educational technology, including assistive technology, Web 2.0 resources, and web-based tools, is addressed. Candidates develop technology-based tools to communicate with students and parents and evaluate potential web-based resources for planning and teaching. Careful attention is given to accommodations, modifications, differentiation and Universal Design, using the Massachusetts Curriculum Frameworks as a basis for instructional planning. Responsiveness to all learners is stressed.

Corequisite: EDIL 815 Professional Preparation and Field Study II: General and Discipline-Specific Methods for High School, EDIL 816 Professional Preparation and Field Study II: General and Discipline-Specific Methods for Middle Schools, or EDIL 819 Professional Preparation and Field Study II: General and Discipline-Specific Methods for Visual Art, Grades PreK-8 and Grades 5-12. Note: Students cannot receive credit for this course if EDUC 300 Professional Preparation II: Special Needs and Educational Technology has already been completed as an undergraduate student.

Prerequisites: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL); EDIL 800 Field Study I in Education, and either EDIL 910 Education Foundations or EDIL 920 Learning and Human Development; overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program, including EDIL 920 Learning and Human Development.

**EDIL 819 Professional Preparation & Field Study II General and Discipline-Specific Methods for Visual Art Grades PreK-8 & 5-12**

An interpretation of the basic principles of teaching and classroom methodology. Emphasis is given to methods in teaching visual art, socio-cultural forces, and organizational patterns. Careful attention is given to the use of the Massachusetts Curriculum Frameworks in lesson and unit planning. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of a placement one day per week in a school appropriate for the level of Visual Art licensure sought. Note: Students cannot receive credit for this course if EDUC 319 Professional Preparation & Field Study II: General and Discipline-Specific Methods for Visual Art Grades PreK-8 & 5-12 has already been completed as an undergraduate student.

Corequisite: EDIL 802 Professional Preparation II: Special Needs and Educational Technology must be taken concurrently.

Prerequisites: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL); EDIL 800 Field Study I in Education, and either EDIL 910 Education Foundations or EDIL 920 Learning and Human Development; overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program, including EDIL 920 Learning and Human Development.

**EDIL 821 Secondary Methods with Field Study II: English 5-12**

An interpretation of the basic principles of teaching and classroom methodology appropriate for the license sought. Emphasis is given to inquiry methods of teaching, socio-cultural forces impacting classrooms, and organizational patterns and structures of the secondary setting. Careful attention is given to the use of the Massachusetts Curriculum Frameworks in lesson and unit planning. Clarity of communication, design of instruction, and effective evaluation and responsiveness to all learners are stressed. The field study involves six (6) or more hours per week, for a minimum of 72 total hours, in a public school classroom appropriate for the license sought.

Corequisite: EDIL 802 Secondary Methods with Field Study II: Special Needs and Educational Technology must be taken concurrently.

Prerequisites: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL); EDIL 800 Field Study I in Education, and EDIL 910 Education Foundations and EDIL 920 Learning and Human Development, overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program.

**EDIL 822 Secondary Methods with Field Study II: History 5-12**

An interpretation of the basic principles of teaching and classroom methodology appropriate for the license sought. Emphasis is given to inquiry methods of teaching, socio-cultural forces impacting classrooms, and organizational patterns and structures of the secondary setting. Careful attention is given to the use of the Massachusetts Curriculum Frameworks in lesson and unit planning. Clarity of communication, design of instruction, and effective evaluation and responsiveness to all learners are stressed. The field study involves six (6) or more hours per week, for a minimum of 72 total hours, in a public school classroom appropriate for the license sought.

Corequisite: EDIL 802 Secondary Methods with Field Study II: Special Needs and Educational Technology must be taken concurrently.

Prerequisites: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL); EDIL 800 Field Study I in Education, and EDIL 910 Education Foundations and EDIL 920 Learning and Human Development, overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program.

**EDIL 823 Secondary Methods with Field Study II: Mathematics 5-8 & 8-12**

An interpretation of the basic principles of teaching and classroom methodology appropriate for the license sought. Emphasis is given to inquiry methods of teaching, socio-cultural forces impacting classrooms, and organizational patterns and structures of the secondary setting. Careful attention is given to the use of the Massachusetts Curriculum Frameworks in lesson and unit planning. Clarity of communication, design of instruction, and effective evaluation and responsiveness to all learners are stressed. The field study involves six (6) or more hours per week, for a minimum of 72 total hours, in a public school classroom appropriate for the license sought.

Corequisite: EDIL 802 Secondary Methods with Field Study II: Special Needs and Educational Technology must be taken concurrently.

Prerequisites: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Tests for Educator Licensure (MTEL); EDIL 800 Field Study I in Education, and EDIL 910 Education Foundations and EDIL 920 Learning and Human Development, overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program.

**EDPS 861A Secondary Professional Practicum A: English 5-12 (Two course-credits)**

A supervised student-teaching practicum in a public school classroom five days per week, appropriate for the license sought, in which students have an opportunity to practice teaching competencies under the supervision of a supervising practitioner and a University supervisor. Students also participate in a seminar to analyze teaching strategies, refine classroom management practices, develop curriculum, and reflect on their teaching practice. Other than the co-requisite, no other course may be taken while enrolled in this course. This course is graded as satisfactory/unsatisfactory.

Corequisite: EDPS 861B Secondary Professional Practicum B: English 5-12.

Prerequisites: Satisfactory completion of student teaching application which includes a passing score on all required Massachusetts Tests for Educator Licensure (MTEL) for the license sought; EDIL 821 Secondary Methods with Field Study II: English; any courses specified by the major department; overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program.

**EDPS 861B Secondary Professional Practicum B: English 5-12 (Two course-credits)**

A second supervised student-teaching practicum in a public school classroom five days per week, appropriate for the license sought, in which students have an opportunity to practice teaching competencies under the supervision of a supervising practitioner and a University supervisor. Students also participate in a seminar to analyze teaching strategies, refine classroom management practices, develop curriculum, and reflect on their teaching practice. Other than the co-requisite, no other course may be taken while enrolled in this course.

Corequisite: EDPS 861A Secondary Professional Practicum A: English 5-12.

Prerequisites: A passing score on all required Massachusetts Tests for Educator Licensure (MTEL) for the license sought; EDPS 861A Secondary Professional Practicum A: English 5-12.

**EDPS 862A Secondary Professional Practicum A: History 5-12 (Two course-credits)**

A supervised student-teaching practicum in a public school classroom five days per week, appropriate for the license sought, in which students have an opportunity to practice teaching competencies under the supervision of a supervising practitioner and a University supervisor. Students also participate in a seminar to analyze teaching strategies, refine classroom management practices, develop curriculum, and reflect on their teaching practice. Other than the co-requisite, no other course may be taken while enrolled in this course. This course is graded as satisfactory/unsatisfactory.

Corequisite: EDPS 862B Secondary Professional Practicum B: History 5-12.

Prerequisites: Satisfactory completion of student teaching application which includes a passing score on all required Massachusetts Tests for Educator Licensure (MTEL) for the license sought; EDIL 822 Secondary Methods with Field Study II: History; any courses specified by the major department; overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program.

**EDPS 862B Secondary Professional Practicum B: History 5-12 (Two course-credits)**

A second supervised student-teaching practicum in a public school classroom five days per week, appropriate for the license sought, in which students have an opportunity to practice teaching competencies under the supervision of a supervising practitioner and a University supervisor. Students also participate in a seminar to analyze teaching strategies, refine classroom management practices, develop curriculum, and reflect on their teaching practice.

Corequisite: EDPS 862A Secondary Professional Practicum A: History 5-12.

Prerequisites: A passing score on all Massachusetts Tests for Educator Licensure (MTEL) required for the license sought; EDUC 862A Secondary Professional Practicum A: History 5-12.

**EDPS 863A Secondary Professional Practicum A: Mathematics 5-8 (Two course-credits)**

A supervised student-teaching practicum in a public school classroom five days per week, appropriate for the license sought, in which students have an opportunity to practice teaching competencies under the supervision of a supervising practitioner and a University supervisor. Students also participate in a seminar to analyze teaching strategies, refine classroom management practices, develop curriculum, and reflect on their teaching practice. Other than the co-requisite, no other course may be taken while enrolled in this course. This course is graded as satisfactory/unsatisfactory.

Corequisite: EDPS 863B Secondary Professional Practicum B: Mathematics 5-8.

Prerequisites: Satisfactory completion of student teaching application which includes a passing score on all required Massachusetts Tests for Educator Licensure (MTEL) for the license sought; EDIL 823 Secondary Methods with Field Study II: Mathematics, any courses specified by the major department, overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program.

**EDPS 863B Secondary Professional Practicum B: Mathematics 5-8 (Two course-credits)**

A second supervised student-teaching practicum in a public school classroom five days per week, appropriate for the license sought, in which students have an opportunity to practice teaching competencies under the supervision of a supervising practitioner and a University supervisor. Students also participate in a seminar to teaching strategies, refine classroom management practices, develop curriculum, and reflect on their teaching practice.

Corequisite: EDPS 863A Secondary Professional Practicum A: Mathematics 5-8.

Prerequisites: A passing score on all Massachusetts Tests for Educator Licensure (Mathematics); EDPS 863A Secondary Professional Practicum A: Mathematics 5-8.

**EDPS 864A Secondary Professional Practicum A: Mathematics 8-12 (Two course-credits)**

A supervised student-teaching practicum in a public school classroom five days per week, appropriate for the license sought, in which students have an opportunity to practice teaching competencies under the supervision of a supervising practitioner and a University supervisor. Students also participate in a seminar to analyze teaching strategies, refine classroom management practices, develop curriculum, and reflect on their teaching practice. Other than the co-requisite, no other course may be taken while enrolled in this course. This course is graded as satisfactory/unsatisfactory.

Corequisite: EDPS 864B Secondary Professional Practicum B: Mathematics 8-12.

Prerequisites: Satisfactory completion of student teaching application which includes a passing score on all required Massachusetts Tests for Educator Licensure (MTEL) for the license sought; EDIL 823 Secondary Methods with Field Study II: Mathematics, any courses specified by the major department, overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education program.

**EDPS 864B Secondary Professional Practicum B: Mathematics 8-12 (Two course-credits)**

A second supervised student-teaching practicum in a public school classroom five days per week, appropriate for the license sought, in which students have an opportunity to practice teaching competencies under the supervision of a supervising practitioner and a University supervisor. Students also participate in a seminar to analyze teaching strategies, refine classroom management practices, develop curriculum, and reflect on their teaching practice.

Corequisite: EDPS 864A Secondary Professional Practicum A: Mathematics 8-12.

Prerequisites: A passing score on all Massachusetts Tests for Educator Licensure; EDPS 864A Secondary Professional Practicum A: Mathematics 8-12.

**EDPS 872 Student Teaching Practicum & Seminar I: Visual Art Pre-K to Grade 8 (Two course-credits)**

A supervised experience in teaching visual art during first half of the semester. After an initial period of intensive seminar at the University, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a University supervisor. Seminar meetings are scheduled during this period. NOTE: No other courses may be taken while enrolled in this course. Students cannot receive credit for this course if EDUC 412 Student Teaching Practicum & Seminar I: Visual Art Pre-K to Grade 8 has already been completed as an undergraduate student.

Corequisite: EDPS 873 Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8. Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDIL 910 Education Foundations, EDIL 920 Learning and Human Development, and EDIL 819 Professional Preparation & Field Study I General and Discipline-Specific Methods for Visual Art Grades PreK-8 & 5-12, any subject-matter requirements specified by the Art and Music Department.

**EDPS 873 Student Teaching Practicum & Seminar II: Visual Art Pre-K to Grade 8 (Two course-credits)**

A second supervised experience in teaching visual art during second half of the semester. After an initial intensive seminar at the University to assess the work of EDPS 872 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8, the student participates in the complete program every day in the same school of placement as in EDPS 872 under the guidance of a cooperating teacher and a University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the University. NOTE: No other courses may be taken while enrolled in this course. Students cannot receive credit for this course if EDUC 413 Student Teaching Practicum & Seminar II: Visual Art Pre-K to Grade 8 has already been completed as an undergraduate student.

Corequisite: EDPS 872 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDPS 872 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 with a grade of S'.

**EDPS 883 Student Teaching Practicum & Seminar I: Visual Art Grades 5-12  
(Two course-credits)**

A supervised experience in teaching visual art during first half of the semester. After an initial period of intensive seminar at the University, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a University supervisor. Seminar meetings are scheduled during this period. NOTE: No other courses may be taken while enrolled in this course. Students cannot receive credit for this course if EDUC 423 Student Teaching Practicum & Seminar I: Visual Art Grades 5-12 has already been completed as an undergraduate student.

Corequisite: EDPS 884 Student Teaching Practicum and Seminar II: Visual Art Grades 5-12. Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDIL 910 Education Foundations, EDIL 920 Learning and Human Development, and EDIL 819 Professional Preparation & Field Study II General and Discipline-Specific Methods for Visual Art Grades PreK-8 & 5-12, any subject-matter requirements specified by the Art and Music Department.

**EDPS 884 Student Teaching Practicum & Seminar II: Visual Art Grades 5-12  
(Two course-credits)**

A second supervised experience in teaching visual art during second half of the semester. After an initial intensive seminar at the University to assess the work of EDPS 883 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12, the student participates in the complete program every day in the same school of placement as in EDPS 883 under the guidance of a cooperating teacher and a University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the University. NOTE: No other courses may be taken while enrolled in this course. Students cannot receive credit for this course if EDUC 424 Student Teaching Practicum & Seminar II: Visual Art Grades 5-12 has already been completed as an undergraduate student.

Corequisite: EDPS 883 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDPS 883 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12 with a grade of 'S'.

# **Master of Education**

## **concentration in Special Education**

### **(Moderate Disabilities)**

**Program Coordinators:**        **Dr. Rosanne Majoy**  
   **Linda Waters**

**Program Advisors:**        **Dr. Kathleen Larche**  
   **Dr. Rosanne Majoy**

The Master of Education (M.Ed.) with a concentration in Special Education (Moderate Disabilities) prepares teachers to obtain an Initial License as a Teacher of Students with Moderate Disabilities at Grade PreK-8 or Grades 5-12.

### **Admission Requirements**

1. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.
2. The applicant must possess a Massachusetts teaching license at the Initial level or higher  
or  
Submit evidence of passing scores in the Communication Literacy Massachusetts Test for Educator Licensure (MTEL).
3. The applicant must have a minimum undergraduate minimum grade point average of 3.00 on a 4.00 scale.
4. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted with the Framingham State University letter of recommendation form and sent directly to the University by the recommender.
5. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.
6. Applicants may also be asked to submit additional materials or they may be invited for a personal interview as part of the admission requirements.

### **4+1 Bachelor's/Master of Education with a concentration in Special Education - Moderate Disabilities (B/MEd)**

This program combines an undergraduate degree at Framingham State University with this master's concentration to prepare candidates to work with children and young adults with diverse learning needs. Candidates learn to support literacy and numeracy development, communication skills, and social & emotional learning of students with moderate disabilities Grades PreK-8 or 5-12. This is a program for education majors and minors, however, other related fields can be considered with the approval of the Advisor. This program leads to an initial license as a Teacher of Students with Moderate Disabilities in Grades PreK-8 or Grades 5-12.

#### **Requirements for Admission into the Graduate program:**

- Submit 4+1 Program Specific Application to the master's program – this should be submitted at the end of the sophomore year;
- Two (2) letters of recommendation - at least one (1) of which must be from an Education Department faculty member;

- A typed, 300-word personal statement discussing your motivation for seeking a master's degree in Moderate Disabilities;
- Junior status with an overall GPA of 3.00;
- Passing scores on the Communication and Literacy exam.
- For continuation into the 5th year all licensure specific MTEL exams must be passed.

### **Program Requirements**

The Program requires successful completion of twelve (12) courses, in addition to a practicum for those seeking an Initial License as a Teacher of Students with Moderate Disabilities. A professional portfolio must be completed and presented prior to the required oral comprehensive examination as part of the degree program. The oral comprehensive exam is taken during the student's final semester of study in the degree program (including practicum) or the semester immediately following the final semester in which all coursework has been completed.

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

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation

*(recommended after completion of three Content/Concentration courses)*

#### **Concentration Courses (9):**

INST 968 Introduction to Assistive Technology

LTRC 907 Literacy Instruction

LTRC 930 Literacy Instruction for Diverse Learners

SPED 937 Connecting Mathematical Concepts and Teaching

SPED 956 Curriculum Development and Modification

SPED 960 Assessment Procedures

SPED 962 Development Patterns of Students with Moderate Disabilities

SPED 963 Behavior and Classroom Management

SPED 964 Collaborative Educational Planning



### **Practicum - for those seeking Licensure only**

Candidates seeking an Initial license as a Teacher of Students with Moderate Disabilities at the Grades PreK-8 level must complete a 300-hour practicum. Seventy-five (75) hours of the practicum must be completed in an inclusive, general education setting in grades PreK-8. The remaining 225 hours may be completed in inclusive, general education settings or in separate or substantially separate settings for students with moderate disabilities in grades PreK-8. Upon approval of their practicum application, candidates enroll in:

SPED 944 Practicum in Moderate Disabilities: Grades PreK-8.

Candidates seeking an Initial license as Teacher of Students with Moderate Disabilities at the Grades 5-12 level must complete a 300-hour practicum. One hundred-fifty (150) hours of the practicum must be completed in an inclusive, general education setting in grades 5-12. The remaining 150 hours may be completed in inclusive, general education settings or in separate or substantially separate settings for students with moderate disabilities in grades 5-12. Upon approval of their practicum application, candidates enroll in:

SPED 945 Practicum in Moderate Disabilities: Grades 5-12.

*Note: The practicum is not required of Candidates who are not seeking licensure.*

*The practicum is completed with the degree program for candidates seeking their first Initial License. For candidates who hold an Initial or Professional License in another area, the practicum may be completed after the degree in limited situations with the approval of the Program Coordinator.*

### **Guidelines for Practicum in Special Needs**

Candidates are expected to secure their own placement site which must be approved by the University. The placement site(s) must meet the practicum criteria for the licensure level the student is seeking. Candidates who need assistance securing a placement site should consult with their program advisor and the program coordinator. Candidates must submit a practicum application at least three (3) months before the semester during which they want to take the practicum.

For a **Fall** practicum, apply no later than June 1<sup>st</sup>.

For a **Spring** practicum, apply no later than October 15<sup>th</sup>.

For a **Summer** practicum, apply no later than March 1<sup>st</sup>.

When the practicum application is approved by the Dean of Graduate Studies and the program coordinator, the candidate may register for the appropriate practicum course.

Candidates who are employed in a regular education setting as a general education teacher or as a paraprofessional, even if that setting includes Candidates who receive special education services, are not considered to be in the role of the special education teacher; therefore that position may not be used for the practicum experience.

Candidates may complete some practicum hours in approved public or private day or residential schools for students with moderate disabilities. These settings may not be used for required hours in inclusive, general education classrooms.

*Note: Candidates must have completed all concentration courses prior to the practicum semester or be enrolled in the final concentration course concurrently with the practicum course. Candidates may not take more than one course in addition to the practicum during the practicum semester.*

Evidence of passing scores on all required MTEL tests must be on file before beginning the practicum. Candidates who have not passed all required MTEL tests prior to the first day of the semester in which they have registered to take the practicum will have to withdraw from the practicum course.

## **Sheltered English Instruction Endorsement**

Candidates seeking the Moderate Disabilities (PreK-8 or 5-12) License are required to obtain the Sheltered English Instruction (SEI) endorsement in one of the following ways:

1. Complete the Department of Elementary and Secondary Education (DESE) approved SEI course, TESL 913 Current Issues in Second Language Acquisition, through Framingham State University.  
*Note: You must be matriculated in a graduate program to pursue this option.*
2. Complete the DESE approved SEI course through your school district (available to district employees).
3. Complete the DESE approved SEI course through another licensure program (e.g. candidates who are adding the Moderate Disabilities license completed an approved SEI course as an undergraduate).
4. Pass the SEI MTEL test (Available beginning Spring 2016).
5. Hold an ESL License (PreK-6 or 5-12).
6. Hold a Bachelor's or Master's degree in ESL.
7. Hold a Bachelor's or Master's degree in a related field, as determined by the DESE (e.g. Applied Linguistics).
8. Completed two or three category trainings (from the previous ELL training system) and complete the modified SEI course offered by the DESE.

## **COURSE DESCRIPTIONS**

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

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

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

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

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

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

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

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

### **LTRC 907 Literacy Instruction**

Addresses principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment. *Note: Credit will not be given for both LTRC 907 Literacy Instruction and LTRC 830 Advanced Literacy Instruction & Developmental Reading.*

### **LTRC 930 Literacy Instruction for Diverse Learners**

Addresses differentiated instruction in reading and writing including assessment, learner profiles, instructional design, and implications for literacy learning. Students design and implement a literacy program for learners with disabilities. This course includes a required pre-practicum, field-based experience of 25 hours. The majority of the time is spent working with an individual student.

Prerequisite: LTRC 907 Literacy Instruction. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 937 Connecting Mathematical Concepts and Teaching**

Designed for teachers to investigate the major mathematical concepts and content found in the Massachusetts Mathematics Curriculum Framework, in order to improve their understanding and recognition of connections within the mathematical curriculum. By analyzing classroom cases, participants learn to identify mathematical concepts with which students struggle. Teachers improve their ability to communicate mathematical ideas to students.

### **SPED 944 Practicum in Moderate Disabilities: Grades PreK-8**

For students seeking the Teacher of Students with Moderate Disabilities, PreK-8 License. A 300-hour experience in Grades PreK-8, 75 hours of which must be completed in an inclusive, general education setting. The remaining 225 hours may be completed in an inclusive, general education setting or in a separate or substantially separate setting for students with moderate disabilities. The practicum student's responsibilities in both the inclusive general education setting and the separate/substantially separate setting (if part of the student's experience) mirror the breadth and depth of the responsibilities of a special education teacher in those settings, including co-planning, co-teaching, small group and whole class instruction, individualized and specialized instruction, implementing and evaluating accommodations and modifications (including assessment/testing accommodations and modifications), supporting students' behavioral needs, assisting students with organization and study skills, and related activities as described in students' IEPs. The practicum student participates in IEP meetings and parent conferences. In addition, the practicum student administers, under supervision, individualized achievement tests to one student and prepares a comprehensive report of the findings. The practicum student assumes full responsibility for teaching for a minimum of half of the hours of the practicum. Students secure their own placement site(s), which must be approved by the University. Permission of the Program Coordinator and Dean are required. Application must be submitted a minimum of three months prior to the semester the student wants to enroll in the practicum.

Prerequisites: Submission of evidence of passing scores on all MTEL tests required for the PreK-8 license prior to the first day of the practicum; completion of all special education concentration courses or enrollment in the final concentration course concurrently with the practicum. Only one course may be taken concurrently with the practicum course.

### **SPED 945 Practicum in Moderate Disabilities: Grades 5-12**

For students seeking the Teacher of Students with Moderate Disabilities, Grades 5-12 License. A 300-hour experience in Grades 5-12, 150 hours of which must be completed in an inclusive, general education setting. The remaining 150 hours may be completed in an inclusive, general education setting or in a separate or substantially separate setting for students with moderate disabilities. The practicum student's responsibilities in both the inclusive general education setting and the separate/substantially separate setting (if part of the student's experience) mirror the breadth and depth of the responsibilities of a special education teacher in those settings, including co-planning, co-teaching, small group and whole class instruction, individualized and specialized instruction, implementing and evaluating accommodations and modifications (including assessment/testing accommodations and modifications), supporting students' behavioral needs, assisting students with organization and study skills, implementing and evaluating individualized transition plans, and related activities as described in students' IEPs. The practicum student may also provide consultative services and coaching to general education teachers. The practicum student administers, under supervision, individualized achievement tests to one student and prepares a comprehensive report of the findings. The practicum student assumes full responsibility for teaching for a minimum of half of the hours of the practicum. Students secure their own placement site(s), which must be approved by the University. Permission of the Program Coordinator and Dean are required. Application must be submitted a minimum of three months prior to the semester the student wants to enroll in the practicum.

Prerequisites: Submission of evidence of passing scores on all MTEL tests required for the 5-12 license prior to the first day of the practicum; completion of all special education concentration courses or enrollment in the final concentration course concurrently with the practicum. Only one course may be taken concurrently with the practicum course.

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

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

Prerequisite(s): SPED 962 Developmental Patterns of Children with Moderate Disabilities and LTRC 930 Literacy Instruction for Diverse Learners. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 960 Assessment Procedures**

This course is an observation, recording and analysis of student's academic performance through culturally sensitive formal and informal assessments. Diagnostic tests in areas of cognitive, academic, motor and social development, and approaches such as archival research, the development of a comprehensive case study, and portfolio assessment techniques are used. Collaboration with other professionals to develop a comprehensive assessment of the student's abilities is an integral part of the course. Translation of results into meaningful educational practice is stressed. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting. The majority of time is spent working with an individual student.

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

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

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

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

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

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

### **SPED 964 Collaborative Educational Planning**

Preparation and review of Individual Educational Programs (IEPs) to comply with existing federal and state regulations. Topics include eligibility guidelines, inclusive service delivery models, and progress monitoring. Exemplary practices such as Response to Intervention, collaborative decision making, and inclusive practices and supports are addressed. Students examine appropriate resources and agencies, including those necessary to facilitate smooth transitions into and out of public school settings, including early intervention transition to preschool and high school transition to post-secondary experiences.

Prerequisite: SPED 960 Assessment Procedures. Open to matriculated graduate students or by permission of the special education program coordinator.

# Master of Education

## concentration in The Teaching of English as a Second Language (TESL)

**Program Coordinator:** Dr. Mary-Ann Stadtler-Chester

**Program Advisor:** Candace Albertian

The Master of Education (M.Ed.) with a concentration in The Teaching of English as a Second Language (TESL) is designed for teachers interested in fostering academic success for learners whose language is not English. It takes into consideration the needs of the new immersion classroom and provides instructors with the theoretical and practical knowledge to promote effective teaching of English language skills and sheltered content areas. The degree, along with practicum and other requirements leads to an Initial License in English as a Second Language (Grades PreK-6 or Grades 5-12). *(See Initial Teacher License Requirements below.)*

### Admission Requirements

1. The applicant must have a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have a minimum undergraduate minimum grade point average of 2.80 on a 4.00 scale or a quality point average of 3.00 for all coursework completed in the last two years of undergraduate study.

### Program Requirements

The program requires successful completion of the following ten (10) courses. A written comprehensive examination is required as the student's culminating experience. The exam is taken during the student's final semester of study or shortly thereafter.

Prior to enrolling the M.Ed. TESL courses, students are required to demonstrate prior coursework or training in teaching reading in the first language. Students who do not meet the proficiency requirements will be required to take the pre-concentration course LTRC 907 Literacy Instruction prior to enrolling in TESL 949 Teaching Reading and Writing to English Learners with Pre-Practicum Grades PreK-12.

### Pre-Concentration Requirement\*

LTRC 907 Literacy Instruction

*\*This may be waived for candidates who meet the proficiency requirements upon admission.*

### Education Core Courses (3)

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation

*(recommended after completion of three Concentration courses)*

### Concentration Courses (7)

TESL 901 Language Structure: Phonology and Morphology

TESL 902 Language Structure: Syntax, Semantics, and Pragmatics

TESL 913 Current Issues in Second Language Acquisition

TESL 920 Educational Technology to Support English Language Learners

TESL 943 The Role of the English as a Second Language Teacher:  
Collaboration, Co-teaching, and Advocacy

TESL 949 Teaching Reading and Writing to English Language Learners with  
Pre-Practicum Grades PreK-12

TESL 972 Culturally Responsive Teaching with Pre-Practicum Grades PreK-12

### **Initial Teacher License Requirements**

Three avenues towards licensure are described below depending on the student's individual need.

(Practicum versus Internship)

#### *Avenue #1: 300-Hour Practicum*

For the candidate who does NOT hold any teaching license in Massachusetts:

The Master of Education with a concentration in The Teaching of English as a Second Language (M.Ed. in TESL) is a state-approved program leading to Initial Licensure in ESL. Students seeking their first Initial Teacher Licensure in English as a Second Language need the following:

Completion of:

TESL 980A Teaching of English as a Second Language Grades PreK-6  
Seminar and Practicum A

TESL 980B Teaching of English as a Second Language Grades PreK-6  
Seminar and Practicum B

or

TESL 981A Teaching of English as a Second Language Grades 5-12 Seminar  
and Practicum A

TESL 981B Teaching of English as a Second Language Grades 5-12 Seminar  
and Practicum B

In order to qualify and register for the 300-hour Practicum which leads to licensure, students must have:

Successfully completed the ten (10) M.Ed. TESL courses listed above.

Passed the TESL Comprehensive Exam. (see Comprehensive Exam).

Earned a passing score on the Communication and Literacy Skills Test of the Massachusetts Test for Educator Licensure (MTEL 001) (official score report forwarded to the Graduate Office with Practicum Application). The application cannot be processed without this score.

Earned a passing score on the ESL Subject Matter Test, (MTEL 054 ESL), (official score report forwarded to the Graduate Office with Practicum Application). The application cannot be processed without this score.

Identified a Practicum location in agreement with a school district Supervising Practitioner (the teacher or supervisor in the school district who oversees the student). Students locate their own Practicum sites. (The TESL Program Coordinator and TESL Program Advisor can offer suggestions for districts to contact.) The University must approve the Practicum location.

Received permission of the University Practicum Supervisor regarding travel distance.

Submitted a Practicum Application. Please contact to the Graduate Office to obtain the application. Deadlines are firm: October 1st for a Spring Practicum.

Once the application has been submitted and approved, students will be notified and then will be permitted to register for TESL 980A/980B or TESL 981A/981B.

*Avenue #2: 150-Hour Practicum*

For the candidate who already holds an Initial or Professional teacher license, permission may be granted to complete a 150-Hour Practicum. The Practicum is overseen by Framingham State University and requires registration in either TESL 980 or TESL 981. See Program Coordinator or Advisor for full details.

*Avenue #3: 150-Hour Internship*

For the candidate who holds a valid teaching license in Massachusetts and is seeking to add the ESL PreK-6 or ESL 5-12 license, at the same level in which they currently hold licensure. Instead of a 300-hour Practicum, the student may be eligible for a 150-hour Internship.

An internship is an agreement between the student and the district in which the student is working. Framingham State University is not involved in the internship process and does not endorse the student for licensure. Passing scores on the Communications & Literacy, and ESL Subject Matter MTEs are still required. The school district will need to complete the Internship Verification Template.

## **COURSE DESCRIPTIONS**

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

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

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

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

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

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

### **TESL 901 Language Structure: Phonetics and Morphology**

An examination of the implications of phonetics and morphology for teaching English Language Learners (ELL). Students examine the universal linguistic properties of sound systems and the basic features of the sound system of English, including the rules of word formation and aspects of morphological typology. Students also compare and contrast English with other languages and learn techniques to improve oral fluency and the impact of phonology and morphology awareness on reading success for ELLs.

### **TESL 902 Language Structure: Syntax, Semantics, and Pragmatics**

An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. Students compare and contrast English with other languages while closely examining the connection between linguistic theory and classroom practice.

### **TESL 913 Current Issues in Second Language Acquisition**

A review of recent research and theories of second-language acquisition and the factors that lead to successful acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored. NOTE: Completion of EDUC 998 Language Development before this course is recommended.



### **TESL 920 Educational Technology to Support English Language Learners**

An exploration of the use of current technologies in teaching and learning with English Language Learners (ELL). Students direct their attention to the four language domains - listening, speaking, reading, and writing- and the technologies that enhance collaboration, communication, creativity, and data-driven instruction.

### **TESL 932 Sheltered Instruction for the Content Area**

Focuses on the development of content lessons and strategies in the teaching of sheltered subject matter. Student learning assessment is incorporated in course materials and projects.

### **TESL 943 The Role of the English as a Second Language Teacher:**

#### **Collaboration, Co-teaching, and Advocacy**

An examination of the nature of the role of the English as a Second Language (ESL) teacher in today's schools. Specific instructional delivery models are studied and discussed such as co-instruction, co-planning, and co-assessment, team-teaching and collaboration in the light of 'best practices' research. Policy, leadership, and advocacy strategies are analyzed and developed, as well as tailored action plans for family and community involvement for all the grades and beyond graduation. World-Class Instructional Design & Assessment (WIDA) tools and guiding principles, proficiency level assessments, Can-Do descriptors, Key Uses of Academic Language, model performance indicators, ACCESS for ELLs 2.0, Massachusetts Department of Elementary & Secondary Education ESL Model Curriculum Units (MCUs) and ESL Collaboration Tool are foundational for this course.

### **TESL 949 Teaching Reading and Writing to English Learners with Pre-Practicum Grades PreK-12**

An in-depth study of the theories and best practices for developing reading and writing skills in the second language. Course participants develop understanding of: the differences in first and second language reading and writing, how to approach students not literate in their first language, the influence of first-language literacy skills in the second language classroom, and design of instruction to increase reading and writing skills. Also examined: understanding what makes reading difficult for second language learners and how to increase comprehension using content area texts; the impact of oral language on literacy development, and sociocultural influences on literacy, formal and informal measures for assessing skill development, approaches for developing writing skills, writing tools, writing processes, and vocabulary development. Students are required to complete 36-hour supervised pre-practicum field-based experience in grades PreK-12. Note: The application for the pre-practicum field experience must be submitted by October 1<sup>st</sup>.

### **TESL 972 Culturally Responsive Teaching with Pre-Practicum Grades PreK-12**

An examination of cultural beliefs, values, and customs as they affect both the learning and the teaching of English Learners in the Pre-K-12 classroom. The impact of policy on the learning environment and implicit bias in teaching materials are studied. Students are required to complete a 36-hour supervised pre-practicum field-based experience in Grades PreK-12. Note: The application for the pre-practicum field experience must be submitted by February 15<sup>th</sup>.

## **TESL 980A Teaching of English as a Second Language Grades PreK-6**

### **Seminar and Practicum A**

For students seeking an Initial Teacher License in English as a Second Language (ESL), grades PreK-6. A full-time, supervised, field-based practicum experience in grades PreK-6 demonstrating mastery of the subject matter knowledge, spanning the first half of the semester. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Candidates participate in a bi-weekly seminar to collaborate with peers, analyze teaching strategies, refine classroom management practices, reflect on teaching practice, and enrich the overall practicum experience. NOTE: The submission of the practicum application is due by October 1<sup>st</sup>.

Co-requisite: TESL 980B Teaching of English as a Second Language Grades PreK-6 Seminar and Practicum B.

Prerequisites: Passing scores on all MTEL tests required for the license (MTEL 001 CLST, MTEL 054 ESL); successful completion of all requirements, including the comprehensive exam, in the Master of Education with a concentration in TESL, or permission of advisor, and successful completion of pre-practicum gateway assessments.

## **TESL 980B Teaching of English as a Second Language Grades PreK-6**

### **Seminar and Practicum B**

A continuation of TESL 980A Teaching of English as a Second Language Grades PreK-6 Seminar and Practicum A. In this full-time, supervised, field-based practicum experience in grades PreK-6, students demonstrate mastery of the subject matter knowledge, spanning the second half of the semester. The candidate must meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Candidates participate in a bi-weekly seminar to collaborate with peers, analyze teaching strategies, refine classroom management practices, reflect on teaching practice, and enrich the overall practicum experience.

Prerequisite: TESL 980A Teaching of English as a Second Language Grades PreK-6 Seminar and Practicum A.

## **TESL 981A Teaching of English as a Second Language Grades 5-12**

### **Seminar and Practicum A**

For students seeking an Initial Teacher License in English as a Second Language (ESL), grades 5-12. A full-time, supervised, field-based experience in grades 5-12 demonstrating mastery of the subject matter knowledge, spanning the first half of the semester. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Candidates participate in a bi-weekly seminar to collaborate with peers, analyze teaching strategies, refine classroom management practices, reflect on teaching practice, and enrich the overall practicum experience. NOTE: The submission of the practicum application is due by October 1<sup>st</sup>.

Co-requisite: TESL 980B Teaching of English as a Second Language Grades 5-12 Seminar and Practicum B.

Prerequisites: Passing scores on all MTEL tests required for the license (MTEL 001 CLST, MTEL 054 ESL); successful completion of all requirements, including the comprehensive exam, in the Master of Education with a concentration in TESL, and successful completion of pre-practicum gateway assessments.

## **TESL 981B Teaching of English as a Second Language Grades 5-12**

### **Seminar and Practicum B**

A continuation of Teaching of English as a Second Language Grades 5-12 Seminar and Practicum A for students seeking an Initial Teacher License in English as a Second Language (ESL), grades 5-12. A full-time, supervised, field-based experience in grades 5-12 demonstrating mastery of the subject matter knowledge, spanning the second half of the semester. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure.

Prerequisite: Teaching of English as a Second Language Grades 5-12 Seminar and Practicum A.

# **Master of Healthcare Administration concentration in Healthcare Administration**

**Program Coordinator:**            **Mr. Stephen Lemire**

**Program Advisor:**                Linn A. Morrill

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

## **Admission Requirements**

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

Applicants must have earned a baccalaureate degree from a regionally accredited college or university. Students are evaluated primarily on the basis of experience in healthcare, on the distribution of courses taken in another graduate program, and, if applicable, courses taken in another graduate program, and on their undergraduate and graduate grades. An overall undergraduate grade point average (GPA) of 3.00 on a 4.00 scale in a program acceptable to the admissions committee is expected. Students who do not meet these requirements may be offered the opportunity to demonstrate their ability to do successful graduate work by:

1. Taking two advisor-approved courses and earning a grade of B (3.00) or better in each course;

**OR**

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

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

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

## **Program Requirements**

The program consists of eleven (11) courses, which includes nine (6) core concentration courses, one (1) concentration elective course, and one (1) capstone course. An introductory undergraduate course in statistics course is required if the student has not taken a similar course elsewhere and is so noted on an undergraduate transcript.

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

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

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

## **Program Requirements (11)**

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

HCAD 909 Healthcare Delivery System, Policy and Reform  
HCAD 917 Health Law, Regulations, and Ethics  
HCAD 924 Economics, Financing, and Budgeting in Healthcare Organizations  
HCAD 930 Managing Operations  
HCAD 936 Healthcare Strategic Planning and Marketing  
HCAD 940 Healthcare Informatics and Technology  
HCAD 956 Continuous Quality Improvement of Healthcare Services  
MGMT 904 Management and Leadership  
QUAN 908 Quantitative Analysis for Administrators

### **Concentration Elective Course (1)**

HCAD 976 Public Health  
HCAD 946 Longterm Care Administration  
MGMT 900 Foundations of Human Resource Management  
MGMT 946 Organizational Development and Change  
MGMT 972 Training and Development  
MGMT 977 Managing Global Diversity in Organizations  
PADM 911 Grantsmanship and Development  
Or any one (1) graduate course with the written approval of the program advisor.

### **Program Capstone (1)**

HCAD 984 Seminar in Healthcare Administration

## **COURSE DESCRIPTIONS**

### **HCAD 909 Healthcare Delivery System Policy and Reform**

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

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

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

### **HCAD 924 Economics, Financing, and Budgeting in Healthcare Organizations**

An overview of the economics and financing of health care services that includes consumers, suppliers, insurance companies and HMOs. Topics include Healthcare Consumption Demand; Healthcare Services Supply; economics of hospital operations, long-term care and cost containment; various budgetary systems and issues affecting the operation of healthcare organizations; pre-paid health services and regulatory approaches based on prospective payment systems; strategies to ensure equitable access to health services; and measures to control healthcare and health insurance costs. The course compares accounting systems of both non-profit and for-profit healthcare organizations.

### **HCAD 930 Managing Operations**

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

### **HCAD 936 Healthcare Strategic Planning and Marketing**

An examination of the assessment of organizational strengths and weaknesses (fiscal, capital, and operational). Students develop both a strategic plan and a marketing plan for healthcare products/services based on planning models and marketing strategies.

### **HCAD 940 Healthcare Informatics and Technology**

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

### **HCAD 946 Long Term Care Administration**

A study of the long term care industry, including skilled nursing facilities, assisted living facilities, subacute care, adult daycare, home healthcare, and hospice. Students examine the main characteristics of the long term care continuum, including the structure and operation of long term care programs and how providers interact with payers, regulators, and consumers. Students also explore the managerial skills and regulatory requirements required essential in this field.

### **HCAD 955 Budgeting in Healthcare Facilities**

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

### **HCAD 956 Continuous Quality Improvement of Healthcare Services**

An overview of Continuous Quality Improvement (CQI) principles currently employed in the healthcare industry. Students examine efforts to reduce risk, improve efficacy, eliminate waste, and increase safety in various healthcare settings.

**Concentration in  
Healthcare Administration**

**HCAD 976 Public Health**

Designed to prepare healthcare administrators for local, national, and global contemporary public health issues. The impacts of health promotion and disease prevention on populations are addressed through learning and applying many public health disciplines such as epidemiology, biostatistics, and environmental health.

**HCAD 984 Seminar in Healthcare Administration**

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

Prerequisites: Satisfactory completion of all other degree requirements and permission of the Program Coordinator.

**MGMT 904 Management and Leadership**

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

**QUAN 908 Quantitative Analysis for Administrators**

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

Prerequisite: An undergraduate introductory course in statistics.

# **Master of Human Resources**

## **concentration in Human Resource Management**

**Program Coordinator:**            **Dr. Robert Awkward**

**Program Advisor:**                **Dr. Robert Awkward**

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

### **Admission Requirements**

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

Students are evaluated primarily on the basis of the distribution of courses they have taken as undergraduate and, if applicable, courses taken in another graduate program, and on their undergraduate and graduate grades. An overall undergraduate quality point average of 3.00 on a 4.00 scale in a program acceptable to the admissions committee, including successful completion of business and economics courses taken as an undergraduate, is expected.

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

1. Taking two advisor-approved courses and earning a grade of B (3.00) or better in each course;

**OR**

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

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

## **Program Requirements**

The program consists of eleven (11) required courses, which includes 10 core courses and one (1) capstone course). In addition, two (2) prerequisite undergraduate courses are required (may be waived by the Program Coordinator). Students with appropriate academic background may be permitted to waive the two foundation courses.

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

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

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

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

### **Prerequisite Undergraduate Course Requirements (2):**

ECON 610 Economic Analysis

MGMT 600 Foundations of Business

## **Human Resources Management Concentration Requirements:**

### **Program Core Courses (10):**

MGMT 900 Foundations of Human Resource Management

MGMT 908 Fundamentals of Accounting and Financial Management

MGMT 914 Theories of Managing Organizations

MGMT 922 Employment Law

MGMT 934 Human Resource Information Systems

MGMT 946 Organizational Development and Change

MGMT 955 Compensation and Performance Management

MGMT 963 Employee Benefits

MGMT 969 Business Ethics

MGMT 977 Managing Global Diversity in Organizations

### **Program Capstone Course (1):**

MGMT 985 Seminar in Human Resources Management



## **COURSE DESCRIPTIONS**

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

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

### **MGMT 908 Fundamentals of Accounting and Financial Management**

A study of financial systems and the internal accounting reporting needs of a business, starting with the accounting cycle and going through the preparation and interpretation of financial statements for all types of business entities. The course integrates management theory, budgeting, generally accepted accounting principles, and the theory of accounts. Further, the course introduces students to financial institutions, and how to evaluate stocks and bonds in financial markets.

### **MGMT 914 Theories of Managing Organizations**

A study of the theories, principles, and concepts of organizational management including the history of management thought, the environment of management, planning, decision making, organizing, motivating people, management theories, leadership theories, effective group and team management, communicating in organizations, management control systems, and ethics and social responsibility.

Prerequisites: MGMT 900 Foundations of Human Resource Management.

### **MGMT 922 Employment Law**

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

Prerequisite: MGMT 900 Foundations of Human Resource Management

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

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

Prerequisite: MGMT 900 Foundations of Human Resource Management.

### **MGMT 946 Organizational Development and Change**

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

Prerequisites: MGMT 914 Theories of Managing Organizations.

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

A comprehensive overview of compensation in the HR function whose goal is to assist students making compensation programs effective and competitive in a changing marketplace. Topics covered include: fundamentals of base pay, deferred compensation, executive compensation, job analysis, job evaluation, market analysis, salary ranges, legal and regulatory compliance, incentives, pay for performance, merit pay, performance management, appraisal methods (including errors in performance appraisals), salary surveys and total compensation. In addition, the course also explores the role of variable compensation, with a focus on using variable compensation to more effectively focus employee efforts and better align compensation costs with organizational performance.

Prerequisite: MGMT 900 Foundations of Human Resource Management.

### **MGMT 963 Employee Benefits**

An exploration of the role of employer-provided benefits as a part of the modern human resources function. The class examines the history of employee benefits in the U.S., the increasing cost of benefits during the last 30 years, the legislative environment, how benefits are integrated as a part of the total compensation, and the emergence of

**Concentration in****Human Resource Management**

outsourcing as a delivery mechanism. The class also examines retirement and savings plans as well as health and welfare plans. Topics covered are plan design, cost containment, funding, legal compliance, administration, share services, employee and manager self-service, and total benefit outsourcing.

Prerequisite: MGMT 900 Foundations of Human Resource Management.

**MGMT 969 Business Ethics**

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

**MGMT 972 Training and Development**

A study of business performance improvement through training and development. Students conduct needs assessment to identify organizational and individual performance improvement opportunities. Students learn to analyze, design, develop, implement and evaluate training and development solutions.

Prerequisites: Admission into the M.H.R. program.

**MGMT 977 Managing Global Diversity in Organizations**

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

Prerequisite: MGMT 900 Foundations of Human Resource Management

**MGMT 985 Seminar in Human Resources Management**

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

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

# **Master of Public Administration concentration in Public Administration**

**Program Coordinator:** Dr. David Smailes

**Program Advisor:** Dr. David Smailes

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

## **Admission Requirements**

Applicants must have earned a baccalaureate degree from a regionally accredited college or university. The evaluation of a candidate is primarily based upon the applicant's quality point average which is used as an indicator of intellectual development and ability. Extracurricular activities, employment and non-employment experiences, career goals, and motivation for graduate work serve as additional admission criteria. An overall undergraduate grade point average (GPA) of 3.00 on a 4.00 scale in a program acceptable to the admission committee is expected. Students who do not meet these requirements may be offered the opportunity to demonstrate their ability to do successful graduate work by:

1. Taking two advisor-approved graduate or undergraduate courses and earning a grade of B (3.00) or better in each course;  
  
OR
2. Taking either the Graduate Management Admissions Test, the Graduate Record Exam, or the Miller Analogies Test and achieving a score in the 60<sup>th</sup> percentile or higher.

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

## **Program Requirements**

This program consists of ten (10) courses which are divided into a core component (seven courses) and an elective component (three courses).

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

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

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

### **Undergraduate Prerequisite (1):**

QUAN 676 Statistical Analyses for Managers

**or**

MATH 117 Introduction to Statistics

### **Program Core Courses (7):**

MGMT 904 Management and Leadership

PADM 901 Foundations of Public Administration

PADM 929 Techniques of Policy Analysis

PADM 937 Techniques of Public Budgeting and Resource Management

PADM 981 Personnel Management in the Public Sector

PADM 984 Seminar in Public Administration

QUAN 908 Quantitative Analysis for Administrators

### **Program Elective Courses (3):**

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

BUIS 909 Information Technology in Business

MGMT 955 Compensation and Performance Appraisal

PADM 911 Grantsmanship and Development

PADM 932 Managing Public Sector Projects

PADM 944 Marketing for Non-Profit Organizations

PADM 957 Risk Management and Fiscal Analysis

## **COURSE DESCRIPTIONS**

### **BUIS 909 Information Technology in Business**

An overview of the use of information technology solutions in a business organization. Business and managerial topics are included, such as opportunities for strategic and competitive advantage, increased operational efficiency, and information management using databases and data warehouses. Students are introduced to technology terms and key concepts, as well as procedures for evaluating, implementing and managing technology solutions in a business enterprise. Students also consider related ethical issues and emerging trends. Note: Students cannot receive credit for both this course and either BUIS 808 Microcomputer Applications in Business or BUIS 970 Technology Applications for Administrators.

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

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

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

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

Prerequisite: MGMT 900 Foundations of Human Resource Management.

### **PADM 901 Foundations of Public Administration**

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

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

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

### **PADM 932 Managing Public Sector Projects**

Designed to provide public and non-profit managers with the understanding and skills required to manage public projects in the contemporary environment of public-private partnerships, outsourcing, downsizing, and networking. The course provides a framework for the successful management of public projects at all levels of government and on any scale. Among the topics addressed are public sector regulations, contract negotiations, cost estimation, risk analysis, scheduling, monitoring, capital budgeting, procurement, and evaluation.

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

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

### **PADM 944 Marketing for Non-Profit Organizations**

An examination of the role of marketing and promotion in strategic planning for public and non-profit agencies. This course introduces students to the use of marketing techniques used by nonprofit organizations to create unique brands and reach organizational stakeholders. This course focuses on best practices and critically assesses the return on investment in social media and marketing for nonprofits.

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

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

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

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

### **PADM 984 Seminar in Public Administration**

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

Prerequisite: Completion of all other degree requirements and permission of the Dean of Graduate Studies.

# **Master of Science**

## **Concentration in Food and Nutrition**

### **Specialization in Coordinated Program in Dietetics**

**Program Coordinator:** Dr. Suzanne Neubauer

**Program Advisor:** Dr. Suzanne Neubauer

The Master of Science (M.S.) with a concentration in Food and Nutrition, specialization in Coordinated Program in Dietetics requires a core of advanced study that integrates nutrition science, biochemistry and research with applied nutrition and dietetics. The specialization in Coordinated Program in Dietetics (CPD) is designed for:

- Those who wish to fulfill both the Didactic Program in Dietetics (DPD) requirements and the supervised practice experience to become a registered dietitian.
- Those who have a current Accreditation Council for Education in Nutrition and Dietetics (ACEND) Verification Statement indicating completion of DPD requirements and wish to complete the supervised practice experience.

This concentration coordinates academic and supervised practice experiences with graduate work to meet the requirements for registration eligibility and membership in the Academy of Nutrition and Dietetics (AND).

#### **Application Deadline**

Applicants who have undergraduate prerequisites to complete that are only offered during the day should apply by **January 1<sup>st</sup>** for fall admission and **September 1<sup>st</sup>** for spring admission. Students who apply later still begin their studies if seats are available in the day courses. Applications are accepted on a rolling basis.

#### **Admission Requirements**

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree in any major from a regionally accredited institution are eligible to apply. Applicants are evaluated based on numerous factors including previous college coursework; Graduate Record Examination scores; letters of recommendation; and personal statement. The personal statement describes the applicant's goals and reasons for applying to the graduate program.

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university.
  - a. Applicants should have an overall undergraduate grade point average (GPA) of at least 3.00 on a 4.00 scale including acceptable grades in science course.
  - b. Courses in Human Anatomy and Physiology, Biochemistry, and Biostatistics must have been successfully completed within the last five years. Students may inquire about challenge exams.
  - c. Students who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian and who have not completed prerequisite courses in their undergraduate curriculum are encouraged to apply. Your advisor will create a plan of study which integrates prerequisite courses and graduate courses once designated prerequisite courses are completed. Students must earn a grade of B- (2.70) or better in each prerequisite course and an overall average of B (3.00). Students who earn a C- (1.70) or lower grade in undergraduate prerequisite courses are subject to dismissal from the program. A student will be dismissed when the student earns a C- (1.70) or lower grade in undergraduate prerequisite courses required for a graduate program.

- d. Students who do not fulfill the QPA requirement, but have a minimum cumulative grade point average of 2.75 on a 4.00 scale and satisfactory GRE scores will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
2. Applicants must submit official test score reports for the Graduate Record Examination (GRE) which includes verbal and quantitative reasoning and analytical writing. Preferred scores are: 150 verbal; 150 math, 4.0 writing.
3. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
4. Applicants must submit a 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.

The admissions committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, two current letters of recommendation, GRE test scores, 300-word personal statement, and all official undergraduate transcripts.

#### **Academy of Nutrition and Dietetics (AND) Registration Information**

Students seeking eligibility for the Academy of Nutrition and Dietetics (AND) examination for becoming a Registered Dietitian must complete the academic requirements for the Didactic Program in Dietetics (DPD), including a supervised practice experience in an accredited program. The Coordinated Program in Dietetics (CP) specialization fulfills both of these requirements. Both the CP and the DPD are competitive programs which require a separate application by matriculated students. Additional information can be found at the Food and Nutrition major website. Framingham State University provides advising by the DPD Director for those students who elect to apply to a Dietetic Internship to fulfill the supervised practice experience. These students must complete NUTR 005 Preparation for Academy Dietetic Internship (no course credit) offered each fall.

#### **Specialization in Coordinated Program in Dietetics**

This specialization coordinates academic and supervised practice experience (practicum courses) to meet the requirements for registration eligibility and membership in the Academy of Nutrition and Dietetics (AND). Students are eligible to take the registration exam upon completion of the program. After acceptance to the MS program, students must apply for admission to the Coordinated Program. Students are accepted on a competitive basis in the spring semester for entrance into the program the following fall, once science and food prerequisite courses have been completed. The program follows a set course sequence for two years; other graduate courses may be integrated during this time. Students accepted to the Coordinated Program must meet program maintenance policies as stated in the Coordinated Program in Dietetics Manual. Students should see the Coordinated Program Director early to discuss their plan of study and to obtain application materials.



## Program Requirements

The program requires a minimum of 15 courses: four core courses, four and one-half concentration courses, two elective courses, four and one-half practicum courses, together with undergraduate prerequisite courses required for students without appropriate academic backgrounds. Students are also required to register for Nutrition in the School Environment 0.5 course credit, an online course, in the summer preceding the School Nutrition Practicum. Registration fee applies.

Students who provide a current ACEND Verification Form indicating completion of the Didactic Program in Dietetics may have some core and/or concentration courses waived. Students are required to select additional graduate elective courses for a total of fifteen (15) to replace any waived courses. An oral comprehensive examination is required as the student's culminating experience.

A laptop computer with Windows operating system is required in some graduate courses. Framingham State University offers a purchase program.

### Undergraduate Prerequisite Courses (equivalent to the following FSU courses):

BIOL 130 Principles of Biology

BIOL 235 Principles of Human Physiology

BIOL 307 Principles of Microbiology

CHEM 107 Principles of Chemistry

CHEM 108 Principles of Chemistry and Quantitative Analysis

CHEM 207 Organic Chemistry

CHEM 300 Principles of Biochemistry

MATH 208 Biostatistics (*not required for students having had an acceptable statistics course within the last five years*)

NUTR 002 Orientation to Dietetics (*a non-credit 200-hour work experience*)

NUTR 205 Nutrition Science and Applications

NUTR 262 Food, Culture and Society (*not required for students having had an equivalent foods course*)

NUTR 364 Experimental Study of Food

NUTR 381 Medical Nutrition Therapy I

NUTR 478 Community Nutrition

PSYC 101 General Psychology **OR**

SOCI 101 Introduction to Sociology **OR**

ANTH 161 Cultural Anthropology

*Note: Courses in Human Physiology and in Biochemistry must have been successfully completed within the last five years. Students may inquire about challenge exams; students have only one opportunity to take and pass a challenge examination.*

**Program Core Courses (4):**

NUTR 874 Human Nutrition Science  
NUTR 903 Advanced Nutrition and Metabolism  
NUTR 911 Research Methods in Nutrition  
NUTR 980 Seminar in Food and Nutrition

**Specialization Courses (4.5):**

NUTR 827 Nutrition in the School Environment *(0.5 course-credit)*  
NUTR 882 Management of Food and Nutrition Services  
NUTR 883 Medical Nutrition Therapy II  
NUTR 884 Foodservice Systems  
NUTR 888 Seminar in Clinical Nutrition

**Practicum Courses (4.5):**

NUTR 885 Practicum in Foodservice Systems  
NUTR 886 Practicum in Community Nutrition  
NUTR 887 School Nutrition Practicum *(0.5 course-credit)*  
NUTR 889 Practicum in Clinical Dietetics *(2 course-credits)*

**Elective Courses (2):**

Elective courses will not be offered each semester and may not be offered every year. Elective courses require written approval from the student's advisor.

CPSY 911 Orientation to Counseling Practice  
FDSC 805 Food Analysis  
FDSC 808 Food Chemistry  
NUTR 879 Computer Applications in Nutrition **OR**  
NUTR 970 Technology in Nutrition Education  
NUTR 918 Nutrition Informatics  
NUTR 920 Pediatric Nutrition  
NUTR 922 Communication in Public Health and Nutrition  
NUTR 924 Obesity and Weight Management  
NUTR 940 Nutrition and Healthy Aging  
NUTR 950 Contemporary Issues in the Food System  
NUTR 960 Sports Nutrition  
NUTR 973 Nutrition Education Programs and Curricula I: Design  
NUTR 978 Public Health Nutrition  
NUTR 990 Directed Study in Food and Nutrition  
NUTR 993 Nutrition Education Programs and Curricula II: Implementation and Evaluation

## **COURSE DESCRIPTIONS**

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

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

### **NUTR 903 Advanced Nutrition and Metabolism**

A detailed investigation of macro and micronutrient metabolism during states of normal health and illness. This course expands understanding of the biological roles of nutrients in human metabolism using basic knowledge in physiology, biochemistry and molecular biology. Emphasis is directed towards current molecular and biochemical research findings and hypotheses. Students are expected to be familiar with the material covered in NUTR 874 Human Nutrition Science. Topics include carbohydrate, lipid and protein metabolism; energy homeostasis; 1-carbon metabolism; vitamin and mineral metabolism. Prerequisites: NUTR 874 Human Nutrition Science or permission of the instructor.

### **NUTR 911 Research Methods in Nutrition**

A study of research techniques applicable to nutrition science investigation and nutrition education assessment. Using a hands-on approach, students are acquainted with research hypotheses, study designs and methods, application of basic statistical concepts, and proposal formats. Design of an original research project is required.

Prerequisite: An undergraduate or graduate statistics course in the last five years and NUTR 874 Human Nutrition Science.

### **NUTR 918 Nutrition Informatics**

A foundation for the synthesis of information, nutrition and technology. The focus is on the food and nutrition professionals' role in the selection, implementation, and maintenance of information management systems and other technology, such as the electronic medical record, security systems, and the Academy of Nutrition and Dietetics Evidence Analysis Library. Applications to foodservice operations, clinical nutrition management consumer health information systems, and other food and nutrition environments are addressed.

### **NUTR 920 Pediatric Nutrition**

An overview of the clinical, medical, and psychosocial aspects of pediatric nutrition care. Includes a comprehensive discussion of nutrition and growth, and medical nutrition therapy for selected disease states.

Prerequisite: NUTR 883 Medical Nutrition Therapy.

### **NUTR 922 Communication in Public Health and Nutrition**

An exploration of the basics of writing and other forms of communication to effectively reach target populations with health and nutrition information geared towards behavior change. Target populations include families, children, educators, patients, and community stakeholders. Writing articles for a lay audience, crafting press releases, and composing messages for the electronic media are included as students explore where to find factual information that can be applied quickly and effectively. Tactics for choosing copies, evaluating sources, and best practices for contacting the media are discussed and applied.

### **NUTR 940 Nutrition and Healthy Aging**

A study of the changes in nutrient requirements in the geriatric population and the impact of nutrition on age-related diseases. The causes and consequences of malnutrition in older adults and possible interventions are included. Functionality, management of chronic disease, and quality of life as important outcome measures in the treatment and care of the elderly are considered in the context of the nutrition care process and Centers for Medicare and Medicaid (CMS) regulations.

Prerequisite: Registered Dietitian or NUTR 883 Medical Nutrition Therapy

### **NUTR 950 Contemporary Issues in the Food System**

A study of the challenges in the United States food system and an exploration of potential solutions. Emphasis is placed on the connections among food production, consumption, health, and the environment. Investigation focuses on individual-, community-, and policy-level solutions to achieve a more sustainable food system. Topics may include: food waste; effects of climate change on food availability; health and environmental impacts of current consumption patterns; agricultural production, transportation, and retailing; social injustice in the food system; strategies for shifting diet patterns; and solutions for a more resilient and sustainable future.

Prerequisite: Bachelor degree in Food and Nutrition or Registered Dietitian.

### **NUTR 960 Sports Nutrition**

Review of nutrition principles as they apply to the physical performance of adults and students in grades K-12. Topics include: physiology of optimal fitness and weight maintenance; exercise physiology and improved athletic performance; nutritional needs of growing children; the use of supplements and other controversial practices. The role of educational and health institutions in promoting positive nutrition and fitness messages is emphasized. Sports nutrition concepts and nutrition assessment are presented in the context of Healthy People 2010 and the Health Curriculum Frameworks. May include on-site physical assessment laboratories.

Prerequisites: NUTR 874 Human Nutrition Science or B.S. in Nutrition, or both NUTR 910 Nutrition Science in the Classroom and NUED 914 Contemporary Nutrition Issues for Schools; a college-level physiology course.

### **NUTR 970 Technology in Nutrition Education**

A study of technology designed to enhance the efficiency and accuracy of education in nutrition professions. Investigations include development, application, and evaluation of emerging technologies related to nutrition and education. NOTE: Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition.

Prerequisite: College-level general nutrition course within the past five years.

### **NUTR 973 Nutrition Education Programs and Curricula I: Design**

A study of the research related to the instructional design process. Emphasis is on the application of teaching and learning principles as they relate to nutrition education. Investigation focuses on audience needs and the application of appropriate learning theories to motivate and facilitate behavior change. Students develop an instructional design to be refined, implemented and evaluated in NUED 993 Nutrition Education Programs and Curricula II: Implementation and Evaluation.

Prerequisite: Five (5) courses completed in the Masters of Science concentration in Food and Nutrition program or NUTR 970 Technology in Nutrition Education.

### **NUTR 978 Public Health Nutrition**

A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety.

Prerequisites: NUTR 874 Human Nutrition Science or Bachelor's Degree in Nutrition or Health or either NUTR 910 Nutrition Science in the Classroom or NUTR 914 Contemporary Nutrition Issues for Schools.

### **NUTR 980 Seminar in Food and Nutrition**

A critical review of the professional literature in food and nutrition and discussion of its application to practice. Students are required to present seminars on current topics. Prerequisite: Completion of five graduate courses.

### **NUTR 990 Directed Study in Food and Nutrition**

An in-depth investigation of a specific topic in food and nutrition. May be combined with experience in a food and nutrition care setting. Topic must be approved by the faculty advisor.

Prerequisites: NUTR 874 Human Nutrition Science, NUTR 883 Medical Nutrition Therapy, and/or NUTR 978 Public Health Nutrition. Permission of Program Coordinator required.

## **NUTR 993 Nutrition Education Programs and Curricula II:**

### **Implementation and Evaluation**

The completion, implementation, and evaluation of an in-depth instructional design curriculum developed in NUTR 973 Nutrition Education Programs and Curricula I Design. Projects integrate instructional methods based in educational theory, and match specific teaching strategies and assessment methods to nutrition and health learning needs.

Prerequisite: NUTR 973 Nutrition Education Programs and Curricula I: Design.

## **DUAL-LEVEL ELECTIVES**

*(Offered in conjunction with the corresponding undergraduate course)*

### **FDSC 805 Food Analysis**

A study of the fundamental principles of chemical food analysis with the laboratory work including both classical and recent sophisticated methods of analysis.

Prerequisites: Organic Chemistry I and either Biochemistry or Biochemistry I-Structures, Mechanisms and Analysis.

### **FDSC 808 Food Chemistry**

The chemistry of food constituents and the chemical and biological changes occurring in foods during storing and processing. The approach is from a cellular and molecular level.

Prerequisites: Organic Chemistry I and either Biochemistry or Biochemistry I-Structures, Mechanisms and Analysis.

### **NUTR 827 Nutrition in the School Environment**

An update on current issues in child nutrition including a study of nutrition and health education curricula to promote coordinated school health in the Commonwealth's K-12 schools. Students develop nutrition education programs integrating the classroom and cafeteria including lesson plans to educate teachers, child nutrition program staff, students, and parents/care givers.

Prerequisite: NUTR 478 Community Nutrition; Coordinated Program in Dietetics students only.

### **NUTR 874 Human Nutrition Science**

A study of the interrelationships and respective functions of nutrients, and the integration of nutrition, biochemistry, and human physiology. Emphasis is placed on research design in classic and current nutrition studies with respect to nutrition and health.

Prerequisites: Biochemistry, Principles of Human Physiology and Biostatistics.

### **NUTR 879 Computer Applications in Nutrition**

A study of technology designed to enhance the efficiency and accuracy of practice in nutrition professions. Investigations include development, application and evaluation of emerging technologies used in nutrition practice.

Prerequisite: Introduction to Nutrition Practice

### **NUTR 882 Management of Food and Nutrition Services**

The application of principles of management as they relate to the administration of human, physical and financial resources of food and nutrition services. Topics include management theory, personnel selection, training, evaluation organizational behavior, communication, governmental influences, labor management relations, marketing and budgeting. This course, designed for Food and Nutrition majors, utilizes the case study approach, and requires the development of a business plan. **NOTE:** Credit will not be given for both NUTR 882 Management of Food and Nutrition Services and MGMT 272 Management Principles.

### **NUTR 883 Medical Nutrition Therapy II**

An integration of pathophysiology, biochemistry and nutrition concepts that form the basis for medical nutrition therapy in health care. Case study discussions and nutrition care plans are included. An additional three-hour lab is required for Coordinated Program in Dietetics students. Note: This course is open only to students admitted to the Coordinated Program in Dietetics specialization.

Prerequisites: NUTR 874 Human Nutrition Science and an undergraduate course in Medical Nutrition Therapy I.

### **NUTR 884 Foodservice Systems**

A study of current trends and practices in the management of foodservice systems. Using a problem-based learning approach, the course includes the concepts of food safety, menu planning, procurement, quality food production, delivery systems, and financial management. Topics are augmented by a laboratory experience in a foodservice facility. Liability insurance is required.

Prerequisite: Experimental Study of Food.

### **NUTR 885 Practicum in Foodservice Systems**

A concentrated continuous experience in an off-campus foodservice system in which concepts taught concurrently in NUTR 884 Foodservice Systems are utilized and applied. NUTR 882 Management of Food and Nutrition Services must be taken simultaneously.

Prerequisite: Acceptance in the Coordinated Program in Dietetics.

### **NUTR 886 Practicum in Community Nutrition**

A supervised practice in community health settings coordinated with campus seminars. Students utilize their knowledge of normal and modified nutrition, skills in communications, recognition of socio-economic influences, and familiarity with community health agencies, resources and the legislative process. Education and motivation of individuals and groups and contributions to total health care in a community are explored.

Prerequisite: Acceptance in the Coordinated Program in Dietetics.

### **NUTR 887 School Nutrition Practicum**

A supervised practice experience during which students implement nutrition and health education curricula integrating the classroom and cafeteria as a learning lab. Students develop staff training programs designed to improve the school nutrition environment in the school nutrition program. Lesson plans, designed to educate the whole child, are developed for teachers, students and parents/care givers and are implemented in the Commonwealth's K-12 schools. This course is supported by the Massachusetts Department of Elementary and Secondary Education, Office of Nutrition, Health and Safety Programs.

Prerequisites: NUTR 827 Nutrition in the School Environment, Coordinated Program in Dietetics students only.

### **NUTR 888 Seminar in Clinical Nutrition**

A study of advanced topics in clinical nutrition, in particular, enteral, parenteral and critical care nutrition. Students present a seminar on a current topic in medical nutrition therapy. Current issues in health care as they relate to clinical nutrition management are also included.

Prerequisite: NUTR 883 Medical Nutrition Therapy

### **NUTR 889 Practicum in Clinical Dietetics (2 course-credits)**

A concentrated, supervised practice in various aspects of medical nutrition therapy. Students are placed in a cooperative medical facility where they work as a member of the health team to develop skills as an entry-level dietitian. This course must be taken simultaneously with NUTR 488 Seminar in Clinical Nutrition or by permission of the instructor.

Prerequisite: Acceptance in the Coordinated Program in Dietetics.

# **Master of Science**

## **Concentration in Food and Nutrition**

### **Specialization in Food Science and Nutrition Science**

**Program Coordinator:** Dr. Sarah Pilkenton

**Program Advisor:** Dr. Emmanouil Apostolidis

The Master of Science (M.S.) with a concentration in Food and Nutrition, specialization in Food Science and Nutrition Science offers a unique resource geared to advanced and traditional interest of the region's food and nutritional science-based economies. Academic programs that support applied food biotechnologies, food science technology and food engineering, as well as nutritional biochemistry, can be tailored to meet the thesis or non-thesis needs of graduate students.

As a natural extension of the University's century-long commitment to food and nutritional studies, the Master of Science program is dedicated to the vigorous technical support of food biotechnologies, industrial, and medical sectors of the Commonwealth that will shape the 21<sup>st</sup> century economy of the region.

#### **Admission Requirements**

Individuals possessing a baccalaureate degree from a regionally accredited college or university, which includes basic courses in biology, chemistry, and mathematics are eligible to apply for admission. Students are evaluated primarily on the basis of their undergraduate degree program, scores on the GRE General Examination, recommendations, and professional experience where it applies. Specific courses that students are expected to have as part of their undergraduate education, and prior to their making application, are Biology, General Chemistry I and II, and Organic Chemistry I and II (comparable to FSU courses).

An overall undergraduate grade point average (GPA) of 3.00 on a 4.00 scale in a program acceptable to the admissions committee, including acceptable grades in science and mathematics courses taken as an undergraduate is expected. Applicants must submit official test reports for the Graduate Record Examination (GRE) which includes verbal and quantitative reasoning and analytical writing. Preferred minimum scores are: 150 verbal; 150 math; 4.0 writing.

Students eligible to apply for admission, but not fulfilling the GPA requirement, and who have (1) a minimum GPA of 2.50 on a 4.00 scale, (2) an analytical writing score of at least 3.50 would be considered for admissions after completing two prerequisite graduate courses. Students must earn a grade of B- (2.70) or better in each prerequisite course, and an overall average of B (3.00). Proficiency examinations, when completed, must be passed with equivalent grades if the student is to receive official admission. Students who earn a grade less than B- in any prerequisite courses will ordinarily be withdrawn from the program.

Applicants whose files become complete during the regular academic year will have their applications reviewed as soon as required documents have been received. Applicants whose files become complete during the summer months have their files reviewed during the summer at the convenience and availability of the admissions committee faculty. Applicants for full-time study should have their files complete by February 1<sup>st</sup> for fall admission and by September 1<sup>st</sup> for spring and summer admissions in order to maximize access to prerequisite undergraduate courses.

### Program Requirements

The program requires a minimum of ten (10) courses: four (4) core courses, five (5) concentration courses, and one (1) approved elective course; along with undergraduate prerequisite courses required for students without an appropriate academic background. Students may take courses in any sequence subject to the following general requirements:

1. Students must have completed all the undergraduate prerequisite courses before registering for core, concentration or elective courses;
2. NUTR 903 Nutritional Biochemistry must be repeated if passed with a grade lower than B- (2.70).
3. An oral comprehensive examination is required as the student's culminating experience.

### Undergraduate Prerequisite Courses

BIOL 307 Principles of Microbiology

BIOL 235 Principles of Human Biology

CHEM 301 Biochemistry

FDSC 151 Principles of Food Science *(not required for students having had an acceptable foods course)*

MATH 208 Biostatistics *(not required of students having had an acceptable statistics course)*

MATH 219 Calculus I

*NOTE: The prerequisite undergraduate courses in Human Anatomy and Physiology I & II, and Biochemistry, if taken elsewhere, must be equivalent to those offered at Framingham State University. Furthermore, these courses must have been successfully completed within the last five (5) years.*

### Program Core Courses (4):

FDSC 911 Research and Seminar in Food Science/Nutritional Biochemistry

FDSC 960 Thesis in Food Science/Nutritional Biochemistry **OR**

CHEM 921 Laboratory Practicum

NUTR 874 Human Nutrition Science

NUTR 903 Advanced Nutrition and Metabolism

### Specialization Courses (5)

CHEM 821 Instrumental Analysis *(an elective may be substituted with approval of the program advisor)*

FDSC 805 Food Analysis

FDSC 808 Food Chemistry

FDSC 813 Food Safety and Microbiology

FDSC 815 Food Engineering and Processing

### Elective Course (1)

An 800- or 900-level graduate elective course must be approved, in writing, by the student's advisor.



## COURSE DESCRIPTIONS

### **FDSC 911 Research and Seminar in Food Science/Nutritional Biochemistry**

Formulation of a research project, followed by execution of an experimental design, that culminates in a written research report of the results and an oral presentation.

Prerequisite: Permission of the instructor.

### **FDSC 921 Laboratory Practicum**

A supervised laboratory investigation that gives students the opportunity to explore relevant topics in the food sciences.

Prerequisite: Permission of the instructor.

### **FDSC 960 Thesis in Food Science/Nutritional Biochemistry**

An exploration of a current research problem dealing with food or nutrition science, technology, engineering, or biochemistry with experimental results presented as a written document according to Departmental guidelines.

Prerequisite: Permission of the instructor.

### **NUTR 903 Advanced Nutrition and Metabolism**

A detailed investigation of macro and micronutrient metabolism during states of normal health and illness. This course expands understanding of the biological roles of nutrients in human metabolism using basic knowledge in physiology, biochemistry and molecular biology. Emphasis is directed towards current molecular and biochemical research findings and hypotheses. Students are expected to be familiar with the material covered in NUTR 874 Human Nutrition Science. Topics include carbohydrate, lipid and protein metabolism; energy homeostasis; 1-carbon metabolism; vitamin and mineral metabolism.

Prerequisites: NUTR 874 Human Nutrition Science or permission of the instructor.

### **NUTR 978 Public Health Nutrition**

A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety.

Prerequisites: NUTR 874 Human Nutrition Science or Bachelor's Degree in Nutrition or Health or either NUTR 910 Nutrition Science in the Classroom or NUTR 914 Contemporary Nutrition Issues for Schools.

## **DUAL-LEVEL ELECTIVES**

*(Offered in conjunction with the corresponding undergraduate course)*

### **CHEM 821 Instrumental Analysis**

An introduction to the theory and application of common chemical instrumentation with associated laboratory. Topics include spectroscopic methods (atomic and molecular absorption and emission, nuclear magnetic resonance, and mass spectrometry), electrochemical methods (potentiometry and voltammetry), and chromatographic methods (GC, HPLC). Students are required to enroll in the corresponding laboratory (4 hours).

Prerequisites: Organic Chemistry II and Principles of Physics II.

### **CHEM 832 Biochemistry II**

A continuation of Biochemistry I, which covers basic nucleotide chemistry. Informational biomolecules, nucleotide metabolism, cell signaling and regulatory mechanisms, molecular physiology, protein structure and catalysis, regulation of biochemical processes, and integrated metabolic systems are studied in-depth. Laboratory emphasizes enzyme isolation, molecular modeling, and analytical biotechnology.

Prerequisites: Organic Chemistry II and Biochemistry I.

### **FDSC 805 Food Analysis**

A study of the fundamental principles of food analysis with the laboratory work including both the classical and the more recent sophisticated methods of analysis. Students are required to enroll in the corresponding laboratory (4 hours).

Corequisite: FDSC 805L Food Analysis Lab.

Prerequisite: Organic Chemistry I with Lab and either Principles of Biochemistry with Lab or Biochemistry I with Lab.

### **FDSC 808 Food Chemistry**

An introduction to chemical phenomena that dictate food quality, safety, and nutrition. Reactions and molecular behavior of water, proteins, lipids, carbohydrates, minerals, enzymes, vitamins, and additives in foods are studied in the context of processing, storage, and safety. The laboratory provides opportunities for students to observe, explore, and manipulate model food systems. Students are required to enroll in the corresponding laboratory (4 hours).

Corequisite: FDSC 808L Food Chemistry Lab

Prerequisite: Organic Chemistry I with Lab and either Principles of Biochemistry with Lab or CHEM 301/301L Biochemistry I with Lab..

### **FDSC 813 Food Safety and Microbiology**

A focus on the microorganisms involved in food production, food spoilage, and the transmission of diseases through foods. The effect of various methods of food preservation is evaluated in terms of public health, food spoilage, food quality and nutritional value of foods. **Laboratory (4 hours).**

Prerequisite: An undergraduate course in Microbiology or Permission of the instructor.

### **FDSC 815 Food Engineering and Processing**

An integrated approach to food engineering principles and food processing techniques. Topics include thermodynamics, fluid flow and heat transfer, evaporation, refrigeration, psychrometry, drying, distillation and essential food processing methods that ensure attainment of food product wholesomeness. **Laboratory (4 hours).**

Prerequisite: Permission of the instructor.

### **NUTR 874 Human Nutrition Science**

A study of the interrelationships and respective functions of nutrients, and the integration of nutrition, biochemistry, and human physiology. Emphasis is placed on research design in classic and current nutrition studies with respect to nutrition and health.

Prerequisites: Biochemistry, Human Anatomy and Physiology I, and Biostatistics.

# **Master of Science**

## **Concentration in Food and Nutrition**

### **Specialization in Nutrition Science**

**Program Coordinator:** Dr. Suzanne Neubauer

**Program Advisor:** Dr. Suzanne Neubauer

The Master of Science (M.S.) with a concentration in Food and Nutrition, specialization in Nutrition Science requires a core of advanced study that integrates nutrition science, biochemistry and research with applied nutrition and dietetics. The specialization Nutrition Science designed for:

- the Registered Dietitian;
- those who have a current Accreditation Council for Education in Nutrition and Dietetics (ACEND) Verification statement indicating completion of the Didactic Program in Dietetics (DPD) requirements;
- those who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian. (See “Academy of Nutrition and Dietetics (AND) Registration Information” concerning the supervised practice requirement.)

This specialization combines advanced study of nutrition science with the development of skills to incorporate emerging technologies and informatics in nutrition education and practice.

#### **Application Deadline**

Applicants who have undergraduate prerequisites to complete that are only offered through the Day School should apply by January 1<sup>st</sup> for fall admission and by September 1<sup>st</sup> for spring admission. Students who apply later may still begin their studies if seats are available in the undergraduate prerequisites courses offered through the Day School. Applications are accepted on a rolling admission basis.

#### **Admission Requirements**

Admission to the program is a competitive process. Individuals possessing a baccalaureate degree from a regionally accredited institution are eligible to apply. Applicants are evaluated based on several factors including previous college course work; Graduate Record Examination scores; letters of recommendation; and personal statement. The personal statement describes the applicant's goals and reasons for applying to the graduate program.

1. Applicants must have earned a baccalaureate degree from a regionally accredited college or university
  - a. Applicants should have an overall undergraduate grade point average (GPA) of at least 3.00 on a 4.00 scale including acceptable grades in science courses.
  - b. Courses in Human Anatomy and Physiology, Biochemistry, and Biostatistics must have been successfully completed within the last five years. Students may inquire about challenge exams.
  - c. Students who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian and who have not completed prerequisite courses in their undergraduate curriculum are encouraged to apply. Your advisor will create a plan of study which integrates prerequisite courses and graduate courses once designated prerequisite courses are completed. Students must earn a grade of B- (2.70) or better in each prerequisite course and an overall average of B (3.00).

- d. Students who do not fulfill the GPA requirement, but have a minimum GPA of 2.75 on a 4.00 scale and satisfactory GRE scores will be considered for admission after they complete two prerequisite courses at Framingham State University. These courses must have prior approval and must be completed with a grade of B or better.
2. Applicants must submit official test score reports from the Graduate Record Exam General Test (GRE) which includes verbal and quantitative reasoning and analytical writing. Preferred minimum scores are: 150 verbal; 150 math; 4.0 writing.
3. Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
4. Applicants must submit a 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.

The admissions committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, two current letters of recommendation, GRE test scores, 300-word personal statement, and all official undergraduate transcripts.

### **Academy of Nutrition and Dietetics (AND) Registration Information**

Students seeking eligibility for the Academy of Nutrition and Dietetics (AND) examination for becoming a Registered Dietitian must complete the academic requirements for the Didactic Program in Dietetics (DPD), including a supervised practice experience in an accredited program. The Coordinated Program in Dietetics (CP) specialization fulfills both of these requirements. Both the CP and the DPD are competitive programs which require a separate application by matriculated students. Additional information can be found at the Food and Nutrition major website. Framingham State University provides advising by the DPD Director for those students who elect to apply to a Dietetic Internship to fulfill the supervised practice experience. These students must complete NUTR 005 Preparation for Academy Dietetic Internship (no course credit) offered each fall.

### **Program Requirements**

The program requires a minimum of ten (10) courses: four (4) core courses and six (6) concentration and elective courses, together with undergraduate prerequisite courses required for students without appropriate academic backgrounds. A minimum of ten (10) courses is required for graduation.

Students who provide a current ACEND Verification Form indicating completion of the Didactic Program in Dietetics may have some program core and/or concentration courses waived. Students are required to select additional graduate elective courses for a total of ten (10) to replace any waived courses. Those who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian should consult the undergraduate prerequisite courses listed under the Coordinated Program in Dietetics specialization.

Students are required to have a laptop computer with Windows operating system as most graduate courses require laptops for use in the classroom.

An oral comprehensive examination is required as the student's culminating experience.

### **Undergraduate Prerequisite Courses**

MATH 208 Biostatistics (*not required for students having had an acceptable statistics course within the last five years*)

Undergraduate courses in Human Physiology and in Biochemistry must have been successfully completed within the last five years. Students may inquire about challenge exams; students have only one opportunity to take and pass a challenge examination.

Registered Dietitians have no other undergraduate course prerequisites. Students who provide a current ACEND Verification Form indicating completion of the Didactic Program in Dietetics may have some program core and/or concentration courses waived. Students are required to select additional graduate elective courses to replace any waived courses. Those who wish to fulfill the academic requirements (DPD) for becoming a Registered Dietitian should consult the undergraduate prerequisite courses listed under the Coordinated Program in Dietetics specialization.

### **Concentration Core Courses (4)**

NUTR 874 Human Nutrition Science\*

NUTR 903 Advanced Nutrition and Metabolism

NUTR 911 Research Methods in Nutrition

NUTR 980 Seminar in Food and Nutrition

### **Specialization Courses (3)**

NUTR 918 Nutrition Informatics

NUTR 973 Designing Nutrition Education Programs and Curricula

NUTR 993 Nutrition Education Programs and Curricula II: Implementation and  
Evaluation

### **Specialization Electives (3)**

Elective courses will not be offered each semester and may not be offered every year. Elective courses require written approval from the student's advisor.

Choose three (3) electives from list below or consult with advisor for alternate options:

CHEM 805 Food Analysis

CHEM 808 Food Chemistry

CPSY 911 Orientation to Counseling Practice

NUTR 879 Computer Applications in Nutrition

NUTR 882 Management of Food and Nutrition Services\*

NUTR 883 Medical Nutrition Therapy II\*

NUTR 884 Foodservice Systems\*

NUTR 918 Nutrition Informatics

NUTR 920 Pediatric Nutrition

NUTR 922 Communication in Public Health and Nutrition

NUTR 940 Nutrition and Healthy Aging

NUTR 960 Sports Nutrition

NUTR 970 Technology in Nutrition Education

NUTR 978 Public Health Nutrition

NUTR 990 Directed Study in Food and Nutrition

*\*Denotes course required to meet the Didactic Program in Dietetics*

## **COURSE DESCRIPTIONS**

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

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

### **NUTR 903 Advanced Nutrition and Metabolism**

A detailed investigation of macro and micronutrient metabolism during states of normal health and illness. This course expands understanding of the biological roles of nutrients in human metabolism using basic knowledge in physiology, biochemistry and molecular biology. Emphasis is directed towards current molecular and biochemical research findings and hypotheses. Students are expected to be familiar with the material covered in NUTR 874 Human Nutrition Science. Topics include carbohydrate, lipid and protein metabolism; energy homeostasis; 1-carbon metabolism; vitamin and mineral metabolism. Prerequisites: NUTR 874 Human Nutrition Science or permission of the instructor.

### **NUTR 911 Research Methods in Nutrition**

A study of research techniques applicable to nutrition science investigation and nutrition education assessment. Using a hands-on approach, students are acquainted with research hypotheses, study designs and methods, application of basic statistical concepts, and proposal formats. Design of an original research project is required.

Prerequisite: An undergraduate or graduate statistics course in the last five years and NUTR 874 Human Nutrition Science.

### **NUTR 918 Nutrition Informatics**

A foundation for the synthesis of information, nutrition and technology. The focus is on the food and nutrition professionals' role in the selection, implementation, and maintenance of information management systems and other technology, such as the electronic medical record, security systems, and the Academy of Nutrition and Dietetics Evidence Analysis Library. Applications to foodservice operations, clinical nutrition management consumer health information systems, and other food and nutrition environments are addressed.

### **NUTR 920 Pediatric Nutrition**

An overview of the clinical, medical, and psychosocial aspects of pediatric nutrition care. Includes a comprehensive discussion of nutrition and growth, and medical nutrition therapy for selected disease states.

Prerequisite: NUTR 883 Medical Nutrition Therapy II.

### **NUTR 922 Communication in Public Health and Nutrition**

An exploration of the basics of writing and other forms of communication to effectively reach target populations with health and nutrition information geared towards behavior change. Target populations include families, children, educators, patients, and community stakeholders. Writing articles for a lay audience, crafting press releases, and composing messages for the electronic media are included as students explore where to find factual information that can be applied quickly and effectively. Tactics for choosing copies, evaluating sources, and best practices for contacting the media are discussed and applied.

### **NUTR 940 Nutrition and Healthy Aging**

A study of the changes in nutrient requirements in the geriatric population and the impact of nutrition on age-related diseases. The causes and consequences of malnutrition in older adults and possible interventions are included. Functionality, management of chronic disease, and quality of life as important outcome measures in the treatment and care of the elderly are considered in the context of the nutrition care process and Centers for Medicare and Medicaid (CMS) regulations.

Prerequisite: Registered Dietitian or NUTR 883 Medical Nutrition Therapy.

### **NUTR 950 Contemporary Issues in the Food System**

A study of the challenges in the United States food system and an exploration of potential solutions. Emphasis is placed on the connections among food production, consumption, health, and the environment. Investigation focuses on individual-, community-, and policy-level solutions to achieve a more sustainable food system. Topics may include: food waste; effects of climate change on food availability; health and environmental impacts of current consumption patterns; agricultural production, transportation, and retailing; social injustice in the food system; strategies for shifting diet patterns; and solutions for a more resilient and sustainable future.

Prerequisite: Bachelor degree in Food and Nutrition or Registered Dietitian

### **NUTR 960 Sports Nutrition**

Review of nutrition principles as they apply to the physical performance of adults and students in grades K-12. Topics include: physiology of optimal fitness and weight maintenance; exercise physiology and improved athletic performance; nutritional needs of growing children; the use of supplements and other controversial practices. The role of educational and health institutions in promoting positive nutrition and fitness messages is emphasized. Sports nutrition concepts and nutrition assessment are presented in the context of Healthy People 2010 and the Health Curriculum Frameworks. May include on-site physical assessment laboratories.

Prerequisites: NUTR 874 Human Nutrition Science or B.S. in Nutrition, or both NUED 910 Nutrition Science in the Classroom and NUED 914 Contemporary Nutrition Issues for Schools; a college-level physiology course.

### **NUTR 970 Technology in Nutrition Education**

A study of technology designed to enhance the efficiency and accuracy of education in nutrition professions. Investigations include development, application, and evaluation of emerging technologies related to nutrition and education. NOTE: Credit will not be given for this course and NUTR 879 Computer Applications in Nutrition.

Prerequisite: College-level general nutrition course within the past five years.

### **NUTR 973 Nutrition Education Programs and Curricula I: Design**

A study of the research related to the instructional design process. Emphasis is on the application of teaching and learning principles as they relate to nutrition education. Investigation focuses on audience needs and the application of appropriate learning theories to motivate and facilitate behavior change. Students develop an instructional design to be refined, implemented and evaluated in NUED 993 Nutrition Education Programs and Curricula II: Implementation and Evaluation.

Prerequisite: Five (5) courses completed in the Masters of Science concentration in Food and Nutrition program or NUTR 970 Technology in Nutrition Education.

### **NUTR 978 Public Health Nutrition**

A study of nutrition concepts and the political/social realities that affect the nutritional health of populations. The development of nutrition policies at the local, state, and national levels are explored along with the delivery of community-based services. Topics may include: nutritional science in the lifecycle, sociocultural aspects of nutrition, food and nutrition programs, nutrition assessment of populations, food insecurity, health promotion guidelines, and food safety.

Prerequisites: NUTR 874 Human Nutrition Science or Bachelor's Degree in Nutrition or Health or either NUTR 910 Nutrition Science in the Classroom or NUTR 914 Contemporary Nutrition Issues for Schools.

### **NUTR 980 Seminar in Food and Nutrition**

A critical review of the professional literature in food and nutrition and discussion of its application to practice. Students are required to present seminars on current topics.

Prerequisite: Completion of five graduate courses.

### **NUTR 990 Directed Study in Food and Nutrition**

An in-depth investigation of a specific topic in food and nutrition. May be combined with experience in a food and nutrition care setting. Topic must be approved by the faculty advisor.

Prerequisites: NUTR 874 Human Nutrition Science, NUTR 883 Medical Nutrition Therapy II, and/or NUTR 978 Public Health Nutrition.

### **NUTR 993 Nutrition Education Programs and Curricula II: Implementation and Evaluation**

The completion, implementation, and evaluation of an in-depth instructional design curriculum developed in NUTR 973 Nutrition Education Programs and Curricula I Design. Projects integrate instructional methods based in educational theory, and match specific teaching strategies and assessment methods to nutrition and health learning needs.

Prerequisite: NUTR 973 Nutrition Education Programs and Curricula I: Design.

### ***DUAL-LEVEL ELECTIVES***

*(Offered in conjunction with the corresponding undergraduate course)*

#### **CHEM 805 Food Analysis**

A study of the fundamental principles of chemical food analysis with the laboratory work including both classical and recent sophisticated methods of analysis.

Prerequisites: Organic Chemistry I and either Biochemistry or Biochemistry I-Structures, Mechanisms and Analysis.

#### **CHEM 808 Food Chemistry**

The chemistry of food constituents and the chemical and biological changes occurring in foods during storing and processing. The approach is from a cellular and molecular level.

Prerequisites: Organic Chemistry I and either Biochemistry or Biochemistry I-Structures, Mechanisms and Analysis.

#### **NUTR 874 Human Nutrition Science**

A study of the interrelationships and respective functions of nutrients, and the integration of nutrition, biochemistry, and human physiology. Emphasis is placed on research design in classic and current nutrition studies with respect to nutrition and health.

Prerequisites: Undergraduate courses in Biochemistry, Human Physiology, Biostatistics.

#### **NUTR 879 Computer Application in Nutrition**

A study of technology designed to enhance the efficiency and accuracy of practice in nutrition professions. Investigations include development, application and evaluation of emerging technologies used in nutrition practice.

Prerequisite: Introduction to Nutrition Practice

#### **NUTR 882 Management of Food and Nutrition Services\***

The application of principles of management as they relate to the administration of human, physical and financial resources of food and nutrition services. Topics include management theory, personnel selection, training, evaluation organizational behavior, communication, governmental influences, labor management relations, marketing and budgeting. This course, designed for Food and Nutrition majors, utilizes the case study approach, and requires the development of a business plan. NOTE: Credit will not be given for both NUTR 882 Management of Food and Nutrition Services and a business course in Management Principles.

#### **NUTR 883 Medical Nutrition Therapy II**

An integration of pathophysiology, biochemistry and nutrition concepts that form the basis for medical nutrition therapy in health care. Case study discussions and nutrition care plans are included. An additional three-hour lab is required for Coordinated Program in Dietetics students.

Prerequisites: Medical Nutrition Therapy I and NUTR 874 Human Nutrition Science.

#### **NUTR 884 Foodservice Systems**

A study of current trends and practices in the management of foodservice systems. Using a problem-based learning approach, the course includes the concepts of food safety, menu planning, procurement, quality food production, delivery systems, and financial management. Topics are augmented by a laboratory experience in a foodservice facility. Liability insurance is required.

Prerequisite: Experimental Study of Food.



# **Master of Science**

## **Concentration in Organizational Leadership**

**Program Coordinator:** Karen Druffel

**Program Advisor:** Karen Druffel

The Master of Science (MS) Degree with a concentration in Organizational Leadership is structured to prepare entry level professionals for future leadership and management roles in today's increasingly complex organizations. Students learn to link theory with practice, and to recognize the ethical, leadership, and multi-disciplinary demands of organizational environments that are increasingly global, diverse, and geographically/culturally diffuse. This program offers in-depth study in leadership principles and management, including organizational psychology, change management, and innovation and disruption. The concentration in management emphasizes quantitative and qualitative data, and scientific methods and analysis while focusing on three key areas necessary for success as new entrants in the business world based on sound scientific reasoning practices.

Graduates are better prepared for employment in both the private and public sector, such as with non-profits and governmental agencies.

### **Program Learning Outcomes**

At the end of this program the student is able to:

- Identify the principle concepts and theories in leadership, elements of organizational change, and management of business disruption.
- Integrate data-driven and evidence-based decisions in local and global environments.
- Support the importance of ethical leadership in organizations.
- Coordinate effective negotiations and ethical influence to achieve desired outcomes.
- Apply the combined knowledge of organizational behavior and leadership disciplines in a business setting.

### **Admission Requirements**

Admission to the Master of Science (MS) degree, concentration in Organizational Leadership program is available to qualified individuals who hold an undergraduate degree in any major from an accredited college or university with a GPA of 2.80 or higher. Admission is based performance in previous college/ university study, assessment of written essays, and appraisal of letters of recommendation.

Applicants are required to submit the following:

1. A completed Application for Graduate Admission form.
2. Official copies of undergraduate and graduate transcripts (if applicable). Students who have transcripts from outside the United States must have their transcripts evaluated by a Credit Evaluation service and translated into English.
3. Two written essays. Each essay should be typed or printed, single spaced and limited to the length indicated. The essay questions are:
  - a. What would you like the MS Admissions Committee to know about you? (450-word limit);
  - and
  - b. What are your three most substantial achievements and why do you consider them to be substantial achievements? (700-word limit);
4. Two letters of recommendation sent directly to Graduate Admissions at Framingham State University by the applicant's references.

5. TOEFL scores (550 or higher) or IELTS scores (6.5 or higher) are required of applicants seeking admission from non-English speaking countries. The TOEFL or IELTS may be waived if the applicant has successfully completed at least two full academic years in a college/ university in the United States of America, United Kingdom, Australia, New Zealand, or Canada.

Evaluation of applications for admission to this program begins only when all the required documents have been received.

Applicants seeking admission for the fall should have a complete application on file no later than July 1<sup>st</sup>. Applicants for spring admission should have a complete application on file no later than December 1<sup>st</sup>. Applications completed or received after the due date cannot be guaranteed timely matriculation.

MS with a concentration in Organizational Leadership program advisors are available for consultation about the admission process, program requirements, and course selection. Individuals may make an appointment with an advisor by sending an email to [MSM@framingham.edu](mailto:MSM@framingham.edu).

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

### **Transfer Credit**

Transfer credit for prior graduate coursework completed at another accredited college or university is considered at the time of MBA admission based on course descriptions and documentation submitted with the student's application. Courses accepted in transfer must meet the academic criteria established by Framingham State University. A maximum of two (2) graduate courses may be accepted in transfer and applied toward the MS degree program, if they were completed during the last five (5) years.

### **Time Limits for Program Completion**

All degree requirements must be met within eight (8) years from the completion date of the first MS Core or Elective course.

### **Program Requirements**

The MS with concentration in Organizational Leadership requires completion of nine (9), consisting of (8) Core courses and one (1) Capstone project or theme based seminar.

### **Organizational Leadership Concentration:**

#### **Pre-Core Requirement\* (1)**

MGMT 905 Analytical Tools for Managers

*\*This may be waived for candidates who meet the proficiency requirements upon admission.*

#### **Concentration Core Requirements (8):**

ORGL 903 Organizational Psychology

ORGL 907 Leadership and Team Management

ORGL 916 Evidence Based Management and Decision Making

ORGL 922 Ethics in Leadership and Business

ORGL 934 International Business Management

ORGL 945 Leading the Innovation Process and Navigating Disruptive Technologies

ORGL 950 Leading Organizations in the Age of Artificial Intelligence

ORGL 968 Negotiation and Ethical Influence

#### **Capstone:**

ORGL 980 Seminar in Organizational Leadership

## **COURSE DESCRIPTIONS**

### **ORGL 903 Organizational Psychology**

An examination of relevant factors in the realms of organizational behavior, social psychology, and the psychology of groups and individuals in business and team environments in contemporary organizations. This course covers the concepts of leadership, motivation, group dynamics, personality, organizational development strategies, and other behavioral aspects involved in the effective management of an organization through readings, lecture, video, discussion, and group exercises.

Prerequisites: Matriculation into graduate degree program at FSU.

### **ORGL 907 Leadership and Team Management**

An examination of the various styles of leadership and team management prevalent in modern organizations. Topics include the development of scientific management, the Theory X and Y period, group dynamics, groupthink, and the dark triad of leadership. The course also examines effective group decision making processes and examines case studies of both effective and less than effective team leadership.

Prerequisites: Matriculation into graduate degree program at FSU.

### **ORGL 916 Evidence Based Management and Decision Making**

An examination of the biases and errors that often contaminate perceptions and judgments, which guide and inform action and decision making. Students examine the processes of evidence-based management and how this impacts downstream individual and group decision making. Topics include the gathering and processing of evidence in a scientific and methodical manner, and how to move from evidence and data collection to effective decision making.

Prerequisites: Matriculation into graduate degree program at FSU.

### **ORGL 922 Ethics in Leadership and Business**

An examination of the foundational concepts of ethics in leadership and their impact within the organizational business environment. The course introduces terminology, concepts, trends, and best practices for identifying and responding to ethical and legal issues. Topics include an examination of the underlying purposes of business ethics and legal regulation and how globalization impacts on these concepts. The course also examines the challenges of being an ethical leader.

Prerequisites: Matriculation into graduate degree program at FSU.

### **ORGL 934 International Business Management**

An exploration of the contemporary world of international business through an examination of the social, cultural, economic, ecological, and commercial aspects that impact global operations and organizational leadership. Topics include theories of international trade and differences in political, economic, and cultural barriers to trade and foreign exchange. The course also covers the elements of expatriate assignments as part of global leadership development programs.

Prerequisites: Matriculation into graduate degree program at FSU.

### **ORGL 945 Leading the Innovation Process and Navigating Disruptive Technologies**

An examination of the leadership of organizations involved in the innovation process and the entrepreneurial approaches to starting new ventures as a business, or internal startups within an existing organization. Students explore entrepreneurship, develop viable business venture concepts and examine the details of developing and running a new venture organization. Topics include understanding the role of creativity in innovation, the nature of disruptive technologies, both as a market leveraging opportunity and as a defensive strategy, understanding and leading the innovation process and positioning an organization to bring new products and services to market.

### **ORGL 950 Leading Organizations in the Age of Artificial Intelligence**

An examination of the impact of Artificial Intelligence (AI) on organizational leadership and workplace human AI interactions. Topics include the history of AI to date, how AI has developed, and expected directions of AI and how this technology impacts the future of traditional leadership functions in the workplace. Students also consider the impact of AI on the automation and augmentation of human tasks in organizations, from assembly lines to the operating room and beyond.

**ORGL 968 Negotiation and Ethical Influence**

An exploration of effective business negotiation skills and the effective use of ethical influence. The course examines and applies effective written, verbal and interpersonal communication skills in the context of the business setting. Topics include the application of effective communication and negotiation skills based on practical problems typically faced by managers in today's complex business environments. The course uses the psychological concepts of influence to illustrate the effective methods of driving successful organizational outcomes.

Prerequisites: Matriculation into graduate degree program at FSU.

**ORGL 980 Seminar in Organizational Leadership**

A capstone experience in the field of management organizational leadership. Students have the option to complete an employer-based capstone project or an research-based capstone project. Students who select the employer-based capstone project work with their employer to select a scope-bounded project that is outside of their normal responsibilities and can be assessed, completed, and documented in the one-semester time frame. Students who select the research-based capstone project work with their instructor to ensure the project is of a satisfactory nature in terms of rigor, scope and achievability. All students deliver a final presentation summarizing the project outcomes.

Prerequisite: Permission of the program coordinator/advisor.

# **Master of Science in Nursing Concentration in Nursing Education**

**Program Coordinator:** Dr. Cynthia Bechtel

**Program Advisor:** Dr. Cynthia Bechtel

The Master of Science in Nursing (M.S.N.) with a concentration in Nursing Education is designed for graduates with a Bachelor of Science in Nursing who wish to expand their careers into education or leadership. All courses are offered in hybrid/blended learning format, combining online with traditional on campus classroom experiences. The program prepares nurses with a strong theoretical foundation in research, nursing and related theories, healthcare policy, ethics, cultural competency, and informatics/technology as well as practice expertise as a nurse educator or nurse leader.

The master's degree in nursing at Framingham State University is accredited by the Commission on Collegiate Nursing Education (CCNE), (<http://www.aacn.nche.edu/ccne-accreditation>).

## **Admission Requirements**

**Note:** Applications are accepted only for enrollment in the fall semester every year. The following admission and degree requirements will be effective for Fall 2013 MSN students.

1. Applicants must have a current unrestricted Massachusetts RN license.
2. Applicants must have earned a baccalaureate of science in nursing (BSN) degree from a regionally accredited college or university which is nationally accredited by the Commission on Collegiate Nursing Education (CCNE), the Accreditation Commission for Education in Nursing (ACEN), and/or the National League for Nursing Commission for Nursing Education Accreditation (CNEA); and must submit an official transcript from each college or university attended as an undergraduate or graduate student. Applicants who have completed any college-level coursework, including a Bachelor of Science in Nursing from a foreign nursing school, need to submit a course-by-course evaluation for United States equivalency by the Commission on Graduates of Foreign Nursing Schools and official transcripts from their institution(s) overseas.
3. Applicants are required to possess an overall undergraduate grade point average (GPA) or at least 3.00 on a 4.00 scale, and a minimum of a 3.25 GPA in undergraduate nursing courses.
4. Applicants who do not meet the above criteria for undergraduate GPA may be asked to take the Miller Analogies Test and score above the 50th percentile.
5. Applicants must have completed an undergraduate, introductory course in statistics with a minimum grade of C (2.00 on a 4.00 scale).
6. Applicants must have a personal interview with the Nursing Chairperson or Graduate Program Coordinator.
7. Applicants must provide two letters of recommendation from nurses with an MSN who can attest to the applicant's ability to succeed in a master's program, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
8. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.

### **Courses before Admission and Transfer Credit**

Interested applicants can may take up to two graduate-level Nursing courses, with Program Director/Coordinator approval and seat availability, as a non-matriculated students prior to applying to the program. Upon successful completion of the program course(s) and admission to the Master of Science in Nursing program, the course(s) will be applied as credit earned. Taking classes as a non-matriculated student does not guarantee admission in the Master of Science in Nursing program. Recommended courses are NURC 915 Advanced Technology and Nursing Informatics in the fall or NURC 905 Health and Education Resources and Policies in the spring.

Transfer coursework is not accepted for the MSN program.

### **Program Requirements**

This program consists of ten (10) course-credits or 40 semester hours. Students take a Common Core of six (6) courses, and then select a four (4) course concentration in either Nursing Education or Nursing Leadership. A thesis, an evidence-based research project/paper, will be completed as part of the requirements for the Common Core courses.

#### **Common Core (6)**

NURC 905 Health and Education Resources and Policies

NURC 915 Advanced Technology and Nursing Informatics

NURC 925 Ethical, Social and Cultural Competencies

NURC 935 Essential Preparation for Advanced Nursing Role

NURC 971 Nursing Theory and Research I

NURC 972 Nursing Theory and Research II

#### **Nursing Education Concentration (4)**

NURE 941 Curriculum Design and Evaluation

NURE 951 Course Development and Implementation

NURE 981 Advanced Teaching Methods

NURE 991 Application of Technology to Education

### **COURSE DESCRIPTIONS**

#### **NURC 905 Health and Education Resources and Policies**

An exploration of the state of nursing today, as well as the role of the nurse leader and nurse educator in policy and politics within government, workplace, organizations and community in determining policies and effectively utilizing resources to improve the culture of safety, quality care, and the working environment in practice and educational settings. The role of the nurse leader and nurse educator in healthcare delivery and financing is examined.

#### **NURC 915 Advanced Technology and Nursing Informatics**

A foundation for the synthesis of technology and informatics into advanced nursing roles. The focus is on the computer competencies, informatics competencies, informational literacy and technology required for the nurse leader and nurse educator. Evidence-based practice is explored to support the utilization of technology within the confines of system resources to meet identified patient and learner needs.

### **NURC 925 Ethical, Social and Cultural Competencies**

An investigation of the ethical, social and cultural competencies necessary for decision making in evidence-based practice by nurses in advanced roles. Principles of ethics, moral development and diversity are explored in order to obtain the knowledge and skills to provide individualized care and protect the personal integrity of patients with diverse health, social, economic and cultural issues.

### **NURC 935 Essential Preparation for Advanced Nursing Role**

An examination of the knowledge and skills required for direct care practice for the nurse in an advanced practice role. Building upon knowledge acquired at the baccalaureate level, students focus on three main areas: pathophysiology, health assessment, and pharmacology.

### **NURC 971 Nursing Theory and Research I**

A focus on the utilization of nursing related theories and the research process to promote evidence-based change in nursing practice and education settings. Critical thinking is used to evaluate nursing research studies. Students incorporate previously learned material on policy, social, cultural, ethical and technological issues into a clinical, health systems and outcomes, and/or nursing education research proposal.

Prerequisites: NURC 905 Health and Education Resources and Policies, NURC 915 Advanced Technology and Nursing Informatics, NURC 925 Ethical, Social and Cultural Competencies.

### **NURC 972 Nursing Theory and Research II**

The application of theory and the research process focusing on implementation and evaluation to enhance health and healthcare. Students conduct an evidence-based project related to topics such as safety, quality of care, systems, ethics, healthy lifestyles, health promotion/prevention of illness and/or teaching strategies in academic and practice settings. Students provide evidence for developing guidelines to advance nursing practice as nurse educators and leaders.

Prerequisite: NURC971Nursing Theory and Research I.

### **NURE 941 Curriculum Design and Evaluation**

An exploration of the application of critical thinking in the design of a nursing curriculum. This course investigates mission, philosophy, conceptual terms, program outcomes, and program evaluation in order to prepare students for the advanced role of a nurse educator. The role of a nurse educator in academic and service areas is explored.

### **NURE 951 Course Development and Implementation**

An investigation of the principles of course development; teaching strategies, including the use of technology; and classroom and clinical evaluation. Ethical and legal issues are explored in relation to nursing education. NOTE: This course can be taken concurrently with NURE 941 Curriculum Design and Evaluation.

Prerequisite: NURE 941Curriculum Design and Evaluation.

### **NURE 981 Advanced Teaching Methods (Practicum I)**

The application of curriculum design, evaluation, course development, and implementation in a teaching practicum in classroom and clinical settings with a nurse educator/preceptor and in seminars with faculty.

Prerequisites: NURE 951 Course Development and Implementation.

### **NURE 991 Application of Technology to Education (Practicum II)**

A practicum to apply current technology to classroom and clinical nursing education to enhance communication, ethical decision-making and critical thinking. Allocation of education resources to meet diverse learning styles, achieve learning objectives and advance evidence-based nursing practice are explored.

Prerequisites: NURC 905 Health Education Resources and Policies, NURC 915 Advanced Technology and Nursing Informatics.

# **Master of Science in Nursing Concentration in Nursing Leadership**

**Program Coordinator:** Dr. Cynthia Bechtel

**Program Advisor:** Dr. Cynthia Bechtel

The Master of Science in Nursing (M.S.N.) with a concentration in Nursing Education is designed for graduates with a Bachelor of Science in Nursing who wish to expand their careers into education or leadership. Two concentrations are offered: Nursing Education and Nursing Leadership. All courses are offered in hybrid format, combining online with traditional on campus classroom experiences. The program prepares nurses with a strong theoretical foundation in research, nursing and related theories, healthcare policy, ethics, cultural competency, and informatics/technology as well as practice expertise as a nurse educator or nurse leader.

The master's degree in nursing at Framingham State University is accredited by the Commission on Collegiate Nursing Education (CCNE), (<http://www.aacn.nche.edu/ccne-accreditation>).

## **Admission Requirements**

**Note:** Applications are accepted only for enrollment in the fall semester every year. The following admission and degree requirements will be effective for Fall 2013 MSN students.

1. Applicants must have a current unrestricted Massachusetts RN license.
2. Applicants must have earned a baccalaureate of science in nursing (BSN) degree from a regionally accredited college or university which is nationally accredited by the Commission on Collegiate Nursing Education (CCNE), the Accreditation Commission for Education in Nursing (ACEN), and/or the National League for Nursing Commission for Nursing Education Accreditation (CNEA); and must submit an official transcript from each college or university attended as an undergraduate or graduate student. Applicants who have completed any college-level coursework, including a Bachelor of Science in Nursing from a foreign nursing school, need to submit a course-by-course evaluation for United States equivalency by the Commission on Graduates of Foreign Nursing Schools and official transcripts from their institution(s) overseas.
3. Applicants are required to possess an overall undergraduate grade point average (GPA) or at least 3.00 on a 4.00 scale, and a minimum of a 3.25 GPA in undergraduate nursing courses.
4. Applicants who do not meet the above criteria for undergraduate GPA may be asked to take the Miller Analogies Test and score above the 50th percentile.
5. Applicants must have completed an undergraduate, introductory course in statistics with a minimum grade of C (2.00 on a 4.00 scale).
6. Applicants must have a personal interview with the Nursing Chairperson or Graduate Program Coordinator.
7. Applicants must provide two letters of recommendation from nurses with an MSN who can attest to the applicant's ability to succeed in a master's program, submitted on the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
8. Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking a master's degree in view of prior formal education, current job responsibilities and career plans.



### **Courses before Admission and Transfer Credit**

Interested applicants can may take up to two graduate-level Nursing courses, with Program Director/Coordinator approval and seat availability, as a non-matriculated students prior to applying to the program. Upon successful completion of the program course(s) and admission to the Master of Science in Nursing program, the course(s) will be applied as credit earned. Taking classes as a non-matriculated student does not guarantee admission in the Master of Science in Nursing program. Recommended courses are NURC 915 Advanced Technology and Nursing Informatics in the fall or NURC 905 Health and Education Resources and Policies in the spring.

Transfer coursework is not accepted for the MSN program.

### **Program Requirements**

This program consists of ten (10) course-credits or 40 semester hours. Students take a Common Core of six (6) courses, and then select a four (4) course concentration in either Nursing Education or Nursing Leadership. A thesis, an evidence-based research project/paper, will be completed as part of the requirements for the Common Core courses.

#### **Common Core (6)**

NURC 905 Health and Education Resources and Policies

NURC 915 Advanced Technology and Nursing Informatics

NURC 925 Ethical, Social and Cultural Competencies

NURC 935 Essential Preparation for Advanced Nursing Role

NURC 971 Nursing Theory and Research I

NURC 972 Nursing Theory and Research II

#### **Nursing Leadership Concentration (4)**

NURL 943 Strategic Planning for Nursing's Future

NURL 953 Role in Health Care Systems

NURL 983 Practicum in Organizational Management

NURL 993 Internship in Independent Leadership Skills

### **COURSE DESCRIPTIONS**

#### **NURC 905 Health and Education Resources and Policies**

An exploration of the state of nursing today, as well as the role of the nurse leader and nurse educator in policy and politics within government, workplace, organizations and community in determining policies and effectively utilizing resources to improve the culture of safety, quality care, and the working environment in practice and educational settings. The role of the nurse leader and nurse educator in healthcare delivery and financing is examined.

#### **NURC 915 Advanced Technology and Nursing Informatics**

A foundation for the synthesis of technology and informatics into advanced nursing roles. The focus is on the computer competencies, informatics competencies, informational literacy and technology required for the nurse leader and nurse educator. Evidence-based practice is explored to support the utilization of technology within the confines of system resources to meet identified patient and learner needs.

### **NURC 925 Ethical, Social and Cultural Competencies**

An investigation of the ethical, social and cultural competencies necessary for decision making in evidence-based practice by nurses in advanced roles. Principles of ethics, moral development and diversity are explored in order to obtain the knowledge and skills to provide individualized care and protect the personal integrity of patients with diverse health, social, economic and cultural issues.

### **NURC 935 Essential Preparation for Advanced Nursing Role**

An examination of the knowledge and skills required for direct care practice for the nurse in an advanced practice role. Building upon knowledge acquired at the baccalaureate level, students focus on three main areas: pathophysiology, health assessment, and pharmacology.

### **NURC 971 Nursing Theory and Research I**

A focus on the utilization of nursing related theories and the research process to promote evidence-based change in nursing practice and education settings. Critical thinking is used to evaluate nursing research studies. Students incorporate previously learned material on policy, social, cultural, ethical and technological issues into a clinical, health systems and outcomes, and/or nursing education research proposal.

Prerequisites: NURC 905 Health and Education Resources and Policies, NURC 915 Advanced Technology and Nursing Informatics, NURC 925 Ethical, Social and Cultural Competencies.

### **NURC 972 Nursing Theory and Research II**

The application of theory and the research process focusing on implementation and evaluation to enhance health and healthcare. Students conduct an evidence-based project related to topics such as safety, quality of care, systems, ethics, healthy lifestyles, health promotion/prevention of illness and/or teaching strategies in academic and practice settings. Students provide evidence for developing guidelines to advance nursing practice as nurse educators and leaders.

Prerequisite: NURC971Nursing Theory and Research I.

### **NURL 943 Strategic Planning for Nursing's Future**

A foundation for the aspiring nurse leader in shaping change directed to the priorities of quality and safety in the nursing work environment. Students explore the synthesis of principles, theories, and concepts of effective leadership and analyze the individual, interpersonal, and critical thinking skills needed to assist people and organizations in creating and achieving a vision. Primary themes include models of leadership, effective professional communication, collaboration, team building, affirmation of personal and professional values, motivation, mediation, mentoring, empowerment, and risk-taking to effect innovative change.

### **NURL 953 Role in Health Care Systems**

A basis for understanding how the business of health care affects the nurse's role in management or administration, along with the legal, ethical, and regulatory dimensions of organizational leadership. The focus is on the nurse's role as a leader in health and health care using communication and relationship management, knowledge of healthcare environment, business skills, and professionalism to achieve established goals and improve quality of care.

Prerequisite: NURL 943 Strategic Planning for Nursing's Future.

### **NURL 983 Practicum in Organizational Management (Practicum I)**

An application of concepts of CQI organizational dynamics and outcome measures, informatics, and financial management in a variety of health care settings. Students work closely with a leader on organization-designated projects and experience role modeling while contributing to the functioning of the healthcare organization.

Prerequisite: NURL 953 Role in Health Care Systems.

### **NURL 993 Internship in Independent Leadership Skills (Practicum II)**

An opportunity to practice independent leadership skills in an ever-changing healthcare organization. The student completes a selected leadership project to address safety, quality, and/or nursing work environment issues in health care. Acute care agencies, community settings, municipal and state agencies, public and private institutions and/or professional organizations are possible sites for the practicum, thus offering the student a wide range of opportunities to achieve individualized leadership goals.

Prerequisite: NURL 983 Practicum in Organizational Management.

# Professional Science Master's Concentration in Biotechnology Specialization in Quality Assurance

**Program Coordinator:** Dr. Sunny Tam

**Program Advisor:** Dr. Sunny Tam

The Professional Science Master's (PSM) with a concentration in Biotechnology, specialization in Quality Assurance provides industry-focused scientific and management training to life science professionals, positioning them for future success in managerial or supervisory roles as they advance in their careers. Aligned with the University's institutional mission of offering programs that produce qualified graduates needed for the Commonwealth job market, the Biotechnology program is flexible and adaptable to the diverse needs of employers in the Massachusetts life sciences community. This PSM program includes the option of earning a Certificate in Quality Assurance in Biotechnology.

Students in this program will gain:

- Acquisition of specific knowledge about biotechnology and related sub-disciplines
- Hands-on experience in biotechnology industry through a summer internship
- Networking contacts within the biotechnology industry
- Increase in potential for employment, pay, and promotion

## Application Deadline

Applications are accepted for enrollment into this program for the fall and spring semesters, every year. Completed applications should be on file with the Graduate Admissions Office by July 1<sup>st</sup> for fall semester admission and by December 1<sup>st</sup> for spring semester admission. Applications received after this date cannot be guaranteed timely matriculation into the fall semester. The Graduate Admissions Committee will begin review on an application only upon receipt of the official copies of all required documents.

## Admission Requirements

Applicants must:

1. Have earned a baccalaureate or master's degree from a regionally accredited college or university in a related life sciences discipline and must submit an official transcript from each college or university attended as an undergraduate or graduate student.
  - a. Have an overall undergraduate grade point average (GPA) of at least 2.50 on a 4.00 scale including acceptable grades in science course.
  - b. Have coursework or training in statistics, or cell biology, genetics, and/or molecular biology must have been successfully completed within the last five years. Applicants may be required to complete additional coursework prior to being permitted to enroll in courses for this graduate program.
2. Submit official test score reports (taken within the last five (5) years) for the Graduate Record Examination (GRE) which includes verbal and quantitative reasoning and analytical writing. Preference is given to those applicants with competitive GRE scores (e.g., 150 Math and 150 Verbal with a 3.5 Writing component.) The GRE requirement can be waived with three (3) years of relevant professional working experience or previous advanced degrees.

3. Provide two (2) current letters of recommendation from faculty, supervisors, and/or colleagues.
4. Provide a current resume or curriculum vitae.
5. Submit a 300-word statement of purpose explaining their motivation for seeking this Professional Science Master's degree program.

The Graduate Admissions Committee will begin review of applicant materials upon receipt of all required documents. Complete applications include: application form, two current letters of recommendation, GRE test scores, 300-word personal statement, and all official undergraduate and graduate transcripts.

### **Program Requirements**

The program requires a minimum of 13 courses: 10 core courses, two elective courses, one 400-hour industry-based capstone internship course. Students are admitted to the program in the fall semester and are expected to complete the part-time program in 2.5 years (7 semesters – includes summer). Students who begin the program but cannot complete the degree requirements with their incoming cohort may, with the guidance and approval of the Program Director, develop an alternative plan for completion. All degree requirements must be completed within six years of entering the program.

Students who enter the program with appropriate graduate credits may, at the discretion of the Program Director, receive transfer credit for up to two (2) courses in the program. However, students cannot receive transfer credit for the capstone internship course.

### **Undergraduate Prerequisite Courses:**

Admitted students who do not have coursework or training in statistics, or cell biology, genetics, and/or molecular biology must have been successfully completed within the last five years may be required to complete undergraduate coursework prior to being permitted to enroll in courses for this graduate program.

### **Concentration/Specialization Requirements:**

#### **Concentration/Specialization Core Courses (10):**

BIOT 903 Drug Development: Process and Regulations

BIOT 908 Quality Assurance and Quality Control for Biotechnology  
and Biopharmaceuticals

BIOT 930 Good Laboratory Practices (GLP) in Biotechnology Laboratory  
Techniques

BIOT 941 Molecular Biotechnology

BIOT 952 Scientific and Technical Communication in Biotechnology

BIOT 966 Ethical Implications of Biotechnology

BUIS 956 Project Management for Biotechnology

MATH 924 Data Analyses and Statistical Concepts in Biotechnology

MGMT 921 Business Operations Management for Biotechnology

MGMT 945 Management and Leadership for Biotechnology

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

Elective courses will not be offered each semester. Students should meet with their program advisor regularly to discuss when electives may be offered.

BIOT 970 Current Topics in Genetics, Epigenetics, and Genomics

BIOT 972 Cells and Systems

BIOT 974 Applied Immunology

BIOT 978 Drug Discovery

BIOT 980 Biotechnology Patent Law

BUIS 993 Enterprise Information Technology

CHEM 936 Current Topics in Biochemistry

ENTR 920 Intrapreneurship and Entrepreneurship

MGMT 911 Organization Behavior and Theory

MGMT 971 Communication and Negotiation

### **Capstone Courses (1):**

BIOT 995                      Biotechnology Internship

## **COURSE DESCRIPTIONS**

### **BIOT 903 Drug Development: Process and Regulations**

Designed to provide students with an overview of drug development, for both small molecules and biotherapeutics. The course emphasizes the diverse set of activities in pharmaceutical development; discusses key stages and decision points in the process; and details the importance of quality control and meeting regulatory requirements. Case studies are presented by guest lecturers from the pharmaceutical and biotechnology industry to illustrate the complexities of drug development.

Prerequisite: Acceptance in the P.S.M. concentration in Biotechnology or M.B.A. concentration in Biotechnology Operations or permission from program coordinator.

### **BIOT 908 Quality Assurance and Quality Control for Biotechnology and Biopharmaceuticals**

An examination of the application of quality practices in the development, manufacturing, control and assessment of products in the biotechnology and biopharmaceutical industries. Students learn the principles of QSR (Quality Systems Requirements) as they apply to the procurement of materials and the manufacture, validation and release of products. Through the use of case studies, the course presents the commonalities of QSR and the application of GMP (Good Manufacturing Practices) for all product types, as well as the specific requirements and differences among biologics, small molecules and devices.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology.

### **BIOT 930 Good Laboratory Practices (GLP) in Biotechnology Laboratory Techniques**

An exposure to techniques commonly used in the biotechnology industry. It focuses on the use of cell culture in the production of biologically active products. The course emphasizes sterility, purification, assay of a final product, and documentation. Discussion of Good Laboratory Practices and designing lab techniques to meet regulations are included. The course requires written analysis of data. Laboratory (4 hours).

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

### **BIOT 941 Molecular Biotechnology**

A seminar course which focuses on literature review and analysis. Topics discussed cover several areas in biotechnology, including bioprocessing, biomedical, and agricultural applications. Students are required to write a review-style paper on a topic of their choice and present their paper to their classmates in an oral presentation.

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

### **BIOT 952 Scientific and Technical Communication in Biotechnology**

A focus on oral and written communication for both scientific and nonscientific audiences for a variety of sources in biotechnology, including journals, investor relations, and regulatory documentation.

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

### **BIOT 966 Ethical Implications of Biotechnology**

A seminar course that examines the ethical implications of decisions made in biotechnology as well as the responsibilities of life scientists in their communities. Course discussions include stewardship and environmental impacts of biomanufacturing as well as ethical use of laboratory animals.

Prerequisite: Acceptance in the P.S.M. concentration in Biotechnology or M.B.A. concentration in Biotechnology Operations or permission from program coordinator.

### **BIOT 970 Current Topics in Genetics, Epigenetics, and Genomics**

An advanced genetics course that examines the relationship between genes and environment, with emphasis on molecular genetics and epigenetics. The course discusses genomics of humans and model organisms, explores common experimental approaches in molecular genetics, and includes a discussion of personalized medicine.

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

### **BIOT 972 Cells and Systems**

A study of biological systems at the cell, tissue, and organismal levels, including a discussion of proteomics, genomics, regulatory pathways, stochasticity, and the transcriptome. Students focus on techniques that allow the study of groups of functionally interacting structures as a whole.

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

### **BIOT 974 Applied Immunology**

An advanced study of the principles of immunology and its application to diseases and health. Emphasis is on applications of immunological principles as they pertain to medical diagnostics and biotechnology. The course examines the molecular and cellular components of the immune system relevant to the diagnosis of infectious diseases, genetic- and infection-associated immunodeficiency, cancer, hypersensitivity, autoimmunity, and transplantation.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology and previous completion of an undergraduate microbiology course (or equivalent).

### **BIOT 978 Drug Discovery**

Designed to provide the student with an overview of drug discovery for both small molecules and biotherapeutics. The course emphasizes the interdisciplinary nature of pharmaceutical research and discuss key stages and decisions points in the process. Case studies are used by guest lecturers from the pharmaceutical and biotech industry to illustrate the challenges of identifying human drug targets and delivering drug candidates.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology.

### **BIOT 995 Biotechnology Internship**

An internship which involves an employer-driven project that can be completed in one semester. Individuals currently employed may complete their internship with their current employer but must complete a project distinct from their normal role at the company. At the end of the internship, the student prepares a written summary and analysis of the project with the guidance of the internship mentor and approval of the industry supervisor. A minimum of 400 hours is required.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology and completion of 10 courses within the program.

### **BIOT 980 Biotechnology Patent Law**

An overview of biotech patent law for life science managers, scientists, researchers, business development managers, and investors. This course provides a fundamental understanding of creating and protecting value in a biotechnology company through established mechanisms grounded in patent and licensing law. Students learn the basics of patent filing, patent strategy, product protection in the United States and other countries, licensing (and other conveyances) for value, as a function of business value creation and business development.

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

### **BUIS 956 Project Management for Biotechnology**

Designed for life science professionals. This course utilizes the project management model developed by the Project Management Institute to introduce students to a common methodology for project planning and control. Specific emphasis is placed on project management in biotechnology and the life sciences.

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

### **CHEM 936 Current Topics in Biochemistry**

An advanced biochemistry course designed to enhance the understanding of protein structure, function and biosynthesis; enzyme structure, function and regulation; and carbohydrate metabolism and energetics. This course draws upon the fields of organic chemistry, biochemistry and cell biology for understanding the rationale for the development of new therapeutic agents used in the pharmaceutical industry.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology and previous completion of an undergraduate biochemistry course (or equivalent).

### **MATH 924 Data Analyses and Statistical Concepts in Biotechnology**

Designed for data interpretation, analysis and statistical application in the biotechnology industry. Students perform analysis of quality and assess risk in making business decisions. It includes discussion of appropriate experimental methods. Students apply statistical analysis software commonly used in biotechnology and professional science industries.

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

### **MGMT 921 Business Operations Management for Biotechnology**

Designed for science professionals to develop and apply skills and knowledge for managing business operations. Topics include concepts and techniques for planning, designing, controlling and improving business operations. Real-world business cases are used to develop students' management capacity and capability. Areas of focus include the process view of organizations, performance measures, products and product attributes, production processes, process competencies, procurement and supply chain management and regulatory requirements.

Prerequisite: Acceptance in the P.S.M. concentration in Biotechnology or M.B.A. concentration in Biotechnology Operations or permission from program coordinator.

### **MGMT 945 Management and Leadership for Biotechnology**

Designed for life science professionals. The course addresses managerial and leadership styles and the dynamics of organizational behavior. Topics include managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams. This course includes case studies from the biotechnology industry.

Prerequisite: Acceptance in the P.S.M. concentration in Biotechnology or M.B.A. concentration in Biotechnology Operations or permission from program coordinator.

# Master of Arts

## concentration in Educational Leadership

### Non-Licensure Track

***Note:** Offered only through the international programs of the C. Louis Cedrone International Education Center. This program is only offered to teachers living and working abroad. It does not have any attachments such as licensure.*

**Program Coordinator:** Dr. Robert Freyermuth

**Program Advisors:** Dr. Robert Freyermuth  
Dr. Marguerite Mahler

The Master of Arts (M.A.) with a concentration in Educational Leadership is designed to provide qualified and experienced educators with the knowledge and skills necessary for positions of leadership in school settings. The program emphasizes the role of school leader as collaborator and creator of a supportive and stimulating environment for children and teachers. Courses are provided in an intensive format and require prior readings along with pre-course and post-course assignments that relate academic study to actual field experiences. Students are required to arrange non-credit leadership learning opportunities under the supervision of school administrators or directors.

Courses include field-based experiences designed for the administrator preparation program. Because of state specific Performance Standards, the International Program in Educational Leadership does not lead to licensure. The nature of the site-based experiences varies according to the unique career paths of students in international schools. Description and documentation of the field-based experiences are the responsibility of the student and the cooperating administrator/director from the school. These should be included in the student's portfolio.

### Admission Requirements

1. The applicant must have a baccalaureate degree from a regionally accredited college or university. An applicant with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of the accredited agencies are available upon request.
2. The applicant must have a minimum undergraduate minimum grade point average (GPA) of 3.00 on a 4.00 scale.
3. The applicant must have a minimum of three full years of employment as a teacher.



## **Program Requirements**

The program consists of 10 courses and includes three (3) core courses and seven (7) concentration courses. As a culminating experience, each matriculated student in the Educational Leadership program is required to complete a portfolio to be turned in at the end of the student's final course and submitted to the C. Louis Cedrone International Education Center at Framingham State University.

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

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation

*(recommended after completion of three Content/Concentration courses)*

### **Concentration Courses (7)**

EDLE 927 Advanced Teaching Strategies

EDLE 938 Technology Applications for School Leaders

EDLE 947 A Systems Approach to Educational Finance

EDLE 948 Legal Issues and Concerns in Education

EDLE 970 Curriculum Design, Practice and Assessment

EDLE 986 Collaborative Leadership and Organizational Change

EDLE 987 Supervision and Staff Development

### **Information on Portfolio**

The portfolio includes an introductory page plus ten typed or written pages (one for each course) and an overall summary composed of the following parts:

1. An introductory page of one or two paragraphs that gives a brief biographical sketch about you as a student and professional educator.
2. For each course, a summary of an assignment, project or a course experience that was especially meaningful to you.
3. A self-reflective statement that discusses how each course contributes to your ability to become a more effective educator and lifelong learner. This part should also discuss how you plan to apply what you have learned from this course.
4. At the conclusion of all course work, the student prepares a summary statement that describes how the overall program has contributed to him or her professionally as an educator or lifelong learner.

The portfolio is reviewed by a faculty committee of the International Education Program to determine if it has met the requirements stated above and received a Pass/Fail grade. It will be filed in the C. Louis Cedrone International Education Center at Framingham State University. Students should submit the portfolio within thirty days after their final course. The degree will not be granted until the portfolio has been graded and approved.

## **COURSE DESCRIPTIONS**

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

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

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

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

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

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

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

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

### **EDLE 938 Technological Applications for School Leaders**

Covers the essentials of technology needed to facilitate school based leadership. Emphasizes technology skills required for supervision of instruction in technology-enhanced classrooms. Approaches to integrating technology into the development of curriculum and to fostering the professional development of staff in the area of technology are included. Ways to strengthen school-home relationships through distance learning and instruction-driven web sites are also explored. Students enhance their technological skills while creating a context for working with teachers and instructional technology specialists within K-12 learning environments.

### **EDLE 947 A Systems Approach to Educational Finance**

An examination of the financial relationship between and among the five major systems of a school - curriculum, infrastructure, supervision, evaluation, and professional development. Students develop an understanding of the theoretical foundations of education, the laws and regulations pertaining to school finance, grant development and management, the interrelationship of education and municipal financing, and the development of a school-based financial plan.

### **EDLE 948 Legal Issues and Concerns in Education**

Offers participants the opportunity to learn the interactions between public education and the law stressing the notion of Preventive Law. Topics covered may include: employment of public school employees; curriculum, religion and schools; freedom of expression; discrimination and harassment; special education; discipline; and the implications of current federal and state statutes.

### **EDLE 970 Curriculum Design, Practice and Assessment**

Provides students with a curriculum update in the major subjects of schooling with special emphasis on student assessment, teaching strategies, learning styles and interdisciplinary curriculum development. Students create a model for designing, implementing, and evaluating curriculum in a chosen discipline. Curriculum concepts are integrated in ways which are meaningful to various cultural groups and minorities. Factors which determine the success of curriculum change, including a needs assessment, will be considered.

### **EDLE 986 Collaborative Leadership & Organizational Change**

Examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrator, teacher, parent and community leaders as a means of bringing about more effective schools. Proposals for re-conceptualizing schools are reviewed. This course includes a field-based training component.

### **EDLE 987 Supervision and Staff Development**

Understanding and supporting the development of teachers is a major emphasis of this course. Students acquire interpersonal and technical skills to assist them in working with people in their roles as supervisors, consultants, and advisors, and in improving the quality of instruction in schools. New developments in the field of supervision, (e.g., mentoring, group clinical supervision, beginning teacher induction programs, study groups); issues related to supervising in schools, (e.g., working with a multicultural and multi-ethnic staff), and recent supervision research are examined. This course includes a field-based training component.

Prerequisite: EDLE 927 Advanced Teaching Strategies

# Master of Education

## concentration in International Teaching

*Note: Offered only through the international programs of the C. Louis Cedrone International Education Center. This program is only offered to teachers living and working abroad. It does not have any attachments such as licensure.*

**Program Coordinator:** Dr. Robert Freyermuth

Program Advisors: Dr. Robert Freyermuth  
Dr. Marguerite Mahler

The Master of Education (M.Ed.) with a concentration in International Teaching presents a unique opportunity for educators living and working abroad to advance both academically and professionally while working in overseas assignments. The program is designed to provide a quality education to English-speaking teachers in Central America, South America, Mexico, Europe, and Asia. Courses are provided in a condensed format supported by prior readings, and culminate in a final project.

### Admission Requirements

1. The applicant must have a baccalaureate degree from a regionally accredited college or university.
2. The applicant must have a minimum undergraduate minimum grade point average of 2.80 on a 4.00 scale.

### Program Requirements

This program consists of a total of nine (9) courses as eight (8) core and one (1) elective. As a culminating experience, each matriculated student in the International Teaching program will be required to complete a portfolio to be turned in at the end of the student's final course and submitted to the C. Louis Cedrone International Education Center at Framingham State University.

### Required Courses (8):

EDUC 921 Supervision, Staff Development, and Collaborative Leadership  
EDUC 926 Issues and Influences in Education  
EDUC 932 Creative Teaching Techniques and Utilization of Multimedia  
EDUC 999 Research and Evaluation  
EDUC 925 Curriculum: Theory and Practice  
LTRC 920 Issues and Strategies in Reading and Literacy Instruction  
SPED 924 Special Education in the Regular Classroom  
TESL 928 English as a Second Language and Cross-Cultural Awareness

### Elective Course (1):

The elective course is determined by the program coordinator and reflects local interest and needs. Possible electives are listed below. Additional choices may be available.

EDLE 927 Advanced Teaching Strategies

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Development and Communication

LTRC 926 Teaching the Writing Process

SPED 960 Assessment of Learning Problems

SPEC 963 Behavior and Classroom Management

### **Information on Portfolio Requirement**

The portfolio includes an introductory page plus ten typed or written pages (one for each course) and an overall summary composed of the following parts:

1. An introductory page of one or two paragraphs that gives a brief biographical sketch about you as a student and professional educator.
2. For each course, a summary of an assignment, project or a course experience that was especially meaningful to you.
3. A self-reflective statement that discusses how each course contributes to your ability to become a more effective educator and lifelong learner. This part should also discuss how you plan to apply what you have learned from this course.
4. At the conclusion of all course work, the student prepares a summary statement that describes how the overall program has contributed to them professionally as an educator or lifelong learner.

The portfolio is reviewed by a faculty committee of the International Education Program to determine if it has met the requirements stated above and received a Pass/Fail grade. It will be filed in the C. Louis Cedrone International Education Center at Framingham State University. Students should submit the portfolio within thirty days after their final course. The degree will not be granted until the portfolio has been graded and approved.

## **COURSE DESCRIPTIONS**

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

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

### **EDLE 938 Technological Applications for School Leaders**

Covers the essentials of technology needed to facilitate school based leadership. Emphasizes technology skills required for supervision of instruction in technology-enhanced classrooms. Approaches to integrating technology into the development of curriculum and to fostering the professional development of staff in the area of technology are included. Ways to strengthen school-home relationships through distance learning and instruction-driven web sites are also explored. Students enhance their technological skills while creating a context for working with teachers and instructional technology specialists within K-12 learning environments.

### **EDLE 947 A Systems Approach to Educational Finance**

An examination of the financial relationship between and among the five major systems of a school - curriculum, infrastructure, supervision, evaluation, and professional development. Students develop an understanding of the theoretical foundations of education, the laws and regulations pertaining to school finance, grant development and management, the interrelationship of education and municipal financing, and the development of a school-based financial plan.

### **EDLE 948 Legal Issues and Concerns in Education**

Offers participants the opportunity to learn the interactions between public education and the law stressing the notion of Preventive Law. Topics covered may include: employment of public school employees; curriculum, religion and schools; freedom of expression; discrimination and harassment; special education; discipline; and the implications of current federal and state statutes.

### **EDLE 970 Curriculum Design, Practice and Assessment**

Provides students with a curriculum update in the major subjects of schooling with special emphasis on student assessment, teaching strategies, learning styles and interdisciplinary curriculum development. Students create a model for designing, implementing, and evaluating curriculum in a chosen discipline. Curriculum concepts are integrated in ways which are meaningful to various cultural groups and minorities. Factors which determine the success of curriculum change, including a needs assessment, will be considered.

### **EDLE 986 Collaborative Leadership and Organizational Change (Pre-Practicum)**

Examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrator, teacher, parent and community leaders as a means of bringing about more effective schools. Proposals for re-conceptualizing schools are reviewed. This course will include a field-based training component.

### **EDLE 987 Supervision and Staff Development (Pre-Practicum)**

Understanding and supporting the development of teachers is a major emphasis of this course. Students will acquire interpersonal and technical skills to assist them in working with people in their roles as supervisors, consultants, and advisors, and in improving the quality of instruction in schools. New developments in the field of supervision, (e.g., mentoring, group clinical supervision, beginning teacher induction programs, study groups); issues related to supervising in schools, (e.g., working with a multicultural and multi-ethnic staff), and recent supervision research are examined. This course will include a field-based training component.

**Prerequisite:** EDLE 927 Advanced Teaching Strategies

### **EDUC 921 Supervision, Staff Development, and Collaborative Leadership**

Emphasizes issues affecting the professional teacher and staff. Students practice interpersonal and technical skills to assist them in working with others and in improving the quality of classroom instruction. The course explores principles of change, trends, and models of staff development, issues related to sharing leadership among teachers and administrators, and the development of a professional culture in schools.

### **EDUC 925 Curriculum: Theory and Practice**

Examines theory and practice in curriculum development and evaluation. Emphasis is placed upon K-12 curriculum objectives, models of curriculum and relationships of curriculum to basic texts.

### **EDUC 926 Issues and Influences in Education**

Examines issues and influences that affect education and educational practice. Attention is given to the special character of overseas education. Emphasis is placed on understanding and strategy building.

**EDUC 932 Creative Teaching Techniques and Utilization of Multimedia**

An introduction to the appropriate use of media methods and creative techniques that improve classroom communication. Familiarization with available instructional multimedia and its proper utilization will be stressed. Emphasis also on organizational development and analyzing effective presentation strategies. There are opportunities, when appropriate, for on-site production experience.

**EDUC 999 Research and Evaluation**

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

**LTRC 920 Issues and Strategies in Reading and Literacy Instruction**

Emphasizes prominent issues facing literacy education today. Basic concepts, approaches, and strategies essential for good literacy teaching will be addressed. Topics include the nature of early literacy acquisition, comprehension and word analysis strategies, literature and reader response, use of alternative or authentic assessment, with emphasis on portfolios, classroom organization and management strategies, family literacy, and the influence of cultural linguistic diversity on reading instruction.

**SPED 924 Special Education in the Regular Classroom**

Examines the theories and treatment of students with special needs in the regular classroom. Included are major theories, current research, analysis of model programs, diagnoses, materials, strategies and multi-disciplinary factors.

**TESL 928 English as a Second Language and Cross-Cultural Awareness**

Emphasis on methodology, materials and research related to the teaching of English as a second language and language acquisition. Attention is given to teaching situations that include students from diverse cultural and linguistic backgrounds.

# Master of Education

## Concentration in Special Education

### Non-Licensure Track

***Note:** Offered only through the international programs of the C. Louis Cedrone International Education Center. This program is only offered to teachers living and working abroad. It does not have any attachments such as licensure.*

**Program Coordinator:** Dr. Robert Freyermuth

**Program Advisors:** Dr. Robert Freyermuth  
Dr. Marguerite Mahler

The Master of Education (M.Ed.) with a concentration in Special Education prepared the overseas teacher to teach students with Moderate Disabilities.

### Admission Requirements

1. The applicant must have earned a baccalaureate degree from an accredited college or university.
2. The applicant must have a minimum undergraduate minimum grade point average (GPA) of 2.80 on a 4.00 scale.
3. The applicant must submit satisfactory scores on the Graduate Record Examination (GRE) General Test.

### Program Requirements

This program requires successful completion of twelve (12) courses. An oral comprehensive examination is required of all students as the culminating experience. A professional portfolio must be completed and presented prior to the oral comprehensive examination as part of the degree program. The exam is taken during the student's final semester of study.

### Education Core Courses (3)

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Developments and Communication

EDUC 999 Research and Evaluation

*(recommended after completion of three Content or Concentration courses)*

### Concentration Courses (8)

LTRC 907 Literacy Instruction

LTRC 930 Literacy Instruction for Diverse Learners

SPED 937 Connecting Mathematical Concepts and Teaching

SPED 956 Curriculum Development and Modification

SPED 960 Assessment of Learning Problems

SPED 962 Developmental Patterns of Children with Special Needs

SPED 963 Behavior and Classroom Management

SPED 964 Collaborative Educational Planning



## Electives (1)

All students must select an elective course from an academic content area.

*Note: This program is only offered to teachers living and working abroad. It does not have any attachments such as licensure.*

## COURSE DESCRIPTIONS

### EDUC 991 Philosophy of Education and Teaching Practice

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

### EDUC 998 Language Development and Communication

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

### EDUC 999 Research and Evaluation

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

### LTRC 907 Literacy Instruction

A focus on principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment. Note: Credit will not be given for both this course and 14.830 Advanced Literacy Instruction/Developmental Reading.

### LTRC 930 Literacy Instruction for Diverse Learners

A focus on differentiated instruction in reading and writing including assessment, learner profiles, instructional design, and implications for literacy learning. Students design and implement a literacy program for learners with disabilities. This course includes a required pre-practicum, field-based experience of 25 hours. The majority of the time is spent working with an individual student.

Prerequisite: LTRC 907 Literacy Instruction. Open to matriculated graduate students or by permission of the special education program coordinator.

### SPED 937 Connecting Mathematical Concepts and Teaching

Designed for teachers to investigate the major mathematical concepts and content found in the Massachusetts Mathematics Curriculum Framework, in order to improve their understanding and recognition of connections within the mathematical curriculum. By analyzing classroom cases, participants learn to identify mathematical concepts with which students struggle. Teachers improve their ability to communicate mathematical ideas to students.

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

An examination of various curriculum designs to determine realistic goals for students with different learning styles. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative communication approaches, and team teaching are strategies that are explored. Emphasis is placed on collaborative planning of curriculum units (academic, vocational, life skills), by the interdisciplinary team that address the needs and strengths of each student. Students develop curriculum units, conduct field tests, evaluate and modify their plans. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting. Prerequisite: SPED 962 Developmental Patterns of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 960 Assessment Procedures**

An observation, recording and analysis of children's behaviors through culturally sensitive formal and informal assessments. Diagnostic tests in areas of cognitive, affective, psychomotor and social development, and approaches such as archival research, the development of narrative reports, and portfolio assessment techniques are used. Collaboration with other professionals to develop a comprehensive assessment of the student's abilities is an integral part of the course. Translation of results into meaningful educational practice is stressed. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting. Prerequisite: SPED 962 Developmental Patterns of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 962 Development Patterns of Students with Moderate Disabilities**

A review of the developmental sequence from birth through adulthood with emphasis on understanding various pervasive and developmental delays and disabilities. Appropriate educational planning that supports the cognitive, linguistic, social/emotional and physical growth of students in an integrated setting will be examined. Particular emphasis is placed on the interdisciplinary team approach that supports collaboration between the general education classroom teacher and other personnel to provide an appropriate program for students with special needs. This course includes a required pre-practicum field-based experience of 25 hours in a public school or other approved educational setting.

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

Designed to familiarize students with management strategies including behavior and psychodynamic approaches appropriate for classroom implementation as well as home-school behavior management. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group setting. Class participants learn how outside agencies can be utilized to affect student behavior. Focus is on systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior.

Prerequisite: SPED 962 Developmental Pattern of Children with Special Needs. Open to matriculated graduate students or by permission of the special education program coordinator.

### **SPED 964 Collaborative Educational Planning**

A preparation and review of individual educational plans to comply with existing federal legislation, state laws, and eligibility guidelines. Exemplary practices including in-class delivery of special services are addressed. Students identify appropriate resources and agencies for effective collaboration including those necessary to facilitate a smooth transition to adult services.

Prerequisite: SPED 960 Assessment of Learning Problems. Open to matriculated graduate students or by permission of the special education program coordinator.

# Master of Education

## concentration in The Teaching of English as a Second Language

### Non-Licensure Track

***Note:** Offered only through the international programs of the C. Louis Cedrone International Education Center. This program is only offered to teachers living and working abroad. It does not have any attachments such as licensure.*

**Program Coordinator:** Dr. Marguerite Mahler

**Program Advisor:** Dr. Marguerite Mahler

The Master of Education (M.Ed.) with a concentration in The Teaching of English as a Second Language (TESL) is designed for teachers who are currently teaching overseas and who have a strong interest in second language related issues. It provides the theoretical and practical knowledge to be a competent and effective teacher of English as a Second/ Foreign Language. Courses are provided in an intensive format and require prior readings, pre-course, and post-course assignments. The program of study culminates in a final portfolio.

### Admission Requirements

1. The applicant must have a baccalaureate degree from a regionally accredited college or university. Applicants with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of accredited agencies are available upon request.
2. The applicant must have a minimum undergraduate minimum grade point average (GPA) of 2.80 on a 4.00 scale.

### Program Requirements

This program requires a minimum of ten (10) courses is required for graduation. As a culminating experience, each matriculated student is required to complete a portfolio at the end of the student's final course. Portfolios are to be submitted to the C. Louis Cedrone International Education Center at Framingham State University.

### Education Core Courses (3)

EDUC 991 Philosophy of Education and Teaching Practice

EDUC 998 Language Development and Communication

EDUC 999 Research and Evaluation

*(recommended after completion of three Content or Concentration courses)*

### Concentration Courses (7)

TESL 901 Language Structure: Phonetics and Morphology

TESL 902 Language Structure: Syntax, Semantics, and Pragmatics

TESL 913 Current Issues in Second Language Acquisition

TESL 920 Technology in the Second Language Classroom

TESL 936 The Teaching of Second Language Skills

TESL 948 Teaching Reading and Writing in the English Immersion Classroom

TESL 966 Seminar in Applied Linguistics

## **COURSE DESCRIPTIONS**

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

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

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

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

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

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

### **TESL 901 Language Structure: Phonetics and Morphology**

An introduction to the universal linguistic properties of sound systems and the basic features of the sound system of English. The rules of word formation and aspects of morphological typology are also examined. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

### **TESL 902 Language Structure: Syntax, Semantics, and Pragmatics**

An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. English is compared and contrasted with other languages. **Note:** This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

### **TESL 913 Current Issues in Second Language Acquisition**

A review of recent research and theories of second-language acquisition and the factors that lead to successful acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored.

### **TESL 920 Technology in the Second Language Classroom**

An exploration of the use of current technologies in teaching and learning in the second language and foreign language classroom. Attention is given to technologies that enhance collaboration, communication, and creativity among learners. Includes the design of lesson plans that incorporate technologies such as Wikis, Blogs, Podcasts, and other collaborative web-based tools for classrooms.

### **TESL 932 Sheltered Instruction for the Content Area**

Focuses on the development of content lessons and strategies in the teaching of sheltered subject matter. Student learning assessment is incorporated in course materials and projects.

### **TESL 936 The Teaching of Second Language Skills**

An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated. The incorporation of the Massachusetts Curriculum Frameworks into lesson plans is emphasized. **Note:** Students cannot receive credit for both this course and either TESL 918 The Teaching of English Language Skills or TESL 955 Advanced Instructional Techniques in the Teaching of Foreign/Second Language.

### **TESL 948 Teaching Reading and Writing in the English Immersion Classroom**

Explores reading theory and research and their application in shaping and developing literacy skills in English language learners. Balanced reading instruction, specific sheltered English literacy strategies that include vocabulary development, and measures for assessing literacy skills form the core of this course.

### **TESL 966 Seminar in Applied Linguistics**

An advanced seminar whose topics change from term to term. Topics in sociolinguistics, psycholinguistics, discourse analysis, and conversational analysis are considered.

# Content Electives

**Refer to your program of study degree requirements to determine which course subject electives are applicable to your degree.**

## **ART HISTORY and STUDIO ART COURSE DESCRIPTIONS**

*Refer to Master of Education, concentration in Art section of this catalog.*

## **BIOLOGY COURSE DESCRIPTIONS**

### **BIOL 801 Genetics**

A study of the principles governing heredity in all living things, including microorganisms, plants, and animals. Topics covered include Mendelian inheritance, molecular genetics, cytogenetics, human hereditary disease, and population genetics. Laboratory.

Prerequisites: Introductory courses in biology and chemistry or permission of advisor.

### **BIOL 802 Process of Organic Evolution**

A study of the historical development of evolutionary thought in the pre- and post-Darwinian periods; the interplay among mutations, recombination, gene flow, natural selection and genetic drift in determining the direction of evolutionary change; isolating mechanisms and the origins of species; the role of polyploidy in plant evolution; the significance of hybridization in evolution and speciation; evidence of evolution from various disciplines. No laboratory.

Prerequisite: An introductory course in genetics or permission of advisor.

### **BIOL 810 Cell Biology**

A study of the structure and function of cells and their major organelles. Topics covered include the nucleus, mitochondria, Golgi, lysosome, endoplasmic reticulum, protein trafficking, signal transduction, cellular energetics, and gene expression. Laboratory exercises are mostly experimental.

Prerequisites: Introductory courses in biology and chemistry or permission of advisor.

### **BIOL 830 Immunology**

A study of the principles of immunology. The immune response, antibody formation in cells and the whole animal, immuno-suppression, blood group antigens, and the kinetics of antigen-antibody reactions are described. The structure of the antibody and its active site are examined at the molecular level. The roles of complement, hypersensitivity (allergy), and auto allergic reactions and transplantation immunity are discussed. Laboratory.

Prerequisite: Microbiology or permission of the instructor.

### **BIOL 835 Recombinant DNA Technology**

Designed to familiarize the student with the processes and techniques employed by the biotechnology industry to produce recombinant products. The theoretical foundations for recombinant DNA methodology, as well as medical forensic and commercial applications of genetic engineering are considered. Laboratory exercises include DNA isolation, restriction enzyme mapping, cloning to selectable vectors, gel electrophoresis, polymerase chain reaction, DNA sequencing, and selected protein purification methodology. Prerequisites: Genetics and Microbiology.

### **BIOL 839 Neurobiology**

An advanced examination of the development, structure and function of the central and peripheral nervous systems. Topics covered include synaptic communication, neurotransmission, sensory and motor processing, reflexes and cellular processes of learning and memory. It is designed for biology or psychology majors with an interest in neurophysiology. Laboratory.

Prerequisite: Human Anatomy and Physiology I or Comparative Vertebrate Physiology or permission of the instructor.

**BIOL 871 Medical Microbiology**

An overview of human infectious diseases caused by viruses, bacteria, and fungi. Emphasis is placed on current diagnostic techniques and microbial pathogenic mechanisms, and on contemporary issues that include newly emerging infectious diseases, vaccines, and bio-terrorism. Laboratory exercises focus on state-of-the-art procedures for the isolation and identification of pathogenic microbes and for the determination of their susceptibility to chemotherapeutic drugs.

Prerequisite: An introductory course in microbiology. Note: Students cannot receive course credit for both Medical Microbiology (BIOL 871) and Theories of Infectious Diseases (BIOL 881).

**BIOL 881 Theories of Infectious Diseases**

An introduction to human infectious diseases based upon assigned readings that emphasize microbial pathogenic mechanisms and contemporary diagnostic techniques. Learning goals are centered on a series of case studies involving the most common infectious diseases affecting humankind.

Prerequisite: An introductory course in microbiology, or permission of the advisor. Note: Students cannot receive course credit for both Medical Microbiology (BIOL 871) and Theories of Infectious Diseases (BIOL 881).

**CHEMISTRY COURSE DESCRIPTIONS**

*For additional Chemistry courses refer to the Master of Science, concentration in Food and Nutrition, Food Science and Nutrition Science section of this catalog.*

**CHEM 803 Physical Chemistry I**

An introduction to the principles of physical chemistry. The topics treated include chemical thermodynamics, phase equilibria, solutions, the kinetic theory of gases, chemical kinetics, electrochemistry, spectroscopy and quantum chemistry.

Prerequisites: Principles of Physics I and II, and two courses in Calculus.

**CHEM 804 Physical Chemistry II**

An introduction to the principles of physical chemistry. The topics treated include chemical thermodynamics, phase equilibria, solutions, the kinetic theory of gases, chemical kinetics, electrochemistry, spectroscopy and quantum chemistry.

Prerequisites: Principles of Physics I and II, and two courses in Calculus.

**CHEM 829 Nutritional Biochemistry/Metabolism**

A detailed investigation of protein, lipid, carbohydrate and nucleic acid metabolism in the total scheme of integrated metabolic systems. Direct and circumstantial relationships involving animal and human nutrition in normal and pathological health conditions will be discussed wherever a dietary or nutritional component is involved.

Prerequisite: Biochemistry or Biochemistry I-Structures, Mechanisms, and Analysis.

**CHEM 861 Advanced Analytical Chemistry**

A discussion of topics selected from recent literature in chromatography, ion selective electrodes and sensors, atomic spectroscopy, surface analysis, Fourier transform methods, computerized data acquisition, data treatment, and laboratory automation.

Prerequisites: Organic Chemistry II, Physical Chemistry II, and Instrumental Analysis, or permission of the instructor.

**CHEM 990 Directed Study in Food Science/Nutrition Science**

Investigation of a substantial original research topic dealing with food science or nutrition science. Research will conclude with a detailed research report as directed by the graduate advisor.

Prerequisite: Permission of instructor.

## EARTH SCIENCES COURSE DESCRIPTIONS

### **EASC 846 Oceanography**

The structure and origin of ocean water basins; the origin and chemistry of seawater; the physical dynamics of the sea including oceanic circulation, waves, and tides; geology of coastal areas; some marine ecology; and management practices for coastal and oceanic environments are covered. Several field trips will supplement lectures. This course is designed for all students interested in the oceans and their preservation.

### **GEOL 831 Physical Geology**

A study of the nature and origin of the minerals and rocks comprising the earth; the geologic evolution of surface features (scenery), taking into account the underlying rock types and structures as well as the surface effects of glaciers, oceans, rivers, volcanoes, and earthquakes; introduction to geologic aspects of environmental issues; and the geology of the solar system. Numerous field trips supplement the lectures and labs. Designed for students wanting to learn more about the formation of landscapes and the limitation of earth resources.

## ENGLISH AS A SECOND LANGUAGE COURSE DESCRIPTIONS

*Refer to Master of Education, concentration in Teaching English as a Second Language section of this catalog.*

## GEOGRAPHY COURSE DESCRIPTIONS

### **GEOG 812 Geographic Perspectives on the Environment**

An introductory survey stressing the geographical approach to the study of man/land relationships. Emphasis is placed on the impact of human activities on the environment and on conflicts between resource exploration and environmental quality. Contemporary utilization, modification by urbanization, and environmental regions are studied.

### **GEOG 853 Geography of Russia and the Former Soviet Republic**

A regional survey of the fifteen successor states of the Soviet Union. Emphasis is on the changing patterns of economic and cultural geography.

### **GEOG 855 Geography of Sub-Saharan Africa**

An examination of the physical and cultural landscape of Africa south of the Sahara, with special emphasis on the native cultures of the area and their influence on the landscape; the revolutionary effects of European interventions and conquests; and the modern political, cultural, and economic climates.

### **GEOG 856 Geography of the Middle East**

Physical, cultural and political environmental conditions which make that realm of instability which exists in Southwest Asia and North Africa.

### **GEOG 857 Geography of Latin America**

Development of modern cultural landscape. Physiographic and climatic patterns; native cultures; problems of economic development and political stability.

### **GEOG 890 Non-Western Regional Geography: Field Study**

An exploration of a non-western geographical region through an actual field study. The focus is on the physical and cultural geography of the visited area, with special emphasis on the significance of historical, cultural, and recreational sites on the changing patterns of economic, political, and cultural geography. Location of region is announced when offered.

### **GEOG 891 Western Regional Geography: Field Study:**

An exploration of a western geographical region through an actual field study. The focus is on the physical, cultural, and historical geography of the visited area, with specific emphasis on the significance of historical, cultural, and recreational sites on the changing patterns of economic, social, and cultural geography. Emphasis is placed on an understanding of differing experiences and perspectives relating to issues of gender, race, and class in the region. Location of region is announced when offered.



**GEOG 927 Geographical Perspectives on Non-Western Regions**

A spatial analysis of the historical, political, economic, and cultural geography of non-Western regions. The main objective is to provide geographic perspective on current issues resulting from human-environment interaction, geopolitical economics interest and ethnic-religious influences on ideology, socioeconomic and education systems.

**GEOG 959 Topics in the Geography of Massachusetts and New England**

A historical geographic analysis and present geographical development of Massachusetts and New England as regions of the United States. Specific topics include historical geography, physical landscape analysis, weather and climate, and patterns and issues of the region's economic and urban development.

**LITERACY COURSE DESCRIPTIONS**

*Refer to Master of Education, concentration in Literacy and Language section of this catalog.*

**MATH COURSE DESCRIPTIONS**

*Refer to Master of Education, concentration in Math section of this catalog.*

# Graduate Certificate Programs

## Graduate Certificate programs are available in:

Educational Leadership* (Online)	Public Administration
Fundamentals of Biotechnology	School Nutrition Specialist
Healthcare Administration	Special Needs*
Human Resource Management	STEM Education
Instructional Technology Proficiency (Online)	Teaching of English as a Second Language (TESL)
Merchandising	Quality Assurance for Biotechnology
Nursing Case Management	

*\*Note: Offered only through the international programs of the C. Louis Cedrone International Education Center*

## Post-Master's Certificate programs are available in:

Reading Specialist	Nursing Leadership
Nursing Education	

## Admission Requirements

Applicants applying for most graduate certificate programs at Framingham State University must have earned an undergraduate degree from a regionally accredited college or university, with a minimum undergraduate grade point average (GPA) of 2.80.

Students not meeting this requirement may be reconsidered for admission after completing one (1) prescribed course in the certificate program. Other admission standards may apply depending on the certificate program.

## Transfer Credit

No transfer credit is permitted in a certificate program.

## Course Requirement Waiver

Students may petition to have one (1) graduate course waived for their certificate program based on graduate coursework completed elsewhere. Student must obtain written approval from the certificate program's advisor.

## Time Limits

Students are given up to four (4) calendar years to complete the certificate program. Students who cease taking courses for one (1) fall or spring semester will be considered inactive. Upon returning to active status, they would be readmitted under the curriculum then in place.

## Academic Dismissal

Students who are enrolled in a graduate certificate program and receive one grade below B- (2.70) will be subject to immediate dismissal. Upon notification, the student will have one (1) semester to make a formal written appeal of the dismissal to the Graduate Education Council.

## Completion Requirements

Students must have a minimum B- (2.70) average or above in the program in order to earn a certificate. Additional requirements may apply depending on the certificate program.

# Graduate Certificate in Education Leadership

*Note: Offered only through the international programs of the C. Louis Cedrone International Education Center*

The Graduate Certificate in Educational Leadership is designed to provide qualified and experienced educators with the knowledge and skills necessary to assume leadership positions in schools. The program emphasizes the role of school leader as collaborator and creator of a supportive and stimulating environment for students and teachers. Although this program has no formal practicum experience, all courses in the program will contain field-based experiences related to that subject area. Students who successfully complete the certificate program can later apply these courses to the Master of Art in Educational Leadership, once an application has been submitted and accepted. Please note this certificate does not lead to a license in the United States.

## Program Overview and Goals

Upon completion of the Graduate Certificate in Educational Leadership program, students will have acquired the foundational knowledge and skills necessary to become an effective school leader.

## Learning Outcomes

The following goals will be achieved:

- Identify all aspects of research and evaluation in school's setting.
- Integrate into practice the technology applications.
- Comprehend collaborative leadership approaches and organizational change.
- Communicate effectively with staff and all stakeholders.

## Admission Requirements

Applicants applying for a graduate certificate must have earned an undergraduate degree from a regionally accredited college or university. An applicant with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of the accredited evaluation agencies are available upon request. The applicant must have a minimum of three (3) full years of employment as a teacher.

## Transfer Credit

No transfer credit is allowed in this certificate program.

## Curriculum Requirements

The following four (4) courses are required for the Certificate in Educational Leadership:

EDLE 938 Technology Applications for School Leaders

EDLE 986 Collaborative Leadership and Organizational Change

EDLE 987 Supervision and Staff Development

EDUC 999 Research and Evaluation

## Completion Requirement

Students must have a minimum B- (2.70) average or above in the certificate program in order to earn the certificate.

For further information about the Graduate Certificate in Special Needs, please contact Joyce Fahey, Associate Director of the C. Louis Cedrone International Center, [jfahey@framingham.edu](mailto:jfahey@framingham.edu).

## **COURSE DESCRIPTIONS**

### **EDLE 938 Technological Applications for School Leaders**

Covers the essentials of technology needed to facilitate school based leadership. Emphasizes technology skills required for supervision of instruction in technology-enhanced classrooms. Approaches to integrating technology into the development of curriculum and to fostering the professional development of staff in the area of technology are included. Ways to strengthen school-home relationships through distance learning and instruction-driven web sites are also explored. Students enhance their technological skills while creating a context for working with teachers and instructional technology specialists within K-12 learning environments.

### **EDLE 986 Collaborative Leadership & Organizational Change**

Examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrator, teacher, parent and community leaders as a means of bringing about more effective schools. Proposals for re-conceptualizing schools are reviewed. This course will include a field-based training component.

### **EDLE 987 Supervision and Staff Development**

Understanding and supporting the development of teachers is a major emphasis of this course. Students will acquire interpersonal and technical skills to assist them in working with people in their roles as supervisors, consultants, and advisors, and in improving the quality of instruction in schools. New developments in the field of supervision, (e.g., mentoring, group clinical supervision, beginning teacher induction programs, study groups); issues related to supervising in schools, (e.g., working with a multicultural and multi-ethnic staff), and recent supervision research are examined. This course will include a field-based training component.

Prerequisite: EDLE 927 Advanced Teaching Strategies.

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

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

# Graduate Certificate in Fundamentals of Biotechnology

The Graduate Certificate in the Fundamentals for Biotechnology offers life science or relevant professionals foundational knowledge in the basic operation of the biotech industry and may be earned separately or as part of the Professional Science Master's (PSM) program in Biotechnology. The certificate consists of three courses that combine training in biotech operation, regulatory affairs, and scientific applications to provide a foundation for successful entry and continuous learning within a biopharmaceutical organization.

## Learning Outcomes

Upon completion of the Graduate Certificate in Fundamentals of Biotechnology, students will

- Summarize the overview of the drug product development process, through an understanding of the key stages and importance of regulatory requirements.
- Apply the principles of Quality Systems Requirements in product quality assurance and quality control within a regulatory environment.
- Design and evaluate data acquisition in product discovery and development with the knowledge of statistical requirements and applications.
- Analyze fundamental knowledge about biotechnology and related sub-disciplines within the industry.

## Admission Requirements

The certificate program is open to individuals who have earned a baccalaureate degree in any field from a regionally accredited college or university.

Applicants must:

- Submit a completed Graduate Certificate Application form.
- Have earned a baccalaureate degree in life sciences or relevant discipline from a regionally-accredited college or university and have final GPA of 2.80 or higher.
- Submit official transcripts of all undergraduate and graduate work.
- Submit a Statement of Purpose which includes the applicant's professional goals.

For further information about the Graduate Certificate in Fundamentals of Biotechnology, please contact the Office of Graduate Admissions at 508-626-4501.

## Transfer Credit

No transfer credit is permitted in this certificate program.

## Certificate Course Requirements (3):

To be awarded the Graduate Certificate in Fundamentals of Biotechnology, students must complete the following three (3) courses with a grade of "B-" (2.70) or better:

BIOT 903 Drug Development: Process and Regulations

BIOT 908 Quality Assurance and Quality Control for Biotechnology  
and Biopharmaceuticals

MATH 924 Data Analyses and Statistical Concepts in Biotechnology

## **COURSE DESCRIPTIONS**

### **BIOT 903 Drug Development: Process and Regulations**

Designed to provide students with an overview of drug development, for both small molecules and biotherapeutics. The course emphasizes the diverse set of activities in pharmaceutical development; discusses key stages and decision points in the process; and details the importance of quality control and meeting regulatory requirements. Case studies are presented by guest lecturers from the pharmaceutical and biotechnology industry to illustrate the complexities of drug development.

Prerequisite: Acceptance in the P.S.M. concentration in Biotechnology or M.B.A. concentration in Biotechnology Operations or permission from program coordinator.

### **BIOT 908 Quality Assurance and Quality Control for Biotechnology and Biopharmaceuticals**

An examination of the application of quality practices in the development, manufacturing, control and assessment of products in the biotechnology and biopharmaceutical industries. Students learn the principles of QSR (Quality Systems Requirements) as they apply to the procurement of materials and the manufacture, validation and release of products. Through the use of case studies, the course presents the commonalities of QSR and the application of GMP (Good Manufacturing Practices) for all product types, as well as the specific requirements and differences among biologics, small molecules and devices.

Prerequisite: Acceptance into the P.S.M. program in Biotechnology.

### **MATH 924 Data Analyses and Statistical Concepts in Biotechnology**

Designed for data interpretation, analysis and statistical application in the biotechnology industry. Students perform analysis of quality and assess risk in making business decisions. It includes discussion of appropriate experimental methods. Students apply statistical analysis software commonly used in biotechnology and professional science industries.

Prerequisite: Acceptance into the P.S.M. concentration in Biotechnology.

# Graduate Certificate in Healthcare Administration

The Graduate Certificate in Healthcare Administration program is designed for individuals who would like to gain a solid foundation in healthcare administration topics as a means to explore a career in healthcare administration, develop specific healthcare management skills, or to take the first steps to pursuing a master's degree in healthcare administration. Students who successfully complete the certificate program can later apply these courses to the Master of Healthcare Administration program, once an application has been submitted and accepted. The Certificate program is composed of five (5) graduate-level healthcare administration courses covering healthcare management and delivery, laws and regulations, strategic planning, finance and informatics and technology.

## Admission Requirements

The certificate program is open to individuals who have earned a baccalaureate degree in any field from a regionally accredited college or university.

Applicants must:

1. submit a completed Graduate Certificate Application form.
2. have an undergraduate grade point average (GPA) of 2.80 or higher.
3. submit official transcripts of all undergraduate and graduate work.
4. submit a Statement of Purpose which includes the applicant's professional goals.
5. provide two Letters of Recommendation.

For further information about the Graduate Certificate in Healthcare Administration, please contact the Office of Graduate Admissions at 508-626-4501.

## Transfer Credit

No transfer credit is permitted in this certificate program.

## Learning Outcomes

Upon completion of the Graduate Certificate in Healthcare Administration program, students will have acquired the foundational knowledge and skills necessary to manage healthcare services, resulting in their abilities to:

- identify all aspects of the healthcare system and its development, policy, laws, regulations, and ethics;
- integrate into practice the theory and application of healthcare economics and financing, insurance, operational considerations and budgeting;
- develop, monitor, and evaluate a healthcare strategic plan;
- integrate healthcare informatics and technology into the records management system;
- collaborate and communicate effectively and professionally with all stakeholders.

## Certificate Course Requirements (5):

To be awarded the Graduate Certificate in Healthcare Administration, students must complete the following five (5) courses with a grade of "B-" (2.70) or better:

HCAD 909 Healthcare Delivery System, Policy and Reform

HCAD 917 Health Law, Regulations, and Ethics

HCAD 920 Strategic Planning of Healthcare Services

HCAD 924 Healthcare Economics and Financing

HCAD 940 Healthcare Informatics and Technology

## **COURSE DESCRIPTIONS**

### **HCAD 909 Healthcare Delivery System, Policy and Reform**

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

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

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

### **HCAD 920 Strategic Planning of Healthcare Services**

An overview covering the development and implementation of strategic plans for healthcare facilities. Topics include: models for healthcare services and support systems; organizational and service planning; fiscal planning, capital improvements and investments; and assessment of organizational strengths and weaknesses.

### **HCAD 924 Healthcare Economics and Financing**

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

### **HCAD 940 Healthcare Informatics and Technology**

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



# Graduate Certificate in Human Resource Management

The Graduate Certificate in Human Resource Management is available through the Department of Economics and Business Administration. The certificate is designed for persons who are currently working in the field of human resource management or who aspire to work in this field.

## Admission Requirements

The applicant must have earned a baccalaureate degree from a regionally accredited college or university.

For further information about the Graduate Certificate in Human Resource Management, please contact the Office of Graduate Admissions at 508-626-4501.

## Transfer Credit

No transfer credit is allowed in this certificate program.

## Certificate Course Requirements (5):

MGMT 900 Foundations of Human Resource Management

MGMT 922 Employment Law

MGMT 934 Human Resource Information Systems

MGMT 955 Compensation and Performance Management

MGMT 963 Employee Benefits

## COURSE DESCRIPTIONS

### MGMT 900 Foundations of Human Resource Management

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

### MGMT 922 Employment Law

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

Prerequisite: MGMT 900 Foundations of Human Resource Management

### MGMT 934 Human Resource Information Systems

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

Prerequisite: MGMT 900 Foundations of Human Resource Management.

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

A comprehensive overview of compensation in the HR function whose goal is to assist students making compensation programs effective and competitive in a changing marketplace. Topics covered include fundamentals of base pay, deferred compensation, executive compensation, job analysis, job evaluation, market analysis, salary ranges, legal and regulatory compliance, incentives, pay for performance, merit pay, performance management, appraisal methods (including errors in performance appraisals), salary surveys and total compensation. In addition, the course also explores the role of variable compensation, with a focus on using variable compensation to more effectively focus employee efforts and better align compensation costs with organizational performance. Note: Students may not receive credit for both this course and either MGMT 952 Performance Appraisal or MGMT 953 Compensation Administration.

Prerequisite: MGMT 900 Foundations of Human Resource Management.

### **MGMT 963 Employee Benefits**

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

Prerequisite: MGMT 900 Foundations of Human Resource Management.

# Graduate Certificate

## Instructional Technology Proficiency

*NOTE: All courses are offered online.*

The Graduate Certificate in Instructional Technology Proficiency is a part of the Curriculum and Instructional Technology Program under the Massachusetts Department of Elementary and Secondary Education. The focus of the certificate is on the integration of current and emerging technology tools into classroom instruction. It is designed for school personnel who want to further their knowledge and skills in the use of technology in teaching elementary, middle, and high school students. The certificate is also appropriate for classroom supervisors who are responsible for evaluating technology integration but who have not had the benefit of formal technology courses. This program does not lead to any type of educator licensure in Massachusetts.

All courses leading to this certificate are offered online.

### Admission Requirements

Individuals holding a teacher licensure or who work in an educational setting are eligible to apply for admission. The applicant must have earned a baccalaureate degree from a regionally accredited college or university.

### Transfer Credit

No transfer credit is allowed in this certificate program.

### Curriculum Requirements (4):

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

INST 943 Impact of Technology on Education

Choose two (2) from the following:

INST 951 Mathematics Instruction with Technology

INST 954 Technology Infrastructure Management

INST 959 Systemic Change: Curriculum, Instructional Technology, and Professional Development.

INST 968 Introduction to Assistive Technology

### COURSE DESCRIPTIONS

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

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

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

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

Prerequisites: INST 941 Internet for Educators.

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

A course that identifies the mathematical content of the K-12 school curriculum as defined by the Massachusetts Curriculum Framework. Students learn how to use technology to enhance the teaching of mathematics. The Internet is utilized to conduct research for mathematical knowledge and technological pedagogical applications. NOTE: Students may not receive credit for both this course and 84.952 Technology for Mathematics and Science Instruction.

Prerequisites: INST 941 Internet for Educators and INST 943 Impact of Technology on Education, or permission of the instructor.

### **INST 954 Technology Infrastructure Management**

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

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

### **INST 959 Technology and Professional Development**

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

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

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

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

# Graduate Certificate in Merchandising

The Graduate Certificate in Merchandising is offered through the Department of Consumer Sciences: Fashion Design and Retailing Program. The certificate provides specialization for retail managers, merchandisers, fashion designers, educators, and those interested in the industry who already have completed an undergraduate program.

The certificate is intended for individuals who are:

- Employed in the field and need to enhance their theory knowledge and practical skills in specific areas relevant to their present position or future responsibilities.
- Interested in studying merchandising but cannot commit to a long-term program of study or a master's degree program.

## Admission Requirements

Applicants must have a bachelor's degree from an accredited university or college. Interested individuals with backgrounds in a range of disciplines, including apparel design and fashion merchandising are welcome to apply.

## Transfer Credit

No transfer credit is allowed in this certificate program.

## Undergraduate Prerequisite Course

FASH 646 Fashion Merchandising: Process and Practice\*

## Curriculum Requirements

FASH 916 Fashion and Retail Theory

FASH 927 Research Methods in Merchandising

FASH 936 Retailing and Consumerism

FASH 947 Global Market: Dynamics of Retailing

FASH 980 Retail Strategies and Merchandise Management

## Course Sequencing

This certificate requires courses to be taken in a particular sequence with FASH 916 Fashion and Retail Theory and FASH 927 Research Methods in Merchandising as prerequisites for FASH 936 Retailing and Consumerism and FASH 947 Global Markets: Dynamics of Retailing. The Certificate is completed with the capstone course, FASH 980 Retail Strategies and Merchandise Management.

## COURSE DESCRIPTIONS

### FASH 646 Fashion Merchandising: Process and Practice

An overview of the flow of the apparel and home furnishings industry as traced from design inspiration to retail customer. Industry resources related to product manufacturing and innovation are presented. Students explore the interrelationship of fibers, yarns, fabric structures, and finishes on textile products to develop an understanding of product differentiation. The effect of consumer issues on industry regulations, design trends, and technological advancements are discussed. Course may be waived for industry experience or collegiate coursework.

Prerequisite: Acceptance into the Graduate Certificate in Merchandising

### **FASH 916 Fashion and Retail Theory**

A study of theories related to the fashion industry and how it operates in modern society. Changes in consumer demand for retail merchandise are analyzed using economic and fashion diffusion theories. Retail strategies in administrative management, merchandise management, and store management are explored. Topics include retail communication, channels of operation, supply chain management, and customer relations programs. Prerequisite: FASH 646 Fashion Merchandising: Process and Practice

### **FASH 927 Research Methods in Merchandising**

A study of concepts, constructs, models, and theories related to the retail industry. Theory, practice, and application of the research process are analyzed. Topics include the preparation of literature reviews, conducting field research, and data presentation techniques. Emphasis is placed on research instrument development. Prerequisite: FASH 646 Fashion Merchandising: Process and Practice

### **FASH 936 Retailing and Consumerism**

A study of consumer behavior and the effects on the retail environment. Understanding the consumer has become vital to retail success. The consumer is examined in relation to demographic, psychographic, and lifestyle segmentation. Theories from diverse academic disciplines are used to examine the consumer's attitudes, motivations, and desires. Topics include self-concept, shopping patterns, product meaning, and brand congruence. Prerequisite: FASH 916 Fashion and Retail Theory

### **FASH 947 Global Markets: Dynamics of Retailing**

A study of the global interdependence of the retail industry. The industrial, social, and economic conditions in the major manufacturing nations are explored in relation to global product production. Factors such as sourcing, import/export of products, international trade regulations, and cultural business practices are examined. Emphasis is placed on the production of textiles and consumer goods for the US retail industry. Prerequisite: FASH 927 Research Methods in Merchandising

### **FASH 980 Retail Strategies and Merchandise Management**

A study of the current practices in constructing a formal business plan. A well-researched business plan is required for the acquisition of funding for a new business or expansion of a current retail enterprise. A buying plan is developed utilizing both unit and dollar planning techniques. Topics include Competitive Positioning Strategy, Geographic Information Systems, Open-to-Buy, and Budget Planning Methods. Prerequisite: FASH936 Retailing and Consumerism, FASH 947 Global Market: Dynamics of Retailing, and Permission of Instructor.

# Graduate Certificate

## in Nursing Case Management

With the Affordable Care Act goal to foster innovation of low-cost healthcare delivery models, many accountable healthcare organizations (ACOs) are using case managers to help provide high-quality coordinated patient care. According to the Case Management Society of America (CMSA), case managers help meet comprehensive health needs through communication and using available resources to promote patient safety, quality of care, and cost-effective outcomes (CMSA, 2017). Case managers help patients make the informed choices to better manage the complex world of healthcare. Case managers need to have knowledge of the case management process, analyze the standards of practice for case management, utilization management, benefit management, resource coordination, and transition of care. With a need for an increase in case managers to work with a population with an increase in chronic illnesses and an aging nurse case manager workforce, the Nursing Department at Framingham State University has collaborated with healthcare organizations to develop the Graduate Certificate in Nursing Case Management.

The Graduate Certificate in Nursing Case Management is comprised of three case management courses, two didactic courses and one practicum course. The certificate provides students with the essential knowledge, skills, and attitudes to be effective case managers. Completion of this program will enable the student to successfully implement case management practices including care coordination and transition in healthcare settings. Certificate completers may be eligible for the Certified Case Manager (CCM) Exam offered by the Commission for Case Manager Certification (CCMC) or the Nursing Case Management Board Certification Exam (RN-BC) offered by the American Nurses Credentialing Center.

### Certificate Outcomes:

Upon completion of the graduate certificate program, students will be able to:

- Analyze the concepts, standards of practice, and trends in healthcare that define and impact the role of case managers.
- Employ knowledge of case management principles, health promotion, care coordination, and quality management.
- Apply case management processes utilizing knowledge of healthcare systems.
- Demonstrate proficiency in providing case management services to individuals in healthcare environments.
- Implement case management practices and standards in healthcare settings.

### Admission Requirements

- Submit a completed Graduate Certificate Application form.
- Possess a Bachelor's of Science in Nursing (BSN), degree from a regionally accredited college or university which is nationally accredited by the Commission on Collegiate Nursing Education (CCNE), the Accreditation Commission for Education in Nursing (ACEN), and/or the National League for Nursing Commission for Nursing Education Accreditation (CNEA).
- Submit official transcripts of all undergraduate and graduate work.
- Hold a current, unrestricted MA, RI, or NH nursing license.
- Submit a Statement of Purpose which includes the applicant's professional goals.

For further information about the Graduate Certificate in Nursing Case Management, please contact the Office of Graduate Admissions at 508-626-4501.

**Transfer Credit**

No transfer credit is permitted in this certificate program.

**Certificate Course Requirements (3):**

NURM 910: Professional Foundations and Care Coordination

NURM 920: Quality Management and Health Promotion

NURM 980: Seminar and Practicum in Case Management

**Completion Requirements**

To be successfully complete the graduate certificate, the student must have a GPA of 3.00 overall and complete the following courses with a B- (2.7) or better:

**COURSE DESCRIPTIONS****NURM 910: Professional Foundations and Care Coordination**

Introduces the concepts, practices and procedures in nursing case management. The nurse's role, function, and essential activities are explored including the importance of the development of relationships to coordinate client needs.

**NURM 920: Quality Management and Health Promotion**

Provides an examination of the knowledge and skills necessary to provide quality management and health promotion to individuals. The impacts of evidence-based practice, government health regulations, and performance improvement guidelines on the case management process are explored.

Prerequisites: NURM 9XX Professional Foundations and Care Coordination

**NURM 980: Seminar and Practicum in Case Management**

An application of the concepts of healthcare systems and case management services. Students are provided the opportunity to practice case management by being paired with a nurse case manager/preceptor in a variety of clinical settings. Students also attend weekly seminars to discuss the clinical experiences and ways to improve case management services for the client.

Prerequisites: NURM 955 Quality Management and Health Promotion.



# Graduate Certificate

## in School Nutrition Specialist

The Graduate Certificate in School Nutrition Specialist (SNS) combines the advanced study of applied nutrition with the development of knowledge, skills and competencies necessary to provide school nutrition services. The certificate is designed for those who wish to fulfill the academic and internship requirements to become a School Nutrition Specialist (SNS). Visit the School Nutrition Association website at [www.schoolnutrition.org](http://www.schoolnutrition.org) for information on these requirements and the national credentialing examination.

### Certificate Outcomes

Upon completion of the graduate certificate, students will:

- Prepare to assume district level/supervisory positions in school nutrition
- Understand and assess the nutritional needs of diverse populations, especially of school-aged children at risk and of limited income
- Perform the variety of tasks required for operating successful school foodservice programs
- Prepare to communicate effectively in interactions with other professionals and stakeholders
- Be prepared to sit for the national Nutrition Specialist Credentialing Exam.

### Admission Requirements

- Applicants must have earned a baccalaureate degree in a related field from a regionally accredited college or university and must submit an official transcript from each college or university attended as an undergraduate or graduate student. Bachelor's degree in a related field includes: food and nutrition, hospitality, or business with coursework covering the following areas:
  - Basic nutrition (course must be within last 5 years) or NUED 910 Nutrition Science in the Classroom
  - Foodservice systems
  - Management
  - Basic financial and cost accounting
- Applicants are required to possess an overall grade point average (GPA) of at least 2.80 on a 4.00 scale.
- Current Manager ServSafe Certification (or equivalent) good through expected date for completion of program.
- Applicants must provide two letters of recommendation from professors, supervisors, and/or colleagues, submitted with the Framingham State University Letter of Recommendation form and sent directly to the University by the recommender.
- Applicants must submit a typed, 300-word personal statement discussing their motivation for seeking the School Nutrition Specialist certification in view of prior formal education, current job responsibilities, and career plans.
- Personal or phone interview required.

Applicants are evaluated based on numerous factors including previous college coursework; letters of recommendation; and personal statement.

For further information about the Graduate Certificate in School Nutrition Specialist, please contact the Office of Graduate Admissions at 508-626-4501.

### Transfer Credit

No transfer credit is permitted in this certificate program.

### **Certificate Course Requirements (3):**

NUED 900 Leadership in Excellence in School Nutrition

NUED 901 Seminar and Practicum I in School Nutrition

NUED 902 Seminar and Practicum II in School Nutrition

### **COURSE DESCRIPTIONS**

#### **NUED 900 Leadership in Excellence in School Nutrition**

A study of the core functions of state child nutrition programs. These include nutrition promotion, nutrition standards, institution and participant eligibility for participation and benefits, compliance and accountability, financial management, reporting/recordkeeping, safety, sanitation and emergency management, training and technical assistance, and state administration of state child nutrition agencies. Laws, regulations, and policies are addressed. This course is designed to develop leadership and partnering skills to influence the quality of nutrition programs and the effective use of resources.

Prerequisites: Acceptance into the graduate certificate program in School Nutrition Specialist.

#### **NUED 901 Seminar and Practicum I in School Nutrition**

A concentrated and supervised internship in an approved school nutrition site coordinated with online weekly seminars. Students develop knowledge, skills, and competencies necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Students are required complete a minimum of 450 hours/semester. NOTE: Students must provide proof of eligibility to work in United States; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.

Prerequisites: Acceptance into the graduate certificate program in School Nutrition Specialist.

#### **NUED 902 Seminar and Practicum II in School Nutrition**

A continuation of the concentrated and supervised internship in Seminar and Practicum I in School Nutrition coordinated with online weekly seminars that further develop leadership and management skills. Students typically continue at the same site as Seminar I. Students develop knowledge, skills, and competencies in administration and management necessary to provide school nutrition services as outlined in the School Nutrition Association's Keys to Excellence program areas of Administration, Communications and Marketing, Nutrition and Nutrition Education, and Operations and the School Foodservice and Nutrition Specialist Credentialing Exam Study Guide. Student interns demonstrate the ability to communicate, collaborate, work in teams to solve problems, and apply critical thinking skills. Students are required to complete a minimum of 450 hours/semester at a child nutrition program site plus preparation of written assignments and weekly seminar discussions. NOTE: Students must provide proof of eligibility to work in United States; Serve Safe Certification; State criminal offender record information (CORI). Liability insurance is required. Students must meet any individual worksite regulations.

Prerequisites: NUTR 901 Seminar & Practicum I in School Nutrition.

# Graduate Certificate in Science, Technology, Engineering, and Mathematics (STEM) Education

The Graduate Certificate in Science, Technology, Engineering and Mathematics (STEM) Education is designed to broaden the knowledge and deepen the understanding of content for middle and high school science, technology/engineering and mathematics teachers. It will prepare K-12 teachers to integrated science, technology, engineering, and mathematics (STEM) concepts into their lesson plans. The program provides in-depth content knowledge and pedagogy through the integration of technology in this multi-disciplinary program. The certificate three (3) courses will provide a comprehensive understanding of applied research science, technology, engineering principles, and mat, as well as the integration of these disciplines into classroom curriculums curricula. Graduates will gain experience in how to incorporate STEM concepts into early childhood, elementary, and special education classrooms to improve student learning and appreciation for science, technology, engineering, and mathematics. The certificate is designed for working professionals with evening and summer classes available in a combination of hybrid or online.

## Certificate Learning Outcomes:

- Analyze existing STEM curricula.
- Dispel common misconceptions related to the interconnectedness of science systems.
- Develop curricula in technology education and for STEM course.

## Admission Requirements

The applicant must have earned a baccalaureate degree from a regionally-accredited college or university.

## Curriculum Requirements

The following three (3) courses are required for the Certificate in STEM Education:

STEM 945 21<sup>st</sup> Century Technology Tools for Teaching and Learning

STEM 959 Examining the World through Data and Shape

STEM 962 A World Connected: Interdependence and Systems in Science

For further information about the Graduate Certificate in STEM Education please contact the office of Graduate Admissions at 508-626-4501

## COURSE DESCRIPTIONS

### **STEM 945 21<sup>st</sup> Century Technology Tools for Teaching and Learning**

Designed to provide educators with multiple project-based opportunities to explore and apply new technologies that impact how we learn and influence how we teach. This course examines two distinct and equally challenging aspects of Web technology: effectively using these technologies in the classroom while considering the legal and ethical use of such technologies and successfully integrating the online learning community into an educator's own professional learning. Working in a collaborative environment, students develop an approach to find and evaluate tools and facilities that aid in accomplishing a variety of specific tasks. Students also develop strategies and skills to reflect on and evaluate those tools and approaches on a continuing basis. Students learn how to effectively incorporate new trends in professional learning. Social networking broadens the comprehensive resources available to educators to enhance both their personal and professional learning.

### **STEM 959 Examining the World through Data and Shape**

An investigative approach to the study of the concepts underlying the mathematics taught in grades K-6 and the connections to science, engineering, and technology. As students explore the relationships between shape, dimension, and transformations in several contexts and collect data, describe characteristics of data, and infer results, they develop an understanding of the basic concepts of geometry and statistics and the ways in which mathematics can be used to study variation in the real-world. Collaboration between students is an important component of the course as is the development of a positive disposition towards mathematics. The Common Core Standards for Mathematical Practice and Standards for Mathematical Content is used to help students relate the concepts learned in the course to their classroom practice.

### **STEM 962 A World Connected: Interdependence and Systems in Science**

An exploration of how the living world is connected to its physical surroundings. This course takes an integrated approach to the scientific study of Earth and its inhabitants. Students examine dynamic systems ranging from single cells to organisms and ecosystems and explore how life is both constrained by and dependent upon the chemical and physical environment. Science content, based on the MA Curriculum Frameworks, is integrated with pedagogy so students not only learn about science topics but also ways they can include these topics in their own classrooms. Emphasis is placed on addressing and correcting common misconceptions. Organizing themes for this course include: Earth systems and evolution of life, the flow of energy, and physics of the senses.

# Graduate Certificate in Special Needs

*Note: Offered only through the international programs of the C. Louis Cedrone International Education Center*

The Graduate Certificate in Special Needs is designed for overseas teachers in inclusive general education classes in elementary, middle and secondary settings. Other individuals who may benefit from participation in this certificate program are administrators and interested parents.

## Admission Requirements

Applicants applying for a graduate certificate must have earned an undergraduate degree from a regionally accredited college or university with a minimum undergraduate grade point average of 2.80. Students not meeting this requirement may be reconsidered for admission after completing one (1) prescribed course in the certificate program.

## Transfer Credit

No transfer credit is allowed in this certificate program.

## Curriculum Requirements

The following four (4) courses are required for the Certificate in Special Needs:

SPED 908 Fundamentals of Teaching

SPED 956 Curriculum Development and Modification

SPED 962 Developmental Patterns of Children with Special Needs

SPED 963 Behavior and Classroom Management

## Completion Requirement

Students must have a minimum B- (2.70) average or above in the certificate program in order to graduate.

For further information about the Graduate Certificate in Special Needs, please contact Joyce Fahey, Associate Director of the C. Louis Cedrone International Center, [jfahey@framingham.edu](mailto:jfahey@framingham.edu).

## COURSE DESCRIPTIONS

### SPED 908 Fundamentals of Teaching

Provides fundamentals of effective teaching practices that promote access to the general curriculum for students with disabilities and other diverse needs in general education and special education settings. The focus is on understanding students as learners while exploring a variety of approaches, strategies, and adaptations to interaction, instruction, learning activities, and assessment. Emphasis is on the teacher's roles, tasks, and responsibility for designing, organizing, and managing delivery of instruction using research-based practices such as Universal Design for Learning, differentiated instruction and individual accommodations.

### SPED 956 Curriculum Development and Modification

Examines various curriculum designs to determine realistic goals for students with different learning styles. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative communication approaches, and team teaching are strategies that are explored. Emphasis is placed on collaborative planning of curriculum units (academic, vocational, life skills), by the interdisciplinary team that address the needs and strengths of each student. Students develop curriculum units, conduct field tests, evaluate and modify their plans.

### **SPED 962 Developmental Patterns of Children with Special Needs**

Reviews the developmental sequence from birth through adulthood with emphasis on understanding various pervasive and developmental delays and disabilities. Appropriate educational planning that supports the cognitive, linguistic, social/emotional, and physical growth of students in an integrated setting will be examined. Particular emphasis is placed on the interdisciplinary team approach that supports collaboration between the general education classroom teacher and other personnel to provide an appropriate program for students with special needs.

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

Designed to familiarize students with management strategies including behavior and psychodynamic approaches appropriate for classroom implementation as well as home-school behavior management. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group setting. Class participants learn how outside agencies can be utilized to affect student behavior. Focus is systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior.

# Graduate Certificate in The Teaching of English as Second Language (TESL)

The Graduate Certificate in The Teaching of English as a Second Language is intended for mainstream teachers whose classrooms include English language learners whose limited language level hinders academic performance. The goal of the program is to provide teachers with the theoretical and practical knowledge needed to identify English language learners' needs and promote learning and academic success for these students.

## Admission Requirements

The applicant must have earned a baccalaureate degree from a regionally accredited college or university, with a minimum undergraduate grade point average of 2.80.

For further information about the Graduate Certificate in The Teaching of English as a Second Language, please contact Dr. Marguerite Mahler, Modern Languages Department, at [mmahler@framingham.edu](mailto:mmahler@framingham.edu).

## Curriculum Requirements (4):

Required Core Course:

TESL 913 Current Issues in Second Language Acquisition

One (1) course from the following:

TESL 901 Language Structure: Phonetics and Morphology

TESL 902 Language Structure: Syntax, Semantics, and Pragmatics

One (1) course from the following:

TESL 936 The Teaching of Second Language Skills

TESL 948 Teaching Reading and Writing in the English Immersion Classroom

One (1) course from the following:

TESL 920 Technology in the Second Language Classroom

TESL 966 Seminar in Applied Linguistics

## COURSE DESCRIPTIONS

### TESL 901 Language Structure: Phonetics and Morphology

An introduction to the universal linguistic properties of sound systems and the basic features of the sound system of English. The rules of word formation and aspects of morphological typology are also examined. English is compared and contrasted with other languages.

### TESL 902 Language Structure: Syntax, Semantics, and Pragmatics

An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.

### **TESL 913 Current Issues in Second Language Acquisition**

A review of recent research and theories of second-language acquisition and the factors that lead to successful acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored.

### **TESL 920 Technology in the Second Language Classroom**

An exploration of the use of current technologies in teaching and learning in the second language and foreign language classroom. Attention is given to technologies that enhance collaboration, communication, and creativity among learners. Includes the design of lesson plans that incorporate technologies such as Wikis, Blogs, Podcasts, and other collaborative web-based tools for classrooms.

### **TESL 936 The Teaching of Second Language Skills**

An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated. The incorporation of the Massachusetts Curriculum Frameworks into lesson plans is emphasized. Note: Students cannot receive credit for both this course and either TESL 918 The Teaching of English Language Skills or TESL 955 Advanced Instructional Techniques in the Teaching of Foreign/Second Language.

### **TESL 948 Teaching Reading and Writing in the English Immersion Classroom**

Explores reading theory and research and their application in shaping and developing literacy skills in English language learners. Balanced reading instruction, specific sheltered English literacy strategies that include vocabulary development, and measures for assessing literacy skills form the core of this course.

### **TESL 966 Seminar in Applied Linguistics**

An advanced seminar whose topics change from term to term. Topics in sociolinguistics, psycholinguistics, discourse analysis, and conversational analysis are considered.



# Graduate Certificate in Public Administration

The Graduate Certificate in Public Administration program provides students with the essential knowledge and skills needed to meet the administrative and management challenges of today's public sector and nonprofit organizations. It is designed for individuals who would like to gain a solid foundation in public administration topics for career transition or advancement into the public or nonprofit sectors, or to take the first step toward pursuing a master's degree in public administration. Courses in the program build the knowledge base necessary for decision making, planning, administrative effectiveness, budgeting, and critical thinking, as well as the management and leadership skills essential for success. Students who successfully complete the certificate program can later apply these courses to the Master of Public Administration degree program (MPA), once an application has been submitted and accepted. The certificate program is composed of five (5) graduate-level courses, three of which are core courses and two of which are electives.

## Admission Requirements

The certificate program is open to individuals who have earned a baccalaureate degree in any field from a regionally accredited college or university.

Applicants must:

- submit a completed Graduate Certificate Application form.
- have an undergraduate grade point average (GPA) of 2.80 or higher.
- submit official transcripts of all undergraduate and graduate work.
- submit a Statement of Purpose which includes the applicant's professional goals.
- provide two Letters of Recommendation.

For further information about the Graduate Certificate in Public Administration, please contact the Office of Graduate Admissions at 508-626-4501.

## Transfer Credit

No transfer credit is permitted in this certificate program.

## Certificate Course Requirements (5):

Students must earn an overall GPA of 3.00 or higher for successful completion of the certificate. A student shall be dismissed upon a grade of "F" or when the student's GPA remains below 3.00 for two consecutive semesters. To be awarded the Graduate Certificate in Public Administration, students must complete all courses with a grade of "B-" (2.7) or better.

### Core Courses:

PADM 901 Foundations of Public Administration

PADM 929 Techniques of Policy Analysis

PADM 937 Techniques of Public Budgeting & Resource Management

### Choose Two (2) Electives from the following:

MGMT 904 Management and Leadership

PADM 911 Grantsmanship and Development

PADM 932 Managing Public Sector Projects

PADM 957 Risk Management and Fiscal Analysis

PADM 981 Personnel Management in the Public Sector

## COURSE DESCRIPTIONS

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

An address of managerial and leadership styles and the dynamics of organizational behavior. Topics include: managerial effectiveness strategies, leadership styles, organizational structuring issues, interpersonal relationships, and the building and managing of teams.

### **PADM 901 Foundations of Public Administration**

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

### **PADM 911 Grantsmanship and Development**

An overview on fund-raising activities, and includes preparation of proposals to federal and local agencies, corporations and private foundations; and the planning and supervising of special fundraising events, capital campaign and annual drives, purchasing and operating endowments, and membership drives. Students learn how to prepare realistic budgets and how to write successful proposals.

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

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

### **PADM 932 Managing Public Sector Projects**

Designed to provide public and non-profit managers with the understanding and skills required to manage public projects in the contemporary environment of public/private partnerships, outsourcing, downsizing, and networking. The course provides a framework for the successful management of public projects at all levels of government and on any scale. Among the topics addressed are public sector regulations, contract negotiations, cost estimation, risk analysis, scheduling, monitoring, capital budgeting, procurement, and evaluation.

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

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

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

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

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

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

# Graduate Certificate in Quality Assurance for Biotechnology

The Graduate Certificate in Quality Assurance for Biotechnology may be earned separately or as part of the Professional Science Master's (PSM) program in Biotechnology and offers life science professionals foundational training for a role in Quality Assurance in Biotechnology. The certificate consists of five courses that combine training in quality assurance with applicable scientific concepts and regulatory affairs and provide a foundation for successful liaison with the various departments involved in quality assurance within an organization.

## Certificate Outcomes

Upon completion of the graduate certificate, students will:

- Acquire discipline-specific knowledge about biotechnology and related sub-disciplines.
- Meet and network with contacts within the biotechnology industry.
- Increase their potential for employment and success within the field of Quality Assurance.

## Admission Requirements

The certificate program is open to individuals who have earned a baccalaureate degree in a life sciences field (with coursework in statistics and biochemistry, molecular biology, cell biology, or genetics) from a regionally accredited college or university.

Applicants must:

1. submit a completed Graduate Certificate Application form
2. have an undergraduate grade point average (GPA) of 2.80 or higher.
3. submit official transcripts of all undergraduate and graduate work
4. submit a Statement of Purpose which includes the applicant's professional goals
5. provide two Letters of Recommendation

For further information about the Graduate Certificate in Quality Assurance for Biotechnology, please contact the Office of Graduate Admissions at 508-626-4501.

## Transfer Credit

No transfer credit is allowed in this certificate program.

## Certificate Course Requirements (5):

BIOT 903 Drug Development: Process and Regulations

BIOT 908 Quality Assurance and Quality Control for Biotechnology  
and Biopharmaceuticals

BIOT 930 Biotechnology Laboratory Techniques

MATH 924 Data Analyses and Statistical Concepts in Biotechnology

MGMT 921 Business Operations Management for Biotechnology

## COURSE DESCRIPTIONS

### **BIOT 903 Drug Development: Process and Regulations**

Designed to provide students with an overview of drug development, for both small molecules and biotherapeutics. The course emphasizes the diverse set of activities in pharmaceutical development; discusses key stages and decision points in the process; and details the importance of quality control and meeting regulatory requirements. Case studies are presented by guest lecturers from the pharmaceutical and biotechnology industry to illustrate the complexities of drug development.

Prerequisite: Acceptance in the certificate program Quality Assurance for Biotechnology.

### **BIOT 908 Quality Assurance and Quality Control for Biotechnology and Biopharmaceuticals**

An examination of the application of quality practices in the development, manufacturing, control and assessment of products in the biotechnology and biopharmaceutical industries. Students learn the principles of QSR (Quality Systems Requirements) as they apply to the procurement of materials and the manufacture, validation and release of products. Through the use of case studies, the course presents the commonalities of QSR and the application of GMP (Good Manufacturing Practices) for all product types, as well as the specific requirements and differences among biologics, small molecules and devices.

Prerequisite: Acceptance in the certificate program Quality Assurance for Biotechnology.

### **BIOT 930 Biotechnology Laboratory Techniques**

An exposure to techniques commonly used in the biotechnology industry. It focuses on the use of cell culture in the production of biologically active products. The course emphasizes sterility, purification, assay of a final product, and documentation. Discussion of Good Laboratory Practices and designing lab techniques to meet regulations are included. The course requires written analysis of data. Laboratory (4 hours).

Prerequisite: Acceptance in the certificate program Quality Assurance for Biotechnology.

### **MATH 924 Data Analyses and Statistical Concepts in Biotechnology**

Designed for data interpretation, analysis and statistical application in the biotechnology industry. Students perform analysis of quality and assess risk in making business decisions. It includes discussion of appropriate experimental methods. Students apply statistical analysis software commonly used in biotechnology and professional science industries.

Prerequisite: Acceptance in the certificate program Quality Assurance for Biotechnology.

### **MGMT 921 Business Operations Management for Biotechnology**

Designed for science professionals to develop and apply skills and knowledge for managing business operations. Topics include concepts and techniques for planning, designing, controlling and improving business operations. Real-world business cases are used to develop students' management capacity and capability. Areas of focus include the process view of organizations, performance measures, products and product attributes, production processes, process competencies, procurement and supply chain management and regulatory requirements.

Prerequisite: Acceptance in the certificate program Quality Assurance for Biotechnology.

# Post-Master's Certificate in Reading Specialist

The Post-Master's Certificate in Reading Specialist program, along with a supervised practicum, enables Reading Specialist candidates to meet the requirements for Initial Licensure in Massachusetts as a Specialist Teacher: Reading. This license, as issued by the Massachusetts Department of Elementary and Secondary Education (DESE) qualifies recipients to work in the area of reading and language arts with students at all age and grade levels.

The certificate program conforms to the ILA Standards for Reading Professionals as developed by the International Literacy Association. These standards were approved by the Council for the Accreditation of Educator Preparation (CAEP) and the International Literacy Association (ILA).

## Certificate Learning Outcomes

To earn full national recognition, the learning outcomes of a program must align with the ILA Standards for Reading Professionals. The Literacy and Language master's degree program received full national recognition from the Council for the Accreditation of Educator Preparation (CAEP) and the International Literacy Association (ILA) in August 2018 and aligns with the ILA Standards for Reading Professionals. To meet the expectations of CAEP and ILA, the Post-Master's Certificate for the Reading Specialist License program aligns with the same ILA Standards:

- Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence based foundations of reading and writing processes and instruction.
- Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of difference in our society.
- Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment.
- Standard 6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

## Admission Requirements

- Complete the online graduate admission application
- Have earned a master's degree in education from a regionally accredited college or university.
- Have an Initial Teaching License.
- Have a minimum graduate quality point average of 3.3 on a 4.00 scale.
- Provide two letters of recommendation submitted on the Framingham State University Letter of Recommendation form and sent directly to the University's Graduate Admissions office by the recommender. One letter must be from a principal or supervisor, and the other must be from a faculty member who has taught the candidate at collegiate level if the candidate attended classes in the last five years;
- Submit a typed, 300-word personal statement discussing their motivation for seeking a post-master's degree certificate in view of prior formal education, current job responsibilities, and career plans.

For further information about the Post-Master's Certificate in Reading Specialist, please contact the Office of Graduate Admissions at 508-626-4501.

### **Transfer Credit**

No transfer credit is permitted in this certificate program.

### **Certificate Course Requirements (7):**

- LTRC 900 Research and Practice in Reading
- LTRC 901 Integrating the Language Arts (suggested first course in concentration)
- LTRC 902 Reading and Writing in the Content Areas
- LTRC 903 Assessment for Learning Styles and Strategies
- LTRC 910 Leadership and Consultation in the Language Arts
- LTRC 926 Teaching the Writing the Process
- One Children's Literature Course:  
ENGL 930 Workshop in Children's Literature

### **Required Practicum for students seeking an Initial Specialist Teacher Reading License (1):**

- LTRC 952 Practicum in Literacy and Language with Seminar
- or
- LTRC 988 Practicum in Reading Enrichment with Seminar

Per the Massachusetts Department of Elementary and Secondary Education (DESE), candidates seeking an Initial Specialist Teacher: Reading license must obtain the Sheltered English Instruction (SEI) endorsement in one of the following ways:

1. Complete an undergraduate program that includes an approved Sheltered English Immersion course.
2. Complete the DESE approved Sheltered English Immersion course through a school district.
3. Complete the DESE approved Framingham State University course, TESL 910 Sheltered English Immersion.
4. Complete a DESE approved Sheltered English Immersion course through another licensure program.
5. Earn a passing score on the Sheltered English Immersion 056 MTEL.

## **COURSE DESCRIPTIONS**

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

An advanced workshop that explores the relationship between children's literature and the curriculum of grades Pre-K through 12. Students study various genres in children's and young adult literature, submitting lesson plans and related activities to the class for critique. Special attention is paid to children's book authors and illustrators recommended by the Massachusetts English Language Arts Curriculum Framework. Note: This course is designed for teachers interested in enhancing their classes. Those interested in the literary analysis of Children's Literature are advised to enroll in ENGL 875 History of Children's Literature, ENGL 870 Current Trends in Children's Literature, ENGL 942 Children's Literature: Critical Approaches, and ENGL 946 Young Adult Literature: Critical Approaches.

### **LTRC 900 Research and Practice in Reading**

Addresses research and practice relative to the fundamental principles of reading instruction including the reading process, the reading workshop, a literate environment, emergent literacy, reading skills and strategies, approaches to the teaching of reading, instructional materials and informal assessment. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where developmental reading is taught. Arrangements for the field experience are the student's responsibility. Prerequisite: A recent introductory course in the teaching of reading or the teaching of language arts.

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

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

### **LTRC 902 Reading and Writing in the Content Areas**

Addresses the fundamental procedures related to integrating the language arts across the curriculum. Instructional strategies will combine reading process and writing process theory with all content areas. Current research and strategies for working with content area teachers will be integrated throughout the course. Prerequisites: LTRC 900 Research and Practice in Reading and LTRC 901 Integrating the Language Arts.

### **LTRC 903 Assessment for Learning Styles and Strategies**

Addresses the fundamental principles of assessment, evaluation, diagnosis, and treatment of reading and writing. Topics will include observation techniques, the running record, portfolios, the administration and interpretation of individual and classroom corrective programs, and remediation strategies. Students will be required to spend a minimum of four hours per week for 12 weeks in a pre-practicum field experience. The preferred field site is an elementary or middle school classroom where the language arts are taught. Arrangements for the field experience are the student's responsibility. Prerequisites: LTRC 900 Research and Practice in Reading and LTRC 901 Integrating the Language Arts.

### **LTRC 910 Leadership and Consultation in the Language Arts**

Addresses the basic responsibilities of the Specialist Teacher in Reading (Initial License). Topics will include organization and supervision of reading and language arts programs; selection of instructional materials; evaluation of classroom instruction; planning and implementing staff development; working with teachers to organize and manage language arts classrooms; and consulting with various groups within the school community. Students will be required to spend a minimum of 75 hours in an approved field experience. On-site responsibilities include working directly with youngsters and conducting a teacher or parent workshop.

Prerequisites: Completion of all other courses except LTRC 952 Practicum in Literacy and Language Seminar. Prior written approval by the advisor is also required.

### **LTRC 926 Teaching the Writing the Process**

Addresses the fundamental principles of teaching the writing process. Using a writing workshop model, topics covered include journal writing, the writer's notebook, the reading writing connection, the mini-lesson, writing in the content areas, literature and writing, and assessment of writing. Students create a writer's portfolio.

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

### **LTRC 952 Practicum in Literacy and Language with Seminar (offered in fall and spring only)**

Designed for students seeking the Initial Specialist Teacher: Reading License. This course is a field-based 150-hour practicum experience demonstrating mastery of the subject matter knowledge relative to the Specialist Teacher in Reading. Seminar topics include current literacy instruction, theory and practice. The candidate must also meet the Professional Standards for Teachers as described in the Massachusetts Department of Elementary and Secondary Education Regulations for Educator Licensure. Students secure their own placement site, which must be approved by the University.

Prerequisites: Successful completion of all degree requirements for the Master of Education with a concentration in Literacy and Language; and a passing score on Specialist Teacher: Reading MTEL (08); permission of program advisor three months prior enrolling in the Practicum.

### **LTRC 988 Practicum in Reading Enrichment with Seminar (offered in summer only)**

Designed for students seeking the Initial Specialist Teacher License: Reading. This course is a practicum experience in which students who have completed the Literacy and Language program serve as dedicated tutors who provide individualized assessment and intensive, research-based reading instruction to small groups of students. In addition to tutoring, students have the opportunity to act as literacy coaches. A seminar is held immediately following each tutoring session. The seminar addresses practical application of best practices in literacy instruction, working with struggling readers, instructional planning, and assessment.

Prerequisites: Successful completion of all degree required courses and the Master of Education with a concentration in Literacy and Language; permission of the program advisor three months prior to the Practicum.



# Post-Master's Certificate

## in Nursing Education

The Post-Master's Certificate in Nursing Education is comprised of four graduate level nursing education courses, including two practicum courses. The certificate provides students with the essential knowledge, skills, and expertise to be effective nursing educators. Graduates may be eligible for the Certified Nurse Education (CNE) Exam offered by the National League of Nursing (NLN).

**Certificate Outcomes:** Upon completion of the post-master's certificate, students will be able to:

- Analyze the issues and trends in healthcare and higher education and their impact on nursing education.
- Apply theories of education and related sciences and evidence-based practice as a basis for nursing education.
- Participate knowledgeably in the development, implementation, revision, and evaluation of nursing curricula and nursing programs.
- Utilize a variety of teaching methods, technology strategies, and educational resources to facilitate learning in the classroom, laboratory, and clinical areas and to enhance student and staff development.

### Admission Requirements

- The program is open to Registered Nurses (RN's) who possess a Master of Science in Nursing (M.S.N.) degree from an NLNAC or CCNE accredited nursing program, with a minimum grade point average (GPA) of 3.50 on a 4.00 scale;
- Hold a current Massachusetts, Rhode Island, or New Hampshire nursing license;
- Provide two letters of recommendation from Master's prepared nurses;
- Personal statement of professional goals;
- Complete the Graduate Certificate Application form to apply for the Post-Master's Certificate in Nursing Education.

For further information about the Post-Master's Certificate in Nursing Education, please contact the Office of Graduate Admissions at 508-626-4501.

### Transfer Credit

No transfer credit is permitted in this certificate program.

### Certificate Course Requirements (4):

NURE 941 Curriculum Design and Evaluation

NURE 951 Course Development and Implementation

NURE 981 Advanced Teaching Methods (Practicum I)

NURE 991 Application of Technology to Education (Practicum II)

*Classes are offered in the hybrid/blended learning format, meeting face-to-face seven to eight times a semester on Tuesdays 5-9pm for students entering in even years or Wednesdays 5-9pm for students entering in odd years.*

Fall Semester Year One

NURE 941 Curriculum Design and Evaluation

Spring Semester Year One

NURE 951 Course Development and Implementation

Fall Semester Year Two

NURE 981 Advanced Teaching Methods (Practicum I)

Spring Semester Year Two

NURE 991 Application of Technology to Education (Practicum II)

## **COURSE DESCRIPTIONS**

### **NURE 941 Curriculum Design and Evaluation**

An exploration of the application of critical thinking in the design of a nursing curriculum. This course investigates mission, philosophy, conceptual terms, program outcomes, and program evaluation in order to prepare students for the advanced role of a nurse educator. The role of a nurse educator in academic and service areas is explored.

### **NURE 951 Course Development and Implementation**

An investigation of the principles of course development; teaching strategies, including the use of technology; and classroom and clinical evaluation. Ethical and legal issues are explored in relation to nursing education. NOTE: This course can be taken concurrently with NURE 941 Curriculum Design and Evaluation.

**Prerequisite:** NURE 941 Curriculum Design and Evaluation.

### **NURE 981 Advanced Teaching Methods (Practicum I)**

The application of curriculum design, evaluation, course development, and implementation in a teaching practicum in classroom and clinical settings with a nurse educator/preceptor and in seminars with faculty.

**Prerequisites:** NURE 951 Course Development and Implementation.

### **NURE 991 Application of Technology to Education (Practicum II)**

A practicum to apply current technology to classroom and clinical nursing education to enhance communication, ethical decision-making and critical thinking. Allocation of education resources to meet diverse learning styles, achieve learning objectives and advance evidence-based nursing practice are explored.

**Prerequisites:** NURC 905 Health Education Resources and Policies, NURC 915 Advanced Technology and Nursing Informatics.

# Post-Master's Certificate

## in Nursing Leadership

The Post-Master's Certificate in Nursing Leadership is comprised of four graduate level nursing education courses, including two practicum courses. The certificate will provide students with the essential knowledge, skills, and expertise to be effective nurse leaders and managers in a variety of roles. Graduates may be eligible for the *Nurse Executive* specialty certification through the American Nurses Credentialing Center (ANCC), or the *Clinical Nurse Leader* (CNL) certification through the Commission of Nurse Certifications (CNC), an affiliate of the American Association of Colleges of Nursing (AACN).

**Certificate Outcomes:** Upon completion of the post-master's certificate, students will be able to:

- Model key behaviors of nursing leadership to execute an effective structured team process
- Apply leadership and management principles in the allocation and organization of personnel and resources in a variety of health care delivery systems.
- Practice leadership skills including communication, decision making, team building, mentoring, and empowerment to successfully assume a nurse leader role.
- Design, implement, and evaluate a change project that contributes to the improved functioning of a healthcare organization.

### Admission Requirements

- The program is open to Registered Nurses (RN's) who possess a Master of Science in Nursing (M.S.N.) degree from an NLNAC or CCNE accredited nursing program, with a minimum grade point average (GPA) of 3.50 on a 4.00 scale;
- Hold a current Massachusetts, Rhode Island, or New Hampshire nursing license;
- Provide two letters of recommendation from Master's prepared nurses;
- Personal statement of professional goals;
- Complete the Graduate Certificate Application form to apply for the Post-Master's Certificate in Nursing Education.

For further information about the Post-Master's Certificate in Nursing Education, please contact the Office of Graduate Admissions at 508-626-4501.

### Transfer Credit

No transfer credit is permitted in this certificate program.

### Certificate Course Requirements (4):

NURL 943 Strategic Planning for Nursing's Future

NURL 953 Role in Health Care Systems

NURL 983 Practicum in Organizational Management (Practicum I)

NURL 993 Internship in Independent Leadership Skills (Practicum II)

*Classes are offered in the hybrid/blended learning format, meeting face-to-face seven to eight times a semester on Tuesdays 5-9pm for students entering in even years or Wednesdays 5-9pm for students entering in odd years.*

## **COURSE DESCRIPTIONS**

### **NURL 943 Strategic Planning for Nursing's Future**

A foundation for the aspiring nurse leader in shaping change directed to the priorities of quality and safety in the nursing work environment. Students explore the synthesis of principles, theories, and concepts of effective leadership and analyze the individual, interpersonal, and critical thinking skills needed to assist people and organizations in creating and achieving a vision. Primary themes include models of leadership, effective professional communication, collaboration, team building, affirmation of personal and professional values, motivation, mediation, mentoring, empowerment, and risk-taking to effect innovative change.

### **NURL 953 Role in Health Care Systems**

A basis for understanding how the business of health care affects the nurse's role in management or administration, along with the legal, ethical, and regulatory dimensions of organizational leadership. The focus is on the nurse's role as a leader in health and health care using communication and relationship management, knowledge of healthcare environment, business skills, and professionalism to achieve established goals and improve quality of care.

Prerequisite: NURL 943 Strategic Planning for Nursing's Future.

### **NURL 983 Practicum in Organizational Management (Practicum I)**

An application of concepts of CQI organizational dynamics and outcome measures, informatics, and financial management in a variety of health care settings. Students work closely with a leader on organization-designated projects and experience role modeling while contributing to the functioning of the healthcare organization.

Prerequisite: NURL 953 Role in Health Care Systems.

### **NURL 993 Internship in Independent Leadership Skills (Practicum II)**

An opportunity to practice independent leadership skills in an ever-changing healthcare organization. The student completes a selected leadership project to address safety, quality, and/or nursing work environment issues in health care. Acute care agencies, community settings, municipal and state agencies, public and private institutions and/or professional organizations are possible sites for the practicum, thus offering the student a wide range of opportunities to achieve individualized leadership goals.

Prerequisite: NURL 983 Practicum in Organizational Management.

# Framingham State University

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# Administration

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### **Dale M. Hamel, Executive Vice President**

B.S., B.A., Ferris State University; M.B.A., University of North Carolina, Chapel Hill;  
Ed.M., Boston University; Ph.D., Boston College

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## ***ATHLETICS***

### **Thomas Kelley, Director and Head Football Coach**

B.S., Framingham State College; M.Ed., Boston State College

### **Carey Williams Eggen, Associate Director, Senior Woman Administrator, and Title IX Coordinator**

B.S., M.Ed., C.A.G.S., Springfield College

### **Kathleen Lynch, Assistant Director/Sports Information**

B.S., M.A., Framingham State College

### **K. Aynsley Rosenbaum, Assistant Director/Head Football Coach, Club Sports Coordinator, Recruiting Coordinator**

B.A., M.P.A., Framingham State University

### **Kristine Brown, Staff Assistant/Assistant Athletic Trainer**

B.S., University of Massachusetts Lowell; M.S., University of Rhode Island

### **Richard Casali, Staff Assistant/Equipment & Operations Manager and Head Coach Women's Volleyball**

B.A., Framingham State College

### **Mark Greenfield, Staff Assistant/Athletic & Recreation Center Manager**

B.S., M.A., Kent State University

### **Larry Miller, Staff Assistant/Assistant Sports Information Director and Head Coach Women's Softball**

B.S., M.S., State University of New York (SUNY) College at Cortland

### **Walter Paschal, Staff Assistant/Home Events Coordinator and Head Woman's Basketball Coach**

B.S., Bridgewater State College

### **James Rippey, Staff Assistant/Intramural Coordinator, Head Coach Women's Lacrosse, Run Game Coordinator**

B.A., Boston College; M.A.T., Northeastern University

### **Laura Rusk, Staff Assistant/Head Athletic Trainer**

B.S., Iowa State University; M.P.A., Drake University

### **Donald Smith, Staff Assistant/Assistant Athletic Trainer, Strength & Conditioning Specialist**

B.S., West Virginia University

### **Scott VanderMolen, Staff Assistant/Head Coach Men's & Women's Cross Country, Head Coach Women Outdoor Track & Field**

B.S., University of Massachusetts Amherst

### **Damon White, Staff Assistant/Assistant Athletic Trainer**

B.S., Springfield College; M.S., California University of Pennsylvania

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**OFFICE OF FACILITIES & CAPITAL PLANNING**

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B.S., United States Naval Academy; M.S., Southern New Hampshire University

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B.S., University of Massachusetts, Amherst; M.B.A., University of Massachusetts, Boston

**Kenneth Brasili**, *Director/Power Plant and Support Services*

**Timothy Kiley**, *Assistant Director/Property Control & Parking Clerk*

B.S., Anna Maria College

---

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B.S.B.A., Northeastern University

**Anastasia (Natasha) Bizanos-Ashe**, *Director/Procurement & Contracts*

B.A., University of Massachusetts Amherst; J.D., Western New England University

**Vacant**, *Director/Budget & Treasury Services*

**Randall Roy**, *Director/Accounting & Financial Reporting*

B.A., University of Maine Augusta

**Sherrie Buckley**, *Staff Assistant/Financial Services*

**Erica Henault**, *Staff Associate/General Accounting*

B.S.B.A., M.B.A. Nichols College

**Ann Martin**, *Staff Associate/Procurement & Capital Projects Planning*

B.S.; Assumption College; M.B.A. Fitchburg State University

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B.A., Wheaton College; J.D., Suffolk University

**Kimberly Dexter**, *Director of Affirmative Action, Title IX, and ADA Compliance; Title II Coordinator*

B.A., University of Maryland, College Park; M.S., Worcester State College

**Lisa Tarantino**, *Assistant Director of Human Resources*

B.S.Ed., University of Massachusetts – Amherst; M.S., Johnson and Wales University

**April Facchini**, *Director/Compensation, Payroll, & Benefits Administration*

B.S., Assumption College

**Louise Cataldo**, *Staff Assistant/Benefits Specialist*

B.A., Westfield State University

**Kerry Narjaruan**, *Staff Associate/Payroll Manager*

B.S., Bryant University; M.A., Framingham State University

---

**DEPARTMENT OF INFORMATION TECHNOLOGY SERVICES**

**Patrick D. Laughran**, *Associate Vice President of Administration, Finance, & Institutional Advancement; Chief Information Technology Officer*

B.S., Northeastern University; M.B.A., Babson College

**Marsha Bryan**, *Director of Administrative and Student Information Systems*

B.S., Seton Hall University; M.B.A., University of Maryland

**Susan Arsenault**, *Staff Assistant/Systems Analyst, Programmer*

B.S., Framingham State College

**Roy Galang**, *Director of Information Security*

B.S., M.B.A., Boston College

**Deborah Saks**, *Director of Services Management & Campus Technology*

B.S., Framingham State College; M.Ed., Boston College

**Michael S. Zinkus**, *Director of Network Services*

B.S. Framingham State College

**Florentine Overko**, *Staff Associate/Manager of Technology Support Services*

B.A., Pine Manor College

**Kristen Corey**, *Staff Assistant/Applications Analyst*

B.A., Emmanuel College

**Michael Darcy**, *Staff Assistant/Technology Support Operations Manager*

B.S., Framingham State College

**Michelle Fallon**, *Staff Assistant/Developer, Business Intelligence*

**Brooklyn Famosi**, *Staff Associate/Business Analyst for Technology Services*

B.S., M.Ed.; Framingham State University

**Judith Foley**, *Staff Associate/Manager of Campus Technology Services*

B.A., M.Ed.; University of Massachusetts Boston

**Roy Galang**, *Director/Manager of Campus Technology Services*

B.S., M.B.A.; Boston College

**Andrew Carney**, *Staff Assistant/Network Support Specialist*

B.A., Framingham State University

**Corey Hobbs**, *Staff Associate/Network & Telecommunication Manager*

B.S., M.B.A., Framingham State University

**David Lopes**, *Staff Assistant/Systems Administrator*

B.A., Framingham State College

**Jacqueline Lovell**, *Staff Assistant/Service Desk Manager*

B.S., Framingham State University

**Gregg Merloni**, *Staff Assistant/Technology Support Analyst*

B.A., Framingham State College

**Florentine Overlook**, *Staff Associate/Manager of Technology Support Operations*

B.A., Pine Manor College

**David Pfarrer**, *Staff Associate/Linux Systems Administrator*

B.A., Vassar College; M.A., Binghamton University

**Daniel J. Schur**, *Staff Assistant/Telecommunications Engineer & Network Analyst*

B.A., Valparaiso University



**William Shew**, *Staff Associate/Luminus Systems Analyst*

B.S., Framingham State College

**Bryan Smith**, *Staff Assistant/Network Engineer*

---

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**Bradford Medeiros**, *Chief*

**John Santoro**, *Deputy Chief*

B.S., Hesser College, M.S., Western New England College

**Kashem Chowdhury**, *Staff Assistant/ID Office Manager*

B.B.A., M.B.A., South Seas University

---

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**Jeffrey McMaster**, *Director/Bursar*

B.S., Central Michigan University; M.Ed, Salem State University; M.S., Capella University

**Vacant**, *Associate Director/Associate Bursar*

**Samantha Landry**, *Assistant Director/Assistant Bursar*

B.S., M.P.A., Framingham State University

---

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**Sarah Santiago**, *Staff Associate/Coordinator of University Events*

B.S., Keene State College; M.Ed., Springfield College

**Susan Romani**, *Staff Assistant/Assistant Coordinator of Campus Events*

B.A., Kent State University; M.B.A., Missouri State University Springfield

#### ***Office of Transportation Services Programs & Community Education***

**Kim Galvani**, *Staff Associate/Coordinator of Transportation Services*

---

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**Ann McDonald**, *Chief of Staff & General Counsel, and Secretary to the Board of Trustees*

B.S.Ed., Westfield State University; M.Ed., University of Massachusetts – Amherst; J.D., New England Law – Boston

**Tammy Till**, *Staff Associate/Financial Controls Manager*

B.S., Nichols College

---

---

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**Ellen Zimmerman**, *Provost and Vice President of Academic Affairs*  
B.A., Western College; M.A., Ph.D., University of Chicago

**Reema Zeineldin**, *Associate Vice President for Academic Affairs*  
*Operations, Finance, and Institutional Effectiveness*  
B.S., M.S., Kuwait University; Ph.D., University of New Mexico

**Mark Nicholas**, *Assistant Vice President for Assessment, Accreditation,*  
*and Strategic Planning*  
B.A., Bangalora University; M.A. Karnataka State University; M.A. Cincinnati Christian  
University; Ph.D., University of Cincinnati

---

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B.A., University of the Arts; M.F.A., University of Connecticut

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B.B.A., Midwestern State University; M.S., University of North Texas;

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B.A. Simmons College; M.A., Ph.D., Boston University

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B.A., Connecticut College; Ph.D., Duke University

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B.A., M.A., University of Wisconsin - Eau Claire; Ph.D., University of  
Akron, Professor, History

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**Irene Porro**, *Director and Professional Development Programs*  
*Coordinator*  
B.S./M.S., University of Torino; Ph.D., University of Podava

**Bruce R. Mattson**, *Assistant Director/Science & Technology*  
*Specialist*  
B.M., New England Conservatory of Music

**Mary MacDonald**, *Staff Associate /Planetarium Programs*  
*Coordinator*  
B.A., University of Massachusetts Amherst; M.Ed., University of  
Massachusetts Boston

**Evan Pagliuca**, *Staff Associate /Education Program Manager*  
B.S., Westfield State College

**Suzanne Wright**, *Staff Assistant/Education Specialist*

*C. Louis Cedrone International Education Center*

**Joyce Fahey**, *Associate Director*

*Commonwealth Honors Program*

**Paul Bruno**, *Coordinator*

B.A., M.A., Ph.D., Boston College; Professor, Philosophy

*Entrepreneur Innovation Center*

**Mark Hardie**, *Director*

B.A., Tufts University; S.M., Massachusetts Institute of Technology-Sloan

*Stalker Institute*

**Karen McGrail**, *Director*

B.S., M.Ed., Framingham State University

**Denise Hobby**, *Staff Associate/Manager of Operations & Education*

B.S., M.Ed., Framingham State University

**Jumana Saleh**, *Staff Assistant/Nutrition & Culinary Education  
Dietitian*

B.A., University of Massachusetts Amherst; M.S., Framingham State  
University

---

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**Christopher Gregory**, *Associate Dean of Academic Affairs and  
Director of Academic Advising*

B.A., Salve Regina University; M.A., Bowling Green State University; Ph.D., St. Louis  
University

**Erin Coughlin-Doherty**, *Staff Associate/Academic Success  
Coordinator/Placement Testing Coordinator*

**Veronica LaPlante**, *Staff Assistant/Academic Advising*

B.A., Bridgewater State University; M.A., Salve Regina University

---

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**LaDonna Bridges**, *Associate Dean of Academic Success*

B.S.J., Northwestern University; M.Ed. Springfield College; Ph.D., University of  
Massachusetts Amherst

**Victoria (Vikky) Angelico**, *Staff Assistant/Disability & Access Services  
Coordinator*

B.A., M.A., Framingham State University

**Allison (Ally) Chisholm**, *Staff Assistant/Academic Success Coordinator  
– Tutoring and Workshops*

B.A., Framingham State University; M.Ed., Merrimack College

**Ashley Luce**, *Staff Assistant/Diverse Scholars Program Coordinator*

B.A., M.A., Framingham State University

**Kimberly (Kim) Broad**, *Staff Assistant/Supplemental Instruction  
Coordinator*

B.S., Lafayette College

---

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B.A., University of California – Davis; M.Ed., Framingham State University

**Jean M. Canelli Child Development Lab****Cara Chase, Assistant Director**

B.S., Suffolk University

**Janeen Cox, Staff Assistant/Lead Teacher**

B.S., Fitchburg State University

**Julie Wilson, Staff Assistant/Lead Teacher**

B.S., Fitchburg State University

**Early Childhood Center****Holly Casey, Assistant Director**

B.S., Framingham State College

**Stephanie Hopkins, Staff Assistant/Lead Teacher**

B.A., Hampshire College; M.Ed., Framingham State University

**Melissa Maye, Staff Assistant/Lead Teacher**

B.S., M.Ed., Framingham State University

---

**OFFICE OF EDUCATION PLACEMENT AND LICENSURE****Sandra Shaw, Director**

B.A., Merrimack College; M.Ed., Lesley University

**Kate Stewart, Staff/Assistant/Data Management Coordinator**

B.A., University of Massachusetts Amherst; Ed.M., Boston University

---

**OFFICE OF EDUCATION TECHNOLOGY AND INTERACTIVE MEDIA****Robin Robinson, Director of Education Technology & Interactive Media**

B.A., University of Massachusetts, Amherst; M.T.P.W., Northeastern University

**Stacy Cohen, Staff Assistant/Training & Support Coordinator**

B.A., Bridgewater State College

**Steven Courchesne, Staff Assistant/Instructional Designer**

B.A., Concordia University; M.A., Brandeis University

**Gordon Hall, Staff Assistant/Instructional Technology Specialist**

B.A., Connecticut College; B.S., Westfield State University

---

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B.A. Beirut Arab University, Lebanon; M.A., Alexandria University, Egypt, E.D., International Development Center of Japan, Tokyo; M.C.P., Ph.D., University of Cincinnati

**Paula Hogard, Director/Continuing Professional Education and Workforce Development**

B.S., Surrey University, M.A., University of Manchester

**Sunny Tam, Director/Professional Science Master: Biotechnology**

S.B., Boston College; M.A., Ph.D., Boston University

English Language Programs & Community Education**Rebecca Hawk**, *Director/English Language Programs & Community Education*

B.A., Portland State University, M.A., University of Denver, M.P.A., Harvard University

**Ann Roberti**, *Assistant Director/ESL and Community Education*

B.S., Georgetown University, M.A., Columbia University, Ph.D., University of Pennsylvania

---

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B.A., M.A., Boston College

**Carla Cataldo**, *Staff Associate/Grant Writer*

A.B., Smith College; M.P.P., Harvard University

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**OFFICE OF INSTITUTIONAL EFFECTIVENESS****Ann K. Caso**, *Associate Director/Institutional Research Officer*

B.A., University of Massachusetts Dartmouth; Ed.M., Boston University

**Lauren Keville**, *Director of Operational Strategies for Student Retention and Graduation Success*

B.A., University of Massachusetts Amherst; M.Ed., Suffolk University

**Brittany Brown**, *Staff Assistant/Institutional Research*

B.A., Framingham State University

---

**OFFICE OF THE UNIVERSITY REGISTRAR****Mark R. Powers**, *Executive Director/University Registrar & Executive Director for Student Records and Registration Services*

B.A., North Adams State College

**Danielle P. Donovan**, *Associate Director/Senior Associate University Registrar*

B.A., Framingham State College; M.A., Framingham State University

**Gregory Knott**, *Assistant Director/Assistant University Registrar for Student Records Management and Transfer Articulations*

B.S., University of Rhode Island

**David Morini**, *Assistant Director/Assistant University Registrar for Operations & Systems*

B.A., University of Massachusetts Amherst; M.F.A., California College of the Arts

---

**HENRY WHITEMORE LIBRARY****Mille Gonzalez**, *Interim Dean of the Library*

B.A., Hamilton College; M.S.L.S., MBA, Simmons College

**K. Shin Freedman**, *Librarian*

B.A., Hyo Sung University; M.B.A., Bentley College; M.S.L.S., Simmons College

**Karen Medin**, *Associate Librarian*

B.A., St. Olaf College; M.S.L.S., Simmons College

**Suzanne Meunier**, *Associate Librarian*

B.A., Keene State College; M.S.L.S., Simmons College

**Hedda Monaghan**, *Assistant Librarian*

B.S., University of Massachusetts Amherst; M.L.I.S., The University of British Columbia

**Abelard Newell, Assistant Librarian**

B.A., University of Toronto; M.S.L.S., Simmons College

**Colleen Previte, Associate Librarian**

B.A., Worcester State College; M.S.L.S., University of Rhode Island

**Sandra Rothenberg, Senior Librarian**

B.A., Wheaton College; M.A., Brown University; M.S.L.S., Simmons College

**Marion Slack, Associate Librarian**

A.B., Ursuline College; M.S.L.S., Simmons College

**Samantha Westall, Associate Librarian**

B.A., University of Indiana; M.L.I.S., University of Rhode Island

---

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## ***Division of Diversity, Inclusion, & Community Engagement***

**Constanza Cabello, Vice President**

B.S., The University of Connecticut; M.S., Central Connecticut University; Ed.D., Northeastern University

---

### ***CENTER FOR INCLUSIVE EXCELLENCE***

**Patricia Birch, Director of Inclusive Excellence Initiatives**

B.A. California State University Long Beach; M.S.W., University of Michigan Ann Arbor; M.B.A., Assumption College

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**Loretta Holloway, Interim Vice President for Enrollment & Student Development**

B.A., University of Alaska, Fairbanks; M.A., University of Michigan, Ann Arbor; Ph.D., University of Kansas, Lawrence

---

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**Shayna Eddy, Associate Dean/Director of Undergraduate Admissions**

B.A., M.A., Framingham State College

**John Chenier, Assistant Dean of Admissions/Director of Operations & International Recruitment**

B.S., Fairfield University; M.Ed., Cambridge College

**Michael Merriam, Assistant Dean/Director of Graduate & Continuing Education Recruitment**

B.A., Becker College; M.M., Cambridge College

**Jeffrey Masse, Associate Director/Graduate & Continuing Education Recruitment**

B.S., M.B.A., University of Massachusetts Boston

**Brittany Plante, Associate Director/Admissions Operations**

**Nicole Mason**, *Assistant Director of Undergraduate Admissions*

B.S., Framingham State University

**Erica Pritchard**, *Assistant Director of Undergraduate Admissions*

B.A., Emmanuel College; M.P.A., Framingham State University

**Meghan Bresnahan**, *Staff Assistant/Undergraduate Admissions Counselor*

B.A., Worcester State University; M.Ed., Suffolk University

**Sean Walsh**, *Staff Assistant/Undergraduate Admissions Counselor*

B.A., Florida International University; M.P.A., Framingham State University

**Deron Hines**, *Staff Assistant/Undergraduate Admissions Counselor for Diversity Outreach & Recruitment*

B.A., Framingham State College

---

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**Thomas (TJ) Chesnut**, *Evangelical Chaplain*

**Rabbi Yakov Lazaor**, *Jewish Chaplain*

**Mynuddin Syed**, *Interfaith Specialist & Muslim*

---

### **CAREER SERVICES AND EMPLOYER RELATIONS**

**Dawn Ross**, *Director of Career Services & Employer Relations*

B.A., M.A., Framingham State University

**Jill Gardosik**, *Staff Associate/Internship Coordinator*

B.A., Framingham State University; M.S., Suffolk University

---

### **OFFICE OF COMMUNITY STANDARDS**

**Jason (Jay) Hurtubise**, *Director*

B.A., Bryant University; M.Ed., Springfield College

---

### **COUNSELING CENTER**

**Andrew Lipsky**, *Director of Counseling Center*

B.S., Bryant College; M.S.W., Boston College

**Rupal Bhatt**, *Assistant Director/Counselor*

B.A., Mount Holyoke; M.A., Psy.D., University of Hartford

**Jeanne Haley**, *Staff Associate/Counselor*

B.A., College of the Holy Cross; M.S.W., Boston University

**Dennis Pardo**, *Staff Associate/Staff Counselor*

B.S., State University of New York Stony Brook; M.S.W., Smith College

---

### **ENROLLMENT MANAGEMENT**

**Jeremy C. Spencer**, *Dean of Enrollment Management*

B.A., Lycoming College; M.S., Miami University

---

---

**FINANCIAL AID****Carla Minchello, Director**

B.A., Johns Hopkins University; M.B.A., Assumption College

**Susan E. Lanzillo, Associate Director**

B.S., Bentley College; M.Ed., University of Massachusetts, Lowell

**Traci Wynn Hickey, Assistant Director**

B.A., University of Massachusetts, Amherst; M.A., Elms College

**Mary E. Ford, Staff Assistant/Financial Aid Counselor**

B.A., Framingham State College

**Alyssa Lombardi Pettepit, Staff Assistant/Financial Aid Counselor**

B.A., Assumption College

---

**HEALTH SERVICES****Ilene Hofrenning, Director of Health Services**

R.N.C., C.F.N.P., B.S., University of North Dakota; M.S., University of Lowell

**Anne Lyons, Staff Associate/Nurse Practitioner**

B.S.N., University of Rhode Island; M.S.N., Regis College

**Lacey Parker, Staff Associate/Nurse Practitioner**

---

**INTERNATIONAL AND STUDY ABROAD PROGRAMS****Jane Decatur, Executive Director**

B.S.Ed., Miami University; M.S.Ed., Indiana University

**Jennifer Hyde, Assistant Director**

B.A., M.A., Framingham State University

---

**OFFICE OF UNIVERSITY MARKETING & COMMUNICATIONS****Averil Capers, Director/Director of Marketing**

B.S., Clark University; M.B.A., Assumption College

**Daniel Magazu, Director/Director of Communications**

B.A., University of Massachusetts - Amherst

**Sara Mulkeen, Staff Associate/Manager for Digital Communications & Interactive Media**

B.A., M.P.A., Framingham State University

**Christina Casinelli, Staff Assistant/Social Media Coordinator**

B.S., Fitchburg State University

**Lam Dinh, Staff Assistant/Web Developer**

B.S., University of Massachusetts Boston

**Luis Rodriguez, Staff Associate/Graphic Design Specialist**

B.S., Framingham State College

---

**NEW STUDENT AND FAMILY PROGRAMS****Benjamin J. Trapanick, Director**

B.A., Binghamton University; M.Ed., North Carolina State University

**Arielle Joy (A.J.) Brent, Assistant Director/Orientation Coordinator**

B.S. Moravian College; M.S., West Chester University

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**OFFICE OF RESIDENCE LIFE & HOUSING**

**Stephanie Crane**, *Associate Director of Residence Life*

B.A., Hartwick College; M.Ed. University of Maine

**John (Johnny) Hurley**, *Assistant Director/Residence Education & Area Director*

B.A., Framingham State University; M.S., Northeastern University

**Laurie Lenzi Carr**, *Staff Associate/Housing Assignment Coordinator*

B.S.Ed., Framingham State College

**Joseph (Joe) Barbagallo**, *Staff Assistant/Residence Director*

B.A., Rhode Island College; M.Ed., Northeastern University

**David Case**, *Staff Assistant/Area Director*

B.S., Framingham State University

**Marcie Dineen**, *Staff Assistant/Area Director*

B.S., Bentley University; M.S. Canisius College

---

**STUDENT AFFAIRS**

**Meg Nowak Borrego**, *Dean of Students*

B.A., State University of New York at Buffalo; M.S., Indiana State University; Ph.D., Boston College

**David N. Baldwin**, *Associate Dean of Students, Student Development*

B.S., M.S., The College of St. Rose

**Glenn Cochran**, *Associate Dean of Students, Student Life & Director of Residence Life & Housing*

B.A., Westfield State College; M.B.A., St. Bonaventure University; Ph.D., University of Massachusetts Amherst

**Rachel Lucking**, *Assistant Dean for Campus Engagement*

B.S., Illinois State University; M.A., Boston College

**Kay Kastner**, *Staff Assistant/Coordinator of Student Support Initiatives*

B.A., University of Massachusetts – Amherst; M.A., Columbia University

---

**OFFICE OF STUDENT INVOLVEMENT AND LEADERSHIP DEVELOPMENT**

**Sara Gallegos**, *Director*

B.A., New Mexico State University; M.Ed., University of South Carolina; Ed.D., Northeastern University

**Jorge Gonzalez**, *Assistant Director*

B.A., Saint Anselm College; M.Ed., Merrimack College

**Kathleen Brosnihan**, *Staff Associate/Assistant to the Dean & Student Involvement Operations Coordinator*

A.A., Quinsigamond Community College

---

**OFFICE OF VETERANS SERVICES**

**Leanna Lynch**, *Assistant Director/Veterans & Military Services Coordinator*

B.S., Framingham State University

---

---

**OFFICE OF DEVELOPMENT AND ALUMNI RELATIONS****Eric Gustafson**, *Vice President of Development and Alumni Relations*

B.A., Marietta College; M.A., University of Massachusetts Amherst; M.A., Anna Maria College

**Jennifer DeFronzo**, *Director/Director of Alumni Relations*

B.A., Clark University; J.D., Northeastern University

**Felicia Riffelmacher**, *Director/Director of Development*

B.S., Becker College; M.B.A., Suffolk University

**Nicole L'Heureux**, *Staff Associate/Alumni Relations Coordinator*

B.S., Framingham State College; M.P.A., Framingham State University

**Amy Luoto**, *Staff Associate/Advancement Services Manager*

B.S., Springfield College; M.A., Framingham State University

**Amadine Muniz**, *Staff Assistant/Development Officer*

---

**DANFORTH MUSEUM AT FRAMINGHAM STATE UNIVERSITY****Jessica Roscio**, *Director & Curator for the Danforth Art Museum*

B.A., The College of William and Mary; M.A., State University of New York Buffalo; Ph.D., Boston University

**Noelle Fournier**, *Director for the Danforth Art School*

B.F.A., St. Lawrence University; M.Ed., Lesley University

**Rachel Passannante**, *Staff Assistant/Collections Manager for the Danforth Art Museum*

B.A., State University of New York Potsdam; M.A., The University of Sheffield

---

**MetroWest College Planning Collaborative (MCPC)****Colleen Coffey**, *Executive Director*

B.S., Creighton University; M.A., Marquette University

**Roxana Marrero**, *Director of MetroWest Scholars Early Start Program*

B.S., Framingham State University

**Erika Reyes**, *Assistant Director*

B.A., Providence College

# Faculty

---

**Abdelgadier, Osama**, B.A., M.A., University of Khartoum; Ph.D., Clark University; Associate Professor, Geography

**Anderson, John**, B.F.A., San Francisco Art Institute; M.F.A., Tufts University; Professor, Art

**Apostolidis, Emmanouil**, B.S. University of Massachusetts, Amherst; M.S. University of Massachusetts, Amherst; Ph.D. University of Massachusetts, Amherst; Assistant Professor, Chemistry and Food Science

**Bechtel, Cynthia F.**, B.S., Cedar Crest College; M.S., Regis College; Ph.D. University of Massachusetts, RN, CNE, CHSE, CEN; Associate Professor, Nursing

**Beckwitt, Richard**, B.A., University of California, Berkeley; Ph.D., University of Southern California; Professor, Biology

**Bishop, Brian**, B.F.A., Memphis College of Art; M.F.A., Cranbrook Academy of Art; Associate Professor, Art

**Carroll, Margaret**, B.A., Connecticut College; Ph.D., Duke University; Associate Professor, Biology

**Cline, Tami**, B.S., Colorado State University; M.S., Boston University; Ph.D.; Iowa State University; RD; Assistant Professor, Food and Nutrition

**Cok, Steven**, B.S. Michigan State University; Ph.D. University of Chicago; Associate Professor, Chemistry and Food Science

**Conrad, Susan**, B.S.N., University of Evansville; M.S., Texas Women's University; Ph.D., University of Texas; R.N.; Professor, Nursing

**Cordeiro, Emilce**, B.A., M.A., National University of Rio Cuarto; Ph.D., Temple University; Associate Professor, Modern Languages

**Correia, Marlene Ponte**, B.S., Salve Regina University; M.Ed., Lesley College; Ed.D., University of Massachusetts, Lowell; Assistant Professor, Education

**Cote, Marc**, B.A., University of the Arts; M.F.A., University of Connecticut; Professor, Art

**Cressey, James**, B.A., Georgetown University; M.Ed., Plymouth State University; Ph.D., University of Massachusetts, Amherst; Assistant Professor, Education

**Crosier, Michael**, B.S., University of Massachusetts, Amherst, School of Public Health and Health Science; M.S., Tufts University, School of Nutrition Science and Policy; Assistant Professor, Food and Nutrition

**Donohue, Robert**, B.S., University of Massachusetts; M.S., Ph.D., University of Florida; Professor, Psychology

**Druffel, Karen**, B.A., University of Illinois; M.I.T., Northwestern University; J.D., DePaul University; Assistant Professor, Business

**Galvin, Paul**, B.A., Hendrix College; M.S., Ph.D., Texas Christian University; Associate Professor, Psychology and Philosophy

**Galvin, T. Bridgett Perry**, B.S., M.Ed., Central State University; Ph.D., University of Oklahoma; Professor, Psychology

**Gonsalves, Maureen**, B.S., University of Vermont; M.Ed., Framingham State University; RD; Instructor, Food and Nutrition

**Gorman, Andrea**, B.S., University of Rhode Island; M.S., Tufts University; Ph.D., Tufts University; Assistant Professor, Food and Nutrition

**Grove, Thomas N.**, B.A., Harvard College; M.A., Ph.D. University of California, Berkeley; Associate Professor, English

**Halfond, Gregory**, B.A., Cornell University; M.A., Ph.D., University of Minnesota; Assistant Professor, History

**Harrison, Michael J.**, B.S., Central Connecticut State University; M.S., The American College; M.B.A., Colorado State University; D.B.A., Southern New Hampshire University; Assistant Professor, Business

**Hibbard, Katherine**, B.S., Lesley College; M.Ed., North Carolina Central University; Ph.D., University of North Carolina, Greensboro; Associate Professor, Education

**Holloway, Lorretta**, B.A., University of Alaska, Fairbanks; M.A., University of Michigan, Ann Arbor; Ph.D., University of Kansas, Lawrence; Associate Professor, English

**Horn, Bernard**, B.S., Massachusetts Institute of Technology; Ph.D., University of Connecticut; Professor, English

**Huibregtse, Jon**, B.A., M.A., University of Wisconsin-Eau Claire; Ph.D., University of Akron; Professor, History

**Johnson, Ann**, B.S. Colorado State University, M.P.H.; University of Michigan; Dr.PH, University of North Carolina; Assistant Professor, Food and Nutrition

**Ju, Haewon**, B.S., Yonsei University, Korea, M.S., Ph.D. University of Minnesota, Assistant Professor, Fashion Design and Retailing

**Kemegue, Francis**, M.Phil., University of Yaounde; Ph.D., Kansas State University; Assistant Professor, Business

**Kolodny, Kelly**, B.A., Clark University; M.A., Rhode Island College; Ph.D., University of Connecticut; Assistant Professor, Education

**Levandosky, Julie**, P B.S., University of Massachusetts - Amherst; Sc.M., Ph.D., Brown University; Associate Professor, Mathematics

**Liebert, Aviva**, A.B., Dartmouth College; Ph.D., University of California, Los Angeles; Associate Professor, Biology

**Li, Zhe**, B.A., Zhejiang University; M.A., Ph.D., Stony Brook University; Assistant Professor, Business

**Lowe, Diane**, B.S., M.A., Ed.D., University of Memphis; Professor, Education

**Mabrouk, Sarah**, A.B., Wheaton College; M.A., Boston University; Ph.D., Boston University; Professor, Mathematics

**MacDonald, Timothy**, B.A., University of Rhode Island; M.F.A., East Tennessee State University; Assistant Professor, Art

**MacRitchie, Donald**, B.A., St. Anselm College; M.A., Boston College; Professor, Economics

**Marcum, Jesse**, B.S., University of New Hampshire; Ph.D., University of Colorado; Associate Professor, Chemistry

**Massad, Susan**, B.S., Framingham State University; M.Ed., Worcester State College; H.S.D., Indiana University at Bloomington; R.D., C.H.E.S.; Associate Professor, Food and Nutrition

**McCarthy, Desmond**, B.A., Framingham State University; M.A., Ph.D., Brandeis University; Professor, English

**McKenna, Lawrence**, B.S., Ph.D., Massachusetts Institute of Technology; Assistant Professor, Physics and Earth + Sciences

**McMakin, Deborah**, B.A., Framingham State College; M.A., The George Washington University; M.S.W., Boston University; Ed.D. University of Massachusetts, Lowell; Assistant Professor, Psychology

**Milot, Barbara Curtin**, B.F.A., M.A., University of Massachusetts, Amherst; M.F.A., M.A., State University of New York, Albany; Professor, Art

**Mullaney, Susan**, B.S., University of Massachusetts, Amherst; M.A., Framingham State University; M.S., University of Massachusetts, Worcester; Ed.D., Nova Southeastern University; Professor, Nursing

**Neubauer, Suzanne H.**, B.S., Immaculata College; M.S. Pennsylvania State University; Ph.D., University of Connecticut; Professor, Food and Nutrition

**Page, Jr., Robert**, B.S., M.S., Ph.D., University of Mississippi; Assistant Professor, Mathematics

**Perry, Elizabeth**, B.A., University of Massachusetts, Dartmouth; M.A., Ph.D., Brown University; Associate Professor, Art and Music

**Perry, Evelyn**, B.A., M.A., Simmons College; Ph.D., University of Rhode Island; Associate Professor, English

**Pilkenton, Sarah**, B.S., The University of Virginia's College at Wise; Ph.D., Purdue University; Associate Professor, Chemistry

**Plummer, Brianna L.**, B.S., Framingham State University; M.F.A., Boston University; Associate Professor, Fashion Design and Retailing

**Rahman, Sandra**, B.S., M.B.A., Suffolk University; D.B.A., Nova Southeastern University; Associate Professor, Business

**Remington, Ruth**, BS, Rutgers University; M.S.N., University of Massachusetts, Worcester; Ph.D., University of Massachusetts, Amherst

**Riveras, Jorge**, B.S., Universidad Central de Venezuela; M.B.A., Suffolk University; Ph.D., Southern New Hampshire University; Assistant Professor, Business

**Salmassi, Mohammad**, B.S., University of Tehran; M.S., Rensselaer Polytechnic Institute; M.S., Ph.D., University of Kentucky; Professor, Mathematics

**Schneider, Erica**, B.A., Mount Holyoke College; M.A. Boston University; Assistant Professor, Art

**Schwartz, Janet B.**, B.S., Cornell University; S.M., Harvard University; Professor, Food and Nutrition

**Simons, Amanda**, B.S., University of Delaware; Ph.D., Harvard University; Assistant Professor, Biology

**Sjuib, Fahino**, B.S., Parahyangan Catholic University; M.A., Western Illinois University; Ph.D., Kansas State University; Assistant Professor, Economics

**Stadtler-Chester, Mary-Ann**, B.A., Manhattanville College; M.A., University of Chicago; Ph.D., University of Paris – Sorbonne; Assistant Professor, Modern Languages

**Straka, Keri**, B.F.A., Western Washington University; MFA, Massachusetts College of Art and Design; Assistant Professor, Art

**Taylor, Rebecca L.**, B.S., M.S., Eastern Michigan University; Professor, Fashion Design and Retailing

**Thomas, Patricia E.**, B.A., Midwestern State University; M.S., University of North Texas; Assistant Professor, Business

**Wong-Russell, Michael**, B.S., M.A., Illinois State University; Ph.D., Boston University; Associate Professor, Modern Languages

**Zonino-Jeannetti, Julia A.**, B.A., M.Ed., Wellesley College; Ph.D., Boston College; Assistant Professor, Education

#### ADJUNCT GRADUATE FACULTY

**Awkward, Robert**, B.A., M.S., Northeastern University; M.Ed., Boston University; Visiting Senior Instructor, Business

**Bhatt, Rupal**, M.A., Psy.D., University of Hartford; Visiting Assistant Professor, Psychology

**Bretschneider, Pamela**, B.A., Boston College; M.Ed., Framingham State University; Ph.D., Boston College; Visiting Assistant Professor, Education

**Buratti-Aikey, Roberta**, B.S., Worcester State College; M.A. University of Phoenix; Visiting Instructor, Education

**Burgess, Annette**, B.S., East Carolina University; M.A., James Madison University; Visiting Senior Instructor, International Education

**Burke, Edward**, B.A., Notre Dame; M.P.A., Princeton University; J.D., Suffolk University; Visiting Professor, Health Care Administration

**Canner, Mary**, B.A., Brown University; M.Ed., Lesley College; C.A.S., Harvard University; Visiting Senior Instructor, Education

**Carroll, William**, B.A., Framingham State University; M.A., Tufts University; Visiting Instructor, Business

**Cochrane, Kim**, B.A., Middlebury College; M.L.S., Simmons College; C.A.G.S., Salem State University; Visiting Instructor, Education

**Colwell, Martha**, B.A., University of Massachusetts - Amherst; M.S., Ed., University of South Maine; Ed.D., Nova Southeastern University; Visiting Associate Professor, Education

**Comment, Kristin**, B.A., Montclair State College; M.A., State University of New York, Stony Brook; M.Ed., Framingham State University; Ph.D., University of Maryland, College Park; Visiting Instructor, English

**Corkery, Mary**, B.A., M.A., University of Massachusetts, Boston; Visiting Instructor, Education

**Costa, Michael**, B.S. Roger Williams College; J.D., Suffolk University; M.P.H., Boston University; Visiting Assistant Professor, Healthcare Administration

**Czarnec, Walter**, B.S., Keene State College; M.S., University of New Hampshire; Ed.D., University of Georgia; Professor, Mathematics

**Dittami, Peter**, B.S., Worcester State College; M.Ed., Boston College; Ed.D., Boston University; Visiting Assistant Professor, Education

**Doak, Alison**, B.A., Colby College; M.S., Framingham State University; RD, LDN; Visiting Instructor, Food and Nutrition

**DuBois, Mary Ellen**, B.A., Regis College; M.Ed., Curry College; M.Ed., Framingham State University; Visiting Senior Instructor, Education

**Edgehill, Beverly**, B.S., Pratt Institute; M.Ed., University of Massachusetts; Ed.D., Columbia University; Visiting Assistant Professor, Business

**Epstein, Diane**, B.S., Worcester State College; M.Ed., Wilkes University; M.Ed., Framingham State University; Visiting Instructor, Education

**Farris, James**, B.S., M.B.A., Framingham State University; Visiting Senior Instructor, Business

**Ferguson, Kimberly**, B.S., Worcester State College; M.S., Worcester State College; Visiting Assistant Professor, Education

**Fernandez, Ivan**, B.A., Framingham State University; M.A., Brandeis University; Visiting Instructor, Business

**Ferrari, Robert**, B.S., Ed.M., Boston University, Visiting Instructor, Education

**Flynn, James B.**, Reverend, B.A., Catholic University; M.Ed., Ph.D., Boston College; Visiting Professor, Education

**Fong, James**, B.S., M.S., M.B.A., University of Vermont; Visiting Instructor, Business

**Foster, Irene M.**, B.S., M.Ed., Framingham State University; M.S., Ed.D., University of Massachusetts, Amherst; Professor, Fashion Design and Retailing

**Frederico, Catherine**, B.A., Pennsylvania State University; M.S., Arizona State University; Visiting Lecturer, Food and Nutrition

**Gallagher, Sharon L.**, B.S., Cornell University; M.Ed., Framingham State University; R.D., C.D.E., Visiting Senior Instructor, Food and Nutrition

**Garbolevsky, Evgenija**, B.A., Framingham State University; M.A., Ph.D., Brandeis University; Visiting Assistant Professor, History

**Good, Arnold**, B.S., Roosevelt University; M.S., Ph.D., Illinois Institute of Technology; Professor Emeritus, Mathematics

**Gulko, Eric**, B.A., Emory University; J.D., Boston College Law School; Visiting Associate Professor, Business

**Gustafson, Eric**, B.A., Marietta College; M.A., University of Massachusetts, Amherst; M.A., Anna Maria College; Visiting Instructor, Public Administration

**Hansen, Norman**, B.A., Tufts University; M.B.A., Ph.D., Northeastern University; Ph.D., Northeastern University; Visiting Associate Professor, Business

**Hobby, Denise**, B.S., M.Ed., Framingham State University; Visiting Senior Instructor, Education

**Holland, Barbara**, B.A., Boston University; M.Ed., Cambridge College, Visiting Instructor, Business

**Holland, Edward**, B.A., Columbia University; M.S., Simmons College; Visiting Instructor, Education

**Holtzen, David**, B.A., University of Nebraska, Lincoln; M.A., Ph.D., Boston College; Visiting Instructor, Psychology

**Hylander, Gary**, B.A., Framingham State University; M.A., Boston College; Ph.D., Boston College; Visiting Professor, History

**Inman, Mark**, B.S., Bloomsburg University of Pennsylvania; M.A., Indiana University of Pennsylvania; Visiting Instructor, Business

**Jarnis, George**, B.A., Clark University; M.A., Northeastern University; Ph.D., Tufts University; Professor Emeritus, Government

**Jaworek, Donna**, B.A., Mercyhurst College; M.A., Framingham State University; Visiting Instructor, Education

**Kalisz, Frederick**, B.S., M.P.P., University of Massachusetts, Dartmouth; LP.D., Northeastern University; Visiting Assistant Professor, Public Administration

**Keating, Laraine**, B.A., Emmanuel College; B.S., Franklin Pierce College; M.Ed., Boston State College; Visiting Instructor, Education

**Kelly, Judith**, B.A., University of Massachusetts, Amherst; M.Ed., Smith College; Visiting Senior Instructor, Education

**Kennedy, Martin**, B.A., M.Ed., Boston College; M.B.A., Northeastern University; Visiting Senior Instructor, Health Care and Public Administration

**Koren, Ainat**, B.S.N., M.A., Hebrew University; Ph.D., University of Massachusetts, Lowell; Visiting Associate Professor, Nursing

**Langenhorst, Don**, B.A., Washington State University, Pullman; M.S.T., Portland State University; M.S., Northeastern University; Visiting Instructor, Education

**Lansley, Renee, B.A.**, State University of New York at Buffalo; M.A., Ph.D., The Ohio State University; Visiting Assistant Professor, History

**Larche, Kathleen**, B.S., SUNY at Plattsburgh; M.S., Adelphi University; Ed.D., Nova Southeastern University; Visiting Professor, Education

**Larrivee, Jennifer**, B.S., University of New Hampshire; M.S., Louisiana Tech University; RD, LDN; Visiting Instructor, Food and Nutrition

**Lee, Chong**, B.S., Dong-Guk University (Korea); M.S., University of Georgia; Ph.D., University of Rhode Island; Visiting Lecturer, Food and Nutrition

**Leone Murray, Amy**, B.S., M.S., Northeastern University; M.A., Framingham State University; LMHC; Visiting Instructor, Psychology

**Long, Laura**, B.S.N., Boston College; M.S.N., Southern Connecticut; Ph.D., UMass Boston; Visiting Associate Professor, Health Care Administration

**Luoto, Patricia K.**, B.S., West Virginia Wesleyan College; M.S., Framingham State University; Ph.D., Boston University; Professor Emerita, Food and Nutrition

**Luskin, Beverly**, B.A., Jersey City State College; M.Ed., Boston College; Visiting Senior Instructor, Education

**Mahler, Marguerite A.**, B.A., Anna Maria College; M.A.T., Assumption College; Ph.D., The University of Florida, Gainesville; Professor Emerita, Modern Languages

**Majoy, Rosanne**, B.A., Ohio Northern University; M.A., Teachers College, Columbia University; C.A.G.S., Worcester State College; D.Ed., Boston College; Visiting Associate Professor, Education

**Marcus, Gail**, B.A., Wesleyan University; M.S.E., M.B.A., University of Pennsylvania; Visiting Senior Instructor, Health Care Administration

**Masotta, Maria**, B.A. Hartwick College; M.S., Psy.D., Nova Southeastern University; Visiting Instructor, Psychology

**Matos-Nin, Ingrid**, B.A., Universidad de Puerto Rico-Mayaguez; B.S., B.A., M.A., Pontificia Universidad Catolica de Puerto Rico; Ph.D., Boston University; Visiting Professor, World Languages



**McGrail, Karen**, B.S., M.Ed., Framingham State University; Visiting Senior Instructor, Food and Nutrition

**Melanson, Paulette**, B.S.N., M.S.N., Boston College, Visiting Professor, Nursing

**Merriam, Deborah A.**, B.A. University of Massachusetts; M.A., Framingham State University; Ed.D., Boston University; Visiting Assistant Professor, Education

**Merritt, Esther**, B.A., University of Massachusetts, Amherst; M.A., Boston University; LMHC; Visiting Instructor, Psychology

**Mulready-Shick, JoAnn**, B.S., University of Delaware, M.S.N., University of Pennsylvania; Ed.D., University of Massachusetts, Boston; Visiting Professor, Nursing

**Parks, Allison**, B.A., SUNY Potsdam; M.A., Marywood University; Visiting Instructor, Psychology

**Pedreschi, Annya**, B.A, SUNY Stonybrook; M.Ed., American International College; Visiting Instructor, Education

**Remillard, Daniel D.**, B.A., Framingham State University; M.A., St. Bonaventure; Psy.D., Massachusetts School of Professional Psychology; Visiting Assistant Professor, Psychology

**Riley, Loy**, B.A., M.S., University of Rhode Island; Visiting Instructor, Education

**Robbins, Rebecca**, B.S., Emerson College; M.S., Wheelock College; M.S.W., Boston University; Visiting Instructor, Psychology

**Rogers, Mary T.**, B.A., College of Our Lady of the Elms; M.B.A., Western New England College; Ph.D., University of Massachusetts; Professor, Business

**Sacco, Edward**, B.S., M.Ed., Northeastern University; Ed.D., University of Massachusetts-Lowell; Visiting Associate Professor, Education

**Scholten, Minna**, B.A., Reed College; M.S., Framingham State University; Visiting Instructor, Food and Nutrition

**Simons, Shellie**, B.S., State University of New York at Plattsburgh; M.S., Boston University; Ph.D., University of Massachusetts, Boston; Visiting Associate Professor, Nursing

**Smith, Patricia**, B.A., Marymount University; M.A., George Mason University; Ed.D., Boston University; Visiting Associate Professor, Education

**Sokol, Kirstin**, B.A., Tufts University; M.Ed., University of Pittsburgh; Visiting Instructor, English

**Spitzer, Suzette**, B.S., University of Massachusetts at Lowell; Ed.M., Boston University; Visiting Instructor, Business

**Storch, Margaret**, B.A., University of Durham (England); M.Ed., University of London Institute of Economics; Ph.D., McGill University; Professor Emerita, English

**Toman, Rebecca**, B.S., Syracuse University; M.A., Framingham State University; Visiting Instructor, Business

**Wallace, Robert B.**, B.A., Miami University; Ph.D., Northwestern University; Visiting Professor Emeritus, Business

**Waters, Linda B.**, B.A. University of Rhode Island; M.Ed., Rhode Island College; Visiting Instructor, Education

**Weiser, Eric**, B.S., University of Iowa; Ph.D., Texas Tech University; Visiting Associate Professor, Psychology

**Whitbeck, Margaret**, B.S., University of Scranton; M.S., Framingham State University; RD, CDN; Visiting Instructor, Food and Nutrition

**White, Karen**, B.S., M.Ed., Framingham State University; RD, LD; Visiting Lecturer, Food and Nutrition

**Whitman, Betsey**, B.A. Shimer College; M.A.T., Harvard Graduate School of Education; M.A., University of Florida; Ph.D., Florida State University; M.S., Harvard School of Public Health; Professor Emerita, Mathematics

**Whitmore, Kelly**, B.A., M.Ed., Framingham State University; Visiting Instructor, Education

**Wright, Cynthia**, B.S., Brigham Young University; B.A., University of Northern Colorado; M.S., Brigham Young University; Ph.D., Utah State University; Visiting Professor, Food and Nutrition

**Wulf, Sharon**, B.S., Providence College; M.B.A., Northeastern University; Ph.D., Columbia Pacific University; Visiting Assistant Professor, Business

# Telephone Directory

Academic Affairs	508-626-4582
Advising (new students)	508-626-4540
Alumni Relations	508-626-4561
Bookstore	508-626-4595
Career Services	508-626-4625
C. Louis Cedrone International Education Center	508-626-4964
Center for Academic Support and Advising (CASA)	508-626-4509
Continuing Education, Office of	508-626-4603
Counseling Center	508-626-4640
Dining Services, Sedexo	508-626-4602
Disability Services	508-626-4627
Distance Education/Academic Technology	508-626-4927
Financial Aid, Office of	508-626-4534
Graduate Admissions, Office of	508-626-4501
Graduate Studies, Office of	508-626-4014
Health Services	508-626-4900
Library	
Circulation	508-626-4650
Inter-Library Loan	508-626-4690
Student Accounts, Office of	508-626-4514
University Police	508-626-4911
University Registrar, Office of	508-626-4545
University Switchboard	508-620-1220
Weather Advisory/School Closing	508-626-4898

# Campus Buildings and Facilities

**Athletic and Recreation Center**, opened in 2001, houses a gymnasium, locker rooms, athletic training rooms and offices, the bookstore, and an aerobics fitness center. The facility sponsors classes in conditioning, yoga, spinning, and nutrition, as well as a personal training program.

**Crocker Hall** is named for Lucretia Crocker, an outstanding teacher and the first woman to be appointed supervisor in the Boston schools. It is currently used for faculty offices.

**Arthur M. Doyle Information Technology Center**, named for the late Vice President for Academic Affairs, is located adjacent to Whittemore Library and houses the offices of Information Technology Services.

**Dwight Hall**, named for industrialist Edmund Dwight of Boston, who provided funds for Horace Mann to start the Normal Schools of Massachusetts, houses classrooms, main administrative offices, and an auditorium.

**Foster Hall** is named for Dr. Stuart Foster, former Chair of the Chemistry Department and Professor Emeritus. The building serves as the Health & Wellness Center and houses Health Services.

**Helen L. Heineman Center**, built in 1871, was purchased by the institution in 1970 and used as a chapel for all faiths and as a classroom. Renovated in 2000, the facility also now serves as the site for special campus events.

**Corinne Hall Towers**, a four-house residence complex, accommodates students in 32 suites of 13 students per suite. It is named in honor of Corinne Hall, a former home economics teacher at the institution. The residence opened in September 1973.

**Hemenway Hall**, named for Mary Hemenway, who was largely responsible for the development of the consumer sciences division of the institution, houses the departments of Biology, Chemistry & Food Science, Computer Science, Consumer Sciences, Geography, Mathematics, Nursing, Physics & Earth Sciences. It is also home to the student computer lab, the Planetarium, the Food Pilot Plant Laboratory and other science laboratories along with general purpose classrooms including three amphitheaters.

**Horace Mann Hall** is a coed residence housing juniors and seniors in single rooms. It is named for the famous educator who was the founder of the Commonwealth's first teacher training institution.

**Jonathan Maynard Building**, named for Framingham's most prominent citizen during the period between the Revolutionary War and the arrival of the railroad, houses Studio Art classrooms on the ground floor and is permanent location of the Danforth Art Museum on the main floor and Danforth Art School on the upper floor.

**Larned Hall** is named for Dorothy Larned, who served as the Dean of Women from 1942 to 1961. The six-story residence hall provides living and study facilities for men and women. The ground floor contains a large recreation room with lounge, kitchenette, and meeting rooms for educational and social functions. Other floors contain living quarters, together with study and utility areas. Situated atop Bare Hill, the residence hall is surrounded by an exterior plaza providing an overall view of the campus.

**Linsley Hall**, named for the late Professor James D. Linsley of the History Department, is a residence for 185 students.

**May Hall**, is named for Abby May, the Official Visitor to the Framingham Normal School for the Massachusetts Board of Education. In her reports to the legislature, she advocated for this classroom-administrative building which opened in 1889, the year after her death. It was completely renovated in 1982 and houses the departments of Art, English, History, and Political Science.

**D. Justin McCarthy Campus Center**, named in honor of Dr. McCarthy, President of the University from 1961 to 1985, houses all segments of student activities. Since the building's opening in 1976, The D. Justin McCarthy Center has been the hub of all of the University student activities. In May 2005, the McCarthy Center main entrance was redesigned and all interior spaces have undergone extensive renovations. The McCarthy Campus Center contains the Office of the Dean of Students along with various Student Affairs offices; the Student Services Center (SSC) comprised of the offices of Financial Aid, Student Accounts, and University Registrar; the Office of University Police; the Mazmanian Art Gallery; the Dining Commons; a Cyber Café; a student game room, classrooms; and other meeting rooms.

**Miles Bibb Hall**, named for Mary E. Miles Bibb, the first African American graduate of the then Framingham Normal School (Class of 1843), opened in Fall 2011 and is home to approximately 410 upper-class students in four-person suites or in connected doubles and singles sharing semi-private bathroom facilities. The hall's 'backyard' is a popular space to see students enjoying a pick-up basketball game or throwing a frisbee with friends. Miles Bibb Hall also houses Sandella's Flatbread Cafe, offering freshly made sandwiches and salads, grab-and-go dining options, and convenience items.

**O'Connor Hall**, named for Martin F. O'Connor, who served as President from 1936 to 1961, was a residence until Fall 2016. O'Connor Hall now serves as the of several academic departments along with various administration offices. It is also the home of the Christa Corrigan McAuliffe Center for Education and Teaching Excellence and the Challenger Learning Center.

**Peirce Hall**, named for Cyrus Peirce, who was the first President of the University, is a residence for 102 women students. South Peirce houses academic administrators' offices and the Center for Academic Success and Achievement.

**Warren Center**, acquired in 2016, is a professional event center and inn 10 minutes from campus, providing a training ground and real-world experience to students. The Warren Conference Center hosts corporate events, weddings, and other social gatherings in a first-rate facility located on a beautiful 65-acre property.

**West Hall**, opened Fall 2016, is the newest residence hall with approximately 315 residents. The majority of rooms are connected double-double bedroom units with a private bath. There are also connected single-single bedroom units with a private bathroom. The first floor boasts a game room and the main lounge includes a fireplace and kitchen area for building use. The top floor includes a large media room lounge with tall floor-to-ceiling glass exterior walls. There are also lounges on each floor featuring common seating areas, TVs, and enclosed study lounges.

**Henry Whittemore Library**, named for the President of the institution who served from 1898 to 1917, is a seven-level structure completed in 1969. Its collections presently include approximately 200,000 book volumes, and access to over 70,000 electronic journals. An on-line public catalog combines the holdings of the Library and the Minuteman Library Network. These resources are supplemented by on-line computer systems for information retrieval, including Internet access to data-bases world-wide. Curriculum Library, Archives, and Special Collections rooms contain many materials unique to the University. Classrooms, the Emeritus Room, the Copy Center, along with the departments of Communication Arts and Modern Languages are also located in the building.

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### **The Christa Corrigan McAuliffe Center for Education and Excellence**

As teacher, Mission Specialist, and Framingham State University alumna, Christa Corrigan McAuliffe has inspired both students and educators for nearly two decades. The McAuliffe Center was established to honor her commitment to education by providing exciting, standards-based programs in the pursuit of excellence. The Challenger Learning Center is the McAuliffe Center's best-known program. In full-size mockups of both Houston's Mission Control and a space station interior, middle-school students apply the principles of physical science to the real-time challenges of a simulated space flight. Adjacent to the Center is the Framingham State University Planetarium. The thirty-foot dome brings the majesty of the universe down to Earth, with original programming from the McAuliffe Center that combines state-of-the-art technology with current educational philosophy.

In partnership with the Science Education Department of the Harvard-Smithsonian Center for Astrophysics, the McAuliffe Center brings the ARIES hands-on astronomy curriculum to teachers across the United States.

The McAuliffe Center's relationship with NASA gives teachers throughout New England access to the agencies numerous space-related programs, including Mission Mathematics and Liftoff to Learning. Building a Presence for Science, a National Science Teachers Association program in which more than 150 Massachusetts science teachers facilitate the integration of science education standards into classrooms statewide, is yet another example of the Center's collaborative efforts. The McAuliffe Center is located on the FSU campus in O'Connor Hall. Call 508-626-4050, or visit the website at [www.christa.org](http://www.christa.org), for more information.

## 2020-2021 ACADEMIC CALENDAR

### Fall 2020 Graduate Studies and Continuing Education

#### Academic Calendar:

Semester Begins:	Wed	Sep 2, 2020
Last Day to Add/Drop:	Wed	Sep 9, 2020
Last Day to Withdraw:	Wed	Nov 25, 2020
Thanksgiving Recess:	Wed*, Thu, Fri	Nov 25–27, 2020
<i>*(Classes at/after 4:30pm on Wed do not meet)</i>		
Semester Ends:	Wed	Dec 23, 2020

#### Face-to-Face Semester Courses Meet 15 times (one night per week):

##### Online (CEO):

First Class Meets:	Wed	Sep 2, 2020
Thanksgiving Recess	Wed*, Thu, Fri	Nov 25-27, 2020
<i>*(Classes at/after 4:30pm on Wed do not meet)</i>		
Last Class Meets:	Wed	Dec 16, 2020

##### Monday (CEM):

First Class Meets (Labor Day):	Mon	Sep 7, 2020
Columbus Day <i>(Classes meet as scheduled):</i>	Mon	Oct 12, 2020
Last Class Meets:	Mon	Dec 14, 2020

##### Tuesday (CET):

First Class Meets:	Tue	Sep 8, 2020
Last Class Meets:	Tue	Dec 15, 2020

##### Wednesday (CEW):

First Class Meets:	Wed	Sep 2, 2020
Veterans Day Observed <i>(Classes meet as scheduled):</i>	Wed	Nov 11, 2020
Thanksgiving Recess	Wed*, Thu, Fri	Nov 25-27, 2020
<i>*(Classes at/after 4:30pm on Wed do not meet)</i>		
Last Class Meets:	Wed	Dec 16, 2020

##### Thursday (CER):

First Class Meets:	Thu	Sep 3, 2020
Thanksgiving Recess <i>(Classes do not meet):</i>	Thu, Fri	Nov 26-27, 2020
Last Class Meets:	Thu	Dec 17, 2020

##### Saturday (CES):

First Class Meets:	Sat	Sep 5, 2020
Thanksgiving Recess <i>(Classes do not meet):</i>	Sat	Nov 28, 2020
Last Class Meets:	Sat	Dec 19, 2020

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#### Quarter Courses Meet for 8 weeks:

*(Online courses begin the first day of the quarter; Face-to-Face or Hybrid courses will meet in-person on Tues and/or Thurs):*

##### Quarter 1 (CQ1): Start/End – Sep 2<sup>nd</sup> through Oct 23<sup>rd</sup>

Quarter 1 Begins:	Wed	Sep 2, 2020
Last Day to Add/Drop:	Fri	Sep 4, 2020
Last Day to Withdraw:	Wed	Oct 7, 2020
Quarter 1 Ends:	Fri	Oct 23, 2020

##### Quarter 2 (CQ2): Start/End – Oct 26<sup>th</sup> – Dec 19<sup>th</sup>

Quarter 2 Begins :	Mon	Oct 26, 2020
Last Day to Add/Drop:	Wed	Oct 28, 2020
Thanksgiving Recess	Wed*, Thu, Fri	Nov 25-27, 2020
<i>*(Classes at/after 4:30pm on Wed do not meet)</i>		
Last Day to Withdraw:	Wed	Dec 2, 2020
Quarter 2 Ends:	Fri	Dec 18, 2020

## **Spring 2021 Graduate Studies and Continuing Education**

### **Academic Calendar:**

Semester Begins:	Mon	Jan 25, 2021
Last Day to Add/Drop:	Mon	Feb 01, 2021
Presidents' Day: <i>(Classes meet as scheduled)</i>	Mon	Feb 15, 2021
Last Day to Withdraw:	Fri	Apr 23, 2021
Patriots' Day: <i>(Classes meet as scheduled)</i>	Mon	Apr 19, 2021
Semester Ends:	Fri	May 14, 2021

### **Face-to-Face Semester Courses Meet 15 times (one night per week):**

#### **Online and Hybrid (CEO & CEH):**

First Class Meets:	Mon	Jan 25, 2021
Presidents' Day: <i>(Classes meet as scheduled)</i>	Mon	Feb 15, 2021
Patriots' Day: <i>(Classes meet as scheduled)</i>	Mon	Apr 19, 2021
Last Class Meets:	Tue	May 4, 2021

#### **Monday (CEM):**

First Class Meets:	Mon	Jan 25, 2021
Presidents' Day: <i>(Classes meet as scheduled)</i>	Mon	Feb 15, 2021
Patriots' Day: <i>(Classes meet as scheduled)</i>	Mon	Apr 19, 2021
Last Class Meets:	Mon	May 3, 2021

#### **Tuesday (CET):**

First Class Meets:	Tue	Jan 26, 2021
Last Class Meets:	Tue	May 4, 2021

#### **Wednesday (CEW):**

First Class Meets:	Wed	Jan 27, 2021
Last Class Meets:	Wed	May 5, 2021

#### **Thu (CER):**

First Class Meets:	Thu	Jan 28, 2021
Last Class Meets:	Thu	May 6, 2021

#### **Saturday (CES):**

First Class Meets:	Sat	Jan 30, 2021
Last Class Meets:	Sat	May 8, 2021

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### **Quarter Courses Meet for 8 weeks:**

*(Online courses begin the first day of the quarter; Face-to-Face or Hybrid courses will meet in-person on Tues and/or Thurs):*

#### **Quarter 3 (CQ3): Start/End – Jan 25th through Mar 19<sup>th</sup>**

Quarter 3 Begins:	Mon	Jan 25, 2021
Last Day to Add/Drop:	Wed	Jan 27, 2021
Last Day to Withdraw:	Wed	Mar 10, 2021
Quarter 3 Ends:	Fri	Mar 19, 2021

#### **Quarter 4 (CQ4): Start/End – Mar 22nd through May 14th**

Quarter 4 Begins:	Mon	Mar 22, 2021
Last Day to Add/Drop:	Wed	Mar 24, 2021
Last Day to Withdraw:	Tue	May 4, 2021
Quarter 4 Ends:	Fri	May 14, 2021