

# FRAMINGHAM STATE UNIVERSITY



UNDERGRADUATE CATALOG  
2011 - 2012

## ACCREDITATION

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

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

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

### ALSO ACCREDITED BY:

National League for Nursing Accrediting Commission, 61 Broadway 33rd Floor, New York, New York 10006, 212-363-5555 ext. 153; [www.nlnac.org](http://www.nlnac.org)

American Dietetic Association Commission on Accreditation for Dietetics Education, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-4872 for Coordinated Program in Dietetics; Nutrition Dietetics Concentration

### APPROVED BY:

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).

Commission on Collegiate Nursing Education (Initial Applicant Status)

Interstate Certification Compact on Certification of Educational Personnel American Chemical Society

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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 provide 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 73-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 6,150 full- and part-time students with 26 bachelor's degree programs and 22 master's degree programs are enrolled at the University.

# Undergraduate Admissions

All candidates seeking admission to an undergraduate degree program must make application to the Office of Undergraduate Admissions. Framingham State University, as an academic community, is committed to an admissions process that welcomes applications from men and women regardless of race, color, sex, sexual orientation, religion, creed, disability, veteran status, age, national origin, or marital status. The approval of candidates for admission is made on a selective basis. The University is interested in students whose preparatory program, scholastic achievement, aptitudes, interests, character, and established study habits give definite promise of success in a university program.

## CAMPUS VISITS

Prospective students are encouraged to visit campus. The Undergraduate Admissions Office offers a series of information sessions and campus tours throughout the week and on select Saturdays. Please call 508-626-4937 or visit [www.framingham.edu/admissions/visit-us](http://www.framingham.edu/admissions/visit-us) to view available dates and to schedule an appointment.

In the case of severe weather conditions on a day you have scheduled visit, please call the Framingham State University Weather Emergency number: 508-626-4898. If classes are cancelled, all information sessions and tours will be cancelled as well.

## ADMISSIONS STANDARDS SECONDARY SCHOOL ACADEMIC COURSE REQUIREMENTS

Framingham State University and the Massachusetts Department of Higher Education require the following college-preparatory academic units as a minimum:

- 4 years English
- 3 years Mathematics (Algebra I, II & Geometry)\*
- 3 years Science (2 years of lab science)
- 2 years Social Science
- 2 years Foreign Language (or voc-tech/chapter 766 substitution if appropriate)
- 2 years College Preparatory Electives

\* All students are strongly encouraged to elect a fourth year of college-preparatory mathematics during the final year of high school (this will be required beginning in Fall 2016).

Please refer to the Framingham State University Undergraduate Admissions web site at [www.framingham.edu/admissions](http://www.framingham.edu/admissions) or the Massachusetts Department of Higher Education Web site at [www.mass.edu](http://www.mass.edu) for more specific information regarding the minimum academic unit requirements.

Please note that these are minimum standards and meeting them does not guarantee admission to the University. Any offer of admission is conditional upon the student successfully completing all state and local requirements for a high school diploma.

## Freshman Grade Point Average (GPA) Requirements

Applicants in a comprehensive college preparatory curriculum must have a recalculated minimum cumulative grade point average of a 3.00 on a 4.00 scale or meet the minimum GPA requirement on the sliding scale listed below. Courses clearly identified on the high school transcript as Honors or Advanced Placement level will be given additional weight. Please note: All freshman applicants applying within three (3) years of high school graduation, even those with a recalculated GPA of 3.00 or higher, are required to submit SAT Test scores.

Scores on the new writing section of the SAT will not affect the sliding scale for freshman applicants. The sliding scale will continue to be based on the combined critical reading (verbal) and math sections of the SAT.

Recalculated High School GPA	Minimum SAT score (Critical Reading + Math)
2.51 – 2.99	920
2.41 – 2.50	960
2.31 – 2.40	1000
2.21 – 2.30	1040
2.11 – 2.20	1080
2.00 – 2.10	1120
Less than 2.00	Not admissible

Please note that these are minimum standards and meeting them does not guarantee admissions to the University.

### **Transfer Grade Point Average Requirements**

The following minimum standards have been established for transfer students:

1. 12-23 college-level credit hours and a 2.50 college GPA;  
**OR**
2. Up to 23 college-level credit hours, a 2.00 college GPA, and a high school transcript that meets the admissions standards for freshman applicants;  
**OR**
3. 24 or more college-level credit hours and a 2.00 college GPA.

Please note that these are minimum standards and meeting them does not guarantee admission to the University.

### **Non-Traditional Applicants**

Applicants who have not attended college and who apply for admission more than 3 years after high school graduation will be evaluated on the basis of their secondary school record, standardized test scores, and a description of activities since leaving high school.

### **Special Applicants**

A limited number of students may be accepted based upon other signs of potential for academic success in a four-year college program such as steadily improving high school grades and/or test scores, special talent and strong secondary school recommendations. Please note that no freshman applicant with a weighted cumulative GPA below 2.00 may be admitted to Framingham State University.

## **FRESHMAN APPLICATION PROCEDURE**

1. **APPLICATION FORM:** Applicants are encouraged to utilize the online application available at:

<http://www.framingham.edu/admissions/undergraduate/freshmen-applicants.html>

Applying online allows the applicant to verify whether all required materials have been received by the University within two weeks of receipt of the application. Please Note: The online application requires payment of the application fee by Mastercard, Visa, or Discover. Students submitting an official fee waiver must utilize the “pay later” option on the web application or download the paper application available on the Framingham State University website.

Paper application may be obtained from high school guidance offices in Massachusetts or by contacting:

Office of Undergraduate Admissions  
Framingham State University  
100 State Street  
P.O. Box 9101  
Framingham, MA 01701-9101  
508-626-4500

The Office of Undergraduate Admissions may also be contacted via e-mail at [admissions@framingham.edu](mailto:admissions@framingham.edu). For electronic application options please visit: <http://www.framingham.edu/admissions/undergraduate/index.html>

2. APPLICATION FEE: Please submit the application fee listed on the current year's application.
3. APPLICATION FILING DATES: All materials should be submitted as early as possible. Preferred postmarked filing dates are as follows:

Fall Early Action (Freshman applicants only)	November 15 <sup>th</sup>
Fall Regular Decision	February 15 <sup>th</sup>
Spring Semester (January entrance)	December 1 <sup>st</sup>

After these dates, contact the Office of Undergraduate Admissions to determine if applications are still being accepted. Please note that certain majors may not be available to students completing their files after the February 15<sup>th</sup> (fall) and December 1<sup>st</sup> (spring) preferred filing dates.

The University is able to offer on-campus housing to most qualified applicants who complete their files by the February 15<sup>th</sup> preferred filing date. Applicants for the January semester and those completing their fall applications after the February 15<sup>th</sup> preferred filing date are able to place themselves on the residence hall wait list if they have been offered admission and have submitted the required admissions deposit.

4. SECONDARY SCHOOL RECORD: The school record should include the applicant's entire academic transcript, including weighted class rank and/or grade point average (GPA). The applicant must request that the guidance office send the official record bearing the school's official stamp or seal directly to the Office of Undergraduate Admissions. Students may submit their applications with a high school transcript including grades through the end of the junior year. The school should forward first and second quarter senior year grades when available. A copy of the student's schedule for the entire senior year should also be included. (Students with a General Education Equivalency (GED) must have an official score report forwarded to the Office of Admissions and submit an official high school transcript for the period high school was attended.) All students, including home-schooled applicants, must present a high school diploma or GED prior to entrance to the University.
5. REQUIRED EXAMINATIONS: Freshmen applicants are required to submit official score results of the SAT (with Writing) unless the applicant graduated from high school prior to 2008. Official test results must be sent directly to the University from the College Board. The College Board code number for Framingham State University is 3519. Applicants are encouraged to take this test no later than January of their senior year. The ACT Assessment Plus Writing may be substituted for the SAT. The ACT code number for Framingham State University is 1904. All applicants who participated in ESL courses during their secondary school education (or whose secondary school instruction was not primarily in English) should submit the Test of English as a Foreign Language (TOEFL).

Home-schooled students and graduates of unaccredited schools may be required to submit the results of additional nationally-normed tests such as the SAT Subject Tests.

6. DESCRIPTION OF ACTIVITIES: Students who are not currently in high school should submit a resume or brief summary of activities that accounts for all time periods since leaving high school.
7. COLLEGE COURSEWORK: Students who expect to have completed any college course work prior to graduation from high school should apply as freshmen, but must list the appropriate information in the “College Information” section of the application.
8. ADVANCED PLACEMENT or INTERNATIONAL BACCALAUREATE: Students who plan to take or have taken Advanced Placement or International Baccalaureate exams should list the exams under the “Advanced Placement” section of the application and have official scores forwarded to FSU when available.

### **TRANSFER APPLICATION PROCEDURE**

1. APPLICATION FORM: Signed and completed application. (Please refer to Freshman Application Procedures for additional information.)  
<http://www.framingham.edu/admissions/undergraduate/transfer-applicants.html>
2. APPLICATION FEE: Please submit the application fee listed on the current year’s application.
3. SECONDARY SCHOOL RECORD: Submit an official, final high school transcript indicating date of graduation. All transcripts must bear the official stamp or seal of the high school. (Students with a GED must have an official score report forwarded to the Office of Undergraduate Admissions and submit an official high school transcript for the period high school was attended.)
4. REQUIRED EXAMINATIONS: SAT (with writing) or ACT Assessment Plus Writing is required of transfer applicants, unless the applicant graduated from high school prior to 2008 or has completed 30 or more credit hours of college credit at the time of the application. Official score results must be forwarded directly to the University from the College Board in Princeton. The College Board Code number for Framingham State University is 3519. The ACT code number for Framingham State University is 1904.
5. COLLEGE TRANSCRIPTS: Submit official transcripts from all colleges and universities ever attended. If a student is enrolled elsewhere at the time of acceptance, a final official transcript for that semester must be submitted prior to the commencement of studies at Framingham State University. All applicants must disclose all colleges or universities ever attended regardless of whether courses were finished or credit was received. Failure to disclose this information may result in denial of admission or retroactive administrative withdrawal from the University without refund or course credits.

Please note: Only transcripts forwarded directly from the college or university the applicant attended to the Office of Undergraduate Admissions at Framingham State University are considered official transcripts. No decisions can be made by the Admissions Committee without official transcripts.

6. COURSES IN PROGRESS: List all courses in progress or that you plan to complete prior to enrollment at Framingham State University (please

indicate the exact course titles, numbers, and credit hours).

7. DESCRIPTION OF ACTIVITIES: Applicants who have not been attending college continuously since graduation from high school should submit a resume or brief summary of activities that accounts for all time periods since leaving high school.
8. CLEP/AP/IB: Applicants presenting College Board CLEP (College Level Examination Program) scores, AP (Advanced Placement) scores, or IB (International Baccalaureate) scores for college credit must have official results forwarded directly to the Office of Undergraduate Admissions for evaluation. Please list the exams taken on the application, under the "Advanced Placement or CLEP Examinations" section of the application.

All materials should be submitted as early as possible. Preferred postmarked filing dates are as follows:

Fall semester (September entrance) February 15<sup>th</sup>

Spring semester (January entrance) December 1<sup>st</sup>

After these dates, contact the Office of Undergraduate Admissions to determine if applications are still being accepted. Please note that certain majors may not be available to students completing their files after the February 15<sup>th</sup> (fall) and December 1<sup>st</sup> (spring) preferred filing date.

The University is able to offer on-campus housing to most qualified applicants who complete their files by the February 15<sup>th</sup> preferred filing date. Applicants for the January semester and those completing their fall applications after the February 15<sup>th</sup> preferred filing date are able to place themselves on the residence hall wait list if they have been offered admission and have submitted the required admissions deposit.

Transfer applications are welcomed at Framingham State University and each year more than 450 students enroll at the University with advanced standing. Transfer credit is awarded for college-level courses at regionally accredited colleges and universities in the liberal arts and sciences as well as for many professional courses. Transfer credit is given only for courses in which the student received a grade of C- or higher. The quality point average of transfer students is computed only on courses taken at Framingham State University.

Students must complete 32 course-credits, including 12 course-credits for general education and 20 course-credits for major and related requirements. A minimum of eight (8) course-credits must be taken at Framingham State University to complete residency requirements. Transfer students must complete a minimum of five (5) Framingham State University course-credits in their major department and, if applicable, three (3) Framingham State University course-credits in their minor department.

Once a student is accepted to the University as a degree candidate, all official transcripts are sent to the Office of the Registrar to be reviewed by the transfer credit evaluator. All approved courses accepted in transfer will be awarded Framingham State University course credit in an amount equal to the cumulative total number of semester credits transferred divided by four (4) and rounded to the nearest whole number. For example, if a student has five 3-credit courses (15 semester hours) accepted in transfer, four (4) Framingham State University course-credits will be awarded (an equivalent of 16 semester hours).

**Note: Applicants to the upper division nursing program (R.N.'s only) should refer to the Nursing section of the catalog for additional information on requirements.**

## **MASSACHUSETTS STATE COLLEGE AND COMMUNITY COLLEGE JOINT ADMISSIONS AGREEMENT**

First-time students who are admitted to a designated transfer program of study at a Massachusetts state community college may choose to apply simultaneously to an approved program at Framingham State University. Students must earn a minimum cumulative grade point average of 2.50 and an associate's degree in a designated transfer program of studies in order to guarantee admission to Framingham State University. Please be advised not all majors/programs are available under this agreement. Please click on "Joint Admissions" in the Transfer section of Framingham State University Admissions Web site ([www.framingham.edu/admissions](http://www.framingham.edu/admissions)) for additional information about the Joint Admissions program.

### **MASSTRANSFER**

Students who enroll in an approved transfer program Fall 2009 or later at a Massachusetts state community colleges and maintain a cumulative grade point average of 2.50 may apply to Framingham State University. Those completing an approved major may transfer with the understanding they will need to complete no more than two additional general education courses along with courses required for their particular major. Those whose grade point average at time of receiving their associate's degree is a 3.00 in an approved program will be eligible for a one-third tuition reduction in the day division as long as they enroll within one year of graduation. For more information, please refer to <http://www.mass.edu/masstransfer/home.asp>.

NOTE: Not all majors are available through this program. Students who have previously been matriculated at Framingham State University are not eligible.

### **MASSACHUSETTS COMMONWEALTH TRANSFER COMPACT**

The 1984 and 1990 Massachusetts Commonwealth Liberal Arts Transfer Compact Agreements state that the University will accept in transfer a maximum of 64 credits earned in an associate's degree program from a Massachusetts community college. The applicant must have been awarded an associate's degree and must have completed a minimum of 60 semester hours of undergraduate college-level study exclusive of developmental course work.

The 1984 Transfer Compact requires that the 60 hours include (a) 6 hours of English composition/writing; (b) 9 hours of behavioral/social sciences; (c) 9 hours of humanities/fine arts; (d) 9 hours of mathematics/sciences; and (e) 27 hours of college-level electives.

The 1990 Transfer Compact requires that the 60 hours include (a) 6 hours of English composition/writing; (b) 9 hours of behavioral/social sciences; (c) 9 hours of humanities/fine arts; (d) 8 hours of sciences with lab-; (e) 3 hours of college-level mathematics; and (f) 25 hours of college-level electives.

At the time of application, an official transcript must be submitted which indicates that a Commonwealth Liberal Arts Transfer Compact program is being followed. Upon completion of the associate's degree, a final official transcript must be submitted which indicates that all Transfer Compact requirements have been met. In certifying that a student has Commonwealth Liberal Arts Transfer Compact status, the community college is responsible for identifying whether the student meets the 1984 or the 1990 Transfer Compact requirements. Currently enrolled students will be certified as Transfer Compact students if they meet either the 1984 or the 1990 Transfer Compact requirements. Students entering the community colleges in the fall of 1990 or later must meet the 1990 Transfer Compact requirements.

## **MASSACHUSETTS STATE COLLEGE AND COMMUNITY COLLEGE ELEMENTARY AND EARLY CHILDHOOD EDUCATION COMPACTS**

A student shall be eligible for admission to Framingham State University under the Elementary Education Compact by meeting all of the following conditions:

- Completion of an associate degree at a Massachusetts community college with a minimum of 60 semester hours exclusive of developmental coursework;
- A minimum cumulative grade point average of not less than 2.75 (in a 4.0 system);
- Completion of the designated core curriculum comprised of 44 to 59 semester hours;
- A passing score on the Communication and Literacy Skills Test (CLST) of the Massachusetts Tests for Educator Licensure (MTEL). (Verification of a passing score must be received by Framingham State University prior to enrollment in the Elementary Education Major.)

Please visit the Massachusetts Department of Higher Education Web site [www.mass.edu](http://www.mass.edu) for additional information about the Elementary Education Compact.

A student shall be eligible for admission to Framingham State University under the Early Childhood Education Compact by meeting all of the following conditions:

- Completion of an associate degree with a minimum of 60 semester hours exclusive of developmental coursework;
- A minimum cumulative grade point average of not less than 2.75 (in a 4.00 system);
- Completion of the designated core curriculum comprised of 45 to 60 semester hours;
- A passing score on the Communication and Literacy Skills Test (CLST) of the Massachusetts Tests for Educator Licensure (MTEL). (Verification of a passing score must be received by Framingham State University prior to enrollment in the Early Childhood Major.)

Please visit the Massachusetts Department of Higher Education Web site [www.mass.edu](http://www.mass.edu) for additional information about the Early Childhood Compact.

Please note: Students matriculating at a Massachusetts community college in Fall 2007 or later are eligible for the Elementary and Early Childhood Education Compacts.

## **INTERNATIONAL STUDENT ADMISSION**

Framingham State University welcomes applications for full-time undergraduate study from international students. An International Student Information Packet may be requested from the Office of Undergraduate Admissions or may be downloaded from the Framingham State University Web site, [www.framingham.edu/admissions](http://www.framingham.edu/admissions). The following steps must be completed before an admissions decision can be made:

1. **APPLICATION FORM & FILING DEADLINES:** International students applying for the fall semester (September entrance) are required to complete the entire admissions application process by February 15<sup>th</sup>. Applications from international students studying and/or residing abroad are considered only for entrance in the fall semester. However, international students who have been enrolled in a college or university for at least two full semesters in the United States may apply for the spring semester (January entrance) but must complete the entire admissions application process by December

1<sup>st</sup>.

2. **TRANSCRIPTS:** All official transcripts from secondary schools and colleges must be sent directly to the Office of Undergraduate Admissions. Certified English translations must be provided. Only official transcripts will be accepted.
3. **REQUIRED EXAMINATIONS:**
  - A. **SAT (with writing) or ACT Assessment Plus Writing.** Submit official test results from the College Board. The College Board code number for Framingham State University is 3519. The ACT code number for Framingham State University is 1904. Transfer applicants who have successfully completed at least six (6) semester hours of both college-level English composition and college-level mathematics and have a total of at least 30 semester hours from an American college or university may be exempted from the SAT requirement as well as students who graduated from high school prior to 2008.
  - B. **TOEFL (Test of English as a Foreign Language).** Students whose native language is not English must take the TOEFL. Those students whose native language or schooling is in English or students who have completed an associate's degree (including at least 6 semester hours of college-level English composition) at an American college or university will be exempted from these examinations. (Information on the SAT, and the TOEFL examinations may be obtained by writing directly to the Educational Testing Service, Princeton, NJ 08540, USA or by visiting [www.ets.org](http://www.ets.org).)
4. **CERTIFICATION OF FINANCES:** Since the University is not able to provide any financial aid to international students, a Certification of Finances form and supporting documentation must be submitted. This form will be forwarded upon receipt of the application or may be downloaded from the International Applicants section of the Framingham State University Web site.

**NOTE: All students who are not permanent residents or citizens of the United States must pay out-of-state tuition.**

**Framingham State University is authorized under Federal law to enroll non-immigrant alien students.**

### **PROGRAM LEADING TO UNDERGRADUATE SUCCESS (PLUS)**

Selection for admission to Framingham State University through its Program Leading to Undergraduate Success provides a special admissions opportunity to students from economic, cultural, and/or educational backgrounds that may have put them at a competitive disadvantage in their pursuit of a high quality college education.

Students participating in this program receive advising and tutoring in a supportive environment where each student's academic needs receive personal attention. A reduced course load is required during the first year. Regular attendance in classes and at program meetings is also required. Students participating in this enrichment program must meet the same academic and graduation requirements as all other students at Framingham State University.

**ADMISSION PROCEDURE:** Admission to the University through its Program Leading to Undergraduate Success is based on the evaluation of each candidate's motivation and potential for success in fulfilling the requirements for a degree, given tutorial and advising assistance. Applicants must follow the application procedures stated in this catalog.

## **ART PORTFOLIO REQUIREMENTS**

All Studio Art candidates are required to submit a portfolio and attend a portfolio review. Additional information about how to complete the portfolio requirements will be forwarded to Studio Art applicants upon receipt of the application.

Please note that all completed applications to the Studio Art program will be acted upon as undeclared majors by the Admissions Committee at the end of March if they have not yet completed the portfolio requirement.

**The portfolio should include 10 to 15 examples of the applicant's work.**

- The only two requirements are a still-life and a self-portrait, in any medium.
- All other examples should include a variety of media and subject matter.
- All examples must be original – no copies or photographs.
- Framed paintings or watercolors under glass must not be included.
- 8 x 10 photographs or slides of three-dimensional work can be submitted in lieu of the work itself.

## **ADVANCED PLACEMENT/CLEP EXAMINATIONS**

Advanced placement and credit towards graduation will be awarded to candidates who obtain scores of 3 or higher on the College Entrance Examination Board Advanced Placement Tests. Official score results should be forwarded directly to the Office of Undergraduate Admissions. The College Level Examination Program (CLEP) enables students to earn college credit by examination. Credit is awarded for scores of 50 or higher. For information concerning any of these tests, write the College Entrance Examination Board, Box 592, Princeton, NJ 08540, or Box 1025, Berkeley, CA 94701 or visit [www.collegeboard.com](http://www.collegeboard.com).

## **DEFERRED ADMISSION**

The Admissions Committee believes that, for some students, a year between high school and college can be of great value. To work, travel, read, and create without pressures can help some students gain a higher level of maturity that will be an asset throughout college life.

A student may apply for admission and, if accepted, reserve a place for the following year by submitting the required deposit and a written request to the Admissions Committee. Deferred admission is granted with the provision that the applicant will not be enrolled at any other college or university during this interim period without prior approval of the Office of Undergraduate Admissions at Framingham State University.

## **EARLY ADMISSION**

Under the Early Admission Program, high school juniors who have performed at a superior academic level can be admitted to Framingham State University prior to high school graduation. Candidates for early admission are required to obtain a letter from their high school principal stating that they will receive their diploma upon the successful completion of one or two semesters of college work. A personal interview with a member of the Admissions staff is required after submission of the application, the official high school transcript, and SAT (with writing) results.

## **NEW ENGLAND REGIONAL STUDENT PROGRAM**

This program enables residents of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont to be given a tuition break for designated academic programs at Framingham State University. Subject to legislative funding, eligible students in this program pay a tuition rate 50% above the in-state tuition. The main eligibility requirement is that the program of study not be offered in a state college or university of the student's state of residence. During the 2011-2012 academic year, residents from Connecticut, Maine, New Hampshire, Rhode Island, and Vermont were eligible for reduced tuition rates for the following Framingham State University degree programs:

Connecticut	Fashion Design and Retailing; Food Science
Maine	Communication Arts; Fashion Design and Retailing
New Hampshire	Criminology; Fashion Design and Retailing; Food Science
Rhode Island	Business & Information Technology; Communication Arts; Criminology; Food Science
Vermont	Fashion Design and Retailing; Food and Nutrition

For additional information, contact the New England Board of Higher Education at 45 Temple Place, Boston, MA 02111, [tuitionbreak@nebhe.org](mailto:tuitionbreak@nebhe.org) or call 617-357-9620.

# Student Accounts

## TUITION AND FEES

Annual Day Division Costs based on Full-Time Undergraduate Status:

Tuition (residents of Massachusetts)	\$970.00
Tuition (non-residents)	\$7,050.00
Fees	\$6,610.00
Residence Halls	\$5,990.00- 8,250.00
Board	\$2930.00

Day Division students are billed on a fall or spring term basis. To view the Fall 2011 (201190) Term charges in detail, go to [www.framingham.edu/student-accounts/index.html](http://www.framingham.edu/student-accounts/index.html) and select the link to “Day Division All About Tuition and Fees”. All charges listed within the document refer to one term unless noted otherwise. For fall terms, students are issued eBills in early July with payment due before the end of July. Students may view and pay their fall term bill through [www.my.Framingham.edu](http://www.my.Framingham.edu), the University’s portal. For the Spring term, students are issued eBills in the third week of November with payment due the first week of December. An email notification is sent each time a new eBill is available. The information for the Spring 2012 (201220) Term will be available on the Student Accounts web pages at the same time billing occurs. 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.

Students taking three or more Day Division course-credits (including MATH 095 General Mathematics) will be considered as full-time students and must pay all charges and fulfill all responsibilities as full-time students. If a student enrolls in one or two Day Division course-credits, they will be classified as part-time students, subject to all part-time charges and regulations. The exception to this is with regard to Health Insurance. Any student enrolled in 3 or more course-credits at the University (Day, Division of Graduate & Continuing Education (DGCE) or a combination of both) will be charged for annual health insurance coverage. Please see below for additional information regarding waiving/enrolling coverage. In accordance with Board of Higher Education Policy No. FAAP 97-28, students may be subject to additional tuition charges per course credit if taking thirty-eight or more state-supported course credits at Framingham State University. Senior citizens are charged \$130.00 per course-credit for auditing.

Master’s Candidate as well as Post Away Teacher Licensure (PBTL) students are charge the Graduate Tuition rate for course taken through the Day Division. Please refer to the “Day Division All About Tuition and Fees” for a listing of the charges associated with full- or part-time status.

**PAYMENTS:** All charges must be paid at the beginning of each term. No student will be officially enrolled in the University or the residence halls unless all charges are satisfied. All students, regardless of their account balance and, by the due date of the student bill, are required to notify the University of their intent to attend that term. All full-time students must waive or enroll online in the health insurance offered by the University. Failure to do so will result in loss of classes, residence hall reservation, and parking assignment. In addition, a \$50.00 late fee may be charged. Payments may be made online, in-person, or through the mail. The University accepts cash, checks, MasterCard, Visa, American Express, and Discover. Please note that you may not pay by credit card through the mail because of new credit card regulations. Please print your 9 digit student ID # on all checks. A \$25.00 fee will be charged for a check returned unpaid by the bank. Do not send cash through the mail.

For all new students, there is a \$50.00 non-refundable tuition deposit. Such deposit shall be credited to the student's first term tuition charge.

There is a \$150.00 non-refundable deposit for all residence hall students, both freshmen and transfers, payable at the time of admission or at the time of room selection for continuing students. The deposit shall be credited to the spring term residence hall charge. Students who stay one night or longer in a residence hall will not be entitled to a refund. A meal plan must be selected by all residence hall students.

A residence hall damage deposit of \$100.00, is required at the beginning of the first term of residency each year. Refunds are made at the end of each academic year after an assessment for any damages, provided that there is no outstanding balance on the student's account. Commuting students are required to have a parking decal for any vehicle brought to the campus. There is a \$50.00 per term charge for this decal. A \$15.00 fee will be charged for replacement of a student ID card. Residence hall students may apply for resident parking (based on availability) at the cost of \$500.00 annually. A non-refundable and non-transferable deposit of \$100.00 is required in the spring term for the following academic year.

Students who have not satisfied their Student eBill or, if applicable, Health Insurance requirement, will not be issued grades, diploma, or transcript, or be permitted to register for any courses or programs.

**MANDATORY HEALTH INSURANCE:** State law requires all full-time students attending Framingham State University to have health insurance. Students must submit, on-line, the Health Insurance Request for Waiver form or enroll in the insurance plan (full year, \$1,137.00, 08/01/11 to 07/31/12) 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.

**MONTHLY PAYMENT OPTION-TUITION MANAGEMENT SYSTEMS (TMS):** The "Monthly Payment Option" offered through Tuition Management Systems (TMS) enables a student to budget all or part of the Student charges without interest. The "Option" may be used in conjunction with all forms of financial aid such as grants, loans, and scholarships. Monthly payments must be made to TMS by the first of each month.

A student may participate in the "Option" by budgeting costs from July 1<sup>st</sup> to November 1<sup>st</sup> for the fall term and from December 1<sup>st</sup> to April 1<sup>st</sup> for the spring term for an enrollment fee of \$55.00. The student may also budget for a single term alone for an enrollment fee of \$40.00.

To enroll, the student must complete the enrollment form, on-line, and submit along with the enrollment fee and the first monthly payment to TMS. This must be done prior to the due date of the Student eBill. In addition, you must make the appropriate adjustment on the on-line worksheet accessible via the Student eBill by the due date of the Student eBill. This action will inform the University of the student's enrollment in the Monthly Payment Option and the budgeted amount. Questions regarding the "Option" should be directed to Tuition Management Systems at 1-800-356-8329. The enrollment form may be accessed via [www.framingham.edu](http://www.framingham.edu) (choose Student Accounts under Quick Links drop down) or at [www.afford.com](http://www.afford.com).

Each term's budgeted amount is credited to the initial term of the student account. If the student is delinquent in payment to TMS, the University will consider the student account unsatisfied.

**REFUND POLICY:** All refunds will be made by check payable to the student. If a student is withdrawing from the University, the student should so indicate on *myFramingham*. On or after the first day of classes, the student must complete a "Notification of Withdrawal from University" form and submit the

completed form to the Office of Registrar. No refund will be issued unless a "Notification of Withdrawal" form is completed.

If a student withdraws from the University, tuition, fees, and room & board refunds are prorated on a daily basis through 60% of the term. These prorated percentages apply to tuition, fees, residence hall, and meal plan charges. Excluded from this policy are: the tuition deposit, the residence hall deposit, the resident parking deposit and fee, the returned check fee, the health insurance premium, and any other use or penalty fees that are non-refundable.

Please note that Federal regulations require that students who have received federal financial aid funds will only be eligible to receive the same percentage of these funds according to the refund schedule, based upon the student's official date of withdrawal. If the student does not submit a "Notification of Withdrawal" form and the University determines that the student has withdrawn, the student will only be eligible to receive up to 50% of the Federal financial aid funds. The student will be responsible for paying any balance due the University if financial aid funds are reduced.

**IF A STUDENT IS REMAINING AT THE UNIVERSITY BUT WISHES TO:** Change their enrollment status from Full-time course load to Part-time course load, the student should so indicate on *myFramingham*. The student may change their web registration prior to the end of the Course Add/Drop period and complete a "Change of Status" form at the Office of the Registrar on or before the end of the Course Add/Drop period in order to receive any applicable refund.

**WITHDRAW FROM THE RESIDENCE HALL:** the student should so indicate on *myFramingham* for the Fall semester. On or after the first day of classes, there is no refund of residence hall rent for a student who withdraws from the residence hall. The residence hall deposit is non-refundable. A refund of the residence hall damage deposit is made at the end of each academic year after an assessment for any damages. Please note that withdrawal from a residence hall does not automatically withdraw the student from the meal plan. The resident parking fee is non-refundable. The Office of Residence Life, at 508-626-4636, can answer questions regarding housing policies.

**WITHDRAW FROM THE MEAL PLAN:** the student should so on *myFramingham*. All residence hall students must have a meal plan. On or after the first day of classes, the student must go to the Food Services Office, located in the McCarthy University Center, and complete a form to withdraw from the meal plan. Absolutely no refunds will be issued without a completed form. The change percentage is prorated on a daily basis through 60% of the term. Any change to a lesser meal plan must be made at the Food Services Office prior to the end of the Course Add/Drop period.

Additional information regarding tuition, fees, and refunds may be found in the publication "ALL ABOUT TUITION AND FEES" located at [www.framingham.edu/student\\_accounts.htm](http://www.framingham.edu/student_accounts.htm).

**TUITION WAIVERS:** Tuition waivers will be accepted for those who qualify as Massachusetts residents age 60 and over or as members of the Massachusetts National Guard. These waivers must be approved by the Office of the Registrar (Student Records and Registration Services) and are subject to the availability of seats in courses after the enrollment of tuition-paying students and those enrolled under scholarship or other tuition waiver provisions.

# Financial Aid

The Financial Aid Office at Framingham State University exists in order to assist students and their families in meeting the costs of a college education. Framingham State University participates in a variety of federal, state, institutional, and private financial aid programs.

## General Eligibility Requirements

In order to be eligible for financial aid at Framingham State University, an applicant must be a U.S. citizen or an eligible non-citizen enrolled (or accepted for enrollment) in a degree program at Framingham State University. Additionally, the applicant must be maintaining satisfactory academic progress towards a degree, must be in compliance with the Selective Service Law, must not be in default on any educational loans or owe a refund on any federal grants to any institution, and must have all documents required for a completed financial aid application on file in the Office of Financial Aid.

## How to Apply for Financial Aid

In order to be given priority consideration for financial aid, a Free Application for Federal Student Aid (FAFSA), or a renewal FAFSA, if the student is a current aid recipient, should be filed on the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) by March 1<sup>st</sup>. Students must include Framingham State University's federal school code number, 002185. Paper applications are also available.

Additional documents may be required for students who are selected for verification by the Federal Government. These documents include parent and student federal tax returns and a verification worksheet. Students will be contacted if these forms are required.

## Financial Aid Awards

Once financial aid eligibility is determined, a financial aid package is prepared. The package may be a combination of grant, work, and/or loan programs. The following is a list of the most common programs.

For more information, please see our website at [www.framingham.edu/financialaid](http://www.framingham.edu/financialaid).

## Grant Programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Financial Aid Tuition Waiver
- FSU Grant
- FSU Housing Grant
- FSU Student Fee Grant
- FSU Parking Fines Grant
- MASS Grant
- MASS Part-time Grant

## Framingham State University Scholarships:

- AHANA
- Barbara Thayer Brown
- Marjorie Morgan Brown
- Adelina Acchione Cellucci
- Class of 1954
- Class of 1993 Leadership
- Dr. Gail E. Cosgrove
- Dr. Arthur M. Doyle
- Lucy Marcille Gillis
- Dr. Alice M. Glover
- Sidney & Katherine Goodstein

- Nancy Murphy Hatch
- Carmela Hilbert Immigrant
- Margaret Fenwick Hinchcliffe
- Dr. Constance B. Jordan
- Robert J. Lemieux Metrowest
- Susan B. Lyman
- Christa Corrigan McAuliffe
- Joan Kelleher Martinuzzi
- Louisa A. Nicholass
- Ruth Pfeiffer
- Doris Butler Sutton
- Jose B. Tombs
- War and Peace Class of 1945

**Work Programs:**

- Federal Work Study
- Student Payroll
- Job Locator and Development Program

**Student Loans:**

- Massachusetts No Interest Loan
- Federal Perkins Loan
- Federal Direct Subsidized Stafford Loan
- Federal Direct Unsubsidized Stafford Loan

**Parent Loans:**

- MEFA Loan
- PLUS Loan

*Some programs are subject to the availability of funding.*

The amount of financial aid eligibility that is met depends upon the availability of funds, the number of eligible applicants, and the date the financial aid file is completed. Files completed by April 1<sup>st</sup> will be given priority consideration, while files completed after that date are subject to available funding. A financial aid award letter will be mailed to all students who complete an application for financial aid.

It is the responsibility of the student to notify the Financial Aid Office of all financial assistance received from any other sources. Types of assistance that must be reported include private scholarships, tuition waivers, veteran's benefits, Massachusetts Rehabilitation assistance, etc.

All forms of outside assistance must be taken into account in the financial aid package. Outside assistance received after the awards are made by the Financial Aid Office may cause the financial aid package to be adjusted.

**Financial Aid Appeals**

Financial decisions can be appealed if the family situation changes after the financial aid award has been made. Appeals must be in writing, preferably typed, and sent to the Financial Aid Office.

Grounds for an appeal may include, but are not limited to: loss of job, loss of other income, death in the family, divorce or separation in the family, or unusually high medical bills. All appeals are handled on an individual basis.

**Payment of Financial Aid Awards**

Financial Aid awarded prior to the due date of Student Bill, excluding Federal Work Study, will be posted directly to the student's account.

If more aid is awarded than is required to meet the financial obligation to the University, the student will be refunded this amount and it can be used to meet

other educational expenses. Financial aid refunds are not usually available until the mid-point of the term. It is the policy of the Business Office to credit the first money received to the student bill. A student who withdraws from the University during the term may not be eligible for the entire financial aid award. The refund policy of Framingham State University is included with the Student Bill in the All About Tuition and Fees document and can be viewed online at [www.framingham.edu/student\\_accounts.htm](http://www.framingham.edu/student_accounts.htm).

### **Satisfactory Academic Progress Policy**

Federal regulations require Framingham State University to develop and apply a consistent and reasonable standard of academic progress, which must contain elements specified in the regulations. The following standards apply to any student receiving Federal or State financial aid.

#### **A. Qualitative measures**

Students must maintain a CQPA of 2.00 after passing sixteen course credits.

#### **B. Quantitative progress**

Students must successfully complete 67% of the course credits attempted after passing sixteen (16) course credits. Students must successfully complete 50% of the course credits attempted prior to completing sixteen (16) course credits. The number of course credits attempted and earned will be reviewed at the end of each year.

#### **Examples:**

An upperclassman has attempted a total of thirty (30) course credits and passed eighteen (18) course credits. The student is not making satisfactory progress because the student is passing at the rate of 60% (18 divided by 30). Since the student has passed 16 or more courses the passing rate must be 67% or higher.

A freshman takes three (3) course credits in the Fall term and four (4) course credits in the Spring term. The student withdrew during the Fall term but completed all courses in the Spring. The student is making satisfactory progress because  $4$  (course credits completed) divided by  $7$  (course credits attempted) = 58%. Since the student has not yet completed sixteen courses, the required passing rate is 50%. If this same student had instead withdrawn during the Spring term and passed the Fall term the student would be completing at a rate of 43% (3 course credits completed divided by 7 course credits attempted) and would not be making satisfactory progress.

#### **C. Additional elements**

**Course Withdrawals:** If a student withdraws from one or more courses before the end of the Course Add/Drop period, the course(s) will not be included in the number of courses attempted. Any courses dropped after the Course Add/Drop period will be included in determining the number of courses attempted.

**Incompletes:** A grade of incomplete (IC) will be included as a course attempted. If the course work is completed and a passing grade is given, the course will then be counted as earned. The time frame to remedy an incomplete grade for satisfactory progress is the same as that for all students.

**Repeated courses:** Courses taken more than once will count each time as an attempt but only once as earned.

**Non-credit courses:** Non-credit courses are acceptable as courses attempted and courses earned.

**D. Standards are cumulative**

Satisfactory progress standards are cumulative and include all periods of the student's enrollment, including those for which the student did not receive financial aid.

**E. Appeal process**

Satisfactory progress standards may be waived in very special circumstances. An appeal, in writing, should be submitted to the Financial Aid Office indicating the reasons why a waiver should be granted. Valid circumstances may include injury to a student, illness of a student, the death of a relative or other. The appeal will be brought to a committee and a decision will be mailed to the student within two (2) weeks of receipt of the letter.

**F. Reinstatement of Financial Aid**

If financial aid is lost because satisfactory progress has not been achieved, the student can re-gain eligibility by:

1. making up or repeating the required courses,
2. transferring the courses back to the Office of the Registrar, if applicable, and
3. notifying the Financial Aid Office that the courses have been completed.

Although satisfactory progress is monitored once per year, eligibility may be restored at any time throughout the year.

**VETERANS' AFFAIRS**

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 benefits and certification of enrollment must be done through the Office of the Registrar, Dwight 220, (Day Division) or the Office of Continuing Education, University Center 515. Both offices also provide information regarding V.A. requirements.

Notarized copies of form DD2384 are acceptable for submission to the V.A. All other copies, such as birth certificate, marriage certificate, etc., must be notarized originals.

Framingham State University offers Categorical Tuition Waivers for Massachusetts residents so defined as "veterans" according to Massachusetts General Laws Chapter 4, s.7, and includes the following categories:

- |   |  |
|---|--|
| 1. Spanish War veteran                  | 7. Grenada rescue mission veteran        |
| 2. World War I veteran                  | 8. Panamanian intervention force veteran |
| 3. World War II veteran                 | 9. Persian Gulf veteran                  |
| 4. Korean veteran                       | 10. WAAC                                 |
| 5. Vietnam veteran                      | 11. Armed forces                         |
| 6. Lebanese peace-keeping force veteran |  |

Specific definitions of “veteran” and each category can be obtained from the Office of the 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. The Certificate of Waiver form must be submitted prior to billing each term. 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.

National Guard students need a Certificate of Eligibility from their unit commander. This certificate must be obtained each year for a tuition waiver, and must be submitted to the Office of the Registrar prior to the billing deadline. National Guard students whose certificates are not on file prior to billing must pay for tuition. A refund will be processed upon receipt of the proper certification.

# Academic Regulations

## REGISTRATION FOR DAY DIVISION COURSES

Registration in the Day Division for the following term occurs in the fall and spring at approximately mid-semester. Students receive information for registration from the Director of Student Records and Registration Services (Registrar) and meet with their Academic Advisors to plan their course selections. After consulting with their advisors, they then register for the succeeding semester. The order of registration proceeds from seniors to freshmen, and within each class, according to the number of course credits completed. Note: Students in the Commonwealth Honors Program are permitted to pre-register before all other students.

## CLASS DETERMINATION FOR REGISTRATION

1. The responsibility for following the appropriate program of the major/concentration, as well as general education courses, to ensure the completion of all course work in the standard four-year sequence rest with the student. To ensure reasonable opportunity for course planning at registration the following levels are followed:

Completion of fewer than 8 course- credits represents freshman status;

Successful completion of 8-15 course-credits represents sophomore status;

Successful completion of 16-23 course-credits represents junior status;

Successful completion of 24 or more course-credits represents senior status.

2. Class determination is made at the completion of the fall and spring semesters.

Please note that if a student fails to register at the prescribed time, the student may be allowed to register at late registration or during the Course Add/Drop period at the beginning of the semester.

## RESIDENCY REQUIREMENTS

To complete the University residence requirement, a minimum of eight (8) course-credits (32 semester hours) must be taken at the University.

To complete a major requirement, a minimum of five (5) course-credits (20 semester hours) in the major department must be taken at the University.

To complete a minor requirement, a minimum of three (3) course-credits (12 semester hours) in the minor department must be taken at the University.

## ATTENDANCE

Classroom instruction is a principle component of the educational process. Students and faculty have a mutual responsibility for contributing to the academic environment of the classroom. Consistent class attendance and participation in classroom activities are essential. Students are expected to attend all classes. Students should consult the course outline or syllabus to determine the relationships between attendance, including tardiness, and the goals, objectives, requirements, and grading of each course.

## THE COURSE LOAD

1. The normal course workload for each semester for full-time students is four (4) course-credits. MATH 095 General Mathematics, a non-credit course, is considered a course-credit for this purpose.
2. The minimum academic load for each semester for full-time students is three (3) course credits. MATH 095 General Mathematics, a non-credit course, is considered a course-credit for this purpose. The minimum program required for receipt of maximum educational benefit payment

under the Veterans' Readjustment Benefits Act of 1966 and for receipt of Social Security benefits as a dependent is three (3) course-credits per semester.

3. The maximum academic load for each semester for full-time students is five (5) course-credits, which includes courses taken in Continuing Education as well as off-campus. Requirements for taking a fifth course-credit are:
  - a. an overall QPA greater than or equal to 2.70.
  - b. successful completion of at least 16 course-credits.
  - c. at least one semester of four (4) course-credits completed for students who transferred 16 or more course credits.
  - d. completion of three of the four (4) previous semesters with four (4) course-credits.

Students must complete the request form located in the Office of the Registrar. Students not meeting the policy requirements and therefore denied permission, may appeal to their major Department Chair prior to the end of the Course Add/Drop period. Department chairs may grant exceptions to the above stipulations in special circumstances.

4. Matriculated students in the Division of Continuing Education (DGCE) part-time undergraduate program may, under certain circumstances, receive permission to take one or two course-credits in the Day Division. Approval for this part-time status must be obtained through the Office of the Registrar (DH220).
5. Courses may not be "split," that is, all classes in a given course must be taken by the student within the same section unless granted permission by the instructor.
6. A student may not register for two courses that meet at the same time or overlap start/end times.
7. In the event that students desire to take a course in the Division of Continuing Education (DGCE) because one of an equivalent type is not available in the Day Division, they may take the DGCE course and count it as part of their full-time academic load. If this is done, students must pay the full cost of the DGCE course in addition to Day Division program charges.

### **ADDING OR DROPPING COURSES**

1. Students may add or drop a semester course (or change sections of a course) without penalty if they do so before the end of the sixth academic day (see semester calendar).
2. Students may add or drop a quarter course (or change sections of a course) without penalty if they do so before the end of the third academic day (see semester calendar).

By logging onto myFramingham, students may add or drop a course, including changing a section of a course, until the end of the 6<sup>th</sup> day of the fall or spring semester. If the course is full or if prerequisites are required, a student may submit a completed override form to the Office of the Registrar (DH220) before the end of the Course Add/Drop period.

First-Year students enrolling in the University for the Fall semester are required to meet with a CASA advisor should the student want to add or drop a course or change a section of a course. Beginning with the Fall 2008 semester, First-Year students will be provided a schedule of four (4) courses at time of attending June or August First-Year Orientation.

### **WITHDRAWING FROM COURSES**

1. Students have six (6) academic days (Course Add/Drop period) to withdraw

from a course with no academic penalty and no notation on their records. Students who withdraw between the third and ninth week of a regular semester (or for a quarter course, no later than the end of the fourth full week of the quarter) will incur no academic penalty as far as the grade point average is concerned but will have a notation of “W” on their permanent records. No student may withdraw from a course during a regular semester after the ninth week unless there are extraordinary circumstances (such as documented hospitalization or sickness). In such cases, with the concurrence of both the Dean of Students or designee and the course instructor, a “W” grade may be authorized.

2. Students wishing to withdraw from a course must either:
  - A. log onto myFramingham and select the course to drop before the end of the Course Add/Drop period (see semester calendar).
  - or**
  - B. Submit a completed Course Withdrawal form to the Office of the Registrar no later than the designated Course Withdrawal period deadline (see semester calendar).
3. Students are not officially withdrawn from courses until the appropriate forms have been completed and have been validated by the Office of the Registrar. Note: Non-attendance does not constitute a withdrawal.

### **DECLARING A MAJOR**

Students are not permitted to register for their junior year without having declared a major except in the case of new transfer students admitted to junior standing as undeclared. These students may delay their declaration of a major for one semester. In either case, extension of undeclared status requires written approval through the office of the Assistant Dean of Academic Affairs. Students may not revert to undeclared status once they have reached junior standing.

### **CHANGE OF MAJOR**

If students desire to change majors or change from undeclared status to a major, these procedures must be followed:

1. They must obtain a Change of Major form from the Office of the Registrar.
2. They must have an interview with the chair of the department to which they wish to change. Ordinarily the chair will agree to such a change, but if circumstances warrant, the student may be denied the change or asked to delay the request for change until a later time. Requirements for acceptance into a major differ according to the department. A comprehensive list of department requirements is available in the Advising Center at CASA.
3. If the change is granted, the chair of the department will assign a new advisor for the student.
4. Students then notify the former department chair and advisor of this change. (The department chair for Undeclared students is the Assistant Dean of Academic Affairs). The former department chair’s signature is required on the Change of Major form.
5. After meeting with all faculty concerned, students must return the Change of Major form to the Office of the Registrar. Failure to do so will result in the student being carried on registration rolls in the wrong major and not being allowed to register for the next semester in the new program.
6. A change of major must be completed by December 1<sup>st</sup> of any year to be effective for the spring semester or by May 1<sup>st</sup> of any year to be effective for the fall semester.
7. Entering transfer students are obliged to comply with all of the above-stated policies for a change of major.

8. It is recommended that students consult department chairs for entrance requirements for their majors. A student applying to the Art Department, for example, must meet performance and portfolio requirements of the Department.

### **DIRECTED/INDEPENDENT STUDY**

Directed or Independent Studies allow students the opportunity to study an area in greater depth than available in existing course offerings. A Directed or Independent Study may also be offered when a course existing in the University Catalog is not offered during the semesters the student is enrolled at the University. To enroll in a Directed or Independent Study, a student:

1. Must be a matriculated undergraduate student in a declared major (undeclared students are not eligible).
2. Must have a minimum of 16 course-credits completed.
3. Must have an overall Grade Point Average (GPA) of 2.75 and a GPA of 3.00 in the major.
4. May enroll in only one Directed or Independent Study in a given semester.
5. May enroll in no more than three Directed or Independent Studies within undergraduate degree requirements.
6. May be subject to stricter guidelines in the major department. Check appropriate course description for the major in question for additional criteria.
7. May be granted exceptions by department chairs in special circumstances.

### **INTERNSHIP AND PRACTICUM**

A number of departments within the University offer students the opportunity to enroll in an internship or practicum for academic credit. Such experiences provide students, usually in the junior or senior year, the opportunity to undertake a supervised practical experience in their field of study. Normally, an internship or practicum is available only during the fall and spring semesters. Special circumstances may allow a student to undertake an internship or practicum during the summer term.

Students interested in such an experience have the option of working with a faculty member in their major department and submitting the proposal to the department chair for final approval. In most major departments, it is the student's responsibility to identify a faculty member who will provide the necessary supervision.

Please refer to the various departments' internship or practicum course description for minimum cumulative grade point average as well as class standing and other prerequisites. Several departments may allow a student up to three (3) course-credits for a single internship or practicum experience. The number of course credits awarded for an internship must be determined in advance of the start of the semester, changes during the semester are not permitted. Generally, a minimum of 160 hours per course-credit is required of the student.

#### **The Washington Center for Internships**

See Study Abroad Programs for details.

### **TRANSFER COURSES (AFTER MATRICULATION)**

To receive credit for courses taken at other institutions, matriculated students must obtain approval in advance from appropriate department chairs. Retroactive approval will not be given.

Off-Campus Course Approval forms are available in the Office of the Registrar

or on the web at [www.framingham.edu/registrar](http://www.framingham.edu/registrar). Applications for approval of a course should be accompanied by the appropriate catalog description from that institution. After obtaining the appropriate signatures for approval of the course, the student must return the completed form to the Office of the Registrar. The form will then be reviewed for course credit transferability.

Transcripts of these approved courses must be submitted to the Office of the Registrar within six (6) weeks after the completion of the course. It is the student's responsibility to have official transcripts sent directly by the institution to the Office of the Registrar.

All approved courses transferred into Framingham State University after matriculation will be awarded Framingham course credit in an amount equal to the cumulative total number of semester hour credits transferred divided by 4 and rounded to the nearest whole number. For example, if students take three 3-credit courses, they will be awarded two (2) Framingham State University course-credits.

Transfer credit is given only for courses in which the student received a grade of C- or better. Courses must extend for at least a three-week period and meet a minimum of forty-five hours. Although credit is awarded for all approved transfer courses, the grades will not be recorded on the student's Framingham State University transcripts nor be counted in computing the grade point average. Coursework taken at FSU prior to matriculation is treated as transfer work and the grades will not be recorded on the student's undergraduate transcript nor be counted in computing the grade point average.

Students may inquire further when seeking approval of courses to be taken at other institutions, and they will be notified of the total number of course-credits they have earned from such courses whenever additional approved courses are transferred.

## GRADING SYSTEM

Framingham State University uses the following marking system:

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

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 course work. A special approval form for this status must be obtained from the Office of the Registrar and returned completed by the end of the fifth academic day.

P/F = (Pass/Fail) Matriculated undergraduate students attending Day or Continuing Education division are permitted to take up to two (2) fall or spring courses on a Pass-Fail basis, subject to the following conditions:

1. Only students who have successfully completed 16 course-credits or more are eligible to take a course on a Pass/Fail basis.

2. Only one (1) course may be taken on a Pass/Fail basis in any semester.
  3. No course may be taken on a Pass/Fail basis if it is part of the general education requirements, or a major requirement including major-related, or if the course is within the major department.
  4. A student may not choose the Pass/Fail option when repeating a course.
  5. A student must declare whether a course is Pass/Fail by the last day of the Course Add/Drop period. The student taking a course on a Pass/Fail basis will notify the Registrar by the end of that day. Once this has been done, the student may not change status. A student is eligible for Dean's List if one of four courses has P/F status.
  6. A pass grade grants the student course credit but does not count in computing the student's GPA. A failed grade counts as a course attempted with zero points.
  7. At the completion of the course when the grade is turned in by the instructor, the Registrar will convert the letter grade and record only "P" (pass) or "F" (fail) on the permanent record. The original letter grade is kept by the Registrar and may be released only with the written permission of the student.
  8. Pass/Fail will be interpreted in accordance with the present grading system. "F" will be fail and all other grades will be pass.
- S/U= (Satisfactory/Unsatisfactory) This grade is used only for student teaching experience. Additional details are available from the Education Department.
- W = Withdrawal from a Course. Indicates withdrawal from a semester course in the third through the ninth week of the semester, or for a quarter course, no later than the end of the fourth full week of the quarter. See "Withdrawing from Courses" policy for details.
- WX = Withdrawal from the University after the course Add/Drop period but before the end of the ninth week of the semester. The student has officially withdrawn from the University and no longer attends classes. See "Withdrawal from the University" policy for details.
- N = (Absent from Final Examination) This is a temporary grade with 0 (zero) quality point value given for a student absent from a final examination for justifiable reasons. The Assistant Dean of Academic Affairs will administer a make-up exam only in those instances where the involved faculty member asserts that the exam was missed for reasons that can be justified. The examination that was missed must be taken within two weeks of the last day of the final exam period, or the grade becomes an "F", unless a request made by the faculty member to convert the grade to "IC" is submitted to the Office of the Registrar.
- NG = Grade not submitted by instructor.
- IC = (Incomplete) This is a temporary grade with 0 (zero) quality point value which may be given to a student when the instructor is satisfied that circumstances beyond the student's control other than absence from the final examination (see N above) prevented the student from completing the required work for the course. (An "IC" will not be given, however, unless 80 percent of the work has been completed.) Student indifference resulting in inability to get work in on time is not reason for giving an "IC". The "IC" will be changed to any other appropriate grade by the instructor if the course has been fully completed by the end of the first four weeks of the next semester if it is a semester course or by the end of the first two weeks of the next quarter if it is a quarter course. If the work is not completed within the

given time, the "IC" will be changed to "F", unless an extension is granted by the Dean of Students when circumstances warrant.

## GRADE POINT AVERAGE

1. Only the undergraduate taken at Framingham State University including the Day Division, Continuing Education, intersession and summer programs will be used in determining the grade point average (GPA) of any student.
2. The number of quality points that a student receives in a course is determined by the letter grade (see section on Grading System for explanation of quality points). The grade point average is computed by dividing the total number of quality points by the total number of course-credits attempted at the University, by semester or cumulative total. The grade point average (GPA) for each semester and cumulative is presented in three digits, one before and two after the decimal point.
3. The determination of grade point average is made at the end of each semester.
4. A. To remain in good standing, students with 1 - 8 course-credits attempted must earn a cumulative quality point average of 1.70. Students with 9 or more course-credits attempted must maintain a 2.00 cumulative quality point average.  
B. Students must have a final overall cumulative quality point average of 2.00 in order to graduate.  
C. Effective Fall 2007, completion of a Baccalaureate Degree at Framingham State University requires that all students achieve a minimum 2.00 quality point average in their major requirements, including major-related courses taken outside of the home department in fulfillment of major requirements as well as University residency requirements.
5. The only courses that may be repeated are courses in which a student receives a grade of "C-" (1.70) or lower. All grades, including those earned in repeated courses, will remain on the academic transcript. Students must bear in mind that the same course has to be repeated and that only the most recent grade, whether higher or lower than the original grade earned, will be the grade calculated in the GPA. Continuing courses in which "F" grades have been received must be repeated successfully before the student may take advanced work except when departmental policy permits otherwise. Only grades in Framingham State University courses can be used to recalculate the GPA when repeating courses and students are reminded that only Framingham State University grades are used in determining the GPA. (See Grade Point Average, #1.)
6. Framingham State University Division of Continuing Education courses that are appropriate for Day Division degree completion are posted on students' matriculated undergraduate permanent records. In the case of suspended/dismissed students, such courses will be evaluated for posting at the time of readmission to the University. Courses that are academically inappropriate for Day Division programs are automatically inhibited and are not calculated in the GPA. Therefore, to receive credit for 600-level courses, students must obtain prior written approval from their major department chairs. (The Office of the Registrar provides forms for this purpose.) Failure to do so will result in denial of course credit toward the degree, as 600-level courses are not automatically applied to the baccalaureate degree.

## WARNINGS

Major warnings (grade of "F") and minor warnings (grade of "D") may be issued to the student at the midpoint of any undergraduate course. These warning grades, if submitted by the course instructor, may be viewed by the

student via my.framingham.edu. Warnings may also be issued by the course instructor directly to the student at any time if the student's work is approaching a less than satisfactory level.

## EXAMINATIONS

1. All examinations are to be given within the structure of the University policy regarding academic honesty.
2. Examinations, other than the final examinations, may be scheduled at the discretion of the instructor. It is the responsibility of the student to follow whatever procedures are established and presented in writing to the students by the instructor at the start of each semester for such tests.
3. Final examinations are required in all courses except those that have different requirements as determined by the departments offering the courses. Unless exceptions are approved by the department chair and the Dean of Students or designee, final examinations will be given during regularly scheduled examination periods and the student must take the examinations at the prescribed time.
4. Students who are absent from a final examination should contact the instructor to discuss the reason for the absence. At the discretion of the instructor, one copy of the final examination may be sent to the Assistant Dean of Academic Affairs or designee. The exam will be administered on posted dates.
5. If a student is absent from the final examination, the student may be given a grade of "N" by the instructor. The "N" grade will be changed to any other grade by the instructor if the exam is made up no later than two weeks after the final day of the final examination period. Unless an exception is approved, failure to make up the exam during this time will result in a grade of "F".
6. Examinations and other graded course materials should be made available to students in a timely fashion. If retained by faculty, they should be kept until the end of the next academic semester and should be made available for students' review upon request.

## Standards for Oral and Written Performance

The University's policy on oral and written performance in courses is:

1. Proper use of English is expected of students in all courses requiring oral and/or written work.
2. Instructors may evaluate students' oral and written work on the basis of the proper use of English, as well as content.
3. Instructors will specify their policies for evaluating the proper use of English in course assignments.
4. Students showing major deficiencies in the use of English may be referred to CASA by the instructor.

## GRADE APPEAL POLICY

The University recognizes that the instructor has the right to determine course evaluation policies. The instructor's grading 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 course syllabus.

**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.

**Step One: Faculty**

Students make an appointment with faculty to discuss their concerns about the final grade in question. The instructor is the authority in evaluating the quality of student coursework. The basis for a possible appeal is inconsistency with grading procedures specified in the course syllabus. In many cases this meeting with the instructor can be a learning experience that provides an understanding of the way that the grade was derived.

**Step Two: Department Chair**

If the students' concerns are not resolved in the meeting with the instructor, students may proceed to Step Two, Informal and will meet with the chairperson of the department in which the course was offered. The department chair will work to seek a resolution of the grade appeal at the informal level.

**Level II: Formal****Step One: Dean of Students**

If the students' concerns are not resolved through at the informal level, students may appeal the grade, in writing, with the Dean of Students or designee prior to the end of the sixth week in the fall semester for courses taken in the prior spring or summer session, or prior to the end of the sixth week in the spring semester for courses taken in the prior fall or intersession.

Taking into account, in a fair and timely fashion, all matters and considerations related to the dispute, the Dean of Students will determine whether or not the student has a basis for appeal. If the dean decides there is no basis for appeal, the matter will be concluded.

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 chair of the All University Committee (ACC) in a sealed envelope identified only by academic year filed, the grade appeal number, the administrator transmitting the form, and the date.

The Dean of Students or designee notifies the Vice President of Academic Affairs that the appeal has been forwarded to ACC.

**Step Two: Faculty Governance**

The Chair of the All-College Committee logs the appeal and forwards the unopened envelope to the Chair of the Academic Policies Committee (APC). After consultation with the administrator transmitting the appeal, the Chair of APC appoints an ad hoc grade appeal committee consisting of three (3) faculty members/librarians serving on APC. No Member of the committee may be from the department offering the course whose grade is being appealed, nor from the department of the instructor involved.

**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 chair of the instructor's department. If the Ad Hoc Grade Appeal Committee determines that a change in grade may be warranted, the committee will inform the chair and will consult with the instructor prior to making its recommendation to the Vice President of Academic Affairs. (Note: the instructor will provide the course syllabus and grading procedures. If grading criteria are not stated clearly or are complicated, the instructor should submit the method for calculating the

final grade.)

The Ad Hoc Grade Appeal Committee must submit a written recommendation (either that “the Committee supports the grade as originally recorded” or that “the instructor should review the grade in question”) in a sealed envelope along with the appeal documentation for the Vice President of Academic Affairs within one month of receipt of the committee charge. The Chair of the Academic Policies Committee receives the sealed envelope from the Ad Hoc Grade Appeal Committee, logs it, and forwards it unopened to the Chair of the All College Committee, who, in turn, forwards it unopened to the Vice President. For administrative reasons, the Ad Hoc Grade Appeal Committee’s recommendation must be forwarded to the Vice President of Academic Affairs at least three weeks prior to the end of the academic year.

The Vice President 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 Vice President will ask the instructor to review the grade and to inform the Vice-President of the outcome. If the review results in an unchanged grade, the Vice President has the authority to change the grade in such cases where there has been a mechanical error in calculation or if there is reason to believe that the grade has been calculated in a manner inconsistent with the stated grading criteria of the faculty, the department, and the University. The appeal ends at this point.

### **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)

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

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

Faculty members shall, at their discretion, include in the course syllabus additional statements relating the definition of academic honesty to their courses. They shall administer hour tests and exams in such a manner as to provide the best possible situation for all students. Faculty shall proctor exams, or, if they feel it is suitable to schedule a non-proctored exam, shall designate in writing at the beginning of the examination: 1) where they shall be found during the period and 2) where the exam papers are to be turned in.

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

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

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

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

In the case of a student's first or second alleged infraction of the academic honesty policy, every effort should be made to resolve the matter directly between the faculty member/supervisor and student. The faculty member/supervisor will confront the student with the allegation of dishonesty and take appropriate action. Appropriate penalties for a first infraction range from re-submission of the work in question to failing the course. Appropriate penalties for a second infraction range from failing the work in question to failing the course. If, however, a faculty member feels that the severity of the alleged infraction warrants dismissal from the college prior to the third offense, the faculty member may request a hearing. If, in the hearing, the student is found guilty of the infraction, the Dean of Students will determine if dismissal is appropriate or if a lesser penalty should be imposed.

If the student and faculty member cannot agree as to whether the student is responsible for a violation of the academic honesty policy, either may request a hearing on the matter. The Dean of Students will convene a hearing body, which shall consist of the Dean of Students and two faculty members, one from a department other than that of the department of the involved faculty member/supervisor. If the student is found responsible for the violation by the hearing body, the involved faculty member will take appropriate action. The penalty after the hearing will be the same as that offered to the student prior to the request for hearing except in cases where dismissal is being considered.

In the case of the third alleged infraction of the academic honesty policy, the

involved faculty member will forward all evidence and appropriate documentation of the alleged infraction to the Dean of Students, who will convene a hearing as indicated above. If the student is found responsible for a third violation of the academic honesty policy, the Dean shall, in consultation with the involved faculty member, impose a penalty of dismissal from the University.

Students have the right to appeal the decisions of the hearing body on first and second infractions to the Vice President for Academic Affairs. Appeals for decisions on third infractions will be made to the President of the University.

NOTE: Notification of the alleged infraction must be submitted to the Dean of Students within a week of the infraction. Upon resolution of the infraction, all documentation regarding the academic honesty policy violation will be maintained by the Dean of Students.

### **FIELD TRIP POLICY**

Field trips must be approved in writing by the chair of the department to which the faculty member planning the trip belongs before any definite arrangements are made.

No special notice is required if the trip is to be completed during the normal class time. If a trip of longer duration than the normal class time is to be taken, it is the responsibility of the faculty member to publically post notice of any such trip at least two weeks prior to its occurrence.

Participation on the part of the students will be on a voluntary basis when a field trip conflicts with regularly scheduled classes. Before any such field trip, the instructor must advise students that they will not be penalized for non-participation. If more than half of the students in another class are absent because of such a field trip, the instructor in that course may cancel the class.

### **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 the following URL: <http://www.framingham.edu/academic-affairs/institutional-review-board/index.html>.

### **ELIGIBILITY FOR ATHLETICS**

Students participating in intercollegiate athletics must (a) carry a full academic course load throughout the entire semester (minimum of three courses) and (b) maintain a minimum GPA: students with 1 - 8 course credits attempted must earn a cumulative quality point average of 1.70; with 9 or more course-credits attempted, 2.00. All athletes must pass 24 semester hours during each year of attendance.

In addition, to be eligible for intercollegiate athletics, all student athletes must pass 24 semester hours (6 credit-bearing courses) within one calendar year of enrollment (September 1st to September 1st, or January 1st to January 1st if

enrolled spring semester). All students must take a minimum of 12 semester hours (3 credit-bearing courses) during their season(s) of competition to be eligible to compete in athletics.

### ELIGIBILITY FOR OFFICES

To hold any class or student organization office, students must (a) be full- or part-time fee-paying undergraduate matriculated students enrolled in a minimum of two course-credits per semester, and (b) maintain a minimum GPA: students with 1 - 8 course-credits attempted must earn a cumulative grade point average of 1.70; students with 9 or more course-credits attempted, 2.00.

Eligibility for student participation on the following major governance committees is subject to the Framingham State University Professional Association Contract. The Student Government Association selects all student representatives to serve on governance committees. These students must be matriculated and enroll full-time.

All University Committee – Three (3) student representatives

University Curriculum Committee – Three (3) student (must have junior or senior standing) representatives

Academic Policies Committee – Three (3) student representatives

Student Affairs Committee – Nine (9) student representatives

### ACADEMIC PROBATION

After grades are recorded at the end of each semester, students who have not achieved the minimum cumulative grade point average (CGPA) for the number of courses completed are placed on academic probation for the following semester.\* Students must raise their CGPA to the required level by the end of this probationary semester or they will be suspended (see Academic Suspension).

As shown below, the minimum CGPA required depends on the number of credit-bearing courses the student has completed at Framingham State University with a letter grade other than W, plus the number of transfer courses accepted for credit, if any. Note that transfer courses are included in the total number of courses completed, but the CGPA is calculated only on courses taken at the University. Grades for transfer courses are neither posted on the student's transcript nor calculated in the CGPA.

<b>Number of Course-Credits Completed (includes transfer course-credit equivalents)</b>	<b>*Minimum CQPA</b>
1 - 8	1.70
9 or more	2.00

*\*The University reserves the right to suspend students whose CGPA falls below 1.00.*

Students on probation are restricted as follows:

1. Ineligible to carry more than the normal academic load (4 course-credits, includes MATH 095 General Mathematics).
2. Ineligible to hold or run for office in any club, society, or organization officially recognized by the University.
3. Ineligible to serve on University governance committees.
4. Ineligible to participate in intercollegiate athletics.

### ACADEMIC SUSPENSION/DISMISSAL

**Suspension:** If, within one (1) semester, a student on academic probation fails to increase the cumulative grade point average (CGPA) to the minimum required,

the student will be suspended from the University. Students should be aware that new courses completed during the probationary semester will add to the total number of courses, possibly raising the minimum CGPA to a higher level (see Academic Probation). Courses that are repeated count only once in the number of course-credits. If a student is suspended from the University, the period of such suspension is one academic semester (fall or spring), during which the student may not enroll in Framingham State University Day Division courses. However, a suspended student may enroll in courses offered through the Framingham State University Division of Continuing Education in the evenings, summers, and intersessions as a non-matriculated student.

**Dismissal:** Students who have been suspended (see Suspension, above) may be readmitted to the University after one semester through the Office of Admissions. A formerly suspended student who, upon readmission, fails to achieve the minimum CGPA within one (1) semester will be dismissed from the University for a period of three (3) years. During the period of dismissal, students may not enroll in Framingham State University Day Division courses, but may enroll in courses offered through the Framingham State University Division of Continuing Education in the evenings, summers, and intersessions as a non-matriculated student.

For either suspension or dismissal, students may petition the Academic Standing Committee for special consideration of reinstatement to continue for another semester. Students who submit a written appeal for reinstatement must also include a written plan of action for improving the level of academic performance. For students not reinstated, academic suspension or dismissal is noted on the student's transcript.

While on suspension or dismissal, a student may improve his/her CGPA by retaking Framingham State University courses in which he/she received a grade of "C-" (1.70) or lower through the Framingham State University Division of Continuing Education. The most recent grade for any course repeated in this manner will be posted on the student's transcript and be used in place of the grade of "C-" (1.70) or lower to recalculate the matriculated CGPA when the student has been accepted for readmission to Undergraduate Admissions Office.

Suspended or dismissed students may also earn credit for courses taken at other institutions. However, consistent with the University's policy on transfer courses, grades from other institutions are not counted in computing the CGPA, and therefore do not constitute a grade repeat. Students taking courses off-campus are therefore advised to enroll only in new courses that have not been previously attempted at Framingham State University.

### **Readmission after Academic Suspension/Dismissal**

1. If a student has been suspended from the University for academic reasons, the student may request readmission after the lapse of one (1) semester. The student must apply for such readmission through the Undergraduate Admissions Office. The decision as to whether or not to readmit the student will be made by the Undergraduate Admissions Committee on the basis of evidence received from the student that provides reasonable expectations of successfully completing the degree program upon the return to the University.
2. A student who is dismissed for academic deficiencies can only apply for readmission after a three-year period. In order to graduate from Undergraduate program, a student must be readmitted to the University by the Undergraduate Admissions Committee at least one (1) semester prior to graduation.
3. Students who have been suspended or dismissed must follow the degree requirements stated in the University Catalog at the time of return.

**SOCIAL SUSPENSION**

Students may also be suspended for social reasons, as outlined in the RAM Student Handbook.

**Readmission after Social Suspension**

1. If a student has been suspended from the University for social reasons, the student may request Readmission - unless previously stated otherwise by the appropriate administrator or board - at the end of the suspension period. The student must send a letter to both the Dean of Students or designee and the Dean of Admissions requesting Readmission. The student may not be considered for Readmission if the Dean of Students or designee determines the social suspension must remain in force for a further length of time.
2. A student who is expelled for social reasons may not apply for Readmission.
3. Students who have been suspended for social reasons must follow the degree requirements stated in the University Catalog at the time of return.

**WITHDRAWAL FROM THE COLLEGE**

In the event that a student wishes to withdraw from the University, these procedures must be followed:

1. A Withdrawal from the University form must be obtained from the Office of the Dean of Students and signatures obtained on the form from the following offices, in the order indicated:
  - A. Dean of Students (or designee)
  - B. Student Accounts Office
  - C. Financial Aid Office
  - D. Residence Life (if in residence hall)
  - E. Office of the Registrar
2. Students officially withdrawing from the University after the Course Add/Drop period and before the deadline of the Course Withdrawal period (prior to the end of the ninth week of the semester; see semester calendar) will receive a notation of "WX" in all courses. If a student chooses to withdraw from the University after the ninth week of the semester, s/he will receive a final grade in all courses. Students with extraordinary circumstances (such as documented hospitalization or sickness) should consult with the Dean of Students.
3. All forms must be returned to the Office of the Registrar. Note: A student is not officially withdrawn from the University until the appropriate form has been completed and has been validated by the Office of the Registrar. Non-attendance does not constitute withdrawal from the University.
4. Students should refer to the University's policy on refunds as outlined in the University Expenses section of this catalog.

**Readmission after Withdrawal**

A student who withdraws from the University in good standing without completing baccalaureate studies may return to the University upon request to the Office of Undergraduate Admissions. Students attending the Day or Continuing Education Divisions who do not enroll in the subsequent fall or spring semester are considered inactive. To insure return at the time desired, the student must make such a request to the Office of Undergraduate Admissions before August 1<sup>st</sup> for the fall semester or before December 1<sup>st</sup> for the spring semester. Requests received later than these dates may result in a semester's delay in the return of the student to the University. In determining "good standing", the University will consider academic, social, and financial records of the applicant student. Students who have been withdrawn for more than one (1)

semester must follow degree requirements stated in the University Catalog at the time of return. This applies to matriculated undergraduate students attending the Day or Continuing Education Divisions.

## GRADUATION

### Degree Application

All students who expect to receive their degree from Framingham State University are required to complete a formal degree application. The University has four (4) graduation dates. Applications are available in the Office of the Registrar and must be submitted as follows:

September 1 <sup>st</sup>	December graduation
October 1 <sup>st</sup>	January graduation
February 1 <sup>st</sup>	May graduation
May 1 <sup>st</sup>	August graduation

No student's name may appear on the graduation list unless all financial debts to the University have been settled. Conferral of a degree occurs only when the Registrar finalizes the student's academic record and confirms that all degree requirements have been met.

Commencement Ceremony: Beginning with the Spring 2011 Commencement Ceremony, all students must complete all degree requirements in order to participate in Winter or Spring Commencement ceremonies. For the spring ceremony Undergraduate students must attend a mandatory rehearsal (generally held on the Thursday before Commencement). Participation in the Commencement ceremony does not constitute conferral of the degree. Similarly, inclusion of a student's name on such publications as the Commencement program does not confirm eligibility for the degree. Effective Fall 2007, completion of a Baccalaureate Degree at Framingham State University requires that all students achieve a minimum 2.00 quality point average in their major requirements, including major-related courses taken outside of the home department in fulfillment of major requirements as well as University residency requirements.

## SEMESTER HONORS

### President's List

A matriculated undergraduate student carrying a minimum of four (4) course-credits in a fall or spring term earns a place on the honor roll (published after the end of every fall and spring semester) after earning a GPA of 3.25 or higher for each of three (3) consecutive semesters. The student must maintain this average to remain on the list.

### Dean's List

A matriculated undergraduate student carrying a minimum of four (4) course-credits in a fall or spring term earns a place on this honor roll (published after the end of every fall and spring semester) for each semester in which the student earns a GPA of 3.25 or higher. A student is eligible for Dean's List if one of the four courses has "P/F" status.

### Additional Eligibility Limitations

A student obtaining either an "IC" grade or an extension for an "N" grade is not eligible for the Dean's/President's List.

### Graduation Honors

The baccalaureate degree is conferred with honors upon a student with a final cumulative grade point average of:

Cum laude	3.25 - 3.59
Magna cum laude	3.60 - 3.79
Summa cum laude	3.80 - 4.00

To be eligible for graduation honors, a student must have completed all degree requirements and must have completed a minimum of 16 course-credits at

Framingham State University.

### **Class Valedictorian**

The valedictorian will be the student who has achieved the highest cumulative grade point average and who has been enrolled as a full-time student for a least four (4) out of the last five (5) semesters attended at Framingham State University. To be eligible for valedictorian, a student must have completed all degree requirements and must have completed a minimum of 16 course-credits at Framingham State University.

### **PRIVACY RIGHTS OF PARENTS AND STUDENTS**

Parents and 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 Dean of Students.

### **Nondiscrimination Policy**

It is the policy of Framingham State University not to discriminate in education or employment on the basis of race, color, religion, creed, sex, sexual orientation, age, disability, veteran status, marital status, or national origin. The University operates under an Affirmative Action/Equal Opportunity Plan, approved by the Board of Higher Education and the University's Board of Trustees, that promotes and maintains a policy of nondiscrimination, equal opportunity, and affirmative action. This policy incorporates, by reference, the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; Title IX of the Higher Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; the Americans with Disabilities Act of 1990; and pertinent Laws, Regulations and Executive Orders; directives of the Board of Higher Education, the Boards of Trustees of the Massachusetts State Universities, the Commonwealth of Massachusetts, and other applicable local, state and federal statutes. Further, the University encourages people of color, women, and persons with disabilities to participate in all the rights, privileges, programs, and activities generally accorded or made available to the University community.

Inquiries or advice concerning discrimination and the application of these policies, laws and regulations may be referred to the Disability Services Coordinator, Framingham State University, 100 State Street, PO Box 9101, University Center, Room 510C, Framingham, Massachusetts 01701-9101, telephone number 508-626-4627 (V/TTY) or to the Affirmative Action Officer at 508-626-4530, Room 310 in Dwight Hall. Further inquiries may be made to the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C.

# Campus Resources

## ACADEMIC ADVISING

Each incoming student is assigned a faculty member or professional staff member who serves as the academic advisor. Advisors assist students in relating their interests and abilities to career goals and in developing decision-making skills. They also provide information about University policies, procedures, and requirements, and make referrals to campus support services. Another of the advisor's primary roles is to guide students in designing their academic program, making course selections, and completing degree requirements.

It is recommended that students meet with their faculty advisors during their office hours on a regular basis. Advisees are encouraged to become familiar with the policies and degree requirements published in the University Catalog and to keep records of their course progress. During the pre-registration period, students must meet with their advisors to obtain approval for course selection prior to registering for the following semester. Students should prepare for the advising session by planning a tentative schedule to be discussed with the advisor.

## CENTER FOR ACADEMIC SUPPORT AND ADVISING

The Center for Academic Support and Advising (CASA) addresses the diverse academic needs and interests of the University community with programs, services, and facilities designed to promote academic achievement. All students at the University are encouraged to make use of the tutorial services, seminars and workshops, resources, and individual study accommodations offered at CASA. In addition, CASA provides academic support for persons with learning disabilities.

*Among the resources offered at CASA are:*

### **The Advising Center**

The Advising Center is a resource for information on academic programs and support services. Undeclared students, or those who are contemplating a change of major, are especially encouraged to visit the Center. Staff members are available for individual conferences on choosing a major, academic planning in course selection and graduation requirements, and strategies for remaining in good academic standing.

### **Academic Enrichment Program**

Each year, Framingham State University selects a group of students who have demonstrated the potential to succeed at Framingham State University, but who are identified as likely to benefit from academic support services to achieve their educational objectives. These students are admitted to the University through PLUS (Program Leading to Undergraduate Success). Program participants enroll in the same courses and satisfy the same graduation requirements as all undergraduates at the University.

### **The Math Center**

The Math Center offers free drop-in tutoring in math to students who need help with the quantitative requirements for any course in which they are enrolled. Workshops and organized study groups are routinely scheduled for math and math-related courses. The Center also offers videotapes and computer-assisted learning modules for student use.

### **The Writing Center**

The Writing Center provides free tutoring in writing, drop-in or by appointment, to students seeking assistance with written coursework. Writing workshops, individualized writing skills assessment, and course-specific writing support groups are also featured.

**Other CASA Services**

CASA maintains a computer lab with personal computers linked to the student network, and is a wireless laptop access site. In addition, CASA offers workshops that help students prepare for the Massachusetts teacher tests, retakes of the University's placement tests, and writing and mathematics labs for students enrolled in certain courses.

Limited hours for drop-in tutoring in a variety of subjects is available. Visitors are invited to drop in during the week at CASA, located in South Peirce Hall, between the hours of 9:00 a.m. and 5:00 p.m. During the academic year, CASA is also open in the evenings, Monday - Wednesday until 9:00 p.m. and Sunday evenings from 5:00 p.m. to 9:00 p.m.

**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. No qualified person shall, on the basis of his or her disability, be denied the benefit of, or otherwise be subject to discrimination under any of Framingham State University's educational programs, activities, and employment opportunities.

Framingham State University is committed to making such reasonable modifications and accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Prior to matriculation, students with disabilities are encouraged to contact the Director of Academic Support, telephone 508-626-4906 to discuss specific accommodations and to request a disability services registration packet that includes the guidelines for documentation.

Students who have documents that support their request for academic and co-curricular support services, such as extended time for tests, note-takers, sign language interpreters, computer transcribers, and textbooks in alternative format, are required to submit their documentation to the Center for Academic Support and Advising (CASA). The file is maintained in the confidential Registry for Students with Disabilities located at CASA. The Director of Academic Support schedules individual conferences with each student to arrange for the appropriate support services. Inquiries regarding academic support should be directed to the Director of Academic Support at 508-626-4906.

The Director of Academic Support works closely with the Coordinator of Disability Services to provide students with reasonable accommodations. 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 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 preventive 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.

Every student must submit the Framingham State University medical form. All students prior to class registration 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 Health Services and obtain resident housing. Specific requirements are detailed in the medical forms. The department also coordinates the Student Health Insurance Program. 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 Dwight Hall.

## **LOCATED IN THE HEINEMAN ECUMENICAL CENTER**

### **THE ARTS AND HUMANITIES SERIES**

The purpose of the Framingham State University Arts and Humanities Series is to enrich the student community by presenting a broad-based variety of programs that will give the total University community the opportunity to meet prominent artists, authors, entertainers, historians, philosophers, politicians, and scientists, and to encounter their works.

In addition to supporting the featured advertised series of events, the Arts and Humanities Series financially supports visiting speakers, performers, and artists, hosted by academic departments, and student clubs and organizations. The program also supports funding for the Mazmanian Art Gallery program, the International Film Series, and multiple subscriptions to the Museum of Fine Arts, Boston (MFA) for Framingham State University students. All Arts and Humanities events are free for the students of Framingham State University. The Arts and Humanities Office is located in the D. Justin McCarthy Center, and additional information regarding the program may be obtained by calling 508-626-4985.

## **LOCATED IN THE MCCARTHY CENTER**

### **CAMPUS MINISTRY**

Religious services, educational programs, and volunteer service opportunities are made available through the Campus Ministry office. The office also provides spiritual guidance and counseling for members of the Framingham State University community who are dealing with issues of faith or morality. The Campus Ministry Office is located on the fifth floor of the D. Justin McCarthy Center.

### **CAREER SERVICES**

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

Some of the office's programming includes career panels, and networking with alumni. Job and internship listings are also available on-line through the Career Services website. Students are strongly encouraged to participate in at least one internship, and many departments offer credit-bearing courses for these experiences. Career counselors are available to assist with career planning, graduate school decisions, and the preparation of resumes and cover letters.

To connect with Career Services, visit the D. Justin McCarthy Center, Room 524, or visit the website at [www.framingham.edu/careerservices](http://www.framingham.edu/careerservices).

## **INTERNATIONAL STUDENT 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 Study Abroad Programs Office provides information on a wide variety of enriching opportunities that are available for students who are interested in studying abroad in many countries throughout the world; in obtaining internships in Europe, Australia and New Zealand; or in participating in exchange programs with universities in Quebec and Nova Scotia. The Office helps students explore their options and select appropriate programs to study abroad for a summer, a semester, or a year. The Office has many catalogs and reference books available for students as they select their programs and complete their applications. It provides students with information that facilitates approval of the courses that will ensure transfer credits toward graduation while participating in a study abroad program. Depending on a student's major, study abroad is ideal during the second semester of the sophomore year or during the junior year.

The Office of International Education and Study Abroad Programs Office is located in D. Justin McCarthy Center 518. Additional information can be obtained by calling 508-626-4585.

## **STUDENT INVOLVEMENT AND CAMPUS EVENTS**

The Office of Student Involvement and Leadership Development coordinates, in conjunction with student clubs and organizations, a full program of social, cultural, recreational, and educational activities. The office emphasizes involving students in the planning process to provide valuable first-hand experience. Several leadership development opportunities are available for beginning to advanced student leaders. Through service and civic engagement programs, students can become actively involved in the local and global community. The Office serves as a resource for information about on- and off-campus activities and is located on the 5th floor of the D. Justin McCarthy Center.

## **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.

## **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.

## **LOCATED IN THE DOYLE CENTER**

### **INFORMATION TECHNOLOGY SERVICES FOR STUDENTS**

Framingham State University provides extensive computing capabilities to its students. The student network consists of a combination of general computer labs, academic/classroom computer labs, and residence hall labs. In addition, Framingham State University's wireless laptop program requires that all incoming freshman, transfer, and re-admit students own their own personal laptop, a requirement that came into effect in the fall of 2002. In total, there are approximately 220 University-owned desktop computers in the various labs on campus for student use. Students living on campus will be able to access the network either via a hard-line or by using wireless capabilities available in every residence hall.

Each student will receive his or her own Framingham State University network account, which will allow students access to the network. It will also provide students with disk space for the storage of academic related files. Every student will also receive a Framingham State University e-mail account, which can be accessed via the Internet. Most computers on campus are PC's (Windows), however, there are a number of Macintosh computers in labs for students enrolled in certain art, communications, and education courses. Many classrooms on campus are equipped with SMART technology, featuring interactive whiteboards, distance learning capability, and other advanced technology.

A wide array of software is available to students in classroom buildings. Among other applications, each workstation in the general and academic computer labs has Microsoft Office Professional, Microsoft Publisher and FrontPage, Internet Explorer, and Adobe Reader. Some machines also have special software such as Derive, SPSS and Minitab statistical research packages. In addition, departmental-specific software is available in departmental labs and on selected workstations in the general and academic computer labs. The primary servers for the student domain run Microsoft Windows Advanced Server. There is also a Unix Server available to students enrolled in Introduction to Unix courses.

The Student Helpdesk is located in Hemenway Hall G17, outside of the general computer lab. Staff members as well as Framingham State University students have been trained to assist their peers with computer-related issues at the Student Helpdesk. The Student Helpdesk is the first place for students to visit when needing any computer or technology related assistance. This desk is also available to provide basic troubleshooting and first-level diagnostic and network support for students' laptops.

Another resource for FSU students is the Laptop Repair Depot located on the lower level of the Arthur Doyle Information Technology Center (adjacent to Whittemore Library). The Laptop Repair Depot is where University-recommended laptops can be serviced and repaired after diagnosis from the Student Helpdesk.

For more information about Information Technology Services, please visit our website at <http://its.frc.mass.edu/>.

## **ACADEMIC TECHNOLOGY AND DISTANCE LEARNING**

The Office of Academic Technology and Distance Education 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. Through a combination of these experiences, the University typically hosts approximately 40 online course sections in Graduate and Continuing Education plus 100 Web-enhanced course sections for campus-based undergraduate courses each term. The Division's offices are located in Hemenway Hall G05 and G09.

## **LOCATED IN THE ATHLETIC & RECREATION CENTER**

### **ATHLETICS**

Athletics offers a broad intercollegiate (NCAA Division III) and intramural program for men and women throughout the academic year. On an intercollegiate level, for women, Framingham State sponsors field hockey, cross-country, volleyball, soccer, basketball, lacrosse, and softball. For men, the following competitive teams represent Framingham State University: soccer, football, cross-country, hockey, basketball, and baseball. The Athletic Office is located in Room 111 of the Athletic & Recreation Center, phone : 508-626-4614. Visit [www.fsurams.com](http://www.fsurams.com) for more information regarding the teams and schedules.

## **LOCATED IN THE CORINNE HALL TOWERS**

### **RESIDENCE LIFE PROGRAM**

The Office of Residence Life, through programmatic and staff support, strives to facilitate an on-campus community environment fostering student learning, personal development, and valuing diversity. All residents are expected to share the responsibility for creating and maintaining positive living and learning environments. These goals require residents to be open to living cooperatively

and working actively to cultivate a climate conducive to academic pursuit and respect for all. Please contact the Office of Residence Life to learn more about on-campus housing and the FSU residence life program.

## **LOCATED IN THE DWIGHT HALL**

### **FIRST-YEAR PROGRAMS**

First-Year Programs works with new students and the college community to create an environment conducive to the successful transition of first-year students. Programs are designed that help acclimate students to the University's academic, social and cultural expectations. This includes assisting students in their academic pursuits, encouraging involvement in campus life and establishing connections between faculty, staff and administrators that will make their experience a positive one. The following services and resources are provided by First-Year Programs:

#### **Orientation**

An orientation program is offered for new first-year and transfer students prior to the beginning of classes in the fall and spring semesters. The orientation program is designed to provide a comprehensive introduction to the academic, social and cultural dimensions of Framingham State University and to prepare students for a successful first year on campus. Through meetings with faculty, students and administrators, information is presented on academic requirements, registration, student services and campus life. Special orientation activities are offered for the parents/guests of entering students. Information about the orientation program will be mailed to incoming freshmen and transfer students after they have sent their deposit to Admissions indicating their intent to attend the University.

#### **FSU Foundations**

This program is designed to assist the first-year student's successful transition to the college environment. Students will work with faculty, administrators and Peer Mentors to learn how to be aware of themselves as life-long learners, to be contributing members of the FSU community and develop skills that will assist in their academic success. This course, which actively engages students in and out of the classroom, will be a valuable part of the first year of college as it assists students in learning how to get the most out of their college experience.

#### **Class Blackboard site**

Each incoming first-year class will have access to their own Blackboard site that will become live at the conclusion of June Orientation sessions. This extended orientation opportunity will allow students to continue discussions about being successful at FSU that they began at Orientation. Information about upcoming events, deadlines, and advice provided by current students will be available as new students prepare for their experience at Framingham State University. Once the semester begins, students continue to have access to the site to learn about upcoming deadlines, campus events and other important information that affects the lives of students.

#### **First-Year Experience Program (FEP)**

The "FEP" program is hosted on co-ed floors housing first-year students in Larned Hall and O'Connor Hall. This design allows for bonding with fellow students who are dealing with the many challenges associated with the transition to college and a new environment. Programs are offered to increase knowledge of academic policies, provide information about campus resources, and assist in leadership development. A member of the Office of First Year Programs works closely with members of the floor to provide useful information and timely insight into being successful at Framingham State.

#### **First-Year Council**

This group of first-year students meets with the Director of First-Year Programs monthly to discuss relevant issues and provide feedback on the

overall college experience. Information gathered is used to improve programs and how they are delivered, as well as life on campus for first-year students.

### **The Common Reading**

Each year a book is selected to be a common reading experience for all incoming first-year students. Discussions focused on the Common Reading assist students in their transition by helping them understand the new cultural expectations of being a college student, the expected level of work and how that may differ from their experiences in high school. Discussions are led by faculty members and administrators during the summer prior to enrollment as well as in courses that have adopted the book as part of their curricula. Students are expected to have read the selection and be prepared to discuss it when events about it take place.

### **Placement Testing**

As required by the Massachusetts State Board of Higher Education, all entering students will be tested in order to ensure proper placement in courses. Students will take tests to determine their abilities in math, writing and reading. The results, along with advice from an assigned Academic Advisor, will assist in course selection that will enable students to stay on track for graduation and also be enrolled in courses providing the greatest opportunity for academic success.

Dates and times for the examinations during the academic year will be determined prior the beginning of each semester. Please contact the Orientation Office for reservations.

*Effective Fall 2007: In order to uphold the integrity of the placement testing process and MATH 095 General Mathematics, any student attempting MATH 095 will forfeit the opportunity to retake the math placement test at any future time.*

In addition to the required placement tests, students may choose to take placement tests in French, Portuguese and/or Spanish. These are administered by First-Year Programs during the same time frame as all other placement testing. Please contact the Orientation Office to make a reservation.

### *Additional Educational Opportunities:*

#### **COLLEGE ACADEMIC PROGRAM SHARING (CAPS)**

University Academic Program Sharing (CAPS) is a program for the sharing of academic facilities by the students attending Massachusetts State Universities. Participating colleges include Bridgewater State University, Fitchburg State University, Framingham State University, Massachusetts College of Art, Massachusetts College of Liberal Arts, Salem State University, Westfield State University, and Worcester State University.

The primary purpose of this program is to offer the opportunity to students matriculated at one state college to take up to thirty (30) semester hours of college credit at another state college without going through the formal registration procedures. Interested students must file a request form by June 1<sup>st</sup> for the fall semester and by December 30<sup>th</sup> for the spring semester. NOTE: Priority seating availability is given to matriculated students at the host institution.

For more information, please stop by the Office of the Registrar, Dwight Hall 220.

#### **THE WASHINGTON CENTER INTERNSHIP PROGRAM**

The Commonwealth of Massachusetts, through the Board of Higher Education, has an agreement with The Washington Center (TWC) to provide scholarship assistance to students who participate in this internship. TWC offers semester and summer opportunities in Washington, D.C. for students to work in a government agency related to their career goals and interests. Students successfully completing the program, which includes 30- to 35-hours per week in an internship in addition to other required classes and the submission of a portfolio, can earn up to three (3) Framingham State University course-credits.

#### **PARTNERSHIP WITH U.S. ARMY SOLDIER SYSTEMS CENTER, NATICK**

In 2000, the University and the Soldier Systems Center, formerly known as Natick Labs, entered a joint venture that promotes collaborative research and shared facilities. Faculty members conduct research at the Center, and students majoring in Biology, Chemistry, Food Science, Fashion Design and Retailing, Food and Nutrition, Psychology, Economics, and Business Administration may enroll in credit-bearing internships at the Center. The Center provides employment opportunities to Framingham State University graduates who attain a B.A. or B.S. with a GPA of 3.50 or higher and who are recommended by the University President.

# Academic Programs

## PROGRAMS OF STUDY

### BACHELOR'S DEGREES

#### BACHELOR OF ARTS:

<b>Art History</b>	<b>Liberal Studies</b>
<b>Art Studio</b>	<b>Liberal Studies -</b>
<b>Communication Arts</b>	<b>Interdisciplinary*</b>
<b>Criminology</b>	<b>Modern Languages</b>
<b>Economics</b>	<b>Political Science</b>
<b>English</b>	<b>Psychology</b>
<b>Geography</b>	<b>Sociology</b>
<b>History</b>	

#### BACHELOR OF SCIENCE:

<b>Biology</b>	<b>Fashion Design and Retailing</b>
<b>Business Administration</b>	<b>Food and Nutrition</b>
<b>Business and Information</b>	<b>Food Science</b>
<b>Technology</b>	<b>Health and Consumer Sciences</b>
<b>Chemistry</b>	<b>Mathematics</b>
<b>Computer Science</b>	<b>Nursing (R.N.'s only)</b>
<b>Environmental Science</b>	

#### \*BACHELOR OF SCIENCE IN EDUCATION:

<b>Early Childhood Education</b>	<b>Elementary Education</b>
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*\*Students interested in pursuing a Coordinate Major in either Early Childhood or Elementary Education must also declare and successfully complete a primary liberal arts or interdisciplinary major.*

### MAJORS, CONCENTRATIONS, AND MINORS

**Major:** A program of study which cannot exceed 20 course-credits. The faculty prescribes the courses in the major field of study. The courses that constitute the major include all the major courses, required related courses, and professional education courses.

**Coordinate Major:** A program of study offered by the Education Department leading to Initial Licensure in Elementary Education and Early Childhood Education. Students enrolled in this program major in the Interdisciplinary Major in Liberal Arts and Sciences or in a traditional discipline.

**Concentration:** A focused program of courses within the major. Generally a concentration provides the student with a proficiency or competency in a specialty area within the major field.

**Minor:** A limited specified or unspecified program of courses taken in a different department from the major.

## COURSE RESIDENCY REQUIREMENTS

**Degree:** To complete the University residence requirement, a minimum of eight (8) course-credits (32 semester hours) must be taken at the University.

**Major:** To complete a major requirement, a minimum of five (5) course-credits (20 semester hours) in the major department must be taken at the University.

**Minor:** To complete a minor requirement, a minimum of three (3) course-credits (12 semester hours) in the minor department must be at the University.

## PROGRAMS OF STUDY

Framingham State University offers 27 majors, including several interdisciplinary programs. Major, concentration, and minor requirements for specific disciplines are described in the department sections, which follow. The courses listed in each section are currently being offered within departments and programs. Many introductory courses are offered each semester or yearly; some courses are offered in alternate years. To ensure timely completion of requirements, students are encouraged to consult with their faculty advisor or department chair in planning their sequence of courses.

## AVAILABLE PROGRAMS

<b>Major</b>	<b>Department</b>
<b>Art History</b> Concentrations in: General Studies	<b>Art &amp; Music</b>
<b>Art Studio</b> Concentrations in: Art Teaching Ceramics Painting Printmaking Sculpture Studio Arts Visual Communications: Graphic Design Visual Communications: Illustration	<b>Art &amp; Music</b>
<b>Biology</b> Concentrations in: Biology Teaching Biotechnology and Biomedical Science General Studies Pre-professional Program Wildlife and Environmental Biology	<b>Biology</b>
<b>Business Administration</b> Concentrations in: Accounting Finance General Studies International Business Management Marketing	<b>Economics &amp; Business Administration</b>
<b>Business &amp; Information Technology</b> Concentrations in: Business	<b>Economics &amp; Business Administration</b>

<b>Major</b>	<b>Department</b>
<b>Chemistry</b> Concentrations in: ACS Approved Program Biochemistry Chemistry Teaching General Chemistry	<b>Chemistry and Food Science</b>
<b>Communication Arts</b> Concentrations in: Communication Studies Corporate Communication Speech and Performance Communication Visual Media Production Visual Communications	<b>Communication Arts</b>
<b>Computer Science</b> Concentrations in: General Computer Science Information Systems	<b>Computer Science</b>
<b>Criminology</b> Concentrations in: General Studies	<b>Sociology</b>
<b>Early Childhood Education</b> (Coordinate Major)	<b>Education</b>
<b>Economics</b> Concentrations in: Applied Microeconomics Business Finance General Studies Quantitative Economics	<b>Economics &amp; Business Administration</b>
<b>Elementary Education</b> (Coordinate Major)	<b>Education</b>
<b>English</b> Concentrations in: English Teaching Creative Writing Film Studies General Studies Journalism Professional Writing Writing	<b>English</b>
<b>Environmental Science</b> Concentrations in: General Studies	<b>Geography</b>
<b>Fashion Design and Retailing</b> Concentrations in: Apparel Design Merchandising	<b>Consumer Sciences</b>
<b>Food and Nutrition</b> Concentrations in: Applied Nutrition Coordinated Program in Dietetics Nutrition and Dietetics	<b>Consumer Sciences</b>

<b>Major</b>	<b>Department</b>
<b>Food Science</b> Concentrations in: Applied Food Science Food Science and Technology	<b>Chemistry &amp; Food Science</b>
<b>Geography</b> Concentrations in: Earth Science Teaching Environmental Studies GIS and Spatial Analysis Global Studies Urban and Regional Planning	<b>Geography</b>
<b>Health and Consumer Sciences</b> Concentrations in: Consumer and Community Services	<b>Consumer Sciences</b>
<b>History</b> Concentrations in: General Studies History Teaching	<b>History</b>
<b>Liberal Studies</b> Concentrations in: General Studies Interdisciplinary Studies* Specializations in: Geography and Earth Science Social Sciences Language Arts Natural Sciences	<b>Interdepartmental</b>  <b>Geography</b> <b>History</b> <b>English</b> <b>Physics &amp; Earth Sciences</b>
<b>Mathematics</b> Concentrations in: Elementary/Early Childhood Education General Studies Secondary Education	<b>Mathematics</b>
<b>Modern Languages</b> Concentrations in: French French Teaching International Management Spanish Spanish Teaching World Languages	<b>Modern Languages</b>
<b>Nursing</b> (R.N.'s only)	<b>Nursing</b>
<b>Political Science</b> Concentrations in: General Studies	<b>Political Science</b>
<b>Psychology</b> Concentrations in: General Studies	<b>Psychology</b>
<b>Sociology</b> Concentrations in: Anthropology Business and Society Deviance and Social Control General Studies	<b>Sociology</b>

Human Services  
Social Justice

*\*Available only to students selecting a Coordinate Education Major.*

**Note: Refer to the academic sections of the catalog for program descriptions.**

## **UNDECLARED MAJOR**

A candidate for admission to Framingham State University may elect not to declare a major. Students who are admitted as undeclared students are encouraged to view their status as an opportunity to explore a range of fields of interest. Undeclared students must apply for a specific major prior to the onset of the junior year. The Assistant Dean of Academic Affairs serves as chair of undeclared students. The Assistant Dean's office is located in the Center for Academic Support and Advising (CASA), South Peirce Hall.

Undeclared students are encouraged to visit the Advising Center in CASA for help in curriculum planning and exploration of possible majors. In addition, the Career Resource Center in the University Center sponsors career workshops and offers individual career counseling that is particularly helpful to undeclared students.

## **PRE-PROFESSIONAL PROGRAMS**

### **PRE-ENGINEERING**

Advisor: Kristen Chon, Physics and Earth Science Department

This program, in cooperation with the University of Massachusetts-Lowell, University of Massachusetts-Dartmouth, and University of Massachusetts-Amherst, establishes a freshman and sophomore curriculum leading to a B.S. degree in one of the engineering disciplines. A typical student accepted into this program will study for two years at Framingham State University and complete the program at one of the universities, earning the degree from that institution. Pre-engineering students who complete the program with a "B" average (GPA = 3.00 or better) are guaranteed admission in the engineering program at each university campus. Those students with a "C" average will probably be accepted, but their transfer cannot be guaranteed. Other students may choose to remain at Framingham and complete their program of studies in a major such as biology, chemistry, or computer science. (For further information see Physics and Earth Sciences section.)

### **PRE-LAW**

Advisor: Douglas Telling, Political Science Department

Since law schools do not require or recommend specific undergraduate majors, the University does not offer a prescribed pre-law program, although the Political Science Department offers a minor in law and politics. Students are encouraged to choose a major and courses that emphasize reading, writing, and speaking, as well as analytical skills. Students contemplating a career in law should plan their curriculum under the guidance of both major and pre-law advisors.

### **PRE-MEDICAL STUDIES CURRICULUM FOR STUDENTS INTERESTED IN THE HEALTH PROFESSIONS**

Advisors: Aline M. Davis, Biology Department  
Louise Bodack, Chemistry & Food Science Department

Individuals interested in careers in the medical health professions should have a minimum of one full year of the following course groups: college biology, introductory chemistry, organic chemistry and physics. To enroll in physics, students must have completed or be enrolled in Calculus I. Majoring in either Biology (Pre-professional) or Chemistry (with Biology minor) fulfills most or all of these course areas.

Many of the required or recommended pre-professional courses are fulfilled through appropriate selections from the General Education program at Framingham State University, including courses in English composition and literature, psychology, and sociology. However, many professional programs require additional courses in biology and biochemistry.

Pre-professional students should meet with one of the pre-professional curriculum advisors no later than their sophomore year and continue to meet periodically. This contact will ensure that students complete the specific requirements for the professional programs to which they intend to submit applications, since each program and institution has varying admissions requirements. Note that particularly strong graduating grade-point averages are required for competitive applications to professional schools.

## **FRAMINGHAM STATE UNIVERSITY HONORS PROGRAM (INSTITUTIONAL)**

The Framingham State University Honors Program is designed to provide academically talented students with the opportunity to enrich their college experience with courses both within and outside their major department. Courses bearing the “Honors” designation are drawn from a wide range of disciplines, and are designed to be intensive and intellectually challenging, drawing upon and developing students’ creativity and analytical thinking skills.

Honors courses are designed for a maximum enrollment of 20 students to foster in-depth class discussion and a close student-instructor relationship. Some honors courses are restricted to “honors” participants, while others are offered as “split” courses with a core of honors students working within a larger classroom of students at large. Honors courses may be applied to the general education requirements specified by the University. Honors courses that are split may be taken by students who are not participating in the program on a space available basis in the non-honors section of the course with the permission of the instructor if closed.

### **Program Admission Requirements**

Freshman Level Admission: Entering freshmen will be invited to participate in the Framingham State University Honors Program based on a weighted composite of their combined SAT scores, class rank, and demonstrated potential for superior work at the college level. Any student admitted to the University who was not initially invited to participate in the program may apply after completing the first semester of freshmen year. A brief statement of intent, an unofficial transcript, and two letters of recommendation from faculty members should be submitted to the Director of the Honors Program.

Sophomore and Transfer Student Admission: Transfer students who have graduated from a Commonwealth Honors Program at a community college are guaranteed admission. Other students may apply for admission to the Framingham State University Honors Program as sophomores. A minimum QPA of 3.25 together with two letters of recommendation from faculty members and a brief statement of intent should be submitted to the Honors Program Director for evaluation before October 1<sup>st</sup> of their sophomore year. All transfer students will meet with the Director to assess their previous course work and current program requirements.

### **Program Completion Requirements**

Participants in the Framingham State University Honors Program complete a minimum of six (6) course-credits bearing the honors designation, including HNPT 101 First-Year Honors Seminar, and the honors capstone course HNPT 480 Honors Program Thesis/Project. Most honors courses are specially designed sections of regular 100- and 200-level courses which fulfill one or more general education goals and may be used toward the general education requirements.

However, students may choose to substitute one upper-division course in their major (300- or 400-level) for one of the four designated honors courses by submitting an honors contract in which the student and instructor devise or enhance a project within the course emphasizing advanced, independent research on a particular subject. Upper-level contract courses do not count toward the general education requirements.

As a condition of continued enrollment in the Honors Program, a freshman or sophomore must maintain a QPA of no less than 3.00 overall; a junior or senior must maintain a GPA of 3.25 or greater. In addition, a minimum grade of B (3.00) in each honors course (including the thesis) in order to count toward the program requirements. Students falling below these requirements are allowed to continue in the program for a probation period of one semester (juniors and seniors) or one year (freshmen and sophomores). Subsequent continuance is at the discretion of the Honors Program Advisory Council.

In 2011, the Framingham State University Honors program received Commonwealth Honors designation from the Board of Higher Education. Participation in the Framingham State University Honors Program is noted on the students' transcripts. Students successfully completing the program are also designated as Commonwealth Honors Scholars on their academic transcripts.

### **DEPARTMENTAL HONORS PROGRAM**

This program affords qualified students the opportunity to do extensive study in an area of interest not usually pursued in regular academic work. The completed thesis is recorded on the student's transcript and is placed on permanent file in the library. Distinction for completing the honors thesis is also noted at commencement. Students should consult their department chair to initiate their enrollment in the departmental honors program.

Students are eligible for honors work if they have an grade point average of 3.00 or higher for the entire sophomore year, or for the last semester sophomore year plus the first semester junior year. The 3.00 cumulative grade point average must include a minimum of four (4) course-credits taken at Framingham State University. Students undertaking this program may elect to omit one elective course in the senior year, substituting the final work of this research project for the course omitted. Course substitution must be approved by the student's academic advisor and department chair.

The program is carried on under the direction of a faculty advisor. The choice of the faculty advisor and the actual program of study are matters of mutual agreement between the student and the faculty member. Students may begin work any time after qualifying and must continue for at least two semesters.

### **GRADUATE AND CONTINUING EDUCATION**

The Division of Graduate and Continuing Education (DGCE) at Framingham State University offers part-time graduate, undergraduate, certificate, and post-baccalaureate teacher licensure programs. Most classes are offered late afternoon, evenings, and online. DGCE also provides a variety of professional development and lifelong learning opportunities, as well as English as a Second Language (ESL) classes and workshops to prepare for the Massachusetts Teacher Licensure Test (MTEL). Summer sessions and winter intersession are also coordinated through DGCE. Graduate programs and policies are described in depth in the Framingham State University Graduate Catalog.

DGCE offers evening undergraduate programs leading to the baccalaureate degree with majors in: Business Administration, Business and Information Technology, Computer Science, Economics, English, History, Liberal Studies, Psychology, and Sociology.

## MINORS

To complete a minor requirement, a minimum of three (3) course credits (12 semester hours) in the minor department must be taken at the University.

American Studies	Information Technology
Anthropology	Journalism
Apparel Design	Latin American Studies
Art History	Law and Politics
Art Studio	Mathematics
Biochemistry	Middle School Education
Biology	Museum Studies
Business Administration	Music
Chemistry	Neuroscience
Communication Arts	Nutrition
Computer Science	Philosophy
Criminology	Physics
Diversity Studies	Politics
Earth Science	Professional Writing
Economics	Psychology
English	Public Administration
Food Science	Secondary Education
French	Sociology
Gender Studies	Spanish
Geography	Statistics
Geology	Theatre Performance
History	Writing
Information Systems	

## INTERDEPARTMENTAL MINORS

An Interdepartmental Minor shall consist of a designated number of courses, which must be taken in at least three different departments. Only one (1) course may be taken within the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. To complete a minor requirement, a minimum of three (3) course-credits (12 semester hours) in the minor must be taken at Framingham State University.

The University offers minors in the following areas:

**AMERICAN STUDIES**

**DIVERSITY STUDIES**

**GENDER STUDIES**

**INFORMATION TECHNOLOGY**

**LATIN AMERICAN STUDIES**

**MUSEUM STUDIES**

**NEUROSCIENCE**

A description and course requirements of each Interdepartmental Minor can be viewed in the Interdisciplinary section of this catalog as well as under the academic departments sponsoring the minor.

**COURSE CREDIT**

With the introduction of the course-credit program in 1971-1972, each course is equivalent to four (4) semester hours (sixty (60) contact hours) for internal and external transfer use. Only courses and course-credits accepted in transfer by the University are indicated on the academic record and transcript.

Students in all majors must complete a minimum of thirty-two (32) course-credits. At least eleven (11) (or twelve (12) depending on the student's major) of these must satisfy the general education requirements. If the major requirements and the general education requirements total fewer than 32 course-credits, students must take enough free electives to make up the difference.

**COURSE SUBJECT CODES**

Each course offered at the University has a four-character subject code and a three-digit course number, e.g., ENGL 110.

<b>SUBJECT</b>	<b>SUBJECT CODE</b>
Art -	
Art History	<b>ARTH</b>
Art Studio	<b>ARTS</b>
Biology -	<b>BIOL</b>
Chemistry and Food Science -	
Chemistry	<b>CHEM</b>
Food Science	<b>FDSC</b>
Communication Arts -	<b>COMM</b>
Computer Science -	<b>CSCI</b>
Consumer Sciences -	
Consumer Science	<b>CONS</b>
Fashion Design	<b>FASH</b>
Nutrition	<b>NUTR</b>
Economics and Business Administration -	
Accounting	<b>ACCT</b>
Business Administration	<b>BADM</b>
Business Information Systems	<b>BUIS</b>
Finance	<b>FINA</b>
Management	<b>MGMT</b>
Marketing	<b>MRKT</b>
Quantitative	<b>QUAN</b>
Education -	
Early Childhood Education	<b>ECED</b>
Education	<b>EDUC</b>
Educational Leadership	<b>EDLE</b>

Elementary Education	<b>ELED</b>
Instructional Technology	<b>INST</b>
Literacy and Language	<b>LTRC</b>
Post Baccalaureate Teacher Licensure	<b>PBTL</b>
Special Education	<b>SPED</b>
English -	<b>ENGL</b>
Geography -	<b>GEOG</b>
Geology/Earth Science -	
Earth Science	<b>EASC</b>
Geology	<b>GEOL</b>
History -	<b>HIST</b>
Interdisciplinary -	<b>INTD</b>
Mathematics -	<b>MATH</b>
Modern Languages -	
Chinese	<b>MLCH</b>
French	<b>MLFR</b>
German	<b>MLGE</b>
Linguistics	<b>MLLI</b>
Portuguese	<b>MLPO</b>
Spanish	<b>MLSP</b>
Music -	<b>MUSC</b>
Nursing -	<b>NURS</b>
Philosophy -	<b>PHIL</b>
Physics -	
Astronomy	<b>ASTR</b>
Physical Science	<b>PHSC</b>
Physics	<b>PHYS</b>
Political Science -	<b>POSC</b>
Psychology -	<b>PSYC</b>
Sociology -	
Anthropology	<b>ANTH</b>
Sociology	<b>SOCI</b>

**COURSE LEVEL**

The numbers following the subject code indicate the course level:

<b>000-099</b>	Non credit courses;
<b>100-199</b>	Courses that are introductory in nature, assuming no prior college level exposure to the discipline;
<b>200-299</b>	Courses appropriate for students with prior exposure to the college regimen or to the discipline, some with prerequisites;
<b>300-399</b>	Upper level courses that build on previous exposure to the discipline, most with prerequisites;
<b>400-499</b>	Senior level courses, most with prerequisites, including independent studies, internships, seminars, directed studies, and practicum.
<b>600-699</b>	Courses for public service undergraduate credit (not for degree programs – Exceptions may be made by Major Department Chair).
<b>70000-79900</b>	Courses for public service and professional development graduate credit (not for degree programs).
<b>800-899</b>	Courses for graduate program credit but taught as dual level with the appropriate undergraduate course number assigned.
<b>900-999</b>	Courses assigned as graduate program credit only.

**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. Courses appropriate for general education are identified by (**Gen. Ed. Goal**) following the title.

**COURSE PREREQUISITES**

It is the student's responsibility to be aware of and have met prerequisites prior to attempting any course. Course prerequisites may be found in the University Catalog as part of the course description.

## GENERAL EDUCATION REQUIREMENTS

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

- To communicate (write, speak, and listen) clearly and effectively,
- to think critically, quantitatively, and creatively, and
- to locate and to process information.

To fulfill the general education requirement, students must complete course credits outside the major department that meet twelve (12) broadly defined goals. Students are not allowed to substitute non-general education course for general education credit. In some majors, one general education goal is considered satisfied through completion of the major (see department sections in the catalog). In such cases, the number of general education courses is reduced to eleven (11), leaving one free elective. Each general education course is designed to cover at least one, but no more than two goals. Under each of the 12 general education goals shown below, courses are listed that fulfill the goal; if more than one goal is covered, the second is shown in parentheses.

Goal 1 (Writing) and Goal 2 (Quantitative) must be completed within the first year of matriculating at the University. In conformity with the laws of the Commonwealth of Massachusetts and in partial fulfillment of the mission of the State Universities to prepare informed citizens, all students at Framingham State University must take a course meeting either general education goal eight (8) or goal ten (10) in which both the United States and Massachusetts constitutions are studied. In addition, at least one course taken under Goal 6 (Physical Science) or Goal 7 (Life Science) must be a laboratory course. Courses that include a laboratory or study of the constitutions are identified in the listing.

**Note:** Students who have withdrawn for more than one semester must follow degree and general education requirements stated in the catalog at the time of their return.

- 1. Writing: The ability to think critically and to express ideas in lucid precise language; the skills necessary for conducting research, analysis and argument; the ability to write expository and persuasive prose correctly and effectively. Note: This goal must be completed within the student's first year of attendance at the University.**

ENGL 110      Expository Writing

- 2. Quantitative: A knowledge of formal logic and a knowledge of mathematics including computation, axiomatic structure and applicability.**

MATH 110      College Mathematics I  
 MATH 117      Introduction to Statistics  
 MATH 119      Mathematics for the Liberal Arts  
 MATH 123      College Algebra  
 MATH 200      Precalculus  
 MATH 219      Calculus I

**3. Language: A basic knowledge of a language other than one's own, including its cultural context together with at least a minimal ability to read, write, speak, and comprehend.**

MLCH 171	Elementary Chinese I
MLCH 172	Elementary Chinese II
MLFR 101	Elementary French I
MLFR 102	Elementary French II
MLFR 201	Intermediate French I
MLFR 202	Intermediate French II
MLGE 151	Elementary German I
MLGE 152	Elementary German II
MLPO 141	Elementary Portuguese I
MLPO 142	Elementary Portuguese II
MLSL 121	American Sign Language I
MLSP 131	Elementary Spanish I
MLSP 132	Elementary Spanish II
MLSP 231	Intermediate Spanish I
MLSP 232	Intermediate Spanish II

**4. Literature or Philosophy: A knowledge of a coherent group of important works of literature and understanding of the interaction of historical context, artistic tradition and individual talent;**

**or**

**An understanding of the development of significant philosophical ideas and systems including applications to ethical issues.**

BIOL/PHIL 222	Bioethics	
ENGL 111	Approaches To Literature	
ENGL 201	Mythology & Folklore	(12)
ENGL 202	Comparative Mythology	(11)
ENGL 203	Global Perspectives in Literature	(11)
ENGL 220	Shakespeare	(12)
ENGL 232	Irish Literature	
ENGL 243	The American Short Story	(12)
ENGL 245	The American Novel	(12)
ENGL 250	Literature and Gender	
ENGL 260	American Ethnic Literature	(12)
ENGL 261	American Writers I	(12)
ENGL 262	American Writers II	(12)
ENGL 264	African American Literature	(12)
ENGL 269	Women Writers	
ENGL 271	Development of the Drama	
ENGL 277	Contemporary World Literature by Women	(12)
PHIL 101	Invitation to Philosophy	

PHIL 102	Introduction to Ethics: Why Be Moral?	(12)
PHIL 103	Introduction to Logic	
PHIL 105	Introduction to Political and Social Philosophy	(12)
PHIL 118	Introduction to Philosophy of Science	

**5. Visual or Performing Arts: A knowledge of a coherent group of important works in music and art, and understanding of the interaction of historical context, artistic tradition and individual talent;**

**or**

**An option to demonstrate knowledge of a language in an area of the performing arts acquired through the development of skills in non-verbal (or verbal) communications.**

ARTH 160	Introduction to the World of Art	
ARTH 200	Art and Social Values	(12)
ARTH 270	History of Art I	(11)
ARTH 272	History of Art II	
ARTH 273	Modern Art History	
ARTH 282	American Art	
ARTH 285	The Art of Asia	(11)
ARTH 288	Latin American Art	(11)
ARTH 290	Study Tour: Art & Architecture	
ARTS 120	Introduction to Painting	
ARTS 167	Introduction to Studio Art	
ARTS 200	Drawing Fundamentals	
ARTS 241	Ceramics	
ARTS 290	Study Tour: Art & Architecture	
COMM 107	Effective Speaking	
COMM 130	Introduction to Visual Communication	
COMM 201	Oral Interpretation of Literature	
COMM 208	Basic Photography	
COMM 210	History of Photography	
COMM 212	Drama Workshop	
CSCI 108	HTML, JavaScript Programming, and Web Site Development	
ENGL 207	Language of Film	
ENGL 209	Film History; 1985 to 1960	
ENGL 229	Film History: 1960 to Present	
FASH 223	History of Costume	
FASH 278	History of Furniture	
INTD 160	Image, Sound, and Structure: An Approach	
MUSC 121	Music Appreciation	
MUSC 141	American Musics	

MUSC 151	History and Literature of Jazz	
MUSC 171	World Music Cultures	(11)
MUSC 205	Music of the Romantic Period	
MUSC 212	Music, Dance, and Ritual in the Pacific	(11)
MUSC 220	Women in Music	(12)

**6. Physical Science: An understanding of the classical and modern principles of physical science, together with a critical appreciation of how scientific knowledge has been constructed, including methods of validating the results of scientific inquiry.**

ASTR 220	The Solar System	
ASTR 230	Stars and Galaxies	
CHEM 101	Chemistry of Life	
CHEM 103	General Chemistry	(LAB)
CHEM 107	Principles of Chemistry	(LAB)
CHEM 108	Principles of Chemistry & Quantitative Analysis	(LAB)
CHEM 131	Science - Environment & Health	(LAB)
EASC 131	Conversations with the Earth	
EASC 241	Introduction to Meteorology	
EASC 246	Oceanography	
FDSC 151	Principles of Food Science	
FDSC 161	Introduction to Food Science & Technology	(LAB)
GEOL 231	Physical Geology	(LAB)
GEOL 232	Historical Geology: Global Climate Change Through Deep Time	(LAB)
PHSC 109	Introduction to Physical Science	(LAB)
PHYS 111	Physics, Nature, and Society	(LAB)
PHYS 201	Introductory Physics	(LAB)
PHYS 211	Principles of Physics I	(LAB)

**7. Life Science: An understanding of the classical and modern principles of biological science, together with a critical appreciation of how scientific knowledge has been constructed, including methods of validating the results of scientific inquiry.**

BIOL 101	Biological Concepts	(LAB)
BIOL 103	Ecological Implications of Conservation	
BIOL 112	Biology of Marine Organisms	(LAB)
BIOL 114	Human Perspective on Genetics	
BIOL 142	Introduction to Human Biology	(LAB)
BIOL 200	Introduction to Environmental Science	
BIOL 203	Plants and Society	
NUTR 205	Nutrition Science and Applications	

**8. Historical Studies: A knowledge of the history of western cultures including comparative political and economic systems, and taking into account the contributions of groups usually excluded.**

HIST 153	Western Civilization to the Renaissance	
HIST 154	Western Civilization since the Renaissance (Constitution)	
HIST 155	Comparative History of World Civilizations	(11)
POSC 212	Political Theory: Age of Ideology	

**9. Social and Behavioral Science: An understanding of the principles of behavioral and social sciences and/or institutions, together with a critical appreciation of how scientific knowledge has been constructed, including methods of validating the results of scientific inquiry in studying human behavior.**

ANTH 161	Cultural Anthropology	(11)
ANTH 172	Interpreting the Past: Archaeological	
ECON 102	Principles of Microeconomics	
GEOG 101	Introduction to Human Geography	
GEOG 110	World Regional Geography	(11)
GEOG 206	Political Geography	(12)
GEOG 211	Cultural Geography	
PSYC 101	General Psychology	
PSYC 200	Psychology of Development	
PSYC 201	Child Development	
PSYC 212	Adolescent Development	(12)
PSYC 224	Social Psychology	(12)
PSYC 231	Adult Developmentng	
PSYC 273	Environmental Psychology	
SOCI 101	Introduction to Sociology	(12)
SOCI 234	Investigating Social Forces in American Society	

**10. Forces in the United States: An understanding of the various social, political, economic, historical, geographical, or technological forces at work in the United States.**

CSCI 135	Information Technology and Society	
CSCI 138	Information Technology and the Environment	
ECON 101	Principles of Macroeconomics	
GEOG 135	Introduction to Environmental Studies	
GEOG 165	Global Cities	
GEOG 180	Native Americans: Geographical & Legal Perspectives	
GEOG 235	Environmental Law and Policy	
GEOG 250	Geography of the U.S. & Canada	
HIST 151	U.S. History to Reconstruction	(Constitution)
HIST 152	U.S. History since Reconstruction	(Constitution)

POSC 110	Introduction to American Politics	(Constitution)
POSC 250	American Legal Systems	(Constitution)
SOCI 130	Social Problems	(12)
SOCI 230	Law and Society	
SOCI 280	Aging in Society	
SOCI 282	Society, Technology, and the Future	

**11. Non-Western Studies: An understanding and appreciation of non-western cultures past and present.**

ANTH 161	Cultural Anthropology	(9)
ANTH 172	Interpreting the Past: Archaeological Perspectives	(9)
ANTH 207	Global Issues in Anthropology	
ANTH 243	Native American Cultures	(12)
ANTH 253	Gender Across Cultures	(12)
ARTH 270	History of Art I	(5)
ARTH 285	The Art of Asia	(5)
ARTH 288	Latin American Art	(5)
ANTH 290	Non-Western Cultural Studies Tour	
ENGL 202	Comparative Mythology	(4)
ENGL 203	Global Perspectives in Literature	(4)
FASH 253	Cultural Dress	
GEOG 110	World Regional Geography	(9)
GEOG 222	Geographic Perspectives on Globalization	
GEOG 253	Geography of Post Soviet Republics	
GEOG 254	Geography of Monsoon Asia	
GEOG 255	Geography of Sub-Saharan Africa	
GEOG 256	Geography of the Middle East	
GEOG 257	Geography of Latin America	(12)
GEOG 290	Non-Western Regional Geography: Field Study	
HIST 155	Comparative History of World Civilizations	
MLLI 110	The Languages of the World	
MUSC 171	World Music Cultures	(5)
MUSC 212	Music, Dance, and Ritual in the Pacific	(5)
POSC 120	Introduction to World Politics	
POSC 220	The Politics of Globalization	
POSC 260	Comparative Political Systems	
SOCI 256	Religion and Ritual	

**12. Gender, Class, and Race: An understanding of differing experiences and perspectives related to issues of gender, class, and race.**

ANTH 243	Native American Cultures	(11)
ARTH 200	Art and Social Values	(5)
COMM 245	Cultural Aspects of Media Representation	
ENGL 201	Mythology & Folklore	(4)
ENGL 220	Shakespeare	(4)
ENGL 243	The American Short Story	(4)
ENGL 245	The American Novel	(4)
ENGL 260	American Ethnic Literature	(4)
ENGL 261	American Writers I	(4)
ENGL 262	American Writers II	(4)
ENGL 264	African American Literature	(4)
ENGL 277	Contemporary World Literature By Women	(4)
GEOG 206	Political Geography	(9)
GEOG 225	Population, Food, and Global Development	
GEOG 252	Geography of Europe	
GEOG 257	Geography of Latin America	(11)
MUSC 220	Women in Music	(5)
PHIL 102	Introduction to Ethics: Why Be Moral?	(4)
PHIL 105	Introduction to Political and Social Philosophy	(4)
POSC 216	Film and Politics	
PSYC 212	Adolescent Development	(9)
PSYC 224	Social Psychology	(9)
SOCI 101	Introduction to Sociology	(9)
SOCI 130	Social Problems	(9)
SOCI 212	Sociology of the Family	
SOCI 218	Women in Society	
SOCI 220	Sport in Society	
SOCI 245	Race and Ethnic Relations	
SOCI 253	Gender Across Cultures	(11)
SOCI 258	Critical Approaches to Men and Masculinities	
SOCI 263	Social Inequality	

**Study of the Constitutions: All students must take one course that includes study of both U.S. and Massachusetts constitutions, to be chosen from among the following courses that satisfy general education goal 8 or 10.**

HIST 151	United States History to Reconstruction	(10)
HIST 152	United States History since Reconstruction	(10)
HIST 154	Western Civilization since the Renaissance	(8)
POSC 110	Introduction to American Politics	(10)
POSC 250	American Legal Systems	(10)

**Laboratory Courses: All students must take one laboratory science, to be chosen from among the following courses that satisfy general education goal 6 or 7.**

BIOL 101	Biological Concepts	(7)
BIOL 112	Biology of Marine Organisms	(7)
BIOL 142	Introduction to Human Biology	(7)
CHEM 103	General Chemistry	(6)
CHEM 107	Principles of Chemistry	(6)
CHEM 108	Principles of Chemistry & Quantitative Analysis	(6)
CHEM 131	Science - Environment & Health	(6)
FDSC 161	Introduction to Food Science & Technology	(6)
GEOL 231	Physical Geology	(6)
GEOL 232	Historical Geology	(6)
PHSC 109	Introduction to Physical Science	(6)
PHYS 111	Physics, Nature, and Society	(6)
PHYS 201	Introductory Physics	(6)

**Course Descriptions** – Found at the end of each department section in this catalog, each course number and title has a brief description of its content, followed by a statement on prerequisites, if any, explaining the requirements for admission to the course. Courses appropriate for general education are identified by **(Gen. Ed. Goal)** following the title.

**Course Prerequisites** - It is the student's responsibility to be aware of and have met prerequisites prior to attempting any course. Course prerequisites may be found in the University Catalog as part of the course description.

### **GENERAL EDUCATION REQUIREMENTS FOR THE COORDINATED EDUCATION MAJORS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

All students at the University must satisfy a general education requirement consisting of courses that fulfill the twelve (12) general education goals. The courses, with subjects related to the Massachusetts Curriculum Frameworks, are required for students in the Coordinate Major in Elementary Education and are recommended for students in the Coordinate Major in Early Childhood Education. Please refer to the Education Department for a complete listing of the required courses.

## PLACEMENT TESTING

Each incoming student must take placement examinations in writing, mathematics, and reading, which are administered prior to orientation for new students. Students may also take French and/or Spanish placement examinations.

Information regarding Placement Testing dates and times may be found at <http://www.framingham.edu/first-year-programs/placement-testing/index.html>.

Contact the Office of First Year Programs located in Dwight Hall 216 for reservations.

## PLACEMENT CODE INTERPRETATION

### Writing Scores:

<u>Code</u>	<u>Explanation</u>
-------------	--------------------

- |   |  |
|---|--|
| 1 | May not take a college level writing course at Framingham State University.  |
| 2 | Must complete ENGL 100 Introduction to College Writing before enrolling in ENGL 110 Expository Writing.  |
| 3 | May register for ENGL 110 Expository Writing, which meets the University's general education writing requirement. Note: A reading code of 3 is also required to register for ENGL 110. |
| 4 | Completed ENGL 100 Introduction to College Writing.  |
| 5 | Transfer coursework accepted.  |

*Note: First-Year First-Time students cannot drop ENGL 100 Introduction to College Writing or ENGL 110 Expository Writing unless a completed, including signatures, Course Add/Drop form for another section of the same course is presented to the Office of the Registrar during the first six class days of the semester.*

### Reading Scores:

<u>Code</u>	<u>Explanation</u>
-------------	--------------------

- |   |   |
|---|---|
| 1 | Indicates student must retest and is not eligible to enroll in ENGL 110 Expository Writing.                                       |
| 2 | Indicates student may enroll in ENGL 110 Expository Writing if Writing Placement is equal to 3 or higher.                         |
| 3 | Indicates student has completed remedial coursework and may enroll in ENGL 110 Expository Writing.                                |
| 4 | Indicates two or more credit bearing courses has been accepted in transfer and student may enroll in ENGL 110 Expository Writing. |

### Mathematic Scores:

<u>Code</u>	<u>Explanation</u>
-------------	--------------------

- |   |   |
|---|---|
| 1 | Indicates student may not take a credit-bearing math course at Framingham State University. Student must first complete MATH 095 General Mathematics or similar remedial course at another college.           |
| 2 | Indicates student may enroll in non-algebraic math courses: MATH 110 College Mathematics I (for Coordinate majors in Education), MATH 117 Introduction to Statistics, and MATH 119 Math for the Liberal Arts. |
| 3 | Indicates remedial coursework equivalent of MATH 095 General Mathematics accepted as transfer coursework and student may take any 100-level math course listed above, as well as MATH 123 College Algebra.    |
| 4 | Indicates student may take any 100-level math course listed above, as well as MATH 123 College Algebra.   |

- 5 Indicates student may enroll in MATH 200 Precalculus or, after consultation with the Mathematics Department, MATH 219 Calculus I; or any 100-level mathematics course appropriate for the student's major discipline.

**Modern Languages Scores:**Code   Explanation

- 0 Indicates student scored between 0 and 49 and may take Elementary I level of a language at Framingham State University.
- 1 Indicates student scored between 50 and 64 and may take Elementary II level of a language at Framingham State University.
- 2 Indicates student scored between 65 and 73 and may take Intermediate I level of a language at Framingham State University.
- 3 Indicates student scored between 74 and 79 and may take Intermediate II level of a language at Framingham State University.
- 4 Indicates student scored between 80 and 100 and may take any 300-level and above of a language at Framingham State University.
- 5 Indicates student has completed Level IV of a language in high school.

*Note: Student will be waived from the Goal 3 General Education requirement if a placement score of 1 or higher is achieved. Students majoring in English with a placement code of 5 will be waived from the English major requirement of completion of Intermediate II level of a language.*

# Art and Music

## Chair: Marc Cote

Professors: John Anderson, Marc Cote,  
Mary E. (Lisa) Burke, Edward Melegian,  
Barbara Curtin Milot, Elizabeth Perry

Associate Professors: Brian Bishop

Assistant Professors: Stephanie Grey, Timothy McDonald,  
Erika Schneider, Keri Straka

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

## Arthur B. Mazmanian Gallery

The Mazmanian Gallery, coordinated by members of the Art faculty, is located in the McCarthy Center. The Gallery maintains an active schedule exhibiting the work of faculty, students, and recognized artists from the region. The diversity of exhibitions adds to the enrichment of campus life while also extending the University's resources to the community.

## The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 5 (Visual and Performing Arts) is satisfied through the completion of both Studio Art and Art History majors.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

For information on portfolio/interview sessions, please refer to the Admissions section of this catalog. Students are required to furnish all personal art materials unless otherwise specified.

## ART STUDIO MAJOR

### Art Studio Major Core Requirements:

Nine (9) core requirements consisting of:

ARTH 270	History of Art I (Not required for Concentrations in Visual Communications: Graphic Design or Illustration)
ARTH 272	History of Art II (ARTH 383 Contemporary Art History may be substituted for Concentrations in Visual Communications: Graphic Design or Illustration)
ARTH 273	Modern Art History
ARTS 200	Drawing Fundamentals
ARTS 203	Three-Dimensional Design <b>or</b> ARTS 241 Ceramics (ARTS 203 Three-Dimensional is required of the Art Studio General and Art Education Concentrations)
ARTS 222	Color and Design

ARTS 254	Painting Methods
ARTS 300	Life Drawing <i>(Not required for Concentrations in Visual Communications: Graphic Design)</i>
ARTS 419	Advanced Drawing Studio <i>(Not required for Concentrations in Visual Communications: Graphic Design or Illustration)</i>

## **ART STUDIO MAJOR CONCENTRATIONS: STUDIO ARTS CONCENTRATION (UARG)**

Major Core requirements and the following:

ARTH 383	Contemporary Art History
ARTS 473	Special Topics in Studio Art
ARTS 487	Senior Art Studio Seminar

One (1) of the following printmaking courses:

ARTS 261	Printmaking
ARTS 308	Woodcut
ARTS 328	Intaglio
ARTS 338	Lithography

One (1) of the following ceramics or sculpture courses:

ARTS 241	Ceramics
ARTS 266	Wheelworking
ARTS 307	Functional Ceramics
ARTS 403	Sculpture
ARTS 416	Advanced Ceramics Studio

Two (2) additional studio art electives at the 300- or 400-level

One (1) art history elective:

ARTH 282	American Art
ARTH 285	The Art of Asia
ARTH 288	Latin American Art or one art history course at the 300- or 400-level

## **PRINTMAKING CONCENTRATION (UARP)**

Major Core requirements and the following:

ARTH 383	Contemporary Art History
ARTS 479	Topics in Advanced Printmaking
ARTS 487	Senior Art Studio Seminar

And any three (3) of the following:

ARTS 261	Printmaking
ARTS 308	Woodcut
ARTS 328	Intaglio
ARTS 338	Lithography

And any one (1) of the following:

ARTH 290	Study Tour in Art and Architecture
ARTS ____	Any 300- or 400-level studio art course
COMM 208	Basic Photography

### **PAINTING CONCENTRATION (UARA)**

Major Core requirements and the following:

Three (3) course in Studio Art:

ARTS 354	Painting Composition
ARTS 478	Advanced Painting
ARTS 487	Senior Art Studio Seminar

One (1) course in Art History:

ARTH 383	Contemporary Art History
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Two (2) Intermediate Painting Electives from the following:

ARTS 315	Collage and Mixed Media
ARTS 351	Watercolor
ARTS 358	Landscape Painting
ARTS 369	Figure Painting
ARTS 377	Abstract Painting

### **SCULPTURE CONCENTRATION (UARS)**

Major Core requirements and the following:

ARTH 383	Contemporary Art History
ARTS 241	Ceramics
ARTS 310	Art and Motion
ARTS 403	Sculpture
ARTS 487	Senior Art Studio Seminar

### **CERAMICS CONCENTRATION (UARC)**

Major Core requirements and the following:

ARTH 383	Contemporary Art History
ARTS 241	Ceramics
ARTS 266	Wheelworking
ARTS 307	Functional Ceramics
ARTS 416	Advanced Ceramics Studio
ARTS 487	Senior Art Studio Seminar

### **VISUAL COMMUNICATIONS: GRAPHIC DESIGN CONCENTRATION (UARV)**

Major Core requirements and the following:

ARTS 330	Digital Art
ARTS 361	Graphic Design I

ARTS 404	Graphic Design II
ARTS 431	Advanced Graphic Design
ARTS 488	Graphic Design/Illustration Senior Portfolio
ARTS 495	Internship in Art Studio
COMM 200	Introduction. to Computer Graphic Design <i>(This course may be waived by the approval of the Art &amp; Music Department Chair)</i>
COMM 208	Basic Photography
COMM 225	Interactive Design

Choose two of the following:

ARTS 300	Life Drawing
ARTS 310	Art and Motion
ARTS 356	Illustration
ARTS ____	One printmaking course
ARTS 456	Advanced Illustration
COMM 330	Advanced Photography

*Students who take COMM 115 Introduction to Speech Communication as a free elective may declare a minor in Communication Arts. (See minor requirements under Communication Arts Department).*

## **VISUAL COMMUNICATIONS: ILLUSTRATION CONCENTRATION (UARL)**

Major Core requirements and the following:

ARTS 305	Comix and Graphic Novels
ARTS 310	Art and Motion <b>or</b> ARTS 330 Digital Art
ARTS 356	Illustration
ARTS 361	Graphic Design I
ARTS 456	Advanced Illustration
ARTS 488	Graphic Design/Illustration Senior Portfolio
ARTS 495	Internship in Art Studio
COMM 200	Introduction. to Computer Graphic Design <i>(This course may be waived by the approval of the Art &amp; Music Department Chair)</i>

Choose two of the following:

ARTH 290	Study Tour in Art and Architecture
ARTS 315	Collage and Mixed Media
ARTS 354	Painting Composition
ARTS ____	One printmaking course
ARTS 419	Advanced Drawing Studio
ARTS 473	Special Topics in Studio Art

*Students who take COMM 115 Introduction to Speech Communication as a free elective may declare a minor in Communication Arts. (See minor requirements under Communication Arts Department).*

**ART EDUCATION CONCENTRATION (UARE)**

Major Core requirements and the following:

- ARTS 473      Special Topics in Studio Art **or**  
 ARTH 290 Study Tour in Art and Architecture

One (1) of the following printmaking courses:

- ARTS 261      Printmaking  
 ARTS 308      Woodcut  
 ARTS 328      Intaglio  
 ARTS 338      Lithography

One (1) of the following ceramics or sculpture courses:

- ARTS 241      Ceramics  
 ARTS 266      Wheelworking  
 ARTS 307      Functional Ceramics  
 ARTS 403      Sculpture  
 ARTS 416      Advanced Ceramics Studio

One (1) additional studio elective at the 300-or 400-level

One (1) art history elective:

- ARTH 282      American Art  
 ARTH 285      The Art of Asia  
 ARTH 288      Latin American Art **or**  
 one art history elective at the 300- or 400-level

*Note: Students with the Art Education Concentration must declare the appropriate Education Minor to complete the program.*

**MINOR IN ART EDUCATION FOR ART STUDIO MAJORS**

The Education minor shall consist of:

- EDU 200      Education in American Society with Field  
 Study I  
 EDU 319      Professional Preparation and Field Study II:  
 Methods, Special Education  
 and Technology - Visual Art Pre-K to Grade  
 8 and Grades 5 – 12 (two course-credits)  
 PSYC 200      Psychology of Development

**Students choose either Elementary or Secondary Practicum courses below:**

**Elementary Licensure in Art (Pre-K - Grade 8)**

- EDUC 412      Student Teaching Practicum and Seminar I-  
 Visual Art Pre-K to Grade 8  
 (two course-credits)  
 EDUC 413      Student Teaching Practicum and Seminar II-  
 Visual Art Pre-K to Grade 8  
 (two course-credits)

**Secondary Licensure in Art (Grades 5 - 12)**

EDUC 423	Student Teaching Practicum and Seminar I: Visual Art Grades 5-12 (two course-credits)
EDUC 424	Student Teaching Practicum and Seminar II: Visual Art Grades 5 - 12 (two course-credits)

**Note:** Art Department prerequisites for EDU 319 Professional Preparation and Field Study II are as follows (prerequisites may be waived at the discretion of the Department Chair):

ARTH 270	History of Art I
ARTH 272	History of Art I
ARTH 273	Modern Art History
ARTS 203	Three-Dimensional Design I
ARTS 200	Drawing Fundamentals
ARTS 222	Color and Design
ARTS 254	Painting Methods
ARTS 300	Life Drawing

Prerequisites for EDU 412-413 and EDU 423-424 Student Teaching Practicum and Seminar I and II are as follows:

EDUC 319	Professional Preparation and Field Study II: Methods, Special Education, and Technology - Visual Art Pre-K to Grade 8 and Grades 5 – 12 (Two course-credits)
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**ART HISTORY MAJOR (UARH)****Major Core Requirements:**

Five (5) core requirements consisting of:

ARTH 270	History of Art I
ARTH 272	History of Art II
ARTH 273	Modern Art History
ARTH 383	Contemporary Art History
ARTH 483	Seminar in the History of Art <b>or</b>
	ARTH 484 Seminar in the History of Modern Art

Nine (9) concentration requirements consisting of:

Six (6) art history electives
Two (2) art studio courses
MLFR 102 Elementary French II (or the equivalent by placement testing)

**Note:** Most graduate programs in Art History require a reading knowledge of German and/or French or Italian. Language study through intermediate level or the addition of a second foreign language is recommended.

**MINORS:****MINOR IN ART (5 COURSES)**

Five (5) courses from the art curriculum with the advice and approval of a member of the Art faculty.

**MINOR IN ART HISTORY (5 COURSES)****One (1) of the following courses:**

ARTH 160	Introduction to the World of Art
ARTH 270	History of Art I
ARTH 272	History of Art II

**Four (4) of the additional art history courses** approved by the Art History faculty, including courses from the above list and no more than one of the following:

ENGL 207	The Language of Film
ENGL 208	Film Genres
ENGL 209	Film History: 1985 to 1960
ENGL 229	Film History: 1960 to Present
COMM 210	History of Photography

**MINOR IN MUSEUM STUDIES (7 COURSES)**

This interdepartmental minor requires that students take a minimum of five (5) courses outside of their major department. Students are strongly encouraged to complete a museum internship to complement the minor. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Museum Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) to seven (7) courses as follows:*

**One (1) Required course:**

INTD 371	Museum Studies
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**Choose two (2) of the following:**

FASH 253	Cultural Dress (Gen.Ed. Goal 11)
FASH 278	History of Furniture (Gen.Ed. Goal 5)
FASH 347	History of Textiles
FASH 223	History of Costume (Gen.Ed. Goal 5)

**Choose two (2) of the following:**

ARTH 200	Art and Social Values (Gen.Ed. Goals 5, 12)
ARTH 272	History of Art II (Gen.Ed. Goal 5)
ARTH 282	American Art (Gen.Ed. Goal 5)
INTD 381	Museum Seminar or any two (2) courses approved by the Art Department Chair

**Choose two (2) of the following:**

HIST 154	Western Civilization since the Renaissance (Gen.Ed. Goal 8)
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One (1) 300-level history course approved by the department chair

**MUSIC****Chorus**

The Framingham State University Chorus performs from a variety of styles. In addition to a major concert at the end of the fall and spring semesters, the chorus performs at ceremonial functions on campus. Refer the Semester Course Offerings for the current semester for when chorus meets for rehearsals.

**MUSIC MINOR (5 COURSES)****Required Courses:**

MUSC 121	Music Appreciation
MUSC 201	Theory I: Materials of Music

**Electives chosen from Groups A and B below according to the following:**

Three (3) courses from Group A

**or**

A combination of three (3) courses from Groups A & B

## Group A:

MUSC 180	Mozart and Mahler
MUSC 203	Opera
MUSC 205	Music of the Romantic Period
MUSC 206	Music of the Twentieth Century
MUSC 209	Bach to Beethoven
MUSC 210	Beethoven
MUSC 220	Women in Music

## Group B:

MUSC 141	American Musics
MUSC 151	History and Literature of Jazz
MUSC 171	World Music Cultures
MUSC 202	Theory II: Harmony

**ART AND MUSIC COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Art History Courses:</b>		<b>Goal(s)</b>
ARTH 160	Introduction to the World of Art	5
ARTH 200	Art and Social Values	5, 12
ARTH 273	Modern Art History	5
ARTH 282	American Art	5
ARTH 285	The Art of Asia	5, 11
ARTH 288	Latin American Art	5, 11
ARTH 290	Study Tour: Art & Architecture	5

<b>Art Studio Courses:</b>		<b>Goal(s)</b>
ARTS 120	Introduction to Painting	5
ARTS 167	Introduction to Studio Art	5
ARTS 200	Drawing Fundamentals	5
ARTS 241	Ceramics	5
ARTS 270	History of Art I 5, 11	
ARTS 272	History of Art II 5	
ARTS 290	Study Tour: Art & Architecture	5
<b>Music Courses:</b>		<b>Goal(s)</b>
MUSC 121	Music Appreciation	5
MUSC 141	American Musics 5	
MUSC 151	The History and Literature of Jazz	5
MUSC 171	World Music Cultures	5, 11
MUSC 205	Music of the Romantic Period	5
MUSC 212	Music, Dance, and Ritual in the Pacific	5, 11
MUSC 220	Women in Music	5, 12
MUSC 325	History of Rock Music	5

## ART HISTORY COURSE DESCRIPTIONS

### **ARTH 160 Introduction to the World of Art (Gen. Ed. Goal 5)**

An introductory course designed for students with little or no background in art. The course uses lectures, discussions, demonstrations, and field trips to introduce the principles of visual arts and the role that the arts play in human culture. This course does not satisfy the Art History major requirement.

### **ARTH 200 Art and Social Values (Gen. Ed. Goals 5, 12)**

An introduction to art history, concentrating on art as it reflects, reinforces, and challenges society's values. Although the art of several cultures and historical periods is considered, emphasis is placed on European and American art from the nineteenth century to the present, with special attention to the works of women and people of color. Works of art are examined in terms of both form and content, especially content related to political expression and the representations of race, class, and gender. Note: Students may not receive credit for both ARTH 200 and 11.151 Art and Social Values. This course does not satisfy the Art History major requirement.

### **ARTH 270 History of Art I (Gen. Ed. Goals 5, 11)**

A study of the arts of Europe, the Near East, Asia, and pre-Columbian America from prehistory through the medieval period. Attention is given to the essential role of art in the religions and cultures of the world as well as on formal and aesthetic issues. Assignments and examinations encourage students to think and write critically about art. Note: Students who have taken 11.271 History of Western Art I will not receive credit for ARTH 270 History of Art I.

### **ARTH 272 History of Art II (Gen. Ed. Goal 5)**

Study of the arts in Western and non-Western societies from the Renaissance through the 19th Century. The relationships between art, politics, and social identity as well as formal and aesthetic issues are explored as students develop their ability to think and write critically about art. Note: ARTH 270 History of Art I is not a prerequisite for ARTH 272 History of Art II.

### **ARTH 273 Modern Art History (Gen. Ed. Goal 5)**

A survey of major artists and art movements from Post-Impressionism through Abstract Expressionism (1880's-1950's). Issues and events of the late nineteenth century to mid-twentieth century, such as rapidly expanding technology, world wars, utopian movements, and issues of race, class, and gender are explored in relationship to avant-garde art movements.

**ARTH 282 American Art (Gen. Ed. Goal 5)**

A study of the art and architecture of the United States from Colonial times through the early 20th 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 changes. Note: Credit will not be given for both this course and 11.378 American Art.

**ARTH 285 The Art of Asia (Gen. Ed. Goals 5, 11)**

A contextual study of the arts of India, China, Japan, and Southeast Asia, spanning the ancient to 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 interrelationships 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 288 Latin American Art (Gen. Ed. Goals 5, 11)**

A study of PreHispanic, 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. Students write a research paper and make an oral presentation to the class. Note: Students cannot receive credit for both ARTH 288 Latin American Art and ARTH 389 Special Topics in Art History: Latin American Art.

**ARTH 290 Study Tour: Art & Architecture (Gen. Ed. Goal 5)**

(Location to be announced when offered)

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 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 374 Art of the Renaissance**

A study of the development of painting, sculpture, and architecture from the 14th through the 16th centuries, primarily in Italy. The achievements of major figures such as Masaccio, Botticelli, Leonardo da Vinci and Michelangelo are explored in relationship to Renaissance humanism and the religious, political and social dynamics of the period. Extensive library research and a wide variety of readings will introduce students to a range of issues and art historical methodologies.

**ARTH 375 The Northern Renaissance**

A contextual study of the visual culture of Northern Europe - the Low Countries, France, Germany, and England - from c. 1400-1600. The course investigates such artists as Van Eyck, Durer, Holbein, Bosch, and Bruegel in relation to the social, political, and religious events of the period. Other issues discussed are social class and gender as they relate to imagery, patronage, and artistic display as well as the unique technical and stylistic innovations of Northern artists.

**ARTH 376 Art of the Baroque Period**

A survey of the arts of the 17th and early 18th centuries, which explores 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 380 From Romanticism Through Impressionism: The Origins of Modern Art**

A survey of 19th-century European art from the 1780's to the 1880's, examining the visual arts within the context of 19th-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 the 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 383 Contemporary Art History**

A study of artistic developments, primarily in Europe and the United States in the contemporary era (1945 to the present), and the development of postmodernism. 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 phenomena as feminism, identity politics, multiculturalism, environmental awareness, the AIDS epidemic, and the explosion of media and technology, and the ways in which these contributing factors have helped to spawn new artistic media e.g. earth art, installation, video, performance and Web-based art.

Prerequisite: ARTH 273 Modern Art History.

**ARTH 389 Special Topics in Art History**

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, on a different topic, may be repeated for credit.

Prerequisite: One art history course or permission of instructor.

**ARTH 483 Seminar in the History of Art**

An intensive investigation into one particular period or theme in pre-Modern and/or non-Western art history. Extensive readings and discussions address current theoretical and methodological issues. The course is intended to give junior and senior level students the opportunity to conduct in-depth research, write a scholarly paper, and present their research and findings in a professional manner. No transfer course can fulfill this seminar requirement for Art History majors.

Prerequisites: ARTH 270 History of Art I and ARTH 272 History of Art II; or permission of the instructor.

**ARTH 484 Seminar in the History of Modern Art**

An intensive investigation into one particular theme or aspect of Modern and/or Contemporary art. Extensive readings and discussions address current theoretical and methodological issues in Art History from the nineteenth century to the present. The course is intended to give junior and senior level students the opportunity to conduct in-depth research, write a scholarly paper, and present their research and findings in a professional manner. No transfer course can fulfill this seminar requirement for Art History majors.

Prerequisites: ARTH 272 History of Art II and ARTH 273 Modern Art History; or permission of the instructor.

**ARTH 490 Directed Study - Art History**

An Art major or minor with demonstrated ability may pursue a project or subject area of his own interest, under the guidance of a member of the Art Department faculty. The student must submit a written proposal to the faculty member who has agreed to be the advisor. A student may take more than one directed study. Limited to juniors and seniors.

**ARTH 495 Internship in Art History**

A supervised experience in a field study situation which complements the student's course work. The internship program is offered through cooperation of participating institutions which provide professional guidance for the interns. Any student who wishes to participate in the internship must consult with the Art Department Internship Coordinator not later than the middle of the semester prior to beginning of the internship.

Prerequisite: Junior and senior art majors who have a GPA of no less than 2.50 in their major.

**ART STUDIO COURSE DESCRIPTIONS****ARTS 120 Introduction to Painting (Gen. Ed. Goal 5)**

A beginning course in painting designed for non-majors. Emphasis is on development of basic skills in visual expression. Some previous drawing experience is helpful. This course does not satisfy the Art major requirement.

**ARTS 167 Introduction to Studio Art (Gen. Ed. Goal 5)**

A beginning course for students with little or no prior art experience. The course explores the fundamental concepts of visual art through projects in various two- and three-dimensional media. The emphasis is on participation, effort, and sensitivity to the principles of visual organization. Studio exercises are supplemented by slides, lectures, and discussion. This course does not satisfy the Art major requirement.

**ARTS 222 Color and Design**

An examination of the language of visual communication, focusing on the principles of design. Students explore line, shape, form, value, texture, color, and space in relation to various compositional strategies. Lecture and discussion sessions introduce historical and contemporary theories of two-dimensional design. *Note: Students cannot receive credit for both this course and ARTS 202 Two-Dimensional Design.*

**ARTS 203 Three-Dimensional Design I**

A course in which problems in the nature of form, concepts of structure, and principles of design are executed in paper, cardboard, wood, clay, plaster, and masonite. Emphasis is placed upon the student's ability to conceive three-dimensional forms and execute them skillfully in space.

**ARTS 200 Drawing Fundamentals (Gen. Ed. Goal 5)**

An introduction to the basic concepts and techniques used in drawing. These concepts include, but are not limited to, linear perspective, figure/ground relationships, and composition. Students acquire skills in modeling forms and creating more expressive drawings using a variety of media including pencil, charcoal, and ink. Through group critiques and individual instruction, students develop an understanding of drawing as a practice/process and begin building the foundation of a strong portfolio. *Note: Students cannot receive credit for both this course and ARTS 211 Drawing I.*

**ARTS 241 Ceramics (Gen. Ed. Goal 5)**

An introduction to basic techniques in both handbuilding 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 254 Painting Methods**

An introductory course designed to strengthen the students' awareness of the history and techniques of the craft of painting while exposing students to contemporary styles and ideas about visual art production. This course is meant to aid in the development of the students' technical and observational skills. Students concentrate on the essential elements of painting, its materials, methods and craft. The structure of this course is centralized around a series of exercises that prepare students for higher levels of problem solving, increase their self-discipline, and develop an understanding of the articulation of brushwork, composition and color. *Note: Students may not receive credit for both ARTS 221 Painting I and ARTS 254 Painting Methods.*

Prerequisite: ARTS 200 Drawing Fundamentals or permission of the instructor.

**ARTS 261 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 266 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 personal sense of material, form, and design along with methods of glazing and firing.

Prerequisite: ARTS 241 Ceramics or ARTS 203 Three-Dimensional Design, or permission of the instructor.

**ARTS 290 Study Tour: Art & Architecture (Gen. Ed. Goal 5)**

**(Location to be announced when offered)**

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 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. Additional course fees apply.

*Upper level courses (300-level) do not require previous experience in art history unless otherwise noted.*

### **ARTS 305 Comix and Graphic Novels**

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

Prerequisite: ARTS 200 Drawing Fundamentals.

### **ARTS 307 Functional Ceramics**

An exploration of the creative possibilities within studio production ceramics. Emphasis is on the design and fabrication of a complete dinnerware set. Additional smaller sets of various types are also assigned. Students work with appropriate glazing and firing methods for functional ceramics.

Prerequisite: ARTS 241 Ceramics or ARTS 266 Wheelworking.

### **ARTS 308 Woodcut**

A study of woodblock relief printing techniques including black and white, reduction, multi-block, jigsaw, monotype/monoprint, and mixed media manipulation. Students explore the creative possibilities of the medium by developing a portfolio of color and black and white woodcuts. **Note:** Students may not receive credit for both ARTS 308 and 11.263 Woodcut.

Prerequisite: ARTS 200 Drawing Fundamentals.

### **ARTS 310 Art and Motion**

A course in which students create simple sculptural forms and bring them to life by photographically recording their movements over time. Students learn to manipulate these sequences into short animated narratives using editing software. Students also learn to create and record their own sound effects in conjunction with audio software. The course is designed not only to introduce students to the world of animation as an artistic form, but also to provide them with the experience and skills to experiment with artwork digitally in a time-based aesthetic approach. Students meet artists and engineers working in animation and digital media.

Prerequisite: ARTS 200 Drawing Fundamentals or permission of the instructor.

### **ARTS 300 Life Drawing**

An examination of the human figure as subject matter. Drawing from live models, students develop an understanding of the basic anatomy and proportions of the human form in order to render it accurately. The second half of the course addresses the expressive and conceptual possibilities of life drawing. *Note: Students cannot receive credit for both this course and ARTS 312 Drawing II.*

Prerequisite: ARTS 200 Drawing Fundamentals.

### **ARTS 315 Collage and Mixed Media**

An exploration into the many creative possibilities of collage and mixed media within the constellation of painting practice. Students research a wide range of techniques, materials and supports. The application of collage and mixed media by both modern and contemporary artists is examined in detail. *Note:* Students cannot receive credit for both ARTS 315 Collage and Mixed Media and ARTS 473 Special Topics in Studio Art: Collage and Mixed Media

Prerequisite: ARTS 254 Painting Methods.

### **ARTS 328 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. *Note:* Students may not receive credit for both this course and 11.268 Intaglio.

Prerequisite: ARTS 200 Drawing Fundamentals.

### **ARTS 330 Digital Art**

Designed for art students and non-art students who are interested in designing artwork on the computer. Students gain experience working with current software programs using the Mac computer for painting, drawing, watercolor, and image collage on paper. Students are also exposed to mixed media and simple computer animation.

Prerequisites: ARTS 200 Drawing Fundamentals.

**ARTS 338 Lithography**

A study of stone and plate lithographic techniques including pencil, crayon, lithographic tusche, xerox transfers, gum stop-outs, two- and three-color printing. Students explore the creative possibilities of the medium in developing a portfolio of color and black and white lithographs. Emphasis is on the study of line, tone, shade, and color. This is balanced with the technical aspects of etching procedures and printing methods. Note: Students may not receive credit for both 11.260 and ARTS 338 Lithography.

Prerequisite: ARTS 200 Drawing Fundamentals.

**ARTS 351 Watercolor**

An intermediate-level course which 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. Note: Students may not receive credit for both ARTS 250 Watercolor and ARTS 351 Watercolor.

Prerequisite: ARTS 254 Painting Methods.

**ARTS 354 Painting Composition**

An intermediate-level course that focuses on the applied study of pictorial manipulation through color and design principles. The primary goal is to strengthen the students' awareness of the history and techniques of the craft of painting while exposing the students to contemporary styles and ideas about painting. It is designed to aid in the development of skills in dealing with color, form and concept. Note: Students may not receive credit for both ARTS 322 Painting II and ARTS 354 Painting Composition.

Prerequisite: ARTS 254 Painting Methods.

**ARTS 356 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, water color, and dry drawing media.

Prerequisite: ARTS 200 Drawing Fundamentals.

**ARTS 357 Fashion Illustration**

The study and application of principles of fashion illustration. Anatomy, proportion, and drawing of both the nude and clothed figure are emphasized. Students use various techniques, including pen and ink, marker, pastels, and brush and wash. They also learn to compile a portfolio of fashion illustrations.

Prerequisite: ARTS 200 Drawing Fundamentals.

**ARTS 358 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 the artists who tackle the subject of the landscape from a critical perspective.

Prerequisite: ARTS 354 Painting Composition.

**ARTS 361 Graphic Design I**

An introduction to the visual vocabularies and concepts of typography. Students learn to define type style and other various type elements, to design types, and to develop an aesthetic concept of typography in visual communications. A portion of the course examines the basic functions and aesthetic concepts in graphic design based on typography, other elements of layout, and image making.

Prerequisite: COMM 200 Introduction to Computer Graphic Design or permission of the instructor, and ARTS 222 Color and Design.

**ARTS 369 Figure Painting**

An intermediate level painting course designed for students who wish to explore various ways to incorporate the human figure into their studio practice. This course fosters the student's ability to work conceptually, employing experimentation with various idioms to promote an understanding of contemporary and critical issues in painting.

Prerequisite: ARTS 354 Painting Composition.

**ARTS 377 Abstract Painting**

An exploration of Abstraction through the discipline of painting. Topics may include organic abstraction, geometric abstraction, and non-objective imagery. The course emphasizes the position, importance and meaning of abstract painting in contemporary art and examines the Modernist tradition of abstraction as it developed throughout the twentieth century.

Prerequisite: ARTS 354 Painting Composition.

**ARTS 403 Sculpture (Media to be designated)**

Exploration of materials and techniques related to expressions in sculptural form. In order to provide diversity and flexibility, the media vary in one of five categories: (1) wood/stone, (2) clay/plaster, (3) metals, (4) plastics, (5) fibers. The medium will be designated in the course title.

**ARTS 404 Graphic Design II**

A study of graphic design production, the commercial printing process, and desktop computer skills. Pragmatic exercises, such as pricing and estimating, are introduced. The course also emphasizes computer applications, creativity, and developing an ability to create appropriate typographic solutions.

Prerequisite: ARTS 361 Graphic Design I

**ARTS 416 Advanced Ceramics Studio**

Designed for those interested in expanding their ceramics experience while exploring more complex concepts and methods in ceramics. Each student creates a separate body of work for each of four themes, as determined by the instructor. Emphasis is on experimentation in design and construction as well as professional challenge.

Prerequisites: Two of the following ceramics courses: ARTS 241 Ceramics, ARTS 266 Wheelworking, or ARTS 307 Functional Ceramics.

**ARTS 419 Advanced Drawing Studio**

An advanced drawing workshop in which students are encouraged to develop themes and explore stylistic possibilities. Emphasis is placed upon conceptual problem solving and experimental approaches to the process of drawing. Students are encouraged to consider visual issues such as dramatic scale, serial imagery, and media usage. Students work with still life, the human figure, and non-objective forms in pursuing a more individualistic connection with drawing.

Prerequisite: ARTS 300 Life Drawing.

**ARTS 431 Advanced Graphic Design**

A study of graphic design production, the commercial printing process, and desktop computer skills. Pragmatic exercises, such as pricing and estimating, are introduced. The class also emphasizes computer applications, creativity, and developing an ability to create appropriate typographic solutions.

Prerequisite: ARTS 361 Graphic Design I.

**ARTS 456 Advanced Illustration**

An advanced study of illustration techniques and conceptual approaches. Students utilize research and media experimentation to expand the depth and potency of their personal visual voices. Projects allow students to develop work in a specific area of the illustration marketplace. Students define the framework for their senior portfolios.

Prerequisite: ARTS 356 Illustration.

**ARTS 473 Special Topics in Studio Art**

A topics course in a specified studio area designed for art majors. The course gives the art student experiences to enhance artistic, conceptual, and professional development. Current issues in art are addressed as they relate to the students' work.

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

**ARTS 478 Advanced Painting**

An exploration into subject, meaning, and content as it relates to individual concepts and personal expression in the discipline of painting. The structure of this course is self-directed studio practice overseen by the instructor. In this course, the student is expected to work towards creating a consistent and conceptually sound body of work. Painting, as a discipline, often employs methods of production that go far beyond the brush. Painting today may incorporate a multitude of working methodologies that borrow from sculpture, photography, printmaking and digital media; therefore, experimentation with differing media and hybrids in other areas may be explored.

Prerequisites: ARTS 354 Painting Composition and two (2) additional Intermediate-level painting courses.

**ARTS 479 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.

Prerequisite: One 300-level printmaking course or permission of the instructor.

**ARTS 487 Senior Art Studio Seminar**

A capstone course for studio art majors. The seminar enables each participant to develop a cohesive body of work for a senior portfolio review by the entire studio art faculty. Pre-professional consultation and workshops provide information concerning graduate programs, art galleries, competitions and art funding sources. Students write artist statements, cover letters, and grant proposals. Students learn how to organize their portfolios and resumes and document their work through photography. Students explore digital imaging and Web site design as appropriate to their concentration. Through field trips to commercial galleries, museums and alternative exhibition spaces as well as presentations by guest art professionals, students address issues of art and commerce. Students also research historical and contemporary work related to their own work and establish dialogue with fellow art majors in other concentrations.

Prerequisites: Art major with all core requirements for the major completed, and senior standing.

**ARTS 488 Graphic Design/Illustration Senior Portfolio**

An opportunity for Illustration and Graphic Design students to develop portfolios in order to prepare to enter their professional fields. Students receive instruction and practical information on presentation skills. Participation in a senior show at the University gallery is required.

Prerequisite: ARTS 431 Advanced Graphic Design or ARTS 456 Advanced Illustration.

**ARTS 490 Directed Study - Studio Art**

An Art major or minor with demonstrated ability may pursue a project or subject area of his own interest, under the guidance of a member of the Art Department faculty. The student must submit a written proposal to the faculty member who has agreed to be the advisor. A student may take more than one directed study. Limited to juniors and seniors.

**ARTS 495 Internship in Art Studio**

A supervised experience in a field study situation which complements the student's course work. The internship program is offered through cooperation of participating institutions which provide professional guidance for the interns. Any student who wishes to participate in the internship must consult with the Art Department Internship Coordinator not later than the middle of the semester prior to beginning of the internship.

Prerequisite: Junior and senior art majors who have a GPA of no less than 2.50 in their major.

*The following courses also carry credit as Art electives:*

**COMM 208 Basic Photography**

Please see Communication Arts Department section for course description.

**COMM 210 History of Photography**

Please see Communication Arts Department section for course description.

**COMM 320 Mediated Graphics Design**

Please see Communication Arts Department section for course description.

**ENGL 209 Film History: 1895 to 1960**

Please see English Department section for course descriptions.

**ENGL 229 Film History: 1960 to Present**

Please see English Department section for course descriptions.

**INTD 371 Museum Studies**

An examination of the structure and functions of museums, including collections, preservation and conservation, and phases of exhibition planning. Discussion and museum trips are included in this course.

Prerequisite: Open to all majors with the permission of the instructor.

**INTD 381 Museum Seminar**

The development and presentation of a museum exhibition, including research, installation, catalog, publicity and education programs.

Prerequisite: INTD 371 Museum Studies or permission of the instructor.

**MUSIC COURSE DESCRIPTIONS****MUSC 110 The Language of Music**

An introductory study of music as a language with its own vocabulary and syntax. Students are involved in both creative musical experiences and active listening in representative works from a wide range of musical styles. The emphasis is on music as communication.

**MUSC 121 Music Appreciation (Gen. Ed. Goal 5)**

Introductory study of music as a communicative art. The course covers the major vocal and instrumental forms (e.g., opera, oratorio, symphony, and concerto) as they occur in stylistic periods from the seventeenth century through the twentieth century.

**MUSC 125 Chorus**

A course in which students sing choral music from the past and present in a variety of vocal styles. This course is an introduction to the analysis of rhythm, harmony, melody, phrasing, dynamics, and timbre as it relates to and informs choral performance. Students earn a grade of P (pass) or F (fail). To earn credit for one course (one-course credit) for Chorus, students must complete four semesters of Chorus at Framingham State University as a chorus member in good standing. The four semesters at FSC need not be taken sequentially. At the time of registration, students may select Chorus as a fifth course.

**MUSC 141 American Musics (Gen. Ed. Goal 5)**

An introductory study of the diverse musical traditions that form the American heritage. Examining performance in its cultural setting, this course surveys music of the colonial period, Anglo and African-American folk musics, popular forms of the 19th and early 20th centuries, jazz, blues, rock music, indigenous and immigrant styles, and composers in the Western classical tradition.

**MUSC 151 The History and Literature of Jazz (Gen. Ed. Goal 5)**

An introduction to the vast expanses of the jazz idiom from both a musical/aesthetic and socio-historical standpoint. The course examines the roots of jazz, its influence upon serious and rock music, and the contributions of major innovative figures including Louis Armstrong, Benny Goodman, Dizzy Gillespie, Art Tatum, and John Coltrane. Listening experiences better enrich the student's understanding of stylistic trends such as ragtime, blues, boogie-woogie, dixieland, swing, bebop, and third stream.

**MUSC 171 World Music Cultures (Gen. Ed. Goals 5, 11)**

An introductory survey of selected non-Western musical traditions, including those of Asia, Latin America, Oceania, Africa, and Native America. Topics include song and dance styles, musical instruments, social context and function of performance genres, musical structure, traditional versus contemporary music, and aesthetic principles.

**MUSC 180 Mozart and Mahler**

A course focusing on two major composers: Wolfgang Amadeus Mozart and Gustav Mahler and the city of Vienna within a 120-year period. Their music is presented in the context of each composer's life and time, thereby revealing the best examples of the Classical and Romantic styles.

**MUSC 201 Theory I: Materials of Music**

A study of scale construction, intervals, syllables, numbers, clefs, rhythms, and elements of form. Ear-training sight-singing, and dictation are stressed. An introduction to harmony.

**MUSC 202 Theory II: Harmony**

Basic chordal structures, inversions, progressions and non-harmonic tones. Dominant seventh and extended chords in root position and inversions. Modulation to closely related keys. Keyboard harmony and ear-training.

Prerequisite: MUSC 201 Theory I: Materials of Music.

**MUSC 203 Opera**

An introduction to opera that presents an in-depth study of five major operas: The Magic Flute, La Traviata, Tristan and Isolde, Carmen, and La Boheme.

**MUSC 205 Music of the Romantic Period (Gen. Ed. Goal 5)**

A music listening course focusing on a broad range of music from the nineteenth century. Both "program music" (program symphony, concert overture, and tone-poem) and "absolute music" (symphony, concerto, string quartet) are studied, as well as opera and the short lyric forms (character piece for piano and the art song).

**MUSC 206 Music of the Twentieth Century**

A survey of twentieth-century classical music and composers, covering the roots of modernism in impressionism and postromanticism through developments in atonality, chance music, serialism, nationalism, quotation music, minimalism, electronic, and computer music.

**MUSC 209 From Bach to Beethoven**

A focus on the four major composers of the eighteenth century: J.S. Bach, Handel, Haydn, and Mozart. Students study the music of each composer in the context of his life and times. The course has particular relevance for students interested in the history of ideas and music.

**MUSC 210 Beethoven**

A study of the music of Ludwig van Beethoven in relation to his life and times, and his influence on the later nineteenth century. Basically a music literature (i.e. listening) course, the emphasis is on Beethoven's symphonies and concertos, as well as selected piano sonatas and chamber music.

**MUSC 212 Music, Dance and Ritual in the Pacific (Gen. Ed. Goals 5, 11)**

A study of selected performance traditions from the indigenous cultures of the Pacific Islands and Australia, approaching music and dance as expressive arts situated in their cultural context. Topics include musical forms and genres, functions of performance in traditional and contemporary life, musical instruments, and aesthetics. The course will also examine how performance reflects cultural adaptations to outside influences such as missionary and government bodies, imported technologies, and events of worldwide importance (e.g. World War II, atomic testing).

**MUSC 220 Women in Music (Gen. Ed. Goals 5, 12)**

A cross-cultural survey of the musical contribution of women which examines their roles as performers, composers, and patrons of arts. Topics range from women in Western classical music, blues, and jazz - including Hildegard von Bingen, Clara Schumann, Bessie Smith, and Billie Holiday - to non-Western musical performers such as the Japanese Geisha and the Javanese singer.

**MUSC 235 History of Rock Music (Gen. Ed. Goal 5)**

An introduction to the history and evolution of rock styles from their mid-twentieth century origins in pop, country, and the blues to the present. The course will include stylistic analysis and critical listening, as well as discussion of the technological, social, and political issues that play a role in rock music history.

# Biology

## Chair: Walter Lambert

Professors: Margaret Carroll, Richard Beckwitt,  
Eugene Muller\*

Associate Professors: Aline Davis, Walter Lambert,  
Brandi Van Roo, Charlotte Zampini

Assistant Professors: Stephen Dinkelacker, Aviva E. Liebert,  
Rebecca Shearman, Amanda Simons,  
Paul Thorp

Faculty Fellowship: Isahara Mills-Henry

\*Sabbatical: Fall 2011

\*\*Sabbatical: Spring 2012

## General Education Requirements

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department (see page 59). The General Education Goal 7 (Life Science) and laboratory requirement are satisfied through the completion of the Biology major.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## BIOLOGY MAJOR

### Departmental Requirements

Biology majors must complete core requirements as well as additional requirements for the particular concentration chosen (see below).

A. The following twelve (12) Biology core requirements are required of Biology majors in all concentrations:

### Biology Core:

BIOL 160	Introduction to Organismal Biology
BIOL 161	Introduction to Cellular and Molecular Biology
BIOL 260	Cell Biology
BIOL 301	Genetics
BIOL 402	Processes of Organic Evolution
BIOL 406	Methods in Biological Research I *
BIOL 407	Methods in Biological Research II *
CHEM 107	Principles of Chemistry (Gen.Ed. Goal 6)
CHEM 108	Principles of Chemistry and Quantitative Analysis
CHEM 207	Organic Chemistry I
MATH 200	Precalculus (Gen.Ed. Goal 2)**
MATH 208	Biostatistics

*\*An original research project is required of all Biology majors, generally begun during the spring semester of the student's junior year and completed in the summer and/or fall semesters. Prior to enrollment in these courses, the student should meet with her/his advisor and with other Biology faculty to tailor the research project to the student's interests and career goals.*

*\*\*Students proficient at the precalculus level should enroll in MATH 219 Calculus I to satisfy the Gen. Ed. Goal 2 requirement.*

- B. Additional courses are required of Biology majors in all concentrations. Biology electives are listed below in groups labeled "A-E". The number and distribution of electives required for completion of a Biology major varies according to the concentration selected by the student.

**Group A: Cellular and Molecular Biology Electives**

BIOL 262	Molecular Biology
BIOL 307	Microbiology
BIOL 340	Immunology
BIOL 371	Medical Microbiology
BIOL 409	Developmental Biology
BIOL 411	Food Microbiology
BIOL 453	Seminar in Recombinant DNA Technology

**Group B: Organismal Diversity Electives**

BIOL 203*	Plants and Society
BIOL 220	Animal Behavior
BIOL 226*	Neighborhood Botany
BIOL 232	Invertebrate Zoology
BIOL 250*	Horticulture
BIOL 251	Vascular Plant Taxonomy
BIOL 240	Botanical Diversity
BIOL 305	Cetacean Biology and Conservation
BIOL 336	Ornithology
<i>BIOL 350</i>	<i>Vascular Plant Anatomy and Morphogenesis</i>

*\* These courses may not be used as a required plant course.*

**Group C: Physiology Electives**

BIOL 234*	Comparative Vertebrate Physiology
BIOL 272*	Human Anatomy and Physiology: Cellular and Organ Systems
BIOL 273	Human Anatomy & Physiology: Musculoskeletal & Control Systems
BIOL 333*	Principles of Human Physiology
BIOL 325	Neurobiology
BIOL 451	Plant Physiology
BIOL 417	Endocrinology
BIOL/PSYC 225	Biopsychology
BIOL/PSYC 410	Neuropharmacology

*\* Only one of these courses may be taken in order to receive biology credit.*

**Group D: Ecology and Environmental Biology Electives**

BIOL 200	Introduction to Environmental Science
BIOL 316	Wetlands: Hydrology, Ecology, Restoration
BIOL 335	Principles of Wildlife Biology

BIOL 341	Marine Biology
BIOL 348	Ecology
BIOL 391	Tropical Ecology and Conservation: Field Study
BIOL 457	Quantitative Plant Ecology

**Group E: Advanced Biology Electives**

BIOL 490	Independent Study in Biology
BIOL 495/496	Internship in Biology

For students who plan to pursue an advanced degree in Biology, the following courses are strongly recommended:

CHEM 301	Biochemistry I
MATH 219	Calculus I
PHYS 201	Introductory Physics <b>or</b> both PHYS 211 Physics I <b>and</b> PHYS 212 Physics II

**CONCENTRATIONS**

**GENERAL BIOLOGY (UBIG):**

Biology majors may elect to take a broad spectrum of courses covering the major areas of biology: cellular and molecular biology, organismal biology, physiology, and ecology and evolutionary biology, possibly combined with a minor according to the student's interests. This curriculum prepares students for the advanced Graduate Record Examination in Biology, a prerequisite for admission to many graduate programs in biology. In addition to entering graduate school, students graduating with a bachelors of science in biology are employed as laboratory technologists in academic and industrial settings, sales representatives for pharmaceutical and biotechnology companies, scientific illustrators, and technical writers.

Students must take an additional six (6) biology electives (one of these courses must focus on plants and one on animals):

**One (1) course from Group A**

**One (1) course from Group B**

**One (1) from the following Group C courses:**

BIOL 234*	Comparative Vertebrate Physiology
BIOL 272*	Human Anatomy and Physiology: Cellular and Organ Systems
BIOL 333*	Principles of Human Physiology
BIOL 451	Plant Physiology

*\*Only one of these courses may be taken in order to receive Biology credit.*

**One (1) from the following Group D courses:**

BIOL 348	Ecology
BIOL 457	Quantitative Plant Ecology

**Two (2) additional courses from Group A-E**

*NOTE: For students who plan to attend graduate school, it is recommended that they take:*

CHEM 301	Biochemistry I
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PHYS 201

Introductory Physics **or**PHYS 211 Principles of Physics I **and**

PHYS 212 Principles of Physics II

*(Note: MATH 219 Calculus I is a pre-requisite for Principles of Physics I.)***WILDLIFE AND ENVIRONMENTAL BIOLOGY (UBIW):**

Requirements for the concentration in wildlife and environmental biology include courses in wildlife biology or environmental science, both animal and plant systems, ecology, and policy/communication. Upon graduation, students will have completed the majority of curriculum requirements for certification as a Wildlife Biologist by the Wildlife Society. Graduates of this program are prepared for graduate studies or careers as wildlife biologists, wildlife managers, conservation biologists, environmental consultants, park rangers, and zookeepers.

Students must take seven (7) additional courses:

BIOL 200	Introduction to Environmental Science <b>or</b>
	BIOL 335 Principles of Wildlife Biology
BIOL 234	Comparative Vertebrate Physiology
BIOL 251	Vascular Plant Taxonomy
BIOL 348	Ecology <b>or</b>
	BIOL 457 Quantitative Plant Ecology

Must choose one course from each of the following biology elective groups:

One (1) course from Group A

One (1) course from Group B

One (1) course from Group D

Other courses that are not required but would be useful for students in this concentration include the following:

CHEM 301	Biochemistry I
EASC 246	Oceanography
INTD 301	Water Resources Planning and Management
INTD 302	Coastal Issues: Science and Policy
GEOG 216	Introduction to Geographical Information Systems (GIS)
GEOG 235	Environmental Law and Policy
GEOG 375	Resource Management
PHYS 201	Introductory Physics*
POSC 329	Public Policy Analysis

*\*Required for Wildlife Certification by Wildlife Society*

**BIOTECHNOLOGY AND BIOMEDICAL SCIENCE (UBIM):**

Students may elect a curriculum that emphasizes cellular and molecular biology. Courses covering microbiology, immunology, genetics, Recombinant DNA Technology, and cell culture are appropriate for those interested in research positions in the biotechnology industry, medical centers, and government agencies. Graduates of the program are also prepared for careers in diverse areas of the pharmaceutical industry such as product development, sales and marketing, quality control, and technical training.

Students must take an additional six (6) biology electives (One of these six courses must focus on plants and one on animals):

Three (3) courses from Group A:

One (1) course from Group B

Two (2) courses from Group C - which must include one of the following:

BIOL 234*	Comparative Vertebrate Physiology
BIOL 272*	Human Anatomy and Physiology: Cellular and Organ Systems
BIOL 333*	Principles of Human Physiology
BIOL 451	Plant Physiology

*\*Biology credit will be given to only one of these courses.*

All students in this concentration are advised to take CHEM 208 Organic Chemistry II; those with a career goal in plant-oriented biotechnology are advised to take BIOL 451 Plant Physiology. For students who plan to attend graduate school, it is recommended that they take CHEM 301 Biochemistry I, PHYS 201 Introductory Physics, or elect a more in-depth study of physics by taking PHYS 211 Principles of Physics I and PHYS 212 Principles of Physics II. (Note: MATH 219 Calculus I is a prerequisite for PHYS 211 Principles of Physics I.)

#### **BIOLOGY SECONDARY EDUCATION TEACHING PROGRAM (UBIT):**

Students who plan to teach at the middle school or high school level will fulfill the Commonwealth's requirements for secondary education certification in biology by completing a program similar to the general biology concentration. Students must also declare and complete the requirements for a Secondary Education Minor (see Education Department section of the catalog).

#### **Students must take the following additional courses:**

BIOL 272	Human Anatomy & Physiology: Cellular & Organ Systems
BIOL 273	Human Anatomy & Physiology: Musculoskeletal & Control Systems
BIOL 348	Ecology
PHSC 109	Introduction to Physical Science (for EEB Minor) <b>or</b> PHYS 201 Introductory Physics (for SEB Minor)

#### **One (1) of the following courses relating to plants:**

BIOL 203	Plants and Society
BIOL 251	Vascular Plant Taxonomy
BIOL 240	Botanical Diversity
BIOL 451	Plant Physiology

#### *Recommended Course:*

BIOL 200	Introduction to Environmental Science
BIOL 307	Microbiology
GEOL 231	Physical Geology

*Eight (8) additional courses are also required for a Secondary Education Minor (see Education section of the College catalog).*

Note: Before registering for EDUC 315 Professional Preparation and Field Study II - High School or EDUC 316 Professional Preparation and Field Study II - Middle School, students must have completed ten (10) of the eleven (11)

Biology core requirements (all courses, except for BIOL 407 Methods in Biological Research II or BIOL 496 Internship in Biology) and five (5) of the six (6) Biology Secondary Teaching Program requirements; those remaining courses may be taken concurrently. Before enrolling in EDUC 410/411 Student Teaching Seminar and Practicum I/II - High School or EDUC 414/415 Student Teaching Practicum and Seminar I/II - Middle School, students must have completed all courses in the major and EDUC 315 or EDUC 316.

### **PRE-PROFESSIONAL PROGRAM (UBIP):**

This concentration is designed for Biology majors who plan to attend medical school, dental school, veterinary school, or pursue a career in either human or animal health. Though specific programs may have additional or slightly varying requirements, these basic courses are required by the majority of professional schools. Students are strongly advised to meet the pre-professional advisor early in their coursework.

Students must take eight (8) courses, depending upon their interest in either veterinary or human studies respectively:

#### **One (1) course from Group A**

#### **Three (3) courses from Group B and/or Group C, which must include:**

BIOL 234      Comparative Vertebrate Physiology  
(recommended for veterinary studies)

#### **OR**

BIOL 272      Human Anatomy & Physiology I **and**

BIOL 273      Human Anatomy & Physiology II  
(recommended for human studies)

#### **The following four (4) courses are also required:**

CHEM 208      Organic Chemistry II

MATH 219      Calculus I

PHYS 211      Principles of Physics I

PHYS 212      Principles of Physics II

### **THE MARINE STUDIES CONSORTIUM**

The Biology Department has fostered an ongoing collaboration with the Marine Studies Consortium. The Consortium is an association of colleges, universities, museums, and marine research institutions in Massachusetts; its mission is to educate students in the disciplines of marine science and policy. A series of courses are offered on an annual or rotating schedule. Classes and laboratories usually are held in the evenings at facilities of member institutions (typically, Brandeis University and The New England Aquarium, Boston). Saturday field trips to local coastal sites are common. For more information about the program and the courses offered visit the Consortium's web site (<http://www.brandeis.edu/marinstudies/schedule-location.html>).

The collaboration with the Marine Studies Consortium allows students who have interests in specific oceanographic topics to explore them through courses not routinely offered by the College. Courses offered by the Consortium that are available for credit at the College include: BIOL 210, BIOL 305, BIOL 316, HIST 307, INTD 300, INTD 301, and INTD 302. See the Biology Department to learn more about the program and the application procedure. Application to the campus representative must be made one semester prior to participation in the course. Additional course fees apply as posted in the most recent master schedule of day division courses.

## **ENVIRONMENTAL SCIENCE MAJOR (UEVG) (Home Department-Geography)**

This major is a collaboration with the Geography and Biology departments and is designed to provide the interdisciplinary background necessary for an environmental professional today. It combines a strong foundation in science, emphasizing biology, with broad training in geographical theory and techniques. This interdisciplinary training is necessary to create and implement environmental policy. This program will prepare students to solve complex multidisciplinary problems and to communicate effectively with the scientific community and the general public. Graduates with this major will be prepared to successfully obtain positions with consulting firms, governmental agencies, private corporations, and non-profit organizations. They will be prepared for work as environmental analysts, town wetlands administrators, environmental educators, or environmental scientists. They will also be prepared to pursue graduate studies in Environmental Science, Conservation Biology, Resource Management, Environmental Planning, Environmental Engineering, Environmental Law, and Environmental Education. Graduates who choose not to pursue careers in Environmental Science will be well prepared for any career that requires a strong science background emphasizing data analysis, critical thinking, integration of complex information, spatial interpretation skills, effective communication and problem resolution skills.

### **The General Education Requirement**

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 10 (Forces in the United States) requirement is satisfied through the completion of the Environmental Science major.

### **Course Prerequisites**

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

### **Required Core courses (16):**

BIOL 101	Biological Concepts
BIOL 200	Environmental Science
BIOL 251	Vascular Plant Taxonomy
BIOL 348	Ecology
CHEM 103	General Chemistry*
CHEM 201	Organic Chemistry
ECON 102	Principles of Microeconomics
GEOL 231	Physical Geology <b>or</b>
	GEOL 233 Environmental Geology for Town and Regional Planning
GEOG 212	Geographic Perspectives on the Environment
GEOG 216	Introduction to Geographical Information Systems
GEOG 235	Environmental Law and Policy
GEOG 240	Municipal Land Use
GEOG 339	Methods for Planning Analysis and Plan Making
GEOG 375	Resource Management
MATH 208	Biostatistics
ENVS 450	Senior Thesis in Environmental Science <b>or</b>

**Restricted Electives (Five (5) courses):****Science -****Choose two (2) courses:**

BIOL 232	Invertebrate Zoology
BIOL 335	Wildlife Biology
BIOL 336	Ornithology
BIOL 341	Marine Biology
BIOL 391	Tropical Ecology and Conservation: Field Study
EASC 241	Introduction to Meteorology
EASC 246	Oceanography
GEOL 231	Physical Geology
PHYS 201	Introductory Physics

**Policy and Planning -****Choose two (2) courses:**

ANTH 161	Cultural Anthropology
GEOG 135	Introduction to Environmental Studies
GEOG 214	Geographical Techniques – Quantitative Methods
GEOG 225	Population, Food, and Global Development
GEOG 230	Geography of Natural and Man-Made Hazards
GEOG 316	Advanced Geographic Information Systems
GEOG 328	Introduction to Remote Sensing
HIST 348	United States Environmental History
INTD 301	Water: Planning for the Future <sup>†</sup>
INTD 302	Coastal Issues Seminar: Science and Policy <sup>†</sup>
PHIL 234	Environmental Ethics
POSC 223	Bureaucratic Politics and Power
POCS 250	American Legal Systems
POSC 329	Public Policy Analysis

**Communication -****Choose one (1) course:**

COMM 107	Effective Speaking
COMM 328	Argumentation and Advocacy
ENGL 225	Introduction to Journalism
ENGL 372	Technical Writing
SOCI 130	Social Problems

\*Students may elect to take CHEM 107 Principles of Chemistry and CHEM 108 Principles of Chemistry and Quantitative Analysis. Students choosing this option must take CHEM 207 Organic Chemistry I as a Restricted Elective in the Science area.

<sup>†</sup>Consortium courses. These courses are offered at other colleges in the area and incur an additional fee.



## BIOLOGY COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)

Courses		Goal
BIOL 101	Biological Concepts	7, Lab
BIOL 103	Ecological Implications of Conservation	7
BIOL 112	Biology of Marine Organisms	7, Lab
BIOL 114	A Human Perspective on Genetics	7
BIOL 142	Introduction to Human Biology	7, Lab
BIOL 200	Intro. to Environmental Science	7
BIOL 203	Plants and Society	7

### BIOLOGY COURSE DESCRIPTIONS

#### **BIOL 101 Biological Concepts (Gen. Ed. Goal 7, Lab)**

An approach to the study of biology that emphasizes conceptual understanding of biological systems. These areas include evolution and the origin of life, cellular processes, Mendelian and molecular genetics, ecology, behavioral science, and basic physiological systems. The interrelationship of these areas and their effect on human biology are stressed. **Laboratory. This course is not open to Biology majors.**

Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement exam.

#### **BIOL 103 Ecological Implications of Conservation (Gen. Ed. Goal 7)**

An introduction to the scientific principles on which conservation should be based. Methods of conservation practice are stressed. The course includes a discussion of the development and future of the conservation movement. Occasional field trips. **No laboratory. This course is not open to Biology majors.**

#### **BIOL 112 Biology of Marine Organisms (Gen. Ed. Goal 7, Lab)**

An introduction to life in the oceans, including basic principles of ecology, a description of the important organisms, and the impact of humans on marine life. **Laboratory. This course is not open to Biology majors.**

#### **BIOL 114 A Human Perspective on Genetics (Gen. Ed. Goal 7)**

An exploration of the field of genetics from the rediscovery of Mendel's work in 1900 up to the present. Once the fundamentals of the discipline are established, the emphasis is on genetics and its human ramifications. Topics include the efforts to create a DNA blueprint for humans, the prenatal diagnosis of some genetic disorders, the cloning of genes whose products are used as pharmaceuticals, and the ability to alter the genetic properties of important crop plants. **No laboratory. This course is not open to Biology majors.**

#### **BIOL 142 Introduction to Human Biology (Gen. Ed. Goal 7, Lab)**

An exploration of the functional aspects of the human body at the molecular, cellular, organ, and systems levels. Emphasis is on the development and evolution of homeostatic mechanisms that allow the body to respond and adapt to physical and emotional stresses under changing environmental conditions. **Laboratory. This course is not open to Biology or Food & Nutrition majors, except for students in the Applied Nutrition concentration.**

#### **BIOL 160 Introduction to Organismal Biology**

An introduction to the organismal, population, community, and ecosystem levels of biological organization for students intending to major in Biology. The course examines the processes of evolution, the diversity of the biological world, and the interactions of organisms and their environment. Laboratory periods concentrate on developing basic skills of observation, measuring and interpreting data, and the reading and reporting of experimental work. Offered Fall semester only. **Note:** Students cannot receive credit for both BIOL 108 Biology II and BIOL 160 Introduction to Organismal Biology.

Prerequisite: MATH 123 College Algebra or eligibility to enroll in MATH 200 Precalculus.

**BIOL 161 Introduction to Cell and Molecular Biology**

An introduction to the molecular, cellular, and physiological levels of biological organization. The course examines the processes of energy release, photosynthesis, heredity, molecular control of cells, and selected topics in physiology. Laboratory periods concentrate on developing basic skills of observation, measuring and interpreting data, and the reading and reporting of experimental work. Offered **Spring** semester only. **Note:** Students cannot receive credit for both BIOL 107 Biology I and BIOL 161 Introduction to Cell and Molecular Biology.

Prerequisite: MATH 123 College Algebra or eligibility to enroll in MATH 200 Precalculus.

**BIOL 200 Introduction to Environmental Science****(Gen. Ed. Goal 7)**

A comprehensive survey of the environmental principles concerning the interactions of humans and world resources. The role of technology in meeting the problems of growth, pollution, energy, and agriculture is examined in the context of present capabilities and the prospects for future development. **No laboratory.**

**BIOL 203 Plants and Society (Gen. Ed. Goal 7)**

An exploration of the dependency of humans on plants and plant products. The beginning of agriculture and its consequences for human evolution are discussed. The origins, dispersals, improvements, and uses of economically valuable plants are considered along with their relationships to the world's economy. Occasional field trips. **No laboratory. This course is acceptable for majors as a biology elective, but not in place of a required plant course.**

**BIOL 210 Introduction to Marine Mammals**

An exploration of the biology and natural history of marine mammals in the North Atlantic, including whales, dolphins, and seals. Topics include evolution, anatomy, behavior, field identification, and the history of whaling and contemporary conservation issues. Demonstration laboratory work focuses on smaller marine mammals. There is one Saturday field trip on Massachusetts Bay. **This course is not open to Biology majors. Additional course fees apply.**

Prerequisite: One college biology course. Application to campus representative of the Marine Studies Consortium must be made one semester prior to experience.

**BIOL 220 Animal Behavior**

A study of the influence of natural selection on the behavior of animals. This course emphasizes the distinction between the immediate causes of behavior, including external stimuli and internal physiological mechanisms, and the ultimate consequences or survival value of behavior. Topics such as learning and instinct, aggression, territoriality, communication, and social behavior are discussed. **Laboratory.**

Prerequisite: BIOL/PSYC 225 Biopsychology or BIOL 160 Introduction to Organismal Biology or BIOL 101 Biological Concepts or permission of the instructor.

**BIOL 226 Neighborhood Botany**

Designed to acquaint the student with the tools for identifying the flowering plants and conifers in the local flora. The course will include vegetative and floral morphology, use and construction of botanical keys and collecting techniques. **No laboratory.** This course is acceptable for majors as a biology elective, but not in place of a required plant course. **Note:** students may not receive credit for both BIOL 456 Neighborhood Botany and BIOL 226 Neighborhood Botany.

**BIOL 232 Invertebrate Zoology**

A comparative study of the invertebrate animal phyla with emphasis on marine forms. The course stresses functional morphology, development, behavior, and ecological and evolutionary relationships among the various groups. Students study live specimens whenever possible. **Laboratory** exercises include field trips to collect and study invertebrates of the region.

Prerequisite: BIOL 101 Biological Concepts or both BIOL 160 Introduction to Organismal Biology and BIOL 161 Introduction to Cell and Molecular Biology or permission of the instructor.

**BIOL 234 Comparative Vertebrate Physiology**

An introduction to the functions and relationships of vertebrate organs and organ systems. The course emphasizes physiological adaptations and mechanisms by which vertebrates compensate for environmental variations. **Laboratory.** Note: Students may receive credit for only one of the following courses: BIOL 234 Comparative Vertebrate Physiology, BIOL 272 Human Anatomy and Physiology: Cellular and Organ Systems, or BIOL 333 Principles of Human Physiology.

Prerequisites: CHEM 107 Principles of Chemistry; BIOL 101 Biological Concepts or both BIOL 160 Introduction to Organismal Biology and BIOL 161 Introduction to Cell and Molecular Biology or permission of the instructor.

**BIOL 240 Botanical Diversity**

An examination of the biology and evolution of the organisms traditionally studied by botanists including plants, algae, and fungi. Topics include reproduction, ecological interactions, paleobotany, biogeography, and impact of humans on each group of organisms. **Laboratory** exercises include live and prepared materials to present ecological and anatomical features of representative species. Occasional Field Trips.

Prerequisite: BIOL 101 Biological Concepts or both BIOL 160 Introduction to Organismal Biology and BIOL 161 Introduction to Cell and Molecular Biology.

**BIOL 250 Horticulture**

Designed as an introduction to basic horticultural principles and practices. The course emphasizes the basic structure, growth, and development of plants, and gives the student an opportunity to develop skills in the care, propagation, and identification of horticultural plants. **No laboratory. This course is acceptable for majors as a free elective, but not in place of a required plant course.**

**BIOL 251 Vascular Plant Taxonomy**

An historical view of plant classification; concepts of nomenclature, goals of phylogenetic and biosystematic investigations; anatomical and morphological characteristics important in classification; key characteristics of important temperate plant families; collection and identification techniques; and introduction to the local flora.

**Laboratory.**

Prerequisite: BIOL 101 Biological Concepts or BIOL 160 Introduction to Organismal Biology.

**BIOL 260 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: CHEM 108 Principles of Chemistry and Quantitative Analysis; MATH 200 Precalculus; and either BIOL 161 Introduction to Cell and Molecular Biology or BIOL 101 Biological Concepts.

**BIOL 262 Molecular Biology**

An examination of the way the cell accesses, uses, and maintains the information stored in the genome. It begins with an overview of DNA structure and topology, continues with replication, transcription, and translation, and concludes with gene regulation. Special topics could include cancer, stem cells, and RNAi, and focusing on the structure-function relationships of the molecules involved in these processes. **Laboratory.**

Prerequisites: BIOL 161 Introduction to Cell and Molecular Biology and CHEM 108 Principles of Chemistry and Quantitative Analysis; or permission of the instructor.

**BIOL 272 Human Anatomy & Physiology: Cellular & Organ Systems**

A study of the functional systems in the human body and the maintenance of homeostasis. Systems covered in this course include: endocrine, cardiovascular, renal (urinary), immune and digestive. **Laboratory.** Course offered Fall semester.

Note: Students may receive credit for only one of the following courses: BIOL 234 Comparative Vertebrate Physiology, BIOL 272 Human Anatomy & Physiology: Cellular & Organ Systems, or BIOL 333 Principles of Human Physiology.

Prerequisites: *An introductory biology course with laboratory and an introductory chemistry course with laboratory.*

**BIOL 273 Human Anatomy & Physiology: Musculoskeletal & Control Systems**

A continuation of BIOL 272 Human Anatomy & Physiology: Cellular and Organ Systems. This course focuses on joints, skeletal and muscular systems. In addition, the nervous, respiratory and reproductive systems are studied. This course is designed for students interested in pursuing a career in medical science. **Laboratory.** Course offered Spring semester.

Prerequisite: BIOL 272 Human Anatomy & Physiology: Cellular & Organ Systems or permission of instructor.

**BIOL 301 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: BIOL 260 Cell Biology or permission of the instructor.

**BIOL 303 Exercise Physiology**

An advanced examination of the effects of aerobic and anaerobic exercise on functions of the human body. Relationships among bodily functions, exercise, neural, hormonal and nutritional factors are discussed. Structural and functional aspects of the skeletomuscular, cardiovascular and respiratory systems are emphasized. **Laboratory.**

Prerequisite: A grade of C- (1.70) or higher in BIOL 273 Human Anatomy & Physiology: Musculoskeletal & Control Systems.

**BIOL 305 Cetacean Biology and Conservation**

An examination of the biology and conservation of cetaceans: whales, dolphins, and porpoises. Topics include physiology, population biology and life history analysis, molecular genetics, morphology, distributional ecology, and social behavior. Early lectures focus on the biology of cetaceans and how they are adapted to the marine environment. Later lectures use case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species. Additional course fees apply.

Prerequisites: One year of general biology and two upper level biology courses. Application to campus representative of the Marine Studies Consortium must be made one semester prior to experience.

**BIOL 307 Microbiology**

An introduction to the structure, reproduction, physiology and taxonomy of microorganisms. Special attention is given to bacteria and viruses. Emphasis is placed on aspects of microbiology of significance to humankind, including pathogenesis, immunity, microbial ecology, pollution control, food microbiology, and biotechnology. **Laboratory** exercises introduce the student to standard techniques of cultivation and identification of microorganisms, food microbiology, DNA purification and analysis, immunological assays, as well as encourage independent investigations.

Prerequisites: CHEM 107 Principles of Chemistry; BIOL 101 Biological Concepts or BIOL 161 Introduction to Cell and Molecular Biology.

**BIOL 316 Wetlands: Hydrology, Ecology, Restoration**

A study of wetlands and their role in the hydrology and ecology of global landscapes. Course topics include the function of inland and coastal marshes, swamps and bogs in water and nutrient cycles, and the role of wetlands in the support of biodiversity, from microbes to vertebrates. The biological links between wetlands and human activities, such as agriculture, coastal development, and fisheries, and the legal framework for the protection and restoration of endangered wetlands are also examined. Additional course fees apply.

Prerequisites: One year of introductory science (e.g. biology, geology, chemistry, or engineering) and two upper level (elective) science courses. Application to campus representative of the Marine Studies Consortium must be made one semester prior to experience.

**BIOL 325 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: BIOL/PSYC 225 Biopsychology or BIOL 272 Human Anatomy and Physiology: Cellular and Organ Systems or BIOL 234 Comparative Vertebrate Physiology or permission of the instructor.

**BIOL 333 Principles of Human Physiology**

An overview of the functional anatomy of the human body and its physiology. Basic concepts concerning the skeletal, muscular, nervous, respiratory, cardiovascular, digestive, urinary, endocrine, and reproductive systems are studied. **Laboratory. Note:** Students may receive credit for only one of the following courses: BIOL 234 Comparative Vertebrate Physiology, BIOL 272 Human Anatomy and Physiology: Cellular and Organ Systems, or BIOL 333 Principles of Human Physiology.

Prerequisites: An introductory biology course with laboratory and an introductory chemistry course with laboratory.

**BIOL 335 Principles of Wildlife Biology**

A study of the distribution of major wildlife groups in the United States. The principles of wildlife management and evaluation of land and water habitats are stressed, as well as population growth dynamics and field procedures. **Laboratory.**

Prerequisites: CHEM 107 Principles of Chemistry; BIOL 101 Biological Concepts or BIOL 160 Introduction to Organismal Biology.

**BIOL 336 Ornithology**

An introduction to the biology of birds, including anatomy, physiology, behavior, ecology, field identification, and conservation. Students become familiar with the techniques and tools necessary to identify bird species by sight and/or sound, as well as with basic research techniques. **Laboratory** includes field trips.

Prerequisite: A biology or zoology course at the 100-level or permission of the instructor.

**BIOL 340 Immunology**

A study of the principles of immunology and its application to diseases and health. The course examines the molecular and cellular components of the immune system relevant to infectious diseases, genetic- and infection-associated immunodeficiency, cancer, hypersensitivity, autoimmunity, and transplantation. **Laboratory.**

Prerequisite: BIOL 307 Microbiology or permission of instructor.

**BIOL 341 Marine Biology**

An introduction to the variety of marine environments and the biological and physical factors which contribute to the productivity of these areas. Oceanic habitats are compared to other ecosystems including tropical and temperate estuaries, coral reefs and salt marshes. Problems of human interaction with the marine environment are emphasized. **Laboratory.**

Prerequisite: BIOL 101 Biological Concepts or BIOL 160 Introduction to Organismal Biology and BIOL 161 Introduction to Cell and Molecular Biology.

**BIOL 348 Ecology**

An advanced course that synthesizes knowledge gained in other courses and applies it to ecological problems. Emphasis is placed on the interactions between the organism and its biological and physical environments. Concepts covered include soil, climate, trophic systems, life history trade offs, behavioral ecology, biodiversity, and human impact. **Laboratory** includes field trips. Students may not receive credit for both BIOL 348 Ecology and BIOL 408 Ecology.

Prerequisites: A chemistry course with laboratory and two (2) biology courses (at least one (1) at the 200-level or above); or permission of the instructor.

**BIOL 371 Medical Microbiology**

An overview of human infectious diseases caused by viruses, bacteria, and fungi. Emphasis will be 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: BIOL 307 Microbiology.

**BIOL 381 Theories of Infectious Disease**

An introduction to human infectious disease with emphasis on microbial pathogenic mechanisms and contemporary diagnostic techniques. Learning goals are centered on a series of case studies involving the most common infectious diseases affecting mankind. **No Laboratory.** This course cannot be used as a required Biology elective for the completion of a major in Biology.

Prerequisite: BIOL 307 Microbiology, an equivalent introductory course in microbiology, or permission of the instructor. Note: Students cannot receive credit for both BIOL 371 Medical Microbiology and BIOL 381 Theories of Infectious Disease.

**BIOL 390 Special Topics in Biology**

An in-depth examination of a field or subject matter in the Biological Sciences. Specific topics are announced prior to each term when offered, at the discretion of the Department. This course may be taken twice, provided a different special topic is being examined.

Prerequisite: Junior or senior standing and two (2) Biology courses (one must have a laboratory); or permission of the instructor. Additional prerequisites may be required dependent upon topic.

**BIOL 391 Tropical Ecology and Conservation: Field Study**

An examination of ecological principles as they apply to tropical ecosystems. Topics covered include tropical climate and soils, geological history of Central America, biological diversity, characteristics and types of tropical communities, types of interactions among community members, ecological succession, anthropogenic impacts and conservation. The course requires a 1-2 week field trip after the end of the semester to a tropical ecosystem (at additional cost). The field portion of this course includes some strenuous activities; students are strongly encouraged to consider whether they are physically and emotionally prepared for rigorous activity and travel in a developing nation. Note: This course is open only to majors/minors in Biology or Environmental Science.

Prerequisites: Two (2) Biology laboratory courses at the 200-level or above and permission of the instructor.

**BIOL 402 Processes 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; evidences of evolution from various disciplines. **No laboratory.**

Prerequisite: BIOL 301 Genetics.

**BIOL 406 Methods in Biological Research I**

Designed to develop a working appreciation of methods of scientific inquiry through development of an original research proposal. Topics included are: problem definition, literature survey, resource bibliography, and research design, including proposed data analysis. Normally taken in the spring term of the junior year, this course is open only to Biology majors.

Prerequisite: MATH 208 Biostatistics, CHEM 108 Principles of Chemistry and Quantitative Analysis or equivalent, at least four biology courses at the 200-level or above and a minimum cumulative QPA of 1.70 in all Biology courses.

**BIOL 407 Methods in Biological Research II**

A continuation of Methods I (BIOL 406) in which the students implement their research design under the supervision of a department faculty member. The research may be conducted off-campus with approval of course coordinator. Open only to Biology majors. Prerequisite: Completion of BIOL 406 Methods in Biological Research I with a minimum grade of C- (1.70) or better.

**BIOL 409 Developmental Biology**

A study of the fundamental principles that regulate animal development from sperm and egg formation through the mechanisms by which the basic organization of the embryo arises from the fertilized zygote. Topics covered include fertilization, nuclear cytoplasmic interactions, gastrulation, animal cloning, cell-cell interactions, formation of the nervous system, and sex differentiation. **Laboratory** exercises include both descriptive and experimental embryology.

Prerequisite: BIOL 301 Genetics or permission of the instructor.

**BIOL 411 Food Microbiology**

A focus on those 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.**

Prerequisite: BIOL 307 Microbiology.

**BIOL 417 Endocrinology**

A study of endocrine glands, the hormones they secrete, and the effects these hormones have on their target tissues. The course examines the mechanisms of the action of hormones at the molecular, cellular, organ, and physiological levels, as well as their effects on development of the individual. Topics covered include the role of hormones in male and female reproduction, pregnancy, parturition, lactation, growth, diabetes, and exercise. In the **laboratory**, students perform experiments involving small animal surgery and injection of hormones.

Prerequisites: BIOL/PSYC 225 Biopsychology; or CHEM 107 Principles of Chemistry and one of the following biology courses: BIOL 234 Comparative Vertebrate Physiology, BIOL 272 Human Anatomy & Physiology: Molecular & Cellular, BIOL 260 Cell Biology; or permission of the instructor.

**BIOL 451 Plant Physiology**

An introduction to basic processes that regulate plant growth and development. Photosynthesis, photomorphogenesis, hormonal control, and mineral acquisition are emphasized. The **laboratory** has an open-ended design with an emphasis on repeatability of experimental results.

Prerequisites: CHEM 107 Principles of Chemistry; BIOL 160 Introduction to Organismal Biology and BIOL 161 Introduction to Cell and Molecular Biology or BIOL 101 Biological Concepts.

**BIOL 453 Seminar in Recombinant DNA Technology**

An examination of the process of recombinant science, beginning with generation of an experimental question, experimental design using existing tools and/or developing new tools, and analysis of results. Students read a series of seminal research papers in the field of recombinant DNA technology, beginning with the earliest papers on DNA structure and molecular cloning, published in the 1950's-1970's, continuing with historically relevant papers that built on early advances, and ending with recent breakthroughs in the field, including gene therapy and stem cells.

Prerequisite: BIOL 262 Molecular Biology or permission of instructor.

**BIOL 457 Quantitative Plant Ecology**

An introduction to the principles and techniques of ecology as they apply to plants in terrestrial and aquatic habitats. The course covers physiological ecology, as well as population- and community-level processes. **Laboratory** emphasizes techniques for quantitative sampling and analysis. Occasional field trips.

Prerequisite: BIOL 251 Vascular Plant Taxonomy or permission of the instructor.

**BIOL 490 Independent Study in Biology**

An opportunity for the Biology major to work independently in an area relevant to the student's special interests. Each student's experience is planned in cooperation with a department member. Progress reports and final written and oral reports are required.

Prerequisites: Biology major of junior or senior standing, two semesters completed at Framingham State University, overall QPA of 2.50, and approval of the department chair. The independent study option is reserved for those students who have previously demonstrated sufficient motivation and self-discipline to work independently.

**BIOL 495 Internship in Biology**

A supervised field study in the area of the student's interest that complements formal course work. The internship program is offered through cooperation of participating institutions that provide guidance for the interns. A minimum of 160 on-site hours is necessary to complete the internship in Biology and must be verified by the on-site supervisor and a member of the Biology faculty. The 160 hours must be completed within one semester. The internship in Biology may be taken for one (1) course credit in the major as a free elective. A student may not enroll in an internship more than twice (two course credits). Any student interested in participating in an internship must consult with the Biology Department chair prior to the middle of the semester preceding the semester of the desired internship. A written plan for the internship must be submitted by the student to the department chair. The plan must be approved by the department chair as well as the faculty member who serves as internship coordinator. The student must meet with the faculty internship coordinator at least four times during the semester. The grade for the internship is assigned by the internship coordinator and the on-site supervisor. Data gathered during the internship may not be utilized for BIOL 407 Methods in Biological Research II.

Prerequisites: Biology majors of senior standing, two semesters completed at Framingham State University, overall QPA of 2.50 with a 2.75 average in courses for the major, and approval of the department chair.

The following course also carries credit as a biology elective if taken with the BIOL prefix:

**BIOL/PSYC 225 Biopsychology**

An overview of the biological foundations of behavior and mental processes. Topics covered include the biological underpinnings of various domains in psychology such as emotion, motivation, perception, cognitive function, psychopharmacology, and hormone effects on the brain and behavior. **No Laboratory.**

Prerequisite: PSYC 101 General Psychology and one of the following biology courses: BIOL 101 Biology Concepts, BIOL 142 Human Biology, or BIOL 161 Introduction to Cellular and Molecular Biology; or permission of instructor.

**BIOL/PSYC 410 Neuropharmacology**

An advanced investigation into the cellular and molecular mechanisms of exogenous compounds and the physiological and behavioral responses of the body. Use of substances to treat mental disorders are emphasized. Compounds examined may include alcohol, tobacco, illicit drugs, prescription pharmaceuticals, over-the-counter medications and naturopathic treatments.

Prerequisite(s): BIOL/PSYC 225 Biopsychology and PSYC 245 Health Psychology; or one of the following: BIOL 234 Comparative Vertebrate Physiology, BIOL 273 Human Anatomy & Physiology: Musculoskeletal & Control Systems, BIOL 325 Neurobiology; or permission of the instructor.

**ENVIRONMENTAL SCIENCE COURSE DESCRIPTIONS****ENVS 450 Senior Thesis in Environmental Science**

An opportunity for the Environmental Science major to work independently in an area relevant to the student's special interests. Each student's experience is planned in cooperation with an advisor from the Environmental Science Committee of the Geography and Biology Departments. Progress reports and final written and oral reports are required. Proposal for independent research must be submitted to the Environmental Science Committee by October 15<sup>th</sup> for spring semester or February 15<sup>th</sup> for fall semester.

Prerequisites: Environmental Science majors only. Senior standing and approval of the Geography department chair.

**ENVS 495 Internship in Environmental Science**

A supervised practical experience in a public or private agency, appropriate to the students training and interests. The internship program is offered through cooperation of participating institutions that provide guidance for the interns. A minimum of 160 on-site hours is necessary to complete the internship in Environmental Studies. The 160 hours must be completed within one semester. The internship in Environmental Science may be taken for one (1) course credit in the major as a free elective. A student may not enroll in an internship more than twice (two course credits). Admission to this course must be approved by the Environmental Science Committee of the Geography and Biology Departments. Application due by October 15<sup>th</sup> for spring semester and February 15<sup>th</sup> for fall semester.

Prerequisites: Environmental Science majors only. Senior standing, two semesters completed at Framingham State College, overall QPA of 2.75 with a 2.75 average in courses for the major.

# Chemistry and Food Science

**Chair: Louise Bodack**

Professors:

Associate Professor: Louise Bodack

Assistant Professors: Emmanouil Apostolidis, Dwayne Bell,  
Steven Cok, Matthew Davenport,  
Catherine Dignam, Sarah J. Pilkenton

Instructor: Lisa Savini

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

The Department of Chemistry and Food Science is unique in that it offers strong majors in both Chemistry and Food Science. The programs complement each other, producing Food Science majors with an exceptionally strong background in chemistry and providing Chemistry majors with the opportunity to take electives in more applied areas such as food chemistry, food engineering, and food analysis. Undergraduate research opportunities are also enhanced by the combination of these program areas. One of the three chemistry concentrations is approved by the American Chemical Society (ACS); the other chemistry concentrations may be taken along with a Secondary Education minor.

The ACS-approved curriculum allows flexibility to specialize in a particular area through choice of the elective, the advanced course, and the senior research project. The two other chemistry options require a minor to be taken concurrently. The General Chemistry concentration requires a minor in secondary education or one of the following areas: business, computer science, earth science, or mathematics. The Biochemistry concentration requires a minor in secondary education or one of the following areas: biology, business, communication arts, journalism, mathematics, or nutrition. Two concentrations are possible with the Food Science major: Food Science and Technology and Applied Food Science; the latter concentration requires a concurrent minor in biology, business, or nutrition. An excellent undergraduate education is provided by the structured curriculum for both the Chemistry major and for the Food Science major coupled with a strong general education component. The strength of these programs is clearly indicated by the excellent graduate school placement and achievement records and by the employment opportunities enjoyed by Department graduates.

## **Pre-professional Program**

A pre-professional curriculum for pre-medical, pre-dental, and pre-veterinary studies is also offered in cooperation with the Biology Department.

## **The General Education Requirement**

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 6 (Physical Science) and laboratory requirement are satisfied through the completion of both Chemistry and Food Science majors.

## **Course Prerequisites**

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

**CHEMISTRY MAJOR****Departmental Requirements**

Chemistry majors must complete core requirements as well as additional requirements for the particular concentration chosen (see below).

The following eight (8) core requirements are required of Chemistry majors in all concentrations:

CHEM 107	Principles of Chemistry
CHEM 108	Principles of Chemistry and Quantitative Analysis
CHEM 207	Organic Chemistry I
CHEM 208	Organic Chemistry II
MATH 219	Calculus I (Gen.Ed. Goal 2)
MATH 220	Calculus II
PHYS 211	Principles of Physics I
PHYS 212	Principles of Physics II

**CONCENTRATIONS**

All students majoring in Chemistry must choose one (1) of the three (3) concentrations: ACS-Approved Program, General Chemistry, or Biochemistry.

**AMERICAN CHEMICAL SOCIETY APPROVED CONCENTRATION (CHA)****Concentration Requirements (11):**

CHEM 301	Biochemistry I
CHEM 303	Physical Chemistry I
CHEM 304	Physical Chemistry II
CHEM 321	Instrumental Analysis
CHEM 401	Inorganic Chemistry
CHEM 497	Chemical Research I
CHEM 498	Chemical Research II
CHEM ___*	An Advanced Chemistry course
CSCI ___	Two (2) Semesters of
CSCI ___	Computer Science
MATH 221	Calculus III

*\*The course in advanced chemistry can be selected from the list below depending upon interest and graduate study pursuits:*

CHEM 332	Biochemistry II
CHEM 411	Advanced Organic Chemistry-Reactions and Synthesis
CHEM 412	Advanced Organic Chemistry-Mechanism and Structure
CHEM 414	Advanced Physical Chemistry
CHEM 416	Advanced Inorganic Chemistry
CHEM 421	Advanced Analytical Chemistry

*One or possibly two of these courses will be offered each year. The decision on which of the advanced courses will be offered is made during the fall semester of an academic year, in consultation with senior*

*chemistry students who will be graduated the following May.*

The American Chemical Society (ACS) approved Chemistry major provides an excellent science background for careers in the field of biotechnology. Additional courses, selected from the following list, would enhance that background. Students wishing to pursue employment or graduate work in the field of biotechnology should select courses from the following:

BIOL 101	Biological Concepts
BIOL 301	Genetics
BIOL 307	Microbiology
BIOL 340	Immunology
BIOL 453	Seminar in Recombinant DNA Technology

### **GENERAL CHEMISTRY CONCENTRATION (UCHG)**

#### **Concentration Requirements (6):**

CHEM 303	Physical Chemistry I
CHEM 304	Physical Chemistry II
CHEM 321	Instrumental Analysis
CHEM 401	Inorganic Chemistry
CSCI 120	Introduction to Information Technology <b>or</b> CSCI 152 Computer Science I Using Java
MATH 221	Calculus III

A minor in secondary education or in one the following areas is required with the General Chemistry concentration: business, computer science, earth science, or mathematics. Other minors may be approved by the Department of Chemistry and Food Science.

### **BIOCHEMISTRY CONCENTRATION (UCHB)**

#### **Concentration Requirements (7):**

BIOL 101	Biological Concepts (Gen.Ed. Goal 7)
BIOL 260	Cell Biology <b>or</b> BIOL 301 Genetics <b>or</b> BIOL 307 Microbiology <b>or</b> BIOL 340 Immunology <b>or</b> BIOL 435 Recombinant DNA Technology
CHEM 301	Biochemistry I
CHEM 303	Physical Chemistry I
CHEM 321	Instrumental Analysis
CHEM 332	Biochemistry II
CSCI 120	Introduction to Information Technology <b>or</b> CSCI 152 Computer Science I Using Java

A minor in secondary education or in one the following is required with the Biochemistry concentration: biology, business, communication arts, journalism, mathematics, or nutrition. Other minors may be approved by the Department of Chemistry and Food Science.

Alternatively, for those students who wish to pursue advanced study at the graduate level, the following courses are strongly recommended as part of the B.S. Biochemistry curriculum:

CHEM 304	Physical Chemistry II
CHEM 497	Chemical Research I
CHEM 498	Chemical Research II

## **PROGRAM IN EDUCATION**

Chemistry majors with a concentration in either General Chemistry or Biochemistry may minor in secondary education to obtain Initial licensure at the high school level.

## **MINORS**

### **MINOR IN CHEMISTRY (6 COURSES)**

CHEM 107	Principles of Chemistry
CHEM 108	Principles of Chemistry and Quantitative Analysis
CHEM 207	Organic Chemistry I
CHEM 208	Organic Chemistry II
CHEM 303	Physical Chemistry I
CHEM 304	Physical Chemistry II

### **MINOR IN BIOCHEMISTRY (6 COURSES)**

CHEM 107	Principles of Chemistry
CHEM 108	Principles of Chemistry and Quantitative Analysis
CHEM 207	Organic Chemistry I
CHEM 208	Organic Chemistry II
CHEM 301	Biochemistry I
CHEM 332	Biochemistry II <b>or</b>
	CHEM 409 Nutritional Biochemistry/Metabolism

## **FOOD SCIENCE MAJOR**

### **Departmental Requirements**

Food Science majors must complete core requirements as well as additional requirements for the particular concentration chosen (see below).

The following thirteen (13) core requirements are required of Food Science majors in all concentrations:

BIOL 101	Biological Concepts (Gen.Ed. Goal 7)
BIOL 272	Human Anatomy & Physiology: Cellular & Organ Systems
BIOL 307	Principles of Microbiology
CHEM 107	Principles of Chemistry
CHEM 108	Principles of Chemistry and Quantitative Analysis

CHEM 207	Organic Chemistry I
CHEM 208	Organic Chemistry II
CHEM 301	Biochemistry I
FDSC 161	Introduction to Food Science and Technology <b>or</b> FDSC 151 Principles of Food Science
FDSC 351	Food Engineering and Processing
FDSC 405	Food Analysis
FDSC 408	Food Chemistry
MATH 208	Biostatistics <b>or</b> MATH 117 Introduction to Statistics

## **CONCENTRATIONS**

### **FOOD SCIENCE AND TECHNOLOGY CONCENTRATION (UFST)**

#### **Concentration Requirements (9):**

BIOL 273	Human Anatomy & Physiology: Musculoskeletal & Control Systems
BIOL 411	Food Microbiology
CHEM 303	Physical Chemistry I
FDSC 495	Food Industrial Practicum <b>or</b> FDSC 490 Directed Study in Food Science or CHEM 304 Physical Chemistry II
MATH 219	Calculus I (Gen.Ed. Goal 2)
MATH 220	Calculus II
NUTR 374	Human Nutrition Science
PHYS 211	Principles of Physics I
PHYS 212	Principles of Physics II

### **APPLIED FOOD SCIENCE CONCENTRATION (UFSA)**

#### **Concentration Requirements (3):**

MATH 200	Precalculus (Gen.Ed. Goal 2) <b>or</b> MATH 219 Calculus I (Gen.Ed. Goal 2)
MATH 208	Biostatistics <b>or</b> MATH 117 Introduction to Statistics (Gen.Ed. Goal 2)
PHYS 201	Introductory Physics

A minor in one of the following areas is required with the Applied Food Science concentration: biology, business, or nutrition. Other minors may be approved by the Department of Chemistry & Food Science.

**MINOR IN FOOD SCIENCE (7 COURSES)**

Required courses:

CHEM 107	Principles of Chemistry
CHEM 108	Principles of Chemistry and Quantitative Analysis
FDSC 151	Principles of Food Science or NUTR 364 Experimental Study of Food
FDSC 207	Organic Chemistry I
FDSC 301	Biochemistry

Choose two (2) of the following:

FDSC 351	Food Engineering and Processing
FDSC 405	Food Analysis
FDSC 408	Food Chemistry

**CHEMISTRY COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Courses</b>		<b>Goal</b>
CHEM 101	Chemistry of Life	6
CHEM 103	General Chemistry	6, Lab
CHEM 107	Principles of Chemistry	6, Lab
CHEM 108	Principles of Chemistry and Quantitative Analysis	6, Lab
CHEM 131	Science - Environment and Health	6, Lab
FDSC 151	Principles of Food Science	6
FDSC 161	Introduction to Food Science and Technology	6, Lab

**CHEMISTRY COURSE DESCRIPTIONS****CHEM 101 The Chemistry of Life (Gen. Ed. Goal 6)**

An exploration of the origin of life on a molecular basis; a familiarization with the basic chemistry of living organisms and their environment; an understanding of the laws that govern life; and a discussion on the fate of life as a consequence of drugs and man's chemical pollution of the earth's atmosphere, soil and water. Designed as a terminal **non-laboratory** course for the liberal arts non-science student.

**CHEM 103 General Chemistry (Gen. Ed. Goal 6, Lab)**

A study of the fundamental chemical laws and theories, with **laboratory** (meets three hours per week), for students not planning to major in chemistry.

**CHEM 107 Principles of Chemistry (Gen. Ed. Goal 6, Lab)**

A study of the fundamental principles of chemistry, with **laboratory** (meets three hours per week), for students planning to major in chemistry and others for whom the course is a departmental requirement. *This course is not offered in the spring semester.*

Corequisite: MATH 123 College Algebra or eligibility to enroll in MATH 200 Precalculus.

## **CHEM 108 Principles of Chemistry and Quantitative Analysis (Gen. Ed.**

### **Goal 6, Lab)**

A continuation of Principles of Chemistry covering the fundamental principles of chemistry with major emphasis on the theory and techniques of quantitative analysis, including an introduction to instrumentation. **Laboratory** meets four hours per week. *This course is not offered in the fall semester.*

Prerequisites: CHEM 107 Principles of Chemistry and either MATH 123 College Algebra or eligibility to enroll in MATH 200 Precalculus.

## **CHEM 131 Science - Environment and Health (Gen. Ed. Goal 6, Lab)**

An integrative **laboratory** science course to prepare non-science majors to make informed decisions relating to the environment, health, and technology. Central principles of physical, environmental, and biological chemistry are discussed, with application of these principles to current events. Assignments and laboratory sessions apply theoretical principles to everyday life.

Prerequisite: MATH 123 College Algebra is recommended background.

## **CHEM 201 Organic Chemistry**

A one-semester course designed to provide a concise introduction to the fundamental and most important principles of organic chemistry. Compounds are discussed in terms of their structure, reactions, importance in nature and applications to allied fields. **Laboratory.**

Prerequisite: CHEM 103 General Chemistry.

## **CHEM 207 Organic Chemistry I**

An in-depth course which covers structure, properties, preparation and reactions of the principal classes of organic compounds. Emphasis is on reaction mechanisms, discussed in the context of transition state theory, and on the relationships between structure, properties and reactivity. **Laboratory** work, coordinated with lectures, introduces the standard techniques (distillation and reflux, crystallization and melting points, extraction, column and gas chromatography, IR and UV-VIS spectroscopy) used in synthesis, purification and identification of organic compounds, and illustrates some typical reactions of alkanes, alkenes and alcohols.

Prerequisite: CHEM 108 Principles of Chemistry and Quantitative Analysis.

## **CHEM 208 Organic Chemistry II**

A continuation of CHEM 207 Organic Chemistry I. Topics include the use of organometallic reagents in synthesis, application of isotopes to mechanistic studies, kinetics and rate equations, chemistry of diverse types of aromatic compounds, enolization and related syntheses, nitrogen compounds, <sup>1</sup>H and <sup>13</sup>C NMR spectroscopy, orbital symmetry and pericyclic reactions. **Laboratory** work reinforces the concepts and techniques covered earlier, and also includes NMR, a kinetics vs. equilibrium control study, and rate and activation energy measurements.

Prerequisite: CHEM 207 Organic Chemistry I.

## **CHEM 301 Biochemistry I**

A study of the physico-chemical aspects of biological activity; the chemistry of carbohydrates, lipids, nucleic acids, amino acids and proteins, kinetics and enzymes; bioenergetics; coenzymes; and intermediary metabolism of carbohydrates, fats and nitrogen-containing materials such as amino acids, proteins and related compounds, and photosynthesis. The underlying theme of this course is not merely a cataloging of the structure and metabolism of biological compounds, but rather is an understanding of the cell molecular logic of living organisms. **Laboratory.**

Prerequisites: CHEM 207 Organic Chemistry I and completion of college level mathematics requirement, preferably MATH 123 College Algebra.

## **CHEM 303 Physical Chemistry I**

An introduction to the principles of physical chemistry. The topics covered include the laws of thermodynamics, chemical equilibrium, kinetic theory of gases, transport properties, and electrochemistry. **Laboratory** meets for four hours.

Prerequisites: PHYS 212 Principles of Physics II and MATH 220 Calculus II.

## **CHEM 304 Physical Chemistry II**

A continuation of the CHEM 3030 Principles of Physical Chemistry I. The topics covered include an introduction to the quantum mechanics of atomic and molecular systems, spectroscopy, and chemical kinetics. **Laboratory** meets for four hours.

Prerequisite: CHEM 303 Physical Chemistry I

### **CHEM 321 Instrumental Analysis**

An introduction to the theory and application of common chemical instrumentation with associated laboratory. Basic electronics (voltage dividers, passive filters, simple op-amps, s/n enhancement), electrochemical methods (differential pulse polarography and stripping analysis), spectroscopic methods (UV-Vis, AA, FI, NMR, Mass spec), chromatographic methods (GC, HPLC), and radiochemical methods (activation and dilution analysis).

Prerequisite: CHEM 207 Organic Chemistry I and CHEM 303 Physical Chemistry I.

### **CHEM 332 Biochemistry II**

A continuation of CHEM 301 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 methods.

Prerequisites: CHEM 208 Organic Chemistry II and CHEM 301 Biochemistry I

### **CHEM 401 Inorganic Chemistry**

An introduction to the theories of structure and bonding used in inorganic chemistry and a study of the descriptive chemistry of the elements and their representative compounds. Topics covered include atomic structure and trends in the periodic table, structure and bonding in crystalline lattices, valence bond and molecular orbital theories of covalent bonding, descriptive chemistry of the non-transition elements, properties of transition metals, and structure and bonding in transition metal complexes interpreted in terms of the valence bond, crystal field and molecular orbital theories. **Laboratory.**

Prerequisite: CHEM 303-4 Physical Chemistry I and II (CHEM 304 Physical Chemistry II may be taken concurrently).

### **CHEM 409 Nutritional Biochemistry/Metabolism**

A detailed investigation of protein, carbohydrate, lipid, 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 are discussed wherever a dietary or nutritional component is involved.

Prerequisite: CHEM 301 Biochemistry I

### **CHEM 411 Advanced Organic Chemistry - Reactions and Synthesis**

A discussion of reactions widely used in organic synthesis in sufficient depth to allow for an understanding of the selectivity of the reaction and its stereochemical outcome. The use of protective groups and synthetic equivalents is illustrated in multistep synthesis.

Prerequisite: CHEM 208 Organic Chemistry II.

### **CHEM 412 Advanced Organic Chemistry - Mechanism and Structure**

A focus on theoretical aspects of organic chemistry, and experimental evidence on which the theories are built. The topics include aromaticity, orbital symmetry, HMO theory and calculations; linear free-energy relationships, kinetics, and isotope effects; acids and bases, solutions, and ion pairs; reactive intermediates - carbocations, carbanions and free radicals; electrocyclic reactions, cycloadditions, and sigmatropic shifts; photochemistry.

Prerequisite: CHEM 208 Organic Chemistry II, CHEM 304 Physical Chemistry II (may be taken concurrently).

### **CHEM 414 Advanced Physical Chemistry**

An introduction to statistical thermodynamics. The Maxwell-Boltzmann statistics as well as quantum statistics are treated. The relationship between partition functions and thermodynamic properties is developed. Gaseous, liquid and solid state systems are discussed in light of the concepts of statistical thermodynamics.

Prerequisite: CHEM 304 Physical Chemistry II.

### **CHEM 416 Advanced Inorganic Chemistry**

An application of the theories of bonding and structure studied in Inorganic Chemistry to inorganic systems of both classic and current interest. To complement the study of these model systems, some descriptive chemistry of the less common but important elements is included. In addition, the structures and bonding theories of metals, semiconductors, and nonstoichiometric compounds are introduced. Finally, students are introduced to the study of symmetry in chemistry from the point of view of group theory.

Prerequisite: CHEM 401 Inorganic Chemistry.

### **CHEM 421 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.

Prerequisite: CHEM 208 Organic Chemistry II, CHEM 304 Physical Chemistry II, and CHEM 321 Instrumental Analysis.

### **CHEM 490 Directed Study in Chemistry**

An in-depth study of a selected advanced chemistry topic or topics under the direction of a chemistry faculty member. The grade is based on a written report of the study and/or oral exam.

### **CHEM 497/498 Chemical Research I and II**

An application of the Scientific Method to an original research problem. During the first semester formal course work includes the Scientific Method, the choice of a research problem, the chemical literature, advanced safety issues, the interpretation of data, and the reporting of results. Students initiate a research project with a faculty member and make significant progress on the project. The research project will then be completed in the second semester, resulting in a formal written report and seminar presentation.

Prerequisite: Permission of the instructor.

## **FOOD SCIENCE COURSE DESCRIPTIONS**

### **FDSC 151 Principles of Food Science (Gen. Ed. Goal 6)**

A study of food systems as chemical entities. This course employs biological sciences, physical sciences, and engineering in the study of the nature of foods, causes of deterioration, and the principles underlying food processing. Emphasis is placed on food research in the twenty-first century. Note: Students cannot receive credit for both FDSC 151 Principles of Food Science and FDSC 161 Introduction to Food Science and Technology.

### **FDSC 161 Introduction to Food Science and Technology (Gen. Ed. Goal 6, Lab)**

An introduction to food science and technology based on an understanding of the chemical principles regulating the properties of food. This course employs physical sciences, biological sciences, and engineering in the study of the nature of food, food safety, and the technology underlying the processing and preservation of food. Laboratory sessions coordinated with the lectures illustrate and reinforce the important relationships between chemical principles and food. Note: Students cannot receive credit for both FDSC 161 Introduction to Food Science and Technology and FDSC 151 Principles of Food Science.

### **FDSC 351 Food Engineering and Processing**

An integrated approach of food engineering principles and food processing techniques. Topics include thermodynamics, fluid flow and heat transfer, evaporation, refrigeration, psychrometry, drying, distillation, and the essential food processing methods that ensure attainment of food product wholesomeness. **Laboratory.**

Prerequisite: Permission of instructor.

### **FDSC 405 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.

Prerequisite: CHEM 301 Biochemistry I.

### **FDSC 408 Food Chemistry**

A study of the chemistry of food constituents and the chemical and biological changes occurring in foods during storage and processing. The approach is from a cellular and molecular level.

Prerequisite: CHEM 301 Biochemistry I.

### **FDSC 490 Directed Study in Food Science**

An original problem to be selected and researched under the direction of a faculty member. A written presentation of the research findings is required.

Prerequisite: Permission of the instructor.

### **FDSC 495 Food Industrial Practicum**

Enhancement of student's practical knowledge of food science by participating in projects sponsored by industrial and/or governmental agencies.

Prerequisite: Permission of instructor.

# Communication Arts

## Chair: Derrick TePaske

Professor:	Robert Johnson, Jr., Leslie Starobin, Derrick TePaske
Associate Professors:	Robert Alter, Jennifer C. Dowling, Audrey Kali
Assistant Professors:	Christopher Bowen, Sarah Cole, Laura Osterweis, Alexander Swanson
Instructors:	Elizabeth Corea

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

The Department of Communication Arts has as its purview the study of media and speech communication within the context of liberal arts at Framingham State College. The goal of the department is to provide students with a balanced perspective from which they may explore the nature of human communication. To that end, the Communication Arts Department offers a wide variety of courses in the areas of media and speech. These studies are designed to promote both a mastery of communication theory and a facility in the execution and performance of that theory.

Department requirements for matriculated students wishing to declare the Communication Arts major are:

1. Any applicant with a QPA of 2.70 or above (based on a minimum of three (3) Communication Arts courses) be admitted to the Department
2. All post-matriculation transfer candidates must submit a transcript of their previous college(s) academic history so that a major QPA can be determined
3. Recommend students apply or reapply when they have achieved a QPA with the major courses of 2.70 or above (based on a minimum of three (3) Communication Arts courses)
4. Candidates will be required to submit three (3) references along with their letter of application to the Department. The deadline for applications will be three weeks after the start of the current semester
5. The QPA requirement may be waived after a petition and interview with the Department Admissions Committee

## COMMUNICATION ARTS MAJOR

### The General Education Requirement

All students must satisfy the general education requirement consisting of twelve (12) courses.

### Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

### Core Requirements (4 courses)

COMM 115	Introduction to Speech Communication
COMM 130	Introduction to Visual Communication
COMM 250	Media/Society/Self
COMM 450	Seminar in Communication Arts

*Note: Students who have taken COMM 105 Foundations of*

*Communication and COMM 107 Effective Speaking have fulfilled the requirement of COMM 115 Introduction to Speech Communication.*

Majors must select a concentration with the approval of their advisor. Any change in the student's concentration must be approved by the department chair.

## **C O M M U N I C A T I O N   A R T S C O N C E N T R A T I O N S :**

### **COMMUNICATION STUDIES (UCMG)**

**The Major Core plus the following Concentration requirements (12 courses):**

#### **Communication Studies (Choose 2):**

COMM 220	Principles of Mass Communication
COMM 234	Intercultural Communication
COMM 245	Cultural Aspects of Media Representation
COMM 308	Media Criticism

#### **Acting, Directing, and Speech Communication (Choose 2):**

COMM 201	Oral Interpretation of Literature
COMM 205	Small Group Communication
COMM 212	Drama Workshop
COMM 260	Voice and Articulation
COMM 314	Actor's Resources
COMM 322	Persuasion and Social Influence

#### **Visual Studies (Choose 2):**

ARTH 160	Introduction to the World of Art
ARTH 200	Art and Social Values
ARTH 273	Modern Art History
COMM 210	History of Photography
ENGL 207	Language of Film

#### **Visual Production (Choose 2):**

ARTS 202	Two-Dimensional Design
COMM 200	Introduction to Computer Graphics
COMM 208	Basic Photography
COMM 262	Studio Production I
COMM 266	Field Production I
COMM 280	Introduction to Film Production

#### **Writing (Choose 2):**

COMM 226	Writing for Visual Media
COMM 312	Screen and Teleplay Writing
ENGL 225	Introduction to Journalism
ENGL 282	Creative Writing
ENGL 284	Prose Writing
ENGL 286	Professional Writing <b>or</b>

## ENGL 372 Technical Writing

ENGL 333 Critical Writing

**Two (2) additional Communication Arts performance or production courses.**

### **ORGANIZATIONAL & CORPORATE COMMUNICATION (UCMC)**

**The Major Core plus the following Concentration requirements (12 courses):**

COMM 200	Introduction to Computer Graphic Design
COMM 230	Organizational Communication
COMM 270	Advertising Techniques
COMM 275	Public Relations
COMM 495	Internship in Communication Arts

**Choose one (1):**

COMM 205	Small Group Communication
COMM 207	Interpersonal Dialogue
COMM 213	Advanced Public Speaking
COMM 328	Argumentation and Advocacy
COMM 370	The Rhetorical Tradition

**Choose one (1):**

COMM 220	Principles of Mass Communication
COMM 234	Intercultural Communication
COMM 245	Cultural Aspects of Media Representation
COMM 308	Media Criticism

**Choose two (2):**

COMM 226	Writing for Visual Media
ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
ENGL 282	Creative Writing
ENGL 284	Prose Writing
ENGL 286	Professional Writing
ENGL 331	News Writing
ENGL 335	Feature Writing
ENGL 371	Business Writing
ENGL 372	Technical Writing

**Choose one (1):**

BADM 215	Legal Environment of Business
BADM 280	Applied Organizational Theory and Management
MRKT 271	Marketing Principles

**Two (2) additional Communication Arts performance or production courses.**

**SPEECH AND PERFORMANCE (UCMS)**

**The Major Core plus the following Concentration requirements (11 courses):**

COMM 212	Drama Workshop
COMM 213	Advanced Public Speaking
COMM 328	Argumentation and Advocacy
COMM 370	The Rhetorical Tradition

**Choose one (1):**

COMM 205	Small Group Communication
COMM 207	Interpersonal Communication
COMM 322	Persuasion and Social Influence

**Choose two (2):**

COMM 201	Oral Interpretation of Literature
COMM 260	Voice and Articulation
COMM 314	Acting
COMM 318	Directing

**Choose one (1):**

ENGL 220	Shakespeare
ENGL 271	Development of Drama
ENGL 313	Medieval and Renaissance Drama
ENGL 317	Studies in Shakespeare
ENGL 342	Modern Drama

**Choose one (1):**

COMM 210	History of Photography
ENGL 207	The Language of Film
ENGL 208	Film Genres
ENGL 209	Film History: 1895 to 1960
ENGL 229	Film History: 1960 to Present

**Choose one (1):**

COMM 220	Principles of Mass Communication
COMM 234	Intercultural Communication
COMM 245	Cultural Aspects of Media Representation
COMM 308	Media Criticism: Principles and Practice

**Choose one (1):**

COMM 226	Writing for Visual Media
ENGL 282	Creative Writing
ENGL 284	Prose Writing

**VISUAL MEDIA PRODUCTION (UCME)**

**The Major Core plus the following Concentration requirements (13 courses):**

COMM 208	Basic Photography
COMM 226	Writing for Visual Media
COMM 262	Studio Production I
COMM 266	Field Production I
COMM 280	Introduction to Film Production
COMM 312	Screen & Teleplay Writing
COMM 362	Studio Production II
COMM 366	Field Production II
COMM 495	Internship in Communication Arts

**Two (2) film studies courses**

**Two (2) of the following:**

COMM 200	Introduction to Computer Graphic Design
COMM 212	Drama Workshop
COMM 220	Principles of Mass Communication
ENGL 225	Introduction to Journalism

**VISUAL COMMUNICATIONS (UCMV)**

**The Major Core plus the following Concentration requirements (12 courses):**

ARTH 273	Modern Art History
COMM 200	Introduction to Computer Graphic Design
COMM 208	Basic Photography
COMM 405	Senior Portfolio in Visual Communications
COMM 495	Internship in Communication Arts

**Choose one (1) of the following:**

COMM210	History of Photography
COMM 338	Advanced Visual Communications

**Choose five (5) of the following:**

COMM225	Interactive Design
COMM 270	Advertising Techniques
COMM 272	Photography and Architecture
COMM315	Color Slide Imagery
COMM 316	Advanced Multimedia Design
COMM327	Computer Animation Techniques
COMM330	Advanced Photography

**Choose one (1) of the following:**

ARTS 222	Color and Design
ARTS 200	Drawing Fundamentals

ARTS 301	Color Theory
ARTS 330	Digital Art
ARTS 356	Illustration
ARTS 361	Graphic Design I
ARTS 404	Graphic Design II
CSCI 108	HTML, JavaScript Programming, and Web Site Development

**PRODUCTION AND SPEECH & PERFORMANCE COURSES**

The following are production and performance courses, as specified in several of the above communication arts concentrations:

**Production courses:**

COMM 200	Introduction to Computer Graphics Design
COMM 208	Basic Photography
COMM 225	Multimedia Design
COMM 226	Writing for Visual Media
COMM 262	Studio Production I
COMM 266	Field Production I
COMM 272	Photography and Architecture
COMM 280	Introduction to Film Production
COMM 312	Screen and Teleplay Writing
COMM 315	Color Slide Imagery
COMM 316	Advanced Interactive Design
COMM 330	Advanced Photography
COMM 362	Studio Production II
COMM 366	Field Production II
COMM 405	Senior Portfolio in Visual Communication
COMM 410	Senior Portfolio in Production
COMM 495	Internship in Communication Arts

**Speech & Performance courses:**

COMM 201	Oral Interpretation of Literature
COMM 205	Small Group Communication
COMM 207	Interpersonal Dialogue
COMM 212	Drama Workshop
COMM 213	Advanced Public Speaking
COMM 230	Organizational Communication
COMM 260	Voice and Articulation
COMM 269	Creative Process: Inspiration and Sweat
COMM 314	Acting
COMM 318	Directing
COMM 322	Persuasion and Social Influence

COMM 328	Argumentation and Advocacy
COMM 370	The Rhetorical Tradition
COMM 480	Senior Performance Seminar
COMM 495	Internship in Communication Arts

## **MINORS**

### **MINOR IN COMMUNICATION ARTS (5 COURSES)**

Students who minor in communication arts must take COMM 115 Introduction to Speech Communication and four (4) other courses in the Communication Arts curriculum, with the advice of a member of the Communication Arts Department.

### **MINOR IN THEATRE PERFORMANCE (5 COURSES)**

Students who wish to minor in theatre performance must complete five (5) of the following:

COMM 201	Oral Interpretation of Literature <b>or</b> COMM 260 Voice and Articulation
COMM 212	Drama Workshop
COMM 314	Acting
COMM 318	Directing <b>or</b> ENGL 317 Studies in Shakespeare
COMM 480	Senior Performance Seminar

### **MINOR IN INFORMATION TECHNOLOGY**

The University offers an interdisciplinary minor in Information Technology. To earn a minor in Information Technology, students must apply in writing to the Chair of the Computer Science Department. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Information Technology minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

#### ***Three (3) required courses:***

BADM 200	Introduction to Business Systems
CSCI 120	Introduction to Information Technology (must be taken prior to other courses in the minor)
CSIC 140	Introduction to the Internet, Graphics, and Multimedia <b>or</b> COMM 140 Introduction to the Internet, Graphics, and Multimedia

#### ***Two(2) electives from the following list:***

##### **Communication Arts:**

COMM 200	Introduction to Computer Graphic Design
COMM 225	Multimedia Design
COMM 316	Advanced Multimedia
COMM 327	Computer Animation Techniques

##### **Computer Science:**

CSCI 108	HTML, JavaScript Programming, and Web Site Development
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CSCI 152	Computer Science I Using Java
CSCI 230	Principles of Information Technology Operations
CSCI 252	Computer Science II Using Java
CSCI 258	Introduction to Operating Systems using UNIX
CSCI 306	Introduction to Visual Basic
CSCI 320	Windows Server and Client Management
CSCI 345	Computer and Network Security

**Geography:**

GEOG 214	Geographic Techniques – Quantitative Methods
GEOG 216	Introduction to Geographic Information Systems
GEOG 316	Advanced Geographic Information Systems
GEOG 328	Introduction to Remote Sensing

**Mathematics:**

MATH 117	Introduction to Statistics <b>or</b> MATH 208 Biostatistics
MATH 307	Intermediate Statistics

**COMMUNICATION ARTS COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Courses</b>		<b>Goal</b>
COMM 107	Effective Speaking	5
COMM 130	Introduction to Visual Communication	5
COMM 201	Oral Interpretation of Literature	5
COMM 208	Basic Photography	5
COMM 210	History of Photography	5
COMM 212	Drama Workshop5	
COMM 245	Cultural Aspects of Media Representation	12

**COMMUNICATION ARTS COURSE DESCRIPTIONS**

**COMM 107 Effective Speaking (Gen. Ed. Goal 5)**

An application of the principles of speech and language in oral communication. Students practice different types of speech-communication situations and analyze their speaking and language skills. The course incorporates written critiques and may include video-taping of oral presentations and panel discussions. Note: Students may not receive credit for both COMM 107 Effective Speaking and COMM 111 Speech and Language Communication (offered prior to Fall 1992). **This course is not open to Communication Arts majors.**

**COMM 115 Introduction to Speech Communication**

An introduction to the theories and practice of human communication in interpersonal, small group, and public communication situations. Students apply principles of communication to the content and delivery of messages in a variety of speaking and listening situations. **Note:** Students may not receive credit for both COMM 115 Introduction to Speech Communication and COMM 107 Effective Speaking.

**COMM 130 Introduction to Visual Communication (Gen. Ed. Goal 5)**

An introduction to ways visual media are used as communication tools in contemporary society. Students are introduced to design fundamentals, graphic illustrations, photography, typography, political cartoons, advertisements, and multimedia both in print and on screen. Daily newspapers, weekly magazines, museum collections, and the Internet are used as the primary text. Students may not receive credit for both 71.110 Introduction to Visual Communication and COMM 130 Introduction to Visual Communication.

**COMM 140 Introduction to the Internet, Graphics, and Multimedia**

An introductory course exploring fundamental concepts, vocabularies, and techniques related to graphic design, digital cameras, photo editing, scanning, web design, interactive design, animation and multimedia using a variety of software programs. Students gain a broad foundation that can be applied to more advanced concepts and skills in the Information Technology discipline. Students cannot receive credit for both this course and either CSCI 140 Introduction to the Internet, Graphics, and Multimedia or INTD 140 Introduction to the Internet, Graphics, and Multimedia. Students in the Communication Arts major can only take this course for credit toward the Minor in Information Technology or as a free elective.

**COMM 200 Introduction to Computer Graphic Design**

An introduction to the computer as a tool for creating graphic design. This class focuses on developing students' computer skills, including basic design issues. Computer terminology is covered in detail; afterwards students are introduced to a variety of software programs currently used by professionals in the graphic design and advertising industry.

Prerequisite: COMM 130 Introduction to Visual Communication or permission of the instructor.

**COMM 201 Oral Interpretation of Literature (Gen. Ed. Goal 5)**

A study of literature as a speech art emphasizing the reader's response to the meaning of the spoken word within different literary works, practice in and evaluation of reading aloud, storytelling, and choral speaking. Selections from prose, fiction, and drama are studied.

**COMM 205 Small Group Communication**

An exploration of the theories, concepts and skills that improve speech communication in group contexts. Leadership and group skills are developed through practical application (group work) aimed at accomplishing shared tasks and facilitating positive interaction. Students study the principles of group dynamics, decision-making, problem solving, interpersonal conflict, consensus, leadership and team building. The course incorporates elements of conflict management and also emphasizes issues relevant to membership diversity. Students have the opportunity to evaluate group members' interactions critically and constructively.

Prerequisite: COMM 115 Introduction to Speech Communication or COMM 107 Effective Speaking, or permission of the instructor.

**COMM 207 Interpersonal Dialogue**

A course that fosters a broad level of awareness in regard to interpersonal communication. While it does not offer a formula for interpersonal success, it invites the student to ask questions about the primary issue of the "other" and how the "other" necessarily affects the "self." In so doing, the course centers on issues such as self-awareness, self-disclosure, nonverbal communication, listening, authenticity, power, and conflict. Students become aware of the speech communication processes that both disintegrate and nurture the dyadic human relationship.

Prerequisite: COMM 115 Introduction to Speech Communication or permission of instructor.

**COMM 208 Basic Photography (Gen. Ed. Goal 5)**

The exploration of the discipline as an aesthetic medium, a documentary mode of communication, and a vehicle for personal expression. Students are expected to achieve basic technical competence in the practice of black and white photography, while also increasing their aesthetic expertise. At the end of the semester each student submits a portfolio of photographs. Students are also introduced to historical traditions of the medium through slide lectures, films, and gallery/museum visits.

Prerequisite: COMM 130 Introduction to Visual Communication or permission of the instructor.

**COMM 210 History of Photography (Gen. Ed Goal 5)**

A course which traces the development of the medium from its inception in 1839 to the present. The growth of photography is related to the other major visual arts and communication movements of the nineteenth and twentieth century. Form, content, philosophy, and technique are discussed and analyzed in slide lectures and reading assignments. Each student completes a major independent research project on a particular photographer, group of photographers, or style of work.

Prerequisite: COMM 130 Introduction to Visual Communication or permission of the instructor.

**COMM 212 Drama Workshop (Gen. Ed. Goal 5)**

A study of playmaking and production. Special attention is given to spoken drama and translation of the play into performance. This course provides students with the criteria for the selection of a play to be performed. Each student participates in acting, directing, and production-related experiences. There may be opportunity for trips to theaters and for private and/or public presentations.

**COMM 213 Advanced Public Speaking**

An application of the principles of speech and language in the delivery of speeches to larger audiences. The class emphasizes organizational techniques, language adaptation, audience analysis and clarity of expression. Students learn the distinctions between preparation and practice of the four major categories of public discourse: informative, deliberative, forensic and epideictic. Oratory skill, confidence, and fluency in speech are primary focal points of this course.

Prerequisite: COMM 115 Introduction to Speech Communication or COMM 107 Effective Speaking, or permission of instructor.

**COMM 220 Principles of Mass Communication**

A study of the various infrastructures of mass media systems from national and global perspectives. Current trends and philosophies are discussed from the perspectives of history, culture, and social responsibility. Each student researches and discusses major problems and issues in mass communication.

**COMM 225 Interactive Design**

The study of concepts and techniques using a variety of software programs in the design of websites and interactive multimedia. Projects include web layout and the development of interface and interaction design on the computer. Students develop skills with flowcharting, storyboarding, scripting, and interactive design basics such as: screen design, optimizing images, and working with color and type. **Note:** Credit will not be given for both this course and 71.225 Multimedia Design.

Prerequisite: COMM 200 Introduction to Computer Graphic Design, or ARTS 361 Graphic Design I, or permission of the instructor.

**COMM 226 Writing for Visual Media**

A study and practice of writing for all forms of digital and electronic mass communication. Students study various approaches to, and formats and techniques for, writing for the Internet, broadcast news, public and media relations, commercials, comedy, and drama. Using theoretical models and case studies, students develop unique and creative solutions for a variety of "real-world" writing and communication problems.

Prerequisites: ENGL 110 Expository Writing.

**COMM 230 Organizational Communication**

Designed to evaluate the role that communication behavior plays in the emergence, sustenance and deterioration of organizations. Examination of theory, concepts, principles and research renders a deep understanding of extensive challenges that organizations face to achieve and maintain success. Appraisal of leadership, teamwork, goals, conflict management, diversity in the workplace, technology and employee satisfaction substantiate organizational complexity. Lecture, class discussion, class presentations, guest speakers and simulations prepare students for the intersection of communication and the organizations with which they affiliate throughout their lives.

Prerequisite: COMM 115 Introduction to Speech Communication.

**COMM 234 Intercultural Communication**

An exploration of communication patterns exhibited when individuals and social groups from different cultures and national identities interact. Communication within interpersonal, social, organizational, and political contexts are examined. Attention is directed to the ubiquitous role that culture-specific communication plays in the struggles that cultures endure to preserve their integrity in a world increasingly confounded by globalization. Writing assignments, role-playing exercises, and cultural simulations allow students to consider theories and taxonomies that explain patterns of learned behavior reflected in a culture's symbols, identity politics, and resistance to change.

**COMM 245 Cultural Aspects of Media Representation (Gen. Ed. Goal 12)**

An investigation of media-constructed images of race, ethnicity, gender, and sexual orientation in the United States. After an initial background study of constitutional guarantees of free speech, students articulate responses to a variety of contemporary issues relating to the role and responsibility of media in representing society's diverse voices and in shaping an American cultural identity. Credit will not be given for this course and 71.133 Media and Multiculturalism.

**COMM 250 Media/Society/Self**

A study of the impact of popular culture upon contemporary society. Students examine the historical interplay of influences between the mass media and society. The effects of the mass media are critically evaluated within the context of media arts, advertising, politics, public relations, and news.

Prerequisite: COMM 115 Introduction to Speech Communication or permission of instructor.

**COMM 255 Special Topics in Communication Arts**

An in-depth examination of a current communication issue with particular emphasis on the contributions of recent research. Each student completes an assigned research project. Topic and instructor are announced each year.

Prerequisite: COMM 250 Media/Society/Self and permission of the chair.

**COMM 260 Voice and Articulation**

A study of vocal sound including the clarity and accuracy of articulation in the normal speaking voice. Students perform exercises to improve breath control, projection, and the variables of volume, pitch, quality, and pacing. Phonetic transcription and aspects of dialect and accent are explored.

**COMM 262 Studio Production I**

An introduction to the basic theoretical and experimental components of visual media production using video and audio technology in a studio setting. Through creative exercises and in-depth critiques, students develop fundamental skills in pre-production, production, and post-production studio recording. The aesthetics, methodology, and operational techniques of video and audio production are examined through lectures, demonstrations, field trips, and critical study.

Prerequisite: COMM 226 Writing for Visual Media or permission of instructor.

**COMM 266 Field Production I**

An introduction to the basic theoretical and experimental components of digital video pre-production, production, and post-production using images and sounds gathered in the field. Through creative exercises and in-depth critiques, students develop fundamental skills in planning, scripting, directing, shooting, and editing digital video productions for a variety of audiences. Emphasis is on acquiring a balanced understanding of aesthetics and critical thinking skills, alongside operational techniques and discipline. Guest lecturers, demonstrations, and field trips supplement the critical study of the area of the discipline.

Prerequisite: COMM 226 Writing for Visual Media or permission of instructor.

**COMM 269 Creative Process: Inspiration and Sweat**

A cross-disciplinary examination and exploration of the nature and role of creativity in a variety of fields, particularly as they relate to production and speech/performance. A wide range of source materials and exercises are consulted and utilized, and guest practitioners from other fields such as art, literature, music, and science make presentations. Students gain greater understanding of the ways in which inspiration can be identified and harnessed in the successful pursuit and practice of their own work, and each completes an approved semester-long personal creative project of his/her own choosing and design.

Prerequisites: COMM 115 Introduction to Speech Communication and COMM 130 Introduction of Visual Communications; or permission of instructor.

**COMM 270 Advertising Techniques**

An examination of the fundamental concepts and techniques of the advertising industry. Emphasis is placed on the study of the history, aesthetics, and practice of advertising, as well as its social aspects. Students create and develop their own advertising presentations. Prerequisite: COMM 200 Introduction to Computer Graphic Design or permission of the instructor.

**COMM 272 Photography and Architecture**

A study of the relationship of architecture and photography. Using photography to record and interpret architecture, students study the history of both photography and architecture and how these different visual disciplines work together. Students apply the principles and techniques of conventional and digital photography to create projects both documentary and expressive. The study of important examples of architecture in Eastern Massachusetts is emphasized. Both research and field photography are involved. Prerequisite: COMM 208 Basic Photography or permission of instructor.

**COMM 275 Public Relations**

A survey of the function and practice of public relations. The course considers the history, concepts, research methods, and production processes of the industry. Specific examples and cases are studied in detail, and students create and develop their own public relations presentations. Credit will not be given for both this course and 71.241 Public Relations.

Prerequisite: COMM 115 Introduction to Speech Communication, or permission of the instructor.

**COMM 280 Introduction to Film Production**

A study of the techniques used in visualizing thought and emotion in the medium of film using the "film short" approach. Students write scripts, direct actors, and learn lighting, set design, and location directing, using Black & White 16mm film cameras and portable equipment. Students are introduced to a wide variety of different visual styles and creative approaches while developing confidence and competence in the execution of each phase of production. Students edit their projects on videotape, using the Department's non-linear editing systems. Class critiques of student work, screenings, and optional field trips provide students with a comprehensive and practical understanding of the conventions of motion picture production. Students should expect to pay approximately \$150 for film stock and lab costs (including shipping).

Prerequisite: COMM 226 Writing for Visual Media.

**COMM 308 Media Criticism: Principles and Practice**

An advanced course which explores in social, ethical, and aesthetic terms what it means to take a critical stance toward a variety of media texts. While a number of critical perspectives and schools of thought are examined and compared, the course's ultimate objective is the development and articulation of each student's personal standards concerning quality and value. Careful reading, watching, and writing is required, along with active classroom participation.

Prerequisite: COMM 250 Media/Society/Self or permission of instructor.

**COMM 312 Screen and Teleplay Writing**

An advanced course that examines the craft and the business of screen and teleplay writing. The course explores both the theoretical and the practical perspectives involved in creating, developing, and marketing scripts based on original ideas or those adapted from existing stories. Students study classic as well as modern approaches to the process of writing for film and long-form television. Guest lecturers, screenings, group discussions and critiques, along with selected readings supplement the learning process as students progress toward completion of a semester-long writing project.

Prerequisite: COMM 226 Writing for Visual Media or permission of instructor.

**COMM 314 Acting**

An exploration of the physical and emotional resources that must be developed by the actor for any medium or style of dramatic expression. Workshops focus on exercises to develop the student's range of physical and vocal expression, creative imagination, and ability to respond to and communicate emotions freely. Readings from the work of outstanding modern actors and directors, together with class discussions, provide an intellectual and theoretical framework.

Prerequisite: COMM 212 Drama Workshop or permission of the instructor.

**COMM 315 Color Slide Imagery**

A course in the creation and production of photographic images using color slide film. The focus of this course is on the control of color design, technical parameters, personal vision, documentary requirements, and special effects as applied to color slide film. Each student acquires the ability to select and to critique work based upon a developed aesthetic of color slide imagery through photography.

Prerequisite: COMM 208 Basic Photography and permission of the instructor.

**COMM 316 Advanced Interactive Design**

An advanced study of interactive digital media. Students evaluate contemporary trends and production techniques while creating professional projects on the computer. Students build skills using the latest interactive technologies and develop stronger aesthetic sensibilities. Discussion and production of multimedia structural elements, user-interfaces, and scripting are an integral part of the course. Note: Students cannot receive credit for both this course and either COMM 316 Advanced Multimedia Design or 71.316 Interactive Digital Media.

Prerequisite: COMM 225 Interactive Design.

**COMM 318 Directing**

An exploration of the principles and practices of stage direction. Focus is placed on the evolution of the modern stage director and on current theories of stage direction. Play scripts are analyzed to identify theme, spine, and style. Classroom exercises provide opportunities to apply theories of staging to selected scenes from drama.

Prerequisite: COMM 212 Drama Workshop or permission of the instructor.

**COMM 322 Persuasion and Social Influence**

An advanced study of how people influence each other through speech and symbolic gestures. Students evaluate the strategies used to change others' beliefs, attitudes, values and actions. The course prepares students to set persuasive goals for a variety of situations and audiences, generate motivational and logical appeals, and evaluate persuasive messages in the broader culture. Themes include democratic persuasion, the challenge of diversity, and social hierarchy. Controversial topics are selected to reflect persuasive discourses in a pluralistic society. Other issues investigated include methods through which one resists another's attempts to persuade, the distinctions between choice and coercion, and the ways verbal aggression may facilitate or disable persuasion. Fear appeals, propaganda, and compliance-gaining techniques are other areas critically assessed.

Prerequisite: COMM 115 Introduction to Speech Communication or permission of the instructor.

**COMM 327 Computer Animation Techniques**

The study of concepts and techniques using a variety of software programs in the creation of computer animation. Students evaluate contemporary trends and production techniques while creating professional animation projects on the computer. Students build skills using the latest technologies and develop stronger aesthetic sensibilities.

Prerequisite: COMM 200 Introduction to Computer Graphic Design or permission of the instructor.

**COMM 328 Argumentation and Advocacy**

An introduction to the nature of argument and critical thinking, including methods of analysis, research, critical evaluation of reasoning and evidence, refutation, debate and advocacy. Students learn how to think about their positions critically, plan their communicative strategies effectively, and argue their cases forcefully. The course surveys the study of reasoning, evidence, case construction and effective presentation in bringing about belief and conviction. These concepts are explored in detail, often by applying them to various elements of the public sphere and considering various social and political questions.

Prerequisite: COMM 115 Introduction to Speech Communication or permission of instructor.

**COMM 330 Advanced Photography**

A study of the philosophies of past and contemporary photographs as points of reference. Emphasis is on the development the student's personal style and on the refinement of technical abilities. Studio lighting and large camera formats are introduced, as well as other advanced photographic techniques. A portfolio of photographs demonstrating growth and creative and technical competence are required at the end of the semester.

Prerequisite: COMM 208 Basic Photography or permission of the instructor.

**COMM 338 Advanced Visual Communications**

A comprehensive survey in which students examine the relationships of visual communications to the fine arts and mass communication. Through a series of thematic projects, students explore in depth how twentieth century artists, graphic designers, photographers, and filmmakers appropriate classical motifs and famous images from the past to visually communicate and comment upon current issues and controversies.

Prerequisite: COMM 110 Introduction to Visual Communication, or any course in the history of art, film or photography at the 200-level or above.

**COMM 362 Studio Production II**

A course in which students develop advanced skills and explore the techniques, methods, and aesthetics of producing, directing, and writing for mass audiences using video and audio production technology in a studio setting. Students are introduced to the process of developing and executing weekly programming for distribution over campus or community cable access. Issues involving fairness, ethics, Federal Communications Commission regulations and community standards are studied and incorporated into course projects.

Prerequisite: COMM 262 Studio Production I or permission of instructor.

**COMM 366 Field Production II**

An advanced course that explores the numerous facets of writing, directing, and producing non-fiction or fiction videos. Students conceive an original idea and examine their objectives, conceptual development, and available resources. Working in teams, they demonstrate competence in organizing and carrying through the creative and technical process of non-fiction or fiction video production. Guest lecturers, demonstrations, and field trips supplement the study of this area of the discipline.

Prerequisite: COMM 266 Field Production I or permission of instructor.

**COMM 370 The Rhetorical Tradition**

An advanced study of the art of speech communication from the oratory of ancient Greece and Rome to the discursive studies of postmodern culture. Emphasis is placed on the ways in which beliefs about language correspond to a culture's prevailing ideology. Students begin their study with the teachings of the Greek Sophists in ancient Athens and the works on rhetoric written by Plato, Aristotle and Isocrates. After surveying the rhetorical theories of Roman orators such as Cicero and Quintilian, students explore the trends of rhetorical discourse through the Middle Ages, the Renaissance, and the Enlightenment. In the latter section of the course, attention is directed to contemporary authors such as I.A. Richards, Chaim Perelman, Wayne Booth, Stephen Toulmin, Kenneth Burke, Michel Foucault and Jacques Derrida. By the end of the course students have a more sophisticated sense of the significance of rhetoric in addressing the relationship between speech communication and culture.

Prerequisite: COMM 115 Introduction to Speech Communication or permission of instructor.

**COMM 380 Advanced Film Production**

An advanced study of the aesthetics, techniques and theories of motion picture production. Students explore and put into practice advanced approaches to creating animation, experimental and narrative storytelling, using lighting, sound design, and post-production techniques. A mixture of hands-on, production-oriented assignments and methodology-based readings, along with lectures and field trips, supplement the learning experience.

Prerequisite: COMM 280 Introduction to Film Production or permission of instructor.

**COMM 405 Senior Portfolio in Visual Communications**

A study of all aspects of portfolio development including interactive media, photography, and graphic design. Projects are based on self-promotion and professional design goals. This course provides students with an opportunity to further develop their conceptual and pragmatic skills in visual design. Students exhibit a portfolio in a visual communications show.

Prerequisites: Communication Arts Seniors in the Visual Communication Concentration who have completed three (3) of the 300-level production requirements and permission of instructor.

**COMM 410 Senior Portfolio in Production**

The capstone course for the Visual Media Production concentration that offers students the opportunity to complete specialized projects and build and develop material for a professional portfolio while exploring advanced learning experiences and techniques. The course covers a variety of critical theories and affords students the opportunity to further develop their conceptual and pragmatic skills in motion image studies. Students work on production projects that are collaborative in nature, culminating in an end-of-the-semester screening or exhibit.

Prerequisite: For Communication Arts seniors in the Visual Media Production concentrations only; Permission of instructor.

**COMM 450 Seminar in Communication Arts**

The capstone course for all Communication Arts concentrations, designed to accomplish two interrelated goals. The first goal is to prepare students for entry into the world of professional employment and/or graduate school. The second goal is to enlarge students' understanding of the ethical, social, and political implications of economic and communication systems, and their impact upon students' future roles as responsible employees, employers, and citizens.

Prerequisites: 71.250 Media/Society/Self and junior standing or permission of instructor.

**Communication Arts Majors only.**

**COMM 480 Senior Performance Seminar**

A course that focuses on a research or creative project. After students develop a proposal including bibliography and objectives, they research historical and contemporary works related to their project. The course culminates in either a research paper, an exhibition or a performance piece.

Prerequisite: Senior status and permission of the chair.

**COMM 490 Independent Study in Communication Arts**

An independent study for Communication Arts majors with a 3.0 average in departmental courses. A written proposal must be submitted to the faculty member who has agreed to be the supervising instructor. The student must investigate current research and participate in weekly conferences. A final written report is reviewed by the entire department. **Open to Majors only.**

Prerequisite: Junior standing and permission of the supervising instructor and the chair.

**COMM 495 Internship in Communication Arts**

An internship (minimum 160 hours) in a local business, industry, or organization. Students are expected to be involved in the organization, administration, and production requirements pertinent to their area of specialization. Students may earn two (2) course credits, either in succession, or simultaneously, by arrangement with instructor and chair.

Note: Credit is not given for both this course and COMM 496 Practicum Cooperative in Communication Arts. **Open to Majors only.**

Prerequisite: COMM 250 Media/Society/Self and permission of the chair.

# Computer Science

## Chair: Cornelia Breuning

Professor: Suban Krishnamoorthy

Associate Professor: Robert Chen\*

Assistant Professors: Cornelia Breuning, Jeff Gao, David Keil

\*Sabbatical: Fall 2011

\*\*Sabbatical: Spring 2012

## COMPUTER SCIENCE MAJOR

The Department offers courses leading to a Bachelor of Science in Computer Science with concentrations in Computer Science, and Information Systems, and a minor in Computer Science. The goal of these programs is to train graduates for successful careers in industry and to prepare students for graduate studies. Students are encouraged to do cooperative work with local companies for up to one year, receiving up to four course credits, job experience, and (normally) compensation in the process. Such experience is also beneficial in seeking postgraduate employment.

### The General Education Requirement:

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 2 (Quantitative) requirement is satisfied through the completion of the Computer Science major.

### Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## COMPUTER SCIENCE MAJOR

### Departmental Requirements

Computer Science majors must complete core requirements as well as additional requirements for the particular concentration chosen (see below).

The following six (6) core requirements are required of Computer Science majors in all concentrations:

CSCI 120	Introduction to Information Technology
CSCI 152	Computer Science I Using Java
CSCI 252	Computer Science II Using Java
CSCI 258	Introduction to Operating Systems Using UNIX™
CSCI 360	Database Management
MATH 117	Introduction to Statistics

## CONCENTRATIONS

All students majoring in Computer Science must choose one (1) of the two (2) concentrations: Computer Science General or Information Systems.

### CONCENTRATION IN COMPUTER SCIENCE (UCSG)

This concentration prepares students for careers in software development.

#### Required Computer Science courses (13):

CSCI 271	Data Structures
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CSCI 317*	Discrete Structures
CSCI 347	Analysis of Algorithms
CSCI 352	Computer Architecture & Assembly Language
CSCI 362	Software Engineering
CSCI 460	Theory of Computing
CSCI 465	Operating Systems Internals
CSCI 477	Computer Networking

*\*MATH 294 Discrete Mathematics II may be substituted for CSCI 317 Discrete Structures*

**Choose Two (2) Computer Science Electives:**

CSCI 306	Introduction to .NET Using Visual Basic
CSCI 320	Windows Server & Client Management
CSCI 333	Object-Oriented Programming Using C++
CSCI 340	UNIX System Administration
CSCI 345	Computer & Network Security
CSCI 373	Advanced Web Technologies
CSCI 400	Special Topics in Computer Science
CSCI 404	Seminar in Computer Science
CSCI 428	Software Quality Assurance
CSCI 455	Human-Computer Interaction

**Mathematics and Science Requirements:**

**One (1) Required Mathematics Courses:**

MATH215	Finite Mathematics <b>or</b>
MATH 292	Discrete Mathematics I

**Two (2) Required Science Courses:**

(One (1) must be a lab course open to science majors)

Goal 6 General Education Course

Goal 7 General Education Course

**One (1) Additional Mathematics Course (beyond MATH 200 Precalculus) or Science Elective**

**CONCENTRATION IN INFORMATION SYSTEMS (UCSI)**

This concentration trains students for technical careers in information systems such as database administration, network administration, systems analysis and design, and software quality assurance.

**Required Computer Science courses (9):**

CSCI 108	HTML, JavaScript Programming, and Web Site Development
CSCI 345	Computer and Network Security
CSCI 373	Advanced Web Technologies
CSCI 376	Networking Technologies

**One (1) required Mathematics courses:**

MATH 292	Discrete Mathematics I
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**Five (5) required Business Courses:**

ACCT 220	Introduction to Financial Accounting
BADM 280	Applied Organizational Theory and Management
BADM 398	Projects in Information Systems
BADM 477	Management Issues in Information Technology
ECON 101	Principles of Macroeconomics (Goal 10) or ECON 102 Principles of Microeconomics (Goal 9)

**Three (3) courses from at least two (2) of the following categories:***Network and System Administration:*

CSCI 320	Windows Server and Client Management
CSCI 340	UNIX™ System Administration

*Computer Graphics and Technical Writing:*

CSCI 140	Introduction to the Internet, Graphics and Multimedia
ENGL 286	Professional Writing
ENGL 371	Business Writing
ENGL 372	Technical Writing

*General Information Systems Electives:*

Any computer science course at the 200-level and above except courses listed in the Network and Systems Administration category above and CSCI 495/496 Cooperative Program in Computer Science.

*Note: Students may need to take additional mathematics courses if their math placement score does not qualify them for MATH 292 Discrete Mathematics I. These mathematics courses would be taken as free electives. CSCI 135 Information Technology and Society and other computer science course can be taken as a free elective.*

**MAJOR IN BUSINESS & INFORMATION TECHNOLOGY (UITB)  
(Home Department-Economics & Business Administration)**

This major is a collaboration with the Business Administration and Computer Science departments and provides students with knowledge in both the business and information technology fields. The intent of this program is to prepare the Business and Information Technology program can “bridge the gap” between technology and business. As entry level workers, they are likely to qualify for jobs as systems analysts, Project Management Office administrators, technical trainers, quality assurance analysts and similar roles. As experienced workers, they are likely to move into Project Management, Delivery Assurance and IT Management roles.

**Required Business core courses (14):**

ACCT 220	Introduction to Financial Accounting
ACCT 221	Introduction to Managerial
BADM 215	Legal Environment of Business
BADM 280	Applied Organizational Theory and Management
BADM 330	Managerial Finance I

BADM 372	Operations and Project Management
BADM 398	Projects in Information Systems
BADM 477	Management Issues in Information
ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
ECON 201	Quantitative Economics and Business I
ECON 202	Quantitative Economics and Business II
MATH 123	College Algebra (Gen Ed Goal 2)
MRKT 271	Marketing Principles

**Required Computer Science core courses (6):**

CSCI 108	HTML, JavaScript Programming, and Web Site Development
CSCI 120	Introduction to Information Technology
CSCI 152	Computer Science I Using Java
CSCI 258	Introduction to Operating Systems Using UNIX
CSCI 360	Database Management
CSCI 376	Networking Technologies

**MINORS****MINOR IN COMPUTER SCIENCE (5 COURSES)****Required Courses (4):**

CSCI 120	Introduction to Information Technology
CSCI 152	Computer Science I Using Java
CSCI 252	Computer Science II Using Java
CSCI 258	Introduction to Operating Systems Using UNIX™

**Elective (1):**

One other course from the Computer Science Department.

**MINOR IN INFORMATION SYSTEMS (5 COURSES)**

Required Courses (5) – Select from any courses offered through the Computer Science Department. This includes CSCI 140 Introduction to the Internet, Graphics, and Multimedia. At least one (1) of these courses must be at the 200-level or above.

**MINOR IN INFORMATION TECHNOLOGY (5 COURSES)**

The University offers an interdisciplinary minor in Information Technology. To earn a minor in Information Technology, students must apply in writing to the Chair of the Computer Science Department. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Information

Technology minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

**Three (3) required courses:**

BADM 200	Introduction to Business Systems
CSCI 120	Introduction to Information Technology (must be taken prior to other courses in the minor)
CSCI 140	Introduction to the Internet, Graphics, and Multimedia <b>or</b> COMM 140 Introduction to the Internet, Graphics, and Multimedia

**Two(2) electives from the following list:**

**Communication Arts:**

COMM 200	Introduction to Computer Graphic Design
COMM 225	Multimedia Design
COMM 316	Advanced Multimedia
COMM 327	Computer Animation Techniques

**Computer Science:**

CSCI 108	HTML, JavaScript Programming, and Web Site Development
CSCI 152	Computer Science I Using Java
CSCI 230	Principles of Information Technology Operations
CSCI 252	Computer Science II Using Java
CSCI 258	Introduction to Operating Systems using UNIX
CSCI 306	Introduction to Visual Basic
CSCI 320	Windows Server and Client Management
CSCI 345	Computer and Network Security

**Geography:**

GEOG 214	Geographic Techniques – Quantitative Methods
GEOG 216	Introduction to Geographic Information Systems
GEOG 316	Advanced Geographic Information Systems
GEOG 328	Introduction to Remote Sensing

**Mathematics:**

MATH 117	Introduction to Statistics <b>or</b> MATH 208 Biostatistics
MATH 307	Intermediate Statistics

## Computer Science Courses Appropriate for General Education (Gen. Ed.)

Courses		Goal
CSCI 108	HTML, JavaScript Programming, and Web Site Development	5
CSCI 135	Information Technology and Society	10
CSCI 138	Information Technology and the Environment	10

### COMPUTER SCIENCE COURSE DESCRIPTIONS

#### CSCI 108 HTML, JavaScript Programming, and Web Site Development (Gen. Ed. Goal 5)

An introduction to various features of HTML and JavaScript languages such as tags, images, buttons, forms, and animation files. Students learn to program using these languages to create interactive Web pages. Students create a complete Web site using various tools including a browser and image editor.

#### CSCI 120 Introduction to Information Technology

An overview of computer concepts and Information Technology (IT). Applications of IT in various disciplines are illustrated and the role of information technology in contemporary society, including issues of intellectual property, ethics, privacy and security is discussed. Students are introduced to windowed environments, file management, problem-solving tools and a high-level programming language. Advanced concepts of word processing, spreadsheets, and presentation software required for effective communication, analysis, and design are explored. **Note:** Students cannot receive credit for both this course and 63.151 Personal Computer (PC) Fundamentals and Applications. Students in the IT minor who have taken 63.151 Personal Computer (PC) Fundamentals and Applications should take CSCI 108 HTML, JavaScript Programming and Web Site Development in lieu of CSCI 120 Introduction to Information Technology.

#### CSCI 135 Information Technology and Society (Gen. Ed. Goal 10)

An exploration of the impact of computing and information technology (IT) on individuals and society in the United States and the world. The course addresses the impact of IT on areas such as: digital technology at home; personal devices; rapid unregulated spread of (mis)information; political processes of dissemination and polling capabilities; empowering individuals and families with information included in medical and other databases; personal and work place communication; the networked information economy and globalization. Other topics may include the interaction of IT with intellectual property, privacy, ethics, security concerns and freedom of expression.

#### CSCI 138 Information Technology and the Environment (Gen. Ed. Goal 10)

A study of how information technologies can support and affect a clean and sustainable environment. Technologies such as virtualization, data centers, cloud computing, smart grid, tracking, imaging, simulation, document management, sensors, analog/digital devices, telecommuting, and teleconferencing are discussed. Use of social network groups to increase awareness and to mobilize action on environmental issues is addressed. The use of these information technologies in the United States is considered through the examination of geographically distributed resources such as water, glaciers, forests, species, and renewable wind and solar energies. The environmental impact of social consumption, recycling, and improper disposal of IT systems is addressed. The impact of technological forces in the United States on global environment is examined. **Note:** Computer Science majors may take this course as a free elective.

#### CSCI 140 Introduction to the Internet, Graphics, and Multimedia

An introductory course exploring fundamental concepts, vocabularies, and techniques related to graphic design, digital cameras, photo editing, scanning, web design, interactive design, animation and multimedia using a variety of software programs. Students gain a broad foundation that can be applied to more advanced concepts and skills in the Information Technology discipline. *Students cannot receive credit for both this course and either COMM 140 Introduction to the Internet, Graphics, and Multimedia or 84.140 Introduction to the Internet, Graphics, and Multimedia.*

**CSCI 152 Computer Science I Using Java**

An introduction to problem solving using the Java programming language. The course stresses algorithms, object-oriented programming in graphical environments, documentation, testing, and debugging. Topics include hardware basics and number systems, classes, methods, control structures, types, virtual-machine concepts, Internet and client-server computing, human-computer interaction, social, professional, and ethical issues, and general features of programming languages.

Corequisite: MATH 123 College Algebra or minimum score of 2 on the math placement examination.

Prerequisite: CSCI 120 Introduction to Information Technology or permission of instructor.

**CSCI 230 Principles of Information Technology Operations**

A study of operations in various information technology areas used at workplaces. Areas covered include managing storage, troubleshooting, printing and faxing, small local networks, connecting to the Internet, protection against viruses, pop-ups, and malware, backup and restore, and email clients.

Prerequisite: CSCI 120 Introduction to Information Technology

**CSCI 252 Computer Science II Using Java**

An intermediate programming course that emphasizes debugging, documentation, and modular and object-oriented design with tools such as the Unified Modeling Language. Topics include event-driven programming, string and array manipulation, sorting and searching, file operations, dynamic memory allocation, inheritance, polymorphism, and exception handling.

Prerequisites: MATH 200 Precalculus (may be taken concurrently) and CSCI 152 Computer Science I Using Java.

**CSCI 258 Introduction to Operating Systems Using UNIX™**

An introduction to the basics of networking and operating systems. Topics include the evolution and overview of operating systems, operating system principles, interfaces (GUI, command line, and API), command processors and utilities, file systems, access control, processes, programming and scripting, user accounts and authentication, OSI model, Internet Protocol, networking utilities, net computing, client-server model, FTP, and network file systems. The UNIX™ operating system is used as a primary reference for illustration and hands-on experience.

Prerequisite: CSCI 120 Introduction to Information Technology or CSCI 152 Computer Science I Using Java.

**CSCI 271 Data Structures**

An in-depth presentation of recursion, collections and iterators, fundamental techniques in graphics, and threading. Students implement linked lists, stacks, queues, trees, heaps, graphs, hash tables and related algorithms. Students implement a significant programming project.

Prerequisites: MATH 200 Precalculus and CSCI 252 Computer Science II Using Java.

**CSCI 300 Artificial Intelligence**

An introduction to cognitive science and efforts to implement intelligence in computer hardware and software, with application areas. Topics include search, knowledge representation, reasoning, uncertainty, learning, embodied interaction, future prospects, and philosophical considerations. Concepts are demonstrated with software.

Prerequisites: Junior standing, CSCI 258 Introduction to Operating Systems Using UNIX™, and either MATH 117 Introduction to Statistics or MATH 200 Precalculus.

**CSCI 306 Introduction to .NET using Visual Basic**

An introduction to the .NET programming environment and the object oriented programming model using the Visual Basic .NET programming language. Topics include object-oriented programming, Visual Basic .NET objects such as forms and controls, code construction, functions and subroutines, parameter passing, looping and other programming structures, persistence of data using text files and database tables, error handling, and debugging of programs. **Note:** Students cannot receive credit for both CSCI 306 Introduction to .NET using Visual Basic and 63.205 Introduction to .NET using Visual Basic.

Prerequisite: CSCI 252 Computer Science II using Java.

**CSCI 317 Discrete Structures**

An intermediate to advanced course on discrete mathematical structures used in computer science. Students study abstract structures used to represent discrete objects and the relationships between these objects. Topics include principles of logic, incompleteness, diagonal proof, inductive proof, and correctness of simple algorithms. Coverage of set theory will extend to relations, graphs, functions, countability, formal languages, and non-well-foundedness. Students write recurrences to define computable functions and explore discrete probability and randomness from a computational viewpoint.

Prerequisites: CSCI 271 Data Structures and either MATH 215 Finite Mathematics or MATH 292 Discrete Mathematics I.

**CSCI 320 Windows Server & Client Management**

Designed to teach students how to plan, set up, and configure Windows server and client workstations with TCP/IP enterprise protocol; monitor and control security within the systems network; administer user accounts, system disks, file system, mail, print and remote access services; and recover from server failures.

Prerequisite: CSCI 252 Computer Science II Using Java.

**CSCI 321 Digital Electronics**

An introduction to the techniques of designing and constructing digital circuits with emphasis on understanding the logic circuits of a digital computer. Topics discussed include: application of Boolean algebra to logic design; operation of diodes and transistors; construction of IC logic gates; characteristics of TTL, ECL and CMOS logic families; using Karnaugh Maps to design combinatorial circuits; decoders; priority encoders; multiplexers; parity circuits; adders, subtractors and ALU's; latches and flipflops; counters; shift registers, and the design and analysis of synchronous state machines. Includes a weekly three-hour laboratory period.

Prerequisite: CSCI 152 Computer Science I Using Java.

**CSCI 333 Object-Oriented Programming Using C++**

A presentation of advanced features of programming with an emphasis on class construction and object-oriented design and programming. Topics covered include namespaces, encapsulation, function and operator overloading, templates, collection classes, containers, iterators, inheritance, polymorphism, and exception handling. Course touches on Standard Template Libraries (STL). NOTE: Students may not receive credit for both CSCI 333 Object -Oriented Programming Using C++ and 63.259 Object-Oriented Programming Using C++.

Prerequisite: CSCI 252 Computer Science II Using Java.

**CSCI 340 UNIX™ System Administration**

A comprehensive coverage of UNIX™ system administration and management. Topics include system setup, booting and shutdown, management of user accounts, file systems, disk management and serial device management, backup and restore, print and network configuration, security, system logs, performance monitoring, and maintenance.

Prerequisite: CSCI 258 Introduction to Operating Systems Using UNIX™.

**CSCI 345 Computer & Network Security**

A detailed study of the concepts and principles of computer and network security. Topics may include: physical and organizational security, cryptography, public key infrastructure, system and services security, networking fundamentals and protocols, worms and viruses, attacks, prevention, detection and recovery, law, ethics, and privacy. The Windows and UNIX operating systems are used for illustrations.

Prerequisite: CSCI 258 Introduction to Operating Systems Using UNIX™.

**CSCI 347 Analysis of Algorithms**

A presentation of asymptotic time and space complexity of sequential and parallel algorithms, using big-O and related notation. Complexity classes P and NP (tractable and intractable problems) and verification of algorithms by formal methods are also discussed.

Prerequisites: CSCI 271 Data Structures and MATH 292 Discrete Mathematics I.

**CSCI 352 Computer Architecture and Assembly Language**

An introduction to digital logic components, their organization in computer systems, and assembly language programming. Topics include gates and flip-flops, register transfer, and CPU design; memory organization, I/O interfaces, and the interrupt system; representation of data, addressing modes, CPU instructions and pseudo-instructions, assembly language, and the organization of low-level software to control the computer.

**Note:** Students cannot receive credit for this course if they have taken 63.355 Computer Architecture.

Prerequisite: CSCI 271 Data Structures

**CSCI 360 Database Management**

A comprehensive coverage of database concepts, design, and implementation. Topics include systems analysis, data modeling, relational databases, logical design, normalization, user interfaces, query processing including SQL, database administration, security, backup and restore, and performance evaluation. Popular databases are referenced. **Note:** Students cannot receive credit for both CSCI 360 Database Management and CSCI 467 Data Base Management Systems.

Prerequisite: CSCI 258 Introduction to Operating Systems Using UNIX™.

**CSCI 362 Software Engineering**

Principles of systematic program design and implementation. Structured programming and top-down segmented program development. Stepwise program development. Chief Programmer Team, HIPO, and other programming techniques. Decision tables. Program correctness and verification. Software reliability.

Prerequisite: CSCI 271 Data Structures.

**CSCI 373 Advanced Web Technologies**

An introduction to dynamic database-driven Web site development. Students learn about client- and-server-side scripting, maintaining persistent information on the Web, and user-interface design concepts.

Prerequisites: CSCI 108 HTML, Java-Script Programming, and Web Site Development, CSCI 152 Computer Science I Using Java and CSCI 360 Database Management.

**CSCI 376 Networking Technologies**

An introduction to net-centric computing, communication and networking, network security, network management, client-server computing, wireless and mobile computing, and network applications. Various LAN and WAN networking technologies such as Ethernet, Token Ring, wireless network, virtual private network, personal area network, Storage Area Network, Internet, ATM, telecommunication networks, multimedia data technologies, and internetworking are covered. Business aspects of computer networks are also covered. **Note:** Students cannot receive credit for both CSCI 376 Networking Technologies and 63.476 Networking Technologies.

Prerequisite: CSCI 258 Introduction to Operating Systems Using UNIX™.

**CSCI 400 Special Topics in Computer Science**

A study of a selected topic in computer science to be given from time to time at the discretion of the Department. Topics presented here are on a one-time-only basis and will not be a permanent part of the curriculum.

Prerequisite: Computer Science major, Junior standing, or permission of the instructor.

**CSCI 404 Seminar in Computer Science**

An exploration of an advanced topic in computer science. The particular topic is announced at least one semester in advance.

Prerequisite: Permission of the instructor.

**CSCI 428 Software Quality Assurance**

A study of software quality assurance processes and test tools. Topics include requirements analysis, test specifications, test schedule development, installation and test tools, standalone product testing, systems integration testing, interoperability, problem reporting and tracking, product development and quality assurance processes, QA management, product life cycle, software metrics for quality, and product release.

Prerequisite: CSCI 258 Introduction to Operating Systems Using UNIX™.

**CSCI 455 Human-Computer Interaction**

A survey of the field of Human-Computer Interaction (HCI). Emphasis is placed on design strategies for creating and refining an effective user interface throughout the software product life cycle. Task analysis, approaches to user interface design, modeling, and user interface standards are covered as student groups develop a user interface for a software product.

Prerequisites: CSCI 152 Computer Science I Using Java and CSCI 360 Database Management.

**CSCI 460 Theory of Computing**

An introduction to theoretical computer science and some key applications. Course examines models of computation, including finite automata, transducers, pushdown automata, and Turing machines. Concepts of formal language theory are applied to lexical analyzer and compiler construction in programming-language translation. The course will include an introduction to the notions of computability and computational complexity, concepts used in parallel computation, and some aspects of artificial intelligence.

Prerequisites: MATH 292 Discrete Mathematics I and CSCI 271 Data Structures.

**CSCI 465 Operating Systems Internals**

An in-depth coverage of operating system principles and internals such as processes, threads, CPU scheduling, concurrency and process synchronization, deadlock, inter-process communication, memory management, virtual memory, file systems, I/O systems, distributed systems, and protection and security. Several of the concepts are implemented through a programming project.

Prerequisites: CSCI 258 Introduction to Operating Systems Using UNIX™, and CSCI 352 Computer Architecture and Assembly Language.

**CSCI 477 Computer Networking**

An introduction to the seven layers of the OSI model. General topics include network topologies; introduction to Local Area Networks, such as Ethernet, Token Ring, and FDDI; and internet-working. Special topics include TCP/IP and FTP protocols, socket interface, Remote Procedure Call (RPC), and client-server architecture.

Prerequisite: CSCI 271 Data Structures or equivalent computer industry experience including strong programming skills in C or C++.

**CSCI 490 Directed Study in Computer Science**

Under the direction of a faculty member, the student researches a topic or topics in computer science. Students should make arrangements with the faculty member who is to direct their work one semester in advance of the work.

**CSCI 495 Cooperative Program in Computer Science (2 course-credits)**

A cooperative program in which students are placed in computer positions in corporate or government settings. Students are expected to work a minimum of 25 hours per week. These positions are normally compensated. Upon completion of the course, students will provide written documentation concerning their work projects.

Prerequisite: Upperclass standing in computer science with at least a 3.0 average in computer courses or permission of instructor.

**CSCI 496 Cooperative Program in Computer Science (2 course-credits)**

A cooperative program in which students are placed in computer positions in corporate or government settings. Students are expected to work a minimum of 25 hours per week. These positions are normally compensated. Upon completion of the course, students will provide written documentation concerning their work projects. Note: This course may not be taken concurrently with CSCI 495.

Prerequisite: Upperclass standing in Computer Science with at least a 3.0 average in computer courses or permission of instructor.

# Consumer Sciences

## Health and Consumer Sciences, Fashion Design and Retailing, Food and Nutrition

### Chair: Janet Schwartz

Professors: Marilyn Abernethy, Irene Foster,  
Arlene Handschuch, Patricia Luoto,  
Susan Massad, Suzanne Neubauer,  
Janet Schwartz, Rebecca Taylor

Associate Professors:

Assistant Professors: Michael Crosier, Virginia Noon,  
Briana Plummer, Pamela Sebor-Cable,  
Teresa Sellarole, Hae Won Ju

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

Departmental majors include Health and Consumer Sciences, Fashion Design and Retailing, and Food and Nutrition. Successful completion of college and departmental requirements leads to the Bachelor of Science. Programs prepare the student for positions in human services, consumer information, journalism, secondary teaching, county extension programs, fashion or interiors merchandising, clothing design, fabric design, fashion promotion, dietetics, community nutrition, and other food and nutrition specializations.

### The General Education Requirement

Students in all majors must satisfy a general education requirement consisting of twelve (12) courses.

### Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## MAJOR IN HEALTH AND CONSUMER SCIENCES

The Health and Consumer Sciences major prepares the student with a strong foundation in four bases of study in Consumer Sciences: family studies, consumer studies, natural sciences, and the humanities.

## CONCENTRATIONS

### CONSUMER AND COMMUNITY SERVICES (UHCC)

The Consumer and Community Services concentration prepares students for careers in consumer affairs, human services, and/or business communications depending upon the emphasis selected by the student.

Students pursuing this concentration will:

1. Interpret and apply knowledge to assess and improve the health and well-being of consumers
2. Demonstrate a variety of instructional strategies to educate consumers in diverse health and community settings
3. Present information in an organized and effective manner incorporating written, oral, and electronic components.

### Requirements:

**Departmental Core Course (1) :**

CONS 210 Consumer Economics

**Concentration Requirements (12 courses):**

BIOL 101 Biological Concepts (Gen. Ed. Goal 7 Lab) **or**  
 BIOL 142 Introduction to Human Biology  
 (Gen. Ed. Goal 7 Lab)

CHEM 103 General Chemistry (Gen. Ed. Goal 6 Lab) **or**  
 CHEM 131 Science – Environment and Health  
 (Gen. Ed. Goal 6 Lab)

COMM 115 Introduction to Speech Communication

CONS 105 Personal and Community Health

CONS 111 Human Development

CONS 161 Principles of Food

CONS 312 Family and Interpersonal Development

CONS 314 Professional Preparation in Consumer and  
 Community Services

CONS 332 Consumer Housing

CONS 422 Family Financial Decision Making

CONS 495 Internship in Consumer and Community

NUTR 205 Nutrition Science and Applications

A **Minor** in one of the following areas is **required** for this concentration: Business, Communication Arts, Information Technology, Professional Writing, Psychology, Sociology, or Spanish. Students should work closely with their advisor in choosing courses for their minors that will enhance their professional background.

*Suggested Open/Free Electives:*

BADM 280 Applied Organizational Theory and Management

COMM 275 Introduction to Public Relations

COMM 105 Foundations of Communications

COMM 250 Media/Society/Self

CONS 270 Human Sexuality Education

CONS 310 Drug Addiction

ENGL 286 Professional Writing

ENGL 371 Business Writing

ENGL 372 Technical Writing

FASH 141 Fashion: Designer to Consumer

MLSP 132 Elementary Spanish II **or**  
 MLPO 141 Elementary Portuguese II

NUTR 262 Food, Culture, and Society

PSYC 224 Social Psychology

PSYC 231 Adult Development

PSYC 305 Human Relations

SOCI 130 Social Problems

SOCI 245 Race and Ethnic Relations

### **MINOR OF CONSUMER AND COMMUNITY SERVICES**

Students must take a total of five (5) courses:

CONS 111      Human Development

CONS 210      Consumer Economics

Choose three (3) courses from the following:

CONS 105      Personal and Community Health

CONS 270      Human Sexuality Education

CONS 312      Family and Interpersonal Development

CONS 422      Family and Financial Decision-making

FASH 141      Fashion: Designer to Consumer

NUTR 205      Nutrition Science and Applications

### **MAJOR IN FASHION DESIGN AND RETAILING**

The Fashion Design and Retailing program at Framingham State College enables graduates to enter a variety of careers in the fashion industry including technical design, retail management, buyer, product manager, product developer, allocation analyst, buyer, designer, patternmaker, store design, store display, and sales representative.

Students enrolled in the Fashion Design and Retailing program at Framingham State College will:

- Apply the principles of design, motives of dress, concept of business cycles, and the soft goods chain to the fashion industry;
- Investigate and evaluate the interrelationship of textile products, apparel production methods, and product life cycle;
- Demonstrate competency in apparel design and production methods, including women's, men's, and children's wear, from high fashion to mass production by creating aesthetic and functional apparel that meets the needs of society;
- Analyze the apparel design and retailing industry in the global economy as it relates to importing, exporting, licensing, mergers, acquisitions, and legislation;
- Research the economic, sociological, psychological, and aesthetic factors affecting the design, purchase, and sale of textiles, apparel, and home furnishings;
- Identify and apply the principles of retailing to create a buying plan and an assortment plan, based on a specific target market, including demographics and psychographics;
- Internalize a decision making strategy related to business practices, human resources, finance, product knowledge, ethics, promotion, and marketing.

**Requirements for Major:****Departmental core course (1):**

CONS 210 Consumer Economics

**Major core requirements (8):**

FASH 140 Principles of Apparel Construction  
 FASH 141 Fashion: Designer to Consumer  
 FASH 153 Consumer Textiles  
 FASH 223 History of Costume **or**  
 FASH 347 History of Textiles  
 FASH 245 Research Methods for the Fashion Industry  
 FASH 326 Fashion Merchandising: Theory and Distribution  
 FASH 362 World Market: Textiles to Retailing  
 MATH 117 Introduction to Statistics

**Fashion Design and Retailing majors must choose one of the following concentrations:****Apparel Design or Merchandising****CONCENTRATIONS****APPAREL DESIGN (UFDA)**

Concentration requirements (10):

ARTS 200 Drawing Fundamentals  
 ARTS 222 Color and Design  
 ARTS 357 Fashion Illustration  
 FASH 243 Advanced Apparel Construction  
 FASH 342 Flat Pattern Design  
 FASH 352 Draping  
 FASH 355 Fabric Structure and Design  
 FASH 447 Apparel Industry Methods  
 FASH 449 Functional Clothing Design  
 FASH 487 Apparel Design Portfolio

Student may elect to take additional Department offerings available for Open/Free electives towards degree requirements:

FASH 253 Cultural Dress  
 FASH 278 History of Furniture  
 FASH 290 Study Tour: Fashion Design and Retailing  
 FASH 346 Retailing and Consumer Behavior  
 FASH 354 Advanced Textiles  
 FASH 390 Special Topics in Fashion Design & Retailing  
 FASH 448 Tailoring  
 FASH 452 Fashion Promotion

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FASH 455	Case Studies in Fashion
FASH 464	Fashion Merchandising: Planning, Policies, and Implementation
FASH 490	Independent Study in Fashion Design and Retailing
FASH 495	Internship in Fashion Design & Retailing Merchandising (1 to 4 course-credits)

### **MERCHANDISING (UFDM)**

Concentration Core requirements (7):

FASH 003	Field Study in Merchandising (non-credit)
FASH 346	Retailing and Consumer Behavior
FASH 452	Fashion Promotion
FASH 464	Fashion Merchandising: Planning, Policies, and Implementation
FASH 496	Internship in Merchandising (2 course-credits)

Required Concentration Electives (2) - at least two (2) additional courses from the list below, only one of which may be at the 200-level:

FASH 243	Advanced Apparel Construction
FASH 253	Cultural Dress
FASH 278	History of Furniture
FASH 290	Study Tour: Fashion Design and Retailing
FASH 342	Flat Pattern Design
FASH 346	Retailing and Consumer Behavior
FASH 352	Draping
FASH 354	Advanced Textiles
FASH 355	Fabric Structure and Design
FASH 390	Special Topics in Fashion Design & Retailing
FASH 447	Apparel Industry Methods
FASH 448	Tailoring
FASH 449	Functional Clothing Design
FASH 455	Case Studies in Fashion
FASH 490	Independent Study in Fashion Design and Retailing

*A minor is recommended with this concentration. Students are encouraged to meet with their advisor to select a minor (for example: Art, Business Administration, Geography, Psychology, or Sociology), in accordance with their career goals.*

### **MINORS**

#### **MINOR IN APPAREL DESIGN (5 COURSES)**

**Required courses:**

FASH 140	Principles of Apparel Construction
FASH 153	Consumer Textiles

**Choose three (3) courses from the following:**

FASH 223	History of Costume or FASH 253 Cultural Dress
FASH 243	Advanced Apparel Construction
FASH 342	Flat Pattern Design
FASH 352	Draping
FASH 355	Fabric Structure and Design
FASH 447	Apparel Industry Methods
FASH 449	Functional Clothing Design

**MINOR IN MUSEUM STUDIES (7 COURSES)**

This interdepartmental minor requires that students take a minimum of five (5) courses outside of their major department. Students are strongly encouraged to complete a museum internship to complement the minor. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Museum Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) to seven (7) courses as follows:*

**One (1) Required course:**

INTD 371	Museum Studies
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**Choose two (2) of the following:**

FASH 253	Cultural Dress (Gen.Ed. Goal 11)
FASH 278	History of Furniture (Gen.Ed. Goal 5)
FASH 347	History of Textiles
FASH 223	History of Costume (Gen.Ed. Goal 5)

**Choose two (2) of the following:**

ARTH 200	Art and Social Values (Gen.Ed. Goals 5, 12)
ARTH 272	History of Art II (Gen.Ed. Goal 5)
ARTH 282	American Art (Gen.Ed. Goal 5)
INTD 381	Museum Seminar or any two (2) courses approved by the Art Department Chair

**Choose two (2) of the following:**

HIST 154	Western Civilization since the Renaissance (Gen.Ed. Goal 8)
One (1) 300-level history course approved by the department chair	

## MAJOR IN FOOD AND NUTRITION

### Food and Nutrition Mission

The Food and Nutrition program at Framingham State College will develop a course of study that enables graduates to actively participate in the changing food environment, in the nutrition education process, and in health care delivery systems according to the highest standards of client service and professional ethics.

The Coordinated Program in Dietetics concentration integrates an academic and supervised practice curriculum to prepare students to be entry-level dietitians. The Nutrition and Dietetics concentration (Didactic Program in Dietetics) offers an academic curriculum to prepare students to be accepted in a dietetic internship to become a Registered Dietitian or into a graduate program, or to pursue a career in a food, nutrition or related field. The Applied Nutrition program offers an academic curriculum to prepare students to pursue a career in a food, nutrition or related field.

Food and Nutrition Program Goals: The program will

1. Prepare graduates to become nutrition professionals
2. Prepare graduates to become dedicated learners throughout life and career
3. Foster a variety of careers in food and nutrition
4. Enable students to develop technology proficiency
5. Prepare Coordinated Program in Dietetics and Nutrition and Dietetics concentration students who have completed a dietetic internship to pass the Registration Exam administered by the Commission on Dietetic Registration of The American Dietetic Association

### Requirements for Major:

#### Major core requirements (8):

NUTR 205	Nutrition Science and Applications
NUTR 262	Food, Culture, and Society
NUTR 364	Experimental Study of Food
NUTR 381	Introduction to Nutrition Practice
NUTR 384	Foodservice Systems
NUTR 478	Community Nutrition
NUTR 482	Management of Food and Nutrition Services
PSYC 101	General Psychology <b>or</b>
	SOCI 101 Introduction to Sociology <b>or</b>
	ANTH 161 Cultural Anthropology

## CONCENTRATIONS

### NUTRITION AND DIETETICS (UFND)

Students are prepared to assume entry-level positions in settings where applied nutrition and/or foodservice management services are provided. FND meets the requirements of the Didactic Program in Dietetics (DPD). Students in this concentration who wish to pursue eligibility for the Registration Examination for dietitians must apply for admission to a post-baccalaureate ADA-accredited supervised practice program. Students should contact the DPD advisor for assistance with the application process.

**Concentration Requirements (10 courses):**

BIOL 101	Biological Concepts
BIOL 272	Human Anatomy & Physiology: Cellular & Organ Systems <b>or</b> BIOL 333 Human Physiology
BIOL 307	Microbiology
CHEM 107	Principles of Chemistry
CHEM 108	Principles of Chemistry and Quantitative Analysis
CHEM 207	Organic Chemistry I
CHEM 301	Biochemistry I
NUTR 374	Human Nutrition Science
NUTR 479	Computer Applications in Nutrition
NUTR 483	Medical Nutrition Therapy

**COORDINATED PROGRAM IN DIETETICS (UFNP)**

Students are prepared to assume entry-level positions in settings where applied nutrition and/or foodservice management services are provided. The Coordinated Program in Dietetics (CPD) includes both the academic requirements and the supervised practice requirements which qualify students to take the Registration Examination for Dietitians upon graduation. Admission to the CPD is competitive. Applications are accepted only in the spring semester. A minimum second semester sophomore standing is required but applications are accepted from juniors and seniors. Transfer students must be matriculated at the College before applying.

One course must be taken during summer session following sophomore or junior year to meet graduation requirements. Options for summer session include: general education goals not previously taken or BIOL 307 Microbiology. Intersession options for General Education courses are also available in sophomore or junior year. Students are also required to register for and participate in Nutrition in the School Environment, an online workshop, in the summer preceding the last year of the program. Division of Graduate and Continuing Education (DGCE) registration fee applies to workshop.

**Concentration Requirements (15 courses):**

BIOL 101	Biological Concepts
BIOL 272	Human Anatomy & Physiology: Cellular & Organ Systems <b>or</b> BIOL 333 Human Physiology
BIOL 307	Microbiology
CHEM 107	Principles of Chemistry
CHEM 108	Principles of Chemistry and Quantitative Analysis
CHEM 207	Organic Chemistry I
CHEM 301	Biochemistry I
NUTR 002	Orientation to Dietetics (non-credit)
NUTR 374	Human Nutrition Science
NUTR 483	Medical Nutrition Therapy
NUTR 485	Practicum in Foodservice Systems
NUTR 486	Experiences in Community Nutrition

NUTR 487

School Nutrition Practicum

NUTR 488

Seminar in Clinical Nutrition

NUTR 489

Clinical Experience in Dietetics (2 course-credits)

**APPLIED NUTRITION (UFNU)**

This concentration is for students who do not plan to pursue requirements for the Registration Exam for dietitians. Students take basic science courses in chemistry and biology in addition to a core of food and nutrition courses that provide a general background in nutrition and health, community nutrition, and foodservice management. Students are encouraged to choose a minor that provides an area of specialization.

**Concentration requirements (9 courses):**

BIOL 142	Introduction to Human Biology <b>or</b> BIOL 272 Human Anatomy & Physiology: Cellular & Organ Systems <b>or</b> BIOL 333 Human Physiology
CHEM 103	General Chemistry <b>or</b> CHEM 107 Principles of Chemistry
CHEM 201	Organic Chemistry
CONS 210	Consumer Economics
CONS 314	Consumer and Health Communication
ENGL 286	Professional Writing
NUTR 271	Nutrition for Sports and Exercise
NUTR 479	Computer Applications in Nutrition
NUTR 496	Internship in Food and Nutrition

*A minor is strongly recommended. Students are encouraged to meet with their advisor to select a minor in accordance with their career goals. Recommended minors include: biology, business, information technology, journalism, psychology, sociology, Spanish, communication arts, or professional writing.*

**MINOR IN NUTRITION (6 COURSES)**

Students complete the following six (6) required courses:

BIOL 272	Human Anatomy & Physiology: Cellular & Organ Systems
CHEM 301	Biochemistry I
NUTR 205	Nutrition Science and Applications
NUTR 374	Human Nutrition Science
NUTR 478	Community Nutrition
NUTR 483	Medical Nutrition Therapy

*Students interested in completing additional coursework to meet the requirements of the American Dietetic Association for a post-graduate dietetic internship and eligibility to take the Registration Exam for Dietitians should contact the Director of the Dietetics Program in the Food and Nutrition program.*

**CONSUMER SCIENCES COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Course</b>		<b>Goal</b>
FASH 223	History of Costume	5
FASH 253	Cultural Dress	11
FASH 278	History of Furniture	5
NUTR 205	Nutrition Science and Applications	7

**COURSE DESCRIPTIONS***Consumer Science Courses:***CONS 105 Personal and Community Health**

Designed to include discussion and debates on health issues that affect us throughout the life cycle. The course integrates physical, mental, social, emotional, intellectual, and spiritual health. Emphasis is placed on health promotion and disease prevention and includes examination and assessment of community health services.

**CONS 111 Human Development**

A survey of prenatal through adult development. Physical, social, emotional, and cognitive development throughout the life cycle is examined. Emphasis is placed on the developmental issues facing individuals at the various stages. Students have the opportunity to be involved in direct community experiences.

**CONS 161 Principles of Food**

An understanding and appreciation of the theory and principles involved in food preparation. Emphasis is on professional techniques, efficient work methods, and application of fundamentals of nutrition. Evaluation of new developments in food.

**CONS 210 Consumer Economics**

Designed to make the student a more intelligent consumer, considering basic economic concepts as they relate to consumer decision-making. Topics to be considered are consumerism, the dual role of the consumer in our economy, consumer problems, consumer demand, advertising, the budget, credit, saving, investing, insurance, housing, fraud and deception in the marketplace, and consumer protection.

**CONS 270 Human Sexuality Education**

A combination of discussions, debates, and review of research regarding sexuality from a physiological, psychological, and sociological perspective. Topics include social and biological foundations of human sexuality, human reproduction and contraception, cross-cultural perspectives on sexual behavior and contemporary society, gender roles and stereotyping, current and controversial issues in sex education, and the effects of economics, class, public policy, and the political climate on expression of human sexuality. Students develop teaching competency in human sexuality. **Note:** Students cannot receive credit for both CONS 270 Human Sexuality Education and 42.269 Human Sexuality.

**CONS 310 Drug Addiction**

A multidisciplinary study of the relationships of drug use, misuse, and abuse to biological and psychological health. Students explore the types of compounds that can influence brain activity, behavior and physiology. Topics include the history of drug abuse in American society, the nature of tolerance and dependence, drug regulation and the law, the categories of drugs (stimulants, depressants, hallucinogens, marijuana and hashish, anabolic steroids, inhalants, narcotics/opiates) and their effects on the body systems. This course is appropriate for health educators who cover drug abuse in educational settings.

*Prerequisite: An introductory biology course with lab or permission of the instructor.*

**CONS 312 Family and Interpersonal Development**

A study of individual and interpersonal development through the processes of courtship, marriage and family living. Emphasis is on contemporary issues as they relate to understanding family function and dysfunction.

**CONS 314 Consumer and Health Communication**

Designed to prepare students for a consumer-oriented career in a health, community or business setting. Instruction includes investigation of organization structures, target audiences, consumer issues, client and consumer advocacy, community promotion campaigns, and non-traditional educational strategies. Oral and written communication and technology competencies are developed through application and evaluation.

Prerequisite: Junior status; and COMM 115 Intro to Speech Communication or ENGL 286 Professional Writing

**CONS 332 Consumer Housing**

A study of cultural, economic, social, psychological, legislative, and environmental aspects of housing. Emphasis is on contemporary American consumer housing issues as related to the individual and the family. Resources and systems outside the family are examined as they interact to determine housing decisions throughout the life cycle.

**CONS 356 Development and Education of Young Children**

A study of the physical, cognitive, social, and emotional development of the young child from birth to school age. Office of Child Care Services and Massachusetts Department of Education regulations will be used in planning developmentally appropriate curricula and educational settings for young children. Administrative tasks involved in the operation of a child care center and coordination of secondary education students' interaction with young children and parents in a laboratory setting are included. Field experiences include observations of young children and their teachers in a variety of settings. Not open to Coordinate majors in Early Childhood Education.

Prerequisite: PSYC 200 Psychology of Development or permission of the instructor.

**CONS 422 Family Financial Decision Making**

Strategies for allocating family economic resources to achieve goals at various life cycle stages and income levels. Emphasis on the legal and political factors that constrain and enhance opportunities. Special focus on making fiscal preparations for retirement, death, illness and other emergencies. The tax consequences of financial decisions will also be considered.

Prerequisites: CONS 210 Consumer Economics.

**CONS 490 Independent Study in Consumer and Community Services**

An in-depth investigation in a specific topic relating to the student's major. The selection is made by the student with written approval of the faculty advisor. The use of appropriate research methods in the collection and evaluation of data is stressed. Oral presentation and final written report required.

Prerequisite: Junior or senior standing in Consumer Sciences and consent of the instructor.

**CONS 495 Internship in Consumer and Community Services (2 course-credits)**

A supervised work experience in consumer and community services such as housing coordinator, event specialist for non-profit organizations, consumer information specialist, or public relation specialist. Students must work a minimum of 180 hours. Students create a portfolio of their work. Monthly seminars are conducted on campus.

***Fashion Design and Retailing Science Courses:*****FASH 003 Field Study in Merchandising (No course credit)**

A non-credit 200 hour field experience for all students preparing for a career in merchandising. The students observe and participate in a wide spectrum of experiences in a retail setting including contact with customers, retail sales and stocking merchandise. Must be completed by the beginning of the junior year. May be waived with approval of the department coordinator of School to Work/Tech Prep/School to Career Programs. Field experience at a two-year college may be used to fulfill the requirement with the approval of the coordinator.

**FASH 140 Principles of Apparel Construction**

A laboratory course in which students use commercial patterns to produce completed garments. Emphasis is on materials selection, construction techniques, and quality standards. A notebook of basic assembly techniques is produced. Students with extensive construction experience may petition for exemption from this course.

**FASH 141 Fashion: Designer to Consumer**

An introductory study of the psychological, sociological, and economic theories of the fashion industry. Elements and principles of design are related to clothing and home furnishings. The flow of the apparel and home furnishings industry is traced from design inspiration to retailer. Consumer issues and industry resources related to clothing and home furnishings are investigated.

**FASH 153 Consumer Textiles**

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

**FASH 223 History of Costume (Gen. Ed. Goal 5)**

The study of costume from ancient Mesopotamia to the present. Costume is viewed as an integrated and characteristic expression of its period. The influence of social, political, technological, and economic conditions on costume is investigated through visual, audio, and written expression. This course examines fabrication, silhouette, color, and the aesthetics of people's costume through works of art and garments throughout history.

**Note:** Credit is not given for both this course and 34.336 History of Costume.

**FASH 243 Advanced Apparel Construction**

A laboratory course that focuses on advanced apparel construction methods. Emphasis is on construction and quality standards for complex apparel items such as jackets, pants, linings, pockets. Completed garments are produced using commercial patterns. A notebook with examples of advanced techniques is developed.

**FASH 245 Research Methods for the Fashion Industry**

An analysis of concepts, constructs, models, and theories related to the fashion industry. Demographics/psychographics are related to stages of the family life cycle. The theory, practice and application of the research process in the textile, apparel, and retail industry are analyzed. Students compare research methods used in the fashion industry including peer reviewed literature and participate in a research project. Observations and computer data analysis are utilized.

Prerequisites: FASH 326 Fashion Merchandising: Theory and Distribution.

**FASH 253 Cultural Dress (Gen. Ed. Goal 11)**

An investigation of the dress of selected cultures. Textiles, garment shapes, and design adaptations are examined in relation to technology, geographic environment, social structure, political systems, and economic conditions.

**FASH 278 History of Furniture (Gen. Ed. Goal 5)**

An examination of the development of furniture, accessories, architectural background and domestic interiors from primitive times to the present. The major emphasis is on the changes generated by the Industrial Revolution and the development of new materials and techniques of the 1950's. Furnishings, architecture, and fine arts are cross-referenced and discussed in relation to the socio-economic conditions existent in each period.

**FASH 290 Study Tour: Fashion Design and Merchandising**

A fashion design and merchandising course taught through on-site exposure to international or domestic fashion and retailing methods in addition to traditional methods of instruction, including pre and post-trip class meetings. Students learn from direct contact with fashion and retailing in a real world context. The topics/ locations may vary from year to year and are announced in the course schedule bulletin. This course may be repeated for credit if focused on different topics/locations.

**FASH 326 Fashion Merchandising: Theory and Distribution**

A study of fashion theories related to consumer demand for apparel and home furnishings. Issues in retail organization structure, merchandise policy, merchandise resources, sourcing, and buying office functions for each type of store are analyzed. Topics include vendor relations, business practices, role of buyer, negotiating terms of an order, and evaluation of sale are reviewed. Students calculate and analyze terms for ordering and financing. **Note:** Student cannot receive credit for both this course and 34.366 Fashion Merchandising: Theory and Distribution.

Prerequisite: FASH 245 Research Methods for the Fashion Industry.

**FASH 342 Flat Pattern Design**

The study of the theory and application of the flat pattern method used to create patterns for the design of apparel. The drafted master pattern is used to develop a variety of bodices, skirts, sleeves, collars, and shirts. The student applies developed skills in flat patternmaking to create original garments which emphasize design principles, flat sketching, prototype development, fit, and assembly techniques.

Prerequisites: FASH 243 Advanced Apparel Construction.

**FASH 346 Retailing and Consumer Behavior**

A study of consumer behavior and the effects on the retail environment. The influence of psychology, sociology, and consumer behavior on individual and group needs related to purchasing behavior is discussed. Topics include clothing and the life cycle, buying behavior, compulsive shopping behavior, collective selection, motives of dress, body image, nonverbal communication and dress, self concept, and clothing for special needs.

Prerequisites: FASH 245 Research Methods for the Fashion Industry.

**FASH 347 History of Textiles**

The study of the evolution of fibers, fabric structures, design motifs, color processes, and finishing techniques. Textiles are studied in relation to culture, conquest, trade routes, and

the Industrial Revolution. Present day fabrics are analyzed based upon their historical development.

Prerequisite: FASH 153 Consumer Textiles.

### **FASH 352 Draping**

A study of the theory and application of principles of apparel design on three dimensional body forms. Basic silhouettes and garment style features are draped and fitted in muslin. Students use the principles of draping to create original apparel designs in fashion fabric for specified target markets.

Prerequisite: FASH 243 Advanced Apparel Construction.

### **FASH 354 Advanced Textiles**

The in-depth study of textile products, specialty fibers, and current development in the textile industry. The relationship of textile products to legislation, human and industrial needs, and world political development is explored. Textile testing standards, specifications, and methods are studied and applied in a research project.

Prerequisite: FASH 153 Consumer Textiles.

### **FASH 355 Fabric Structure and Design**

An introduction to basic fabric construction and embellishment techniques. Students study and experiment with weaving (tapestry and four-harness), knotting, knitting, embroidery, quilting, piecework, and coloration. The elements and principles of design are incorporated.

Prerequisites: FASH 140 Principles of Apparel Construction, FASH 141 Fashion: Designer to Consumer, and FASH 153 Consumer Textiles.

### **FASH 362 World Market: Textiles to Retailing**

A study of U.S. and global trade in apparel and home furnishings. Trade principles, history, legislation, and importing/exporting are stressed. Global statistics and trends in relation to the chain of the apparel and home furnishings industries are analyzed. Topics include multinational corporations, mergers, world trade, and market analysis for fashion-related companies including jewelry, cosmetics, footwear, and fur, and children's wear. Note: Student cannot receive credit for both this course and 34.344 World Market: Textiles to Retailing.

Prerequisite: FASH 326 Fashion Merchandising: Theory and Distribution and MATH 117 Introduction to Statistics.

### **FASH 390 Special Topics in Fashion Design & Retailing**

An exploration into an identified topic in the Fashion Design, Retail or Textile field. Topics vary with instructor and reflect current trends or major themes in the area of design, retailing, or textiles. Depending on the topic, students research and write a major paper and/or develop a collection of apparel designs and illustrations.

Prerequisite(s): Vary with topic.

### **FASH 447 Apparel Industry Methods**

The advanced study of professional techniques used in the production of apparel. Course work includes: design criteria and process for developing a line of apparel for specific garment categories, fashion illustration, flat sketching, garment specification writing, sourcing, prototype evaluation, and grading. Computerized illustration and flat sketching are taught.

Prerequisites: FASH 342 Flat Pattern Design and 11.357 Fashion Illustration.

### **FASH 448 Tailoring**

A laboratory course which emphasizes the comparison of couture and mass production tailoring methods, selection of fabrics, product standards, and fit. Processes specific to womenswear and menswear are implemented.

Prerequisite: FASH 243 Advanced Apparel Construction or permission of instructor. This course will count as a "General Departmental Elective" in both Apparel Design and Merchandising Concentrations.

### **FASH 449 Functional Clothing Design**

The advanced study and analysis of apparel design with special attention to design lines and materials for specific end use. Students research, design, develop patterns, and construct original garments in categories such as: active sportswear, swimwear, careerwear, protective apparel, childrenswear, and clothing for the handicapped.

Prerequisite: FASH 342 Flat Pattern Design.

### **FASH 452 Fashion Promotion**

A study of promotional activities related to fashion merchandising. Theory and application of visual display, special events, publicity, and advertising are emphasized. Factors such as organizational philosophy, store image, and budgeting are considered.

Prerequisite: FASH 326 Fashion Merchandising: Theory and Distribution.

**FASH 455 Case Studies in Fashion**

A case methods course using real situations from existing textile, apparel, home furnishings, and retail companies. Decision making using facts and concepts exhibited in each case is emphasized. Underscored are factors such as executive responsibility, ethics, consequences, and pressures in the work place. Field trips are an integral part of this course.

Prerequisite: FASH 326 Fashion Merchandising: Theory and Distribution.

**FASH 464 Fashion Merchandising: Planning, Policies, and Implementation**

An analysis of industry standards in a business plan for a model retail business. Concepts included are financial planning, store location, organizational structure, merchandise assortment, and financial structure of the apparel and home furnishings industries. The role of the buyers and managers in policy making is analyzed. Open-to-buy and pricing are calculated and evaluated. Procedures and techniques practiced in assortment, movement of goods, customer service, security, and store policies are reviewed.

Prerequisite: FASH 003 Field Study in Merchandising and FASH 362 World Market: Textiles to Retailing or permission of instructor.

**FASH 487 Apparel Design Portfolio**

A capstone experience to organize and present design work created in the Fashion Design and Retailing program and to produce a portfolio required to obtain a professional position in the apparel industry. Students develop a portfolio to demonstrate knowledge and skills in: a variety of garment categories; hand and computer illustration; flat sketching techniques; and original full scale garments. Ideas are assembled in an aesthetic and professional format by integrating the components of design, fabric, and end use. A portfolio presentation is required.

Prerequisites: 34.447 Apparel Industry Methods, Senior standing.

**FASH 490 Independent Study in Fashion Design and Retailing**

An in-depth investigation in a specific topic relating to clothing, textiles, home furnishings, or design. The student must submit a written proposal for the creative or written project to the faculty member who has agreed to be the supervising instructor. Oral presentations and a final report required.

Prerequisite: Junior or senior standing and permission of the instructor.

**FASH 495 Internship in Fashion Design and Retailing (1 to 4 course-credits)**

A supervised work experience in a professional area of clothing and textiles such as fashion design, apparel or textile production, home furnishings, or related occupations. The student must work a minimum of 140 hours for each course-credit.

Prerequisite: 2.50 QPA in all Consumer Sciences courses, junior status, departmental requirements completed. Advance permission is required. Students need to apply by October 15<sup>th</sup> for spring term and February 15<sup>th</sup> for fall term.

**FASH 496 Internship in Merchandising (2 course-credits)**

A supervised full-time management level work experience in a retail-related establishment. During this experience the student must work a minimum of 280 hours. A weekly campus classroom component provides guidance for professional development. A College supervisor and a representative from the retail establishment evaluate student performance.

Prerequisite: 2.50 QPA in all Consumer Sciences courses, senior status, departmental requirements completed. Advance permission required. Offered fall term only. Apply by February 15<sup>th</sup> for fall term.

***Food and Nutrition Courses:*****NUTR 002 Orientation to Dietetics (No course credit)**

A non-credit (200 hour minimum work experience in dietetics approved by a Food and Nutrition faculty member. A written evaluation of the student's performance is required from the student's employer. This work experience is recommended for all Food and Nutrition majors and is required prior to admission to the Coordinated Program in Dietetics.

**NUTR 205 Nutrition Science and Applications (Gen. Ed. Goal 7)**

An integration of nutrition science with its application to diet and health. Emphasis is placed on nutrient and energy requirements for individuals throughout the life span. Topics include macro- and micronutrients; digestion, absorption, and metabolism; body composition and weight management; vegetarianism; sports nutrition; chronic disease; and environmental issues. Students conduct a computer analysis of their own diets.

Note: Students cannot receive credit for both NUTR 205 Nutrition Science and Applications and 34.120 Current Issues in Nutrition and Health or 34.171 Human Nutrition in the Life Cycle.

**NUTR 262 Food, Culture, and Society**

A study of the sociocultural and economic factors that affect the ways individuals and groups manage food. The impacts of culture, income, gender, age, health concerns, and time management are examined. The food system is studied as it relates to consumers' needs. Food management skills are emphasized in laboratory experiences. Nutritional analyses are performed on the computer.

Prerequisite: NUTR 205 Nutrition Science and Applications.

**NUTR 271 Nutrition for Sports and Exercise**

The study of the association between nutrition and exercise performance. Metabolism of carbohydrates, fats, proteins, vitamins, minerals and water and its effect on athletic training is stressed. Nutrition assessment of athletes, how to measure body composition, and the use of and controversy over ergogenic aids are explored in depth.

Prerequisites: NUTR 205 Nutrition Science and Applications, CHEM 103 General Chemistry or CHEM 107 Principles of Chemistry, BIOL 142 Introduction to Human Biology or BIOL 333 Principles of Human Physiology or BIOL 272 Human Anatomy and Physiology: Cellular and Organ Systems.

**NUTR 290 Study Tour: Food and Nutrition**

A food and nutrition course taught through on-site exposure to food systems and/or culinary practices. Traditional methods of teaching are also employed. Students gain direct experience of food and nutrition in geographic, cultural, political, educational, culinary and historical contexts. Students meet and prepare course materials prior to the tour. The topics and locations may vary from year to year and are announced in the course schedule. This course, in a different topic/location, may be repeated for credit. Additional course fees may apply.

**NUTR 364 Experimental Study of Food**

A study of the scientific basis for the selection, preparation and handling of food. Laboratory application includes principles underlying food preparation, experimentation in comparative food preparation, and an independent student laboratory research project.

Prerequisite: NUTR 262 Food, Culture, and Society and an organic chemistry course.

**NUTR 374 Human Nutrition Science**

A study of the interrelationships and respective functions of nutrients, and the integration of nutrition, biochemistry, and human physiology. Emphasis is placed on research design in classic and current nutrition studies with respect to nutrition and health.

Prerequisites: CHEM 301 Biochemistry I; and BIOL 272 Human Anatomy and Physiology: Cellular and Organ Systems or BIOL 333 Principles of Human Physiology.

**NUTR 381 Introduction to Nutrition Practice**

An introduction to the application of nutrition care of individuals and groups in a variety of health care settings. Topics include nutrition assessment and care plans, medical terminology and documentation, interviewing and counseling skills, and educational theory and material development. The Coordinated Program in Dietetics requires students to complete a concurrent clinical experience in cooperating health care facilities. Food and Nutrition majors with a minimum 2.50 QPA may elect to complete a clinical experience. A physical exam and liability insurance are required for clinical experience.

Prerequisites: BIOL 142 Introduction to Human Biology or BIOL 333 Principles of Human Physiology or BIOL 272 Human Anatomy & Physiology: Cellular & Organ Systems; NUTR 262 Food, Culture, and Society.

**NUTR 384 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, quantity food production, delivery systems, and financial management. Topics are augmented by a laboratory experience in a foodservice facility. Liability insurance is required.

Prerequisite: NUTR 364 Experimental Study of Food or permission of instructor.

**NUTR 390 Special Topics in Nutrition**

An exploration into an identified topic in the nutrition field. Topics vary with instructor and reflect current trends or major themes in food and nutrition. Students write and present a major paper on the topic. Prerequisites: NUTR 262 Food, Culture, and Society (may be taken concurrently) and junior standing. Additional prerequisites may be required dependent upon topic.

**NUTR 440 Geriatric Nutrition**

An overview of the physiological and socioeconomic aspects of aging and their impact on nutrition. Course includes an in-depth discussion of nutritional assessment, nutrition programs, and chronic medical disorders associated with the older adult.

Prerequisite: NUTR 374 Human Nutrition Science.

### **NUTR 478 Community Nutrition**

An introduction to the program, policies, and institutions that influence nutrition services at the local, state, and national levels. Special attention is given to the assessment, planning, intervention, and evaluation of programs targeted to populations with high nutritional risk. The role of the political process in the promotion of food and nutrition programs is examined.

Prerequisite: NUTR 381 Introduction to Nutrition Practice.

### **NUTR 479 Computer Applications in Nutrition.**

A study of technology designed to enhance the efficiency and accuracy of practice in nutrition professions. Investigations include development, application and evaluation of emerging technologies used in nutrition practice.

Prerequisite: NUTR 381 Introduction to Nutrition Practice.

### **NUTR 482 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 482 Management of Food and Nutrition Services, and 12.272 Management Principles.

Prerequisites: NUTR 262 Food, Culture, and Society; junior status.

### **NUTR 483 Medical Nutrition Therapy**

An integration of pathophysiology, biochemistry, and nutrition concepts that form the basis for medical nutrition therapy in health care. Case study discussions and nutrition care plans are included. An additional three-hour lab is required for Coordinated Program in Dietetics students.

Prerequisites: NUTR 374 Human Nutrition Science and NUTR 381 Introduction to Nutrition Practice.

### **NUTR 485 Practicum in Foodservice Systems**

A concentrated continuous experience in an off-campus foodservice system in which concepts taught in NUTR 384 Foodservice Systems are utilized and applied. NUTR 482 Management of Food and Nutrition Services must be taken either simultaneously or prior to the practicum.

Prerequisite: NUTR 384 Foodservice Systems and acceptance in the Coordinated Program in Dietetics.

### **NUTR 486 Experience in Community Nutrition**

Field experience in community health settings coordinated with campus seminars. Students utilize their knowledge of normal and modified nutrition, skills in communications, recognition of socio-economic influences, and familiarity with community health agencies, resources and the legislative process. Education and motivation of individuals and groups and contributions to total health care in a community are explored.

Prerequisite: Acceptance in the Coordinated Program in Dietetics.

### **NUTR 487 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: Coordinated Program in Dietetics students only; Coordinated Program in Dietetics Nutrition in the School Environment summer workshop.

### **NUTR 488 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 483 Medical Nutrition Therapy.

### **NUTR 489 Clinical Experience in Dietetics (2 Coures-Credits)**

Concentrated, supervised, continuous experience in various aspects of medical nutrition therapy. Students are placed in a cooperative medical facility where they work as a member of the health team to develop skills as an entry level dietitian. This course must be taken simultaneously with NUTR 488 Seminar in Clinical Nutrition or by permission of the instructor.

Prerequisite: Acceptance in the Coordinated Program in Dietetics.

**NUTR 490 Independent Study in Food and Nutrition**

An in-depth investigation of a specific topic relating to the student's area of interest in food and nutrition. A written proposal on the topic selected is made by the student to the faculty advisor. An oral presentation and final written report of the student's topic is required.

Prerequisite: NUTR 374 Human Nutrition Science. Application due by October 15<sup>th</sup> for spring semester and February 15<sup>th</sup> for fall semester.

**NUTR 496 Internship in Food and Nutrition**

A supervised work experience in community nutrition, foodservice management, or medical nutrition therapy. Students submit an application that identifies specific goals for the experience and a résumé. An ability to work independently is expected. A major project is required. A minimum of one eight-hour day per week is required.

Prerequisites: Senior standing and permission of department chair. A QPA of 2.50 in all courses for the major.

**NUTR 499 Food and Nutrition Internship: U.S. Army Natick Research, Development and Engineering Center (NRDEC)**

A supervised work experience in food or nutrition as it pertains to the military. The student joins a research team in one of two areas: U.S. Army Research Institute of Environmental Medicine (USARIEM), or U.S. Army Sustainability Directorate (SusD). One eight-hour day per week required.

Prerequisites: NUTR 264 Experimental Study of Food, NUTR 381 Introduction to Nutrition Practice, and QPA of 2.50 in all courses for the major. Departmental permission required.

# Economics and Business Administration

**Chair: Sandra Rahman**

Professors: Maureen Dunne, Donald MacRitchie,  
Martha Meaney, Mary T. Rogers

Associate Professor: Karen Druffel, Abdul Momen†, Sandra Rahman,  
Fahlino Sjuib

Assistant Professors: Lori Andersen, Michael Enz,  
Louis Farina, Michael J. Harrison,  
Simeon Horvitz, Francis Kemegue, Zhe Li,  
Beverly Soriano, Patricia E. Thomas

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

*†Temporary Leave Fall 2011-Spring 2012*

## The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 9 (Social and Behavioral Sciences) requirement is satisfied through the completion of one of the three majors offered through the department: a B.A. in Economics, a B.S. in Business Administration, or a B.S. in Business and Information Technology.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## Majors

The Department of Economics and Business Administration offers a B.A. in Economics, a B.S. in Business Administration, and a B.S. in Business and Information Technology.

## Related Minors

Students majoring in Economics or Business Administration are encouraged but not required to select a minor in another discipline. A number of minors offered by other departments complement the Economics and Business Administration majors and enhance the students' preparation for their individual employment or graduate school goals. Students should discuss these possibilities with their academic advisors.

## ECONOMICS MAJOR (UEOG)

Both Economics majors and Business Administration majors must take the same common core of courses. No course in the Economics and Business Administration Department may be used to satisfy more than one departmental requirement.

### Department Common Core courses (10):

ACCT 220	Introduction to Financial Accounting
BADM 330	Managerial Finance I
CSCI 120	Introduction to Information Technology
ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
ECON 201	Quantitative Economics and Business I

ECON 202	Quantitative Economics and Business II
ECON 301	Intermediate Macroeconomic Theory
ECON 302	Intermediate Microeconomic Theory
MATH 123*	College Algebra

*\*Students with a score on the mathematics placement exam which allows them to take MATH 200 Precalculus may substitute MATH 200 Precalculus, MATH 215 Finite Mathematics, or MATH 219 Calculus I for MATH123 College Algebra.*

### **Economics Major Core courses (3)**

#### **Choose two (2) courses from the following list:**

BADM 320	Money and Banking
BADM 341	Public Choice and Expenditure
BADM 402	Industrial Organization
BADM 410	International Trade
ECON 230	Urban Economics
ECON 260	Labor Economics
ECON 312	Comparative Economic Systems
ECON 450	History of Economic Thought

#### **Required Capstone Course (1):**

ECON 480	Senior Economics Seminar
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### **ECONOMICS CONCENTRATIONS**

Economic majors may remain in the General Concentration or declare Applied Microeconomics, Business, Finance, or Quantitative Economics. Requirements for each of the five concentrations are identified as follows.

#### **APPLIED MICROECONOMICS (UEOM)**

##### **Six (6) Required courses:**

ECON 435	Managerial Economics
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##### **Choose five (5) from the following:**

BADM 341	Public Choice and Expenditure
BADM 402	Industrial Organization
BADM 410	International Trade
BADM 411	International Finance
BADM 470	Applied Econometrics for Economics and Business
ECON 230	Urban Economics
ECON 260	Labor Economics
MATH 307	Intermediate Statistics

#### **BUSINESS (UEOB)**

##### **Five (5) Required courses:**

ACCT 221	Introduction to Managerial Accounting
BADM 280	Applied Organizational Theory and Management

MRKT 271 Marketing Principles

**Choose two (2) electives from:**

BADM 215 Legal Environment of Business  
 BADM 305 Quantitative Methods in Business  
 BADM 320 Money and Banking  
 BADM 402 Industrial Organization  
 BADM 411 International Finance  
 BADM 412 International Business  
 BADM 428 Taxation  
 BADM 431 Managerial Finance II  
 BADM 445 Investments  
 BADM 470 Applied Econometrics for Economics and Business  
 BADM 485 Business Policy and Strategy  
 ECON 260 Labor Economics  
 ECON 435 Managerial Economics

**FINANCE (UEOF)**

**Five (5) Required courses:**

ACCT 221 Introduction to Managerial Accounting  
 BADM 320 Money and Banking  
 BADM 431 Managerial Finance II

**Choose two (2) elective courses from:**

BADM 305 Quantitative Methods in Business  
 BADM 411 International Finance  
 BADM 445 Investments

**GENERAL STUDIES (UEOG)**

**Two (2) Required elective courses from:**

BADM 320 Money and Banking  
 BADM 341 Public Choice and Expenditure  
 BADM 402 Industrial Organization  
 BADM 410 International Trade  
 BADM 411 International Finance  
 BADM 470 Applied Econometrics for Economics and Business  
 ECON 230 Urban Economics  
 ECON 260 Labor Economics  
 ECON 312 Comparative Economic Systems  
 ECON 435 Managerial Economics  
 ECON 450 History of Economic Thought

**QUANTITATIVE ECONOMICS (UEOQ)****Six (6) Required courses:**

MATH 219	Calculus I
MATH 226	Linear Algebra and Applications

**Choose two (2) electives courses from:**

MATH 220	Calculus II
MATH 221	Calculus III
MATH 307	Intermediate Statistics

**Choose two (2) electives courses from:**

BADM 320	Money and Banking
BADM 341	Public Choice and Expenditure
BADM 402	Industrial Organization
BADM 410	International Trade
BADM 411	International Finance
BADM 470	Applied Econometrics for Economics and Business
ECON 230	Urban Economics
ECON 260	Labor Economics
ECON 435	Managerial Economics

**BUSINESS ADMINISTRATION MAJOR**

Both Economics majors and Business Administration majors must take the same common core courses. Business Administration majors must also complete a set of core business courses. No course in the Economics and Business Administration Department may be used to satisfy more than one departmental requirement.

**Department Common Core courses (10):**

ACCT 220	Introduction to Financial Accounting
BADM 330	Managerial Finance I
BADM 485	Business Policy and Strategy
CSCI 120	Introduction to Information Technology
ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
ECON 201	Quantitative Economics and Business I
ECON 202	Quantitative Economics and Business II
ECON 301	Intermediate Macroeconomic Theory
ECON 302	Intermediate Microeconomic Theory
MATH 123*	College Algebra

*\*Students with a score on the mathematics placement exam which allows them to take MATH 200 Precalculus may substitute MATH 200 Precalculus, MATH 215 Finite Mathematics, or MATH 219 Calculus I for MATH123 College Algebra.*

**Business Administration Major Core courses (6):**

ACCT 221	Introduction to Managerial Accounting
BADM 200	Introduction to Business Systems
BADM 215	Legal Environment of Business
BADM 280	Applied Organizational Theory and Management
MRKT 271	Marketing Principles

**Required Capstone Course:**

BADM 485	Business Policy and Strategy
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**BUSINESS ADMINISTRATION CONCENTRATIONS**

Business Administration majors may remain in the General Concentration or declare Accounting, Finance, International Business, Management, or Marketing. Requirements for each of the six concentrations are identified as follows.

**ACCOUNTING (UBAA)****Four (4) Required courses:**

ACCT 321	Intermediate Accounting I
ACCT 322	Intermediate Accounting II
ACCT 326	Cost Accounting
BADM 428	Taxation

**FINANCE (UBAF)****Four (4) Required courses:**

BADM 320	Money and Banking
BADM 431	Managerial Finance II
BADM 445	Investments

**Plus one (1) elective course from:**

BADM 305	Quantitative Methods in Business
BADM 411	International Finance
BADM 474	Topics in Finance

**GENERAL STUDIES (UEOG)****Two (2) Required elective courses from:**

ACCT 326	Cost Accounting
BADM 305	Quantitative Methods in Business
BADM 313	Promotional Strategy
BADM 320	Money and Banking
BADM 372	Operations and Project Management
BADM 375	Sales Management
BADM 381	Human Resource Management
BADM 402	Industrial Organization

BADM 411	International Finance
BADM 412	International Business
BADM 428	Taxation
BADM 431	Managerial Finance II
BADM 445	Investments
BADM 470	Applied Econometrics for Economics and Business
ECON 435	Managerial Economics
MRKT 310	Marketing Research
MRKT 318	International Marketing
MRKT 371	Marketing Management

**INTERNATIONAL BUSINESS (UBAI)****Four (4) Required courses:**

BADM 410	International Trade
BADM 411	International Finance
BADM 412	International Business

**Plus one (1) elective course from:**

ACCT 326	Cost Accounting
BADM 320	Money and Banking
BADM 372	Operations and Project Management
BADM 402	Industrial Organization
ECON 312	Comparative Economic Systems
ECON 435	Managerial Economics
MRKT 318	International Marketing

**MANAGEMENT (UBAT)****Four (4) Required courses:**

BADM 372	Operations and Project Management
BADM 381	Human Resource Management

**Plus two (2) elective courses from:**

ACCT 326	Cost Accounting
BADM 375	Sales Management
BADM 412	International Business
BADM 431	Managerial Finance II
MRKT 371	Marketing Management

**MARKETING (UBAK)****Four (4) Required courses:**

MRKT 310	Marketing Research
MRKT 371	Marketing Management

**Plus two (2) elective courses from:**

BADM 313	Promotional Strategy
BADM 375	Sales Management
BADM 402	Industrial Organization
BADM 410	International Trade
BADM 412	International Business
BADM 470	Applied Econometrics for Economics and Business
COMM 220	Principles of Mass Communication
ECON 435	Managerial Economics
MRKT 318	International Marketing

**BUSINESS AND INFORMATION TECHNOLOGY MAJOR (UITB)  
(Home Department-Economics & Business Administration)**

This major is a collaboration with the Economics/Business Administration and Computer Science departments and provides students with knowledge in both the business and information technology fields. The intent of this program is to prepare the Business and Information Technology program can “bridge the gap” between technology and business. As entry level workers, they are likely to qualify for jobs as systems analysts, Project Management Office administrators, technical trainers, quality assurance analysts and similar roles. As experienced workers, they are likely to move into Project Management, Delivery Assurance and IT Management roles.

**Required Business core courses (13):**

ACCT 220	Introduction to Financial Accounting
ACCT 221	Introduction to Managerial Accounting
BADM 215	Legal Environment of Business
BADM 280	Applied Organizational Theory and Management
BADM 330	Managerial Finance I
BADM 372	Operations and Project Management
BADM 398	Projects in Information Systems
BADM 477	Management Issues in Information
ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
ECON 201	Quantitative Economics and Business I
ECON 202	Quantitative Economics and Business II
MRKT 271	Marketing Principles

**Required Computer Science core courses (6):**

CSCI 108	HTML, JavaScript Programming, and Web Site Development
CSCI 120	Introduction to Information Technology
CSCI 152	Computer Science I Using Java

CSCI 258 Introduction to Operating Systems Using UNIX

CSCI 360 Database Management

CSCI 376 Networking Technologies

**Required Mathematics course (1):**

MATH 123 College Algebra\*

*\*Students with a score on the mathematics placement exam which allows them to take MATH 200 Precalculus may substitute MATH 200 Precalculus, MATH 215 Finite Mathematics, or MATH 219 Calculus I for MATH123 College Algebra.*

**MINORS**

**MINOR IN ECONOMICS (5 COURSES)**

Economics minor is not open to Business Administration or Business & Information Technology majors.

**Required Courses:**

ECON 101 Principles of Macroeconomics

ECON 102 Principles of Microeconomics

**Plus three (3) electives with at least two at the 200-level or above from:**

BADM 320 Money and Banking

BADM 341 Public Choice and Expenditure

BADM 402 Industrial Organization

BADM 410 International Trade

BADM 411 International Finance

BADM 470 Applied Econometrics for Economics and Business

CONS 210 Consumer Economics

ECON 100 Contemporary Economic Problems and Issues

ECON 105 An Introduction to the United States Economy

ECON 201 Quantitative Economics and Business I

ECON 202 Quantitative Economics and Business II

ECON 230 Urban Economics

ECON 260 Labor Economics

ECON 301 Intermediate Macroeconomic Theory

ECON 302 Intermediate Microeconomic Theory

ECON 312 Comparative Economic Systems

ECON 435 Managerial Economics

ECON 450 History of Economic Thought

**MINOR IN BUSINESS (5 COURSES)**

The Business minor is not open to Economics or Business & Information Technology majors.

**The minor requires five (5) courses as follows:**

**Four (4) required courses:**

ACCT 220	Introduction to Financial Accounting
BADM 280	Applied Organizational Theory and Management
ECON 101	Principles of Macroeconomics <b>or</b>
	ECON 102 Principles of Microeconomics
MRKT 271	Marketing Principles

**One (1) elective from the following list:**

ACCT 221	Introduction to Managerial Accounting
BADM 200	Introduction to Business Systems
BADM 215	Legal Environment of Business
BADM 381	Human Resource Management
ECON 101	Principles of Macroeconomics <b>or</b>
	ECON 102 Principles of Microeconomics

**MINOR IN INFORMATION TECHNOLOGY (5 COURSES)**

The University offers an interdisciplinary minor in Information Technology. To earn a minor in Information Technology, students must apply in writing to the Chair of the Computer Science Department. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Information Technology minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

**Three (3) required courses:**

BADM 200	Introduction to Business Systems
CSCI 120	Introduction to Information Technology (must be taken prior to other courses in the minor)
CSCI 140	Introduction to the Internet, Graphics, and Multimedia <b>or</b>
	COMM 140 Introduction to the Internet, Graphics, and Multimedia

**Two(2) electives from the following list:****Communication Arts:**

COMM 200	Introduction to Computer Graphic Design
COMM 225	Multimedia Design
COMM 316	Advanced Multimedia

**Computer Science:**

CSCI 108	HTML, JavaScript Programming, and Web Site Development
CSCI 152	Computer Science I Using Java
CSCI 230	Principles of Information Technology Operations
CSCI 252	Computer Science II Using Java
CSCI 258	Introduction to Operating Systems using UNIX

CSCI 306	Introduction to Visual Basic
CSCI 320	Windows Server and Client Management
CSCI 345	Computer and Network Security

**Geography:**

GEOG 214	Geographic Techniques – Quantitative Methods
GEOG 216	Introduction to Geographic Information Systems

**Mathematics:**

MATH 117	Introduction to Statistics <b>or</b> MATH 208 Biostatistics
MATH 307	Intermediate Statistics

**ECONOMICS COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

Course		Goal
ECON 101	Principles of Macroeconomics	10
ECON 102	Principles of Microeconomics	9

**ACCOUNTING COURSE DESCRIPTIONS****ACCT 220 Introduction to Financial Accounting**

A study of financial and accounting systems starting with accounting cycle and going through the preparation and interpretation of financial statements for all types of business entities. Topics include generally accepted accounting principles, the theory of accounts, and the theory of present value as it relates to financial accounting problems. Note: Credit will not be given for both this course and ACCT 120 Introduction to Financial Accounting.

Prerequisite: Sophomore Standing.

**ACCT 221 Introduction to Managerial Accounting**

A study of the internal accounting reporting needs of a business. This course integrates management theory, budgeting, cost analysis, valuations, and ethics. Note: Credit will not be given for both this course and ACCT 121 Introduction to Managerial Accounting.

Prerequisite: ACCT 220 Introduction to Financial Accounting.

**ACCT 321 Intermediate Accounting I**

An intensive study of generally accepted accounting principles dealing with balance sheet evaluations and their effect on income determination. Topics include applications of present value techniques to accounting, valuation and reporting of cash, receivables, short-term investments, inventories, fixed assets and intangible assets.

Prerequisite: ACCT 221 Introduction to Managerial Accounting.

**ACCT 322 Intermediate Accounting II**

Additional topics in financial accounting, including an in-depth analysis of current and long-term liabilities, capital stock, options and warrants, earnings-per-share calculations, convertible securities, retained earnings and dividends, and statement of changes in financial position. Also studied are income-tax allocations, pension accounting, and accounting for lease transactions.

Prerequisite: ACCT 321 Intermediate Accounting I.

**ACCT 326 Cost Accounting**

A treatment of presentation and analysis of data to facilitate decision-making in the organization. Topics covered include cost evaluation, forecasting, variance analysis, cost structures, cost behavior patterns, break-even analysis, and capital budgeting.

Prerequisite: ACCT 221 Introduction to Managerial Accounting.

## BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

### **BADM 200 Introduction to Business Systems**

An introductory study of information systems from a business problem-solving perspective. Topics include technical and organizational foundations of information systems, the use of information systems to support critical business operations and to achieve strategic objectives, common approaches to building information systems, and management of information system resources. The course emphasizes the use of computers to analyze, coordinate, and solve organizational decision-making problems.

**Note:** Students may not receive credit for both BADM 200 Introduction to Business Systems and 12.208 Microcomputer Applications in Business.

Prerequisite: CSCI 120 Introduction to Information Technology.

### **BADM 215 Legal Environment of Business**

A study of the interrelationships among business, government, and society as reflected in the legal system in which firms operate. In addition to examining specific laws and legal issues, such as business transactions, employer-employee relations, government regulation and consumer law, students become familiar with the way in which laws develop and change. Special emphasis is on the social and ethical issues which arise in business law.

### **BADM 280 Applied Organizational Theory and Management**

An in-depth study of the application of management theory to the behavior of individuals and groups in organizations. Topics in the course include: organizational structure and design, motivation, job design, leadership, communication and power in organizations.

Prerequisite: Sophomore standing.

### **BADM 305 Quantitative Methods in Business**

The application of quantitative techniques to solve organizational problems. Topics covered include decision theory and models, analysis of risk, network analysis, linear programming, and the application of these topics through the use of problems and case analysis.

Prerequisite: ECON 202 Quantitative Economics and Business II, MRKT 271 Marketing Principles, and BADM 280 Applied Organizational Theory and Management.

### **BADM 313 Promotional Strategy**

A focus on the development of effective marketing communication strategies. Various aspects of marketing communication are discussed, including advertising, sales promotion, personal selling, and public relations.

Prerequisite: MRKT 271 Marketing Principles.

### **BADM 320 Money and Banking**

A survey of the development of money and credit, monetary theories, monetary systems and an examination of the relationship between monetary policy and economic welfare.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

### **BADM 330 Managerial Finance I**

The study of the relationship between the investment and financing decisions made by firms. Main topics include working capital and fixed asset management contained within a broad overview of the type of assets a company acquires, the reasons for acquiring them, and the sources and costs of financing the assets. Concepts are discussed primarily in accounting terms, and mathematical relationships are used as a focal point for discussion.

Prerequisite: ECON 101 Principles of Macroeconomics, ECON 102 Principles of Microeconomics, and ACCT 220 Introduction to Financial Accounting, and ECON 202 Quantitative Economics and Business II (or concurrent registration).

### **BADM 341 Public Choice and Expenditure**

An introduction to the process of social choice and the translation of choice into public expenditure programs. Emphasis is placed upon the application of economic analysis in the appraisal of income redistribution, health, education, defense, social insurance, and environmental programs. **Note:** Credit will not be given for both this course and 12.340 Public Finance.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**BADM 372 Operations and Project Management**

An analysis of methods to effectively produce and distribute goods and services provided by profit and nonprofit organizations. Topics to be covered include project management, process selection and design, production planning and control, quality control, prices and costs, and the technology of materials and equipment.

Prerequisite: ECON 202 Quantitative Economics and Business II and BADM 280 Applied Organizational Theory and Management.

**BADM 375 Sales Management**

An examination of the importance of personal selling and distribution. The course focuses on recruiting, organizing, and motivating the sales force; forecasting; budgeting; selling; control; and cooperation with channel distribution members. Prerequisites: MRKT 271 Marketing Principles and BADM 280 Applied Organizational Theory and Management.

**BADM 381 Human Resource Management**

A study of the personnel function within profit and non-profit organizations. The course covers the procurement, development, compensation, integration and maintenance of personnel.

Prerequisite: BADM 280 Applied Organizational Theory and Management.

**BADM 398 Projects in Information Systems**

A study of the use of information systems elements based on industry standards in technology, project methodologies, and applications in business. Topics include client management, project management, systems development, and communication skills.

Students work in teams to complete projects based upon actual organizations or business need. Student projects, evaluated by an industry panel, include a problem statement and justification, requirements analysis, and preliminary and final design.

Prerequisites: CSCI 376 Networking Technologies (may be taken concurrently), ACCT 220 Introduction to Financial Accounting, BADM 280 Applied Organizational Theory and Management, and junior standing.

**BADM 402 Industrial Organization**

A survey of the market structure, conduct, and performance of American industry. Consideration is given to the rationale and effectiveness of anti-trust policy and related problems and issues.

Prerequisite: ECON 302 Intermediate Microeconomic Theory.

**BADM 410 International Trade**

An analysis of the foundations and principles of international trade. Specific topics include: comparative advantage, terms of trade, factor movements, tariffs and protectionism.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**BADM 411 International Finance**

An analysis of the monetary aspects of international trade and balance of payments adjustment mechanisms. Some specific topics include: the International Monetary Fund, multi-national corporations, foreign exchange transfers.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**BADM 412 International Business**

A study of the complexity of managing an organization with international interests. Topics discussed include political, economic, and cultural environments; developing planning systems and strategies to ensure international competence in finance, marketing, human resources, production, and societal response in an international setting. Cases may be used to help develop skills in the above area.

Prerequisite: MRKT 271 Marketing Principles, BADM 280 Applied Organizational Theory and Management, and BADM 330 Managerial Finance I.

**BADM 428 Taxation**

A broad introduction to federal income tax law and preparation. Covered in detail is the taxation of individuals including taxable income determinations, deductions, and gain or loss on exchange of property. The course also introduces taxation issues faced by corporations and partnerships.

Prerequisite: ACCT 221 Introduction to Managerial Accounting.

**BADM 431 Managerial Finance II**

The study of the theory and application of the basic principles underlying the relationship between the long-run investment and financing decisions made by the firm. Included are the seminal theoretical foundations of Modigliani and Miller, as well as the use of CAPM and APT in capital budgeting and cost of capital. Application of the basic principles is accomplished using the case method.

Prerequisite: BADM 330 Managerial Finance I.

**BADM 445 Investments**

The study of the process whereby investors choose individual securities and combine them into portfolios. The major topics are the fundamentals of security analysis, including the instruments and the markets for securities, and the basics of portfolio analysis from Markowitz to APT. A discussion of derivative securities is also included. Mathematical descriptions of financial instruments and portfolios are widely employed.

Prerequisite: BADM 330 Managerial Finance I.

**BADM 470 Applied Econometrics for Economics and Business**

A continuation of the material presented in Quantitative Economics and Business II, concentrating on the application of these tools to the analysis of economics and business data. The course covers classical linear regression techniques (both simple and multiple regression) with emphasis placed on the necessary modifications to these procedures for use in economic and business applications. Topics covered include heteroskedasticity, auto-correlation, non-linear estimation, errors in variables, multicollinearity, dummy variables, distributed lags and simultaneous equation systems. Students use the computer to apply these concepts to actual data.

Prerequisite: ECON 202 Quantitative Economics and Business II or permission of the department chair.

**BADM 474 Topics in Finance**

An in-depth evaluation of the current trends and changes that are occurring in finance from the perspective of both the investor and the firm. The study involves student application of techniques derived from the evolutionary changes that are being made in financial management and investment analysis. The focus is on capital planning and asset portfolio formation. Case studies and projects outside the classroom are utilized.

Prerequisite: BADM 431 Managerial Finance II.

**BADM 477 Management Issues in Information Technology**

An examination of the management issues related to the implementation, evaluation and control of information technology in business from planning and pre-sales to development, implementation and maintenance. The course focuses on application of project management procedures and common business models for evaluation and control. The course approach includes case studies and/or group projects done in collaboration with industry. Course topics include software and hardware evaluation, security and regulatory issues, and IT audits and assessment. Other topics may include strategic use of technology, technology-based alliances, ethical issues related to the Internet, project justification, ROI requirements and cost/benefit analysis, vendor relationships, service level agreements, licensing issues, project planning and control, outsourcing approaches, and IT maintenance.

Prerequisite: BADM 398 Projects in Information Systems and senior standing.

**BADM 485 Business Policy and Strategy**

An examination of the formulation of corporate strategy in business enterprises with emphasis on the economic, political, and social influences on strategy. The course focuses on application of corporate planning tools and analysis of the general manager tasks as an implementer of corporate strategy. Problems which affect the character and success of the total enterprise are examined. Cases are drawn from companies of various sizes in various industries. This course is open only to senior Business Administration majors or to others by permission of the instructor.

Prerequisite: BADM 200 Introduction to Business Systems, ACCT 221 Managerial Accounting, MRKT 271 Marketing Principles, BADM 280 Applied Organizational Theory and Management, and BADM 330 Managerial Finance I, Senior standing.

**BADM 490 Independent Study in Business Administration**

Under the direction of a faculty member, the student pursues reading and research on a selected topic in economics.

Prerequisite: Permission of the instructor.

**BADM 495/496 Internship in Economics and Business Administration**

A supervised practical experience in a public or private organization appropriate to the student's program of study. Before registering for the internship the student must submit a proposal outlining the internship and showing how it integrates with the student's academic program. The internship requires written documentation of the student's experiences and a research project or critical evaluation of the experience. Students may earn up to four (4) course credits. The internship is not intended to satisfy or substitute for any of the courses required for the major.

Prerequisite: A minimum of 3.0 QPA overall and 3.2 in department courses and approval of the internship supervisor. The grade point requirement may be waived at the discretion of the intern's internship supervisor.

**ECONOMICS COURSE DESCRIPTIONS****ECON 100 Contemporary Economic Problems and Issues**

A discussion of current local, national, and international issues using economic analysis as a method to understand the causes and implications of social phenomena. A relatively brief introduction to the basic tools of economic theory is given. Students then learn to apply these tools to such issues as the distribution of income and the prevalence of poverty in society, the role discrimination plays in the economy, the U.S. position in the world economy, the economic consequences of changing demographics, the market for illegal drugs, the growing national debt, and other issues pertinent to the semester in which the course is taught. This course does not satisfy either the Economics or Business Administration major.

**ECON 101 Principles of Macroeconomics (Gen. Ed. Goal 10)**

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

**ECON 102 Principles of Microeconomics (Gen. Ed. Goal 9)**

An introduction to the behavior of individual decision makers, particularly consumers and firms, who must make choices under conditions of economic scarcity. The course focuses on how markets work to allocate resources, how households maximize their satisfaction from consumer opportunities subject to an income constraint, and how firms organize production and measure costs in order to maximize profits. Related topics include comparative advantage and trade, competition and monopoly, government regulation, and labor markets.

**ECON 105 An Introduction to the United States Economy**

An overview of the structure of the U.S. economy that provides an understanding of how it functions. Students are first introduced to the discipline of economics and to some of the basic theoretical tools which economists use to analyze economic activity, to understand how markets function, and how a market system allocates economic resources. These tools are then used to analyze the various parts of the U.S. economy: product, labor, and financial markets; the influence of international forces; the economic role of the government. During this process data are presented to give students an appreciation for the size of the economy and its sectors. Current economic issues are analyzed and discussed placing special emphasis on how social, political, geographic, and other forces impact those issues. This course does not satisfy any of the requirements for either the Business Administration or the Economics major.

**ECON 201 Quantitative Economics and Business I**

A survey of the mathematical skills needed for upper division courses in economics and business. Emphasis is placed on the use of mathematical models to describe relationships in business and economics. Topics covered include mathematical functions, cost functions, the consumption function, systems of equations, market models, the Keynesian income determination model, matrix algebra, input-output analysis, differential and integral calculus, marginal analysis, and profit and utility maximization.

Prerequisite: ECON 101 Principles of Macroeconomics, ECON 102 Principles of Microeconomics, MATH 123 College Algebra, or permission of the instructor.

**ECON 202 Quantitative Economics and Business II**

An introduction to the basic techniques of descriptive and inferential statistics as applied to the decision-making process in business and economics. Emphasis is placed on estimation and forecasting techniques. Topics covered include measures of central tendency and dispersion, index numbers, probability, regression analysis and economic forecasting.

Prerequisite: ECON 201 Quantitative Economics and Business I.

**ECON 230 Urban Economics**

An application of basic economic theory to the task of understanding the process of urbanization, the growth and decline of cities, and the spatial location of economic activity within metropolitan areas. Also examined are the specific urban problems of poverty, housing, local finance, and transportation.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**ECON 260 Labor Economics**

An analysis of the nature of the job market. Some topics considered include: unemployment, wages, occupational choice, changing role of women, hiring standards, and relevancy in education programs. Discussion focuses on how society educates and trains its human resources for their entry and re-entry into productive employment.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**ECON 290/390 Topics in Economics and Business**

Selected topics in an area of economics or business offered on occasion at the discretion of the department. Determination of where the course fits in the academic program will be made on a case-by-case basis.

Prerequisite: Case-by-case or permission of instructor.

**ECON 301 Intermediate Macroeconomic Theory**

An in-depth analysis of the static and dynamic theories of aggregate economic behavior; determinants of consumption, investment, the demand for money, and economic growth.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**ECON 302 Intermediate Microeconomic Theory**

An in-depth analysis of the theory of consumer behavior, the firm and the industry, and the pricing of the factors of production; general equilibrium analysis, and an introduction to welfare economics.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**ECON 312 Comparative Economic Systems**

A study of the different systems societies use to organize economic activity. The course covers the historical development of theories of capitalism, socialism, market socialism and communism, and compares these theoretical models. Considerable time is then spent analyzing how these systems work in practice by examining real-world examples of each. The relationship between the economic system and the social, cultural, historical and/or political forces in these nations is emphasized. Comparisons are made not only between nations that employ different systems, but also between nations that use variations of the same type of system. The course also examines the economics of transition from one type of system to another.

Prerequisites: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**ECON 435 Managerial Economics**

An application of the analytical tools of microeconomics to solving business problems. Topics included are criteria for business decisions, pricing and promotion decisions; expenditure, cost, and production decisions; the estimation of production costs and consumer demand; and the estimation of the cost of capital and investment decisions.

Prerequisite: ECON 101 Principles of Macroeconomics and ECON 102 Principles of Microeconomics.

**ECON 450 History of Economic Thought**

The historical development of classical economics from its origin in the works of the schoolmen and Physiocracy to its culmination in A. Smith, and nineteenth century English liberalism. The criticism of classical tenets by writers like Malthus and Marx are evaluated. The neoclassical economics of Marshall and Pigou are developed from both Austrian and English marginalism. Keynesian Macroeconomics is developed and evaluated in the context of contemporary economic developments.

Prerequisite: ECON 301 Intermediate Macroeconomic Theory and ECON 302 Intermediate Microeconomic Theory, or permission of the instructor.

**ECON480 Senior Economics Seminar**

A seminar designed to afford advanced economics students an opportunity to integrate their studies in an open problem-solving format. The specific topics are developed according to the interests and needs of the participants.

Prerequisite: Permission of the instructor.

**ECON 496 Internship-Consumer Economic Problems**

Selected current problems at the state and local levels. Students examine these problems under the direction of representatives from consumer organizations, such as the Massachusetts Consumer Association and the Consumer Protection Division of the Attorney General's Office.

Prerequisite: CONS 210 Consumer Economics.

**MARKETING COURSE DESCRIPTIONS****MRKT 271 Marketing Principles**

An examination of marketing functions, the activities of producers, wholesalers, retailers and other middlemen, the channels of distribution, integration of the marketing functions, price policies and government regulation. Special emphasis is given to the aspect of marketing management.

Prerequisite: ECON 101 Principles of Macroeconomics or ECON 102 Principles of Microeconomics.

**MRKT 310 Marketing Research**

A coverage of the fundamentals of the market research process and how marketing research is used to solve marketing problems. Topics include research design, data collection and analysis techniques, and interpretation and implementation of research findings.

Prerequisite: MRKT 271 Marketing Principles and ECON 202 Quantitative Economics and Business II, or permission of the instructor.

**MRKT 318 International Marketing**

An examination of the opportunities and challenges facing business organizations in international markets. Topics include the international marketing process, the importance of effective international marketing communication, and the formation and execution of international marketing strategies. Special emphasis is placed on cultural, social, legal, political, and organizational forces that influence international marketing operations.

Prerequisite: MRKT 271 Marketing Principles.

**MRKT 371 Marketing Management**

An introduction to market research and analysis. The course focuses on the design and implementation of marketing new products, product diversification, and the development of new markets.

Prerequisite: MRKT 271 Marketing Principles and BADM 280 Applied Organizational Theory and Management.

# Education

## Chair: Kelly Kolodny

Professors:	Diane L. Lowe
Associate Professors:	Katherine L. Hibbard, Kelly Kolodny
Assistant Professors:	Silvy Brookby, Marlene Ponte Correia, James Cressey, Mary T. Grasseti, Julie A. Zoino-Jeannetti
Instructors:	Sandra Gold

*\*Sabbatical: Fall 2010*

*\*\*Sabbatical: Spring 2011*

Field Placements Coordinator: Sandra Shaw

## Adjunct Faculty

Professors:	Marguerite Mahler, Barbara Curtin Milot
Associate Professors:	Joyce Cutler
Assistant Professors:	Teresa Sellarole, Mary-Ann Stadtler-Chester

## PROGRAMS LEADING TO EDUCATOR LICENSURE

At Framingham State University, students will meet the requirements for the Initial license as an Early Childhood Teacher (Pre-K - 2) or Elementary Teacher (1 - 6) through completion of a coordinate major in education. Secondary Education students minoring in Education may obtain an Initial license in the following fields: studio art, biology, chemistry, English, French, history, mathematics, Spanish, and world languages. Students may obtain middle school level licensure in earth science (5 - 8) or in the secondary subjects listed above with the completion of additional requirements. Students may also obtain the Teacher of Health/Family and Consumer Sciences Initial license (all levels), and Teacher of Visual Art (Pre-K - 8) by special arrangement with the Art and Music Department. Since 1998, students seeking initial licensure at any level have been required to obtain a satisfactory score on the Massachusetts Test for Educator Licensure (MTEL), formerly named the Massachusetts Educator Certification Test.

## PROGRAM INFORMATION

Framingham State University, the first public institution in America to offer teacher preparation, continues to be in the forefront in teacher education, most recently in the area of teaching with technology. Teacher preparation students use wireless laptop computers and digital cameras in their technology-enhanced courses and student teaching. The teacher preparation programs listed above include a series of pre-practicum courses that enable students to address subject matter defined in the Massachusetts Curriculum Frameworks while preparing for the student teaching experience. The success rate of our students on the Massachusetts Test for Educator Licensure is rooted in a strong liberal arts and sciences curriculum, supported by excellent education courses and academic support services that include test preparation workshops.

All programs of teacher preparation at the University are approved by the Commonwealth of Massachusetts. By the end of the 2008-2009 academic year, 138 program completers had taken one or more components of the Massachusetts Test for Educator Licensure with the following pass rates reported to both U.S. and Massachusetts Departments of Education:

## PROGRAMS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Students who plan to become early childhood teachers (pre-K through grade 2) or elementary teachers (grades 1 through 6) fulfill the following components to meet the 32 course-credit requirement for graduation, arranged to allow completion in four years:

Twelve (12) specified general education course-credits (outlined in No.1 below).

Twelve (12) courses in an Interdisciplinary Major in Liberal Arts and Sciences, with a specialization in language arts, social sciences, natural sciences and mathematics, or geography and earth science; or a traditional major in a liberal arts and sciences discipline (2A or 2B below).

Eight (8) education courses in either the elementary or early childhood coordinate major (3A or 3B below).

In addition to requirements in these three areas, all candidates for educational licensure shall be required to pass the Massachusetts Test for Educator Licensure (MTEL), which will assess communication and literacy skills; subject matter knowledge; and foundations of reading. The Massachusetts Test for Educator Licensure is administered in the months of September, November, February, May, and July. The University will comply with state-mandated licensure requirements, which are subject to change.

### 1. GENERAL EDUCATION REQUIREMENT

All students at the University must satisfy a general education requirement consisting of courses that fulfill the twelve (12) general education goals. The courses listed below, with subjects related to the Massachusetts Curriculum Frameworks, are required for students in the Coordinate Major in Elementary Education and are recommended for students in the Coordinate Major in Early Childhood Education.

Goal(s)	Course
1	ENGL 110 Expository Writing
2	MATH 110 College Mathematics I
3	ML__ _____ Any language course
4, 12	ENGL 261 American Writers I <b>or</b> ENGL 262 American Writers II
4, 11	ENGL 203 Global Perspectives in Literature
5	INTD 160 Image, Sound, and Structure: An Approach to Art and Music
6	PHSC 109 Introduction to Physical Science*
7	BIOL 101 Biological Concepts
8, 11	HIST 155 The Comparative History of World Civilizations
9, 11	GEOG 110 World Regional Geography
9	PSYC 200 Psychology of Development
10	HIST 151 U.S. History to Reconstruction <b>or</b> HIST 152 U.S. History since Reconstruction

*\*Students choosing the Natural Science specialization must substitute PHYS 201 Introductory Physics for PHSC 109 Introduction to Physical Science to fulfill General Education Goal 6*

## 2. INTERDISCIPLINARY MAJOR IN LIBERAL ARTS AND SCIENCES OR TRADITIONAL LIBERAL ARTS AND SCIENCES MAJOR

### A. INTERDISCIPLINARY MAJOR IN LIBERAL ARTS AND SCIENCES

Students may elect the Interdisciplinary Major in Liberal Arts and Sciences, a choice appropriate only in combination with the Coordinate Major in Early Childhood or Elementary Education. The Interdisciplinary Major consists of twelve (12) courses in one of four specializations, described below. Note: Some of the required general education goals are fulfilled through the Interdisciplinary concentration or the Liberal Art or Science major.

### GEOGRAPHY AND EARTH SCIENCE (UIDR) (Home Department-Geography)

General Education: Specific general education courses are required or recommended for coordinate majors, as outlined in section 1 above. However, students choosing the Geography and Earth Science specialization will take the required geography course and fulfill goal 6 through courses taken in the major, leaving one General Education elective and one free elective. Suggested electives: courses in history, literature, child psychology.

### Interdisciplinary Major with Specialization in Geography and Earth Science (12):

#### Writing (choose one):

ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
ENGL 282	Creative Writing
ENGL 284	Prose Writing
ENGL 286	Professional Writing

#### Science:

CHEM 103	General Chemistry
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#### Mathematics (choose one):

MATH 120*	College Mathematics II
MATH 117	Introduction to Statistics
MATH 123	College Algebra
MATH 200	Precalculus
MATH 201	Intuitive Geometry

*\*Note: MATH 120 College Mathematics II is the required mathematics course for all Elementary Coordinate Majors. It is the recommended mathematics course for Early Childhood Coordinate Majors.*

#### Five (5) Geography courses:

GEOG 101	Introduction to Human Geography
GEOG 110	World Regional Geography
GEOG 2__	Any regional geography course at the 200-level

#### Choose two (2) of the following:

GEOG 201	Economic Geography
GEOG 206	Political Geography
GEOG 211	Cultural Geography

GEOG 212	Geographic Perspectives on the Environment
GEOG 230	Geography of Natural and Man-Made Hazards

**Four (4) Earth Science courses:**

ASTR 220	The Solar System
EASC 241	Introduction to Meteorology
GEOL 231	Physical Geology
GEOL 246	Oceanography

**LANGUAGE ARTS (UIDE)  
(Home Department-English)**

General Education: Specific general education courses are required or recommended for coordinate majors, as outlined in 1 above. However, students choosing the Language Arts specialization will fulfill Goal 4 through literature courses taken in the major, leaving one Goal 12 non-English course and one General Education elective and one free elective. Suggested electives: courses in history, child psychology.

**Interdisciplinary Major with Specialization in Language Arts (12):****Writing (choose one):**

ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
ENGL 282	Creative Writing
ENGL 284	Prose Writing
ENGL 286	Professional Writing
ENGL 333	Critical Writing

**Science (choose one):**

CHEM 103	General Chemistry
CHEM 131	Science-Environment and Health
EASC 241	Introduction to Meteorology
EASC246	Oceanography
GEOL 231	Physical Geology
ASTR 220	The Solar System

**Mathematics (choose one):**

MATH 120*	College Mathematics II
MATH 117	Introduction to Statistics
MATH 123	College Algebra
MATH 200	Precalculus
MATH 201	Intuitive Geometry

*\*Note: MATH 120 College Mathematics II is the required mathematics course for all Elementary Coordinate Majors. It is the recommended mathematics course for Early Childhood Coordinate Majors.*

**One (1) Grammar Course:**

ENGL 297	English Grammar
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**Five (5) Literature Courses:**

ENGL 204      Literary Study

One children's literature course

Three (3) literature courses (not children's literature and at least one at the 300-400 level)

**Two (2) courses in speech, drama, or film from the following:**

COMM 115      Introduction to Speech Communication

COMM 201      Oral Interpretation of Literature

COMM 212      Drama Workshop

One Film Course

**One (1) additional elective in children's literature, writing, speech, drama, film, or literature.****NATURAL SCIENCES (UIDA)****(Home Department-Physics and Earth Sciences)**

General Education: Specific general education courses are required or recommended for coordinate majors, as outlined in section 1 above. Students choosing the Natural Science specialization must substitute PHYS 201 Introductory Physics for PHSC 109 Introduction to Physical Science to fulfill General Education Goal 6.

**Interdisciplinary Major with Specialization in Natural Sciences (12):****Writing (choose one):**

ENGL 225      Introduction to Journalism

ENGL 280      Persuasive Writing

ENGL 282      Creative Writing

ENGL 284      Prose Writing

ENGL 286      Professional Writing

**Mathematics:**

MATH 200      Precalculus

**Two (2) Biology courses:****One (1) course from the following:**

BIOL 240      Botanical Diversity

BIOL 250      Horticulture

BIOL 251      Vascular Plant Taxonomy

**One (1) course from the following:**

BIOL 220      Animal Behavior

BIOL 232      Invertebrate Zoology

BIOL 234      Comparative Vertebrate Physiology

**Three (3) Chemistry and Food Science courses:**CHEM 103      General Chemistry **or**

CHEM 107      Principles of Chemistry

CHEM 201      Organic Chemistry

**One (1) course from the following:**

CHEM 108	Principles of Chemistry and Quantitative Analysis
CHEM 131	Science - Environment and Health
FDSC 151	Principles of Food Science

**Three (3) Earth Science courses:****Choose from the following:**

ASTR 220	The Solar System
EASC 241	Introduction to Meteorology
GEOL 231	Physical Geology
GEOL 246	Oceanography

**SOCIAL SCIENCES (UIDD)  
(Home Department-History)**

General Education: Specific general education courses are required or recommended for coordinate majors, as outlined in section 1 above. However, students choosing the Social Sciences specialization will fulfill Goal 8 and the Study of the Constitution requirement through history courses taken in the major, leaving one Goal 10 non-history General Education course and one free elective. Suggested electives: courses in literature, child psychology.

**Interdisciplinary Major with Specialization in Social Sciences (12):****Writing:**

HIST 250	Historical Research and Writing
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**Science (choose one):**

CHEM 103	General Chemistry
CHEM 131	Science-Environment and Health
EASC 241	Introduction to Meteorology
EASC 246	Oceanography
GEOL 231	Physical Geology
ASTR 220	The Solar System

**Mathematics (choose one):**

MATH 120*	College Mathematics II
MATH 117	Introduction to Statistics
MATH 123	College Algebra
MATH 200	Precalculus
MATH 201	Intuitive Geometry

*\*Note: MATH 120 College Mathematics II is the required mathematics course for all Elementary Coordinate Majors. It is the recommended mathematics course for Early Childhood Coordinate Majors.*

**Six (6) History Courses:**

HIST 151	U.S. History to Reconstruction
HIST 153	Europe and the World to circa 1450
HIST 154	Europe and the World since circa 1450

HIST \_\_\_\_ Three (3) intermediate level history courses  
(one must be outside North America or  
Europe)

**Three (3) Geography Courses:**

GEOG \_\_\_\_ A regional geography course at the 200-level (not  
North America or Europe)

**One (1) of the following:**

GEOG 250 Geography of the United States and Canada

GEOG 251 Geography of New England

**One (1) of the following:**

GEOG 201 Economic Geography

GEOG 206 Political Geography

GEOG 211 Cultural Geography

GEOG 212 Geographic Perspectives on the Environment

**B. TRADITIONAL LIBERAL ARTS AND SCIENCE MAJOR**

Elementary Education: Changes in Massachusetts Department of Education regulations governing elementary teacher preparation became effective October 1, 2001 and affect students graduating after October 1, 2003. The regulations specify that curricula must include upper and lower level arts and sciences coursework, covering composition; American and world literature; U.S. and world history; geography; economics; child development; science laboratory work; and mathematics and science coursework appropriate for the elementary school teacher. These subjects follow the Massachusetts Curriculum Frameworks and are covered on the Massachusetts Test for Educator Licensure. The Interdisciplinary Major, with specializations described in 2A, fulfills these requirements. However, students may also choose from among traditional liberal arts and sciences majors. Majors in mathematics, history, English, and geography are appropriate and may be completed within 32 courses over a four-year period. While students are not precluded from choosing other traditional majors, such choices will require more than 32 courses, and more than four years, to complete. Students will be required to complete general education courses listed in section 1 above, as well as any specified by the major department.

Early Childhood Education: Massachusetts Department of Education regulations do not specify curricular guidelines in subject matter for students seeking licensure in early childhood education. Students in this program may choose the Interdisciplinary Major or traditional majors mentioned above for elementary teacher preparation. Other majors that may be completed in 32 courses over four years are Art, Modern Languages, and Psychology; majors not mentioned may require additional coursework. The General education courses listed in section 1 above are recommended, but not required, for Coordinate Majors in Early Childhood Education.

**3. COORDINATE MAJOR IN EDUCATION**

Over the four years, students will complete one of the following sequences, depending on the level of licensure sought. The initial courses, EDUC 200 Education in American Society with Field Study I and PSYC 200 Psychology of Development, are to be taken during the sophomore or junior year.

**A. EARLY CHILDHOOD EDUCATION (UECC)  
(Pre-K - Grade 2 Licensure)**

EDUC 200	Education in American Society with Field Study I (taken during the sophomore or junior year)
EDUC 320	The Young Child: Emerging Literacy with Field Study II
EDUC 374	Early Childhood Curriculum: Mathematics and Science with Field Study III
EDUC 376	Early Childhood Curriculum: Reading, Social Studies, and Special Needs (EDUC 374 and EDUC 376 must be taken concurrently)
PSYC 200	Psychology of Development

**The Professional Semester (four course-credits):**

EDUC 431	Early Childhood Professional Practicum A (2 course-credits)
EDUC 432	Early Childhood Professional Practicum B (2 course-credits)

**B. ELEMENTARY EDUCATION (UELC)  
(Grades 1 - 6 Licensure)**

EDUC 200	Education in American Society with Field Study I (taken during the sophomore or junior year)
EDUC 322	The Child and Literacy with Field Study II
EDUC 341	Elementary Curriculum: Mathematics with Field Study III
EDUC 346	Elementary Curriculum: Science, Social Studies, and Special Needs (EDUC 341 and EDUC 346 must be taken concurrently)
PSYC 200	Psychology of Development

**The Professional Semester (four course-credits):**

EDUC 437	Elementary Professional Practicum A (2 course-credits)
EDUC 438	Elementary Professional Practicum B (2 course-credits)

**DECLARATION OF THE COORDINATE MAJOR IN  
EARLY CHILDHOOD OR ELEMENTARY EDUCATION  
AFTER MATRICULATION**

After matriculating at Framingham State University, students who wish to be considered for the Coordinate Major in Early Childhood Education or Elementary Education or an Education Minor must meet the following requirements:

1. Cumulative GPA of at least 2.80.
2. Students must have completed at least eight (8) course-credits, including completion of Goal 1 Writing and Goal 2 Quantitative.
3. A passing score on the Communication and Literacy component (reading and writing) of the Massachusetts Test for Educator Licensure.
4. Application submitted to the Education Department before October 1<sup>st</sup> for admission in the spring semester, and before February 15<sup>th</sup> for

admission in the fall semester.

## **PROGRAM IN SECONDARY EDUCATION**

Students who plan to teach at the high school or middle school level must choose a major in a specific discipline, with a minor in Secondary Education. Programs in Secondary Education (both levels) are offered in studio art, biology, English, health/family and consumer sciences, history, mathematics, and modern languages. In addition, middle school licensure may be obtained in earth science, and high school licensure in chemistry.

### **SECONDARY EDUCATION MINOR**

#### **Teacher of School Subjects 8 - 12: Biology, Chemistry, English, History, Mathematics**

EDUC 200	Education in American Society with Field Study I
EDUC 315	Professional Preparation and Field Study II: Methods, Special Education, and Technology for High School (2 course-credits)
EDUC 410	Student Teaching Practicum and Seminar I: High School (2 course-credits)
EDUC 411	Student Teaching Practicum and Seminar II: High School (2 course-credits)
PSYC 200	Psychology of Development

#### **Teacher of School Subjects 5 - 8: Biology, Earth Science, English, History, Mathematics**

EDUC 200	Education in American Society with Field Study I
EDUC 316	Professional Preparation and Field Study II: Methods, Special Education, and Technology for Middle School (2 course-credits)
EDUC 414	Student Teaching Practicum and Seminar I: Middle School (2 course-credits)
EDUC 415	Student Teaching Practicum and Seminar II: Middle School (2 course-credits)
PSYC 200	Psychology of Development

#### **Teacher of Health/Family and Consumer Sciences All Levels**

EDUC 200	Education in American Society with Field Study I
EDUC 317	Professional Preparation and Field Study II: Methods, Special Education, and Technology for Health/Family and Consumer Sciences, All Levels (2 course-credits)
EDUC 417	Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences, All Levels (2 course-credits)
EDUC 418	Student Teaching Practicum and Seminar II: Health/Family and Consumer Sciences All Levels (2 course-credits)
PSYC 200	Psychology of Development

**Teacher of Modern Languages Grades 5-12**

EDUC 200	Education in American Society with Field Study I
EDUC 318	Professional Preparation and Field Study II: Methods, Special Education, and Technology for Modern Languages, Grades 5 - 12 (2 course-credits)
EDUC 421	Student Teaching Practicum and Seminar I: Modern Languages Grades and Grades 5 - 12 (2 course-credits)
EDUC 422	Student Teaching Practicum and Seminar II: Modern Languages Grades 5 - 12 (2 course-credits)
PSYC 200	Psychology of Development

**Teacher of Visual Art Grades 5 - 12**

EDUC 200	Education in American Society with Field Study I
EDUC 319	Professional Preparation and Field Study II: Methods, Special Education, & Technology for Visual Art, Grades 5 - 12 (2 course-credits)
EDUC 423	Student Teaching Practicum and Seminar I: Visual Art Grades 5 - 12 (2 course-credits)
EDUC 424	Student Teaching Practicum and Seminar II: Visual Art Grades 5 – 12 (2 course-credits)
PSYC 200	Psychology of Development

**Teacher of Visual Art Pre-K to Grade 8**

EDUC 200	Education in American Society with Field Study I
EDUC 319	Professional Preparation and Field Study II: Methods, Special Education, & Technology for Visual Art, Grades 5 - 12 (2 course-credits)
EDUC 412	Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 (2 course-credits)
EDUC 413	Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8 (2 course-credits)
PSYC 200	Psychology of Development

**ADMISSION INTO TEACHER EDUCATION AND THE STUDENT TEACHING PRACTICUM**

The Education Department is proud to continue Framingham State University's long-established tradition of excellence in teacher preparation. The Department's commitment has been stated as follows:

1. To encourage students in their continuing adult development toward becoming self-directing, professional persons.
2. To foster an enthusiasm for scholarly investigation and intellectual pursuit which will be reflected by students in professional field settings.

3. To assist students in broadening their communication skills in order to enhance both their personal and professional advancement.
4. To raise students' social and cultural awareness through a professional program which reflects a philosophy of equal access to educational opportunity for all.
5. To help students gain an understanding of human behavior, especially that of children and young people, that will aid them in working effectively with a variety of life styles and modes of learning.

These goals are consonant with the Standards established by the Commonwealth of Massachusetts as requisite for approval of programs to prepare candidates for licensure as teachers in this state and for reciprocal licensure through the Interstate Certification Compact. (See Handbook of Office of Professional Experiences for further information on teacher licensure standards.)

In accordance with the requirements 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 personal 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.

The requirements for entering Field Study II, III, and student teaching are as follows:

1. A student seeking early childhood or elementary licensure must be accepted as a Coordinate Major in the Education Department. A student seeking secondary licensure must declare an education minor in his/her discipline.
2. Undergraduate and post-baccalaureate teacher licensure students must pass the "Communication and Literacy Skills" component of the Massachusetts Test for Educator Licensure (MTEL) prior to entering curriculum courses with Field Study II (early childhood and elementary) or professional preparation (secondary). This policy took effect in Fall 2001.
3. Students in early childhood, elementary, and secondary education must have a minimum of 2.80 GPA in all education courses (EDUC) and Psychology of Development (PSYC 200).
4. Students in early childhood, elementary, and secondary education must maintain a minimum of 2.80 cumulative GPA in all courses taken at Framingham State University.
5. Prior to beginning the student teaching practicum (early childhood, elementary, or secondary), all students (undergraduate and post-baccalaureate) must demonstrate competency in their subject matter field for licensure by achieving a passing score on the appropriate subject area subtest of the MTEL or an equivalent test. Early Childhood and Elementary Education students must also achieve a passing score on the Foundations of Reading test.
6. To be recommended by the University for licensure, a student must have achieved an overall GPA of at least 2.80.

All students engaging in an experience requiring participation in the schools are required to be certified free from tuberculosis. This may be verified by proof of negative results of an intradermal tuberculin test. This information must be filed in the Office of Professional Experiences, Dwight 302.

The general procedures are as follows:

1. Each student who is planning to teach shall, after satisfying general admission requirements of the University, be admitted to his or her respective program.

2. Students make their first formal application for field experience in applying for EDUC 200 Education in American Society with Field Study I, generally taken during the second semester of the sophomore year or the beginning of the junior year. Transfer students take field study as early as possible in their program. This is the first in a series of developmental professional experiences which continues through the student teaching practicum.
3. Students make a second formal application for field experience as follows:

**Program Field Placements:**

Written prior application is necessary to obtain a field placement for the following courses:

EDUC 200	Education in American Society with Field Study I
EDUC 320	The Young Child: Emerging Literacy with Field Study II
EDUC 322	The Child and Literacy with Field Study II
EDUC 341	Elementary Curriculum: Mathematics with Field Study III
EDUC 374	Early Childhood Curriculum: Mathematics and Science with Field Study III
EDUC 431	Early Childhood Professional Practicum A
EDUC 432	Early Childhood Professional Practicum B
EDUC 437	Elementary Professional Practicum A
EDUC 438	Elementary Professional Practicum B

4. Students make a final formal application for the student teaching practicum. This application will assist the Professional Standards Committee in evaluating the candidate's suitability to pursue a career in teaching. References may be required along with other pertinent information from University faculty and administration. Applicants for the student teaching practicum who believe that they may not meet the criteria for retention in the program noted above are urged to consult with the Office of Professional Experiences well before the due dates for filing an application.
5. The Professional Standards Committee shall assist the Office of Professional Experiences in evaluating students and shall function as an appeal board for students when necessary.

Students are required to make application for all professional field experiences in the Office of Professional Experiences (D302) prior to February 15th for the fall semester and October 1st for the spring semester.

**POLICY ON REPEATING PROFESSIONAL EXPERIENCES**

When a grade of C-, D, D+, D-, E, F, W, or U is received in a professional education experience, the course may be repeated once. Also, when a course with a field study is repeated, the field study portion must also be repeated. Failure to achieve a grade of at least C+ on the second attempt in any of the courses listed below will result in dismissal from the program:

EDUC 200	EDUC 320	EDUC 412	EDUC 422
EDUC 310	EDUC 322	EDUC 413	EDUC 423
EDUC 315	EDUC 341	EDUC 414	EDUC 424
EDUC 316	EDUC 346	EDUC 415	EDUC 431
EDUC 317	EDUC 374	EDUC 417	EDUC 432
EDUC 318	EDUC 376	EDUC 418	EDUC 437
EDUC 319	EDUC 411	EDUC 421	EDUC 438

**PROFESSIONAL EXPERIENCES IN EDUCATION FIELD STUDY,  
STUDENT TEACHING PRACTICUM**

The professional education program at Framingham State University consists of a planned series of developmental experiences, the amount of participation and responsibility increasing as the student progresses through the program. These experiences are designed to provide a transition from theoretical knowledge to professional application, culminating in assignment to student teaching. All students in secondary education will take two consecutive quarters of student teaching practicum and seminar that will include twelve weeks of student teaching for five days each week. All undergraduate Coordinate Majors in Early Childhood Education or Elementary Education are assigned to a student teaching practicum. This is a full-time experience and the student takes no other courses during the period of student teaching practicum.

The University assumes the responsibility for selecting cooperating teachers and schools and for assigning student teachers to those teachers and schools. While every effort is made to place student teachers in conveniently located centers, students must be prepared to assume responsibility for their own transportation.

Students are advised to check prerequisites in order to follow the correct sequence of professional experiences and courses that lead to student teaching. Students who do not follow the sequence may find themselves in difficulty because they have not taken a prerequisite course.

**TEACHER EDUCATION CENTERS**

Framingham State University utilizes on-campus and off-campus teacher education centers to provide students with a variety of professional experiences. Student teaching and field study assignments for early childhood, elementary, middle and high school students are made in standard public school settings that utilize the Massachusetts Curriculum Frameworks.

**EDUCATION COURSE DESCRIPTIONS****EDUC 200 Education in American Society with Field Study I**

A consideration of education in the United States in its social, political, and economic contexts. Lectures and seminars include an analysis of the historical, philosophical, and social foundations of education and of school organization and purpose. The course deals with the origins of schools in the United States, other agencies of education, and how the present educational structure has taken shape. Consideration of contemporary issues is of major importance, including the roles of the American school in a democratic, multi-cultural society. The course is intended to help students determine whether the teaching profession is suited to their individual interests and abilities. A three-hour field study in schools is required each week.

This course is open to all students with sophomore or higher standing. It is required for all students wishing to obtain an Initial teaching license. A field study application must be submitted to the Office of Professional Experiences by October 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester.

**EDUC 315 Professional Preparation and Field Study II: Methods, Special Education, and Technology for High School (2 Course-credits)**

An interpretation of the basic principles of teaching and classroom methodology for high schools. Emphasis is given to methods in specific subject areas at high school levels, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the Massachusetts Curriculum Frameworks. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working in a high school one day a week. **Note: Meets for 7 hours on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 200.

Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

**EDUC 316 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Middle Schools (2 Course-credits)**

An interpretation of the basic principles of teaching and classroom methodology for middle schools. Emphasis is given to methods in specific subject areas at middle school levels, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the Massachusetts Curriculum Frameworks. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working in a middle school one day a week. **Note: Meets for 7 hours on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 200.

Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

**EDUC 317 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Health/Family and Consumer Sciences, All Levels (2 Course-credits)**

An interpretation of the basic principles of teaching and classroom methodology. Emphasis is given to methods in health/family and consumer science, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the Massachusetts Curriculum Frameworks. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working one day a week in a school appropriate for the level of certification sought. **Note: Meets for 7 hours on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 200.

Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills Test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

**EDUC 318 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Modern Languages, Grades 5-12 (2 Course-credits)**

An interpretation of the basic principles of teaching and classroom methodology. Emphasis is given to methods and techniques in teaching modern languages, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the Massachusetts Curriculum Frameworks. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working one day a week in a school appropriate for the level of certification sought. **Note: Meets for 7 hours on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 200.

Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

### **EDUC 319 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Visual Art, Pre-K to Grade 8 and Grades 5-12 (2 Course-credits)**

An interpretation of the basic principles of teaching and classroom methodology. Emphasis is given to methods in visual art, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the Massachusetts Curriculum Frameworks. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working one day a week in a school appropriate for the level of certification sought. **Note: Meets for 7 hours on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 200.

Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

### **EDUC 320 The Young Child: Emerging Literacy with Field Study II**

An introduction to early childhood education with an emphasis on language acquisition and development in young children as well as their social, emotional, and physical development. Through a study of early reading, writing, literature, and the arts (painting, music, movement, etc.) and children's play, developmentally appropriate teaching practices are taught. Students learn

to observe and record the behavior of young children and apply their knowledge of developmental stages and characteristics of young children (ages 3 - 8) with and without special needs to an integrated language arts curriculum. Students also begin their study of characteristics of high-incidence and low-incidence disabilities. The course includes ways to create a classroom environment which recognizes the racial, cultural, and linguistic diversity in young children and supports their learning. (Child Development Lab placement one morning or afternoon per week is required). **Note: Meets for 6 hours on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 200.

Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

### **EDUC 322 The Child and Literacy with Field Study II**

An introduction to elementary education with an emphasis on the teaching of literacy to school age children (ages 6-12) with and without special needs. Teaching strategies and techniques reflect current theory of literacy instruction and address emergent literacy, word analysis, reading comprehension, reading and writing process, reading and writing in content areas, and basic literacy assessment. The course includes ways to create a classroom environment that recognizes racial, cultural, and linguistic diversity in children and supports their learning. An elementary school field placement one morning per week is required. **Note: Meets for 6 hours on campus.**

Prerequisites: A passing score on the "Communication and Literacy Skills" component of the Massachusetts Test for Educator Licensure (MTEL); EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, acceptance to the Coordinate Major in Elementary Education, and junior status.

Prerequisites or corequisites for post baccalaureate students: EDUC 002 Field Study I, EDUC 992 Learning and Human Development\*, and EDUC 997 Children, Adolescents, School and Society\*.

*\*Course descriptions appear in the Graduate Catalog.*

**EDUC 341 Elementary Curriculum: Mathematics with Field Study III**

A course that prepares pre-service teachers with an opportunity to plan and implement appropriate mathematical experiences for children ages 6 - 12 including those with special needs. Teaching strategies and techniques modeled are consistent with the current mathematics education reform movement. A major focus is learning how to help children construct their own understanding of mathematics through problem solving with manipulative materials and technology. (An elementary field placement one day per week is required.)

Prerequisite: EDUC 322 The Child and Literacy with Field Study II.

Corequisite: EDUC 346 Elementary Curriculum: Science, Social Studies, and Special Needs.

**EDUC 346 Elementary Curriculum: Science, Social Studies, and Special Needs**

Designed to present a variety of teaching strategies, materials, and technology for assisting future teachers. The science component gives students an opportunity to present and critique inquiry lessons based on a variety of topics from the life, physical, and earth sciences. Students learn to implement basic stages in the scientific process. A science based teaching unit helps prepare the students for their student teaching practicum. The social studies component includes several major teaching strategies, such as guided discovery, inquiry, and learning centers. Special emphasis is placed on how to utilize visual materials, integrate disciplines, and develop questioning skills. Student use technology, such as websites and digital photography. The special education component is designed to assist students in understanding the classroom teacher's role in supporting inclusion. Tools and techniques are provided for understanding the concepts of integration, for addressing all children's learning needs, and for supporting both educators and children through consultation, collaboration and co-teaching efforts. Students develop skills in preparing, implementing, and evaluating Individualized Education Programs (IEPs). **Note: Meets for 6 hours on campus.**

Prerequisites: EDUC 322 The Child and Literacy with Field Study II, overall GPA of 2.7 and 2.7 GPA in all education courses.

Corequisite: EDUC 341 Elementary Curriculum: Mathematics with Field Study III.

**EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III**

Designed to help preservice teachers plan and implement appropriate mathematical experiences for children ages 3 - 9, including those with special needs. Teaching strategies are consistent with the current mathematics education reform movement. A major focus is learning how to help children construct their own understanding of mathematics through problem solving with manipulative materials and technology. The science component gives students an opportunity to present and critique inquiry lessons based on a variety of topics from the life, physical, and earth sciences. Students learn to implement the basic stages in the scientific process. A science based teaching unit helps prepare the students for their student teaching practicum. A kindergarten-grade 2 placement one day per week is required. **Note: Meets for 5 hours on campus.**

Prerequisites: EDUC 320 The Young Child: Emerging Literacy with Field Study II, overall GPA of 2.7 and 2.7 in all education courses.

**EDUC 376 Early Childhood Curriculum: Reading, Social Studies, and Special Needs**

An introduction to social studies and a continuation of early childhood reading and special education curriculum. The reading component moves beyond the emergent stage of reading and writing development to address proven strategies for teaching skills in areas key to classroom instruction for the beginning and fluent reader: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The social studies component includes several major teaching strategies, such as guided discovery, inquiry, and learning centers. Special emphasis is placed on how to utilize visual materials, integrate disciplines, and develop questioning skills. Students also use technology, such as websites and digital photography. The special education component assists students in understanding the classroom teacher's role in supporting inclusion. Tools and techniques are provided for understanding the concepts of integration, addressing all children's learning needs, and supporting both educators and children through consultation, collaboration and co-teaching efforts. Students develop skills in preparing, implementing, and evaluating Individualized Education Programs (IEPs). **Note: Meets for 6 hours on campus.**

Prerequisites: EDUC 320 The Young Child: Emerging Literacy with Field Study II, overall GPA 2.7 and 2.7 GPA in all education courses.

Corequisite: EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III.

**EDUC 410 Student Teaching Practicum and Seminar I: High School (2 Course-credits)**

A supervised experience in teaching the student's major subject at the high-school level. After an initial period of intensive seminars 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. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 315 Professional Preparation and Field Study II: Methods, Special Education and Technology for High School, any courses specified by the major department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this catalog.

**EDUC 411 Student Teaching Practicum and Seminar II: High School (2 Course-credits)**

A second supervised experience in teaching the student's major subject at the high school level. After an initial intensive seminar at the University to assess the work of EDUC 410 Student Teaching Practicum and Seminar I: High School, the student participates in the complete program every day in the same school of placement as in EDUC 410 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 seminar at the University. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 410 Student Teaching Practicum and Seminar I: High School.

**EDUC 412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 (2 Course-credits)**

A supervised experience in teaching visual art. 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. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 319 Professional Preparation and Field Study II: Methods, Special Education and Technology for Visual Art Pre-K to Grade 8 and Grades 5 to 12, any requirements specified by the Art and Music Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this Catalog.

**EDUC 413 Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8 (2 Course-credits)**

A second supervised experience in teaching visual art Pre-K to 8. After an initial intensive seminar at the University to assess the work of EDUC 412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8, the student participates in the complete program everyday in the same school of placement as in EDUC 412 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. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8.

**EDUC 414 Student Teaching Practicum and Seminar I: Middle School (2 Course-credits)**

A supervised experience in teaching the student's major subject at the middle-school level. After an initial period of intensive seminars at the University, the student participates in the complete program every day in the school of placement under the guidance of the cooperating teacher and a University supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 316 Professional Preparation and Field Study II: Methods, Special Education and Technology for Middle School, any courses specified by the major department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this catalog.

**EDUC 415 Student Teaching Practicum and Seminar II: Middle School (2 Course-credits)**

A second supervised experience in teaching the student's major subject at the middle-school level. After an initial intensive seminar at the University to assess the work of EDUC 414 Student Teaching Practicum and Seminar I: Middle School, the student participates in the complete program every day in the same school of placement as in EDUC 414 under the guidance of a cooperating teacher and the University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the University. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 414 Student Teaching Practicum and Seminar I: Middle School

**EDUC 417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels (2 Course-credits)**

A supervised experience in teaching health/family and consumer sciences. 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. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 317 Professional Preparation and Field Study II: Methods, Special Education and Technology for Health/Family and Consumer Sciences, any requirements specified by the Family and Consumer Sciences Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this Catalog.

**EDUC 418 Student Teaching Practicum and Seminar II: Health/Family and Consumer Sciences All Levels (2 Course-credits)**

A second supervised experience in teaching health/family and consumer sciences. After an initial intensive seminar at the University to assess the work of EDUC 417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels, the student participates in the complete program every day in the same school of placement as in EDUC 417 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. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels.

**EDUC 421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12 (2 Course-credits)**

A supervised experience in teaching modern languages for licensure as a teacher of foreign languages. 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. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 318 Professional Preparation and Field Study II: Methods, Special Education and Technology for Modern Languages, any requirements specified by the Modern Languages Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this Catalog.

**EDUC 422 Student Teaching Practicum and Seminar II: Modern Languages Grades 5-12 (2 Course-credits)**

A second supervised experience in teaching modern languages for licensure as a teacher of foreign languages. After an initial intensive seminar at the University to assess the work of EDUC 421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12, the student participates in the complete program every day in the same school of placement as in EDUC 421 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. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12.

**EDUC 423 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12 (2 Course-credits)**

A supervised experience in teaching visual art. 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. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 319 Professional Preparation and Field Study II: Methods, Special Education and Technology for Visual Art Pre-K to Grade 8 and Grades 5 to 12, any requirements specified by the Art and Music Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this Catalog.

**EDUC 424 Student Teaching Practicum and Seminar II: Visual Art Grades 5-12 (2 Course-credits)**

A second supervised experience in teaching visual art. After an initial intensive seminar at the University to assess the work of EDUC 423 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 EDUC 423 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. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 423 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12.

**EDUC 431 Early Childhood Professional Practicum A (2 Course-credits)**

A supervised teaching experience at the kindergarten level in a public school setting five days per week for six weeks. This practicum gives students an opportunity to develop and practice teaching competencies under the guidance of a supervising practitioner and a University supervisor. During regularly scheduled seminars, students share experiences, solve problems, and reflect on their teaching practice. Note: A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester.

Prerequisites-Undergraduates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Early Childhood license; EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III; EDUC 376 Early Childhood Curriculum: Reading, Social Studies and Special Needs; overall GPA of 2.80 and 2.80 GPA for all courses in the coordinate major, including PSYC 200 Psychology of Development.

Prerequisites-Post baccalaureates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Early Childhood license; EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III; EDUC 376 Early Childhood Curriculum: Reading, Social Studies and Special Needs; overall GPA of 2.80 and GPA of 2.80 for all education courses.

**EDUC 432 Early Childhood Professional Practicum B (2 Course-credits)**

A supervised teaching experience in a public school classroom (grades 1-2) five days per week for ten weeks. This practicum gives students an opportunity to develop and practice teaching competencies under the guidance of a supervising practitioner and a University supervisor. During regularly scheduled seminars, students share experiences, solve problems, and reflect on their teaching practice. Note: A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester.

Prerequisite: Satisfactory completion of EDUC 431 Early Childhood Professional Practicum A.

**EDUC 437 Elementary Professional Practicum A (2 Course-credits)**

A supervised teaching experience in a classroom (grades 1-6) five days per week. This practicum gives students an opportunity to develop and practice teaching competencies under the guidance of a supervising practitioner and a University supervisor. During regularly scheduled seminars, students share experiences, solve problems, and reflect on their teaching practice. Note: A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester.

Prerequisites-Undergraduates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Elementary license; EDUC 341 Elementary Curriculum: Mathematics with Field Study III; EDUC 346 Elementary Curriculum: Reading, Social Studies and Special Needs; overall GPA of 2.80 and 2.80 GPA for all courses in the coordinate major, including PSYC 200 Psychology of Development.

Prerequisites-Post baccalaureates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Elementary license; EDUC 341 Elementary Curriculum: Mathematics with Field Study III; EDUC 346 Elementary Curriculum: Reading, Social Studies and Special Needs; overall GPA of 2.80 and 2.80 GPA for all education courses.

**EDUC 438 Elementary Professional Practicum B (2 Course-credits)**

A supervised teaching experience continuing in a classroom (grades 1-6) five days per week. This practicum gives students an opportunity to develop and practice teaching competencies under the guidance of a supervising practitioner and a University supervisor. During regularly scheduled seminars, students share experiences, solve problems, and reflect on their teaching practice. Note: A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester. Prerequisite: Satisfactory completion of EDUC 437 Elementary Professional Practicum A.

**EDUC 490 Independent Study: Current Topics in Education**

An investigation into a topic in education selected by the student with the guidance and supervision of a member of the Education Department. This directed study is designed for the able student who wishes to pursue an identified area of interest through further research or development of a learning project. The investigation includes a research component, four written progress reports and a final document.

Prerequisite: A 3.00 GPA, completion of EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III or EDUC 341 Elementary Curriculum: Mathematics with Field Study III. All proposals must be accepted by the instructor and approved by the Department Chair.

# English

## Chair: Elaine Beilin

Professors:	Elaine Beilin, Bernard Horn, Desmond McCarthy, Catherine McLaughlin
Associate Professors:	Kathleen Beyer, Lisa Eck, Thomas Grove, Lorretta Holloway, Patricia Lynne, Carolyn Maibor, Lynn Parker, Evelyn Perry
Assistant Professors:	Patricia Crouch, Katherine Horn, Kelly Matthews, Claudia Springer, Samuel Witt
Faculty Fellowship:	Marta Rivera Monclova
Instructor:	Halcyon Mancuso

\*Sabbatical: Fall 2011

\*\*Sabbatical: Spring 2012

The English Department offers a wide-range program of poetry, prose, drama, film, linguistics, writing, and journalism for majors and non-majors alike. This program is designed to help students develop increased skills in reading, writing, and analytical thinking; greater appreciation of literature; and deeper understanding of the relationship between literature and race, gender, culture, history, and our shared humanity.

### The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 4 (Literature or Philosophy) is satisfied through the completion of the English major.

### Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

### Placement Testing

Each incoming student must take placement examinations in writing, mathematics, and reading, which are administered prior to orientation for new students. Information regarding Placement Testing dates and times may be found at <http://www.framingham.edu/studentaffairs/placement.htm>. Contact the Office of First Year Programs located in the Center for Academic Support and Advising (CASA) for reservations.

### Writing Code Interpretation

#### Code   Explanation

- 1   May not take a college level writing course at Framingham State College.
- 2   Must complete ENGL 100 Introduction to College Writing before enrolling in ENGL 110 Expository Writing.
- 3   May register for ENGL 110 Expository Writing, which meets the College's general education writing requirement. A Reading Code of 2 is also required to register for ENGL 110.
- 4   Completed ENGL 100 Introduction to College Writing.
- 5   Transfer coursework accepted.

*NOTE: During the Course Add/Drop period, First-Year First-Time students cannot drop ENGL 100 Introduction to College Writing or ENGL 110 Expository Writing unless a completed Course Override form is presented to the Office of the Registrar. The form must include instructor signatures and permission to enroll in a different section of the same course.*

## Reading Code Interpretation

### Code   Explanation

- 1   Indicates student must retest and is not eligible to enroll in ENGL 110 Expository Writing.
- 2   Indicates student may enroll in ENGL 110 Expository Writing if Writing Placement score is equal to 3 or higher.
- 3   Indicates student has completed remedial coursework and may enroll in ENGL 110 Expository Writing.
- 4   Indicates two or more credit bearing courses have been accepted in transfer and student may enroll in ENGL 110 Expository Writing.

## ENGLISH MAJOR

### Departmental Requirements for English Major (UENG)

Principal courses, twelve (12) required, as follows:

#### Major Core:

ENGL 204	Literary Study <i>(Students permitted by the Department Chair to waive this requirement must take ENGL 333 Critical Writing.)</i>
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#### One (1) of the following writing or journalism courses:

ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
ENGL 282	Creative Writing
ENGL 284	Prose Writing
ENGL 286	Professional Writing
ENGL 288	Writing Fiction
ENGL 331	News Writing
ENGL 333	Critical Writing
ENGL 335	Feature Writing
ENGL 371	Business Writing
ENGL 410	Seminar in Creative Writing
ENGL 411	Seminar in Prose Writing
ENGL 480	Seminar in Professional Writing

#### Literature Group A: One (1) course from the following:

ENGL 220	Shakespeare
ENGL 251	British Literature I: Old English to 1680
ENGL 313	Medieval and Renaissance Drama
ENGL 314	English Renaissance Literature
ENGL 317	Studies in Shakespeare
ENGL 407	Chaucer

**Literature Group B: One (1) course from the following:**

ENGL 255	British Literature II: 1680 to 1890
ENGL 232	Irish Literature
ENGL 318	Romantic Movement
ENGL 321	Rise and Establishment of the English Novel
ENGL 322	The Nineteenth-Century British Novel
ENGL 330	Victorian Period
ENGL 374	Modern British and American Poetry (may be used for Group B or C but not both)

**Literature Group C (American): Two (2) courses in American literature:**

ENGL 243	American Short Story
ENGL 245	American Novel
ENGL 260	American Ethnic Literature
ENGL 261	American Writers I
ENGL 262	American Writers II
ENGL 264	African American Literature
ENGL 353	Whitman, Dickinson, and Frost
ENGL 365	American Romanticism
ENGL 368	American Realism and Naturalism
ENGL 370	Studies in American Literature
ENGL 373	Modern American Fiction
ENGL 374	Modern British and American Poetry (may be used for Group B or C but not both)
ENGL 383	Contemporary American Literature

**Literature Group D: One (1) course in Classical, Biblical or Renaissance Literature:**

ENGL 202	Comparative Mythology
ENGL 265	Western Literature: Origins to the Renaissance
ENGL 266	Western Literature: Renaissance to the Present
ENGL 271	Development of the Drama
ENGL 345	Studies in the Bible as Literature

**Literature Group E: One (1) course from the following World Literature courses:**

ENGL 203	Global Perspectives in Literature
ENGL 277	Contemporary World Literature by Women
ENGL 342	Modern Drama
ENGL 361	Postcolonial Literature
ENGL 362	Russian Literature in Translation
ENGL 376	The Twentieth-Century Novel
ENGL 382	Contemporary European Literature

**Capstone course:**

ENGL 422 Seminar in Literature (prerequisite eight English courses, including one at the 300-level)

**Other Courses (to total twelve) from above or from the following areas:**

ENGL 201 Mythology and Folklore  
 ENGL 206 Film and Literature  
 ENGL 207 The Language of Film  
 ENGL 208 Film Genres  
 ENGL 209 Film History: 1895 to 1960  
 ENGL 229 Film History: 1960 to Present  
 ENGL 250 Literature and Gender  
 ENGL 269 Women Writers  
 ENGL 297 English Grammar: A Structural Analysis  
 ENGL 325 Studies in Film  
 ENGL 375 Studies in British Literature  
 ENGL 390 Studies in Genre  
 ENGL 401 The English Language  
 ENGL 490 Independent Study in English

One Children's Literature course chosen from the following (only one course in this area may be counted toward the 12 courses required for the major):

ENGL 212 Children's Literature  
 ENGL 217 The History of Children's Literature  
 ENGL 219 Young Adult Literature  
 ENGL 394 Workshop in Children's Literature  
 ENGL 399 Current Trends in Children's Literature

*All English majors must take four (4) literature courses at the 300- or 400-level in addition to ENGL 422 Seminar in Literature. One of the four (4) courses may be a 300-level film course. Children's literature courses do not satisfy this requirement. Students should focus on 300- and 400-level courses in the junior and senior years.*

**Foreign Language Requirement:**

Intermediate knowledge of one foreign language required (0-4 courses). The Intermediate Level may be met in one of several ways: 1) completion of a college-level Intermediate II language course; 2) placement test score of 80 or above; 3) waiver from the Chair of the Modern Language Department if high school academic language is other than English (usually applies to international students); achievement of Level 4 in a single language in high school.

**CONCENTRATIONS****MAJOR WITH CONCENTRATION IN WRITING (UENW)****Minimum of 15 courses, as follows:****Twelve (12) required courses for the major, plus four (4) of the following:**

ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
ENGL 282	Creative Writing
ENGL 283	Writing Poetry
ENGL 284	Prose Writing
ENGL 286	Professional Writing
ENGL 288	Writing Fiction
ENGL 331	News Writing
ENGL 333	Critical Writing
ENGL 335	Feature Writing
ENGL 371	Business Writing
ENGL 372	Technical Writing
ENGL 410	Seminar in Creative Writing
ENGL 411	Seminar in Prose Writing
ENGL 480	Seminar in Professional Writing
ENGL 481	Editorial Workshop in Journalism

*Note: No more than one of these courses may be used to fulfill both the requirement of twelve courses in English and four courses for this concentration.*

**MAJOR WITH CONCENTRATION IN PROFESSIONAL WRITING (UENP)****Minimum of 15 courses as follows:****Twelve (12) required courses for the major, plus four (4) professional writing courses:**

ENGL 286	Professional Writing
ENGL 371	Business Writing <b>or</b>
	ENGL 372 Technical Writing
ENGL 480	Seminar in Professional Writing <b>or</b>
	ENGL 495 Practicum in English

**One additional writing course from the following:**

ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
ENGL 335	Feature Writing
ENGL 371	Business Writing
ENGL 372	Technical Writing
ENGL 480	Seminar in Professional Writing
ENGL 495	Practicum in English

*Note: No more than one of these courses may be used to fulfill both the requirement of twelve courses in English and three courses for this concentration. Eligible students are*

strongly encouraged to take ENGL 495 Practicum in English as one of their professional writing courses.

### MAJOR WITH CONCENTRATION IN CREATIVE WRITING (UENC)

**Minimum of 15 courses, as follows:**

**Twelve (12) required courses for the major, plus four (4) of the following:**

ENGL 282	Creative Writing
ENGL 283	Writing Poetry
ENGL 284	Prose Writing
ENGL 288	Writing Fiction
ENGL 300	Writing for Children
ENGL 410	Seminar in Creative Writing
ENGL 411	Seminar in Prose Writing

*Note: No more than one of these courses may be used to fulfill both the requirement of twelve courses in English and four courses for this concentration.*

### MAJOR WITH CONCENTRATION IN JOURNALISM (UENJ)

**Minimum of 15 courses as follows:**

**Twelve (12) required courses for the major, plus the following four (4):**

ENGL 225	Introduction to Journalism
ENGL 331	News Writing

**One internship:**

ENGL 481	Editorial Workshop in Journalism <b>or</b>
	ENGL 494 Practicum in Journalism

**One (1) of the following:**

ENGL 335	Feature Writing
ENGL 480	Seminar in Professional Writing
Capstone ( <i>whichever one was not taken above</i> ):	
ENGL 481	Editorial Workshop in Journalism <b>or</b>
	ENGL 494 Practicum in Journalism

**Note:** One of the above courses, except for the internships, may be used to fulfill the requirements of both the twelve courses in English and the four courses for this concentration.

### MAJOR WITH CONCENTRATION IN FILM STUDIES (UENF)

**Minimum of 15 courses, as follows:**

**Twelve (12) required courses for the major, plus four (4) of the following:**

ENGL 206	Film and Literature
ENGL 207	The Language of Film
ENGL 208	Film Genres
ENGL 209	Film History: 1895 to 1960
ENGL 229	Film History: 1960 to Present
ENGL 325	Studies in Film

**Note:** No more than one of these courses may be used to fulfill both the requirement of twelve courses in English and four courses for this concentration.



## COORDINATE MAJOR IN EARLY CHILDHOOD OR ELEMENTARY EDUCATION

The Department of English sponsors two programs for students pursuing licensure in early childhood or elementary education. One is the Interdisciplinary Major in Language Arts, as described in the Education section of this catalog. A second option is a major in English, combined with the Coordinate Major in Education, as outlined below.

Students must satisfy the general education requirement, the English major requirement of twelve (12) courses plus the foreign language requirement, and the early childhood or elementary education requirement of five (5) courses plus the professional semester. With careful planning, students may complete this program within 32 courses.

### I. General Education requirement

### II. English major requirements (12 Courses)

### III. Choose A or B

#### A. Coordinate Major in Early Childhood Education (Pre-K - Grade 2 Licensure)

EDUC 200	Education in American Society with Field Study I
EDUC 320	The Young Child: Emerging Literacy with Field Study II
EDUC 374	Early Childhood Curriculum: Mathematics and Science with Field Study III
EDUC 376	Early Childhood Curriculum: Reading, Social Studies and Special Needs
PSYC 200	Psychology of Development (Gen.Ed.)

#### The Professional Semester (four courses):

EDUC 431	Early Childhood Professional Practicum A (2 Course-credits)
EDUC 432	Early Childhood Professional Practicum B (2 Course-credits)

#### B. Coordinate Major in Elementary Education (Grades 1-6 Licensure)

EDUC 200	Education in American Society with Field Study I
EDUC 322	The Child and Literacy with Field Study II
EDUC 341	Elementary Curriculum: Mathematics with Field Study III
EDUC 346	Elementary Curriculum: Science, Social Studies and Special Needs
PSYC 200*	Psychology of Development (Gen.Ed.)

#### The Professional Semester (four courses):

EDUC 437	Elementary Professional Practicum A (2 Course-credits)
EDUC 438	Elementary Professional Practicum B (2 Course-credits)

*\*Note: PSYC 200 Psychology of Development may be used to fulfill the Goal 9 General Education requirement.*

**IV. Minor Requirement**

No minor is required for students with a Coordinate Major in Early Childhood or Elementary Education. But, if a student so wishes, a minor is possible with careful planning.

**COORDINATE EDUCATION MAJOR WITH INTERDISCIPLINARY MAJOR: SPECIALIZATION IN LANGUAGE ARTS (UIDE)  
(Home Department-English)**

The English Department sponsors the Interdisciplinary Major in Language Arts for students seeking licensure at the early childhood or elementary level. For more specific information, refer to the Education section of the catalog.

**MINORS****MINOR IN ENGLISH (6 COURSES)**

ENGL 110 Expository Writing or completion of Gen.Ed. Goal 1 plus five (5) courses acceptable for the English major.

**MINOR IN WRITING (FOR NON-ENGLISH MAJORS ONLY)  
(5 COURSES)**

ENGL 110 Expository Writing or completion of Gen.Ed. Goal 1 plus four (4) additional advanced writing courses.

**MINOR IN JOURNALISM (5 COURSES)**

ENGL 110 Expository Writing **or** completion of Gen.Ed. Goal 1

ENGL 225 Introduction to Journalism

ENGL 331 News Writing

One internship: ENGL 481 Editorial Workshop in Journalism  
**or** ENGL 494 Practicum in Journalism

One (1) of the following:

ENGL 335 Feature Writing

ENGL 480 Seminar in Professional Writing

Internship (whichever was not taken above):

ENGL 481 Editorial Workshop in Journalism **or**  
ENGL 494 Practicum in Journalism

**MINOR IN AMERICAN STUDIES (5 COURSES)**

The University offers a minor in American Studies. To earn an American Studies minor, students must apply in writing to the Chair of either the English or History Department and have a sequence of courses designed and approved to meet specific goals. Applications are available in either Chair's office. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No American Studies minor will be awarded without compliance with the above format.

The minor in American Studies requires five (5) courses representing at least three (3) disciplines, distributed as follows:

A. One (1) of the following courses in American literature:

ENGL 243 The American Short Story

ENGL 245 The American Novel

ENGL 261 American Writers I

ENGL 262 American Writers II

B. One (1) of the following courses in American history:

HIST 318 Religion in America

HIST 326 Women in American History

C. A total of three (3) courses from at least two of the following disciplines: *(At least three disciplines must be represented in the total of five courses.)*

**Art & Music**

ARTH 282 American Art

MUSC 141 American Musics

MUSC 151 The History and Literature of Jazz

**Economics**

ECON 101 Principles of Macroeconomics

ECON 102 Principles of Microeconomics

ECON 230 Urban Economics

**English**

ENGL 243 The American Short Story

ENGL 245 The American Novel

ENGL 260 American Ethnic Literature

ENGL 261 American Writers I

ENGL 262 American Writers II

ENGL 353 Whitman, Dickinson, and Frost

**Geography**

GEOG 251 Geography of New England

**Biology**

BIOL 103 Ecological Implications of Conservation

**History**

HIST 151 United States History to Reconstruction

HIST 152 United States History since Reconstruction

HIST 308 American Civil War Era

HIST 310 Emergence of a Modern Nation

HIST 318 Religion in America

HIST 321 Immigrants, Ethnic, and Racial Minorities  
in the United States

**Sociology**

SOCI 130 Social Problems

SOCI 251	Cities and Communities
SOCI 267	Sociology of Subcultures
SOCI 315	Social Class
SOCI 340	Sociology of Work

**Interdisciplinary/Interdepartmental:**

INTD 490	Independent Study in American Studies <i>(see INTERDISCIPLINARY COURSES for course description)</i>
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**MINOR IN PROFESSIONAL WRITING (FOR NON-ENGLISH MAJORS ONLY) (5 COURSES)**

ENGL 110	Expository Writing or completion of Gen.Ed. Goal 1
ENGL 286	Professional Writing
ENGL 371	Business Writing <b>or</b> ENGL 372 Technical Writing
ENGL 480	Seminar in Professional Writing <b>or</b> ENGL 495 Practicum in English

One additional writing course from the following:

ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
ENGL 335	Feature Writing
ENGL 371	Business Writing
ENGL 372	Technical Writing
ENGL 480	Seminar in Professional Writing
ENGL 495	Practicum in English

**Note:** Eligible students are strongly encouraged to take ENGL 495 Practicum in English as one of their professional writing courses.

**DESCRIPTION OF ENGLISH COURSE LEVELS**

In addition to being grouped by distribution areas (i.e., British literature, American literature, world literature, and so forth), English Department courses are arranged in tiers that assume different levels of preparation, background, and experience.

100-level courses are foundation courses in literature and composition. They assume little or no previous experience in the subject and include ENGL 110 Expository Writing, a college-wide requirement. 100-level courses are offered each semester.

200-level courses examine a broad range of material and various literary traditions, periods, and genres. These include historical overviews in British, American, and world literatures; genre studies; writing and journalism courses; women's studies; language studies; ethnic literature; film studies; and ENGL 204 Literary Study, a required seminar for English majors that should be taken in the first year or as early in the student's career as possible. Literature courses at this level include a research component. Most of these courses are offered each semester or once a year; a few are normally offered every other year.

300-level courses are increasingly specialized courses that provide breadth of coverage with a more detailed and rigorous study of the material. These courses presuppose some background and experience in literature, as well as proficiency in close reading, analytical thinking, and expository writing. Writing assignments include essays that integrate research and close readings of texts. A few of these courses are offered once a

year, but most are offered only every other year.

400-level courses are advanced courses primarily intended for juniors and seniors. Most classes are conducted as a workshop or seminar in which students are responsible for oral reports and in-class presentations. Student papers are required to demonstrate mastery in research techniques, familiarity with various critical methodologies, and ability to synthesize disparate materials. Independent studies, practica, and Seminar in Literature are offered each semester; writing courses are offered every year or every other year; language and literature courses vary from once a year to once every three years.

800-level courses are designed for graduate credit but are linked with an undergraduate equivalent course.

900-level courses are designed for graduate credit only.

## ENGLISH COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.):

Courses		Goal(s)
ENGL 110	Expository Writing	1
ENGL 111	Approaches to Literature	4
ENGL 201	Mythology and Folklore	4, 12
ENGL 202	Comparative Mythology	4, 11
ENGL 203	Global Perspectives in Literature	4, 11
ENGL 207	The Language of Film	5
ENGL 209	Film History: 1895 to 1960	5
ENGL 220	Shakespeare	4, 12
ENGL 229	Film History: 1960 to Present	5
ENGL 232	Irish Literature	4
ENGL 243	The American Short Story	4, 12
ENGL 245	The American Novel	4, 12
ENGL 250	Literature and Gender	4
ENGL 260	American Ethnic Literature	4, 12
ENGL 261	American Writers I	4, 12
ENGL 262	American Writers II	4, 12
ENGL 264	African American Literature	4, 12
ENGL 269	Women Writers	4
ENGL 271	Development of the Drama	4
ENGL 277	Contemporary World Literature by Women	4, 12

## ENGLISH COURSE DESCRIPTIONS

### ENGL 100 Introduction to College Writing

An introduction to the writing of short essays typically required in the College's General Education program. Course work emphasizes the development of thesis statements, organizing support information, summarizing, paraphrasing, quoting, and citing sources. Editing and revising, including a review of grammar, mechanics, and usage are major features of the course. A reading module reinforces critical thinking and analytical reasoning. **Note:** Credit is given for this course only if taken before ENGL 110 Expository Writing.

**ENGL 110 Expository Writing (Gen. Ed. Goal 1)**

Designed to improve the writing of expository prose needed in college and beyond. The emphasis rests on collecting, evaluating, and organizing evidence from primary and secondary sources in order to support an explicit, arguable, and substantive thesis. The course includes the writing of a well-researched and documented paper that draws on traditional and electronic sources. **Note:** Credit will not be given for this course and ENGL 102 Essentials of Writing. Students must pass ENGL 110 to fulfill the College's writing requirement (General Education Goal 1) and entering students must complete this course within their first three semesters. Credit is given for both this course and ENGL 100 Introduction to College Writing if ENGL 100 Introduction to College Writing is taken first.

Prerequisite: Satisfactory performance on the English writing and reading placement exams or ENGL 100 Introduction to College Writing.

**ENGL 111 Approaches to Literature (Gen. Ed. Goal 4)**

An introduction to critical reading and discussion of poetry, prose, and drama for the purpose of increasing the student's appreciation of the dynamics between themes and forms in the art of literature. Some sections emphasize literary forms and others philosophical, moral, or social themes.

**Note:** Students who have taken 21.111 Types of Literature or 21.115 Ideas in Western Literature will not receive credit for this course. This course is not open to English majors or Interdisciplinary Language Arts majors.

**ENGL 201 Mythology and Folklore (Gen. Ed. Goals 4, 12)**

A comparative analysis of myths and folklore from various cultures, such as Native American, Greek, American, Teutonic, and African American. A significant part of the exploration deals with issues of class and race, as well as gender problems like female-male stereotyping. Other topics may include postulation of common types of tales and motifs, theories of the origin and nature of myth and folklore, as well as consideration of each myth or folklore piece as representative not only of its genre but also a possibly intact unified structure.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 202 Comparative Mythology (Gen. Ed. Goals 4, 11)**

A comparative study of primarily ancient myths through the Western and non-Western world, emphasizing such sources as Indian, Mayan, Finnish, Native American, Near Eastern, and Greek. Each belief system is first studied by itself before resemblances to other systems are sought. Finding elements that recur in a myth and that appear in other myths leads to considering the origin and nature of myth, as well as the significance of myth for a group of people.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 203 Global Perspectives in Literature (Gen. Ed. Goals 4, 11)**

An introduction to contemporary literature outside of Europe and the United States. The course also includes Western writings which highlight international encounters between cultures. Readings are in English and draw on various genres.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 204 Literary Study**

The foundation course for the major in English. This seminar focuses on close reading, analytical writing, and research methods. Students examine in depth one important work in English (or a group of related works) and the criticism surrounding it. English majors are encouraged to take Literary Study as early as possible. Literary Study is a prerequisite for all 300-level English courses used to fulfill 300-level requirements.

Prerequisite: Completion of Gen. Ed. Goal 1; for students not in the English major/minor or the Interdisciplinary Major in Language Arts, permission of the instructor is required.

**ENGL 206 Film and Literature**

An examination of the relationship between film and literature with a close analysis of the aesthetic and practical problems involved in adapting fiction to the film. Readings include film and literary criticism, as well as the fiction upon which films viewed in class are based. Discussions focus on the potentialities, limitations and nature of each art form.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of the instructor.

**ENGL 207 The Language of Film (Gen. Ed. Goal 5)**

A study of the vocabulary proper to an intelligent discussion of film. Topics to be included are directorial techniques, the role of editing, styles of film acting, the relation of one shot to another, mise-en-scene and montage, lighting, and the relationship between form and content. Emphasis is on an aesthetic of the film from the perspective of the film-viewing experience.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of the instructor.

**ENGL 208 Film Genres**

Studies of genre films concentrating on the historical, thematic, and specifically cinematic nature of representative sound and silent works. Possible genres include comedy, the western, the gangster film, the musical, the horror film and science fiction, and the "woman's picture." A different genre is selected each time the course is offered.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of the instructor.

**ENGL 209 Film History: 1895 to 1960 (Gen. Ed. Goal 5)**

An overview of the major developments in film history from 1895 to 1960. Starting with early filmic experimentation and covering the rise and fall of the classical Hollywood studio system, the course includes significant directors, genres (such as the gangster film and film noir), and international movements. Wars, revolution, immigration, the Great Depression, and the Cold War are studied for their influence on the new medium of film. Note: Students may not receive credit for both ENGL 209 Film History: 1895 to 1960 and ENGL 205 Film History and Criticism.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 212 Children's Literature**

A study of literature for children from pre-school through grade 6. The course examines classic and contemporary board books, picture books, chapter books, and pre-adolescent texts. Through an exploration of seminal authors, works, genres, and criticism, the course emphasizes trends and developments in children's literature. An introduction to basic bibliographic tools and review media is included.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 217 The 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.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of the instructor.

**ENGL 219 Young Adult Literature**

A study of literature for young adults from grades 6 through 12. The course examines classic and contemporary works from a variety of fictional genres, including realism, fantasy and science fiction, as well as poetry. An introduction to basic bibliographic tools and review media is included.

Note: Students may not receive credit for both 21.395 Literature for Young Adults and 21.219 Young Adult Literature

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 220 Shakespeare (Gen. Ed. Goals 4, 12)**

An introduction to Shakespearean comedy, tragedy, history, and romance in such plays as *As You Like It*, *Measure for Measure*, *King Lear*, *Othello*, *Henry V*, and *The Tempest*. The course explores the Elizabethan-Jacobean roots of Shakespeare's plays and their continuing popularity by studying language, dramatic technique, performance on stage and screen, and the representation of gender, race, and class. Students who have received credit for 21.215/315 Shakespeare I, or 21.216/316 Shakespeare II will not receive credit for this course.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 225 Introduction to Journalism**

An introduction to the profession of journalism providing historical background, basis for libel, and other fundamental, technical and legal knowledge for journalists. Students produce extensive writing in a variety of journalistic formats, such as news, features, and op/ed pieces. The course also investigates current issues in contemporary journalism by analyzing a wide range of newspapers.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 229 Film History: 1960 to Present (Gen. Ed. Goal 5)**

A study of film history from 1960 to the present. The course includes the New Hollywood, independent cinema, the emergence of postcolonial filmmaking in Africa, South America, the Indian subcontinent, and Asia; and technological innovations such as CGI. Major directors and their groundbreaking films are studied, as is the visual style of postmodernism. Note: Students may not receive credit for both ENGL 229 Film History: 1960 to Present and ENGL 205 Film History and Criticism.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 232 Irish Literature (Gen. Ed. Goal 4)**

A consideration of the development of Irish literature from its origins in myth, saga, and lyric through the twentieth century, with emphasis on the period from the Literary Revival in the late nineteenth century to the present. Among the writers covered are Swift, William Carleton, Maria Edgeworth, Thomas Moore, Yeats, Synge, O'Casey, Joyce and Beckett.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 243 The American Short Story (Gen. Ed. Goals 4, 12)**

A survey of the short story in America from Irving, Poe, and Hawthorne to the present with emphasis on writers who reflect various regions, cultures, and ethnic groups.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 245 The American Novel (Gen. Ed. Goals 4, 12)**

The background and development of the American novel from its beginnings to the present. Covering representative novels by such writers as Hawthorne, Stowe, Melville, Twain, James, Dreiser, Cather, Faulkner, Ellison, Mailer, Bellow, and Morrison, the course reflects the diversity and range of American fiction and addresses the social and intellectual backgrounds of the writers and issues of race, class, and gender.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 250 Literature and Gender (Gen. Ed. Goal 4)**

An exploration of the relations between gender and literature as they pertain to authorship, literary representations of men and women, constructions of masculinity and femininity, and literary criticism. Topics vary and may include the literature of a particular period or country, a specific genre, and gay and lesbian literature.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 251 British Literature I: Old English to 1680**

A chronological study of British literature that focuses on representative works and authors through 1680. Readings include *Beowulf*, selections from Chaucer's *The Canterbury Tales*, one Shakespeare play, and selections from other writers such as Malory, Spenser, Sidney, Donne, Cary, and Milton. Works are explored in the context of the literary, cultural, and historical milieu in which they were produced.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 255 British Literature II: 1680-1890**

A chronological study of British literature from the Restoration to the Late Victorian period that focuses on representative works and authors. Readings include selections from such writers as Behn, Swift, Johnson, Wordsworth, Coleridge, Austen, Byron, the Brontes, Shelley, Keats, Tennyson, Arnold, Browning, and George Eliot. Works are explored in the literary, cultural, and historical milieu in which they were produced.

**Note:** ENGL 251 British Literature I is not a prerequisite to this course.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 260 American Ethnic Literature (Gen. Ed. Goals 4, 12)**

A study of Native American, African American, Asian American, Hispanic American, and other ethnic writers. The course explores issues of individual and collective identity, as well as the tension between assimilation and ethnic affirmation in the works of writers throughout American history. **Note:** Students who have taken 21.260 Minority Literature will not receive credit for this course.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 261 American Writers I (Gen. Ed. Goals 4, 12)**

A survey of literature from the age of European exploration to the middle of the nineteenth century. The course reflects the diversity and range of American experience. Readings may include letters and journals of early discoverers, explorers, and settlers; selections from the Native American oral tradition; essays by Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau; autobiographies by Frederick Douglass and Harriet Jacobs; and poetry and fiction by writers ranging from Anne Bradstreet to Herman Melville.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 262 American Writers II (Gen. Ed. Goals 4, 12)**

A survey of literature since the middle of the nineteenth century. The course reflects the diversity and range of American experience. Readings may include memoirs, criticism, poetry, fiction, or drama by authors such as Emily Dickinson, Mark Twain, Willa Cather, T.S.Eliot, William Faulkner, Tennessee Williams, and James Baldwin. **Note:** ENGL 261 American Writers I is not a prerequisite for this course.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 264 African American Literature (Gen. Ed. Goals 4, 12)**

A study of the fiction and non-fiction of African Americans throughout American history, including characteristic literary forms such as the slave narrative, autobiography, and song. The course focuses on such writers as Wheatley, Douglass, Jacobs, Washington, DuBois, Hurston, Toomer, Hughes, Baldwin, Wright, Ellison, King, Malcolm X, Walker, Morrison, and Wilson.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 265 Western Literature: Origins to the Renaissance**

A course designed to acquaint students with the foundations of western literature and with great writers of western civilization from antiquity through the Renaissance. Representative selections from such authors as Homer, Plato, Virgil, Dante, Boccaccio, Machiavelli, and Rabelais, as well as such works as the Bible, Greek drama, the medieval epic and romance are studied.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 266 Western Literature: Renaissance to the Present**

A study of great continental writers of western civilization from the Enlightenment to the present. Representative selections from such writers as Voltaire, Rousseau, Goethe, Dostoevsky, Flaubert, Tolstoy, Ibsen, Kafka, Mann, Camus, and Duras are studied. **Note:** ENGL 265 Western Literature: Origins to the Renaissance is not a prerequisite for this course.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 269 Women Writers (Gen. Ed. Goal 4)**

A study of women writers from the medieval to the modern period in the context of their times and literary traditions. Topics vary and include exploration of a specific period; a genre such as life writing, romance, and poetry, or a cultural milieu such as literary circle, place, or family.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 271 Development of the Drama (Gen. Ed. Goal 4)**

A study of the drama as an art form from its genesis in classical antiquity through its most recent expressions. Representative plays illustrating this development are read and discussed and students are encouraged to prepare selected scenes for class presentation. Related topics touched on include history of the theater and the literature of dramatic criticism.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 277 Contemporary World Literature by Women (Gen. Ed. Goals 4, 12)**

An examination of the work of an international, cross-cultural selection of late twentieth and early twenty-first century women writers through a variety of critical approaches including feminism and postcolonialism.

Prerequisite: Completion of Gen Ed. Goal 1 or permission of instructor.

**ENGL 280 Persuasive Writing**

An introduction to effective persuasive writing for public audiences. Students study rhetorical principles and examples of persuasive writing and develop their own projects which may include op-ed columns, blog writing, and policy proposals. At least one project is sent directly to its intended public audience. Particular attention is paid to ethical rhetorical practices.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 282 Creative Writing**

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

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 283 Writing Poetry**

A workshop in reading and writing poetry, with an emphasis on personal expression, free verse technique, and contemporary adaptations of traditional forms. Some attention is also given to techniques developed by contemporary poets for teaching poetry to children and adolescents.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 284 Prose Writing**

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

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 286 Professional Writing**

A career-oriented course introducing students to a wide variety of writing formats used in business, government, and the professions. Assignments may include resumes, employment documents, letters and memos, short proposals, a variety of report formats, public relations and advertising documents, and basic technical writing. This course emphasizes drafting, critiquing, rewriting, and editing, as well as collaborative writing and presentation skills.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 288 Writing Fiction**

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

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 297 English Grammar: A Structural Analysis**

An intensive analysis of the theory and practice of English grammar. The effects of syntactic structure upon meaning in such phenomena as dependent clauses, prepositional phrases, nouns and verbs, subjects, objects, and modifiers are explored in order to understand a grammatical description of English.

Prerequisite: Completion of Gen. Ed. Goal 1 or permission of instructor.

**ENGL 300 Writing for Children**

An advanced writing workshop in the methods and techniques of writing for children. Students compose poetry, fiction, and prose for readers in grades Pre-K through 12. Activities include analysis of children's literature and group critiques of students' work.

Prerequisite: One course in writing beyond 21.110 Expository Writing, or 21.212 Children's Literature, or permission of the instructor.

**ENGL 313 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 314 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: ENGL 204 Literary Study or permission of instructor.

**ENGL 317 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, will include Shakespeare on Film, Shakespearean Families, Gender and Genre in Shakespeare, Shakespeare's Dramatic Imagery, and Shakespeare's Tragic Heroes.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 318 The Romantic Movement**

A critical and historical study of romanticism in English literature. Concentration is on the major poets: Wordsworth, Coleridge, Byron, Shelley, and Keats.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 321 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 322 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 Brontës, Dickens, George Eliot, Gissing, and Hardy.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 325 Studies in Film**

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

Prerequisite: Completion of Gen. Ed. Goal 1 and one of the following film courses: ENGL 206 Film and Literature, ENGL 207 The Language of Film, ENGL 208 Film Genres; ENGL 209 Film History: 1895 to 1960; ENGL 229 Film History: 1960 to Present; or permission of instructor.

**ENGL 330 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; relationships with America and continental Europe.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 331 News Writing**

A rigorous examination of news writing with emphasis on accuracy, journalistic conventions, and deadlines. Students cover a variety of news events. The course explores the question "What is News?" and such issues as libel, privacy, the right to know, and freedom of information. May be used to fulfill the requirements for the English major.

Prerequisite: ENGL 225 Introduction to Journalism. Students who have taken 21.331 Reporting of Public Affairs will not receive credit for this course.

**ENGL 333 Critical Writing**

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

Prerequisite: Completion of ENGL 204 Literary Study and two additional literature courses or permission of the instructor.

**ENGL 335 Feature Writing**

A course which emphasizes writing the feature story for newspapers and magazines. This course develops the skills to recognize a news peg that can be expanded into a feature, and studies the growth in the use of features within print journalism.

Prerequisite: ENGL 225 Introduction to Journalism.

**ENGL 342 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 345 Studies in the Bible as Literature**

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

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 353 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 361 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 362 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 365 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 368 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 370 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 371 Business Writing**

Designed to develop students' abilities to address various business audiences. Projects may include newsletters, brochures, flyers, fact sheets, application articles, press kits, press releases, proposals, documented reports, speeches, and writing for the Web, as well as oral presentations including visual aids. Students study the ethics and problems of writing within business organizations, current computer graphics and electronic drafting, editing, and reviewing techniques. Students who have received credit for 21.471 Business Writing will not receive credit for this course.

Prerequisites: ENGL 286 Professional Writing or permission of instructor.

**ENGL 372 Technical Writing**

Designed to develop students' abilities to produce representative technical documents. Projects may include instructions, proposals, technical reports, procedures, tutorials, usability tests, and support websites. Students are introduced to writing for technical and non-technical audiences, as well as to conventions of technical writing and the basics of editing appropriate to technical contexts. Students who have received credit for 21.472 Technical Writing will not receive credit for this course.

Prerequisite: Completion of Gen Ed. Goal 1 or permission of instructor.

**ENGL 373 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 374 Modern British and American Poetry**

A study of various modern poets, including Yeats, Eliot, Frost, Robinson, Housman, Hardy, and Hopkins. Attention is given to various theories about the nature and function of modern poetry, particularly where these theories differentiate modern poetry from the poetry of the past.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 375 Studies in British Literature**

An exploration of a special topic in British literature. Topics change each time the course is offered and may include such subjects as epic poetry, Jacobean drama, the industrial novel, and the representation of the family. Note: Depending on the topic, the course may fulfill the English major core requirement for Group A or Group B.

Prerequisites: ENGL 204 Literary Study or permission of instructor.

**ENGL 376 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 378 Studies in World Literature**

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

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 382 Contemporary European Literature**

An examination of ideas, trends, and forms in recent literature from Europe, as well as recent works reflecting European consciousness from elsewhere in the world. The course begins with "classic" mid-twentieth century authors such as Beckett and Camus, and moves to writers who came to prominence more recently, such as Berger, Calvino, Coetzee, Duras, Handke, and Kundera. Note: Students will not receive credit for both ENGL 382 Contemporary European Literature and 21.379 Contemporary European and American Literature.

Prerequisites: ENGL 204 Literary Study or permission of instructor.

**ENGL 383 Contemporary American Fiction**

A study of American fiction since 1945, including writers such as Bellow, DeLillo, Doctorow, Ellison, Morrison, Nabokov, Pynchon, Roth, Tyler, Updike, and Walker. Emphasis is on postmodern narrative experiments and on representations of the self and American experience in the contemporary period. **Note:** Students will not receive credit for both ENGL 383 Contemporary American Fiction and 21.379 Contemporary European and American Literature.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 390 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 394 Workshop in Children's Literature**

A workshop which explores the relationship between children's books and the curriculum of grades K-8. Emphasis is on interdisciplinary and multi-age approaches. Diverse activities provide background for discussion of the literary genres represented in traditional and contemporary writings for children and their application to classroom use.

Prerequisite: ENGL 212 Children's Literature or permission of the instructor.

**ENGL 399 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 will consider the social, technological, and professional contexts in which children's books are created, evaluated, and marketed. Note: This course does not satisfy the requirement of a 300-level literature course for the English major.

Prerequisite: Completion of one 200-level children's literature course or permission of instructor.

**ENGL 401 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:** This course is recommended for students planning graduate study in English.

**ENGL 407 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.

Prerequisite: ENGL 204 Literary Study or permission of instructor.

**ENGL 410 Seminar in Creative Writing**

An advanced writing workshop, in which students will be encouraged to follow their own writing interests, particularly in long subjects. Reading and discussion of manuscripts.

Prerequisite: Permission of the instructor.

**ENGL 411 Seminar in Prose Writing**

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

Prerequisite: ENGL 284 Prose Writing or permission of instructor.

**ENGL 422 Seminar in Literature**

An advanced seminar whose topic -a period, theme, or major author - changes term to term. Students are responsible for original criticism and research in the form of several short papers, oral presentations to the seminar, and a longer paper. Open to junior and senior English majors who have completed at least eight semester courses in English, including ENGL 204 Literary Study and one course at the 300 level; to graduate students concentrating in English; and to others with permission of the instructor and the Chair of the English Department.

**ENGL 480 Seminar in Professional Writing**

An advanced workshop for students with experience in professional writing. Students undertake an extended project related to business or the professions, conduct research on targeted publications and markets, and submit their finished work for publication.

Projects may include manuals, brochures, proposals, and websites.

Prerequisite: One writing course from the Professional Writing concentration or minor or permission of the instructor.

**ENGL 481 Editorial Workshop in Journalism**

An intensive course in news, feature and editorial writing, as well as copy editing and newspaper management. Students gain hands-on experience working on *The Gatepost*. This course does not fulfill requirements for the English major.

Prerequisites: ENGL 225 Introduction to Journalism and either ENGL 331 News Writing or ENGL 335 Feature Writing, and a QPA of 3.00 in previous journalism courses; or permission of the instructor.

**ENGL 490 Independent Study in English**

An independent study supervised by a member of the English Department and offered to juniors and seniors. The independent study may, but need not, be done as an honors project under the jurisdiction of the Honors Committee. It counts as one course in the student's program and may not substitute for the Seminar in Literature.

**ENGL 494 Practicum in Journalism**

A supervised field experience in an approved professional setting such as a newspaper office or radio or television station. A written report on the experience is required. This course is open only to students with a QPA of at least 3.00 in their previous journalism courses. Registration is contingent upon the student finding an instructor able to supervise the practicum.

Prerequisite: ENGL 225 Introduction to Journalism, and two of the following: ENGL 331 News Writing, ENGL 335 Feature Writing, ENGL 481 Editorial Workshop in Journalism.

**ENGL 495 Practicum in English**

A supervised practical experience related to the student's background and interests, with a written report required as part of the work of the course. Open only to students majoring in English, usually in the senior year, who have a QPA of at least 3.00 in their previous English courses and to students minoring in professional writing who have a QPA of at least 3.00 in the other courses required for that minor. Does not fulfill requirements for English major. Arrangements must be made during the semester before the beginning of the practicum and approved by the Chair of the English Department.

# Geography

**Chair: Elaine Hartwick**

Professors: Yaser Najjar

Associate Professors: Osama Abdelgadir, Elaine Hartwick

Assistant Professors: Carl Hakansson, David Merwin, Judith Otto

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

## GEOGRAPHY MAJOR

### The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 11 (Non-Western Studies) requirement is satisfied through the completion of the Geography major.

### Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

### Departmental Requirements for Major:

#### Core Courses (4 Courses):

GEOG 101	Introduction to Human Geography
GEOG 110	World Regional Geography
GEOG 203	Introduction to Physical Geography
GEOG 216	Introduction to Geographical Information Systems

Geography majors must concentrate in a specialization within the major. The concentrations shown below are designed to prepare a student for a career or further study in geography. Selections of a concentration should be made as early as possible with an advisor. Students are also strongly encouraged to develop foreign language and computer skills. Geography majors may complete an approved minor through a combination of five (5) related elective courses and/or free electives. This is to be done in consultation with the student's advisor. **Note:** Regional geography courses, other than GEOG 110 World Regional Geography, are strongly recommended as related courses or free electives.

## GEOGRAPHY CONCENTRATIONS

### ENVIRONMENTAL STUDIES (UGYE)

#### Required Concentration Core (5 courses):

GEOG 135	Introduction to Environmental Studies
GEOG 212	Geographic Perspectives on the Global Environment
GEOG 225	Population, Food, and Global Development
GEOG 235	Environmental Law and Policy
GEOG 375	Resource Management

#### Specified General Education Course:

Choose one: EASC 246 Oceanography (goal 6) **or**  
EASC 231 Physical Geology (goal 6, Lab)

**Related:** Choose five (5) courses in consultation with the concentration advisor (substitutions may be made with the approval of the Geography Department Chair).

BIOL 103	Ecological Implications of Conservation
CSCI 138	Information Technology and the Environment
EASC 241	Introduction to Meteorology
EASC 246	Oceanography
GEOG 180	Native Americans: A Geographical and Legal Perspective
GEOG 201	Economic Geography
GEOG 206	Political Geography
GEOG 208	Medical Geography
GEOG 211	Cultural Geography
GEOG 222	Geographic Perspectives on Globalization
GEOG 230	Geography of Natural and Man-Made Hazards
GEOG 240	Municipal Land Use
GEOG 260	Introduction to Urban Studies and Planning in the United States
GEOG 316	Advanced Geographic Information Systems
GEOG 339	Methods of Planning Analysis and Plan Making
GEOG 495*	Internship in Geography
GEOL 231	Physical Geology

\* Must be approved according to department guidelines.

### GIS AND SPATIAL ANALYSIS (UGYA)

#### Required Concentration Core (4 courses):

GEOG 214	Spatial Analysis Using Geographic Information Systems
GEOG 316	Advanced Geographic Information Systems
GEOG 328	Introduction to Remote Sensing
GEOG 486	Senior GIS Project

#### Two (2) of the following regional geography courses:

GEOG 250	Geography of the United States and Canada
GEOG 251	Geography of New England
GEOG 252	Geography of Europe
GEOG 253	Geography of Russia and the Former Soviet Republics
GEOG 254	Geography of Monsoon Asia
GEOG 255	Geography of Sub-Saharan Africa
GEOG 256	Geography of the Middle East
GEOG 257	Geography of Latin America

**Related:** Choose four (4) courses in consultation with the concentration advisor (substitutions may be made with the approval of the Geography Department Chair).

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CSCI 108	HTML, JavaScript Programming and Website Development
CSCI 120	Introduction to Information Technology
CSCI 140	Introduction to the Internet, Graphics, and Multimedia <b>or</b> COMM 140 Introduction to the Internet, Graphics, and Multimedia
GEOG 208	Medical Geography
GEOG 260	Introduction to Urban Studies and Planning in the United States
GEOG 339	Methods for Planning Analysis and Plan Making
GEOG 495*	Internship in Geography

\* *MUST BE APPROVED ACCORDING TO DEPARTMENT GUIDELINES*

**GLOBAL STUDIES (UGYG)****Required Concentration Core (4 courses):**

GEOG 165	Global Cities
GEOG 212	Geographic Perspectives on the Global Environment
GEOG 222	Geographic Perspectives on Globalization
GEOG 460	Global Development Theories and Policies

**Three (3) of the following regional geography courses:**

GEOG 250	Geography of the United States and Canada
GEOG 251	Geography of New England
GEOG 252	Geography of Europe
GEOG 253	Geography of Russia and the Former Soviet Republics
GEOG 254	Geography of Monsoon Asia
GEOG 255	Geography of Sub-Saharan Africa
GEOG 256	Geography of the Middle East
GEOG 257	Geography of Latin America

**Related:** Choose four (4) courses in consultation with the concentration advisor (substitutions may be made with the approval of the Geography Department Chair).

GEOG 114	Geographical Techniques – Research Methods
GEOG 180	Native Americans: A Geographical and Legal Perspective
GEOG 201	Economic Geography
GEOG 206	Political Geography
GEOG 208	Medical Geography
GEOG 211	Cultural Geography
GEOG 214	Spatial Analysis Using Geographic Information Systems
GEOG 230	Geography of Natural and Man-Made Hazards

**URBAN AND REGIONAL PLANNING (UGYP)****Required Concentration Core (5 courses):**

GEOG 240	Municipal Land Use
GEOG 260	Introduction to Urban Studies and Planning in the United States
GEOG 272	Site Planning
GEOG 339	Methods for Planning Analysis and Plan Making
GEOG 368	Community Development

**Techniques: Choose one (1) course from the following :**

GEOG 114	Geographical Techniques – Research Methods
GEOG 214	Spatial Analysis Using Geographic Information Systems
GEOG 316	Advanced Geographic Information Systems
GEOG 328	Introduction to Remote Sensing

**Environment: Choose one (1) course from the following :**

GEOG 135	Introduction to Environmental Studies
GEOG 212	Geographical Perspectives on the Global Environment
GEOG 230	Geography of Natural and Man-Made Hazards
GEOG 235	Environmental Law and Policy
GEOG 375	Resource Management
GEOL 233	Environmental Geology for Town and Regional Planning

**Related Required:** Choose three (3) courses in consultation with the concentration advisor (substitutions may be made with the approval of the Geography Department Chair).

GEOG 165	Global Cities
GEOG 201	Economic Geography
GEOG 206	Political Geography
GEOG 208	Medical Geography
GEOG 211	Cultural Geography
GEOG 222	Geographic Perspectives on Globalization
GEOG 495	Internship in Geography*
POSC 325	Public Management

\* MUST BE APPROVED ACCORDING TO DEPARTMENT GUIDELINES.

**GEOGRAPHY WITH COORDINATE MAJOR IN EARLY CHILDHOOD OR  
ELEMENTARY EDUCATION (UGYL)****Required (6 courses):**

GEOG 201	Economic Geography
GEOG 206	Political Geography
GEOG 211	Cultural Geography
GEOG 250	Geography of the United States and Canada
	<b>or</b>
	GEOG 251 Geography of New England

**Two (2) of the following regional courses:**

GEOG 250	Geography of the United States and Canada
GEOG 251	Geography of New England
GEOG 252	Geography of Europe
GEOG 253	Geography of Russia and the Former Soviet Republics
GEOG 254	Geography of Monsoon Asia
GEOG 255	Geography of Subsaharan Africa
GEOG 256	Geography of the Middle East
GEOG 257	Geography of Latin America

**Education courses (choose A or B)****A. Coordinate Major in Early Childhood Education (Pre-K - Grade 2 Licensure)**

EDUC 200	Education in American Society with Field Study I
EDUC 320	The Young Child: Emerging Literacy with Field Study II
EDUC 374	Early Childhood Curriculum: Mathematics and Science with Field Study III
EDUC 376	Early Childhood Curriculum: Reading, Social Studies, and Special Needs
PSYC 200*	Psychology of Development (Gen. Ed.)

*The Professional Semester (4 course-credits):*

EDUC 431	Early Childhood Professional Practicum A (2 Course-credits)
EDUC 432	Early Childhood Professional Practicum B (2 Course-credits)

**B. Coordinate Major in Elementary Education (Grades 1 - 6 Licensure)**

EDUC 200	Education in American Society with Field Study I
EDUC 322	The Child and Literacy with Field Study II
EDUC 341	Elementary Curriculum: Mathematics with Field Study III
EDUC 346	Elementary Curriculum: Science, Social Studies and Special Needs

**Geography**

PSYC 200\* Psychology of Development

*The Professional Semester (4 course-credits):*

EDUC 437 Elementary Professional Practicum A  
(2 Course-credits)

EDUC 438 Elementary Professional Practicum B  
(2 Course-credits)

*\*Note: PSYC 200 may be used to fulfill a requirement for general education.*

**EARTH SCIENCE WITH MIDDLE SCHOOL EDUCATION MINOR (UGYS)**

**Geography Course (1 course):**

GEOG 250 Geography of the United States and Canada

or

GEOG 251 Geography of New England

**Earth Science and Related Courses (7 courses):**

ASTR 251 Introduction to Astronomy

CHEM 103 General Chemistry

EASC 241 Introduction to Meteorology

GEOL 231 Physical Geology

GEOL 232 Historical Geology

GEOL 246 Oceanography

GEOL 331 Regional Field Geology

**Elective (1 course):**

Selected from the natural sciences, mathematics, computer science, or another regional geography course other than GEOG 250 Geography of the United States and Canada or GEOG 251 Geography of New England

**Specified General Education courses (4 courses):**

BIOL 101 Biological Concepts

MATH 200 Precalculus

PHYS 201 Introductory Physics

PSYC 200 Psychology of Development

**Education Minor courses (8 Course-credits):**

EDUC 200 Education in American Society with  
Field Study I

EDUC 316 Professional Preparation and Field  
Study II (2 Course-credits)

EDUC 414 Student Teaching Practicum & Seminar I  
(2 Course-credits)

EDUC 415 Student Teaching Practicum and Seminar II  
(2 Course-credits)

**Note:** Geography Department prerequisites for EDUC 316 Professional Preparation and Field Study II: Methods, Special Education, and Technology - Middle School are completion of:

General education requirements;

All mathematics and science requirements of the major except for the single approved elective.

Department prerequisites for EDUC 414/415 Student Teaching Seminar and Practicum I/II - Middle School are the same as above, plus EDUC 316 Professional Preparation and Field Study II - Middle School.

### **COORDINATE EDUCATION MAJOR WITH INTERDISCIPLINARY MAJOR: SPECIALIZATION IN GEOGRAPHY AND EARTH SCIENCE (UIDR)**

**(Home Department-Geography)**

The Geography Department sponsors the Interdisciplinary Major in Geography and Earth Science for students seeking licensure at the early childhood or elementary level. For more specific information, refer to the Education section of the catalog.

### **ENVIRONMENTAL SCIENCE MAJOR (UEVG)**

**(Home Department-Geography)**

This major is a collaboration with the Geography and Biology departments and is designed to provide the interdisciplinary background necessary for an environmental professional today. It combines a strong foundation in science, emphasizing biology, with broad training in geographical theory and techniques. This interdisciplinary training is necessary to create and implement environmental policy. This program will prepare students to solve complex multidisciplinary problems and to communicate effectively with the scientific community and the general public. Graduates with this major will be prepared to successfully obtain positions with consulting firms, governmental agencies, private corporations, and non-profit organizations. They will be prepared for work as environmental analysts, town wetlands administrators, environmental educators, or environmental scientists. They will also be prepared to pursue graduate studies in Environmental Science, Conservation Biology, Resource Management, Environmental Planning, Environmental Engineering, Environmental Law, and Environmental Education. Graduates who choose not to pursue careers in Environmental Science will be well prepared for any career that requires a strong science background emphasizing data analysis, critical thinking, integration of complex information, spatial interpretation skills, effective communication and problem resolution skills.

#### **The General Education Requirement**

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 10 (Forces in the United States) requirement is satisfied through the completion of the Environmental Science major.

#### **Course Prerequisites**

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

#### **Required Core courses (16):**

BIOL 101	Biological Concepts
BIOL 200	Environmental Science
BIOL 251	Vascular Plant Taxonomy
BIOL 348	Ecology
CHEM 103	General Chemistry*

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CHEM 201	Organic Chemistry
ECON 102	Principles of Microeconomics
GEOL 231	Physical Geology <b>or</b>
	GEOL 233 Environmental Geology for Town and Regional Planning
GEOG 212	Geographic Perspectives on the Global Environment
GEOG 216	Introduction to Geographical Information Systems
GEOG 235	Environmental Law and Policy
GEOG 240	Municipal Land Use
GEOG 339	Methods for Planning Analysis and Plan Making
GEOG 375	Resource Management
MATH 208	Biostatistics
ENVS 450	Senior Thesis in Environmental Science <b>or</b>
	ENVS 495 Internship in Environmental Science

**Restricted Electives (Five (5) courses):****Science -**

Choose two (2) courses:

BIOL 232	Invertebrate Zoology
BIOL 335	Wildlife Biology
BIOL 336	Ornithology
BIOL 341	Marine Biology
BIOL 391	Tropical Ecology and Conservation: Field Study
EASC 241	Introduction to Meteorology
EASC 246	Oceanography
GEOL 231	Physical Geology
PHYS 201	Introductory Physics

**Policy and Planning -**

Choose two (2) courses:

ANTH 161	Cultural Anthropology
GEOG 135	Introduction to Environmental Studies
GEOG 214	Spatial Analysis Using Geographic Information Systems
GEOG 225	Population, Food, and Global Development
GEOG 230	Geography of Natural and Man-Made Hazards
GEOG 316	Advanced Geographic Information Systems
GEOG 328	Introduction to Remote Sensing
HIST 348	United States Environmental History
INTD 301 <sup>†</sup>	Water: Planning for the Future
INTD 302 <sup>†</sup>	Coastal Issues Seminar: Science and Policy
PHIL 234	Environmental Ethics
POSC 223	Bureaucratic Politics and Power
POCS 250	American Legal Systems

POSC 329 Public Policy Analysis

### Communication -

Choose one (1) course:

COMM 107 Effective Speaking  
 COMM 328 Argumentation and Advocacy  
 ENGL 225 Introduction to Journalism  
 ENGL 372 Technical Writing  
 SOCI 130 Social Problems

\*Students may elect to take CHEM 107 Principles of Chemistry and CHEM 108 Principles of Chemistry and Quantitative Analysis. Students choosing this option must take CHEM 207 Organic Chemistry I as a Restricted Elective in the Science area.

†Consortium courses. These courses are offered at other colleges in the area and incur an additional fee.

## MINORS

### MINOR IN GEOGRAPHY (5 COURSES)

GEOG 101 Introduction to Human Geography  
 GEOG 212 Geographic Perspectives on the Global Environment

One (1) regional geography course.

Two (2) additional geography courses other than regional geography.

### MINOR IN LATIN AMERICAN STUDIES (5 COURSES)

Students interested in this program must apply to the Chairs of either the Geography, History, or Modern Languages Departments. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. **Note:** Modern Language majors must take at least two (2) additional approved courses, outside the major, and not listed above. Approval must be given by the Chair of the Modern Languages Department. No Latin American Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

#### Four (4) Required courses:

GEOG 257 Geography of Latin America  
 HIST 336 Latin America from the Conquest to the Present  
 MLSP 332 Advanced Spanish Composition and Conversation II or the equivalent  
 MLSP 334 Spanish-American Culture and Civilization

#### One (1) Elective Course:

The student must choose at least one (1) of the following courses:

HIST 314 United States Diplomatic History  
 MLSP 435 The Boom in Latin-American Literature  
 MLSP 432 Contemporary Trends in Spanish-American Thought

## GEOGRAPHY COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)

Courses		Goal(s)
GEOG 101	Introduction to Human Geography	9
GEOG 110	World Regional Geography	9, 11
GEOG 135	Introduction to Environmental Studies	10
GEOG 165	Global Cities	11
GEOG 180	Native Americans: A Geographic and Legal Perspective	10
GEOG 206	Political Geography	9, 12
GEOG 211	Cultural Geography	9
GEOG 222	Geographic Perspectives on Globalization	11
GEOG 225	Population, Food, and Global Development	12
GEOG 235	Environmental Law and Policy	10
GEOG 250	Geography of the United States and Canada	10
GEOG 252	Geography of Europe	12
GEOG 253	Geography of Russia and the Former Soviet Republics	11
GEOG 254	Geography of Monsoon Asia	11
GEOG 255	Geography of Sub-Saharan Africa	11
GEOG 256	Geography of the Middle East	11
GEOG 257	Geography of Latin America	11, 12
GEOG 290	Non-Western Regional Geography: Field Study	11

## ENVIRONMENTAL SCIENCE COURSE DESCRIPTIONS

### ENVS 450 Senior Thesis in Environmental Science

An opportunity for the Environmental Science major to work independently in an area relevant to the student's special interests. Each student's experience is planned in cooperation with an advisor from the Environmental Science Committee of the Geography and Biology Departments. Progress reports and final written and oral reports are required. Proposal for independent research must be submitted to the Environmental Science Committee by October 15<sup>th</sup> for spring semester or February 15<sup>th</sup> for fall semester. Prerequisites: Environmental Science majors only. Senior standing and approval of the Geography department chair.

### ENVS 495 Internship in Environmental Science

A supervised practical experience in a public or private agency, appropriate to the students training and interests. The internship program is offered through cooperation of participating institutions that provide guidance for the interns. A minimum of 160 on-site hours is necessary to complete the internship in Environmental Studies. The 160 hours must be completed within one semester. The internship in Environmental Science may be taken for one (1) course credit in the major as a free elective. A student may not enroll in an internship more than twice (two course credits). Admission to this course must be approved by the Environmental Science Committee of the Geography and Biology Departments. Application due by October 15<sup>th</sup> for spring semester and February 15<sup>th</sup> for fall semester.

Prerequisites: Environmental Science majors only. Senior standing, two semesters completed at Framingham State College, overall QPA of 2.75 with a 2.75 average in courses for the major.

**GEOGRAPHY COURSE DESCRIPTIONS****GEOG 101 Introduction to Human Geography (Gen. Ed. Goal 9)**

An introduction to geography, focusing on its relevance to contemporary man. Emphasis is placed on basic concepts and the geographic point of view

**GEOG 110 World Regional Geography (Gen. Ed. Goals 9, 11)**

An introduction to the nature and scope of geography, the techniques and applications of geography, and the geographical context of current social, economic, political, and environmental problems in the major regions of the world. Course focuses mainly on non-Western regions.

**GEOG 114 Geographical Techniques - Research Methods**

A basic introduction to the skills and techniques needed by geographers. Course includes essentials of map reading, interpretation, data collection and entry, questionnaire design and administration, spatial sampling design, research statement hypothesis formulation, research management, and proposal writing.

**GEOG 135 Introduction to Environmental Studies (Gen. Ed. Goal 10)**

An introduction to the political, economic, ethical, cultural, scientific, and geographical conditions that have framed environmental issues in the United States. Critical analysis of specific environmental issues such as over-fishing, deforestation, nuclear sites, and air pollution will be used for examination of environmental policies and the many variables that affect these policies.

**GEOG 165 Global Cities (Gen. Ed. Goal 11)**

A thematic investigation of urban forms and processes using key cities in the non-western world as case studies. Topics include the cultural, political, historical, and economic contexts of cities; planning ideologies; globalization; race and segregation; spatialization of class differences; population growth; environmental issues; and other current concerns in global urbanization. Note: This is a writing intensive course. Prior completion of ENGL 110 Expository Writing is recommended.

**GEOG 180 Native Americans: A Geographical and Legal Perspective (Gen. Ed. Goal 10)**

An introduction to Indian law and the unique relationship between the tribes and the federal and state governments. This body of law can have radically different effects on tribes depending in part on their geographical location. The course then examines certain tribal issues in depth, and explores how the geographical location of the tribe and the corresponding climate and terrain make these issues unique to the tribe.

**GEOG 201 Economic Geography**

An introduction to geography as a social science focusing on the spatial organization of man's economic activities. Emphasis is on factors influencing their occurrence and distribution, and on the geographical problems of selecting the best location or the best use of a given location for agriculture, manufacturing, and service activities.

Prerequisite: Sophomore standing.

**GEOG 203 Introduction to Physical Geography**

A geographical analysis of the physical phenomena and processes on the surface of the earth, emphasizing weather elements, patterns of climate and vegetation, soil, water features, landforms, and topography.

**GEOG 206 Political Geography (Gen. Ed. Goals 9, 12)**

A spatial analysis of the rise of the nation state and a comparative examination of political structures and processes within states. Geopolitical processes, such as imperialism, are studied through time and space. The formation of new types of political and social movements at a number of global and local levels is discussed. In addition, the role of class, race, and gender is explored as it relates to issues of power and uneven access to power over space.

**GEOG 208 Medical Geography**

An examination and analysis of the spatial aspects of such health-related issues as disease ecology and healthcare services. The course applies geographical information, perspectives, and methods to the study of health, disease, and healthcare. The course begins with a discussion of disease ecology, or how human behavior, in its cultural and socioeconomic context, interacts with environmental conditions to cause morbidity and mortality. Students use geographic information systems (GIS) to trace the linkages between disease agents, disease vectors, and their hosts, and the diffusion of disease. The course also addresses the spatial distribution, and access and utilization of medical personnel and facilities.

**GEOG 211 Cultural Geography (Gen. Ed. Goal 9)**

A study of spatial variations among cultural groups and the spatial functioning of society. The course focuses on contemporary issues related to the ways language, religion, economy, government, and other cultural phenomena vary or remain constant from one place to another. The study of cultures is organized around five themes: cultural region, diffusion, ecology, integration, and landscape.

**GEOG 212 Geographic Perspectives on the Global Environment**

An introductory survey stressing the geographic 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 exploitation and environmental quality. Contemporary geographic themes concerning the environment: perception, natural resource utilization, modification by urbanization, and environmental regions are studied. Particular focus is on New England and the United States.

Prerequisite: Sophomore standing or permission of instructor.

**GEOG 214 Spatial Analysis Using Geographic Information Systems**

A basic introduction to the skills and techniques needed by geographers. The course focuses on geographic applications of quantitative methods and uses the Statistical Package for the Social Sciences (SPSS) and Geographic Information Systems (GIS) software for analysis and presentation of data.

**GEOG 215 Religion as a Geographic Phenomenon**

A study of religious systems and their geographic characteristics; religious organization of space; origins of organized religions; distribution of religions; attitudes towards contemporary ecological problems conditioned by religious ideology; and comparisons of such attitudes between ancient matriarchal nature religions and more modern patriarchal religions.

**GEOG 216 Introduction to Geographical Information Systems**

An introduction to the use of Geographical Information Systems (G.I.S.) in analyzing spatial data, including methods of data acquisition, and the theory and design of G.I.S. storage and to various aspects of retail location, urban planning, and environmental concerns.

Prerequisite: Prior knowledge of computers, with permission of instructor, or CSCI 120 Introduction to Information Technology.

**GEOG 222 Geographic Perspectives on Globalization (Gen. Ed. Goal 11)**

An examination of globalization as a spatial process. Economic, social, political, and cultural analyses are integrated to look at geographically uneven development, the spatial expansion of power systems, which take many forms, and economic and environmental issues between nation states and global governance institutions.

**GEOG 225 Population, Food, and Global Development (Gen. Ed. Goal 12)**

A critical examination of a fundamental problem facing contemporary civilization: how to address the relationship between the increasing size of the global population and limited natural resources. The availability, production and consumption of food in particular, are fraught with problems subject to debates and ideological positionings. These particularly concern inequities of race, class, and gender embedded in power relationships between Third world producers and First world consumers. Alternative analyses are presented using development theory and commodity chain analysis to look at global uneven development through the connections between food consumption in the global core with food production in the global periphery. The course concludes by looking at the emergence of social movements, which attempt to connect Third World agricultural producers with First World consumers.

**GEOG 230 Geography of Natural and Man-Made Hazards**

A geographical analysis of selected hazardous conditions of the natural and man-made environment at global, regional, and local levels. In a given semester, the course may emphasize natural or man-made hazards. Specific natural hazards covered include earthquakes and volcanoes; hurricanes, tornadoes, and severe storms; coastal flooding and erosion; and river flooding. Specific man-made hazards include nuclear power plants, toxic wastes, transportation and treatment of hazardous materials, structure fires and arson, and terrorism. Field trips are included.

**GEOG 235 Environmental Law and Policy (Gen. Ed. Goal 10)**

Designed for the non-legal student whose interest in the environment or whose field of present or future employment would be enhanced by a basic understanding of legal and policy matters as they apply to the environment. The course begins with a discussion of the judicial system, followed by an introduction to the concepts of administrative and common law. The course addresses the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, and the various hazardous waste statutes. The course applies this body of law to current environmental issues addressing the political, economic, cultural, and ethical variables that influence environmental policy in the United States.

**GEOG 240 Municipal Land Use**

An overview of legal and policy matters as they apply to land use in local municipalities. Topics include zoning and subdivision regulations, wetland protection, comprehensive permits, and protection of open space.

**GEOG 250 Geography of the United States and Canada (Gen. Ed. Goal 10)**

A broad regional survey of the natural and cultural landscape features of the United States and Canada, with emphasis on processes of urban-economic development and changing patterns of population, settlement, and land use.

**GEOG 251 Geography of New England**

A survey of the natural landscape features and the present geographical development of New England as a representative region of the United States. Emphasis is on the emerging patterns and issues of the region's economic and urban development and how it interacts with North America and the world. Field trips.

**GEOG 252 Geography of Europe (Gen. Ed. Goal 12)**

An examination of the geographical factors that have contributed to the natural and cultural landscape of modern Europe, excluding the former U.S.S.R. The course extensively addresses issues of gender, race, and social class as they relate to demographic and economic changes in Europe.

**GEOG 253 Geography of Russia and the Former Soviet Republics (Gen. Ed. Goal 11)**

A regional survey of the fifteen successor states of the Soviet Union. Emphasis is on the changing patterns of economic and cultural geography.

**GEOG 254 Geography of Monsoon Asia (Gen. Ed. Goal 11)**

An analysis of Southern, Southeastern and Eastern Asia in terms of their natural environment, population distribution and problems, regional divisions, and current problems of economic development.

**GEOG 255 Geography of Sub-Saharan Africa (Gen. Ed. Goal 11)**

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 256 Geography of the Middle East (Gen. Ed. Goal 11)**

Physical, cultural and political environments which contribute to the instability that exists in Southwest Asia and North Africa.

**GEOG 257 Geography of Latin America (Gen. Ed. Goals 11, 12)**

An exploration of Latin America's cultural, political, and economic characteristics. Issues of development, gender, and changing position in the global system are examined. Particular attention is paid to the pre-Columbian historical geography of the continent and the problems presently facing indigenous peoples.

**GEOG 260 Introduction to Urban Studies and Planning in the United States**

A survey and analysis of the geographic forces that necessitate urban planning in the United States. Topics covered include the history of urbanization and planning in the United States, the geographic study of cities and towns with emphasis on the origins and problems of urban sprawl, and various other urban problems of American cities and towns that necessitate land use planning and zoning. Local field trips are included.

**GEOG 272 Site Planning**

An introduction to the concepts and tools required in professional city and regional planning practice at the scale of the development site. Topics include plan reading; graphic representation; site analysis; fundamentals of site engineering; plan review; and finance and development of sites using private, state, and federal funding mechanisms. Prerequisite: GEOG 260 Introduction to Urban Studies and Planning in the United States.

**GEOG 290 Non-Western Regional Geography: Field Study (Gen. Ed. Goal 11)**

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 is announced when offered.

**GEOG 291 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. NOTE: Students may take the course twice for credit; however, in no case may the student take two field study courses in the same Western region.

**GEOG 316 Advanced Geographic Information Systems**

An advanced course in geographic information systems (GIS). The purpose of this course is to examine how GIS can be used for spatial analysis and modeling applications. Topics include a number of advanced analytical techniques using GIS, including hydrologic modeling, location analysis, spatial interpolation, nearest neighbor estimation, map algebra and urban growth simulation.

Prerequisite: GEOG 216 Introduction to Geographical Information Systems.

**GEOG 328 Introduction to Remote Sensing**

An introductory course in digital remote sensing and satellite imagery analysis. The goal of this course is to introduce the fundamental principles of remote sensing with an emphasis on the theoretical and applied realms of the discipline. Topics include physics of electromagnetic radiation, digital photogrammetry, image interpretation, spatial resolution, airborne and space-borne sensors and image classification. All topics discussed in lecture are reinforced through laboratory exercises and field work.

Prerequisite: GEOG 216 Introduction to Geographical Information Systems.

**GEOG 339 Methods for Planning Analysis and Plan Making**

A focus on the specific techniques of city plan preparation and presentation, and on the methods of involving local citizens in the planning process. Among the techniques included are site analysis, field surveys, mapping and graphics for data presentation, and organizing public participation workshops. Computer applications for planning are surveyed.

**GEOG 368 Community Development**

An examination of the methods of community development including industrial promotion, retail revitalization, downtown renewal, and tourism development. Emphasis is on techniques to assist and encourage business growth and retention. Field trips and practical exercises including preparation of community development handbooks are included.

Prerequisite: GEOG 201 Economic Geography or permission of the instructor.

**GEOG 370 Location Theory**

A survey of the classical and current location theories, which are used by geographers, planners, and site analysts. Location theories include agricultural, industrial, retail, and service locations. Concepts, methods, and techniques of spatial distribution, spatial function, and spatial relationships are emphasized. Cartographic analysis and GIS applications are major parts of the course.

Prerequisite: GEOG 201 Economic Geography or permission of instructor.

**GEOG 375 Resource Management**

An analysis of resource control methodologies. Emphasis is on territorial and developmental impacts of political decisions regarding resources, conflicts between technological and ecological approaches to environment quality, national and international aspects of resource exploitation and utilization. This course includes preparation of environment impact statements, study of laws relating to the use and abuse of the environment, and field trips.

Prerequisite: A course on environment or permission of the instructor.

**GEOG 400 Cosmos (Specific title to be announced when offered)**

An analysis of a contemporary social, economic, environmental, or regional problem from a geographic perspective. The specific focus of the course varies but emphasis is always placed on the geographer's contribution to understanding the issues involved.

Prerequisite: Permission of instructor may be required.

**GEOG 460 Global Development Theories and Policies**

An upper-level seminar examining theories of global development and policies. Beginning with Modernization theory, the historical spectrum of concepts of development is explored, concluding with current post-Feminist and Post-Modern theories. Philosophical traditions behind each development paradigm, along with actual policy decisions, are examined. Global institutions and actors involved with the debates and critiques of development theories and policies are discussed.  
Prerequisites: Senior standing and permission of instructor.

**GEOG 486 Senior Geographic Information Systems Project**

A supervised study using Geographic Information Systems (GIS) methods in the area of the student's interest. Any student wishing to enroll in this course must submit a written proposal for the study topic to the course supervisor and the topic must be approved by the supervisor prior to enrollment into the course. The student must meet with the course supervisor at least six times during the semester. At the end of the semester, the student must present the results of the study in a research paper or poster as well as make an oral presentation to the Geography Department faculty. The final grade for the course is based on the quality and completeness of the study.  
Prerequisites: Senior standing and permission of instructor.

**GEOG 490 Independent Study in Geography**

A Geography major (or minor) with demonstrated ability to use geographical tools and research methods may independently pursue an in-depth investigation of a geographic topic under the guidance of a faculty advisor. The student must present a written request on the approved form. Admission to this course must be approved by the Geography Department at least three weeks prior to registration.

**GEOG 495 Internship in Geography**

A supervised practical experience in a public or private agency, appropriate to the student's training and interests. Admission to this course must be approved by the Geography Department Chair according to published departmental guidelines.

# History

## Chair: Jon Huibregtse

Professors: Richard Allen, Jon Huibregtse,  
Nicholas Racheotes

Assistant Professors: Maria Bollettino, Gregory Halfond,  
Rodney Montague, Sarah Mulhall Adelman,  
Bridgette Sheridan

\*Sabbatical: Fall 2010

\*\*Sabbatical: Spring 2011

## The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 8 (Historical Studies) and Constitution Studies requirements are satisfied through the completion of the History major.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## HISTORY MAJOR (UHIG)

The Department of History offers courses for a general introduction to the history of civilization and a more specialized knowledge of particular historical topics and chronological periods. The program has also been designed to permit the student to take a double major if desired. For example, while majoring in History, a student may take the courses required of majors in Political Science or Economics. There is room in the History major's program to accumulate the five courses leading to a minor in another field. A minor in Secondary Education will lead to teacher licensure in Massachusetts. A student with Massachusetts licensure can teach in more than half of the fifty states. This wide range of choices open to the History major enables the student to prepare not only for graduate studies in history, museum and archival work, library science, or public administration, for example, but also for job opportunities in teaching and in business.

## Departmental Requirements for the Major:

### Four (4) core courses:

- HIST 151 United States History to Reconstruction **or**
- HIST 152 United States History since Reconstruction
- HIST 153 Europe and the World to circa 1450 **or**
- HIST 154 Europe and the World since circa 1450 **or**
- HIST 155 Comparative History of World Civilizations
- HIST 250 Historical Research and Writing
- HIST 450 Seminar in History

*All of the above courses, with the exception of the Seminar, should be taken prior to the end of the sophomore year. The Seminar must be in the area of the student's concentration.*

**Remaining six (6) courses to be apportioned as follows:**

- (a) **A minimum of two (2) 300-level courses from Group A (American)**
- (b) **A minimum of two (2) 300-level courses from Group B (European/World)**
- (c) **No more than two (2) 200-level courses in transfer may be towards major elective requirements and no more than two (2) courses in HIST 290 Special Topics Seminar in History may be taken among the six (6) remaining electives in the student's choice of American history or European/World history.** A maximum of three (3) 200-level courses, including HIST 250 Historical Research and Writing may be applied toward completion of major requirements.

The Department also offers History majors, who is interested in more unconventional learning experiences, a number of internships and independent-study opportunities. History majors who anticipate pursuing graduate study in history are strongly encouraged to study a foreign language through at least the intermediate level.

**Group A (AMERICAN):**

- HIST 290 Special Topics Seminar in History
- HIST 302 Colonial America
- HIST 304 The American Revolution
- HIST 306 Jeffersonian through Jacksonian America
- HIST 308 American Civil War Era
- HIST 310 Emergence of a Modern Nation
- HIST 312 America in Crisis
- HIST 314 United States Diplomatic History
- HIST 318 Religion in America
- HIST 321 Immigrants, Ethnics, and Racial Minorities in United States History
- HIST 323 African-American History
- HIST 326 Women in American History
- HIST 340 Industrial and Labor History of the U.S.
- HIST 341 Total, Limited, and Cold: America at War in the 20<sup>th</sup> Century
- HIST 347 Portraits in United States History
- HIST 348 United States Environmental History
- HIST 490 Independent Study in History
- HIST 496 Internship in History

**Group B (EUROPEAN/WORLD):**

- HIST 290 Special Topics Seminar in History
- HIST 336 Latin America From the Conquest to the Present
- HIST 349 The 1960's in Europe and the United States
- HIST 351 History of Modern Science - The Copernican Revolution to Present
- HIST 362 Ancient Greece: From the Homeric through the Hellenistic Age

HIST 364	Ancient Rome: The Republic and the Empire
HIST 367	Intellectual & Religious History of Medieval Europe
HIST 369	The History of the Crusades
HIST 370	Intellectual History of Modern Europe
HIST 371	Women in Europe, 1500- 2000
HIST 372	Renaissance and Reformation Europe, 1350 to 1650
HIST 376	History of Modern France
HIST 378	Modern Britain
HIST 380	Blood, Iron, and Republics: Germany from 1866 to the Present
HIST 381	Remaking Europe: History, Politics, and Culture since World War II
HIST 382	Empires in Collision: Southeastern Europe, 1683 to the Present
HIST 383	Making of the Modern Middle East
HIST 384	India in the Age of Empire
HIST 385	Portraits in European/World History
HIST 386	Revolutionary France (1750-1815)
HIST 387	History of South Africa
HIST 388	The Path to Modernity: Russia from 1682 to the Present
HIST 392	Africa and the World
HIST 394	The History of Late Antiquity
HIST 398	Modern China and Japan
HIST 399	The Viking Age
HIST 490	Independent Study in History
HIST 495	Internship in History

*In addition, the History Department encourages its majors to acquire the skills in personal computer use and/or quantification by means of such courses as:*

CSCI 120	Introduction to Information Technology
MATH 117	Introduction to Statistics <b>and/or</b>
MATH 119	Mathematics for the Liberal Arts

**COORDINATE EDUCATION MAJOR WITH INTERDISCIPLINARY MAJOR: SPECIALIZATION IN SOCIAL SCIENCES (UIDD) (Home Department-History)**

The History Department sponsors the Interdisciplinary Major in Social Sciences for students seeking licensure at the early childhood or elementary level. For more specific information, refer to the Education section of the catalog.

## **COORDINATE MAJOR IN EARLY CHILDHOOD OR ELEMENTARY EDUCATION**

Students pursuing initial licensure in either Early Childhood or Elementary Education may combine a major in History with the Coordinate Major in Education. The Department also sponsors the Interdisciplinary Major in Social Sciences. For a complete description of these programs, refer to the Education section of the catalog, or consult the History Department advisor for Coordinate Majors in Education.

## **HISTORY MAJOR WITH MINOR IN SECONDARY EDUCATION**

The History Department requires that prior to student teaching the student must have taken all of the required education courses, plus nine (9) history courses and two (2) social science courses. To be eligible for teacher licensure, state regulations require the study of:

- 1) **At least one course concerning a region, country, or race outside both Europe and the United States may be used to satisfy department intermediate-level requirements, to be chosen from the following:**

HIST 336	Latin America from the Conquest to the Present
HIST 383	Making of the Modern Middle East
HIST 384	India in the Age of Empire
HIST 387	History of South Africa
HIST 398	Modern China and Japan
HIST 392	Africa and the World

- 2) **History and philosophy of science; students must take:**

HIST 351	History of Modern Science - the Copernican Revolution to Present;
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- 3) **Students must take the following economics, geography, and government courses as part of their General Education requirements:**

ECON 101	Principles of Macroeconomics
GEOG 110	World Regional Geography
POSC 110	Introduction to American Politics

- 4) **To enhance their career opportunities, history majors minoring in secondary education are encouraged to study a foreign language beyond the General Education requirement of basic knowledge of a language other than one's own.**

## **MINORS**

### **MINOR IN HISTORY (5 COURSES)**

Any five (5) courses from the History Department (not including internships).

### **MINOR IN AMERICAN STUDIES (5 COURSES)**

The University offers a minor in American Studies. To earn an American Studies minor, students must apply in writing to the Chair of either the English or History Department and have a sequence of courses designed and approved to meet specific goals. Applications are available in either Chair's office. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No American Studies minor will be awarded

without compliance with the above format.

The minor in American Studies requires five (5) courses representing at least three (3) disciplines, distributed as follows:

A. One (1) of the following courses in American literature:

ENGL 243	The American Short Story
ENGL 245	The American Novel
ENGL 261	American Writers I
ENGL 262	American Writers II

B. One (1) of the following courses in American history:

HIST 318	Religion in America
HIST 326	Women in American History

C. A total of three (3) courses from at least two of the following disciplines: *(At least three disciplines must be represented in the total of five courses.)*

**Art & Music**

ARTH 282	American Art
MUSC 141	American Musics
MUSC 151	The History and Literature of Jazz

**Economics**

ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
ECON 230	Urban Economics

**English**

ENGL 243	The American Short Story
ENGL 245	The American Novel
ENGL 260	American Ethnic Literature
ENGL 261	American Writers I
ENGL 262	American Writers II
ENGL 353	Whitman, Dickinson, and Frost

**Geography**

GEOG 251	Geography of New England
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**Biology**

BIOL 103	Ecological Implications of Conservation
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**History**

HIST 151	United States History to Reconstruction
HIST 152	United States History since Reconstruction
HIST 308	American Civil War Era
HIST 310	Emergence of a Modern Nation
HIST 318	Religion in America
HIST 321	Immigrants, Ethnics, and Racial Minorities in the United States

**Sociology**

**History**

SOCI 130	Social Problems
SOCI 251	Cities and Communities
SOCI 267	Sociology of Subcultures
SOCI 315	Social Class
SOCI 340	Sociology of Work

**Interdisciplinary/Interdepartmental:**

INTD 490	Independent Study in American Studies <i>(see INTERDISCIPLINARY COURSES for course description)</i>
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**MINOR IN LATIN AMERICAN STUDIES (5 COURSES)**

Students interested in this program must apply to the Chairs of either the Geography, History, or Modern Languages Departments. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. **Note:** Modern Language majors must take at least two (2) additional approved courses, outside the major, and not listed above. Approval must be given by the Chair of the Modern Languages Department. No Latin American Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

**Four (4) Required courses:**

GEOG 257	Geography of Latin America
HIST 336	Latin America from the Conquest to the Present
MLSP 332	Advanced Spanish Composition and Conversation II or the equivalent
MLSP 334	Spanish-American Culture and Civilization

**One (1) Elective Course from the following:**

HIST 314	United States Diplomatic History
MLSP 435	The Boom in Latin-American Literature
MLSP 432	Contemporary Trends in Spanish-American Thought

**MINOR IN MUSEUM STUDIES (7 COURSES)**

This interdepartmental minor requires that students take a minimum of five (5) courses outside of their major department. Students are strongly encouraged to complete a museum internship to complement the minor. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Museum Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) to seven (7) courses as follows:*

**One (1) Required course:**

INTD 371	Museum Studies
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**Choose two (2) of the following:**

FASH 253	Cultural Dress (Gen.Ed. Goal 11)
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FASH 278 History of Furniture (Gen.Ed. Goal 5)

FASH 347 History of Textiles

FASH 223 History of Costume (Gen.Ed. Goal 5)

**Choose two (2) of the following:**

ARTH 200 Art and Social Values (Gen.Ed. Goals 5, 12)

ARTH 272 History of Art II (Gen.Ed. Goal 5)

ARTH 282 American Art (Gen.Ed. Goal 5)

INTD 381 Museum Seminar or any two (2) courses approved by the Art Department Chair

**Choose two (2) of the following:**

HIST 154 Western Civilization since the Renaissance (Gen.Ed. Goal 8)

One (1) 300-level history course approved by the department chair

**HISTORY COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

Course	Goals	
HIST 151	United States History to Reconstruction	10
HIST 152	United States History since Reconstruction	10
HIST 153	Western Civilization to the Renaissance	8
HIST 154	Western Civilization since the Renaissance	8
HIST 155	The Comparative History of World Civilizations	8, 11

**HISTORY COURSE DESCRIPTIONS**

*Lower Division Courses*

**HIST 151 United States History to Reconstruction (Gen. Ed. Goal 10)**

A political, economic, social, and cultural survey of American history from the Age of Discovery to Reconstruction. The course examines the development of the United States within a global context and covers the movement of the colonies toward revolution and independence, the formulation of the Constitution, and the conflict between nationalism and sectionalism culminating in the Civil War and Reconstruction. **Note:** This is a writing intensive course. Prior completion of ENGL 110 Expository Writing is recommended. This course fulfills the State law requiring study of the United States and Massachusetts constitutions.

**HIST 152 United States History since Reconstruction (Gen. Ed. Goal 10)**

A survey of the political, economic, social, and cultural developments from Reconstruction to the present. The course examines the development of the United States within a global context and covers the growth of American industry, the nation’s growing international role, the Great Depression and the New Deal, the Cold War, and political changes of the late 20<sup>th</sup> century. **Note:** This is a writing intensive course. Prior completion of ENGL 110 Expository Writing is recommended. This course fulfills the State law requiring study of the United States and Massachusetts constitutions.

**HIST 153 Europe and the World to circa 1450 (Gen. Ed. Goal 8)**

A survey of major cultural, intellectual, political, and socioeconomic developments from the beginnings of recorded history in the ancient Near East through the Greco-Roman and medieval periods to the mid-fifteenth century CE, including European interaction with the wider world. **Note:** This is a writing intensive course. Prior completion of ENGL 110 Expository Writing is recommended.

**HIST 154 Europe and the World since circa 1450 (Gen. Ed. Goal 8)**

A survey of major cultural, intellectual, political, and socioeconomic developments in Europe since the mid-fifteenth century, including European interaction with the wider world. **Note:** This is a writing intensive course. Prior completion of ENGL 110 Expository Writing is recommended. **Note:** This course fulfills the state law requiring study of the United States and Massachusetts constitutions.

**HIST 155 The Comparative History of World Civilizations (Gen. Ed. Goals 8, 11)**

A study of world civilizations from the time of their contact with western societies to the present. Particular emphasis is placed upon the socio-economic, intellectual, political, diplomatic, and cross-cultural influences which have shaped these cultures. Such topics as the industrialization, cultural development, and governmental evolution of the world's major civilizations are covered. **Note:** The course is acceptable for credit toward the History major and may be substituted, by History majors only, for HIST 154 Western Civilization since the Renaissance.

**HIST 250 Historical Research and Writing**

An introduction to the theories and methods of historical research and writing. Required of all History majors. Students should plan to take this course in their sophomore year. Prerequisite: Permission of the instructor.

**HIST 290 Special Topics Seminar in History**

A seminar in which a small group of students engages in a special topics in history given at the discretion of the department. Topics, which vary with instructor, include emphasis on developing a critical and analytical understanding of the subject under consideration together with its relevant historiography. No more than two (2) topics courses may be used to satisfy the departmental requirements for history majors. Prerequisite: One (1) 100-level history course.

*Intermediate Division Courses***HIST 302 Colonial America**

A study of the transfer of Old World cultures (especially British) to America, their interaction with the New World environment and peoples, and the subsequent evolution of distinctive political, economic, and cultural orders. Community building and related issues of gender, race, and class are emphasized.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 304 The American Revolution**

A social, political, military, and diplomatic history of the emerging United States from 1763 to 1787. The course focuses on the causes and consequences of the War of Independence. The revolutionary nature of the period is considered within the context of the larger Atlantic world.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 306 Jeffersonian through Jacksonian America**

A study of a vital transitional epoch in American history from the Federalist era to the age of Jackson. Especially stressed is the shift from deferential to greater democracy in politics, economics, and religion. Related matters of social reform, race, and gender are also considered.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 308 American Civil War Era**

An intensive analysis of the social, political and economic factors in antebellum America that led to the Civil War, the war itself, and the problems of reconstructing the nation after the war.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 310 Emergence of a Modern Nation**

A study of United States history from 1877-1920. Topics include the change in the national spirit from the Gilded Age to the rise of industrialism, imperialism, and World War I. Special emphasis is given to the dominant roles of Theodore Roosevelt, Taft, and Wilson in transforming the nation.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 312 America in Crisis**

A study of political, economic and diplomatic transformations of the United States since 1920. The focus is on the roaring twenties, the Great Depression, World War II foreign and domestic policies, the Civil Rights Movement, the Vietnam War, the end of the Cold War, and the expanding role of the federal government.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 314 United States Diplomatic History**

A presentation of the evolution of America's major foreign policies. Among the factors considered in the formulation of American diplomacy are economic concerns, cultural attitudes, the role of individuals, the nation's constitutional basis, as well as foreign events.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 318 Religion in America**

An interdisciplinary study of the growth of a denominational society in the United States. The course is especially concerned with the impact of American environment on religions imported from Europe and elsewhere, the problems posed by modern science, the development of new American faiths, and the contributions of religion to the core values of American culture.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 321 Immigrants, Ethnic, and Racial Minorities in United States History**

A study of the history of immigration to the United States from the eighteenth century, the forces of expulsion from the Old World and attraction to the New, and the nation's response to immigrants and their descendants. Native Americans, the English, Germans, Irish, Jews, Mexicans and other Hispanic peoples, Africans, eastern and southern Europeans, Asians, and others who became part of the American people are considered, but from semester to semester different groups are emphasized. The most recent changes in immigration patterns are considered.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 323 African-American History**

An examination of African-American history from the colonial era to the present. Topics include the rise of chattel slavery, the influence of African-Americans on the American economy, the evolution of Jim Crow, the rise of the Civil Rights Movement of the twentieth century, the effects of constitutional and legal changes, and contributions of African-Americans to American culture.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 326 Women in American History**

A study of the changing roles of women from colonial times to the present. Topics include society's stereotypes of women; women's social, family, and work roles; and the effect of legislative and constitutional changes on women.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 336 Latin America from the Conquest to the Present**

A study of the political, social, economic and cultural history treating indigenous antecedents, the colonial period, the independence movement, the emergence of modern states, and contemporary Latin America. Attention is given to both indigenous and Iberian cultural inheritance, the Roman Catholic Church, worker and peasant populism, military authoritarianism, and influence of the United States.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 340 Industrial and Labor History of the United States**

A study of the historical development of industry and labor in the U.S. from the middle of the nineteenth century to the present. Special emphasis is placed upon the historical forces that helped to foster industrial growth, the social impact of newly-created corporations, the legal milieu that made expansion possible, the growth of organized labor and class consciousness, and the evolution of a unified, integrated monetary and banking system.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 341 Total, Limited, and Cold: America at War in the 20th Century**

An examination of how wars have shaped the United States' politics, society, and economic policies during the twentieth century. From the Filipino-American War to the Persian Gulf War, America has been fighting much of the century. The concept of warfare has shifted to fit the country's changing role in world affairs, from an isolationist nation in the late nineteenth century to a Superpower after World War II.

**HIST 347 Portraits in United States History**

A biographical examination of the rise and development of significant individuals in the United States. This course considers the relationship between these individuals and events to determine their influence in the development of history. Specific individuals vary by semester.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 348 United States Environmental History**

An historical examination of how people of the United States organized their lives within ecological systems of the area, conceived of their natural world, and reshaped their environment according to human needs. The complex and interdependent relationships among human social, cultural, and political institutions and the natural world receive special emphasis.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 349 The 1960's in Europe and the United States**

A comparative study of the era known as "The Sixties" in the United States and Europe. The course focuses on the political, cultural, and social upheaval wrought by the rise of the "New Left" and the successes/failures of the numerous social movements for civil and political rights for marginalized groups. The political and social turmoil of 1968 serves as a focal point for analyzing the period.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 350 Historical Studies Tour**

A guided tour, or series of tours, of significant sites, cities, or landmarks in the human past. This course also includes traditional or other methods of teaching. Topics vary according to the specialty of the faculty member. Students are expected to prepare in advance for the excursions and are examined on their learning experiences.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 351 History of Modern Science – The Copernican Revolution to Present**

An historical examination of revolution in modern science. After a brief introduction to the structure of scientific revolutions and a comparison of the concepts of political and scientific revolutions, the course deals with major transformations in science from Copernicus to the computer.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 355 Topics in History**

A special topic in history to be given at the discretion of the Department. Course topic is determined by the instructor with an emphasis on developing a critical and analytical understanding of the subject under consideration, including relevant historiography. No more than two topics courses may be used to satisfy the departmental requirements for history majors. When topics courses are to be offered, the faculty member presenting the course and its subject will be announced during the prior semester. This course is not part of the Department's regular curriculum.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 362 Ancient Greece: From the Homeric through the Hellenistic Age**

An examination of the history of ancient Greece. Topics include the society and thought of the Homeric period; the rise of the polis and the thought of the Archaic age; the Persian wars, the Athenian empire, Periclean Athens, the Peloponnesian wars, and the thought of the fifth century; the empire of Alexander the Great and the thought of the Hellenistic age.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 364 Ancient Rome: The Republic and the Empire**

An examination of the history of ancient Rome from the founding of the Republic to the collapse of the Empire. Topics include the evolution and decline of the Republic, its concept and institutions of government; the reign of Julius Caesar and the rise of Caesarism; the rise of Augustus and the formation of the Empire; relations of the Empire to the Christian church; the decline of the Empire; and the reigns of the emperors Diocletian, Constantine, and Theodosius. The contributions of Rome in the fields of political, constitutional, and legal thought and institutions are stressed.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 365 The History of Gender, Sexuality, and the Body**

An analysis of the history of gender, sexuality, and the body in European history. Topics covered may include religious views of gender and sexuality, sexuality and the state, the growth of sexology as an academic discipline, and the changing meanings and significance of sex and the body. In this course, students also gain an understanding of the centrality of course themes to the study of religion, the state, and the family in any historical time period.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 367 Intellectual & Religious History of Medieval Europe**

An examination of the ideas that represent the contribution of the Middle Ages to the intellectual history of Western Europe (ca. 300-1500 C.E.), with an emphasis on religious thought. Topics may include the adoption and transformation of the classical heritage; new conceptions of sanctity, ecclesiology, and eschatology; models of just and holy war; medieval political theory; the birth of universities; and scholastic and humanist philosophies.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 369 History of the Crusades**

An examination of the Crusades, an experiment in religious warfare that stretched from the eleventh century to the Protestant Reformation. Topics include the development of theories of Holy War in Christianity and Islam, the motivations of those who fought on both sides of this lengthy conflict, and the long-term implications of the Crusades for relations between the adherents of Judaism, Christianity, and Islam. The course emphasizes the place of the Crusades within the wider context of European and Near Eastern History.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 370 Intellectual History of Modern Europe**

An examination of the outstanding ideologies which have appeared since the seventeenth century. Within a historical context, developments in science, political theory, philosophy, and the arts are examined. The emergence of modern psychology, sociology, and economics also receives attention. The goal is to identify and appraise the points at which various intellectual pursuits have converged and to determine how ideas are translated into actions. Among the topics considered are the origins of modern rationalism, the scientific revolution, scientific and utopian socialism, conservatism, positivism, anarchism, existentialism, and a variety of countercultural movements.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 371 Women in Europe, 1500 to 2000**

An historical examination of women's lives and ideas of gender in Europe. Through an analysis of social, economic, political, religious, intellectual, and cultural developments, this course explores how women have both experienced and shaped European history. Topics covered may include women's political action, work and the economy, religion, feminism, and family life. Student thus gain a greater understanding not only of women's lives, but also of the ways in which one can study the history of women and gender.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 372 Renaissance and Reformation Europe, 1350 to 1650**

A history of Europe from 1350 to 1650, with particular emphasis on the many faceted change-over from medieval to modern during this period: the decline of the papacy, the growth of the Italian Renaissance, Anglo-French rivalry, the rise of Spain, the Reformation, and the growth of modern science.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 376 History of Modern France**

A study of the political, social, economic, and intellectual development of France since 1789. Particular emphasis is on the Revolution, Napoleon, the political experiments of the nineteenth century, the psychological collapse of the French in the first half of the twentieth century, the rise of Charles DeGaulle, and present day issues.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 378 Modern Britain**

The socio-economic, cultural, and political history of Britain from the seventeenth century to the present. Lectures and readings deal with such topics as Stuart and Georgian England, industrialization, Parliamentary reform, party politics, and the disintegration of the Empire.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 380 Blood, Iron, and Republics: Germany from 1866 to the Present**

A study of the German state from its unification to the present. Among the topics explored are the following: the general condition of the various German states during the seventeenth and eighteenth centuries, the rise of Prussia, the impact of the Napoleonic conquest, the Revolution of 1848, Bismarck and the formation of the German Empire, the First World War, the failure of the Weimar Republic, Hitler's regime, and the era of the two Germanies. Attention is also given to culture, society, and the economy. **Note:** Credit will not be given for both this course and HIST 380 Modern Germany.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 381 Remaking Europe: History, Politics, and Culture Since World War II**

An examination of European history since the end of World War II. In this course students analyze how the politics, culture and society of both Western and Eastern Europe have been transformed since 1945. Topics covered may include the Cold War, decolonization, the emergence of the European Union, the fall of communism, and migration. Special focus is placed on European identities and how they have changed since 1945.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 382 Empires in Collision: Southeastern Europe, 1683 to the Present**

A study of the Balkan-Anatolian unit since 1683. Emphasis is placed upon the emergence of the Balkan national states, the evolution of native cultures, problems of ethnicity, class, and gender, the involvement of such great powers as Austria and Russia in the region, and the profound changes since World War II. **Note:** Credit will not be given for both this course and HIST 382 The Modern Balkan World.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 383 Making of the Modern Middle East**

An examination of social, economic, and political developments in the Middle East since circa A.D.1500. The course covers the rise and fall of the Ottoman and other "Gunpowder" Empires, the expansion of European influence and control, nationalist and socio-religious responses to the West, and the Arab-Israeli conflict.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 384 India in the Age of Empire**

An introduction to the social, economic, and political history of India from circa A.D. 1500 to 1947. The course examines the rise and fall of the Mughal Empire, the establishment and character of the British Raj, the development of modern Indian nationalism, and the crisis of independence and partition. Issues of race and class are emphasized throughout the course.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 385 Portraits in European/World History**

A biographical examination of the rise and development of significant individuals in their respective countries or civilizations. This course considers the relationship between these individuals and events to determine their influence in the development of history.

Specific individuals vary by semester.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 386 Revolutionary France (1750-1815)**

A study of the political, intellectual, social, and economic changes France experienced during its Revolutionary Era, 1750-1815. Paying close attention to the debates that French Revolutionaries engaged in concerning "human rights", the course focuses on the origins and events of the French Revolution through the Napoleonic Era. Special emphasis is placed on the ways in which rights of citizenship were extended (or not), depending on one's race, class, gender, ethnicity, and sexual identity.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 387 History of South Africa**

A study of the social, economic, and political history of South Africa from 1652 to the present. Particular attention is paid to uncovering the patterns of interaction between the peoples of southern Africa that culminated in the crisis of apartheid during the 1970s and 1980s, and to those aspects of the South African experience that may shed light on what may (or may not) happen in contemporary South Africa.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 388 The Path to Modernity: Russia from 1682 to the Present**

A broad exploration of imperial, Soviet, and post-Soviet periods. Among the topics stressed are the Rurican, Byzantine, and Muscovite formative influences of the Pre-Petrine era; the modernization of Russia under Peter I and his successors; the growth and development of the intelligentsia during the nineteenth century; the revolutions of 1905 and 1917; the emergence and dissolution of the USSR; and developments within the post-Communist epoch. **Note:** Credit will not be given for both this course and HIST 388 Russia: From 1689 to the Present.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 392 Africa and the World**

An examination of the African continent's relationship with the larger world since antiquity, with particular emphasis on the period since circa A.D. 1500. Topics to be discussed include the relationship between geography and human development, indigenous state formation, the colonial experience and decolonization, and the processes and consequences of sub-Saharan Africa's incorporation into the capitalist world economy.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 394 The History of Late Antiquity**

An examination of one of the most dynamic and transformative periods in world history. Topics include the Christianization of the Mediterranean world, the disappearance of Roman imperial rule in the West and the emergence of post-Roman kingdoms, Byzantine politics and society, the rise and spread of Islam, and the return of imperial rule in Western Europe under Charlemagne.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 398 Modern China and Japan**

An introduction to the philosophical, societal, political, economic, and cultural facets of modern China and Japan. The main emphasis is on the nineteenth and twentieth centuries. Special attention is given to the rise of Communism in China and the economic regulating of Japan since 1945.

Prerequisite: A 100-level survey course in United States or European or World history.

**HIST 399 The Viking Age**

An examination of the political, cultural, and social history of the Scandinavian peoples of Europe circa 750 – 1100 C.E. Topics include the political impact of the Viking raids on the polities of Western and Eastern Europe, the conversion of the Scandinavians to Christianity, and the Viking settlement of Iceland, Greenland, and North America.

Prerequisite: A 100-level survey course in United States or European or World history.

***Upper Division Courses*****HIST 450 Seminar in History**

A course in which a small group of students engages in advanced study and original research under the direction of a member of the faculty. In addition to their individual research projects, the students may be expected to produce and to discuss such assignments as book reviews and bibliographic essays. The course is open only to students who are junior, senior, or post-graduate history majors. No transfer course can fulfill this seminar requirement. Topics vary with the instructor, and will be announced for a two-year period. Students may take the Seminar multiple times for 300-level credit. However, in no case may a student take two seminars on the same topic.

Prerequisites: One (1) 100-level survey course in United States History, one (1) 100-level survey course in European or World History, HIST 250 Historical Research and Writing, two (2) 300-level history courses, and permission of instructor.

**HIST 490 Independent Study in History**

A History major who has taken no fewer than six courses in history and whose QPA in history is at least 3.0 may take an Independent Study under the supervision of a member of the History Department. The following conditions must be met: 1) The topic must be determined in consultation with the faculty member under whose supervision the project is to be accomplished. 2) The topic must be specified, in writing, by the student and must be approved by both the faculty supervisor and the department chair in the semester preceding the initiation of the project. 3) The independent study project counts as one course. 4) No History major may take more than two independent study courses as part of the required six intermediate-division courses.

**HIST 495 Internship in History**

Especially recommended and counts as one (1) to four (4) courses depending on the nature of the internship experience. Only two (2) course credits are allowed toward the fulfillment of intermediate-division courses required for the History major. Any remaining course credits are designated as free electives. The internship is limited to junior and senior History majors who have a QPA of no less than 2.5 in their major and related required subjects and who have been approved by the History Internship Committee, said committee to include the Chair of the History Department as well as the faculty coordinators for the internships. As a supervised field-study experience, the internship is offered in cooperation with participating institutions or individuals who agree to provide professional guidance for student-interns. Most interns are assigned to an eight-to sixteen-week internship which is conventionally a full-time commitment, that is, five days a week and eight hours a day. In that context, students are requested not to be employed outside the internship during the school week (Monday to Friday) and not to take additional courses. A part-time internship may be coordinated with one or two courses during a semester; in no case shall the student earn more than four credits during that semester. The letter grade received for the internship is based on: (1) visitations (usually two, one near the beginning and the other toward the end of the internship) by the faculty coordinator; (2) an evaluation form completed by the supervisor in the field and sent to the Chair of the History Department at the end of the internship; and (3) a written project submitted to the faculty coordinator by the student at the end of the internship. The specific nature of the project is to be determined by the faculty coordinator, the field supervisor, and the student-intern no later than the end of the third week of the internship. Students interested in an internship should consult with their advisor and the Chair of the History Department. Registration must be completed in the semester prior to the beginning of the internship.

# Interdisciplinary Majors/Courses

## **BUSINESS AND INFORMATION TECHNOLOGY MAJOR (UITB) (Home Department-Economics & Business Administration)**

This major is a collaboration with the Economics/Business Administration and Computer Science departments and provides students with knowledge in both the business and information technology fields. The intent of this program is to prepare the Business and Information Technology program can “bridge the gap” between technology and business. As entry level workers, they are likely to qualify for jobs as systems analysts, Project Management Office administrators, technical trainers, quality assurance analysts and similar roles. As experienced workers, they are likely to move into Project Management, Delivery Assurance and IT Management roles.

### **The General Education Requirement**

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 9 (Social and Behavioral Sciences) requirement is satisfied through the completion of one of the three majors offered through the department: a B.A. in Economics, a B.S. in Business Administration, or a B.S. in Business and Information Technology.

### **Course Prerequisites**

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## **Requirements for the Business and Information Technology Major:**

### **Required Business core courses (13):**

ACCT 220	Introduction to Financial Accounting
ACCT 221	Introduction to Managerial Accounting
BADM 215	Legal Environment of Business
BADM 280	Applied Organizational Theory and Management
BADM 330	Managerial Finance I
BADM 372	Operations and Project Management
BADM 398	Projects in Information Systems
BADM 477	Management Issues in Information
ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
ECON 201	Quantitative Economics and Business I
ECON 202	Quantitative Economics and Business II
MRKT 271	Marketing Principles

### **Required Computer Science core courses (6):**

CSCI 108	HTML, JavaScript Programming, and Web Site Development
CSCI 120	Introduction to Information Technology
CSCI 152	Computer Science I Using Java

CSCI 258 Introduction to Operating Systems Using UNIX

CSCI 360 Database Management

CSCI 376 Networking Technologies

**Required Mathematics course (1):**

MATH 123 College Algebra\*

*\*Students with a score on the mathematics placement exam which allows them to take MATH 200 Precalculus may substitute MATH 200 Precalculus, MATH 215 Finite Mathematics, or MATH 219 Calculus I for MATH123 College Algebra.*

**ENVIRONMENTAL SCIENCE MAJOR (UEVG)  
(Home Department-Geography)**

This major is a collaboration with the Geography and Biology departments and is designed to provide the interdisciplinary background necessary for an environmental professional today. It combines a strong foundation in science, emphasizing biology, with broad training in geographical theory and techniques. This interdisciplinary training is necessary to create and implement environmental policy. This program will prepare students to solve complex multidisciplinary problems and to communicate effectively with the scientific community and the general public. Graduates with this major will be prepared to successfully obtain positions with consulting firms, governmental agencies, private corporations, and non-profit organizations. They will be prepared for work as environmental analysts, town wetlands administrators, environmental educators, or environmental scientists. They will also be prepared to pursue graduate studies in Environmental Science, Conservation Biology, Resource Management, Environmental Planning, Environmental Engineering, Environmental Law, and Environmental Education. Graduates who choose not to pursue careers in Environmental Science will be well prepared for any career that requires a strong science background emphasizing data analysis, critical thinking, integration of complex information, spatial interpretation skills, effective communication and problem resolution skills.

**The General Education Requirement**

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 10 (Forces in the United States) requirement is satisfied through the completion of the Environmental Science major.

**Course Prerequisites**

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

**Required Core courses (16):**

BIOL 101 Biological Concepts

BIOL 200 Environmental Science

BIOL 251 Vascular Plant Taxonomy

BIOL 348 Ecology

CHEM 103 General Chemistry\*

CHEM 201 Organic Chemistry

ECON 102 Principles of Microeconomics

GEOL 231 Physical Geology **or**

GEOL 233 Environmental Geology for Town and Regional Planning

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GEOG 212	Geographic Perspectives on the Environment
GEOG 216	Introduction to Geographical Information Systems
GEOG 235	Environmental Law and Policy
GEOG 240	Municipal Land Use
GEOG 339	Methods for Planning Analysis and Plan Making
GEOG 375	Resource Management
MATH 208	Biostatistics
ENVS 450	Senior Thesis in Environmental Science <b>or</b>
	ENVS 495 Internship in Environmental Science

**Restricted Electives (Five (5) courses):****Science -****Choose two (2) courses:**

BIOL 232	Invertebrate Zoology
BIOL 335	Wildlife Biology
BIOL 336	Ornithology
BIOL 341	Marine Biology
BIOL 391	Tropical Ecology and Conservation: Field Study
EASC 241	Introduction to Meteorology
EASC 246	Oceanography
GEOL 231	Physical Geology
PHYS 201	Introductory Physics

**Policy and Planning -****Choose two (2) courses:**

ANTH 161	Cultural Anthropology
GEOG 135	Introduction to Environmental Studies
GEOG 214	Geographical Techniques – Quantitative Methods
GEOG 225	Population, Food, and Global Development
GEOG 230	Geography of Natural and Man-Made Hazards
GEOG 316	Advanced Geographic Information Systems
GEOG 328	Introduction to Remote Sensing
HIST 348	United States Environmental History
INTD 301	Water: Planning for the Future <sup>†</sup>
INTD 302	Coastal Issues Seminar: Science and Policy <sup>†</sup>
PHIL 234	Environmental Ethics
POSC 223	Bureaucratic Politics and Power
POCS 250	American Legal Systems
POSC 329	Public Policy Analysis

**Communication -****Choose one (1) course:**

COMM 107	Effective Speaking
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COMM 328	Argumentation and Advocacy
ENGL 225	Introduction to Journalism
ENGL 372	Technical Writing
SOCI 130	Social Problems

\*Students may elect to take CHEM 107 Principles of Chemistry and CHEM 108 Principles of Chemistry and Quantitative Analysis. Students choosing this option must take CHEM 207 Organic Chemistry I as a Restricted Elective in the Science area.

†Consortium courses. These courses are offered at other colleges in the area and incur an additional fee.

## LIBERAL STUDIES MAJOR

The Bachelor of Arts, with a Major in Liberal Studies is intended as an opportunity to enable students, under faculty-advisor guidance, to design a unique program of study not readily available within the existing curricular structure of the University. This major aims at providing alternative avenues for accommodating the individual academic interest of students. A student may either (a) pursue in-depth study in an area or areas not presently offered as majors at Framingham State University or (b) may choose a broad spectrum of course work among a number of disciplines in lieu of the traditional one-discipline course of study.

Students in this major have the opportunity to experience a broad course of study in the traditional liberal arts and sciences which fosters skills such as conceptual analysis, critical thinking, disciplined writing, creative problem-solving, ethical and moral reasoning, and strong leadership.

### Experiential Learning

Students accepted into the Liberal Studies major may choose to apply for **Experiential Learning** credit (a maximum of eight (8) course-credits). Such credit is awarded through a portfolio assessment process and may be granted for substantive learning that has occurred outside the classroom following high school graduation or completion of the GED.

Credit may be awarded in the following areas:

- Employment
- Community Service
- Independent Learning
- Military Service
- Noncredit Educational Experiences
- Educational Travel

Students who wish to apply for "Experiential Learning" credit must complete the portfolio process within twelve months of matriculation into the Liberal Studies major. "Experiential Learning" credits are only applicable to the Liberal Studies major at Framingham State University (these credits will be removed from the student's academic record should the student change their major).

### Requirements for the Liberal Studies Major:

- **12 General Education course-credits** including one laboratory science and one constitution course.
- **10 Open Elective course-credits.** A maximum of 8 course-credits may be applied toward free electives from "Experiential Learning" credits.
- **10 Concentration course-credits** comprised of courses from at least two, but no more than three major academic departments. A minimum of six course-credits must be completed at the advanced

level (300-400), including a Liberal Studies Capstone (Directed Study) course. Five of the six advanced level courses including the Liberal Studies Capstone course must be completed at Framingham State University. A minimum cumulative grade point average of 2.00 for the 10 concentration courses is required in order to graduate.

**Residency requirement:** a minimum of eight course credits, including four advanced level concentration course credits and the Liberal Studies Capstone course, must be completed at Framingham State University. A maximum of the equivalent of 17 course-credits (68 semester hours) may be transferred from regionally accredited two-year colleges and universities and up to the equivalent of 24 course-credits (96 semester hours) from regionally accredited four-year colleges and universities.

Upon matriculation at Framingham State University, students must seek pre-approval from the Liberal Studies major program coordinator and appropriate University department chair to complete coursework at another institution. Please note that coursework taken as transfer does not satisfy the program residency requirement.

Students seeking certification for certain professional programs (e.g. teacher or dietetic licensure) should consult an advisor, as the Liberal Studies major may not be an appropriate route to those professions.

### **Liberal Studies Capstone (Directed Study) Experience**

In consultation with their advisor, students select a capstone experience that they complete prior to graduation. The capstone experience may take the form of an interdisciplinary research paper or project. In either case, a faculty member will advise the student and will grade the paper or project. Students sign up for the capstone experience as a one (1) course-credit Directed Study course.

For additional information regarding the Liberal Studies major, please contact Dr. Jon Huijbregtse, Liberal Studies Coordinator in the Day Division at 508-626-4823 or Dr. P. Bradley Nutting, Liberal Studies Coordinator in the Division of Graduate and Continuing Education at 508-626-4550 to make an appointment.

## **INTERDEPARTMENTAL MINORS**

An Interdepartmental Minor shall consist of a designated number of courses, which must be taken in at least three different departments. Only one (1) course may be taken within the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. To complete a minor requirement, a minimum of three (3) course-credits (12 semester hours) in the minor must be taken at Framingham State University.

The University offers minors in the following areas:

**AMERICAN STUDIES**

**LATIN AMERICAN STUDIES**

**DIVERSITY STUDIES**

**MUSEUM STUDIES**

**GENDER STUDIES**

**NEUROSCIENCE**

**INFORMATION TECHNOLOGY**

A description and course requirements of each Interdepartmental Minor can be viewed in the Interdisciplinary section of this catalog as well as under the academic departments sponsoring the minor.

**AMERICAN STUDIES MINOR**

To earn an American Studies minor, students must apply in writing to the Chair of either the English or History Department and have a sequence of courses designed and approved to meet specific goals. Applications are available in either Chair's office. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No American Studies minor will be awarded without compliance with the above format.

The minor in American Studies requires five (5) courses representing at least three (3) disciplines, distributed as follows:

A. One (1) of the following courses in American literature:

ENGL 243	The American Short Story
ENGL 245	The American Novel
ENGL 261	American Writers I
ENGL 262	American Writers II

B. One (1) of the following courses in American history:

HIST 318	Religion in America
HIST 326	Women in American History

C. A total of three (3) courses from at least two of the following disciplines: *(At least three disciplines must be represented in the total of five courses.)*

**Art & Music**

ARTH 282	American Art
MUSC 141	American Musics
MUSC 151	The History and Literature of Jazz

**Biology**

BIOL 103	Ecological Implications of Conservation
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**Economics**

ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
ECON 230	Urban Economics

**English**

ENGL 243	The American Short Story
ENGL 245	The American Novel
ENGL 260	American Ethnic Literature
ENGL 261	American Writers I
ENGL 262	American Writers II
ENGL 353	Dickinson and Frost

**Geography**

GEOG 251	Geography of New England
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**History**

HIST 151	United States History to Reconstruction
HIST 152	United States History since Reconstruction
HIST 308	American Civil War Era
HIST 310	Emergence of a Modern Nation

HIST 318	Religion in America
HIST 321	Immigrants, Ethnics, and Racial Minorities in the United States

**Sociology**

SOCI 130	Social Problems
SOCI 251	Cities and Communities
SOCI 267	Sociology of Subcultures
SOCI 315	Social Class
SOCI 340	Sociology of Work

**Interdisciplinary/Interdepartmental:**

INTD 490	Independent Study in American Studies <i>(see INTERDISCIPLINARY COURSES for course description)</i>
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**DIVERSITY STUDIES MINOR**

To earn a Diversity Studies minor, students must apply in writing to the Chair of the English, History, or Sociology Department. To complete the minor, no more than two (2) courses may be taken in a single department. No more than three (3) 100-level courses may be included in the minor. No course may fulfill both major and minor requirements but courses in the minor may be used to fulfill general education requirements. At the discretion of the Chair of the English, History, or Sociology Department, some of the courses\* taken for undergraduate credit as part of study abroad programs may be used to complete the Diversity Minor. No Diversity Studies minor will be awarded without compliance with the above format.

*\*Note: To complete a minor requirement, a minimum of three (3) course credits (12 semester hours) in the minor must be taken at Framingham State University.*

The minor requires five (5) courses from the following list:

**Art & Music:**

ARTH 200	Art and Social Values (Gen. Ed. Goals 5, 12)
ARTH 285	The Art of Asia (Gen. Ed. Goals 5, 11)
ARTH 288	Latin American Art (Gen. Ed. Goals 5, 11)
MUSC 171	World Music Cultures (Gen. Ed. Goals 5, 11)
MUSC 212	Music, Dance, and Ritual in the Pacific (Gen. Ed. Goals 5, 11)
MUSC 220	Women in Music (Gen. Ed. Goals 5, 12)

**Communication Arts:**

COMM 234	Intercultural Communication
COMM 245	Cultural Aspects of Media Representation (Gen. Ed. Goal 12)

**Consumer Sciences:**

FASH 253	Cultural Dress (Gen. Ed. Goal 11)
NUTR 262	Food, Culture, and Society *

**English:**

ENGL 201	Mythology and Folklore* (Gen. Ed. Goals 4, 12)
ENGL 202	Comparative Mythology* (Gen. Ed. Goals 4, 11)
ENGL 203	Global Perspectives in Literature* (Gen. Ed. Goals 4, 11)
ENGL 250	Literature and Gender* (Gen. Ed. Goal 4)
ENGL 260	American Ethnic Literature* (Gen. Ed. Goals 4, 12)

ENGL 264 African American Literature\* (Gen. Ed. Goals 4, 12)

ENGL 269 Women Writers\* (Gen. Ed. Goal 4)

ENGL 277 Contemporary World Literature by Women\* (Gen. Ed. Goals 4, 12)

### **Geography:**

GEOG 110 World Regional Geography (Gen. Ed. Goals 9, 11)

GEOG 180 Native Americans: A Geographical and Legal Perspective  
(Gen. Ed. Goal 10)

GEOG 254 Geography of Monsoon Asia (Gen. Ed. Goal 11)

GEOG 255 Geography of Sub-Saharan Africa (Gen. Ed. Goal 11)

GEOG 256 Geography of the Middle East (Gen. Ed. Goal 11)

GEOG 257 Geography of Latin America (Gen. Ed. Goals 11, 12)

GEOG 290 Non-Western Regional Geography: Field Study (Gen. Ed. Goal 11)

### **History:**

HIST 155 Comparative History of World Civilizations (Gen. Ed. Goals 8, 11)

HIST 321 Immigrants, Ethnicity and Racial Minorities in United States History\*

HIST 323 African American History\*

HIST 326 Women in American History\*

HIST 336 Latin America from the Conquest to the Present\*

HIST 340 Industrial and Labor History of the United States\*

HIST 365 The History of Gender, Sexuality, and the Body\*

HIST 371 Women in Europe, 1500-2000\*

HIST 383 Making of the Modern Middle East\*

HIST 384 India in the Age of Empire\*

HIST 387 History of South Africa\*

HIST 392 Africa and the World\*

HIST 398 Modern China and Japan\*

### **Modern Languages:**

MLLI 110 The Languages of the World (Gen. Ed. Goal 11)

MLFR 201 Intermediate French I\* (Gen. Ed. Goal 3)

MLFR 202 Intermediate French II\* (Gen. Ed. Goal 3)

MLFR 301 Advanced French Composition & Conversation I\*

MLFR 302 Advanced French Composition & Conversation II\*

MLFR 303 French Culture and Civilization\*

MLFR 305 Contemporary Trends in the French-Speaking World\*

MLFR 306 Major French Writers I\*

MLFR 307 Major French Writers II\*

MLSP 231 Intermediate Spanish I\* (Gen. Ed. Goal 3)

MLSP 232 Intermediate Spanish II\* (Gen. Ed. Goal 3)

MLSP 331 Advanced Spanish Composition & Conversation I\*

MLSP 332 Advanced Spanish Composition & Conversation II\*

MLSP 333 Spanish Culture and Civilization\*

- MLSP 334 Spanish American Culture and Civilization\*
- MLSP 335 Major Hispanic Writers I\*
- MLSP 336 Major Hispanic Writers II\*
- MLSP 343 The Latin American Short Story: Love, Death, and Humor\*

### **Psychology and Philosophy:**

- PSYC 212 Adolescent Psychology\* (Gen. Ed. Goals 9, 12)
- PSYC 224 Social Psychology\* (Gen. Ed. Goals 9, 12)
- PSYC 231 Psychology of Adulthood and Aging\* (Gen. Ed. Goal 9)
- PSYC 286 Psychology of Women\*
- PSYC 340 Cultural Psychology\*
- PSYC 369 Human Sexuality\*

### **Sociology:**

- ANTH 161 Cultural Anthropology (Gen. Ed. Goals 9, 11)
- ANTH 172 Interpreting the Past: Archaeological Perspectives (Gen. Ed. Goals 9, 11)
- ANTH 207 Global Issues in Anthropology\* (Gen. Ed. Goal 11)
- ANTH 243 Native American Cultures\* (Gen. Ed. Goals 11, 12)
- ANTH 258 Critical Approaches to Men and Masculinities (Gen. Ed. Goal 12)
- ANTH 290 Non-Western Cultural Studies Tour (Gen. Ed. Goal 11)
- ANTH 360 Language and Culture\*
- ANTH 370 Psychological Anthropology\*
- SOCI 101 Introduction to Sociology (Gen. Ed. Goals 9, 12)
- SOCI 130 Social Problems (Gen. Ed. Goals 10, 12)
- SOCI 212 Sociology of the Family\* (Gen. Ed. Goal 12)
- SOCI 218 Women in Society\* (Gen. Ed. Goal 12)
- SOCI 220 Sport in Society (Gen. Ed. Goal 12)
- SOCI 245 Race and Ethnic Relations (Gen. Ed. Goal 12)
- SOCI 253 Gender Across Cultures (Gen. Ed. Goals 11, 12)
- SOCI 256 Religion and Ritual\* (Gen. Ed. Goal 11)
- SOCI 263 Social Inequality (Gen. Ed. Goal 12)
- SOCI 267 Sociology of Subcultures\*
- SOCI 280 Aging in Society (Gen. Ed. Goal 10)
- SOCI 312 Sociology of Childhood and Adolescence\*
- SOCI 315 Social Class\*
- SOCI 325 Health and Illness\*
- SOCI 329 Social Deviance\*
- SOCI 333 Society and the Mentally Ill\*
- SOCI 340 Sociology of Work\*
- SOCI 369 Sex/Sexualities in Society\*

\* INDICATES COURSE HAS A PREREQUISITE

**GENDER STUDIES MINOR**

The University offers a minor in Gender Studies. To earn a Gender Studies minor, students must apply in writing to the Chair of either the English, History, or Sociology Department. To complete the minor, no more than two (2) courses may be taken in a single department. Only one (1) course may be taken within the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Gender Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

**One (1) required courses:**

SOCI 253            Gender Across Cultures

**Four (4) electives from the following list:****Art & Music**

MUSC 220            Women in Music

**English**

ENGL 250            Literature and Gender

ENGL 269            Women Writers

ENGL 277            Contemporary World Literature by Women

**History**

HIST 326            Women in American History

HIST 365            The History of Gender, Sexuality, and the Body

HIST 371            Women in Europe

**Psychology**

PSYC 286            Psychology of Women

PSYC 369            Human Sexuality

**Sociology**

ANTH 258            Critical Approaches to Men and Masculinities

SOCI 218            Women in Society

SOCI 369            Sex & Sexualities in Society

**INFORMATION TECHNOLOGY MINOR**

The University offers an interdisciplinary minor in Information Technology. To earn a minor in Information Technology, students must apply in writing to the Chair of the Computer Science Department. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Information Technology minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

**Three (3) required courses:**

BADM 200            Introduction to Business Systems

CSCI 120            Introduction to Information Technology  
(must be taken prior to other courses  
in the minor)

CSCI 140 Introduction to the Internet, Graphics, and  
Multimedia **or**

COMM 140 Introduction to the Internet, Graphics, and  
Multimedia

**Two(2) electives from the following list:**

**Communication Arts:**

COMM 200 Introduction to Computer Graphic Design

COMM 225 Multimedia Design

COMM 316 Advanced Multimedia

COMM 327 Computer Animation Techniques

**Computer Science:**

CSCI 108 HTML, JavaScript Programming, and Web  
Site Development

CSCI 152 Computer Science I Using Java

CSCI 230 Principles of Information Technology Operations

CSCI 252 Computer Science II Using Java

CSCI 258 Introduction to Operating Systems using UNIX

CSCI 306 Introduction to Visual Basic

CSCI 320 Windows Server and Client Management

CSCI 345 Computer and Network Security

**Geography:**

GEOG 214 Geographic Techniques – Quantitative Methods

GEOG 216 Introduction to Geographic Information Systems

GEOG 316 Advanced Geographic Information Systems

GEOG 328 Introduction to Remote Sensing

**Mathematics:**

MATH 117 Introduction to Statistics **or**

MATH 208 Biostatistics

MATH 307 Intermediate Statistics

**LATIN AMERICAN STUDIES MINOR**

Students interested in this program must apply to the Chairs of either the Geography, History, or Modern Languages Departments. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements.

**Note:** Modern Language majors must take at least two (2) additional approved courses, outside the major, and not listed above. Approval must be given by the Chair of the Modern Languages Department. No Latin American Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

**Four (4) Required courses:**

GEOG 257 Geography of Latin America

HIST 336 Latin America from the Conquest to the Present

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MLSP 332      Advanced Spanish Composition and Conversation II  
or the equivalent

MLSP 334      Spanish-American Culture and Civilization

**One (1) Elective Course from the following:**

HIST 314      United States Diplomatic History

MLSP 435      The Boom in Latin-American Literature

MLSP 432      Contemporary Trends in Spanish-American Thought

**MUSEUM STUDIES MINOR**

This interdepartmental minor requires that students take a minimum of five (5) courses outside of their major department. Students are strongly encouraged to complete a museum internship to complement the minor. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but courses in the minor may be used to fulfill general education requirements. No Museum Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) to seven (7) courses as follows:*

**One (1) Required course:**

INTD 371      Museum Studies

**Choose two (2) of the following:**

ANTH 172      Interpreting the Past: Archaeological Perspectives  
(Gen.Ed. Goals 9, 11)

FASH 223      History of Costume (Gen.Ed. Goal 5)

FASH 253      Cultural Dress (Gen.Ed. Goal 11)

FASH 278      History of Furniture (Gen.Ed. Goal 5)

FASH 347      History of Textiles

**Choose two (2) of the following:**

ARTH 200      Art and Social Values (Gen.Ed. Goals 5, 12)

ARTH 272      History of Art II (Gen.Ed. Goal 5)

ARTH 282      American Art (Gen.Ed. Goal 5)

INTD 381      Museum Seminar or any two (2) courses  
approved by the Art Department Chair

**Choose two (2) of the following:**

HIST 154      Western Civilization since the Renaissance  
(Gen.Ed. Goal 8)

One (1) 300-level history course approved by the History Department Chair

**NEUROSCIENCE MINOR**

The University offers an interdisciplinary minor in Neuroscience. To complete a minor in Neuroscience, four (4) of the five (5) courses must be taken outside the student's major department. Students interested in a minor in Neuroscience should see the coordinator in the Biology Department or the chair of the Psychology & Philosophy Department. **Note:** Courses bearing general education credit may be used to satisfy both the minor and general education goals.

Students who are neither Biology nor Psychology majors must take both BIOL 142 Introduction to Human Biology and PSYC 101 General Psychology. No additional elective is required.

**Four (4) Required Courses:**

BIOL 142 Introduction to Human Biology (Goal 7, lab) **or**  
 PSYC 101 General Psychology (Goal 9)

(Note: Non-Biology or Non-Psychology majors must take both courses)

BIOL/PSYC 225 Biopsychology\*  
 BIOL/PHIL 222 Bioethics (Goal 4)  
 PSYC 263 Cognitive Psychology\* or  
 BIOL 325 Neurobiology\*

**One (1) Elective Courses:**

One elective from the following list:

**Biology:**

BIOL 220 Animal Behavior\*  
 BIOL 417 Endocrinology\*

**Interdisciplinary/Interdepartmental:**

CONS 310 Drug Addiction\*  
 BIOL/PSYC 410 Neuropharmacology\*

**Psychology:**

PSYC 245 Health Psychology\*  
 PSYC 280 Sensation & Perception\*

\* *Indicates course has a prerequisite*

**INTERDISCIPLINARY/INTERDEPARTMENTAL COURSES**

**HNPT 101 First-Year Student Honors Seminar**

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

**HNPT 480 Honors Program Thesis/Project**

An independent study for which honors students design and complete research projects in the discipline of their major concentration. Projects may take an interdisciplinary approach. Students present their research at the Massachusetts Undergraduate Research Conference during the Spring semester. Honors theses are retained in a permanent archive in the Whittemore Library.

Prerequisite: Four (4) courses completed within the Honors Program.

**INTD 160 Image, Sound, and Structure: An Approach to Art and Music (Gen. Ed. Goal 5)**

An introduction to visual art and music consisting of a seven-week music module and a seven-week visual art module. The course examines the elements and principles that compose images and musical works. In a variety of experiences, conceptual and physical, students explore the components and structures necessary to create works of music and visual art. Students are active participants in creating, listening, and responding to artistic forms. Both modules emphasize the integrative possibilities of the arts and other disciplines.

**BIOL/PHIL 222 Bioethics (Gen. Ed. Goal 4)**

An examination of moral issues in modern biology. Major theories of ethics, as well as biological aspects of development, genetics, genetic engineering, and the environment, are investigated. Themes such as brain death and euthanasia, abortion, scarcity of medical resources, reproductive control, patient confidentiality, and environmental issues are explored.

Prerequisite: One college biology course.

**BIOL/PSYC 225 Biopsychology**

An overview of the biological foundations of behavior and mental processes. Topics covered include the biological underpinnings or various domains in psychology such as emotion, motivation, perception, cognitive function, psychopharmacology, and hormone effects on the brain and behavior. **No Laboratory.**

Prerequisite: PSYC 101 General Psychology and one of the following biology courses: BIOL 101 Biology Concepts, BIOL 142 Human Biology, or BIOL 161 Cellular and Molecular Biology; or permission of instructor.

**INTD 300 Into the Ocean World**

An inter-institutional course representing a new concept in interdisciplinary teaching. Using the facilities and faculty of area colleges, the student is introduced to the oceanic environment using a multi-faceted approach. Experts in the fields of ocean science, the arts, literature, history, law and social science relate their interests to the on-going interactions of man and the marine environment. Off-campus lectures and field trips. **Note:** Does not supplant BIOL 341 Marine Biology or EASC 246 Oceanography.

Prerequisite: Junior standing, and application to the campus representative of the Massachusetts Bay Marine Studies Consortium. Application must be made one semester prior to experience.

**INTD 301 Water: Planning for the Future**

An interdisciplinary introduction to our most precious resource. Water has shaped our bodies, our planet, our history, our culture. How we manage it will shape our future. Because of increasing demand, waste and pollution, we are depleting and risk destroying the limited supply of usable fresh water. This course looks at water through scientific, historical and cultural viewpoints, and surveys contemporary water problems in all their dimensions - political, economic and technological.

Prerequisite: Junior standing. Students must make application to the campus representative for the Massachusetts Bay Marine Studies Consortium. Applications must be made one semester prior to experience.

**INTD 302 Coastal Issues Seminar: Science and Policy**

A study of outstanding issues in coastal environmental affairs. Scientific, legal, economic, management, and technical aspects of coastal issues are discussed and integrated into problem-solving exercises.

Prerequisite: One course in any of the following: biology, chemistry, geography, geology, engineering, environmental or urban planning. Students must make application to the campus representative of the Massachusetts Bay Marine Studies Consortium one semester prior to experience.

**INTD 371 Museum Studies**

An examination of the structure and functions of museums, including collections, preservation and conservation, and phases of exhibition planning. Discussion and museum trips are included in this course.

Prerequisite: Open to all majors with the permission of the instructor.

**INTD 381 Museum Seminar**

The development and presentation of a museum exhibition, including research, installation, catalog, publicity, and education programs.

Prerequisite: INTD 371 Museum Studies or permission of the instructor.

**BIOL/PSYC 410 Neuropharmacology**

An advanced investigation into the cellular and molecular mechanisms of exogenous compounds and the physiological and behavioral responses of the body. Use of substances to treat mental disorders are emphasized. Compounds examined may include alcohol, tobacco, illicit drugs, prescription pharmaceuticals, over-the-counter medications and naturopathic treatments.

Prerequisite(s): BIOL/PSYC 225 Biopsychology and PSYC 208 Health Psychology; or one of the following: BIOL 234 Comparative Vertebrate Physiology, BIOL 273 Human Anatomy & Physiology: Musculoskeletal & Control Systems, BIOL 325 Neurobiology; or permission of the instructor.

**INTD 480 Departmental Honors Program Thesis**

See Academic Program section of this Catalog regarding the Departmental Honors Program.

**INTD 490 Independent Study in American Studies**

An opportunity for the student minoring in American Studies to combine the knowledge and methodology of various disciplines in one project. Open only to students minoring in American Studies who have completed at least four (4) courses acceptable for the minor. Permission of the chairs of English and History Departments required.

**INTD 494 Washington Center Course**

An opportunity for a student to select a special topic course offered and taught by the Washington Center. Prior approval of the topic from the student's major department chair is required. The student supplements the in-person classes through readings, lectures, guest speakers, and site visits. Additional assignments over and above the Washington Center requirements are required by the student's major department chair.

Prerequisites: Approved enrollment in INTD 495 Internship in Washington and permission of major department chair.

**INTD 495 Semester Internship in Washington D.C. (Three Course-Credits)**

An internship program in Washington D.C. The work placements integrate practical knowledge with theory. Tailored learning experiences sponsored by the Washington Center are specific to students' unique talents, career objectives and major, and are selected in consultation with department supervisor. Course requirements are determined by the major department chair.

Prerequisites: 2.50 QPA, permission of major department chair, and Junior standing.

# Mathematics

## Chair: Joyce Cutler

Professors: Walter Czarneck, Mohammond Salmassi,  
Sonja Sandberg

Associate Professor: Julie L. Levandosky, Sarah Mabrouk,  
Joyce Cutler

Assistant Professors: Benjamin Atchison, Sheree Arpin, John McCann,  
Robert Page, Jr., Nicholas Sedlock

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

## The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department (see page 60). The General Education Goal 2 (Quantitative) requirement is satisfied through the completion of the Mathematics major.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## Placement Testing

Each incoming student must take placement examinations in writing, mathematics, and reading, which are administered prior to orientation for new students. Information regarding Placement Testing dates and times may be found at <http://www.framingham.edu/studentaffairs/placement.htm>. Contact the Office of First Year Programs located in the Center for Academic Support and Advising (CASA) for reservations.

## Mathematics Code Interpretation

<u>Code</u>	<u>Explanation</u>
1	Indicates student may not take a credit-bearing math course at Framingham State College. Student must first complete MATH 095 General Mathematics or similar remedial course at another college.
2	Indicates student may enroll in non-algebraic math courses: MATH 110 College Mathematics I (for Coordinate majors in Education), MATH 117 Introduction to Statistics, and MATH 119 Math for the Liberal Arts.
3	Indicates remedial coursework equivalent of MATH 095 General Mathematics accepted as transfer coursework and student may take any 100-level math course listed above, as well as MATH 123 College Algebra.
4	Indicates student may take any 100-level math course listed above, as well as MATH 123 College Algebra.
5	Indicates student may enroll in MATH 200 Precalculus or, after consultation with the Mathematics Department, MATH 219 Calculus I; or any 100-level mathematics course appropriate for the student's major discipline.

**MATHEMATICS MAJOR**

All students must complete the following ten (10) core courses:

MATH 215	Finite Mathematics
MATH 219	Calculus I
MATH 220	Calculus II
MATH 221	Calculus III
MATH 226	Linear Algebra and Applications
MATH 231	Euclidean Geometry
MATH 310	Number Theory
MATH 319	Abstract Algebra

One (1) computer science course

One (1) course in probability and statistics:

MATH 117	Introduction to Statistics
MATH 208	Biostatistics
MATH 307	Intermediate Statistics
MATH 348	Mathematical Statistics I
MATH 349	Mathematical Statistics II

**CONCENTRATIONS IN MATHEMATICS****GENERAL (UMAG):**

**In addition to the ten (10) core requirements above, each student must complete:**

MATH 222	Differential Equations
MATH 317	Higher Geometry
MATH 427	Real Analysis

One (1) elective in mathematics at the 300-level or above

Six (6) electives from mathematics (at the 200-level or above), physics, computer science, or an approved minor

**MATHEMATICS WITH MINOR IN SECONDARY EDUCATION (UMAT):**

**In addition to the ten (10) core requirements above, each student must complete:**

MATH 222	Differential Equations
MATH 317	Higher Geometry
MATH 427	Real Analysis

One (1) elective in mathematics at the 300-level or above

**Choose Option A or B:**

**Option A: Minor in Secondary Education – Middle School (Grades 5-8)**

EDUC 200	Education in American Society with Field Study I
EDUC 316	Professional Preparation and Field Study II:

	Methods, Special Education and Technology - Middle School (2 Course-credits)
EDUC 410	Student Teaching Practicum and Seminar I- Secondary (2 Course-credits)
EDUC 411	Student Teaching Practicum and Seminar II - Secondary (2 Course-credits)
PSYC 200	Psychology of Development (Gen. Ed. Goal 9)
<b>Option B: Minor in Secondary Education – High School (Grades 9-12)</b>	
EDUC 200	Education in American Society with Field Study I
EDUC 315	Professional Preparation and Field Study II: Methods, Special Education and Technology - High School (2 Course-credits)
EDUC 410	Student Teaching Practicum and Seminar I- Secondary (2 Course-credits)
EDUC 411	Student Teaching Practicum and Seminar II - Secondary (2 Course-credits)
PSYC 200	Psychology of Development (Gen. Ed. Goal 9)

**Note:** Mathematics Department prerequisites for EDUC 315 Professional Preparation and Field Study II - High School and EDUC 316 Professional Preparation and Field Study II - Middle School are completion of:

All required mathematics courses except:

MATH 319	Abstract Algebra
MATH 427	Real Analysis

Prerequisites for EDUC 410 Student Teaching Practicum and Seminar I: High School and EDUC 411 Student Teaching Practicum and Seminar II: High School or EDUC 414 Student Teaching Practicum and Seminar I: Middle School and EDUC 415 Student Teaching Practicum and Seminar II: Middle School are completion of all department requirements and completion of EDUC 315 Professional Preparation and Field Study II: Methods, Special Education and Technology for High School or EDUC 316 Professional Preparation and Field Study II: Methods, Special Education and Technology for Middle School, depending on the level.

## **COORDINATE MAJOR IN EARLY CHILDHOOD OR ELEMENTARY EDUCATION (UMAE)**

### **I. Mathematics requirements**

In addition to the twelve (10) core requirements listed above, each student must complete:

MATH 110	College Mathematics I
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Two (2) electives in mathematics:

one (1) at the 200-level or above

one (1) at the 300-level or above

*It is strongly recommended that students select MATH 201 Intuitive Geometry and MATH 301 Problem Solving and Modeling in Mathematics as the two mathematics electives among the core courses.*

**II. Choose A or B****A. Coordinate Major in Early Childhood Education (Pre-K-Grade 2 Licensure)**

PSYC 200	Psychology of Development (Gen. Ed. Goal 9)
EDUC 200	Education in American Society with Field Study I
EDUC 320	The Young Child: Emerging Literacy with Field Study II
EDUC 374	Early Childhood Curriculum: Mathematics and Science with Field Study III
EDUC 376	Early Childhood Curriculum: Reading, Social Studies, and Special Needs

**The Professional Semester (2 courses – 4 Course-credits):**

EDUC 431	Early Childhood Professional Practicum A (First half of semester) (2 Course-credits)
EDUC 432	Early Childhood Professional Practicum B (Second half of semester) (2 Course-credits)

**B. Coordinate Major in Elementary Education (Grades 1 - 6 Licensure)**

PSYC 200	Psychology of Development (Gen. Ed. Goal 9)
EDUC 200	Education in American Society with Field Study I
EDUC 322	The Child and Literacy with Field Study II
EDUC 341	Elementary Curriculum: Mathematics with Field Study III
EDUC 346	Elementary Curriculum: Science, Social Studies, and Special Needs

**The Professional Semester (2 courses – 4 Course-credits):**

EDUC 437	Elementary Professional Practicum A (First half of the semester) (2 Course-credits)
EDUC 438	Elementary Professional Practicum B (Second half of semester) (2 Course-credits)

**MINORS****MINOR IN MATHEMATICS (5 COURSES)****Required courses:**

MATH 219 Calculus I

Four (4) mathematics courses at or above the 200-level.

*Students may substitute MATH 117 Introduction to Statistics for MATH 200 Precalculus but only one of these courses may receive credit towards the mathematics minor. These courses are to be chosen under the guidance of a member of the Mathematics Department.*

**MINOR IN STATISTICS (5 COURSES)****Required courses:**

MATH 117	Introduction to Statistics
MATH 307	Intermediate Statistics
MATH 308	Applied Statistical Data Processing

**Plus two (2) electives from:**

BADM 470	Applied Econometrics for Economics and Business
CSCI____	A computer science course (only one computer science course may be used as an elective towards a minor in statistics).
MATH 215	Finite Mathematics
MATH 348	Mathematical Statistics I
MATH 349	Mathematical Statistics II
PSYC 251	Research Methods in Psychology I
PSYC 351	Research Methods in Psychology II

**MATHEMATICS COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Courses</b>		<b>Goal</b>
MATH 110	College Mathematics I	2
MATH 117	Introduction to Statistics	2
MATH 119	Mathematics for the Liberal Arts	2
MATH 123	College Algebra	2
MATH 200	Precalculus	2
MATH 219	Calculus I	2

**MATHEMATICS COURSE DESCRIPTIONS****MATH 095 General Mathematics (no course credit)**

A review of introductory algebra including real numbers, exponents, polynomials, rational expressions, linear equations and inequalities, quadratic equations, graphing, and systems of linear equations. **Note:** This is a non-credit course.

**MATH 110 College Mathematics I (Gen. Ed. Goal 2)**

An exploration of numbers, their representations, relationships, and uses; arithmetic; elementary set theory; basic logic; geometry; measurement; probability; and statistics. This course offers a college-level treatment of content areas of interest to prospective early childhood and elementary teachers. Problem-solving and the communication of mathematical ideas, both verbally and algebraically, are woven throughout the course. **Note:** Students may not receive credit for both MATH 110 and MATH 113 Introduction to College Mathematics.

Prerequisite: Satisfactory score on the mathematics placement examination or permission of the Mathematics Department.

**MATH 117 Introduction to Statistics (Gen. Ed. Goal 2)**

An introduction to the discipline of statistics, emphasizing both statistical thinking and its application to analyzing data. Topics include sampling, design of experiments, organizing and exploring data, probability distributions such as the normal distribution, sampling distributions, hypothesis testing and confidence intervals, correlation and regression. Students are expected to express results of statistical procedures in ordinary non-technical language. Real world applications of statistical topics are emphasized throughout the course.

Prerequisite: Satisfactory score on the mathematics placement examination or permission of the Mathematics Department.

**MATH 119 Mathematics for the Liberal Arts (Gen. Ed. Goal 2)**

A survey of the beauty and effectiveness of mathematics in describing natural and social phenomena. Topics may include pattern recognition, logic, sets, number systems, counting methods, probability, statistics, symmetry, population growth, voting systems, or consumer mathematics. This course is recommended for students whose major does not require MATH 110 College Mathematics I, or MATH 117 Introduction to Statistics, or MATH 123 College Algebra.

Prerequisite: Satisfactory score on the mathematics placement exam.

**MATH 120 College Mathematics II**

A continuation of MATH 110 College Mathematics I, providing further exploration of numbers and arithmetic, geometry, measurement, probability, and statistics from the point of view of prospective early childhood and elementary school teachers. As in MATH 110, problem solving and the communication of mathematical ideas, both verbally and algebraically, are strands that unite the course.

Prerequisite: MATH 110 College Mathematics I.

**MATH 123 College Algebra (Gen. Ed. Goal 2)**

Designed to provide the algebraic skills needed in the natural sciences, social sciences, and precalculus. The course emphasizes problem-solving skills, modeling and real-world applications, and explores multiple approaches (numerical, graphical, and symbolic) to algebraic concepts and problems. Topics include the real number system, algebraic expressions, functions and graphs, polynomial and exponential functions, matrices and systems of equations, and complex numbers. **Note:** A student may not receive credit for both MATH 123 and 43.115 College Algebra and Trigonometry.

Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

**MATH 200 Precalculus (Gen. Ed. Goal 2)**

A thorough introduction to the basic mathematical functions used in the sciences and the background needed to study calculus. After a brief in-depth review of the required algebra and analytical geometry, topics include functions and graphs, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. **Note:** A student may not receive credit for MATH 200 Precalculus and 43.133 Precalculus, or for MATH 200 Precalculus and 43.115 College Algebra and Trigonometry.

Prerequisite: MATH 123 College Algebra or a satisfactory score on the mathematics placement examination.

**MATH 201 Intuitive Geometry**

An introduction to the fundamental ideas of geometry for prospective teachers. Geometric objects and relationships are studied through intuitive, coordinate, vector and synthetic approaches. The course builds from an informal approach, stressing visualization in two and three dimensions, to the development of mathematical reasoning.

Prerequisite: One credit-bearing course in college mathematics or permission of the instructor.

**MATH 208 Biostatistics**

A course that covers statistical methods as they apply to the biological, health, and food sciences. The major emphasis is on hypothesis testing, including regression and analysis of variance. Descriptive statistics is also included. The statistical package Minitab is used.

**Note:** A student may not receive credit for both MATH 208 Biostatistics and MATH 117 Introduction to Statistics or BIOL 304 Biometrics.

Prerequisite: One credit-bearing course in college mathematics.

**MATH 215 Finite Mathematics**

A study of mathematical models in various disciplines. Topics include logic, sets, functions, combinatorics, probability, matrices, Markov chains, linear programming, game theory, and digraphs.

Prerequisite: MATH 200 Precalculus or permission of the instructor.

**MATH 219 Calculus I (Gen. Ed. Goal 2)**

A study of functions, limits, continuity, the derivative, rules of differentiation of algebraic, trigonometric, exponential and logarithmic functions, applications of differentiation, definite and indefinite integrals, and the Fundamental Theorem of Calculus.

Prerequisite: MATH 200 Precalculus or a satisfactory score on the mathematics placement examination.

**MATH 220 Calculus II**

A study of the applications of integration, first-order linear and separable differential equations, techniques of integration, improper integrals, sequences, series, and Taylor and Maclaurin Series.

Prerequisite: Completion of MATH 219 Calculus I with a minimum grade of C- (1.70) or better.

**MATH 221 Calculus III**

A study of conic sections; vectors in two and three dimensions; dot and cross products and their applications to geometry; equations of lines and planes; quadratic surfaces; polar, cylindrical, and spherical coordinates; and functions of several variables, partial derivatives, differentials, directional derivatives, gradients, optimization problems, multiple integrals and their applications.

Prerequisite: MATH 220 Calculus II.

**MATH 222 Differential Equations**

A study of the methods for solving linear and elementary nonlinear differential equations with special emphasis on applications in the sciences. Topics covered include equations of the variable separable type; exact, homogeneous and Bernoulli equations; the method of substitution; approximation methods; linear equations; series techniques; Laplace transforms; systems of equations; and the Sturm-Liouville theory.

Prerequisites: MATH 220 Calculus II and MATH 226 Linear Algebra and Applications.

**MATH 226 Linear Algebra and Applications**

A study of vector spaces, subspaces, linear dependence, bases, dimension, linear mappings, linear equations, matrices, inner products and norms, determinants, quadratic forms, and the spectral theorem. Applications to various fields outside of mathematics are examined.

Prerequisites: MATH 215 Finite Mathematics and MATH 219 Calculus I.

**MATH 231 Euclidean Geometry**

An investigation of the various approaches to the study of Euclidean geometry including the metric and synthetic approaches as axiomatic systems. Topics include Polyhedra, tessellations, symmetry groups, and coordinate geometry. Geometric proofs are emphasized throughout the course. An introduction to non-Euclidean geometries allows for comparisons to and contrasts with Euclidean geometry.

Prerequisite: MATH 215 Finite Mathematics.

**MATH 292 Discrete Mathematics I**

A mathematical foundation for computer science. Topics include logic, boolean algebra, sets, functions, sequences, and summations, matrices, mathematical induction, study of algorithms, recursion, combinatorics, graphs, and trees. **Note:** A student may not receive credit for both MATH 292 Discrete Mathematics I and MATH 320 Discrete Mathematics.

Prerequisites: MATH 200 Precalculus and CSCI 252 Computer Science II Using Java, or permission of the instructor.

**MATH 294 Discrete Mathematics II**

A study of discrete mathematical structures. Topics include a brief review of sets and an exploration of relations, graphs, trees, digraphs, finite-state machines, formal languages, boolean algebra, and combinatorial circuits.

Prerequisite: MATH 292 Discrete Mathematics I.

**MATH 301 Problem Solving and 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 for successful experiences. Heuristics, problem solving techniques, Polya's stages of problem solving, specific strategies, and pedagogical issues are studied.

Prerequisite: MATH 201 Intuitive Geometry and MATH 215 Finite Mathematics.

**MATH 307 Intermediate Statistics**

A study of regression and correlation analysis, chi square tests and contingency tables, design of experiments, analysis of variance, non-parametric statistics, and introduction to data analysis.

Prerequisite: MATH 117 Introduction to Statistics or MATH 208 Biostatistics.

**MATH 308 Applied Statistical Data Processing**

Practical aspects of data analysis using statistical computer packages such as MINITAB, SPSSX, AND BMDP. Multivariate statistical methods including multiple regression, analysis of covariance, factor analysis, multidimensional scaling, discriminant analysis and linear models for cross-classified categorical data are emphasized. Students do individual data analysis projects.

Prerequisite: MATH 307 Intermediate Statistics.

**MATH 310 Number Theory**

A study of properties of numbers. Topics include mathematical induction, divisibility, primes, congruences, the Chinese remainder theorem, primitive roots, quadratic reciprocity, continued fractions, partitions, and history of classical problems.

Prerequisite: MATH 215 Finite Mathematics and MATH 220 Calculus II.

**MATH 313 Numerical Methods**

A study of topics from elementary numerical analysis including finite differences, solution of equations, interpolation, numerical integration, and numerical linear algebra. Topics examined are reinforced through computer exercises and applications.

Prerequisites: MATH 220 Calculus II and one (1) computer science course. Recommended: MATH 226 Linear Algebra and Applications.

**MATH 317 Higher Geometry**

A precise, rigorous examination of the axioms and concepts of various geometries. Euclidean, non-Euclidian, and transformational geometries are investigated. Ruler-compass constructions are discussed.

Prerequisite: MATH 231 Euclidean Geometry.

**MATH 319 Abstract Algebra**

A study of algebraic structures and related concepts including groups, rings, integral domains, fields, and polynomials. **Note:** A student may not receive credit for both MATH 319 Abstract Algebra and 43.335 Algebraic Structures I.

Prerequisite: MATH 226 Linear Algebra and MATH 310 Number Theory

**MATH 324 Applied Mathematics**

The study of problems arising from real-world situations and the mathematical methods used in their solution. Topics include mathematical modeling, continuous and discrete models, linear systems, Fourier series, partial differential equations, and computer implementation of solutions.

Prerequisite: MATH 222 Differential Equations, CSCI 152 Computer Science I Using Java Using C, and a course in probability, statistics or finite mathematics; or permission of the instructor.

**MATH 331 Principles of Actuarial Mathematics**

An introduction to mathematical applications in the actuarial fields of theory of interest and survival analysis. Topics from the theory of interest include simple and compound interest, annuities, amortization schedules, and sinking funds. Topics from survival analysis include death rates, standardized mortality ratios, common survival distributions, cohorts, and current and select life tables.

Prerequisites: MATH 220 Calculus II and one (1) statistics course. Recommended: One (1) computer science course.

**MATH 348 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.

Prerequisite: MATH 221 Calculus III plus either MATH 215 Finite Mathematics or MATH 226 Linear Algebra and Applications.

**MATH 349 Mathematical Statistics II**

Estimation, decision theory and hypotheses testing, linear models, regression, analysis of variance, analysis of categorical data, and nonparametric inference.

Prerequisite: MATH 348 Mathematical Statistics I.

**MATH 404 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 the instructor.

**MATH 427 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, and the Riemann-Stieltjes integral.

Prerequisite: MATH 221 Calculus III.

**MATH 490 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 the work one semester in advance of the work.

**MATH 495 Internship in Mathematics**

The student is encouraged (and assisted to whatever extent possible) by the Mathematics Department to seek employment during summers or part time during the school year, involving non-trivial applications of mathematics. In this manner the student can earn up to three (3) course credits, the amount of credit being decided by the student's advisor and the department chair.

Prerequisite: Approval of Department Chair.

# Modern Languages

**Chair: Emilce Cordeiro**

Professors: Emilce Cordeiro, Joyce Block Lazarus,  
Marguerite Mahler, Michael Wong-Russell

Associate Professors: Richard Signes

Assistant Professors: Mary-Ann Stadtler-Chester

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

The Modern Languages major is unique in the Massachusetts State College system. A student majoring in Modern Languages will select one of four (4) concentrations: Spanish, French, World Languages, or International Management. The department also offers beginning courses in German and Portuguese.

**Course Placement**

Incoming students who have completed more than one (1) year of foreign language study at the high school level are encouraged to take a placement examination (see dates below). The recommended course levels for those who did not take a placement examination are: Elementary I for students with up to two years of high school study, or three years of high school language taken some years ago or with below average grades; Elementary II for students with three years of recent high school study with grades that are average or above; Intermediate I for those with three years of high school study with above average grades, or four years with grades of average or below; Intermediate II or Advanced for students with four years of recent high school study with above average grades.

**General Education Goal 3**

There are several ways to meet general education goal 3, which corresponds to one semester of college foreign language study. Students may take one semester of a college-level foreign language or pass the placement test with a score of 50 or above. Alternatively, students may request a waiver from the Chair of Modern Languages if their high school academic language is other than English (usually applied to international students), or if they studied a single language for four years or reached level 4 in high school. A successful placement score or a waiver of goal 3 does not reduce the number of courses students must take to fulfill the 12-course general education requirement.

**Placement Examination Dates**

Students may also take French and/or Spanish placement examinations. These are administered in the Center for Academic Support and Advising (contact CASA for reservations).

**Study Abroad**

Study abroad programs in France and Spain are available to all students, whether they major in Modern Languages or not. Programs in other countries may be selected subject to department approval (program descriptions are available in the chair's office). The Department encourages all Modern Language majors to study abroad. Note that the concentration in French is completed through a study abroad program (or approved off-campus courses).

**MODERN LANGUAGES MAJOR****The General Education Requirement**

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 3 (Language) requirement is satisfied through the completion of the Modern Languages major.

**Course Prerequisites**

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

**Department Requirements for the major:**

Modern Language majors must select one of the concentrations described below with the approval of their advisor. Any change in the student's concentration must be approved by the Department Chair. Students in all concentrations must take one of the following two (2) courses as a core requirement.

**Core Requirement (one course):**

MLLI 110      Languages of the World

MLLI 350\*      Romance Linguistics

*\*Note: Students with a minor in Secondary Education must select MLLI 350 Romance Linguistics as the core requirement course.*

**CONCENTRATIONS FOR MODERN LANGUAGES MAJORS:****SPANISH (UMOS)**

A total of twelve (12) courses are required for the Spanish concentration. The core course counts as one (1) of the twelve courses. The remaining eleven (11) courses must be selected from the list below and must include the following distribution:

**Language courses (choose two):**

MLSP 330      Business Spanish  
 MLSP 331      Advanced Spanish Composition and Conversation I  
 MLSP 332      Advanced Spanish Composition and Conversation II  
 MLSP 362      Spanish Intonation and Diction  
 MLSP 439      Intensive Analysis of Spanish Grammar  
 MLSP 463      Seminar in Spanish (language topic)

**Culture courses (choose two):**

MLSP 330      Business Spanish  
 MLSP 333      Spanish Culture and Civilization  
 MLSP 334      Spanish American Culture and Civilization  
 MLSP 431      Contemporary Trends in Spanish-American Thought  
 MLSP 463      Seminar in Spanish (culture topic)

**Literature courses (choose two):**

MLSP 320      Introduction to the Analysis of Hispanic Texts  
 MLSP 335      Major Hispanic Writers I

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MLSP 336	Major Hispanic Writers II
MLSP 343	The Latin American Short Story: Love, Death, and Humor
MLSP 345	Tales of Mystery from Latin America
MLSP 433	Nineteenth-Century Spanish Literature
MLSP 435	The Boom in Latin American Literature
MLSP 436	Cervantes
MLSP 437	Spanish Theater and Poetry of the Twentieth Century
MLSP 463	Seminar in Spanish (literature topic)

**Modern Language electives:**

To fulfill the twelve-course concentration, students may select from the above courses and from the following:

MLLI 110	The Languages of the World
MLLI 350	Romance Linguistics
MLLI 490	Independent Study in Spanish
MLLI 495	Internship/Practicum in Modern Languages

**FRENCH (UMOF)**

Students concentrating in French complete their course work in a study abroad program (or approved off-campus courses). To apply for a study abroad program, students should have completed MLFR 301 Advanced French Composition and Conversation or its equivalent. Internships abroad and immersion summer programs are also possible options for completing the major. Program descriptions are available in the chair's office.

A total of twelve (12) courses is required for the French concentration. The core course counts as one (1) of the twelve courses. The remaining eleven (11) courses must be selected from the list below and must include the following distribution:

**Language courses (choose two):**

MLFR 300	Business French
MLFR 301	Advanced French Composition and Conversation I
MLFR 302	Advanced French Composition and Conversation II
MLFR 452	French Intonation and Diction
MLFR 453	Seminar in French (language topic)

**Culture courses (choose two):**

MLFR 300	Business French
MLFR 303	French Culture and Civilization
MLFR 305	Contemporary Trends in the French-Speaking World
MLFR 453	Seminar in French (culture topic)

**Literature courses (choose two):**

MLFR 306	Major French Writers I
MLFR 307	Major French Writers II
MLFR 401	The Age of Classicism
MLFR 402	The Age of Enlightenment
MLFR 403	Nineteenth-Century French Literature

**Modern Language electives:**

To fulfill the twelve-course concentration, students may select from the above courses and from the following:

MLFR 490	Independent Study in French
MLLI 110	The Languages of the World
MLLI 350	Romance Linguistics
MLLI 495	Internship/Practicum in Modern Languages

**WORLD LANGUAGES (UMOW)**

The concentration in world languages includes the selection of a “primary” language and the selection of a “secondary” language. The concentration languages offered in the department are Spanish and French. Through an approved study abroad program (or an off-campus program), students may select a language other than French or Spanish as their “secondary” language.

**The concentration requirements include the following:**

**Primary language:** Six (6) courses at the 300-level or above.

**Secondary language:** Six (6) courses with a minimum of three (3) courses at the 300-level or above.

The core course may count towards either the primary language or the secondary language requirements.

**INTERNATIONAL MANAGEMENT (UMOI)**

The concentration in International Management is intended for those who wish to combine modern language skills with business. The courses required for the Modern Language major are reduced to ten (10). Students may select a one-language option or a two-language option. In both cases, the core requirement may count as one (1) of the ten (10) language courses. The two (2) required 100-level economics courses can be used to fulfill part of the general education requirements. With careful course selection, students also may qualify for a minor in Economics or Business Administration.

**Modern Languages courses:****One-language option:**

Ten (10) courses in one language at the 300-level or above.

**Two-language option:**

Six (6) courses in a primary language at the 300-level or above and four (4) courses in a secondary language, three (3) at the 300-level or above.

**Economics and Business courses (5):**

ACCT 220	Introduction to Financial Accounting
BADM 280	Applied Organizational Theory and Management
ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
MRKT 271	Marketing Principles

**plus three (3) electives from the following:**

BADM 410	International Trade
BADM 411	International Finance
BADM 412	International Business

A semester study or internship abroad is strongly recommended. See course description for MLLI 496 Internship in International Management.

## MAJOR WITH MINOR IN SECONDARY EDUCATION

The minor in Secondary Education leads to Initial Licensure for Teachers of Foreign Languages Grades 5-12. The Department requires that prior to student teaching, the students must have taken all of the education courses, MLLI 350 Romance Linguistics, and nine (9) of the advanced language courses required for the major.

For both academic and practical reasons, Modern Language majors with a concentration in Spanish or in French are encouraged to achieve proficiency in a second foreign language.

### 1. General Education Requirements (11 courses)

### 2. Modern Language major requirements:

#### Core Requirement (one course):

MLLI 350 Romance Linguistics

#### Concentration in one of the following (11 courses):

Spanish

French

World Languages

### 3. Education Minor Requirements:

EDUC 200 Education in American Society with Field Study I

EDUC 318 Professional Preparation and Field Study II:  
Methods, Special Education, and Technology for  
Modern Languages, Grades 5-12 (2 Course-credits)

EDUC 421 Student Teaching Practicum and Seminar I: Modern  
Languages Grades 5-12 (2 Course-credits)

EDUC 422 Student Teaching Practicum and Seminar II:  
Modern Languages Grades 5 - 12 (2 Course-credits)

PSYC 200 Psychology of Development (Gen. Ed. Goal 9)

*For further information on teacher education, see the Education Department section of the catalog.*

## MINORS

### MINOR IN SPANISH (5 COURSES)

A minimum of five (5) Spanish courses is required for the minor.

### MINOR IN FRENCH (5 COURSES)

A minimum of five (5) French courses is required for the minor.

### MINOR IN LATIN AMERICAN STUDIES (5 COURSES)

Students interested in this program must apply to the Chairs of either the Geography, History, or Modern Languages Departments. To complete the minor, four (4) of the five (5) courses must be taken outside the student's major department. No course may fulfill both major and minor requirements, but

courses in the minor may be used to fulfill general education requirements. **Note:** Modern Language majors must take at least two (2) additional approved courses, outside the major, and not listed above. Approval must be given by the Chair of the Modern Languages Department. No Latin American Studies minor will be awarded without compliance with the above format.

*The minor requires five (5) courses as follows:*

**Four (4) Required courses:**

GEOG 257	Geography of Latin America
HIST 336	Latin America from the Conquest to the Present
MLSP 332	Advanced Spanish Composition and Conversation II or the equivalent
MLSP 334	Spanish-American Culture and Civilization

**One (1) Elective Course from the following:**

HIST 314	United States Diplomatic History
MLSP 435	The Boom in Latin-American Literature
MLSP 432	Contemporary Trends in Spanish-American Thought

**MODERN LANGUAGE COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Course</b>		<b>Goal</b>
MLCH171	Elementary Chinese I	3
MLCH 172	Elementary Chinese II	3
MLFR 101	Elementary French I	3
MLFR 102	Elementary French II	3
MLFR 201	Intermediate French I	3
MLFR 202	Intermediate French II	3
MLGE 151	Elementary German I	3
MLGE152	Elementary German II	3
MLLI 110	The Languages of the World	11
MLPO 141	Elementary Portuguese I	3
MLPO 142	Elementary Portuguese II	3
MLSL 121	American Sign Language I	3
MLSP 131	Elementary Spanish I	3
MLSP 132	Elementary Spanish II	3
MLSP 231	Intermediate Spanish I	3
MLSP 232	Intermediate Spanish II	3

## MODERN LANGUAGES LINGUISTICS COURSE DESCRIPTIONS

### **MLLI 110 The Languages of the World (Gen. Ed. Goal 11)**

A global perspective of the 5,000 or so languages spoken today. The course examines the fundamental structure of human language and the factors involved in language diversity. Major topics include: the internal organization of language, the genetic and structural relationships of the world's major languages, myths and misconceptions about language, the writing systems of the world, linguistic trends in multilingual societies, the effect of mass communication on world linguistic geography. Related topics include bilingualism, literacy, language planning, and language policies, with an emphasis on non-Western European languages and cultures.

### **MLLI 350 Romance Linguistics**

A survey of the emergence and the evolution of the Romance languages from their immediate parent, Vulgar Latin, and an analysis of their current structure. The course examines the internal and external causes that brought about the various changes in pronunciation, word inflection, and word order, and presents contemporary data from which to apply methods of linguistic analysis. The course also includes a component on language acquisition.

### **MLLI 495 Internship Practicum in Modern Languages**

A supervised practical experience which complements the course work of the student in a field study setting. The experience requires individual consultations with the advisor and a research project. Admission to the internship is limited to seniors from the Modern Language major and requires a 2.5 QPA. Offered on a quarter or full-semester basis, the internship counts as either one or two courses toward the major requirement, according to the number of hours devoted to the field experience.

### **MLLI 496 Internship in International Management**

A semester of practical experience in an international business environment in this country or abroad, e.g., in a French or Spanish-speaking country. A written project is required. The students are advised and evaluated by members of the Modern Language and Economics departments. Admission to the internship is limited to seniors or second semester juniors and requires a 2.5 QPA. Students may earn up to 2 course credits applicable to the language minor and/or International Management Concentration, according to the number of hours devoted to the field experience. Credit will not be given for both MLLI 496 and MLLI 495.

Prerequisite: Approval of the department chairs.

## CHINESE COURSE DESCRIPTIONS

### **MLCH 171 Elementary Chinese I (Gen. Ed. Goal 3)**

An integration of language and culture designed to provide beginners with basic functional language skills, both oral and written, and an appreciation of Chinese cultures.

### **MLCH 172 Elementary Chinese II (Gen. Ed. Goal 3)**

A continuation of the study of language and culture designed to provide beginners with basic functional language skills, both oral and written, and an appreciation of Chinese cultures. Prerequisite: Students must either complete MLCH 171 Elementary Chinese I or have the corresponding placement test score, or have prior approval of the instructor in order to enroll in this course.

## FRENCH COURSE DESCRIPTIONS

### **MLFR 101 Elementary French I (Gen. Ed. Goal 3)**

An integration of language and culture designed to provide beginners with basic functional language skills and an appreciation of Francophone culture. **Note:** Students with previous experience in the language are encouraged to take the placement test before enrolling in MLFR 101.

### **MLFR 102 Elementary French II (Gen. Ed. Goal 3)**

A continuation of the study of language and culture designed to provide beginners with basic functional language skills and an appreciation of Francophone culture.

Prerequisite: Students must complete MLFR 101 or have the corresponding placement test score or prior approval of instructor in order to enroll in MLFR 102.

**MLFR 201 Intermediate French I (Gen. Ed. Goal 3)**

An intermediate French course in which students are trained to become independently functional in the French language and knowledgeable about Francophone culture and thought. Discussions, in French, are based on cultural readings, tapes, and films. The course also includes a comprehensive grammar review.

Prerequisite: MLFR 102 Elementary French II or the equivalent placement test score or prior approval of instructor.

**MLFR 202 Intermediate French II (Gen. Ed. Goal 3)**

A continuation of intermediate French I. Students gain further training in order to become independently functional in the French language and knowledgeable about Francophone culture and thought. Discussions, in French, are based on cultural readings, tapes, and films. The course also includes a comprehensive grammar review.

Prerequisite: MLFR 201 Intermediate French I or the equivalent placement test score or prior approval of instructor.

**MLFR 300 Business French**

Practical study of the various types of French written communication involving the world of business, “la langue commerciale”, with the acquisition of its specialized vocabulary and translations from French to English and English to French. Facts concerning the French economy and the principal commercial and industrial exchanges throughout the Francophone world are studied.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 301 Advanced French Composition & Conversation I**

Designed to improve verbal fluency, listening comprehension, and written composition, with special attention to the finer points of grammar and elements of style. Classroom activities and assignments include small group improvisations, oral and written reports, and discussions on topics of contemporary French culture. Conducted in French.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 302 Advanced French Composition & Conversation II**

A further development of spoken and written language, including a review of pronunciation and grammar. Classroom activities and assignments include small group improvisations, oral and written reports, and discussions on topics of contemporary French culture. Conducted in French.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 303 French Culture and Civilization**

The development of France and its civilization as seen chronologically through selected writings, from its beginnings to modern times. The geography of the country is also reviewed. This course, required of French majors, is open to non-majors. All readings as well as a substantial part of media presentations are in French.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 305 Contemporary Trends in the French-Speaking World**

Conducted in French as a conversation class, an enhancement of the students' command of colloquial French through discussions focusing on contemporary French and French-Canadian cultures and current events. As a point of departure for discussions, the course utilizes readings from a text on francophone cultures, current French newspapers and magazines, and records and tapes. Class activities include short exposes, debates and dialogues, and listening comprehension exercises. Non-majors are strongly encouraged to take this course to increase their fluency in French and their understanding of culture in the Francophone world.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 306 Major French Writers I**

An introduction to French literature from the Middle Ages through the seventeenth century. This course is conducted in French.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 307 Major French Writers II**

An introduction to French literature from the eighteenth through the twentieth centuries. This course is conducted in French. Major French Writers I is not a prerequisite for the course.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 314 History of French Cinema**

An introduction to the history of French cinema from the early 20<sup>th</sup> century to the present. Selected films by such important directors as Vigo, Renoir, Cocteau, Clement, Tati, Truffaut, Godard, Varda, and Jeunet are viewed and critically analyzed. All writing, discussions, and presentations are in French.

Prerequisite: MLFR 201 Intermediate French I or prior approval of the instructor.

**MLFR 390 Special Topics in French Studies**

An upper-level seminar on a topic - literary, linguistic, or cultural - directly related to the French language or the French-speaking world. Topics vary from semester to semester and students may take the course for credit more than one time when the topics are different. Students are required to prepare several oral and written presentations for the course as well as a final research paper. Throughout the semester, emphasis is placed on originality, creativity and scholarship. Conducted in French.

Prerequisite: One 300-level French course, or permission of the instructor.

**MLFR 402 The Age of Enlightenment**

The eighteenth century in France; its thought and the forms in which the Enlightenment was expressed are studied through extensive readings in the major literary works of the period and through detailed analysis of selected passages. Students frequently report on their readings orally and in written essays to demonstrate their mastery of the foreign language as well as their understanding of its literature. Conducted in French.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 403 Nineteenth Century French Literature**

The nineteenth century in France as studied through an analysis of the major literary works of the period, spanning the Romantic, Realistic, and Symbolist currents. Students frequently report on their readings orally and in written essays to demonstrate their mastery of the foreign language as well as their understanding of its literature. Classes are conducted in French.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 452 French Intonation and Diction**

A review of phonetics and intense practice in the correct speech patterns of the foreign language. Training in aural comprehension, memorizations and dramatizations, prepared or impromptu reports or debates, are some of the class activities.

Prerequisite: MLFR 201 Intermediate French I, equivalent placement exam score, or prior approval of the instructor.

**MLFR 490 Independent Study in French**

An in-depth investigation into a topic in the areas of literature, culture, linguistics or pedagogy, selected by the student under the guidance of a member of the Modern Languages Department. Regular meetings with the faculty advisor are arranged. A written report is required. Limited to juniors and seniors.

Prerequisite: Advanced knowledge of French literature and culture. This course is not meant to be a replacement for major required courses.

**MLFR 495 Internship Practicum in French**

A supervised practical experience which complements the course work of the student in a field study setting. The experience requires individual consultations with the advisor, and a research project. Admission to the internship is limited to seniors in Modern Languages and requires a 2.5 QPA. Offered on a quarter or full-semester basis, the internship counts as either one or two courses toward the major requirement, according to the number of hours devoted to the field experience.

**GERMAN COURSE DESCRIPTIONS****MLGE 151 Elementary German I (Gen. Ed. Goal 3)**

An introduction to language and culture designed to provide beginners with basic functional language skills and an appreciation of Germanic cultures, both present and past, as illustrated in the works of Durer, Beethoven, Schubert, Th. Mann, Einstein, and Freud. **Note:** Students with previous experience in the language are encouraged to take the placement test before enrolling in MLGE 151.

**MLGE 152 Elementary German II (Gen. Ed. Goal 3)**

A continuation of the study of language and culture designed to provide beginners with basic functional language skills and an appreciation of Germanic cultures, both present and past.

Prerequisite: Students must complete MLGE 151 or have the corresponding placement test score or have prior approval of the instructor in order to enroll in MLGE 152

**PORTUGUESE COURSE DESCRIPTIONS****MLPO 141 Elementary Portuguese I (Gen. Ed. Goal 3)**

An integration of language and culture designed to provide beginners with basic functional language skills and an appreciation of Brazilian and Portuguese cultures.

**MLPO 142 Elementary Portuguese II (Gen. Ed. Goal 3)**

A continuation of the study of language and culture designed to provide beginners with basic functional language skills and an appreciation of Brazilian and Portuguese cultures.

Prerequisite: Students must either complete MLPO 141 or have the corresponding placement test score, or have prior approval of the instructor in order to enroll in this course.

**SIGN LANGUAGE COURSE DESCRIPTIONS****MLSP 121 American Sign Language I (Gen. Ed. Goal 3)**

An introductory to language and culture designed to provide beginners with basic American sign language vocabulary and syntax and an appreciation to deaf culture and deaf history. Opportunities to interact with the deaf community are provided. Students give class presentations and complete a research paper by the end of the semester.

**SPANISH COURSE DESCRIPTIONS****MLSP 131 Elementary Spanish I (Gen. Ed. Goal 3)**

An integration of language and culture designed to provide beginners with basic functional language skills and an appreciation of Hispanic cultures. **Note:** Students with previous experience in the language are encouraged to take the placement test before enrolling in MLSP 131.

**MLSP 132 Elementary Spanish II (Gen. Ed. Goal 3)**

A continuation of the study of language and culture designed to provide beginners with basic functional language skills and an appreciation of Hispanic cultures.

Prerequisite: Students must complete MLSP 131 or have the corresponding placement test score or have prior approval of instructor in order to enroll in MLSP 132.

**MLSP 231 Intermediate Spanish I (Gen. Ed. Goal 3)**

An intermediate Spanish course in which students are trained to become independently functional in the Spanish language and knowledgeable about Hispanic cultures and thought. Discussions are in Spanish and based on cultural materials. The course also includes a comprehensive grammar review.

Prerequisite: MLSP 132 Elementary Spanish I or the equivalent placement test score or prior approval of instructor.

**MLSP 232 Intermediate Spanish II (Gen. Ed. Goal 3)**

A continuation of Intermediate Spanish I. Students gain further training in order to become independently functional in the Spanish language and knowledgeable about Hispanic cultures and thought. Discussions are in Spanish and based on cultural materials. The course also includes a comprehensive grammar review.

Prerequisite: MLSP 231 Intermediate Spanish I or the equivalent placement test score or prior approval of instructor.

**MLSP 270 Spanish for Health Professions**

Designed to train students in medical terminology and cultural awareness. Following the practicum model, students enact the triadic encounter (patient-provider-interpreter) through role-play within various medical settings as they implement their knowledge of the Spanish language and management of medical terminology. Also recommended for professionals who have some experience within the medical context, such as medical assistants, nurses, physicians' assistants, nutritionists, social workers, and medical technicians.

Prerequisite: MLSP 231 Intermediate Spanish I or equivalent; or permission of instructor.

**MLSP 320 Introduction to the Analysis of Hispanic Texts**

An intermediate step between language-oriented courses and those dealing more exclusively with literature. In this course, students develop techniques for reading and interpreting Hispanic literary texts, including fictional narrative, drama, and lyric poetry. The course focuses on the consolidation of reading skills with an emphasis on acquisition of critical vocabulary and approaches to contemporary works from Spain and Latin America. Classes are conducted in Spanish.

Prerequisite: MLSP 232 Intermediate Spanish II or permission of instructor.

**MLSP 330 Business Spanish**

Practical study of the various types of Spanish written communication involving the world of business, with the acquisition of its specialized vocabulary and translations from Spanish to English and English to Spanish. The influence of cultural values on the business world in Hispanic countries is studied.

Prerequisite: MLSP 232 Intermediate Spanish II or prior approval of the instructor.

**MLSP 331 Advanced Spanish Composition & Conversation I**

A continuation in the development of spoken and written language, including a review of pronunciation and grammar. Attention is given to the finer points of grammar. Compositions and class discussions are based on Hispanic themes and on topics of contemporary interest.

Prerequisite: MLSP 232 Intermediate Spanish II, equivalent placement test score, or prior approval of the instructor.

**MLSP 332 Advanced Spanish Composition & Conversation II**

A further development of spoken and written language, including a review of pronunciation and grammar. Attention is given to the finer points of grammar. Compositions and class discussions are based on Hispanic themes and on topics of contemporary interest.

Prerequisite: MLSP 232 Intermediate Spanish II, equivalent placement test score, or prior approval of the instructor.

**MLSP 333 Spanish Culture and Civilization**

A survey of Spanish civilization from prehistoric times to the present, covering the major episodes in Spanish history and the predominant cultural currents and artistic developments. Conducted in Spanish.

Prerequisite: MLSP 331 Advanced Spanish Composition & Conversation I or MLSP 332 Advanced Spanish Composition & Conversation II, or prior approval of the instructor.

**MLSP 334 Spanish American Culture and Civilization**

A survey of Spanish-American civilizations, studied chronologically from the pre-Columbian Maya, Aztec and Inca civilizations to the twentieth century, with emphasis on the Spanish conquest, the colonial period and the wars of independence. The predominant cultural currents and artistic developments are studied. Conducted in Spanish.

Prerequisite: MLSP 331 Advanced Spanish Composition & Conversation I or MLSP 332 Advanced Spanish Composition & Conversation II, or prior approval of the instructor.

**MLSP 335 Major Hispanic Writers I**

An historical and literary survey of peninsular and Latin American texts, focusing on works written during the evolution of the Spanish language in the Middle Ages through the colonial chronicles of the seventeenth century. Instruction and discussions are in Spanish.

Prerequisite: MLSP 331 Advanced Spanish Composition & Conversation I or MLSP 332 Advanced Spanish Composition & Conversation II, or prior approval of the instructor.

**MLSP 336 Major Hispanic Writers II**

An historical and literary survey of Spanish language texts of eighteenth, nineteenth, and twentieth-century Spain and Latin America. Focus is on the literary periods of romanticism, realism/naturalism, and modernism. Instruction and discussions are in Spanish.

Prerequisite: MLSP 331 Advanced Spanish Composition & Conversation I or MLSP 332 Advanced Spanish Composition & Conversation II, or prior approval of the instructor.

**MLSP 343 The Latin American Short Story: Love, Death, and Humor**

An analytical study of selected Latin American short stories of the 19th and 20th centuries, with attention to the evolution of their forms and ideas within specific historical and social contexts. Classes are conducted in Spanish.

Prerequisite: MLSP 232 Intermediate Spanish II or permission of instructor.

**MLSP 345 Tales of Mystery from Latin American**

A close reading and analysis of selected Latin American mystery stories of the nineteenth and twentieth centuries. This course is designed for students to build vocabulary and gain practice in written expression. Readings and discussions are in Spanish.

Prerequisite: MLSP 232 Intermediate Spanish II or equivalent; or prior approval of instructor.

**MLSP 362 Spanish Intonation and Diction**

A review of phonetics and intense practice in the correct speech patterns of the foreign language. Training in aural comprehension, memorizations and dramatizations, prepared or impromptu reports or debates, are some of the class activities.

Prerequisite: MLSP 232 Intermediate Spanish II.

**MLSP 431 Contemporary Trends in Spain**

An advanced course designed to introduce students to philosophical and cultural concepts held in contemporary Spain. To this end, readings from both literary and non-literary sources are utilized with frequent reports, both oral and written, required in order to encourage the student to relate theory to practice.

Prerequisite: MLSP 331 Advanced Spanish Composition & Conversation I or MLSP 332 Advanced Spanish Composition & Conversation II, and one other 300- or 400-level Spanish course; or prior approval of the instructor.

**MLSP 432 Contemporary Trends in Spanish-American Thought**

An advanced course designed to introduce students to philosophical concepts often held by the Latin American residing both within and outside the United States. Due to greater cultural contact with the United States, emphasis is placed on Puerto Rican, Cuban and Mexican views. While readings are assigned from literary and nonliterary sources, the thrust of the course is practical, with frequent reports, both oral and written. Conducted in Spanish. Readings in both English and Spanish.

Prerequisites: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II and two other 300- or 400-level Spanish courses; or prior approval of the instructor.

**MLSP 433 Nineteenth Century Spanish Literature**

An overview of the main literary currents in nineteenth-century Spanish literature with special attention focused on certain selected and representative works taken from the main genres. Conducted in Spanish.

Prerequisites: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II and two other 300- or 400-level Spanish courses; or prior approval of the instructor.

**MLSP 435 The Boom in Latin American Literature**

Selected readings in the literature of such noted Latin American authors as Borges, Donoso, Garcia Marquez, and Fuentes. Conducted in Spanish.

Prerequisites: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II and two other 300- or 400-level Spanish courses; or prior approval of the instructor.

**MLSP 436 Cervantes**

Readings and discussion of Cervantes' works with special emphasis on his masterpiece, Don Quixote. Conducted in Spanish.

Prerequisites: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II and two other 300- or 400-level Spanish courses; or prior approval of the instructor.

**MLSP 437 Spanish Theatre and Poetry of the Twentieth Century**

A critical study of the main trends of Spanish theater and poetry of the twentieth century. Conducted in Spanish.

Prerequisites: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II and two other 300- or 400-level Spanish courses; or prior approval of the instructor.

**MLSP 439 Intensive Analysis of Spanish Grammar**

An intensive review and analysis of the grammatical and syntactical patterns of the Spanish language designed for those students primarily interested in the structural aspects of foreign language study. This course, while not required of all Spanish majors, represents an intermediate level in grammatical analysis between MLSP 331-2 (Advanced Spanish Composition and Conversation I and II) and MLSP 461 (Spanish Stylistics). Frequent compositions and grammatical exercises will be utilized.

Prerequisites: MLSP 331 Advanced Spanish Composition and Conversation I and MLSP 332 Advanced Spanish Composition and Conversation II; or prior approval of the instructor.

**MLSP 443 Spanish American Film**

A study of Latin American and Caribbean cinema. The focus is on films that represent cultural values and issues in contemporary Latin American societies. Students learn to recognize cinematographic styles and techniques, as well as the differences among the cultures that are studied. Particular attention is paid to the themes of ethnicity, class, gender, sexual orientation, and politics. When appropriate, corresponding literary texts will be examined. Film viewing, class discussion, related readings and assignments are in Spanish.

Prerequisites: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II and one other 300- or 400-level Spanish course; or prior approval of the instructor.

**MLSP 445 Tales of the Fantastic from the Southern Cone**

Selected twentieth-century short stories and novellas from Argentina and Uruguay, which focus on the scientific and psychological construction of alternate realities, are studied in their relation to the poetics of the fantastic. Classes are conducted in Spanish.

Prerequisites: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II and one other 300- or 400-level Spanish course; or prior approval of the instructor.

**MLSP 446 Testimonial Literature of the Dirty War**

A study of the legacy of State Terrorism, in which works written by the survivors of the concentration camps in Argentina twenty years after the end of the Dirty War (1974-1983) constitute the primary focus of the coursework. Readings of a variety of genres, and course instruction are in Spanish.

Prerequisite: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II, or equivalent, or prior approval of the instructor.

**MLSP 448 Controversial Cinema in Latin America**

A study of "new wave" Latin American cinema. The focus of the course is on films that deal with controversial topics such as female violence, torture, the drug trade, sexuality issues and alternative families in contemporary Latin American societies. When appropriate, corresponding literary texts are examined. Film viewing, class discussions, related readings and assignments are in Spanish.

Prerequisite: MLSP 331 Advanced Spanish Composition and Conversation I or MLSP 332 Advanced Spanish Composition and Conversation II, or equivalent, or prior approval of the instructor.

**MLSP 463 Seminar in Spanish**

An advanced seminar on a topic - literary, linguistic, or cultural - directly related to Spanish or the Spanish-speaking world. Topics vary from semester to semester. Students are required to prepare several oral and written presentations to the seminar as well as a final written term report. Throughout the seminar, the emphasis is placed on originality, creativity, and scholarship. Conducted in Spanish.

Prerequisite: Open to junior and senior Modern Language majors who have completed at least 6 courses at the 300 level or higher, and to others with permission of the instructor.

**MLSP 490 Independent Study in Spanish**

An in-depth investigation of a topic in the areas of literature, culture, linguistics or pedagogy, selected by the student under the guidance of a member of the Modern Languages Department. Regular meetings with the faculty advisor are to be arranged. A written report is required. **Note:** Limited to juniors and seniors.

Prerequisite: Advanced knowledge of Spanish literature and culture. This course is not meant to be a replacement for major required courses.

**MLSP 495 Internship Practicum in Spanish**

A supervised practical experience which complements the course work of the student in a field study setting. The experience requires individual consultations with the advisor, and a research project. Admission to the internship is limited to seniors in Modern Languages and requires a 2.50 QPA. Offered on a quarter or full-semester basis, the internship counts as either one or two courses toward the major requirement, according to the number of hours devoted to the field experience.

# Nursing

**Chair: Susan Mullaney**

Professor: Susan L. Conrad, Susan Mullaney

Associate Professors: Sandra I. Austin, Stephen M. Bolio

Assistant Professors: Cynthia Bechtel

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

The program, accredited by the National League for Nursing Accrediting Commission (NLNAC) and awarded new applicant status by the Commission of Collegiate Nursing Education (CCNE), offers a Bachelor of Science with a major in Nursing for registered nurses who already have an Associate Degree or a Diploma in Nursing.

The curriculum provides a broad educational base in the humanities and in the natural and social sciences. The program encourages self-directed learning, critical thinking, independent action, and professional awareness. The goal is preparation of a nurse who is able to function as a generalist in a variety of health-care settings. The course of study provides a base for graduate work in education, research, clinical specialization or administration.

The curriculum is organized around the concept of prevention as a means of attaining wellness.

The goal of prevention:

1. Primary prevention - to prevent the initiation of illness through the reduction of risk factors and the promotion of wellness.
2. Secondary prevention - to arrest the development of illness through early detection of illness and the promotion of wellness.
3. Tertiary prevention - to minimize the consequences of illness and disability through the promotion of wellness.

**Program Objectives:**

1. Utilize nursing theory and research in making evidence-based decisions on nursing practice in relation to the three levels of preventive health nursing care.
2. Utilize nursing process as a means of decision-making for refining and extending practice.
3. Synthesize the theoretical and empirical knowledge from the natural and behavioral sciences and the humanities with nursing theory in preventive health care.
4. Provide nursing activities of education, motivation, advocacy, and assistance to the person in relation to health.
5. Demonstrate accountability for decision-making related to professional nursing.
6. Evaluate research for applicability of its findings to nursing theory and practice.
7. Demonstrate leadership skills through interaction with others as a professional nurse.
8. Communicate effectively and collaborate with members of the intraprofessional team to enhance the health care delivery system.
9. Participate in resolving community and societal health needs through nursing activities.
10. Provide comprehensive and individual nursing care based in assessment which includes the person's socioeconomic status, life style, gender, culture, and personal values and beliefs.

- Utilize current electronic technology/computer to enhance nursing practice.

**Applicants must meet the following requirements for admissions:**

- Application to the University.
- Official transcripts from basic nursing programs and all colleges and/or universities attended.
- Evidence of current Registered Nurse licensure in Massachusetts. (May apply during basic nursing program, but must be licensed prior to taking nursing courses.)

Transfer credit evaluations are made by the Registrar's Office. Registered Nurses can receive credit for non-nursing college courses successfully completed at other institutions of higher learning. Students may also receive credit through the challenge examination process [National League for Nursing and College Level Examination Program (NLN and CLEP)]. The policies for acceptable challenge exams and scores are determined by the department offering the courses. The acceptable NLN challenge exams are: anatomy and physiology, and microbiology.

**The General Education Requirement**

All students must satisfy a general education requirement consisting of twelve (12) courses outside of the major department.

**Course Prerequisites**

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

**NURSING MAJOR**

**Prerequisites to the Upper Division Nursing Major**

To meet the requirements of the Nursing Program, the University will accept in transfer the following courses (subject to University transfer credit policy):

- Two (2) college-level laboratory courses in Anatomy and Physiology
- One Chemistry course (laboratory course)
- One Microbiology course (laboratory course)
- One General Psychology course
- One Sociology course

Lower Division Nursing Knowledge:

- Seven (7) course-credits earned by graduating from a program approved by a state Board of Registration in Nursing. Specific articulation agreements exist with the following Massachusetts programs:

Becker College	Massasoit Community College
Berkshire Community College	Mount Wachusett Community College
Bristol Community College	Middlesex Community College
Bunker Hill Community College	Northern Essex Community College
Cape Cod Community College	North Shore Community College
Greenfield Community College	Quincy College
Holyoke Community College	Quinsigamond Community College
Laboure College	Roxbury Community College
Mass Bay Community College	Springfield Technical Community College

- 2.) Seven (7) course-credits earned by challenge examination (ACEII and Clinical Practice Exams) for registered nurses who did graduated from a program not approved by a state Board of Registration in Nursing.

### UPPER DIVISION NURSING MAJOR (UNUR)

The upper division Nursing major may be completed in as few as three (3) semesters:

NURS 310	Professional Nursing Perspectives
NURS 325	Nursing Informatics
NURS 330	Primary Prevention in the Community
NURS 340	Nursing Care of the Family
NURS 420	Nursing Theory
NURS 430	Secondary Prevention
NURS 440	Introduction to Nursing Research
NURS 460	Nursing Leadership
NURS 470	Tertiary Prevention

As mandated by the Massachusetts General Laws 444 of the Acts of 1996, a criminal offender record information (CORI) check will be performed on students who will have clinical experience in community and home settings.

### Performance Standards

1. A QPA of 2.00 in nursing courses is required for continuance in the program.
2. A grade of at least C- is required in nursing courses.
3. When a grade of D or of E is received in a nursing course the course may be repeated only once.
4. Failure to meet these standards will result in dismissal from the program.

Any student on academic probation cannot be admitted to:

NURS 440	Introduction to Nursing Research
NURS 460	Nursing Leadership
NURS 470	Tertiary Prevention.

### NURSING COURSE DESCRIPTIONS

#### NURS 310 Professional Nursing Perspectives

An overview of the Nursing Department's philosophy, conceptual framework, and objectives. Philosophical, historical, ethical, economic, and legal aspects of nursing practice are examined. Contemporary and future goals of the nursing profession in relation to education, practice and research, as well as the health care delivery system are investigated. In the practice learning environment component students explore professional nursing activities and the course concepts.

Prerequisite: Must be an R.N.

#### NURS 325 Nursing Informatics

A Web-enhanced course that introduces the student to the role of nursing informatics in identifying, collecting, processing, and managing information that uniquely impacts nursing practice. The practice learning environment component emphasizes the development of proficiency in the use of the computer as a critical thinking and decision-making tool.

Prerequisite: Nursing majors only.

**NURS 330 Primary Prevention in the Community**

An exploration of community values, beliefs, standards, and practices as they relate to health. The concept of primary prevention is applied through the nursing activities of education, motivation, advocacy, and assistance. A community-based practice learning environment component with a focus on prevention is included.

Prerequisite: Nursing majors only.

**NURS 340 Nursing Care of the Family**

An evaluation of the family in relation to General Systems Theory and an exploration of the influence of stress and self-actualization on the family's development and health. The practice learning environment component consists of nursing activities which enable the family to progress towards wellness.

Prerequisites: NURS 310 Professional Nursing Perspectives.

**NURS 420 Nursing Theory**

An examination of nursing theory, the scientific process of theory development, and theory evaluation. Selected nursing theories that are relevant to current nursing practice are analyzed and applied in the practice learning environment component.

Prerequisites: NURS 310 Professional Nursing Perspectives.

**NURS 430 Secondary Prevention**

An overview of the utilization of functional health pattern nursing assessment to identify health at the secondary level of prevention in order to arrest the development of illness and promote wellness. The practice learning environment component enables the student to deliver nursing care through the use of the nursing process.

Prerequisites: NURS 310 Professional Nursing Perspectives and NURS 330 Primary Prevention in the Community.

**NURS 440 Introduction to Nursing Research**

An introduction to the research process and the evaluation of nursing research. The practice learning environment activities are organized around the identification and exploration of specific nursing problems.

Prerequisites: NURS 325 Nursing Informatics.

**NURS 460 Nursing Leadership**

A presentation of theories of leadership and management and their applications to nursing. Central concepts included are: communication theory, teaching-learning theory, the nurse's role in delegation of responsibility, evaluation of nursing care, and effecting change. The practice learning environment component enables the student to apply the principles of nursing practice.

Prerequisites: NURS 325 Nursing Informatics.

**NURS 470 Tertiary Prevention**

An examination of the role of health-related behaviors in chronic illness or disability. Aspects of habilitation and rehabilitation are explored throughout the person's life. The practice learning environment component enables the student to apply nursing theory to the care of individuals and families in order to minimize the negative consequences of illness or disability.

Prerequisites: NURS 340 Nursing Care of the Family and NURS 430 Secondary Prevention.

**NURS 490 Independent Study in Nursing**

An investigation of a topic in Nursing selected by the student with supervision of a member of the Nursing Department. The selection of a topic is made by the student with written approval of the faculty supervisor. A final report and oral presentation are required. All proposals must be approved by the faculty supervisor and the Department Chair.

Prerequisites: A 3.0 QPA overall and in the major.

# Physics and Earth Sciences

## Chair: Kriston Chon

Assistant Professor: Kristin Chon, Lawrence McKenna,  
Vandana Singh

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

## University Planetarium

Coordinating Director: Kristin Chon

The University Planetarium is located in Hemenway Annex. The fully automated planetarium theater is equipped with a Spitz 512 prime sky projector capable of showing the 2500 brightest stars found in the night sky, digital multimedia, and Dolby surround sound. The planetarium sky is a hemisphere 30 feet in diameter, with seating beneath the dome accommodating 49 students.

## PRE-ENGINEERING PROGRAM (UPEN)

This program, in cooperation with the University of Massachusetts-Lowell, University of Massachusetts-Amherst, and University of Massachusetts-Dartmouth, establishes a freshman and sophomore curriculum leading to a B.S. degree in one of the engineering disciplines: civil, chemical, electrical, mechanical, nuclear, or plastics at the University of Massachusetts-Lowell; chemical, civil, computer systems, electrical, industrial, or mechanical at the University of Massachusetts-Amherst; civil, computer, electrical, or mechanical at University of Massachusetts-Dartmouth. A typical student accepted into this program will study for two years at Framingham State and complete the program at one of the universities, earning the degree from that institution. Pre-engineering students who complete the program with a "B" average (CQPA = 3.0 or better) are guaranteed admission into the engineering program at each university. Those students with a "C" average will probably be accepted, but their transfer cannot be guaranteed. Other students may choose to remain at Framingham and complete their program of studies in a major such as Biology, Chemistry, or Computer Science.

Each student who enters the program will be assigned a Physics or Chemistry Department faculty advisor. Students are not required to designate a specific engineering major until the end of the freshman year, and those students continuing at one of the universities should plan to spend three years with a reduced academic load to complete their degree work. It will be necessary for transfer students to schedule summer session coursework if they wish to complete all degree requirements over a four year period.

The program of study during the two years at Framingham State University is shown below. Each incoming student must pass the mathematics placement examination in order to register for a credit-bearing mathematics course. Students must do well on this examination to begin the mathematics sequence with Calculus I. Students who do not place into the Calculus I course are required to take additional mathematics prior to taking Calculus I. Courses to be taken during the sophomore year of the program depend, to some extent, on the choice of engineering concentration.

### Freshman Year: (common to all engineering options)

#### Fall Semester

MATH 219	Calculus I
CHEM 107	Principles of Chemistry

ECON 102 Principles of Microeconomics

ENGL 110 Expository Writing

### Spring Semester

CHEM 108 Principles of Chemistry and Quantitative Analysis

ENGL\_\_\_\_ A literature course

CSCI 152 Computer Science I Using Java

MATH 220 Calculus II

### Sophomore Year:

#### Fall Semester

CSCI 252 Computer Science II Using Java

MATH 221 Calculus III

PHYS 211 Principles of Physics I

\_\_\_\_\_ Elective\*

#### Spring Semester

CSCI 321 Digital Electronics or science elective

PHYS 212 Principles of Physics II

\_\_\_\_\_ Elective\*

\_\_\_\_\_ Elective\*

#### \*Electives (suggested):

BIOL 160 Introduction to Organismal Biology

BIOL 161 Introduction to Cell and Molecular Biology

CHEM 207 Organic Chemistry I

CHEM 208 Organic Chemistry II

ECON 101 Principles of Macroeconomics

MATH 222 Differential Equations

## COORDINATE EDUCATION MAJOR WITH INTERDISCIPLINARY MAJOR: SPECIALIZATION IN NATURAL SCIENCES (UIDA) (Home Department-Physics and Earth Sciences)

The Physics and Earth Sciences Department sponsors the Interdisciplinary Major in Natural Sciences for students seeking licensure at the early childhood or elementary level. For more specific information, refer to the Education section of the catalog.

## MINORS

### MINOR IN EARTH SCIENCES (5 COURSES)

The following courses are required to complete this minor:

ASTR 220 The Solar System

EASC 241 Introduction to Meteorology

EASC 246 Oceanography

GEOL 231	Physical Geology
GEOL 232	Historical Geology: Global Climate Change Through Deep Time

**MINOR IN GEOLOGY (4 COURSES)**

The following courses are required to complete this minor:

GEOL 231	Physical Geology
GEOL 232	Historical Geology: Global Climate Change Through Deep Time
GEOL 233	Environmental Geology for Town & Regional Planning
GEOL 331	Regional Field Geology

**MINOR IN PHYSICS (5 COURSES)**

The following courses are required to complete this minor:

PHYS 211	Principles of Physics I
PHYS 212	Principles of Physics II
PHYS 272	Modern Physics
CHEM 303	Physical Chemistry I
PHIL 118	Introduction to Philosophy of Science

**PHYSICS AND EARTH SCIENCES COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

Courses		Goal(s)
ASTR 230	The Solar System	6
ASTR 230	Stars and Galaxies	6
EASC 131	Conversations with the Earth – An Introduction to Geology	6
EASC 241	Introduction to Meteorology	6
EASC 246	Oceanography	6
GEOL 231	Physical Geology	6, Lab
GEOL 232	Historical Geology: Global Climate Change Through Deep Time	6, Lab
PHSC 109	Introduction to Physical Science	6, Lab
PHYS 111	Physics, Nature, and Society	6, Lab
PHYS 201	Introductory Physics	6, Lab
PHYS 211	Principle of Physics I	6, Lab

## ASTRONOMY COURSE DESCRIPTIONS

### **ASTR 220 The Solar System (Gen. Ed. Goal 6)**

An overview of what we know about the Solar System: how it began and evolved, its components and their properties, and how these elements interact as a system. Topics include the history and physics of astronomy, celestial motions, the Earth-Moon-Sun system, the terrestrial and jovian planets, natural satellites and ring systems, asteroids and comets, the origins and fate of our Solar System, and the origins of life. Lectures are supplemented by selected readings, planetarium presentations, and telescopic observations. NOTE: Credit will not be given for this course and ASTR 251 Introduction to Astronomy.

Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

### **ASTR 230 Stars and Galaxies (Gen. Ed. Goal 6)**

An introduction to astronomy beyond the Solar System. Topics include the birth and death of stars, black holes, the structure of the Milky Way Galaxy, galactic evolution, the Big Bang, the possible fate of our universe, and the possibilities of life in the universe. Lectures are supplemented by selected readings, planetarium presentations, and telescopic observations.

Prerequisite: MATH 123 College Algebra or permission of instructor.

## EARTH SCIENCE COURSE DESCRIPTIONS

### **EASC 131 Conversations with the Earth: An Introduction to Geology (Gen. Ed. Goal 6)**

Designed for non-science students wishing an introduction to the study of the Earth. The course includes a discussion of the theories on the formation and evolution of the Earth including the theory of plate tectonics and seafloor spreading which is revolutionizing the way we interpret the Earth's history. Also covered are the development of landscapes, our human relationship to the Earth with respect to needed resources and geological hazards, the formation and importance of fossils, and how all this information is collected and evaluated by earth scientists. **Note:** Credit cannot be received for the course if preceded by GEOL 231 Physical Geology or GEOL 232 Historical Geology.

Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination. This course may be taken concurrently with MATH 095 General Mathematics.

### **EASC 241 Introduction to Meteorology (Gen. Ed. Goal 6)**

A focus on the acquisition of an understanding of the phenomenon of weather and the behavior of the Earth's atmosphere. The underlying physical principles required as the foundation for this understanding are introduced as needed. Topics that are covered include the origin and composition of the Earth's atmosphere, the ozone problem, global warming, cloud and precipitation formation, types of fog, causes of winds, air mass and frontal weather, air pollution and acid rain, thunderstorms, tornadoes, hurricanes, and weather forecasting.

Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

### **EASC 246 Oceanography (Gen. Ed. Goal 6)**

An introduction to the structure and origin of ocean 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; management practices for coastal and oceanic environments. Several field trips supplement lectures. This course is designed for all students interested in the oceans and their preservation.

Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

### **EASC 490 Independent Study in Earth Sciences**

An opportunity to continue to study a topic in greater depth or to explore topics or problems in the earth sciences that are new to the student. Admission to this course is open only to juniors and seniors who are Earth Science minors and who have an overall QPA of 2.70. Admission must be approved by the supervising faculty member and the department chair.

## **GEOLOGY COURSE DESCRIPTIONS**

### **GEOL 231 Physical Geology (Gen. Ed. Goal 6, Lab)**

A study of the nature and origin of the minerals and rocks composing 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 any students wanting to learn more about the formation of landscapes and the limitations of earth resources.

Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

### **GEOL 232 Historical Geology: Global Climate Change Through Deep Time (Gen. Ed. Goal 6, Lab)**

A study of the principles and techniques used in interpreting the geologic time and the evolution of the geologic time scale. Other topics include: the origin and evolution of the Earth and its continents and ocean basins, and the nature of fossils and their use in studies of biological evolution, resources, and evolution of North America. This course has numerous field trips and is designed for students in any major.

Prerequisite: GEOL 231 Physical Geology, and either MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

### **GEOL 233 Environmental Geology for Town and Regional Planning**

A focus on the nature and structure of local bedrock and surficial deposits, the distribution and dynamics of surface and ground water, waste disposal and treatment, and coastal processes. Local geologic hazards such as flooding, mass movements of unconsolidated surface deposits, subsidence, ground water contamination and coastal erosion are considered. Students become familiar with resources, tools, and new approaches through geology to environmental planning and impact analysis. Local case studies and field trips supplement the lectures.

Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

### **GEOL 331 Regional Field Geology**

A course with two major purposes. First, it is an introduction to the techniques of geological field investigation and involves practice in the recognition and description of rock types, rock structures, and landforms. Using data collected during field work, students prepare and interpret geologic maps and cross-sections and summarize their findings in written reports. Second, students acquire a knowledge of the regional geology of selected areas with special emphasis on New England. Students are expected to attend one out of the two or three day field trips. This course is designed for students in any major who desire practical experience in reading the landscape.

Prerequisite: GEOL 231 Physical Geology and GEOL 232 Historical Geology: Global Climate Change Through Deep Time, MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

## **PHYSICAL SCIENCE COURSE DESCRIPTIONS**

### **PHSC 109 Introduction to Physical Science (Gen. Ed. Goal 6, Lab)**

An introduction to the fundamental behavior of matter and energy. Topics include the nature of scientific investigation, properties of matter, motion, energy conservation, heat, wave motion, magnetism and static electricity, nuclear fission and fusion, and the relationships among the different areas of physical science. This course is intended for Elementary Coordinate Education majors and includes a weekly two-hour laboratory component. Note: Students will not receive credit for this course after having taken PHYS 201 Introductory Physics or PHYS 211 Principles of Physics I.

Prerequisites: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination and status as a Coordinate Education major.

## PHYSICS COURSE DESCRIPTIONS

### **PHYS 111 Physics, Nature, and Society (Gen. Ed. Goal 6, Lab)**

A study of conceptual physics, with an emphasis on the discovery of the hidden patterns in nature that govern everyday phenomena, from motion and forces to energy and conservation laws. The complex relationship between science, technology, and society is explored, including discussions of the relationship between humans and nature, and the use and abuse of science in society, with particular emphasis on environmental problems such as global warming. NOTE: Students will not receive credit for this course after having taken PHYS 201 Introductory Physics or PHYS 211 Principles of Physics I. Prerequisite: MATH 095 General Mathematics or a satisfactory score on the mathematics placement examination.

### **PHYS 201 Introductory Physics (Gen. Ed. Goal 6, Lab)**

An introduction to those concepts of physics of particular relevance to the life and earth sciences. The topics covered, all at a non-calculus level, include motion, scaling, energy and its conservation, fluids, wave motion, electrostatic force, electrical currents, nuclear radiation and its effects and uses. The course includes a weekly three-hour laboratory component.

Prerequisite: MATH 200 Precalculus.

### **PHYS 211 Principles of Physics I (Gen. Ed. Goal 6, Lab)**

The study of motion, Newton's Laws, work and energy, momentum, gravitation, and the rotation of rigid bodies. Designed for students majoring in the sciences, mathematics, and pre-engineering. Includes a weekly, three-hour laboratory component.

Prerequisite: MATH 219 Calculus I (may be taken concurrently).

### **PHYS 212 Principles of Physics II**

A continuation of Principles of Physics I, involving the study of wave motion, sound, electricity and magnetism, d.c. circuits, and electromagnetic waves. Designed for students majoring in the sciences, mathematics, and pre-engineering. Includes a weekly, three-hour laboratory component.

Prerequisite: PHYS 211 Principles of Physics I.

### **PHYS 272 Modern Physics**

An algebra-based survey of important topics in modern physics. It begins with Einstein's Special and General Theories of Relativity, including phenomena such as time dilation, black holes and gravitational lensing. Quantum physics is introduced via discussions of the Heisenberg Uncertainty Principle, the wave nature of matter and the dual nature of light, and is applied to the physics of atoms and molecules. Nuclear physics and elementary particle physics are introduced at the end, with a view to building a basic understanding of radioactivity, fundamental forces, and the current search for the unification of physical laws.

Prerequisite: PHYS 201 Introductory Physics or PHYS 211 Principles of Physics I.

### **PHYS 490 Directed Study in Physics**

An opportunity to continue to study a topic in greater depth or to explore topics or problems in the earth sciences that are new to the student. Admission to this course is open only to juniors and seniors who are Physics minors and who have an overall QPA of 2.70. Admission must be approved by the supervising faculty member and the department chair.

# Political Science

## Chair: George Jarnis

Professors:	George Jarnis
Assistant Professor:	Krisztina Pongratz-Chander, Douglas Telling
Pre-Law Advisor:	Douglas Telling

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

## The General Education Requirements

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 10 (Forces in the United States) and Constitution Studies (U.S. and Massachusetts) requirements are satisfied through the completion of the Politics major.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## POLITICAL SCIENCE MAJOR (UPOG)

### Departmental Requirements for Politics Major:

The Political Science major consists of twelve (12) courses and one (1) required/related general education course.

#### Introductory core courses (required):

POSC 110	Introduction to American Politics
POSC 120	Introduction to World Politics

#### Intermediate courses (select two):

POSC 211	Political Theory: Justice, Law, and Order
POSC 216	Film and Politics
POSC 220	The Politics of Globalization
POSC 223	Bureaucratic Politics and Power
- POSC 250	American Legal Systems
POSC 260	+Comparative Political Systems

*Students majoring in Political Science should complete POSC 110 Introduction to American Politics and POSC 120 Introduction to World Politics during their freshman year. All above courses must be completed prior to the end of the sophomore year.*

#### Advanced core courses (required):

POSC 316	U.S. Constitutional Law and Politics
POSC 337	Legislative Politics and Policy
POSC 341	The Presidency: Politics and Administration

#### Advanced courses (select three):

POSC 313	American Political Thought
POSC 325	Public Management

POSC 327	Elections and Campaign Strategy
POSC 328	Public Budgeting and Management
POSC 329	Public Policy Analysis
POSC 342	Formation and Conduct of U.S. Foreign Policy
POSC 365	Latin American Politics

**One Elective:**

Any course offered by the Political Science Department

**Seminar:**

POSC 425	Seminar in Politics
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**Required/related course:**

All Politics majors must take MATH 117 Introduction to Statistics.

**MINORS****MINOR IN LAW AND POLITICS (5 COURSES)**

The minor in Law and Politics is designed to provide undergraduate students with a structured program of study in judicial and governmental processes. U.S. public policy is constrained by our legal system, and conversely, our legal system is sometimes modified by political interests. This program will focus on the interaction of law and politics.

POSC 211	Political Theory: Justice, Law, and Order
POSC 250	American Legal Systems
POSC 315	Judicial Politics and Policy
POSC 316	U.S. Constitutional Law and Politics
POSC 450	Internship in the Judicial System

**MINOR IN POLITICAL SCIENCE (5 COURSES)**

POSC 110	Introduction to American Politics
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Four (4) other courses above the 100-level acceptable for the major.

**MINOR IN PUBLIC ADMINISTRATION (5 COURSES)**

The Public Administration minor addresses the purpose, function and behavior of public sector agencies and the management of government and non-profit organizations. It addresses the environment in which public administration operates and provides students with the tools and techniques public sector managers employ to develop, promote, implement, and assess public policy and programs.

POSC 223	Bureaucratic Politics and Policy
POSC 325	Public Management
POSC 328	Public Budgeting and Management
POSC 329	Public Policy Analysis
POSC 335	Public Personnel Management

## POLITICAL SCIENCE COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)

Courses		Goal(s)
POSC 110	Introduction to American Politics	10
POSC 120	Introduction to World Politics	11
POSC 212	Political Theory: Age of Ideology	8
POSC 216	Film and Politics	12
POSC 220	The Politics of Globalization	11
POSC 250	American Legal Systems	10
POSC 260	Comparative Political Systems	11

## POLITICAL SCIENCE COURSE DESCRIPTIONS

### *Lower Division*

#### **POSC 110 Introduction to American Politics (Gen. Ed. Goal 10)**

An introduction to American governmental institutions and the political process. Among the topics included are the political culture and socialization, political participation, the media, social movements and minority politics, and interest groups and political parties. This course fulfills the requirement to study the United States and Massachusetts constitutions.

**Note:** Credit will not be given for this course after completing 62.101 Introduction to American Politics I, 62.102 Introduction to American Politics II, or 62.103 Survey of American Politics.

#### **POSC 120 Introduction to World Politics (Gen. Ed. Goal 11)**

An introduction to the field of international relations and the debates and dilemmas surrounding our global system as we enter the twenty-first century. Concentration is on the importance of the nation-state in global issues. Focus is also on emerging actors and alternative perspectives. Issues such as nationalism, globalization, power structure, economic development, and sustainability are examined.

### *Intermediate Level*

#### **POSC 211 Political Theory: Justice, Law, and Order**

An historical approach to the study of the ideas of justice, law, and order as they evolved in Western tradition from Hammurabi's code and Plato's Republic in ancient times to such twentieth-century analyses as John Rawls' A Theory of Justice. This course integrates information from the disciplines of politics, history, and philosophy. It also fulfills the requirement to study the federal and Massachusetts constitutions.

#### **POSC 212 Political Theory: Age of Ideology (Gen. Ed. Goal 8)**

An historical approach to the study of nineteenth and twentieth-century ideologies including such "isms" as conservatism, liberalism, socialism, totalitarianism, ethnic nationalism, and religious fundamentalism. Lectures, discussions, and written assignments focus on analyzing primary sources in terms of historical context and political consequences.

#### **POSC 216 Film and Politics (Gen. Ed. Goal 12)**

An examination of the relationship between film and American politics. This course examines how film depicts and influences American political culture, values, and institutions with emphasis on the relationship between film and the politics of gender, class, and race. Students are required to review and analyze film texts in relationship to the scope of the course.

Prerequisite: ENGL 110 Expository Writing.

**POSC 220 The Politics of Globalization (Gen. Ed. Goal 11)**

An introduction to the political, economic and social impacts that global interdependence has on the structure and function of nation-state, international organizations, and international society. The course explores how political interdependence (supranational organizations, global governance) and economic interdependence (global flow of goods, services, capital and labor) affect the international dynamics of political values, culture, and ideas.

**POSC 223 Bureaucratic Politics and Power**

An introduction to bureaucratic organizations servicing the public sector. The course analyzes the politics and power of governmental bureaucracies and discusses their substantive impact upon individuals and societal policy. Topics include the growth of bureaucratic authority and power, organizational behavior, administrative leadership, decision making, the politics of budgeting, and administrative accountability and responsibility.

**POSC 250 American Legal Systems (Gen. Ed. Goal 10)**

A study of the origins and essentials of the common law, statutes, constitutions, and court decisions in the United States. Emphasis is on legal reasoning and case analysis to promote legal problem-solving skills. Topics include criminal law and procedures, property law, contract law, and the law of torts. This course fulfills the requirements to study the federal and Massachusetts constitutions.

**POSC 260 Comparative Political Systems (Gen. Ed. Goal 11)**

A systematic study and comparison of the world's political systems, political institutions, and political culture and practices. Topics include the state, the distribution and use of power, the struggle for democracy and the political economy.

**POSC 290 Topics in Political Science**

An exploration of an area of political science offered on occasion at the discretion of the department. Determination of where the course fits in the academic program will be made on a case-by-case basis.

*Advanced Level Courses***POSC 313 American Political Thought**

A focus on the nineteenth and early twentieth centuries in an attempt to understand American political thought in terms of "national mythology." Readings are primary sources.

**POSC 315 Judicial Politics and Policy**

The roles of judges, lawyers, law enforcement officials, and litigants in the judicial system. The process used to make legal decisions and the effect of these decisions will be examined. Finally, the courts' relations with other political institutions are analyzed.

**POSC 316 U.S. Constitutional Law and Politics**

A study of the role of judicial supremacy, judicial restraint, and judicial activism in the American political system and the processes by which they have evolved.

**POSC 325 Public Management**

A study of organizational management, administrative behavior, and public policy issues. The course is structured around the case method approach. Students' participation in the form of role playing and game simulation is highly emphasized.

**POSC 326 Political Parties and Interest Groups**

An analysis of the characteristics, roles, and status of American political parties and interest groups. Attention is focused on the strengths and weaknesses of the party system and alternative forms of political organization.

**POSC 327 Elections and Campaign Strategy**

An analysis of the changing nature of electoral politics resulting from such factors as the decline of parties, reforms, finance laws, the media, and voting behavior. The course focuses upon the techniques of campaign management to include strategy, fund raising, the media, polling, and the new technology. Students participate in a campaign and conduct an election survey.

**POSC 328 Public Budgeting and Management**

In the present context of resource scarcity and cutbacks in government spending, an examination of reform-oriented budgeting practices and techniques with an emphasis on effective resource allocation and management control in public and non-profit organizations. Course topics include contracting, leasing and procurement practices, analytical techniques, performance measurement, and evaluation design. Particular emphasis is given to the development of program/grant proposals and location of funding sources.

**POSC 329 Public Policy Analysis**

An analysis of the policy process emphasizing the response of officials to problems, available policy alternatives, the way officials choose and implement programs and the effect of these programs. A substantive topic is used to illustrate the basic concepts and principles of the public policy process.

**POSC 335 Public Personnel Management**

A focus on organizational theory, organizational structure, staffing, job classification, unionism, collective bargaining, and personnel productivity and performance evaluation with respect to public sector management. Managerial tools related to recruitment, personnel supervision, organizational control, and leadership are emphasized. Case studies, role playing, and simulation are used to engage the student in the practical application of theories and practices of personnel management.

**POSC 337 Legislative Politics and Policy**

An examination of the selection, organization and decision-making processes found in Congress and the state legislatures. The relationship of the legislature to the President, bureaucracy, interest groups, and judicial branch also are discussed. Students participate in a simulation of the process by which bills are enacted into law.

**POSC 390 Topics in Political Science**

An exploration of an area of political science offered on occasion at the discretion of the department. Determination of where the course fits in the academic program will be made on a case-by-case basis.

**POSC 341 The Presidency: Politics and Administration**

A description and analysis of the President as a major actor in the American political system. It investigates the political stakes, strategies, and resources of the President with respect to other political actors and institutions. The course focuses upon the sources and limitations of Presidential power and the nature of Presidential decision making.

**POSC 342 Formation and Conduct of U.S. Foreign Policy**

An analysis of the principal decision-making processes that affect, and have affected, the formulation and implementation of American foreign policy since World War I. Emphasis is on the major agencies and institutions responsible for the formulation and execution of American foreign policy decisions. A case study approach is followed.

**POSC 365 Latin American Politics**

An examination of the nature of governance and politics in Latin America. This course provides an in-depth analysis of Central and South American countries, political histories, institutions, governance and culture. Topics may include ideology, revolution, class structure, distribution of wealth and power, and political and economic development.

**POSC 425 Seminar in Political Science**

An advanced study of politics under the direction of a member of the faculty. The theme for the seminar, as well as for research topics, papers, projects, and/or student presentations, is determined by the course instructor.

Prerequisite: Completion of nine (9) or more Political Science courses, MATH 117 Introduction to Statistics, and Approval of the Department Chair. Open to Political Science majors only.

**POSC 450 Internship in the Judicial System**

A supervised internship experience in the judicial system combined with an authorized field study assignment of a minimum of ten hours per week for the semester. Does not count toward the Politics major.

Prerequisite: POSC 250 American Legal Systems and permission of instructor. For details see Chair of the Political Science Department one semester prior to registration.

**POSC 490 Independent Study in Political Science**

A politics major whose QPA in the major is no less than 3.00 and who has completed at least six courses in the Department of Political Science may apply to the Department for a course in Independent Study under the supervision of a member of the Department. This application should be made no later than the end of the third week of the preceding semester. The application must include a detailed proposal outlining either an extensive reading program or a research project. The Department will respond to the application usually within four weeks.

**POSC 495 Internship in Political Science**

A supervised work experience in politics or government combined with a field study assignment.

Prerequisite: 3.00 or better GPA in the major plus completion of six courses in the Department. See Department Chair for details of specific requirements one semester prior to registration.

# Psychology and Philosophy

## Chair: Paul Galvin

Professors: Robert Donohue, Anna Flanagan,  
T. Bridgett Perry Galvin, Pamela Ludemann,  
Barrie Westerman

Associate Professors: Paul Bruno, Antone Dias, Paul Galvin,  
Cynthia A. Prehar, Dawn Vreven

Assistant Professors: Joseph D'Andrea, Deborah McMakin,  
Charles Sachs

Instructor: Rebecca Robbins

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

## The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 9 (Social and Behavioral Sciences) requirement is satisfied through the completion of the Psychology major.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. PSYC 101 General Psychology or PSYC 200 Psychology of Development is a prerequisite for all other psychology courses except where otherwise noted. Students should refer to course descriptions in the department listings for prerequisite requirements.

## Grade Recommendations

The Psychology Department strongly recommends that all Psychology majors achieve a grade of C- or higher in PSYC 101 General Psychology (or PSYC 200 Psychology of Development as required for Coordinate Education majors) and MATH 117 Introduction to Statistics. These courses provide the essential foundation for subsequent psychology courses, and a basic grasp of the concepts introduced in these two courses is essential.

## Admission to the Major (Post Matriculation)

Matriculated students who wish to declare a major in Psychology must apply for acceptance to the Psychology Department by September 30<sup>th</sup> in the fall semester or by February 15<sup>th</sup> in the spring semester. Students are to contact the Department Chair to discuss their interests and obtain information on the application procedure. Applicants will be notified of the action on their applications before the advising period for the following semester.

## PSYCHOLOGY MAJOR

### Departmental Requirements for Major:

#### Core Department Courses (5):

PSYC 101      General Psychology **or**  
\*PSYC 200    Psychology of Development

*Note: Only Coordinate Education majors may substitute PSYC 200 Psychology of Development for PSYC 101 General Psychology.*

PSYC 291 Research I: Descriptive and Correlational Research Methods

PSYC 391 Research II: Quasi-Experimental and Experimental Research Methods

**Two (2) of the following four (4) 400-level Capstone courses:**

PSYC 450 Empirical Research Thesis in Psychology

PSYC 460 History and Systems in Psychology

PSYC 480 Psychology Seminar

PSYC 495 Internship in Psychology

**Major-related core courses (3):**

BIOL 142 Introduction to Human Biology **or**

CHEM 131 Science - Environment and Health

MATH 117 Introduction to Statistics

PHIL 102 Introduction to Ethics: Why Be Moral? **or**

PHIL 105 Introduction to Political and Social Philosophy **or**

PHIL 118 Introduction to the Philosophy of Science

*Each of these major-related core courses also may be used to meet general education requirements.*

**CONCENTRATION IN GENERAL PSYCHOLOGY (UPSG)**

**Seven (7) Psychology Courses:**

**Domain Courses (4):**

All Psychology majors are required to complete one (1) course in each of the following four (4) domains of psychological knowledge:

**Biological Domain**

*One (1) of the following:*

PSYC 225 Biopsychology

PSCY 245 Health Psychology

PSYC 280 Sensation and Perception

**Developmental Domain**

*One (1) of the following:*

PSYC 201 Child Development

PSCY 212 Adolescent Development

PSYC 231 Adult Development

**Learning and Cognition Domain**

*One (1) of the following:*

PSYC 271 Principle of Behavior Modification

PSCY 236 Psychology of Learning

PSYC 263 Cognitive Psychology

**Sociocultural Domain****One (1) of the following:**

PSYC 215	Personality Psychology
PSCY 224	Social Psychology
PSYC 259	Cultural Psychology
PSYC 286	Psychology of Women

**Upper-Level Electives (3):**

All majors will complete **three (3) additional upper-level Psychology courses** (i.e., 300- and/or 400-level). The choice of upper-level courses is up to the student. It is recommended that students consult with their advisors in the selection of upper-level course options.

**Psychology majors who are also Coordinate Majors in Education**

Coordinate majors in Education who major in Psychology must take PSYC 200 Psychology of Development, a course required for provisional teaching certification.

Psychology majors who do not complete the Coordinate Major in Education or a Secondary Education Minor may use PSYC 200 Psychology of Development as a psychology elective. Any student in this situation will also need to complete PSYC 101 General Psychology if graduating as a Psychology major.

**MINORS****MINOR IN PSYCHOLOGY (5 COURSES)**

The following courses are required to complete this minor:

PSYC 101	General Psychology
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*Four (4) additional Psychology courses in at least three (3) of the four (4) domains:*

**Biological Domain**

PSYC 225	Biopsychology
PSCY 245	Health Psychology
PSYC 280	Sensation and Perception

**Developmental Domain**

PSYC 201	Child Development
PSCY 212	Adolescent Development
PSYC 231	Adult Development

**Learning and Cognition Domain**

PSYC 271	Principle of Behavior Modification
PSCY 236	Psychology of Learning
PSYC 263	Cognitive Psychology

**Sociocultural Domain**

PSYC 215	Personality Psychology
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PSCY 224	Social Psychology
PSYC 259	Cultural Psychology
PSYC 286	Psychology of Women

### MINOR IN PHILOSOPHY (5 COURSES)

The following courses are required to complete this minor:

PHIL 103 Introduction to Logic

Four (4) additional philosophy courses, two (2) of which must be at the 200-level or above

### MINOR IN NEUROSCIENCE (5 COURSES)

The University offers an interdisciplinary minor in Neuroscience. To complete a minor in Neuroscience, four (4) of the five (5) courses must be taken outside the student's major department. Students interested in a minor in Neuroscience should see the coordinator in the Biology Department or the chair of the Psychology & Philosophy Department. **Note:** Courses bearing general education credit may be used to satisfy both the minor and general education goals.

Students who are neither Biology nor Psychology majors must take both BIOL 142 Introduction to Human Biology and PSYC 101 General Psychology. No additional elective is required.

#### Four (4) Required Courses:

BIOL 142 Introduction to Human Biology (Goal 7, lab) **or**

PSYC 101 General Psychology (Goal 9)

(Non Biology or Psychology majors must take both courses)

BIOL/PSYC 225 Biopsychology\*

BIOL/PHIL 222 Bioethics (Goal 4)

PSYC 263 Cognitive Psychology\* or  
BIOL 325 Neurobiology\*

#### One (1) Elective Courses:

One elective from the following list:

##### Biology:

BIOL 220 Animal Behavior\*

BIOL 417 Endocrinology\*

##### Interdisciplinary/Interdepartmental:

INTD 310 Drug Addiction\*

INTD 410 Neuropharmacology\*

##### Psychology:

PSYC 245 Health Psychology\*

PSYC 280 Sensation & Perception\*

\* Indicates course has a prerequisite

**COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Psychology Courses</b>		<b>Goal(s)</b>
PSYC 101	General Psychology	9
PSYC 200	Psychology of Development	9
PSYC 201	Child Psychology	9
PSYC 212	Adolescent Psychology	9, 12
PSYC 224	Social Psychology	9, 12
PSYC 231	Psychology of Adulthood and Aging	9
<b>Philosophy Courses</b>		
PHIL101	Invitation to Philosophy	4
PHIL102	Introduction to Ethics: Why be Moral?	4, 12
PHIL103	Introduction to Logic	4
PHIL105	Introduction to Political and Social Philosophy	4, 12
PHIL118	Introduction to Philosophy of Science	4
PHIL/BIOL 222	Bioethics	4

**PSYCHOLOGY COURSE DESCRIPTIONS****PSYC 101 General Psychology (Gen. Ed. Goal 9)**

An introduction to the basic concepts of psychology including research methods in psychology, biological bases of behavior, learning, memory, development, social psychology and psychopathology. Students are exposed to principles, issues, theories and research findings in these areas.

**PSYC 200 Psychology of Development (Gen. Ed. Goal 9)**

An overview of major theories of development from the prenatal period through adolescence. Topics include the work of Piaget, Erikson, Kohlberg, Bronfenbrenner, Vygotsky, and brain research. Normative patterns in areas such as physical growth, cognition, morality, emotion, language acquisition, and socialization are addressed within the cultural context of the family. Interrelationships between cognitive developments and other developmental domains are stressed. Discussions and field applications encourage the critical evaluation of theoretical and normative information.

Prerequisites: Sophomore status and status as a Coordinate Education major or Education minor.

**PSYC 201 Child Development (Gen. Ed. Goal 9)**

An introduction to the study of the child from conception to the onset of adolescence. Basic concepts and theories of child development are studied, particularly those relevant to the psychological processes of perception, cognition, social interaction, and affective and moral development.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development or sophomore status.

**PSYC 212 Adolescent Development (Gen. Ed. Goals 9, 12)**

An introduction to the study of the adolescent from the onset of puberty to the beginnings of adulthood. Topics include biological changes, identity development, the adolescent's relations with parents and peers, cognitive changes, moral development, achievement, and work issues. Special topics may include sexuality, drug abuse, delinquency, and psychopathology examined in the context of the adolescent's formation of his or her identity. Within each topic of development, current research findings regarding the specific issues of race, class, and gender as they apply to adolescent development are discussed.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development or sophomore status.

**PSYC 215 Psychology of Personality**

A comprehensive survey of the major classical and contemporary theories of personality. The course includes a critical analysis of how individual differences are assessed within each theoretical framework. Situational and cultural implications for family, work, therapy, and education are considered.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 224 Social Psychology (Gen. Ed. Goals 9, 12)**

An introduction to the factors and processes involved in people's understanding of themselves, others, and social interactions. Attention is given to research in such areas as social perception, gender, group interaction, attitude formation and change, aggression, social influence, interpersonal attraction, prejudice and discrimination, and pro-social behavior with particular emphasis given to differences relating to gender, race, and class.

Prerequisite: PSYC 101 General Psychology or sophomore status.

**PSYC 231 Adult Development (Gen. Ed. Goal 9)**

An introduction to factors and issues affecting the development of individuals from young adulthood through the senior years. Topics may include developmental changes in sensory and biological processes, cognition, personality, familial and peer relationships, vocational and recreational goals, and bodily and mental health. *Note: Students cannot receive credit for both this course and either both PSYC 213 Psychology of Adult Development and PSYC 214 Psychology of Aging.*

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development or sophomore status.

**PSYC 236 Psychology of Learning**

An introduction to human learning from early conceptions to current psychological theories. Basic concepts and theories of learning are examined including classical conditioning, instrumental learning, operant conditioning, and social learning theory. Animal studies serve as the background for addressing current research in human behavior.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 245 Health Psychology**

An introduction to the biological, psychological, and social factors related to the promotion of health and the prevention of illness. The body's nervous, endocrine, digestive, and circulatory systems will be explored as well as how they can influence and be influenced by exercise, addiction, diet, stress, and social factors. The reciprocal interaction of the mind and body is emphasized. *Note: Students cannot receive credit for both this course and PSYC 208 Health Psychology.*

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development, or sophomore status.

**PSYC 259 Cultural Psychology**

An introduction to the importance of culture and ethnicity in explaining what were once considered universal psychological behaviors and processes. This course focuses on topics such as intercultural communication, research methods, cognition, gender, health, emotion, language, personality, abnormal psychology, and developmental processes across cultures and ethnicities. *Note: Students cannot receive credit for both this course and PSYC 340 Cultural Psychology.*

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 263 Cognitive Psychology**

An introduction to the experimental study of mental processes that underlie perception, attention, memory, reasoning, and problem solving. These processes are considered from a variety of perspectives that may include computational, neuroscientific, parallel processing, and developmental. Emphasis is placed on methodological issues, theoretical interpretations, and practical applications. *Note: Students cannot receive credit for both this course and either PSYC 262 Learning, Memory and Cognition or PSYC 362 Cognitive Psychology.*

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 271 Principles of Behavior Modification**

A consideration of various applications of learning theory and conditioning principles to social and individual problems. Techniques such as systematic desensitization, aversive conditioning, social modeling, token economies, and self-control procedures (e.g., biofeedback) are described. The application of these techniques is examined for a variety of problems, e.g., anxiety, psychotic and antisocial behaviors, phobias, alcoholism, smoking, and sexual dysfunction.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 280 Sensation and Perception**

A study of how sensory organs transform physical energy in the environment into the psychological experience of perception. The neurophysiological processes involved in sensation and perception are highlighted. Topics include the structure and function of the visual cortex; color, motion, and depth perception; sound localization; and speech perception.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 286 Psychology of Women**

An examination of the psychological development of women from birth through maturity. Topics may include biological bases of psychological sex differences; sex roles in work, family, and social relations; the historical context of stereotypes and attitudes toward women; development of women's self concept; and cross-cultural comparisons.

Prerequisite: PSYC 101 General Psychology or PSYC 200 Psychology of Development.

**PSYC 291 Research I: Descriptive and Correlational Methods**

An introduction to psychology as a science with a focus on descriptive and predictive research methods. Quantitative approaches including observational, survey, and correlational designs are covered, and qualitative approaches may also be introduced. Students conduct empirical research individually and/or in groups. Students develop skills in locating and understanding published research, formulating research questions, collecting data, following ethical guidelines, using statistical software to analyze findings, preparing written APA (American Psychological Association)-style reports, and presenting their research in poster and/or presentation formats. *Note: Students may not receive credit for both this course and PSYC 251 Psychology Research I: Methods.*

Prerequisites: PSYC 101 General Psychology or PSYC 200 Psychology of Development, MATH 117 Introduction to Statistics, and sophomore status. **Psychology majors only.**

**PSYC 304 Psychology of Careers**

An introduction to research on career development and the contemporary workforce. The course provides an overview of the major theories of career choice, including trait-factor, developmental, and sociological approaches. The structure of vocational interests, values, personality, and abilities is discussed. Finally, research on contemporary aspects of work is introduced, with possible topics including work-family conflict, the virtual workplace, downsizing, job search strategies, changing psychological contracts, and the contingent workforce.

Prerequisites: Declared Psychology major or minor; and at least second-semester sophomore status; and completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains.

**PSYC 305 Human Relations**

Designed to provide students with an opportunity to study and to experience the small group situation in which the focus is on understanding the dynamics of interpersonal behavior and on developing communication skills. Topics include self-concept, person perception, verbal and non-verbal communication, and conflict resolution. *Note: Students cannot receive credit for PSYC 3XX Human Relations and either PSYC 258 Human Relations or PSYC 305 Human Relations.*

Prerequisites: Completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains.

**PSYC 310 Psychological Testing**

An introduction to the methods used in constructing and standardizing psychological tests. This course provides an overview of the many different varieties of tests, ranging from standardized tests of aptitude and achievement to individually administered projective tests. The use of psychological tests in schools, industry, social service agencies, and clinics is discussed. **Note:** Students who have taken PSYC 275 Introduction to Psychological Testing cannot receive credit for PSYC 310 Psychological Testing.

Prerequisites: Completion of General Education Goal 2 requirement; and completion of two (2) Domains.

**PSYC 313 Developmental Disabilities**

The study of disorders commonly observed in infants and children. Disorders resulting from genetic abnormalities and environmental factors are studied, including mental retardation, cystic fibrosis, sickle-cell anemia, fetal alcohol syndrome, prematurity, failure-to-thrive, and learning disabilities. Current interventions and treatments are examined.

Prerequisites: Completion of the Developmental Domain and one (1) of the other three (3) remaining Domains.

**PSYC 318 Educational Psychology**

An advanced course on psychological research topics relevant to the classroom, such as achievement, motivation, self-esteem, creativity and intelligence, testing and assessment, and peer relationships. An examination of issues relevant to gender, race, and social class within educational settings are included from a psychological perspective. The psychological implications of school transitions, mainstreaming of special needs students, tracking, sports and extracurricular activities, and clinical disorders manifested in the classroom may be covered.

Prerequisites: Completion of the Developmental Domain and one (1) of the other three (3) remaining Domains.

**PSYC 322 Abnormal Psychology**

An examination of some of the behaviors classified as abnormal by the most recent version of the Diagnostic Statistical Manual (DSM). Problems in defining abnormality are discussed, and such major theoretical approaches to causation and treatment as the biological, psychoanalytic, behavioristic, and humanistic are compared. Opportunity for field trips or field experience may be offered.

Prerequisite: Completion of two (2) of the four Domains.

**PSYC 338 Industrial-Organizational Psychology**

An introduction to psychological principles applied to the workplace and the field of industrial-organizational psychology. Possible topics include job analysis, test development, selection procedures, training, performance appraisal, job satisfaction, motivation, leadership, work stress, and careers. Research, practical applications, and cultural influences on work behavior are discussed.

Prerequisites: Completion of General Education Goal 2 requirement; and completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains.

**PSYC 341 Group Dynamics**

An examination of the structure, function, and interactive processes of groups. Research methods appropriate for the study of groups are stressed, and research findings are discussed. Special attention is given to interaction patterns and to personality attributes that influence modes of group interaction.

Prerequisites: Completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains.

**PSYC 345 Directed Study in Psychological Research**

An opportunity for the advanced student in psychology to participate as a research assistant in a faculty-initiated and directed project. Ability to work with a degree of independence and to complete assigned tasks in accordance with the instructor's guidance is expected. The instructor is responsible for specifying the research topic(s), materials, and methodology. The student and the supervising professor are responsible for determining a contract that identifies the course objectives and the means for evaluating the student's performance. The course may be taken twice to allow students to pursue projects that require more than one semester, or to work closely with more than one faculty member.

Prerequisites: Junior Status, and completion of two (2) of the four (4) Domains as specified by the instructor of record, and approval of the department chair. **Psychology majors only.**

**PSYC 348 Cognitive Neuropsychology**

An advanced study of human cognitive processes and the brain imaging techniques used to measure them. Topics include hemispheric specialization, consciousness, object recognition, working memory, attention, and brain damage/dysfunction. Clinical neuropsychology and comparative neuropsychology are introduced. The course emphasizes the relationship between theory and experimental research.

Prerequisites: Completion of the Biological Domain and one (1) of the other three (3) remaining Domains or a 200-level Biology laboratory course; or permission of the instructor.

**PSYC 353 Topics in Human Services**

Designed primarily for psychology majors who are completing a concentration in human services or who plan to take the PSYC 495 Internship in Psychology course with a placement in a human services agency. Topics include ethical issues, interviewing techniques, observational methods, communication skills applicable to counseling techniques, government regulations, and other topics relevant to effective functioning in a human services setting.

Prerequisite: Junior Status, and completion of the Sociocultural Domain and one (1) of the other three (3) remaining Domains; or permission of the instructor. **Psychology majors only.**

**PSYC 355 Contemporary Issues in Psychology**

An in-depth examination of a current psychological issue with particular emphasis on the contributions of recent research. Topic and instructor are announced each year.

Prerequisites: Junior Status, and completion of two (2) of the four (4) Domains as specified by the instructor of record. **Psychology majors only.**

**PSYC 369 Human Sexuality**

An examination of human sexual development. Issues in development of sexuality are presented from both a theoretical and research basis emphasizing psychological, biological, environmental, and cultural perspectives. Students are required to master the literature on social policy issues around topics that may include abortion, pornography, AIDS and the right to privacy, homosexuals and parenting, forced sexual behavior, contraception and sex, private sex between consenting adults, incest, and the decriminalization of prostitution. *Note: Credit is not given for both this course and CONS 270 Human Sexuality Education.*

Prerequisites: Junior status, Junior Status, and completion of two (2) of the four (4) Domains, and any one of the following courses: PHIL 102 Introduction to Ethics, PHIL 105 Introduction to Political and Social Philosophy, or PHIL 118 Introduction to Philosophy of Science; or permission of the instructor.

**PSYC 370 Developmental Psychopathology**

The study of functional disorders commonly originating before the age of 21. Psychiatric disorders resulting from genetic abnormalities and from environmental factors are studied, including affective and anxiety disorders, adjustment and conduct disorders, and posttraumatic stress disorders. Current medical and therapeutic treatments are examined. Familiarity with both normal child and normal adolescent development is strongly recommended.

Prerequisite: Completion of the Developmental Domain and one (1) of the other three (3) remaining Domains.

**PSYC 391 Research II: Quasi-Experimental and Experimental Methods**

An enhancement of student understanding of psychology as a science through advanced quantitative research methods focused on quasi-experimental and experimental designs. Students apply their knowledge and skills from PSYC 291 Research I: Descriptive and Correlational Methods. Individually and/or in groups, students select or manipulate independent variables, measure dependent variables, and control or account for extraneous variables. Findings are analyzed using appropriate statistics, prepared in written APA (American Psychological Association)-style reports, and disseminated in poster and/or presentation formats. *Note: Students may not receive credit for both PSYC 391 Research II: Quasi-Experimental and Experimental Methods and PSYC 351 Psychology Research II: Design and Statistical Applications.*

Prerequisites: Completion of PSYC 291 Research I: Descriptive and Correlational Methods with a minimum grade of C-, and permission of instructor. **Psychology majors only.**

**PSYC 403 Practicum in Teaching of Psychology**

An opportunity to serve as a teaching assistant on campus in a psychology course under the close supervision of the course instructor. Teaching assistants typically conduct class discussions, prepare class materials and demonstrations, assist in construction of examinations, and confer with students.

Prerequisite: Approval of the supervising course instructor. **Psychology majors only.**

**PSYC 450 Empirical Research Thesis in Psychology**

A culminating academic experience for Psychology majors during which students apply research methodology to the study of psychological topics. Working alone or in small groups, students complete at least one original empirical research project through stages of the research process, such as review of literature, hypothesis formulation, research design, data collection and analysis, and drawing conclusions. As one of the capstone courses for the major, students continue to develop their ability to think within the discipline, and they refine their communication skills through oral and written reports. They also apply and/or integrate knowledge about the scientific method, ethics, and diversity. Students create a final product for public dissemination. Research methods, content, and supervision structure may vary by instructor.

Prerequisites: Second-semester junior status, completion of PSYC 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, completion of one additional 300-level psychology course, and permission of instructor. **Psychology majors only.**

**PSYC 460 History and Systems of Psychology**

A culminating academic experience for Psychology majors during which students investigate the history of psychology from early Greek philosophers to present day researchers and discuss the future of psychology. To understand core principles in the field, students read original historical and contemporary works. As one of the capstone courses for the major, students continue to develop their ability to think within the discipline, and they refine their communication skills through oral and written reports. They also apply and/or integrate knowledge about the scientific method, ethics, and diversity. Students create a final project for public dissemination. *Note: Students cannot receive credit for this course and either PSYC 360 History and Systems of Psychology or PSYC 402 History and Systems of Psychology.*

Prerequisites: Second-semester junior status, completion of PSYC 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, completion of one (1) additional 300-level psychology course, and completion of one (1) of the following: PHIL 102 Introduction to Ethics, PHIL 105 Introduction to Political and Social Philosophy, or PHIL 118 Introduction to Philosophy of Science. **Psychology majors only.**

**PSYC 480 Psychology Seminar**

A culminating academic experience for Psychology majors during which students read original research and theoretical papers covering a single area in psychology and take an active role in leading class discussions. Laboratory or field research may be required. As one of the capstone courses for the major, students continue to develop their ability to think within the discipline, and they refine their communication skills through oral and written reports. They also apply and/or integrate knowledge about the scientific method, ethics, and diversity. Students create a final project for public dissemination. Topic and instructor to be announced each semester. *Note: Students cannot receive credit for both this course and PSYC 451 Psychology Seminar.*

Prerequisites: Second-semester junior status, completion of 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, and completion of one (1) additional 300-level psychology course. **Psychology majors only.**

**PSYC 490 Advanced Independent Study in Psychology**

An opportunity for the advanced student in psychology to conduct an in-depth investigation of a special topic or to carry out original research. Ability to work with a high degree of independence is expected. The student is responsible for arranging with the cooperating professor a contract that will specify topics or material to be covered, methods of study, and method of evaluation. The course may be taken twice to allow the student to pursue a project that requires more than one semester, or to work closely with more than one faculty member.

Prerequisites: Junior status, completion of PSYC 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, completion of one (1) additional 300-level psychology course, and approval of the supervising professor and department chair. **Psychology majors only.**

**PSYC 495 Internship in Psychology**

A culminating academic experience for Psychology majors during which students work in a supervised field placement. The field work involves a minimum of 8 hours per week (120 hours total) in an applied setting such as a community service agency, school, clinic, hospital, research facility or business. Students are responsible for securing a placement and presenting it to the course instructor for approval. The field work is supported by class meetings on campus, and career planning is integrated into the course. As one of the capstone courses for the major, students continue to develop their ability to think within the discipline, and they refine their communication skills through oral and written reports. They also apply and/or integrate knowledge about the scientific method, ethics, and diversity. Students create a final project for public dissemination. Students are encouraged to work with Career Services and Employer Relations for guidance on the internship search process.

Prerequisites: Junior status, completion of PSYC 391 Research II: Quasi-Experimental and Experimental Methods with a minimum grade of C-, completion of one (1) additional 300-level psychology course, and permission of instructor. **Psychology majors only.**

*The following course also carries credit as a Psychology elective:*

**BIOL/PSYC 225 Biopsychology**

An overview of the biological foundations of behavior and mental processes. Topics covered include the biological underpinnings or various domains in psychology such as emotion, motivation, perception, cognitive function, psychopharmacology, and hormone effects on the brain and behavior. **No Laboratory.**

Prerequisite: PSYC 101 General Psychology and one of the following biology courses: BIOL 101 Biology Concepts, BIOL 142 Human Biology, or BIOL 161 Cellular and Molecular Biology; or permission of instructor.

**PHILOSOPHY COURSE DESCRIPTIONS**

**PHIL 101 Invitation to Philosophy (Gen. Ed. Goal 4)**

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

**PHIL 102 Introduction to Ethics: Why Be Moral? (Gen. Ed. Goals 4, 12)**

An exploration of moral reasoning, and the claims of morality on self and society through an assessment of ethical theories, both classical and modern. The course considers topics such as human sexuality and the preservation of integrity in human decision making. The dynamics of self and society and subjects of social responsibility are pursued by focusing attention on issues such as freedom and justice; rights and duty; race, gender, and class; and the meaning of work.

**PHIL 103 Introduction to Logic (Gen. Ed. Goal 4)**

A study of fundamental topics in logic: classical logic, truth functional logic, inductive reasoning, and informal fallacies. The study of logic is presented as a fascinating mental exercise and as the acquisition of skills essential to clear and reasonable thought and discourse.

**PHIL 105 Introduction to Political and Social Philosophy (Gen. Ed. Goals 4, 12)**

A study of conflicting philosophical views about politics and social institutions. Salient historical and contemporary theories including those of gender, race, and class are analyzed and discussed. Attention is given to the philosophical presuppositions directing socio-political institutions.

**PHIL 118 Introduction to Philosophy of Science (Gen. Ed. Goal 4)**

An introduction to commonly discussed philosophical issues about science, such as the matter in which scientific theories are justified. The course makes reference to specific episodes in the history of science, such as the adoption of the Copernican view that the earth travels around the sun, and the rejection of some ideas of classical physics in favor of modern relativity theory and quantum mechanics.

**PHIL 201 History of Ancient Philosophy**

Development of philosophical thought beginning with Thales. Attention is given to the pre-Socratics and their influence on Plato. Main emphasis is on Plato and Aristotle.

Prerequisite: One introductory philosophy course.

**PHIL 203 History of Modern Philosophy**

The main lines of philosophical thought from Francis Bacon through Kant. Primary attention given to the Continental Rationalists, British Empiricists, and the Kantian synthesis.

Prerequisite: One introductory philosophy course.

**PHIL 214 Aesthetics**

An examination of the role of art in human life, the nature of criticism, and the justifiability of critical judgment.

Prerequisite: One introductory philosophy course.

**PHIL 221 Contemporary Philosophy**

Analysis of recent philosophical trends and their major representatives: instrumentalism (Pierce, James, Dewey), existentialism (Jaspers, Heidegger, Sartre), logical and linguistic analysis (Russell, Wittgenstein, Carnap, Ayer, Ryle).

Prerequisite: One introductory philosophy course.

**PHIL/BIOL 222 Bioethics (Gen. Ed. Goal 4)**

An examination of moral issues in modern biology. Major theories of ethics, as well as biological aspects of development, genetics, genetic engineering, and the environment, are investigated. Themes such as brain death and euthanasia, abortion, scarcity of medical resources, reproductive control, patient confidentiality, and environmental issues are explored.

Prerequisite: One college biology course.

**PHIL 226 Nineteenth-Century Philosophy**

A study of Idealism, Materialism, Empiricism (Mill), and Existentialism (Kierkegaard and Nietzsche).

Prerequisite: One introductory philosophy course.

**PHIL 234 Environmental Ethics**

A critical inquiry into human values and habits as they reveal the good and the bad in human beings' relationships to nature or the environment. The course emphasizes the historical and ethical changes in the philosophy of nature and the natural world. Ways in which attitudes and values regarding nature are grounded in cultural, religious, and societal beliefs are also discussed.

Prerequisite: One introductory philosophy course.

**PHIL 490 Independent Study in Philosophy**

Topic(s) of philosophical interest to be chosen by the student.

Prerequisite: Two introductory courses or one introductory and one intermediate course in philosophy.

*The following course also carries credit as a Biology elective if taken as BIOL:*

**BIOL/PHIL 222 Bioethics (Gen. Ed. Goal 4)**

An examination of moral issues in modern biology. Major theories of ethics, as well as biological aspects of development, genetics, genetic engineering, and the environment, are investigated. Themes such as brain death and euthanasia, abortion, scarcity of medical resources, reproductive control, patient confidentiality, and environmental issues are explored.

Prerequisite: One college biology course.

# Sociology

**Chair: Susan Dargan**

Professors:	Marian A. Cohen, Susan Dargan, Henry Tischler, Ira Silver, Ellen Zimmerman†
Associate Professors:	Benjamin Alberti, Jonathan Martin, Virginia Rutter
Assistant Professors:	Daisy Barbara Ball, Patricia Sanchez Connally, Vincent Ferraro
Faculty Fellowship:	Kaan Agartan

*\*Sabbatical: Fall 2011*

*\*\*Sabbatical: Spring 2012*

*†Administrative Leave Fall 2011/Spring 2012*

## The General Education Requirement

All students must satisfy a general education requirement consisting of eleven (11) courses outside of the major department. The General Education Goal 12 (Gender, Race and Class) requirement is satisfied through the completion of the Criminology major. The General Education Goal 11 (Non-Western Studies) requirement is satisfied through the completion of the Sociology major.

## Course Prerequisites

Courses may have specified conditions for enrollment, such as prior completion of less advanced courses, permission of the instructor, or appropriate placement test scores. Students should refer to course descriptions in the department listings for prerequisite requirements.

## CRIMINOLOGY MAJOR

The Criminology major is an interdisciplinary baccalaureate program grounded in a strong liberal arts curriculum. This program introduces students to three important dimensions of criminology: 1) the role of law and legal systems; 2) social/structural dimensions of crime; 3) individual/behavioral dimensions of crime. While this program will undoubtedly attract students interested in criminal justice careers, it is intended to offer students access to a broader array of career opportunities than that provided by training in Criminal Justice. Students studying criminology at Framingham State University will learn to approach the issue of crime in society from a theoretically informed and research-based perspective in a program that places great emphasis on the underlying causes of crime and on the role of policy-making and policy implementation in crime prevention and crime control.

## Departmental Requirements for Major in Criminology

**Seven (7) core Sociology courses:**

SOCI 101	Introduction to Sociology
SOCI 121	Criminology
SOCI 234	Investigating Social Forces in American Society
SOCI 302	Sociological Methods I – Research Design
SOCI 303	Sociological Methods II – Data Collection & Analysis
SOCI 329	Social Deviance
SOCI 495*	Internship in Sociology/Anthropology <b>or</b>

## POSC 450 Internship in the Judicial System

*\*Note: Internship must be in Criminology-related field.*

**Recommended Courses:**

BIOL 142	Introduction to Human Biology (Gen. Ed. Goal 6, Lab)
MATH 117	Introduction to Statistics (Gen. Ed. Goal 2)
PSYC 101	General Psychology (Gen. Ed. Goal 9)

**CONCENTRATION IN GENERAL CRIMINOLOGY (UCRG)****Concentration core requirements (6 courses):**

Students must select six (6) elective courses, two (2) courses from each of the areas listed below. Three (3) electives must be taken in a minimum of two (2) departments other than Sociology.

**Law and the Legal System:**

BADM 215	Legal Environment of Business
POSC 250	American Legal Systems
POSC 315	Judicial Politics and Policy
POSC 316	U.S. Constitutional Law and Politics
SOCI 230	Law and Society

**Social/Structural Dimensions of Crime and Criminal Behavior:**

ECON 230	Urban Economics
POSC 337	Legislative Politics and Policy
SOCI 130	Social Problems
SOCI 245	Race and Ethnic Relations
SOCI 263	Social Inequality

**Individual/Behavioral Dimensions of Crime and Criminal Behavior:**

BIOL/PSYC 225	Biopsychology
PHIL 102	Introduction to Ethics: Why be Moral?
PSYC 212*	Adolescent Development
PSYC 271*	Principles of Behavior Modification
PSYC 322*	Abnormal Psychology
SOCI 224	Juvenile Delinquency

*\*Indicates course has a prerequisite*

**SOCIOLOGY MAJOR****Departmental Requirements for Major in Sociology****Seven (7) core Sociology courses:**

ANTH 161	Cultural Anthropology
SOCI 101	Introduction to Sociology
SOCI 234	Investigating Social Forces in American Society
SOCI 301	Sociological Theory
SOCI 302	Sociological Methods I - Research Design

SOCI 303	Sociological Methods II - Data Collection & Analysis
SOCI 480	Sociology Senior Thesis Seminar <b>or</b>
	SOCI 495 Internship in Sociology/Anthropology

**Recommended Course:**

MATH 117	Introduction to Statistics (Gen. Ed. Goal 2)
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**CONCENTRATIONS IN SOCIOLOGY**

Students majoring in Sociology must select one of the concentrations offered, which have requirements in addition to the six Sociology core courses. The General Sociology concentration offers the student an opportunity to explore the wide range of sub-disciplines within the field. Other concentrations combine selected courses within Sociology with related courses from other specified departments to give greater depth and focus to the undergraduate degree program. A cohesive sequence of courses in important subfields enables students to strengthen their knowledge for either immediate employment opportunities upon graduation or for advanced post-graduate training.

Students majoring in Sociology choose from one of the six concentrations listed below:

- General Sociology (USOG)
- Anthropology (USOA)
- Business and Society (USOB)
- Deviance and Social Control (USOD)
- Human Services (USOS)
- Social Justice (USOJ)

**GENERAL SOCIOLOGY (USOG)**

The General Sociology concentration is designed for students who wish to gain a broad overview of the discipline. In addition to the core requirements for the major, students select the following courses: six sociology/anthropology electives; a minimum of two (2) must be at the 300-level or higher.

**ANTHROPOLOGY (USOA)**

The Anthropology concentration focuses on the understanding of culture, the various adaptive styles human beings have devised, and the ways in which they have become diversified. It is designed to prepare students for careers involving interaction and cooperation with people from diverse cultural, religious, and ethnic groups. Some examples are government; international development; foundation administration; business enterprises, especially those with overseas interests; non-profit organizations, especially non-governmental organizations (NGO's) with global interests; human ecology; and environmental consulting. In addition, this concentration prepares students for graduate study in anthropology, sociology, and international relations.

In addition to completing the core requirements for the major, students select the following courses:

**Six (6) anthropology/sociology courses, at least two (2) must be at the 300-level or higher:**

**Concentration core (1):**

ANTH 172	Interpreting the Past: Archaeological Perspectives
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**Choose at least two (2) of the remaining five (5) concentration anthropology/sociology courses from the following list:**

ANTH 207	Global Issues in Anthropology
ANTH 243	Native American Cultures
ANTH 253	Gender Across Cultures
ANTH 258	Critical Approaches to Men and Masculinities
ANTH 290	Non-Western Cultural Studies Tour
ANTH 313	South American Archaeology
ANTH 360	Language and Culture
ANTH 370	Psychological Anthropology
ANTH 207	Global Issues in Anthropology

*Note: Substitutions may be made with permission of the Chair of Sociology Department.*

**BUSINESS AND SOCIETY (USOB)**

This concentration is for students interested in professional and business careers. The focus is on various models of work systems in American enterprise, social regulation of business, the character of the global economy, and markets as systems of social exchange relating to families, work organizations, and the state. Fieldwork is encouraged for students through our field experience course.

In addition to completing the core requirements for the major, students select the following courses:

**Six (6) sociology courses, at least two (2) must be at the 300-level or higher:**

**Concentration core (two (2) courses):**

SOCI 340	Sociology of Work
SOCI 342	People and Organizations

**Choose at least two (2) of the remaining four (4) concentration sociology courses from the following list:**

SOCI 218	Women in Society
SOCI 230	Law and Society
SOCI 282	Society, Technology, and the Future
SOCI 308	Political Sociology
SOCI 315	Social Class

*Note: Substitutions may be made with permission of the Chair of Sociology Department.*

**DEVIANCE AND SOCIAL CONTROL (USOD)**

A focus on deviance and social control implies taking a careful look at how forms of social and personal behavior which violate mainstream norms arise, and at how mainstreamers and mainstream social institutions regard and respond to such behavior. We will be looking at behavioral styles called “crime”, “delinquency”, “immorality”, “non-conformity”, and so forth. How do such modes of behavior arise and how do they become labeled as deviant styles by the society and its mainstream enforcers? How do deviants assess their own behavior and how is it viewed by others? How does it affect their relationships with others? What do “insider- outsider” relations consist of? What does the

society as a whole define as order? How do various social institutions and groupings (the legal and medical establishments, the upholders of public morality, etc.) respond to what they view to be disorder? How does society punish transgressors and enforce rules and impose sanctions? This concentration is particularly suitable for those interested in the practice of law and law enforcement, politics, public administration, mental health, and social work.

In addition to completing the core requirements for the major, students select the following courses:

**Six (6) sociology courses, at least two (2) must be at the 300-level or higher:**

**Concentration core (three (3) courses):**

SOCI 121	Criminology
SOCI 230	Law and Society
SOCI 329	Social Deviance

**Choose at least two (2) of the remaining three (3) concentration sociology courses from the following list:**

SOCI 212	Sociology of the Family
SOCI 267	Sociology of Subcultures
SOCI 312	Sociology of Childhood and Adolescence
SOCI 325	Health and Illness
SOCI 333	Society and the Mentally Ill

*Note: Substitutions may be made with permission of the Chair of Sociology Department.*

## **HUMAN SERVICES (USOS)**

This concentration is designed for students interested in careers in human services, such as non-profit agency administration, social work, counseling, community organizing, health care policy analysis, and health care administration. Additionally, this concentration offers preparation for graduate study in social work, health care administration, law, sociology, psychology, education, and human resource management. The Human Service concentration provides an in-depth examination of the impact of social forces on human behavior.

In addition to completing the core requirements for the major, students select the following courses:

**Six (6) sociology courses, at least two (2) must be at the 300-level or higher:**

**Concentration core (two (2) courses):**

SOCI 245	Race and Ethnic Relations
SOCI 315	Social Class

**Choose at least three (3) of the remaining four (4) concentration sociology courses from the following list:**

SOCI 212	Sociology of the Family
SOCI 248	Social Structure and the Self
SOCI 280	Aging in Society
SOCI 312	Sociology of Childhood and Adolescence
SOCI 325	Health and Illness

SOCI 333 Society and the Mentally Ill

SOCI 366 Death and Dying

*Note: Substitutions may be made with permission of the Chair of Sociology Department.*

### **SOCIAL JUSTICE (USOJ)**

A focus on the study of social inequalities and the struggle to achieve a more equitable society and world. The concentration examines class, race, ethnic, national, and gender divisions and their connections to major social and political problems. It also considers possible solutions and related strategies of social change. This concentration is suitable for students interested in political activism, government service, social work, teaching, law, and graduate work in the social sciences.

**Six (6) sociology courses, at least two (2) must be at the 300-level or higher:**

**Concentration core (two (2) courses):**

SOCI 263 Social Inequality

SOCI 308 Political Sociology

**Choose at least three (3) of the remaining four (4) concentration sociology courses from the following list:**

ANTH 207 Global Issues in Anthropology

ANTH 253 Gender Across Cultures

ANTH 258 Critical Approaches to Men and Masculinities

SOCI 218 Women in Society

SOCI 245 Race and Ethnic Relations

SOCI 315 Social Class

*Note: Substitutions may be made with permission of the Chair of Sociology Department.*

### **MINORS**

#### **MINOR IN ANTHROPOLOGY (5 COURSES)**

The following courses are required to complete this minor:

ANTH 161 Cultural Anthropology

Four (4) courses from the anthropology concentration.  
(Sociology Majors may **not** minor in Anthropology)

#### **MINOR IN CRIMINOLOGY (5 COURSES)**

The following courses are required to complete this minor:

SOCI 121 Criminology

Four (4) additional courses from the criminology major.

#### **MINOR IN SOCIOLOGY (5 COURSES)**

The following courses are required to complete this minor:

SOCI 101 Introduction to Sociology

Four (4) additional courses in sociology.

The electives must be selected from a minimum of two concentrations, except from Anthropology. Courses containing "ANTH" course designation or from the list of courses appropriate for the concentration in Anthropology may **not** count towards the Minor in Sociology.

### **SOCIOLOGY COURSES APPROPRIATE FOR GENERAL EDUCATION (GEN. ED.)**

<b>Courses</b>	<b>Goal(s)</b>	
ANTH 161	Cultural Anthropology	9,11
ANTH 172	Interpreting the Past: Archaeological Perspectives	9,11
ANTH 207	Global Issues in Anthropology	11
ANTH 243	Native American Cultures	11,12
ANTH 253	Gender Across Cultures	12
ANTH 258	Critical Approaches to Men and Masculinities	12
ANTH 290	Non-Western Cultural Studies Tour	11
SOCI 101	Introduction to Sociology	9,12
SOCI 130	Social Problems	10,12
SOCI 212	Sociology of the Family	12
SOCI 218	Women in Society	12
SOCI 220	Sport in Society	12
SOCI 230	Law and Society	10
SOCI 234	Investigating Social Forces in American Society	9
SOCI 245	Race and Ethnic Relations	12
SOCI 256	Religion and Ritual	11
SOCI 263	Social Inequality	12
SOCI 280	Aging in Society	10
SOCI 282	Society, Technology, and the Future	10

### **ANTHROPOLOGY COURSE DESCRIPTIONS**

#### **ANTH 161 Cultural Anthropology (Gen. Ed. Goals 9, 11)**

An exploration of how culture influences us to believe, think, and act. The course presents cross-cultural perspectives on aspects of human life, which may include how we get the things we need to survive, what sort of family life is desirable, and how we govern ourselves and maintain social order. Both Western and non-Western ideas and practices are explored. Students are introduced to the methods used by anthropologists in the study of culture.

#### **ANTH 172 Interpreting the Past: Archaeological Perspectives (Gen. Ed. Goals 9, 11)**

An exploration of past Western and non-Western social worlds through the examination of their material remains. The course investigates past beliefs and practices, including those involving treatment of the dead, power and prestige, art, architecture, and gender. Students learn how archaeologists use techniques such as excavation, survey, and interpretation to study past behavior.

**ANTH 207 Global Issues in Anthropology (Gen. Ed. Goal 11)**

An anthropological analysis of the interconnections among issues such as the culture of capitalism, the global economy, global inequality, warfare and violence, hunger and starvation, human trafficking and the drug trade, and the unequal effects of climate change. Perspectives on paths to addressing global problems are also discussed.

Prerequisite: ANTH 161 Introduction to Cultural Anthropology or sophomore standing.

**ANTH 243 Native American Cultures (Gen. Ed. Goals 11,12)**

An investigation of the lifeways and histories of several Native American cultures from an anthropological perspective. Issues of gender, class, and race, as they affect Native Americans, are an important focus of this course.

Prerequisite: SOCI 101 Introduction to Sociology, or ANTH 161 Cultural Anthropology, or permission of instructor.

**ANTH 253 Gender Across Cultures (Gen. Ed. Goals 11, 12)**

An investigation of how womanhood and manhood are thought of and practiced in Western and non-Western cultures. The course addresses questions such as the following: How do we learn to be men or women? How do ideas of masculinity and femininity differ depending upon culture, race/ethnicity, and social class?

**ANTH 258 Critical Approaches to Men and Masculinities (Gen. Ed. Goal 12)**

An examination of the cultural forces that drive men to assume particular masculine identities, with a strong emphasis on cross-cultural alternatives. Students also learn about the social and cultural forces that shape a person's experience of being a man, including race/ethnicity, social class, sexual orientation, and ideas about gender. The course addresses contemporary issues men face.

**ANTH 290 Non-Western Cultural Studies Tour (Gen. Ed. Goal 11)**

Taught through an extensive field trip or series of field trips, combined with more traditional methods of teaching. Students gain direct experience of a non-western culture or cultures through first-hand, intensive exposure to aspects of the culture of a particular area. The cultures and locations may vary from year to year, and are announced in the course schedule for a given semester. Students prepare in advance for their field excursions through assigned readings and discussion meetings with the instructor, and are evaluated on their learning experience. This course may be repeated for credit through travel to an alternate site.

**ANTH 313 South American Archaeology**

An exploration of the archaeology of South America. The course follows key debates in South American archaeology, including early peopling, ecological adaptation, the origins of "civilization," empires, and practices such as head-hunting, sacrifice, and ritual. Cultures and areas studied may include Monte Verde, the Inca, Moche, and the ancient Amazon. Students learn to think critically and archaeologically about such issues and cultures.

Prerequisite: ANTH 161 Cultural Anthropology or ANTH 172 Interpreting the Past: Archaeological Perspectives; or permission of the instructor.

**ANTH 360 Language and Culture**

An examination of language and culture from an anthropological perspective. The course investigates how language shapes our perceptions, and how language is controlled by powerful groups, such as politicians and the media, to influence our ideas and behaviors. It poses the question: Why do women and men, members of different racial/ethnic groups, and people of different social classes speak the same language differently?

Prerequisite: ANTH 161 Cultural Anthropology or permission of instructor.

**ANTH 370 Psychological Anthropology**

An investigation of how culture shapes our perceptions, motivations, and ways of thinking and learning. The course also explores ideas of the "person" in Western and non-Western societies, and how these ideas affect beliefs and practices surrounding child rearing, mental illness and its treatment, and the question of whether the individual or the group should come first.

Prerequisite: ANTH 161 Cultural Anthropology or permission of instructor.

**SOCIOLOGY COURSE DESCRIPTIONS****SOCI 101 Introduction to Sociology (Gen. Ed. Goals 9, 12)**

An introduction to the basic concepts, research, and theories sociologists use to increase our understanding of social behavior and human societies. Students discuss such topics as culture, social interaction, social inequality, crime, class, race and ethnic relations, and family, as well as various social problems in modern society.

**SOCI 121 Criminology**

An analysis of the types, causes, and consequences of criminal behavior including street crime, organized crime, and white-collar crime. Emphasis is placed on the links among theory, research, and policy. **Note:** Students cannot receive credit for both SOCI 121 Criminology and 52.271 Criminology.

**SOCI 130 Social Problems (Gen. Ed. Goals 10, 12)**

An analysis of selected social problems affecting society, such as racism, sexism, class inequality, poverty, drug abuse, crime, and environmental destruction. Special attention is given to the social, economic, and political forces that cause these problems in the United States, and to their possible solutions. **Note:** Students may not receive credit for both SOCI 130 Social Problems and 52.123 Contemporary Social Problems in Urban Society.

**SOCI 212 Sociology of the Family (Gen. Ed. Goal 12)**

An examination of what constitutes a family historically and culturally, so as to understand the current state of families. Topics may include dating practices, marriage rituals, reproductive technologies, and family crises such as violence, death, and divorce. There is an emphasis on the influence of gender, race, and class on family life.

Prerequisite: SOCI 101 Introduction to Sociology or SOCI 130 Social Problems or ANTH 161 Cultural Anthropology.

**SOCI 218 Women in Society (Gen. Ed. Goal 12)**

An examination of the changing status of women in the United States in terms of gender, race, and social class. Students study the origins of attitudes towards women, and look at larger institutional, cultural, and social psychological forces that influence the experiences of women in society.

Prerequisite: SOCI 101 Introduction to Sociology.

**SOCI 220 Sport in Society (Gen. Ed. Goal 12)**

An application of various sociological perspectives to the topic of amateur and professional sport in North America. The dynamic relationship between sport as a social institution and hierarchies of race, ethnicity, social class, and gender is explored extensively. The institution of sport is examined as a cultural phenomenon and a powerful socialization tool.

**SOCI 224 Juvenile Delinquency**

An analysis of juvenile conduct and causes of delinquency; police and probation procedures in juvenile cases; and current research and rehabilitation programs in the field of juvenile delinquency with emphasis on the programs in Massachusetts.

**SOCI 225 Genocide and Violence: Sociological Perspectives**

An exploration of the perplexing and disturbing reality of widespread genocide throughout the world — particularly during the 20th Century. The course considers causes, what constitutes genocide, how genocide is rationalized and allowed to continue, and what ends genocide.

**SOCI 230 Law and Society (Gen. Ed. Goal 10)**

A consideration of law as a process used by societies to accomplish social control, to expedite rational dispute settlement, and to provide for social change. Focusing on the United States, the course examines the interrelationships among the law, history, technology, religion, the economy, and political activities.

Prerequisite: A course from the Sociology or Government Department, or permission of instructor.

**SOCI 234 Investigating Social Forces in American Society (Gen. Ed. Goal 9)**

A hands-on approach to the investigation of social issues in the United States from both contemporary and historical perspectives. Students learn how to explore, organize, and present data, using various software packages and the Internet. **Note:** This course is computer intensive. Competency in word processing and presentation software or completion of CSCI 120 Introduction to Information Technology is strongly recommended.

**SOCI 245 Race and Ethnic Relations (Gen. Ed. Goal 12)**

An examination of the cultures of various racial and ethnic groups from national, international, and historical perspectives; an overview of the theories relevant for an understanding of the outcomes of intergroup contact. **Note:** Students may not receive credit for both SOCI 245 Race and Ethnic Relations and 52.245 Ethnicity, Culture, and Society.

**SOCI 248 Social Structure and the Self**

An exploration of the relationships between individuals and society with the goal of addressing how society is possible given the inherent diversity of individuals. Attention is directed to such topics as self and identity, roles and society, social perception, and social influences on the individual.

Prerequisite: SOCI 101 Introduction to Sociology or permission of instructor.

**SOCI 251 Cities and Communities**

An examination of the effects of urbanization and suburbanization on individuals and groups. The course explores how people create and sustain their physical environments, and how social planning, changing demographics, politics, and social relationships shape the definition of community.

Prerequisite: SOCI 101 Introduction to Sociology.

**SOCI 256 Religion and Ritual (Gen. Ed. Goal 11)**

An investigation of world religions in their social, political, and cultural contexts. The course offers a comparative perspective on Western and non-Western religious beliefs and practices. **Note:** students may not receive credit for both SOCI 256 Religion and Ritual and 52.368 Religion and Ritual.

Prerequisite: SOCI 101 Introduction to Sociology or ANTH 161 Cultural Anthropology or permission of the instructor.

**SOCI 263 Social Inequality (Gen. Ed. Goal 12)**

An exploration of how gender, class and race intersect to produce disparities of power and status in the United States.

**SOCI 267 Sociology of Subcultures**

A comparative examination of the beliefs and practices of various subcultures throughout the world and of their relationship to the dominant culture within which they exist. This may include occupational, ethnic, political, or religious subcultures. **Note:** Students may not receive credit for both SOCI 267 Sociology of Subcultures and 52.242 American Sub-Cultures.

Prerequisite: SOCI 101 Introduction to Sociology.

**SOCI 280 Aging in Society (Gen. Ed. Goal 10)**

An examination of the impact of an aging population on social relationships, politics, and the economy in the United States. The course includes study of theory and research in the areas of health, income, work, leisure, family, and intergenerational relationships. **Note:** Students may not receive credit for either 52.280 Social Gerontology or 52.240 Introduction to Social Gerontology and SOCI 280 Aging in Society.

**SOCI 282 Society, Technology, and the Future (Gen. Ed. Goal 10)**

An investigation of the role that technology plays in contemporary societies, with particular emphasis on the United States. This course investigates the social consequences that reliance on technology may have in the future. Topics may include technology-based learning, space exploration, genetic engineering, and advances in reproductive technology.

Prerequisite: SOCI 101 Introduction to Sociology.

**SOCI 301 Sociological Theory**

An examination of influential explanations regarding the workings of modern society. The course considers enduring concerns such as what drives "progress," what creates social order or crisis, why social divisions exist, and how social forces and individual attitudes and actions influence one another. Prerequisites: SOCI 101 Introduction to Sociology. Completion of at least two other courses in sociology is recommended. **Sociology Majors only.** Permission of instructor required.

**SOCI 302 Sociological Methods I - Research Design**

An application of techniques learned in SOCI 234 Investigating Social Forces in American Society. Using qualitative and/or quantitative concepts and measurements, students develop original research projects to be investigated in SOCI 303 Sociological Methods II - Data Collection and Analysis. Prerequisites: SOCI 101 Introduction to Sociology, ANTH 161 Cultural Anthropology, SOCI 234 Investigating Social Forces in American Society, and junior standing. **Sociology majors only.**

**SOCI 303 Sociological Methods II - Data Collection & Analysis**

A continuation of original research projects developed in SOCI 302 Sociological Methods I - Research Design. Students work in teams to collect and analyze data and present findings in written and oral formats. Prerequisite: SOCI 302 Sociological Methods I - Research Design. **Sociology majors only.**

**SOCI 308 Political Sociology**

An examination of power in society. The course addresses questions such as: Who rules a nation? How democratic is the United States, and how democratic should it be? Which social conditions and processes foster democracy, and which obstruct it? How do we explain recent shifts in the balance of sociopolitical power? What future political changes are likely, possible, and desirable?

Prerequisites: SOCI 101 Introduction to Sociology or SOCI 130 Social Problems; sophomore standing.

**SOCI 312 Sociology of Childhood and Adolescence**

An exploration of sociological issues, theories, and research on childhood and adolescence. The course examines the social worlds provided for and created by children and adolescents. Changing definitions of and socialization patterns in childhood and adolescence over time and across cultures are discussed.

Prerequisite: SOCI 101 Introduction to Sociology or ANTH 161 Cultural Anthropology

**SOCI 315 Social Class**

An exploration of class division in the United States. The course considers questions such as: What are the major social classes in our society? To which class do we belong? How likely is it that we will change our class over time? How does the unequal distribution of wealth affect our life chances, quality of life, power, status, and beliefs? Is the current class system fair, and what are the alternatives?

Prerequisite: SOCI 101 Introduction to Sociology.

**SOCI 325 Health and Illness**

An examination of sociological research in the study of health, illness, and medical practice. Particular attention is given to social definitions and experiences of health and illness, the incidence and prevalence of illness, the physician-patient relationship, and the organization of health care.

Prerequisite: SOCI 101 Introduction to Sociology or permission of instructor.

**SOCI 329 Social Deviance**

An examination of what is involved in the creation of deviant categories and the consequences of being deviant. A variety of deviant behaviors and conditions is investigated, such as criminal behavior, illness, or genius. **Note:** Students may not receive credit for both 52.270 Sociology of Deviance and SOCI 329 Social Deviance.

Prerequisite: SOCI 101 Introduction to Sociology or ANTH 161 Cultural Anthropology

**SOCI 333 Society and the Mentally Ill**

A sociological exploration of the relationship between society and the mentally ill. The course examines the history and current status of medical knowledge and treatment, social attitudes toward those with psychiatric disorders, the experience of illness from the patient's perspective, and the legal and economic issues associated with psychiatric illness.

Prerequisite: SOCI 101 Introduction to Sociology or permission of the instructor.

**SOCI 340 Sociology of Work**

An investigation of the varieties of work and its role in people's lives. Students examine how gender, social class and historical forces influence entrance into various occupations as well as the timing and sequencing of work and career-related events. In addition, students address issues such as sexual harassment, unsafe working conditions, and worker satisfaction.

Prerequisite: SOCI 101 Introduction to Sociology.

**SOCI 342 People and Organizations**

An investigative analysis of large organizations. Emphasis is placed on the values, beliefs, and behaviors that define an organization's culture.

Prerequisite: SOCI 101 Introduction to Sociology.

**SOCI 366 Death and Dying**

An exploration of the various ways that people understand and respond to the realities of death and dying. These topics are considered within the context of American society as well as cross-culturally and across religious traditions.

Prerequisite: SOCI 101 Introduction to Sociology or ANTH 161 Cultural Anthropology; or permission of the instructor.

**SOCI 369 Sex/Sexualities in Society**

An examination of patterns of human sexual behavior and attitudes with a focus on contemporary society in the United States. Students examine theories of sexualities that aid in the interpretation of empirical research on sexual behavior with an emphasis on how gender, race, social class, and sexualities intersect. Using research and theory on the diversity of sexual experience, students study current social issues such as sex education, same-sex marriage, teen sexuality, and the influence of online romantic and sexual worlds.

Prerequisite: SOCI 101 Introduction to Sociology or ANTH 161 Cultural Anthropology.

**SOCI 480 Sociology Senior Thesis Seminar**

An opportunity for students who seek to expand upon and further develop their research methods project or to initiate a new or related in-depth project. Course work involves creating and completing a research project and culminates in a major paper for presentation at a departmental student research colloquium. Class meetings involve weekly presentations of work progress, research issues, and new discoveries in the literature and in students' research.

Prerequisites: SOCI 303 Sociological Methods II - Data Collection and Analysis and senior standing. **Sociology majors only.**

**SOCI 490 Independent Study in Sociology**

An in-depth investigation in a specific topic relating to the student's interest in sociology. The selection is made by the student with written approval of the faculty advisor. Oral presentation and final written report required. Limited enrollment.

Prerequisite: SOCI 101 Introduction to Sociology, junior or senior standing, and permission of instructor.

**SOCI 492 Topics in Sociology**

Selected special subjects in sociology and anthropology to be given from time to time at the discretion of the Department. Topics presented here are on a one-time-only basis and will not be a permanent part of the curriculum.

Prerequisite: SOCI 101 Introduction to Sociology and ANTH 161 Cultural Anthropology.

**SOCI 495 Internship in Sociology/Anthropology**

A first-hand exploration of careers related to anthropology and sociology through the prism of an internship chosen by the student in either a nonprofit, for-profit, or government organization. Students are expected to work at their internship site eight hours per week and to take notes about what they are observing on the job. In class, students discuss readings in order to make sense of their observations, and to develop a term paper about some aspect of their internship site.

Prerequisite: SOCI 101 Introduction to Sociology, junior or senior class standing.

# Framingham State University

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B.A., University of Massachusetts, Amherst; M.Ed., Ed.D., Boston  
University

**Terri-Anne Bynoe**, *Director of Marketing and Recruitment*

B.A. Midwestern State University, M.B.A., Brandeis University

**Danielle Donovan**, *Director of Operations*

B.A., Framingham State College

**Cynthia Glickman**, *Director/Business Systems Analyst*

B.S., Northeastern University

**Rebecca Hawk**, *Director/*

B.A., Portland State University, M.A., University of Denver, M.P.A.,  
Harvard University

**Lynne Oak**, *Staff Assistant/Systems Coordinator*

B.A., Framingham State College

**Nancy Proulx**, *Director/Professional Development Programs for  
Educators*

B.S., State University of New York - New Paltz

**CENTERS:**

*C. Louis Cedrone International Education Center*

**Joyce Fahey**, *Associate Director*

*MetroWest Economic Research Center (MERC)*

**Martha Meaney**, *Coordinating Director and Professor of  
Economics and Business Administration*

B.A., Brandeis University; M.B.A., University of Detroit; C.A.M.S.,  
Babson College

*Stalker Institute*

**Janet B. Schwartz**, *Director and Professor of Consumer Sciences*

B.S., Cornell University; S.M., Harvard University

*Global Education Center*

**Susan Dargan**, *Director and Associate Professor of Sociology*

B.A., Simmons College; M.A., Ph.D., Boston University

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**INSTITUTIONAL RESEARCH**

**Ann K. Caso**, *Associate Director/Institutional Research Officer*  
B.A., University of Massachusetts Dartmouth; Ed.M., Boston University

**Daniel Richard**, *Staff Assistant/Institutional Research Office*  
B.S., Framingham State College; M.A., Framingham State University

---

**INTERNATIONAL AND STUDY ABROAD PROGRAMS**

**Jane Decatur**, *Director*  
B.S.Ed., Miami University; M.S.Ed., Indiana University

---

**METROWEST SCIENCE, TECHNOLOGY, ENGINEERING,  
MATHEMATICS (STEM) EDUCATION NETWORK**

**Kevin Thurston**, *Director*  
B.S. Cornell University, M.B.A., Michigan State University

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**HENRY WHITTEMORE LIBRARY**

**Bonnie Mitchell**, *Director of Library Services*  
B.A., C. W. Post College, Long Island University; M.S.L.S., Simmons  
College; M.A., Framingham State College

**Richard Clare III**, *Assistant Librarian/Technical Services Librarian*  
B.A., Marlboro College; M.S.L.S., Columbia University

**Kim Cochrane**, *Assistant Librarian/Curriculum Librarian*  
B.A., Middlebury College; M.L.S., Simmons College

**K. Shin Freedman**, *Assistant Librarian/Acquisitions/Serials Librarian*  
B.A., Hyo Sung University; M.B.A., Bentley College; M.S., Simmons  
College

**Mille Gonzalez**, *Assistant Librarian/Reference/Electronic Resources*  
B.A., Hamilton College; M.S.L.S., MBA, Simmons College

**Suzanne Meunier**, *Library Assistant/Technical Services Librarian*  
B.A., Keene State College; M.S.L.S., Simmons College

**Colleen Previte**, *Associate Librarian/Special Collections/Archivist*  
B.A., Worcester State College; M.S.L.S., University of Rhode Island

**Sandra Rothenberg**, *Associate Librarian/Reference/Instruction*  
B.A., Wheaton College; M.A., Brown University; M.L.S., Simmons  
College

**Marion Slack**, *Associate Librarian/Reference Librarian*  
A.B., Ursuline College; M.S.L.S., Simmons College

**Margaret Snyder**, *Assistant Librarian/Circulation*  
B.A., Fitchburg State College; M.L.S., Simmons College

---

**DIVISION OF ENROLLMENT AND STUDENT  
DEVELOPMENT**

**Susanne H. Conley**, *Vice President for Enrollment & Student  
Development*  
B.A., Framingham State College; M.A., Brandeis University; Ed.D.,  
University of Massachusetts Boston

---

**ARTS AND HUMANITIES**

**Mark Evans**, *Staff Assistant/Program Administrator and Artist in Residence*  
Performance Certificate, Florida State University; Graduate, Opera Institute, Boston University

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**Hai Ok Hwang**, *Catholic Chaplain*  
**Reverend Julie Carson**, *Protestant Chaplain*  
**Rabbi Yakov Lazaor**, *Jewish Chaplain*

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**CAREER SERVICES AND EMPLOYER RELATIONS**

**Richard Davino**, *Director of Career Services & Employer Relations*  
B.S., M.S., Plattsburgh University  
**Dawn Ross**, *Staff Assistant/Internship Coordinator*  
B.A., Framingham State College

---

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**Christopher Gregory**, *Assistant 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  
**LaDonna Bridges**, *Director of Academic Support*  
B.S.J., Northwestern University; M.Ed. Springfield College  
**Emily Abel**, *Staff Assistant/PLUS Program Coordinator*  
B.S., Ithica College; M.Ed. Suffolk University  
**Joseph McCaul**, *Staff Assistant/Academic Advising*  
B.S., M.Ed., Framingham State College

---

**COUNSELING CENTER**

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B.A., University of Maine; M.S.W., Simmons College  
**Marie Margulies Ellias**, *Staff Counselor*  
B.A., Queens College; M.A., Simmons College; M.S.W., Smith College  
**Jeffrey Robbins Goldberg**, *Consulting Psychiatrist*  
A.B., Harvard College; M.D., Boston University  
**Jeanne Haley**, *Staff Associate/Counselor*  
B.A., College of the Holy Cross; M.S.W., Boston University  
**Andrew Lipsky**, *Staff Associate/Counselor*  
B.S., Bryant College; M.S.W., Boston College

---

**FINANCIAL AID****Susan E. Lanzillo**, *Director*

B.S., Bentley College; M.Ed., University of Massachusetts, Lowell

**Shawn T. Morrissey**, *Associate Director*

B.S., Anna Maria College

**Traci Wynn Hickey**, *Assistant Director*B.A., University of Massachusetts, Amherst; M.A., Elms College

---

**FIRST-YEAR PROGRAMS****Benjamin J. Trapanick**, *Director*

B.A., Binghamton University; M.Ed., North Carolina State University

**Lauren O'Donoghue**, *Assistant Director/Orientation Coordinator*B.A., The George Washington University; M.Ed., James Madison University

---

**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

**Margaret Gentile**, *Staff Associate/Nurse Practitioner*

A.S., Mount Ida College; B.S., Regis College; B.A., Harvard University Extension School

**Eileen Homcy, M.D.**, *Medical Consultant, Physician*

B.S., Rutgers University; M.D., Johns Hopkins University

**Anne Lyons**, *Staff Associate***Sophia Melenevskaya, M.D.**, *Gynecologist***Marlene Mailloux**, *Staff Associate*M.S.N., C.F.N.P., University of Massachusetts, Lowell

---

**MULTICULTURAL AFFAIRS****David N. Baldwin**, *Associate Dean of Student Affairs & Director*B.S., M.S., The College of St. Rose

---

**RESIDENCE LIFE****Glenn Cochran**, *Associate Dean of Student Affairs and Director of Residence Life and Housing*

B.A., Westfield State College; M.B.A., St. Bonaventure University

**Kimberly Dexter**, *Assistant Director of Residence Life*

B.A., University of Maryland, College Park; M.S., Worcester State College

**Laurie Lenzi Carr**, *Staff Associate/Housing Assignment Coordinator***Rita M. Bottini**, *Staff Assistant/Residence Director*

B.S., Salem State College; M.A., University of Connecticut

**Laura Croteau**, *Staff Assistant/Area Director*

B.A., Bridgewater State College; M.S., Northeastern University

**Jason Hurtubise**, *Staff Assistant/Residence Director*

B.A., Bryant University; M.Ed., Springfield College

**Adam D. Nichols**, *Staff Assistant/Residence Director*

B.A., B.S., Westfield State College

**Lindsey Stuart**, *Staff Assistant/Residence Director*  
B.A., University of Tennessee – Knoxville, M.A., Virginia Polytechnic  
Institute & State University

---

### **STUDENT ACCOUNTS**

**Deborah Dalton**, *Director*  
B.S., Bridgewater State College; M.S., Worcester State College

---

### **STUDENT AFFAIRS**

**Melinda Stoops**, *Dean of Students*  
B.A., Smith College; M.A., Radford University; Ph.D., Indiana State  
University

---

### **STUDENT INVOLVEMENT AND CAMPUS EVENTS**

**Rachel Lucking**, *Director*  
B.S., Illinois State University; M.A., Boston College

**Claire Simonetti**, *Associate Director*  
B.A., M.A., Boston College

**Sharon Rivers**, *Staff Assistant/Program Coordinator*  
B.A., M.Ed., Salem State University

---

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**Mark R. Powers**, *Director/Registrar*  
B.A., North Adams State College

**Anne Marek**, *Associate Director/Associate Registrar*  
B.A., California State University Sacramento

**Pamela Hawkins**, *Assistant Director/Assistant Registrar*  
B.S., Eastern Illinois University; M.A., Springfield College

**Mary Lynch**, *Staff Associate/Assistant to the Registrar*

---

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**Jeremy C. Spencer**, *Dean of Undergraduate Admissions*  
B.A., Lycoming College; M.S., Miami University

**Shayna Bailey**, *Assistant Dean of Admissions*  
B.A., M.A., Framingham State College

**Shanni Smith**, *Assistant Dean of Admissions*  
B.A., M.S., Fitchburg State University

**Maritsa Barros**, *Assistant Director of Admissions/Multicultural  
Recruitment*  
B.A., University of Massachusetts Dartmouth; M.S., Northeastern  
University

**Elizabeth Daly**, *Assistant Director of Admissions*  
B.A., Framingham State College

**Meredith Amaral**, *Admissions Counselor*  
B.S., Framingham State College

**Barbara Parece**, *Admissions Counselor*  
B.A., Westfield State College

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## ***DIVISION ADMINISTRATION AND FINANCE***

**Dale M. Hamel**, *Executive Vice President of Administration, Finance*  
B.S., B.A., Ferris State University; M.B.A., University of North  
Carolina, Chapel Hill; Ed.M., Boston University; Ph.D., Boston College

---

### ***BUSINESS OFFICE***

**Joseph P. Calapa**, *Director, Financial Services*  
B.A., Boston College; M.B.A., Northeastern University

**Nancy A. Murphy**, *Staff Associate/Fiscal Affairs*

**Christopher Bradley**, *Staff Associate/Purchasing and Fiscal Affairs*  
B.S., Massachusetts Maritime Academy

**Michelle Fallon**, *Staff Assistant/Fiscal Affairs*

**Linda Nesta**, *Staff Assistant/Fiscal Affairs, Capital Planning, Facilities  
Operations*  
B.S., Northeastern University; M.A., Framingham State College

**Sherrie Prarie**, *Staff Assistant/Fiscal Affairs*

---

### ***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**, *Director, Applications Development*  
B.S., Framingham State College

**Deborah Moschella**, *Director of ITS, User Services*  
B.S., Framingham State College; M.Ed., Boston College

**Michael S. Zinkus**, *Director of Network Services*  
B.S. Framingham State College

**Judith Cohen**, *Staff Assistant, Oracla Database Progammer*  
B.S.Ed., Teachers College in Hungary; M.S., Massachusetts Institute of  
Technology

**Kristen Corey**, *Staff Assistant*  
B.A., Emmanuel College

**Michael Darcy**, *Staff Assistant/Helpdesk, Technology Support*  
B.S., Framingham State College

**Christopher Giannini**, *Staff Assistant*  
B.S., Framingham State College

**Gregg Merloni**, *Staff Assistant/Helpdesk, Technology Support*  
B.A., Framingham State College

**David Lopes**, *Staff Assistant/Systems Administrator*  
B.A., Framingham State College

**Jonathan Pena**, *Staff Assistant/*  
A.S., Massasoit Community College

**Shawn Silva**, *Staff Assistant/*  
B.S., Framingham State College

**William Shew**, *Staff Assistant/Luminus Systems Analyst*  
B.S., Framingham State College

**Terence Thomas**, *Assistant Director/Media Services*  
B.A., Southeastern Massachusetts University; M.Ed., Bridgewater State College

**Aaron Wood**, *Staff Assistant/*

---

### **EDUCATION TECHNOLOGY**

**Robin Robinson**, *Director of Distance Education*  
B.A., University of Massachusetts, Amherst; M.T.P.W., Northeastern University

**Christine Sacco**, *Staff Assistant/Education Technology Support Coordinator*  
B.A., Smith College

**Claire Waterbury**, *Staff Assistant/*  
B.A., M.S., University of South Florida

---

### **ATHLETICS**

**Thomas Kelley**, *Director*  
B.S., Framingham State College; M.Ed., Boston State College

**Carey Williams Eggen**, *Associate Director*  
B.S., M.Ed., C.A.G.S., Springfield College

**Kathleen Lynch**, *Assistant Director/Sports Information*  
B.S. Framingham State College

**Matthew Baker**, *Staff Assistant/Intramural Director/Assistant Facility Manager*  
B.A., Assumption College

**Mark Greenfield**, *Staff Assistant/Facility Manager*  
B.S., M.A., Kent State University

**Patricia O'Brien**, *Staff Assistant/Recruiting Coordinator*  
B.S., M.A., Salem State College

**Laura Rusk**, *Staff Assistant/Head Athletic Trainer*  
B.S., Iowa State University; M.P.A., Drake University

**Jared Swerzenski**, *Staff Assistant/Assistant Building Manager/Intramurals Coordinator*

**Emily Synder**, *Staff Assistant/*  
B.S., University of New England; M.S., University of Arkansas

**Damon White**, *Staff Assistant/Assistant Athletic Trainer*  
B.S., Springfield College; M.S., California University of Pennsylvania

---

### **CAPITAL PLANNING AND FACILITIES OPERATIONS**

**Warren Fairbanks**, *Director of Capital Planning and Facilities Operations*  
B.S., Worcester Polytechnic Institute; M.B.A., Anna Maria College

**Daniel Girad**, *Assistant Director of Facilities*

**Kevin FitzGerald**, *Staff Associate/Coordinator of University Events*  
B.A., Western Connecticut State University, M.A., North Carolina State University

**Maureen Bagge Fowler**, *Staff Associate/Environmental Health and Safety Coordinator*

B.S., University of Massachusetts, Amherst; M.B.A., University of Massachusetts, Boston

**Michael Mayo**, *Staff Associate/Property Control, Parking Clerk*

**Robert Tatro**, *Staff Assistant/Power Plant and Support Services*

---

### ***PUBLIC SAFETY AND POLICE SERVICES***

**Bradford Medeiros**, *Chief*

**John Santoro**, *Deputy Chief*

B.S., Hesser College, M.S., Western New England College

**Steven Whittemore**, *Staff Assistant/*

B.S., Framingham State College

---

### ***UNIVERSITY ADVANCEMENT, DEVELOPMENT, AND ALUMNI RELATIONS***

**Christopher P. Hendry**, *Vice President of University Advancement*

B.S., M.B.A., Fitchburg State College

**Maria L. Quiray**, *Director of Annual Giving*

B.A., Rhode Island College; M.Ed., University of Massachusetts Amherst

**Johnathan Lee**, *Associate Director for Grants and Sponsored Programs*

B.A., Harvard University

**Robert Walmsley**, *Assistant Director of Alumni Relations*

B.S., Framingham State College

**Amy Luoto**, *Staff Assistant/Advancement Services Coordinator*

B.S., Springfield College, M.A., Framingham State University

**Daniel Magazu**, *Staff Associate/External Relations Coordinator*

B.A., University of Massachusetts - Amherst

**Luis Rodriguez**, *Staff Assistant/Graphic Designer*

B.S., Framingham State College

**Mark Veilgor**, *Associate Director/Major Gift Officer*

B.A., College of the Holy Cross, M.B.A., Babson College

# Faculty

- Abdelgadir, Osama**, B.A., M.A., University of Khartoum; Ph.D., Clark University; Assistant Professor, Geography
- Abernethy, Marilyn M.**, B.S., Colorado State University; M.P.H., University of Michigan, Ann Arbor; D.P.H., University of North Carolina, Chapel Hill; R.D.; Professor, Consumer Sciences
- Adelman, Sarah**, B.A., Xavier University; M.A., Ph.D., The John Hopkins University; Assistant Professor, History
- Agartan, Kaan**, B.S., Borgazici University; M.A., Ph.D., The State University of New York Binghamton; Assistant Professor, Sociology
- Alberti, Benjamin**, B.A., Ph.D., University of Southampton, U.K.; Associate Professor, Sociology
- Allen, Richard**, B.A., University of Illinois; M.A., University of Chicago; M.A., Ph.D., University of Illinois; Professor, History
- Alter, Robert**, B.V.A., Georgia State University; M.S., Massachusetts Institute of Technology; M.S., Lesley College; Associate Professor, Communications Arts
- Anderson, John**, B.F.A., San Francisco Art Institute; M.F.A., Tufts University; Professor, Art
- Anderson, Lori**, B.A., Lafayette College; M.A., Ph.D., The State University of New York Binghamton; Assistant Professor, Economics and Business Administration
- Apostolidis, Emmanouil**, B.S., MS., Ph.D., University of Massachusetts Amherst; Assistant Professor, Chemistry and Food Science
- Arpin, Sheree**, B.S., University of Rhode Island; Ph.D., University of Arizona; Assistant Professor, Mathematics
- Atchison, Benjamin**, B.A., The College of New Jersey; M.A., The State University of New York, Albany; Assistant Professor, Mathematics
- Austin, Sandra**, B.S., University of Virginia; M.S., University of California, Los Angeles; Ed.D., University of Massachusetts, Lowell; R.N.; Associate Professor, Nursing
- Ball, Daisy**, B.A., Roanoke College; M.S., Ph.D., Virginia Polytechnic Institute and State University; Assistant Professor, Criminology
- Beckwitt, Richard**, B.A., University of California, Berkeley; Ph.D., University of Southern California; Professor, Biology
- Bechtel, Cynthia**, B.S., Cedar Crest College; M.S., Regis College; Ph.D., University of Massachusetts Worcester/Amherst; Assistant Professor, Nursing
- Beilin, Elaine V.**, B.A., University of Toronto; M.A., Ph.D., Princeton University; Professor, English
- Bell, Dwayne**, B.S., California Polytechnic State University; Ph.D., The University of Texas Austin; Assistant Professor, Chemistry and Food Science
- Beyer, Kathleen Collins**, B.A. Colorado State University; M.A., University of Michigan; Ph.D., University of Kansas; Associate Professor, English
- Bishop, Brian**, B.A., Memphis College of Art; M.F.A., Cranbrook Academy of Art; Associate Professor, Art
- Bodack, Louise**, B.A., Rollins College; M.A., Ph.D., Syracuse University; Assistant Professor, Chemistry and Food Science
- Bolio, Stephen M.**, B.S., Worcester State College; M.S., Boston College, Ph.D., University of Massachusetts - Amherst; R.N.C.S., N.P.; Associate Professor, Nursing

- Bollettino, Maria**, B.A., Brown University; M.A., Ph.D., University of Texas, Austin; Assistant Professor, History
- Bowen, Christopher**, B.A., Brandeis University; M.F.A., Boston University; Assistant Professor, Communication Arts
- Breuning, Cornelia**, B.A., Mt. Holyoke College; M.S.C.I.S., Bentley College; Assistant Professor, Computer Science
- Brookby, Silvy**, B.A., Northwestern University; M.A., Stanford University; Ph.D., University of Missouri; Assistant Professor, Education
- Bruno, Paul**, B.A., M.A., Ph.D., Boston College; Associate Professor, Philosophy
- Burke, Mary E. (Lisa)**, B.M., Boston Conservatory; M.A., Ph.D., Brown University; Professor, Music
- Carroll, Margaret**, B.A., Connecticut College; Ph.D., Duke University; Associate Professor, Biology
- Chen, Robert C.**, B.E.E., Rensselaer Polytechnic Institute; S.M., Massachusetts Institute of Technology; Ph.D., Carnegie Mellon University; Associate Professor, Computer Science
- Chon, Kristin A.**, B.S., Massachusetts Institute of Technology; M.S., University of Massachusetts, Amherst; Assistant Professor, Physics and Earth Sciences
- Cohen, Marian A.**, B.A., Boston University; M.A., Ph.D., Case Western Reserve University; Professor, Sociology
- Cok, Steven**, B.S., Michigan State University; Ph.D., The University of Chicago; Assistant Professor, Chemistry And Food Science
- Cole, Sarah**, B.A., M.A., Kansas State University; Instructor, Communication Arts
- Connally, Patricia Sanchez**, B.A., Framingham State College; M.A., University of Massachusetts Boston; Instructor, Sociology
- Conrad, Susan**, B.S.N., University of Evansville; M.S., Texas Woman'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; Professor, Modern Languages
- Corea, Elizabeth**, B.A., M.A., University of Massachusetts, Amherst; Instructor, Communication Arts
- Correia, Marlene Ponte**, B.S., Salve Regina University; M.Ed., Lesley College, Ed.D., University of Massachusetts Lowell; Assistant Professor, Education
- Cote, Marc A.**, 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.A., B.S., University of Massachusetts Amherst; M.S., Tufts University; Assistant Professor, Consumer Sciences
- Crouch, Patricia**, B.A., Thomas Edison State College; M.A., Villanova University; Assistant Professor, English
- Cutler, Joyce**, B.S., South Dakota University; M.A., University of Illinois; Ed.D., University of Massachusetts, Lowell; Assistant Professor, Mathematics
- Czarnec, Walter**, B.S., Keene State College; M.S., University of New Hampshire; Ed.D., University of Georgia; Professor, Mathematics
- D'Andrea, Joseph**, B.A., College of the Holy Cross; M.A., Ph.D., Boston University; Assistant Professor, Philosophy

- Dargan, Susan**, B.A. Simmons College; M.A. , Ph.D., Boston University; Professor, Sociology
- Davenport, Matthew**, B.A., Greenville College; Ph.D., University of Florida; Assistant Professor, Chemistry and Food Science
- Davis, Aline**, B.S., Worcester Polytechnic Institute; M.S., Ph.D., University of Maryland; Associate Professor, Biology
- Dias, Antone**, B.S., Boston University; M.Ed., Hunter College; Ph.D., University of North Carolina at Chapel Hill; Associate Professor, Psychology
- Dignam, Catherine**, A.B., Smith College; Ph.D., State University of New York at Stony Brook; Assistant Professor, Chemistry & Food Science
- Dinkelacker, Stephen**, B.S., M.S., Frostburg State University; Ph.D., Miami University; Assistant Professor, Biology
- Donohue, Robert**, B.A., University of Massachusetts - Amherst; M.S., Ph.D., University of Florida; Professor, Psychology
- Donovan, Joseph**, B.A., St. Anselm College; M.A., University of Nebraska; Instructor, Economics and Business Administration
- Douglas, John William**, B.A., Washington College; M.B.A., Western Washington University; Instructor, Economics and Business Administration
- Dowling, Jennifer C.**, B.A., University of New Hampshire; M.F.A., University of Massachusetts, Dartmouth; Associate Professor, Communication Arts
- Druffel, Karen**, B.A., University of Illinois; M.I.T., Northwestern University; J.D., DePaul University; Associate Professor, Economics and Business Administration
- Dunne, Maureen E.**, B.A. Brandeis University; M.B.A., University of Detroit; Professor, Economics and Business Administration
- Earley, Deja**, B.A., M.A., Brigham Young University; Ph.D., University of Southern Mississippi; Assistant Professor, English
- Eck, Lisa**, B.A., Augustana College; M.A., Ph.D., Washington University; Assistant Professor, English
- Enz, Michael**, B.S., University of Puget Sound; M.S., Ph.D., University of Oregon; Assistant Professor, Economics and Business Administration
- Farina, Louis J.**, B.S., Suffolk University; M.S., De Paul University; M.B.A., Babson College, C.P.A.; Assistant Professor, Economics and Business Administration
- Flanagan, Anna**, B.A., Wellesley College; M.A., Ph.D., University of Denver; Professor, Psychology
- Ferraro, Vincent**, B.A., University of Connecticut Storrs; M.A., Ph.D., Northeastern University; Assistant Professor, Sociology
- Foster, Irene M.**, B.S., M.Ed, Framingham State College; M.S., Ed.D., University of Massachusetts - Amherst, Associate Professor, Consumer Sciences
- Galvin, Paul**, B.A., Hendrix College; M.S., Ph.D., Texas Christian University; Assistant Professor, Psychology
- Galvin, Priscilla**, B.A., Framingham State College; M.A., Boston College; Instructor, Sociology
- Galvin, T. Bridgett Perry**, B.S., M.Ed., Central State University; Ph.D., University of Oklahoma; Professor, Psychology
- Gao, Zhenguang (Jeff)**, B.A., Beijing Normal University; M.A., Tsinghua University; Ph.D., University of South Carolina; Assistant Professor, Computer Science
- Gold, Sandra**, B.A., Tufts University; M.A., New York University; M.Ed., Boston University; Instructor, Education

**Grassetti, Mary T.**, B.A., Mount Holyoke College; M.Ed., Ed.D., University of Massachusetts Amherst; Assistant Professor, Education

**Grey, Stephanie**, B.F.A., Rhode Island School of Design; M.F.A., Carnegie Mellon University; Assistant Professor, Art and Music

**Grove, Thomas N.**, B.A., Harvard College; M.A., Ph.D., University of California, Berkeley; Associate Professor, English

**Hakansson, Carl**, B.S., Framingham State College; J.D., New England School of Law; Assistant Professor, Geography

**Halfond, Gregory**, B.A., Cornell University; M.A., Ph.D., University of Minnesota; Assistant Professor, History

**Handschuh, Arlene**, B.A., Douglass College; M.A., Syracuse University; Professor, Consumer Sciences

**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, Economics and Business Administration

**Hartwick, Elaine**, B.A., Clark University; M.A., Boston University; Ph.D., Clark University; Associate Professor, Geography

**Hibbard, Katherine**, B.S., Lesley College; M.Ed., North Carolina Central University; Ph.D., University of North Carolina; 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

**Horn, Katherine**, B.A., Washington University; M.A., Ph.D., Tufts University, Assistant Professor, English

**Horvitz, Simeon**, B.S., J.D., Suffolk University; Assistant Professor, Economics and Business Administration

**Huibregtse, Jon**, B.A., M.A., University of Wisconsin - Eau Claire; Ph.D., University of Akron, Professor, History

**Jarnis, George**, A.B., Clark University; M.A., Northeastern University; Ph.D., Tufts University; Professor, Political Science

**Johnson, Jr., Robert**, B.A., Rutgers University; M.F.A., School of the Art Institute of Chicago, Associate Professor, Communication Arts

**Ju, Hae Won**, B.S., Yonsei University; M.S., Ph.D., University of Minnesota St. Paul; Assistant Professor, Consumer Sciences

**Kali, Audrey**, B.A., Chatham College; M.A., Ph.D., University of Pittsburgh; Associate Professor, Communication Arts

**Keil, David**, B.A., University of Minnesota; M.S., Boston University; Assistant Professor, Computer Science

**Kemegue, Francis**, M.Phil., University of Yaounde; Ph.D., Kansas State University; Assistant Professor, Economics and Business Administration

**Kolodny, Kelly**, B.A., Clark University; M.A., Rhode Island College; Ph.D., University of Connecticut; Associate Professor, Education

**Krishnamoorthy, Suban G.**, B.E., Madras University; M. Tech., Indian Institute of Technology Kanpur; M. Comp. Sci., Ph.D., Concordia University, Professor, Computer Science

**Lambert, Walter**, B.S., M.S., University of Rhode Island; Ph.D., University of New Hampshire; Associate Professor, Biology

**Lazarus, Joyce Block**, B.A., Queens College; M.A., Ph.D., Harvard University; Professor, Modern Languages

**Levandosky, Julie L.**, B.S., University of Massachusetts - Amherst; Sc.M., Ph.D., Brown University; Associate Professor, Mathematics

**Li, Zhe**, B.E., Zhejiang University; M.A., Ph.D., Stony Brook University; Assistant Professor, Economics and Business Administration

**Liebert, Aviva E.**, A.B., Dartmouth College; Ph.D., University of California , Los Angeles; Assistant Professor, Biology

**Lowe, Diane L.**, B.S., M.A., Ed.D., University of Memphis; Professor, Education

**Ludemann, Pamela M.**, B.A., Hiram College; M.S.W., West Virginia University; Ph.D., Purdue University; Professor, Psychology

**Luoto, Patricia K.**, B.S., West Virginia Wesleyan College; M.S., Framingham State College; Ed.D., Boston University; R.D.; Professor, Consumer Sciences

**Lynne, Patricia**, B.A., Virginia Polytechnic Institute and State University; M.A., George Mason University; Ph.D., University of Wisconsin - Milwaukee; Associate Professor, English

**Mabrouk, Sarah**, A.B., Wheaton College; M.A., Ph.D., Boston University; Associate Professor, Mathematics

**MacRitchie, Donald**, B.A., St. Anselm's College; M.A., Boston College; Professor, Economics and Business Administration

**Mahler, Marguerite A.**, B.A., Anna Maria College; M.A.T., Assumption College; Ph.D., University of Florida, Gainesville; Professor, Modern Languages

**Maibor, Carolyn**, B.A. Simmons College; M.A., University of Montreal; Ph.D., Brandeis University; Assistant Professor, English

**Mancuso, Halcyon**, A.B., Harvard-Radcliffe Colleges; M.S., Boston University; Instructor, English

**Martin, Jonathan**, B.A., Cornell University; M.A., Ph.D., Brandeis University; Associate Professor, Sociology

**Massad, Susan**, B.S., Framingham State College; M.Ed., Worcester State College; H.S.D., Indiana University at Bloomington; R.D., C.H.E.S.; Associate Professor, Consumer Sciences

**Matthews, Kelly**, B.A., Harvard University; M.Phil., Trinity College Dublin; M.A.T., Boston University; Ph.D., University of Ulster; Assistant Professor, English

**McCann, John**, A.B., A.M., Boston College; Ph.D., Washington University; Assistant Professor, Mathematics

**McCarthy, Desmond**, B.A., Framingham State College; M.A., Ph.D., Brandeis University; Professor, English

**McDonald, Timothy**, B.A., University of Rhode Island; M.F.A., East Tennessee State University; Assistant Professor, Art

**McKenna, Lawrence**, S.B., Ph.D., Massachusetts Institute of Technology; Assistant Professor, Physics and Earth Science

**McLaughlin, Catherine**, B.A., Southeastern Massachusetts University; B.A., M.A., University College, M.F.A., Bowling Green State University; Professor, English

**McMakin, Deborah**, B.A., Framingham State College; M.A., The George Washington University; M.S.W., Boston University; Assistant Professor, Psychology

**Meaney, Martha**, B.A., Newton College; M.A., Boston College; Professor, Economics and Business Administration

**Melegian, Edward**, B.M., M.M., Boston Conservatory of Music; Professor, Music

**Melendy, Cynthia**, B.A., University of Massachusetts Boston; M.A., University of Southern Maine; Ph.D., University of Maine; Assistant Professor, History

**Merwin, David**, B.A., University of Nebraska-Lincoln; M.A., Ph.D., University of Connecticut; Assistant Professor, Geography

**Mills-Henry, Ishara**, B.S., M.S., Clark Atlanta University; Ph.D., Massachusetts Institute of Technology; Assistant Professor, Biology

**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

**Momen, Abdul**, B.A., M.A., Dhaka University; L.L.B, Central Law College; M.P.A., Harvard University; M.B.A., Ph.D., Northeastern University; Associate Professor, Economics and Business Administration

**Montague, Rodney**, B.A., Wesleyan University; M.A., M.P., Ph.D., Columbia University; Assistant Professor, History

**Mullaney, Susan**, B.S., University of Massachusetts Amherst; M.A., Framingham State College; M.S., University of Massachusetts Worcester; Ed.D., Nova Southeastern University; Professor, Nursing

**Muller, Eugene**, B.S., Southampton College; M.S., University of Massachusetts - Dartmouth; M.S., Ph.D., University of New York at Buffalo; Professor, Biology

**Najjar, Yaser M.**, B.S., Beirut University; M.A., Alexandria University; D.E.A., International Development Center of Japan; M.C.P., Ph.D., University of Cincinnati; Professor, Geography

**Neubauer, Suzanne H.**, B.S., Immaculata College; M.S., Pennsylvania State University; Ph.D., University of Connecticut; R.D., C.N.S.D.; Professor, Consumer Sciences

**Noon, Virginia**, B.S., Framingham State College; M.S., Kansas State University; Assistant Professor, Consumer Science

**Otto, Judith**, B.A., Williams College; M.A., Harvard University; Ph.D., University of Minnesota; Assistant Professor, Geography

**Osterweis, Laura**, B.A., University of Connecticut - Storrs ; M.F.A., University of Massachusetts Dartmouth; Assistant Professor, Communication Arts

**Page, Jr., Robert**, B.S., M.S., Ph.D., University of Mississippi; Assistant Professor, Mathematics

**Parker, Lynn**, B.A., Providence College; M.A., Ph.D., Brandeis University; Associate Professor, English

**Perry, Elizabeth**, B.A., University of Massachusetts - Dartmouth; M.A., Ph.D., Brown University; Professor, Art and Music

**Perry, Evelyn**, B.A., M.A., Simmons College; Ph.D., University of Rhode Island; Associate Professor, English

**Pilkenton, Sarah J.**, B.S., University of Virginia's College at Wise; Ph.D., Purdue University; Assistant Professor, Chemistry and Food Science

**Plummer, Brianna**, B.S., Framingham State College; M.F.A., University of Massachusetts - Boston; Assistant Professor, Consumer Sciences

**Poliandri, Simone**, B.A., University of Rome; M.A., Ph.D., Brown University; Assistant Professor, Sociology

**Pongratz-Chander, Krisztina**, B.S., University of Northern Colorado; M.A., Ph.D., Northern Arizona University; Assistant Professor, Political Science

**Prehar, Cynthia A.**, B.A., University of Texas, Austin; M.S., Ph.D., Colorado State University; Assistant Professor, Psychology

**Racheotes, Nicholas S.**, B.A., Brandeis University; M.A., Ph.D., Boston College; Professor, History

- Rahman, Sandra**, B.S., M.B.A., Suffolk University; D.B.A., Nova Southeastern University; Associate Professor, Economics and Business Administration
- Rivera Monclova, Marta**, B.A., New York University; M.A., Ph.D., Tufts University; Assistant Professor, English
- Robbins, Rebecca**, B.S., Emerson College; M.S., Wheelock College; M.S.W., Boston University; Instructor, Psychology and Philosophy
- 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, Economics and Business Administration
- Rose, Anne Christina**, B.A., University of California at San Diego; Ph.D., Johns Hopkins University; Assistant Professor, History
- Rutter, Virginia**, B.A., Williams College; M.A., University of London; M.A., Ph.D., University of Washington; Associate Professor, Sociology
- Sachs, Charles**, B.A., The State University of New York; M.A., M.S., M.Phil., Ph.D., Columbia University; Assistant Professor, Psychology and Philosophy
- Salmassi, Mohammad**, B.S., University of Tehran; M.S. Rensselaer Polytechnic Institute; M.S., Ph.D., University of Kentucky; Professor, Mathematics
- Sandberg, Sonja**, S.B., Massachusetts Institute of Technology; Ph.D., University of Texas Health Science Center at Dallas; Professor, Mathematics
- Savini, Lisa**, B.A., University of Hartford; M.S., Framingham State College; Instructor, Chemistry and Food Science
- Schneider, Erica**, B.A., Mount Holyoke College; M.A., Boston University; Assistant Professor, Art & Music
- Schwartz, Janet B.**, B.S. Cornell University; S.M., Harvard University; R.D.; Professor, Consumer Sciences
- Sebor-Cable, Pamela**, B.A., University of Maine; B.F.A., Massachusetts College of Art; M.S. University of Rhode Island; Assistant Professor, Consumer Sciences
- Sedlock, Nicholas**, B.S., Carnegie Mellon University; M.S.T., Boston University; M.A., Ph.D., Washington University, St. Louis; Assistant Professor, Mathematics
- Sellarole, Teresa**, B.S., Mansfield University; M.S., State University of New York Buffalo; M.Ed., Worcester State College; Assistant Professor, Consumer Sciences
- Shearman, Rebecca**, B.A., Franklin & Marshall College, Ph.D., University of Chicago; Assistant Professor, Biology
- Sheridan, Bridgette**, B.A., University of Wisconsin; M.A., Ph.D., Boston College; Assistant Professor, History
- Signes, Richard J.**, B.A., Boston College; M.A., New York University; Associate Professor, Modern Languages
- Silver, Ira**, B.A., Amherst College; M.A., Ph.D., Northwestern University; Professor, Sociology
- Simons Amanda**, B.S., University of Delaware; Ph.D., Harvard University; Assistant Professor, Biology
- Singh, Vandana**, B.Sc., M.Sc., Delhi University; Ph.D., Louisiana State University; Assistant Professor, Physics and Earth Science
- Sjuib, Fahlino**, B.S., Parahyangan Catholic University; M.A., Western Illinois University; Ph.D., Kansas State University; Associate Professor, Economics and Business Administration

- Soriano, Beverly**, B.S., Bryant College; M.Ed., Boston University; M.S., Bentley College; C.P.A.; Assistant Professor, Economics and Business Administration
- Stadtler-Chester, Mary-Ann**, B.A., Manhattanville College; M.A., University of Chicago; Ph.D., University of Paris - Sorbonne; Assistant Professor, Modern Languages
- Springer, Claudia**, B.A, M.A., Ph.D., Northwestern University; Assistant Professor, English
- Starobin, Leslie Ann**, B.A., Hampshire College; M.F.A., San Francisco Art Institute; Professor, Communication Arts
- Swanson, Alexander**, B.S., M.F.A., Boston University; Assistant Professor, Communication Arts
- Taylor, Rebecca L.**, B.S., M.S., Eastern Michigan University; Professor, Consumer Sciences
- Telling, Douglas**, B.A., Beloit College; M.A., Ph.D., University of Massachusetts - Amherst; Assistant Professor, Political Science
- TePaske, Derrick**, B.A., Grinnell College; M.Ed., Boston College; Ph.D., The Union Institute; Professor, Communication Arts
- Thomas, Patricia E.**, B.B.A., Midwestern State University; M.S., University of North Texas; Assistant Professor, Economics and Business Administration
- Thorp, Paul**, B.S., M.A., C.A.G.S, Suffolk University; Instructor, Biology
- Tischler, Henry**, A.B., Temple University; M.A., Ph.D., Northeastern University; Professor, Sociology
- Tomasian, Alicia**, B.A., Bates College; M.A., Ph.D., University of Chicago; Assistant Professor, English
- Van Roo, Brandi**, B.A., State University of New York, Fredonia; B.S., State University of New York, Syracuse; Ph.D., Indiana University, Bloomington; Associate Professor, Biology
- Vreven, Dawn**, B.S., Michigan State University; M.A., Central Michigan University; Ph.D., Brown University; Associate Professor, Psychology
- Westerman, Barrie**, B.A., M.A., Ph.D., Boston University; Professor, Psychology
- Witt, Samuel**, B.A., University of Virginia; M.F.A., University of Iowa; Assistant Professor, English
- Wong-Russell, Michael**, B.S., M.A., Illinois State University; Ph.D., Boston University; Professor, Modern Languages
- Xu, Weichu**, B.Eng., Zhejiang University; M.B.A., Purdue University; Ph.D., Old Dominion University; Assistant Professor, Economics and Business Administration
- Zampini, Charlotte**, B.S., M.S., Ohio State University; Ph.D., Washington University; Associate Professor, Biology
- Zimmerman, Ellen**, B.A., Western College, M.A., Ph.D., University of Chicago; Professor, Sociology
- Zoino-Jeannetti, Julia A.**, B.A., Wellesley College; M.Ed., Ph.D., Boston College; Assistant Professor, Education

# Administrators Emeriti

**Heineman, Helen L.**

*President, Emerita  
English Professor, Emerita*

**Weller, Paul F.**

*President, Emeritus*

**Boyd, Lawrence**

*Director of Athletics, Emeritus*

**Dooher, Philip M.**

*Vice President for Enrollment Management, Emeritus*

**Flinter, Martha**

*Director of International/Study Abroad Programs, Emerita*

**Forrest, Cynthia Smith**

*Dean of Student Services, Emerita*

**Good, Arnold**

*Associate Dean, Graduate and Continuing Education, Emeritus*

**Gordon, Joy**

*Staff Associate, Museum Director, Emerita*

**Griffin, Raymond**

*Director of McAuliffe Center, Emeritus*

**Irwin, L. William**

*Assistant Dean, Continuing Education, Emeritus*

**Klaas, Judy C.**

*Vice President for Academic Affairs, Emerita*

**Koroski, Walter**

*Director of Media Communications, Emeritus*

**Lopes, Joseph**

*Director of Human Resources, Emeritus*

**Margulies-Ellias, Marie**

*Director of Counseling Center, Emerita*

**Marsh, Dudley**

*Director of Student Records and Registration Services, Emeritus*

**Marsh, Robert**

*Assistant to the President, Emeritus*

**Noyes, Wendy**

*Vice President for Student Services, Emerita*

**Storch, Margaret**

*University Advancement, Emerita*

# Faculty Emeriti

**Allen, Malwina**  
Chemistry  
Professor, Emerita

**Ambacher, John**  
Government  
Professor, Emeritus

**Anes, Jean**  
Chemistry and Food Science  
Associate Professor, Emerita

**Barklow, William**  
Biology  
Professor, Emeritus

**Barron, Gloria**  
History  
Professor, Emerita

**Beck, Robert**  
Chemistry and Food Science  
Professor, Emeritus

**Beck, Sachiko**  
Art  
Professor, Emerita

**Birmingham, Doris A.**  
Art History  
Associate Professor, Emerita

**Bond, Mary**  
Education  
Assistant Professor, Emerita

**Bowden, Nancy**  
Family and Consumer Sciences  
Professor, Emerita

**Bown, Fred**  
Mathematics  
Professor, Emeritus

**Budz, John C.**  
Psychology  
Professor, Emeritus

**Burns, Mary M.**  
Senior Librarian, Emerita

**Buydoso, Cathleen**  
Education  
Professor, Emerita

**Carter, Mary**  
Education  
Professor, Emerita

**Caruso, Joseph J.**  
Education  
Professor, Emeritus

**Cotter, Paul**  
Biology  
Professor, Emeritus

**Craig, Mary Pat**  
Library  
Librarian, Emerita

**Cunningham, Malcolm A.**  
Modern Languages  
Professor, Emeritus

**Daly, Patricia**  
Family and Consumer Sciences  
Professor, Emerita

**Davis, John**  
Communication Arts  
Professor, Emeritus

**Devine, Robert**  
Economics and Business  
Administration  
Assistant Professor, Emeritus

**Donnell, Robert P.**  
Geography  
Professor, Emeritus

**Doyle-Burke, Christine**  
Economics and Business  
Administration  
Professor, Emerita

**Durkee, L. Stephen, Jr.**  
Art  
Professor, Emeritus

**Eames, Thomas**  
Chemistry  
Professor, Emeritus

**Eng, James**  
Art  
Professor, Emeritus

**Feldman, Alan**  
English  
Professor, Emeritus

**Fiandaca, Frederick**  
Art  
Assistant Professor, Emeritus

**Fiore, Stephen**  
Music  
Associate Professor, Emeritus

**Flynn, Judith**  
Consumer Sciences  
Professor, Emerita

**Flynn, Leonard**  
Psychology  
Professor, Emeritus

**Gawne, Eleanor**  
Home Economics  
Professor, Emerita

**Goyette, Arthur**  
*Geography*  
 Professor, Emeritus

**Grant, Robert B.**  
*History, Education*  
 Professor, Emeritus

**Graham, Claire**  
*Education*  
 Professor, Emerita

**Guertin, D. Geraldine**  
*Psychology*  
 Professor, Emerita

**Haggerty, Joyce**  
*Modern Languages*  
 Professor, Emerita

**Haley, Mary**  
*Nursing*  
 Professor, Emerita

**Harrington, Joseph**  
*History*  
 Professor, Emeritus

**Harter, Marilyn**  
*English*  
 Assistant Professor, Emerita

**Horrigan, Joan**  
*Communication Arts*  
 Professor, Emerita

**Husband, Jonathan**  
*Technical Services Librarian,*  
 Emeritus

**Irwin, Regina**  
*Family and Consumer Sciences*  
 Assistant Professor, Emerita

**Jost, Dana N.**  
*Biology*  
 Professor, Emeritus

**Jurich, Joseph**  
*English*  
 Associate Professor, Emeritus

**Keiss, Harold O.**  
*Psychology*  
 Professor, Emeritus

**Klar, Walter**  
*Education*  
 Professor, Emeritus

**Klein, Ronnie**  
 Assistant Librarian, Emerita

**Koshy, Thomas**  
*Mathematics*  
 Professor, Emeritus

**Krier, Donald**  
*Economics and Business*  
 Administration  
 Professor, Emeritus

**Krier, Maureen**  
*Acquisitions/Serials Librarian,*  
 Emerita

**LeBlanc, Rene**  
*Biology*  
 Professor, Emeritus

**Levine, Miriam**  
*English*  
 Professor, Emerita

**Lidback, Margaret**  
*Earth Science*  
 Professor, Emerita

**Lipton, Leah**  
*Art History*  
 Professor, Emerita

**Low, Lorraine**  
*Psychology*  
 Professor, Emerita

**Mackey, Ann**  
*Physical Education*  
 Professor, Emerita

**Mahan, Elizabeth**  
*Education*  
 Professor, Emerita

**Mahon, John C.**  
*English, Education*  
 Assistant Professor, Emeritus

**Marsh, Joan Broadcorens**  
*Family and Consumer Sciences,*  
 Education  
 Professor, Emerita

**McKinney, Marie**  
*Economics and Business*  
 Administration  
 Professor, Emerita

**McNamara, Catherine F.**  
*Home Economics*  
 Assistant Professor, Emerita

**Murphy, Mary E.**  
*English*  
 Professor, Emerita

**Murray, John**  
*Physics*  
 Professor, Emeritus

**Nolletti, Arthur**  
*English*  
 Professor, Emeritus

**Nutting, P. Bradley**  
*History*  
 Professor, Emeritus

**O'Connor, Mary Lou**  
*Home Economics*  
 Professor, Emerita

**Peterson, Paul***Physics**Professor, Emeritus***Phillips, Sarah***Special Collections Librarian,  
Emerita***Potter, Margaret***Home Economics**Associate Professor, Emerita***Previte, Joseph J.***Biology**Professor, Emeritus***Ramsdell, Robert D.***Philosophy**Professor, Emeritus***Reiter, Josephine***Music**Professor, Emerita***Roberts, Roberta A.***History**Professor, Emerita***Robinson-Pratt, Edna***Mathematics, Education**Assistant Professor, Emerita***Rosenbaum, Peter***Computer Science**Professor, Emeritus***Roskey, Chester***Biology**Professor, Emeritus***Rosman, Bernard***Computer Science**Professor, Emeritus***Rust, William***Politics**Professor, Emeritus***Ryan, Peter***Economics and Business**Administration**Associate Professor, Emeritus***Salvucci, Marie***Physical Education**Assistant Professor, Emerita***Scandrett, Julia***English**Professor, Emerita***Senders, Virginia***Psychology**Professor, Emerita***Simonson, Larry A.***Chemistry**Professor, Emeritus***Snyder, Benjamin***Biology**Professor, Emeritus***Spence, Willard***Biology**Professor, Emeritus***Stannard, Katherine M.***Psychology**Professor, Emerita***Stanton, Philip B.***Biology**Professor, Emeritus***Storella, Elaine***History, Government**Professor, Emerita***Sullivan, Eugene E.***Art**Professor, Emeritus***Torti, Dolores***Nursing**Professor, Emerita***Beck, Sachiko***Art**Professor, Emerita***Wallace, Robert.***Economics and Business**Administration**Professor, Emeritus***Whitburn, Kevin***Chemistry**Professor, Emeritus***White, Michael***Geography**Associate Professor, Emeritus***Whitman, Betsey***Mathematics**Professor, Emerita***Wilton, Miriam***Psychology**Professor, Emerita***Wyeth, John***Library Assistant, Emeritus***Ziegelman, Lois***English**Professor, Emerita*

# 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.

**Ecumenical and Cultural 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.

**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.

**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.

**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.

**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 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 Center contains the Office of the Dean of Students along with various Student Affairs offices, the Office of Campus Police, The Mazmanian Art Gallery, The Dining Commons, a Cyber Cafe, a student game room, classrooms, and other meeting rooms. The Offices of the Graduate and Continuing Education Division are now located on the fifth floor.

**North Hall**, opened fall 2011, is coed residence housing approximately 400 sophomores, juniors, and seniors in four-person suites or in connected doubles and singles sharing semi-private bathroom facilities.

**O'Connor Hall**, named for Martin F. O'Connor, who served as President from 1936 to 1961, is a residence for 269 women. O'Connor Hall also serves as 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 Support and Advising.

## 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.

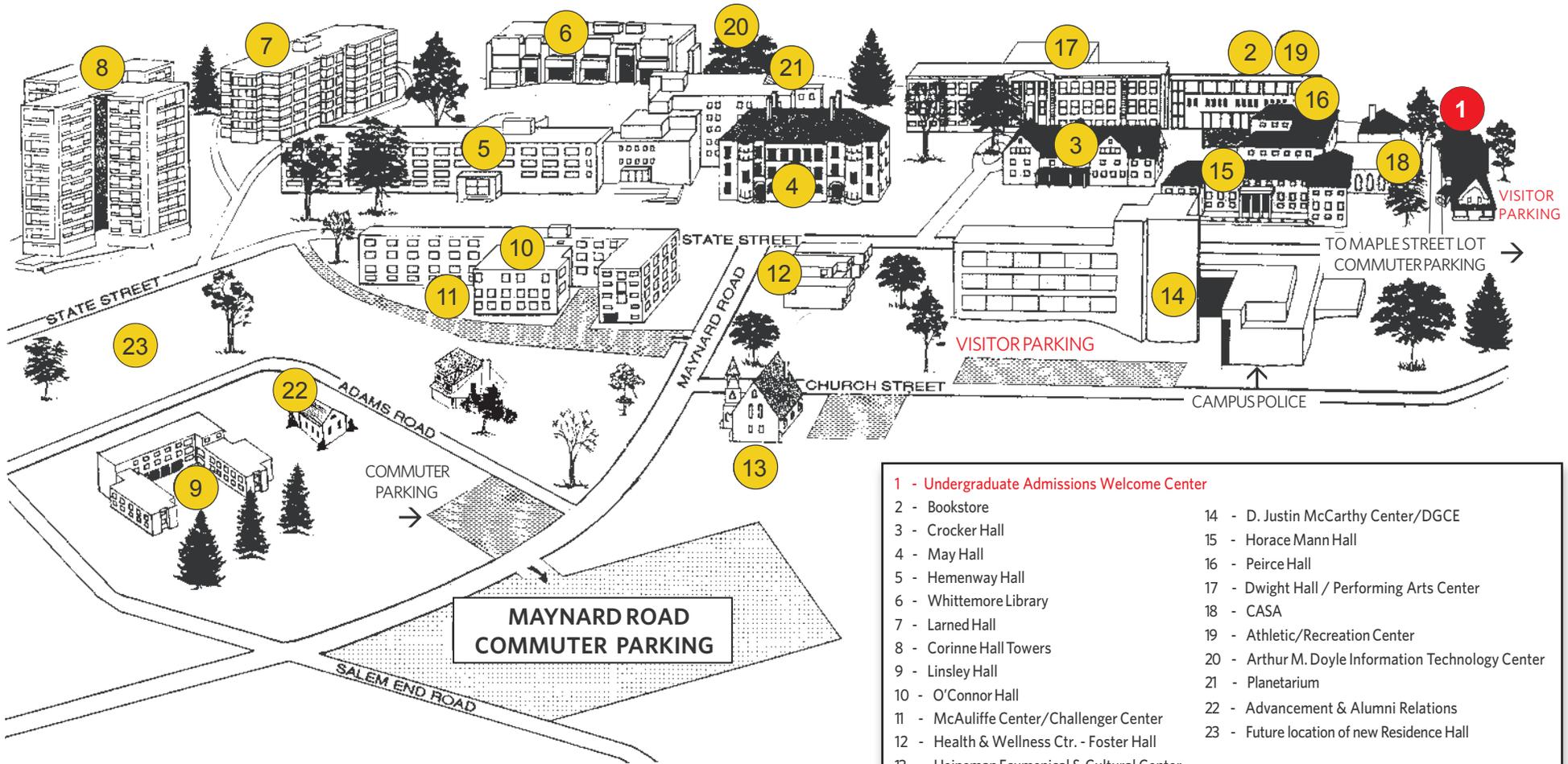
Just up the hill in the middle of the campus is the Framingham State University Planetarium. The thirty-foot dome brings the majesty of the universe down to Earth, with original programming from the McAuliffe Center that combines state-of-the-art technology with current educational philosophy.

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 our website at [www.christa.org](http://www.christa.org), for more information.

Framingham State University has established the Christa Corrigan McAuliffe Scholarship Program to attract, recognize, and encourage exceptionally talented students who wish to study at Framingham State University. Successful applicants are awarded \$1,000 toward full-time study. The scholarship may be renewed for up to four years of study at the University. All prospective first-year students, new transfer students, or continuing full-time undergraduate students enrolled at the University may apply for the scholarship.

Original perspective drawing by Howard Hirt.



- |   |  |
|---|--|
| 1 - Undergraduate Admissions Welcome Center | 14 - D. Justin McCarthy Center/DGCE                |
| 2 - Bookstore                               | 15 - Horace Mann Hall                              |
| 3 - Crocker Hall                            | 16 - Peirce Hall                                   |
| 4 - May Hall                                | 17 - Dwight Hall / Performing Arts Center          |
| 5 - Hemenway Hall                           | 18 - CASA  |
| 6 - Whittemore Library                      | 19 - Athletic/Recreation Center                    |
| 7 - Larned Hall                             | 20 - Arthur M. Doyle Information Technology Center |
| 8 - Corinne Hall Towers                     | 21 - Planetarium                                   |
| 9 - Linsley Hall                            | 22 - Advancement & Alumni Relations                |
| 10 - O'Connor Hall                          | 23 - Future location of new Residence Hall         |
| 11 - McAuliffe Center/Challenger Center     |  |
| 12 - Health & Wellness Ctr. - Foster Hall   |  |
| 13 - Heineman Ecumenical & Cultural Center  |  |

## DIRECTIONS TO OUR CAMPUS

### From I-90 (Massachusetts Turnpike):

Take Exit 12, follow Rt. 9 East two miles to the Edgell Rd.-Main St., Framingham exit. Take your first right onto State Street and the Framingham State University campus.

### From I-95 (Route 128):

Take Exit 25 to the Massachusetts Turnpike (I-90) West, and follow the directions above.

### From Route 495:

Take Exit 22 to the Massachusetts Turnpike (I-90) East, and follow the directions above.

### VISITOR PARKING

Limited visitor parking is available at the Undergraduate Admissions Welcome Center. Additional parking is available behind the D. Justin McCarthy Center and in any of the Commuter Parking Lots.



# Framingham

## State University

100 State Street  
 Framingham, MA 01701-9101  
 Telephone 508-620-1220  
[www.framingham.edu](http://www.framingham.edu)