



# FRAMINGHAM STATE UNIVERSITY



2024-2025

First-Year Student

Academic Advising and

Registration Guide



**FRAMINGHAM  
STATE  
UNIVERSITY**

Dear First-Year Students,

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

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

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

A handwritten signature in blue ink that reads "Chris Gregory".

Dr. Christopher Gregory

Associate Dean of Academic Advising

Director, the Advising Center

## The Role of Advising for Students and Academic Advisors

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



### Students are expected to:

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

### Advisors are expected to:

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

*Ultimately, your advisor advises, but you make the final decisions.*



## The big picture

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

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

## General Education (Gen Ed) courses

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

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

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

See the Gen Ed Thematic Pathways located in this booklet for ways to complete requirements while satisfying your curiosity!

## RAMS 101 First-Year Seminars - Offered Fall 2024

### **RAMS Seminar: The Required Course for Your Successful College Transition**

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

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

**First in your family to attend college?** Consider one of the four RAMS listed under "[RAMS 101 First-Year Seminars - Offered Fall 2024 for GenOne Next Level.](#)" Through special programming, faculty and peer mentors, you will be connected to other first-generation students through the RAMS seminar. Interested in learning more? Please email [generationone@framingham.edu](mailto:generationone@framingham.edu).

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#### **90669 RAMS 101AH 001**

[This course satisfies GenEd Domain III-C.](#)

**Course Title:** *The Korean Wave: K-Pop, Netflix, and Korean Art*

**Course Description:** An exploration of K-Pop and K-Drama in relation to traditional Korean art. A wave of Korean popular culture has overtaken the world, including everything from flavorful cuisine to viral phenomena like Squid Game and Kingdom that have become widely accessible through digital streaming services. How do these products of the Korean Wave (Hallyu) reflect contemporary Korea on the global scene? How do K-Pop and K-Drama grow out of traditional Korean arts and culture? In this course, students watch K-Drama shows, listen to K-Pop music, and discuss how these contemporary media are related to traditional Korean arts and culture, debating relevant issues of race, identity, diversity, and societal structure.

**Instructor:** Yumi Park (Department of Art & Music)

**Course Meets:** MW 2:30-4:20

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#### **90735 RAMS 101AR 001**

[This course satisfies GenEd Domain I-A.](#)

**Course Title:** *Real or Digital? Creativity and Artificial Intelligence*

**Course Description:** An exploration and practical approach to combining pixels & paint in which students get hands-on experience using hybrid techniques of artistic expression. While integrating physical art media with digital tools and artificial intelligence (AI), students make projects merging the two while distinguishing between what is "real" or original and what is not. Relevant articles and examples are discussed along with examining AI-generated content and investigations in the fields of visual arts, design, film, and writing. Ethical and individual issues of AI are also addressed while considering methods of managing usage and expectations. Students regularly share and critique their work to discover different perspectives and ways of collaborating and communicating, and also learn to think critically and problem-solve within this fast-moving technological development.

**Instructor:** Jennifer Dowling (Department of Art & Music)

**Course Meets:** MW 2:30-5:20

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#### **91015 RAMS 102BI 001**

[This course satisfies GenEd Domain III-C.](#)

**Course Title:** *Cell Lines, Cancer, and Medical Ethics: The Immortal Life of Henrietta Lacks*

**Course Description:** An investigation into socio-economic and racial disparities in the medical field, issues of informed consent and compensation for medical research, as well as the patenting of human cells and genes. This is accomplished through an exploration of the life and legacy of Henrietta Lacks, the cancer that took her life, and the cell line that resulted from it. By reading *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, as well as engaging in classroom discussions and reflections, we examine the most famous case of cancer ever and the scientific breakthroughs it led to.

**Instructor:** Chelsea Hudson (Department of Biology)

**Course Meets:** MW 8:30-10:20

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#### **90737 RAMS 101DH 001**

[This course satisfies GenEd Domain II-A.](#)

**Course Title:** *Digital Justice*

**Course Description:** An opportunity to jump-start your development of the digital, analytical, and quantitative skills and perspectives that are crucial to your college and career success (whatever your major), while focusing in particular on issues of social justice in the Framingham State University community. We learn some core digital humanities tools and methods—such as digitizing artifacts, analyzing the textual and visual data created, and presenting findings in online exhibits—using as examples of digital projects on such topics as racial and economic justice and trans rights. The course concludes with end-of-semester group projects aimed at promoting digital justice at the University and in the surrounding community.

**Instructor:** Bart Brinkman (Department of English)

**Course Meets:** TF 12:30-2:20

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#### **90671 RAMS 101ED 001**

[This course satisfies GenEd Domain III-C.](#)

**Course Title:** *Art Enjoyment in the Classroom and Beyond*

**Course Description:** A vibrant course tailored for art-curious first-year college students, transcending majors to explore the joy of artistic expression. We explore the impact of art-making in early childhood and in the elementary classroom. We delve into the therapeutic power of art, and its role in social justice, and explore its capacity to unite communities. We experiment with various methods of creating art, and enjoy making, analyzing, and interacting with art in our world. We visit the Danforth Museum, and connect the art of our community to threads of global themes, exploring both differences and the commonalities of the human experience. We elevate our museum experience, mastering the art of art appreciation to foster a lifelong journey of enjoying and participating in artistic expression.

**Instructor:** Megan Jacobs (Department of Education)

**Course Meets:** TR 2:30-4:20

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## RAMS 101 First-Year Seminars - Offered Fall 2024 (continued)

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### 90672 RAMS 101EN 001

[This course satisfies GenEd Domain I-B.](#)

**Course Title:** *The City in American Culture*

**Course Description:** An exploration of how story-tellers portray urban spaces in the United States. How do artists and authors imagine cities in their work? What are the attractions and perils of city life? Why do people feel as if they belong, or do not belong, in the city? The course considers these questions by engaging with a variety of critical and artistic works: journalistic articles on United States housing policy, short fiction by Edgar Allan Poe and Edith Wharton, poetry from the modernist era, films such as Spike Lee's

**Instructor:** Luke Dietrich (Department of English)

**Course Meets:** TR 8:30-10:20

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### 90673 RAMS 102EN 001

[This course satisfies GenEd Domain III-B.](#)

**Course Title:** *Imagination and Testimony: Writing against Injustice*

**Course Description:** An exploration of how testimony and works of creative writing capture, respond to, and resist injustice. Is testimony or creative writing a better tool against injustice? In this course, students pursue the answer to that question through examination of first-person accounts and creative pieces that examine racial injustice in the United States and South Africa. A comparative study of racial segregation in both countries leads students to gain a deeper understanding of the history and legacy of slavery and Apartheid. Ultimately, students have the opportunity to investigate how another instance of injustice is treated through testimony and creative works.

**Instructor:** Leah Van Vaerenewyck (Department of English)

**Course Meets:** TR 2:30-4:20

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### 90674 RAMS 103EN 001

[This course satisfies GenEd Domain I-A.](#)

**Course Title:** *You Are Here: Creative Writing about Place, Perspective, and Possibility*

**Course Description:** An introductory creative writing workshop focused on your experience of self and place. How does where you are, or where you're from, influence who you are? As we read and write both poetry and prose, we explore the self as a function of place, themes such as "home" and "away," and ideas of belonging and non-belonging that engage with current social justice issues. For inspiration, we study examples from diverse voices in contemporary literature, and we share our own writing through workshops and readings. We also explore and write about Framingham State's campus and the surrounding area, as we consider how your college experience connects to your past and informs your potential future. This course includes generating, drafting, and revising your creative work for an audience.

**Instructor:** Colleen Coyne (Department of English)

**Course Meets:** MW 12:30-1:20 & R 12:30-2:20

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### 90676 RAMS 103EN 003

[This course satisfies GenEd Domain I-A.](#)

**Course Title:** *Our Families, Ourselves*

**Course Description:** An exploration of the idea of family: where we come from and the stories that have shaped us. We consider diverse notions of what constitutes a "family" as we write and revise our own stories and essays on the theme of family. The course is conducted primarily as a creative writing workshop during which we discuss each other's work in progress. We also take up the issue of craft: what makes a piece of writing effective and how we can apply those tools to our own work. Using published work, photographs, interviews, writing exercises, and our imaginations and memories, we spend the semester researching and writing our own family stories.

**Instructor:** Patti Horvath (Department of English)

**Course Meets:** MW 2:30-4:20

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### 90678 RAMS 101ES 002

[This course satisfies GenEd Domain II-B.](#)

**Course Title:** *10 Ways the Earth Can Kill You*

**Course Description:** An exploration of natural disasters - floods, volcanoes, earthquakes - that cost thousands of lives and cause tens of billions of dollars of damage every year. This total only increases as the population swells and climate change reaches every corner of the globe. This course examines the causes and effects of the more common natural disasters, discusses their predictability, and examines how societies choose to deal with these catastrophic events. Students explore policy choices that can save - or cost - us billions of dollars and thousands of lives every year.

**Instructor:** Amy Johnston (Department of Environment, Society, & Sustainability)

**Course Meets:** MW 2:30-4:20

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### 90789 RAMS 102FN 001

[This course satisfies GenEd Domain II-B.](#)

**Course Title:** *Nailed it! Achieving Success in the Kitchen through Science and Creativity*

**Course Description:** An exploration of cooking and baking basics with the intent to help students nail it in the kitchen! Cooking and baking are part science (chemistry and nutrition) and part art (creativity and fun). Understanding culinary basics is helpful in building important lifelong foundational skills related to planning, managing, selecting, preparing and eating food. In this course students actively navigate the kitchen, mixing together traditional classroom presentations, discussions, activities, and projects with cooking demonstrations and hands-on cooking experiences. Topics may include: How to Read a Recipe, Ramen It Up, Pizza the Perfect Food, Time to Toot about Beans, Eggcellent Eggs, Vegetables A-Z, etc. Students will have the opportunity to earn the ServSafe Food Handler Credential.

**Instructor:** Cathy Wickham (Department of Nutrition & Health Studies)

**Course Meets:** MW 2:30-4:20

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## RAMS 101 First-Year Seminars - Offered Fall 2024 (continued)

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### 90788 RAMS 101GS 001

[This course satisfies GenEd Domain III-C.](#)

**Course Title:** Travel Writing: The Journey is the Destination

**Course Description:** An exploration of travel writing and its role in developing a global perspective. Most people think that travel means getting on an airplane or taking a long car trip. In this class, we consider how travel can also be about seeing your surroundings and yourself differently. As travel writer Pico Iyer explains “We travel, initially, to lose ourselves; and we travel, next, to find ourselves.” Similar to Iyer’s idea, your first-semester college experience is one full of discovery, and with a traveler’s perspective you can reflect on that experience. In this course, you read travel stories that help you see the world differently, write travel narratives to explore your emerging world view, and take short field trips to explore your surroundings. The course culminates with the production of a travel guide for new students at FSU.

**Instructor:** Sandy Hartwiger (Department of English)

**Course Meets:** MW 12:30-1:20 & R 12:30-2:20

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### 90738 RAMS 101HW 001

[This course satisfies GenEd Domain II-B.](#)

**Course Title:** Growth through Challenge: Body, Mind, Spirit, and Ultra Running

**Course Description:** A multidisciplinary examination of the science of ultra running and its relationship to dimensions of human growth. What is ultra running? Anything beyond the marathon distance! How and why do people build the strength, motivation, and desire to complete ultra running events of 30, 50, 100 miles or more? What do people mean when they say ultra running “changed their life?” We investigate those questions and more. Explore physical (body), psychological (mind), and experiential (spirit) factors involved in ultra running. Experiential learning activities include creating a training plan, group and individual running, journaling, and more. Prior running experience and ability are not required, but physical activity is required in this course. In-season athletes should strongly consider how additional running impacts their sport before enrolling in this course. Accommodations and modifications for all physical activities are available.

**Instructor:** Brian Souza (Department of Nutrition & Health Studies)

**Course Meets:** MW 12:30-1:20 & R 12:30-2:20

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### 90790 RAMS 101MA 001

[This course satisfies GenEd Domain II-A.](#)

**Course Title:** Prisoner’s Dilemma: The Case for Cooperation

**Course Description:** An investigation into cooperation and collective action through the lens of mathematical game theory--specifically a game called the Prisoner’s Dilemma. When should a person cooperate, and when should a person be selfish, in an ongoing interaction with another person? What conditions are necessary for cooperation to occur in a world of egoists? Should a friend continue providing favors to a friend who doesn’t reciprocate? After studying the structure underlying the Prisoner’s Dilemma, students bring real-world scenarios to class, model them with the Prisoner’s Dilemma game, and determine how to tweak the model/scenario in order to enhance the chances for cooperation, before ultimately creating and presenting a paper illustrating an application of the Prisoner’s Dilemma.

**Instructor:** Rob Page (Department of Mathematics)

**Course Meets:** MW 2:30-4:20

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### 90681 RAMS 101NE

[This course satisfies GenEd Domain II-B.](#)

**Course Title:** The Science of Lies and Lie Detection

**Course Description:** An examination of deception and methods of lie detection. We investigate how scientists study deception and the roles that science and superstition play in lie detection. We also address how racism and bias may impact the accuracy of lie detection tests. In this course students learn to conduct various lie detection tests, read articles about deception and the scientific merit of lie detection, debate the appropriateness of lie detection, and discuss how contemporary media depicts lie detection. Questions of interest include: What do scientists know about deception? What evidence is considered credible by scientists? Have appropriately diverse samples been used when researching deception and testing lie detection methods? Are psychopaths and others with personality disorders able to fool lie detector tests? Should lie detection tests be allowed in the criminal justice system?

**Instructor:** Robert Donohue (Department of Psychology & Philosophy)

**Course Meets:** MW 8:30-10:20

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### 90682 RAMS 102PH 001

[This course satisfies GenEd Domain I-B.](#)

**Course Title:** Resilience in Togos

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

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

**Course Meets:** TF 12:30-2:20

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### 90683 RAMS 101PO 001

[This course satisfies GenEd Domain III-B.](#)

**Course Title:** The 9/11 Attacks: Terror and Empire in the New Millennium

**Course Description:** An exploration of the 9/11 World Trade Center attacks and how they changed American and global politics. Why did al-Qaeda attack the United States? What even is al-Qaeda, and where did they come from? What changed after 9/11? This course traces the long history of 9/11—from the founding of Islam to September 11, 2001 to now. Through the lens of 9/11, students learn about the politics of spies, religious zealots, civil wars, terrorism, mass surveillance, and conspiracy theories, among other things. Through research, analysis, and writing about 9/11 and related issues, students learn to analyze politics, violence, and war in America and the world.

**Instructor:** Sam Biasi (Department of Political Science, Law, & Global Studies)

**Course Meets:** TF 12:30-2:20

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## RAMS 101 First-Year Seminars - Offered Fall 2024 (continued)

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### 90684 RAMS 101PS 001

[This course satisfies GenEd Domain III-B.](#)

**Course Title:** The Mental Health and Wellbeing of U.S. College Students

**Course Description:** An examination of some of the unique challenges and exciting opportunities faced by today's college students. Potential topics include: the transition to college, the experiences of first-generation college students, building a community at college, risky behaviors among college students, and using college to prepare for the future. Through exposure to research and in-class discussion, students explore topics as they relate to mental health, wellbeing, stress, and resilience. The seminar includes self-reflective journal writing about your own experiences as a new college student and a project involving the in-depth examination of a mental health condition, such as anxiety, depression, eating disorders, or attention-deficit/hyperactivity disorder, commonly experienced by college students.

**Instructor:** Kim Arditte Hall (Department of Psychology & Philosophy)

**Course Meets:** TR 8:30-10:20

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### 90685 RAMS 101SO 001

[This course satisfies GenEd Domain III-B.](#)

**Course Title:** Communities and Crime

**Course Description:** An investigation of why crime is not evenly distributed across communities, but rather clusters within particular settings. Students examine definitions of community and how they vary across formal and informal boundaries through a criminological lens. Students unpack the social and structural forces and characteristics within communities that drive, and conversely, prevent crime and disorder. Through team-based learning and personal reflection, students make connections from the class material to their personal lives, the lives of their friends and family, their own communities, and beyond.

**Instructor:** Andrew Franquiz (Department of Sociology & Criminology)

**Course Meets:** TF 12:30-2:20

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### 90686 RAMS 101SO 002

[This course satisfies GenEd Domain III-B.](#)

**Course Title:** Mass Murder - An American Phenomenon

**Course Description:** An examination of why this crime occurs more frequently in the United States relative to other advanced countries. The course looks at the characteristics and relationships between offenders and victims, in addition to location and type of weapon(s) used during a mass murder. Students learn how the United States is becoming more desensitized to this crime; and how the reaction and proposed solutions to mass murder have been consistent and ineffective over the last decades. By utilizing peer-reviewed and news articles, students learn about the difficulty in studying these crimes, including a lack of a reliable database of mass murders.

**Instructor:** Trinidad Morales (Department of Sociology & Criminology)

**Course Meets:** TR 2:30-4:20

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## RAMS 101 First-Year Seminars - Offered Fall 2024 for GenOne Next Level

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### 90736 RAMS 102ED 001

[This course satisfies GenEd Domain I-B.](#)

**Course Title:** Taking Our Power Back: Immigration and Refugee Stories as Counternarratives in History

**Course Description:** An exploration of immigrant and refugee experiences, with discussions of the implications of what it means to be an immigrant/refugee in relation to master narratives learned in educational experiences about historical events. Students read picture books, graphic novels, and short stories to contextualize their families' stories and challenge historical narratives taught in previous academic settings. Students also write about their experiences, exploring their families' journeys and their own experiences and those of their family members as students, caregivers, or parents. Students share their stories with a public audience.

**Instructor:** Chu Ly (Department of Education)

**Course Meets:** TR 2:30-4:20

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

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### 90675 RAMS 103EN 002

[This course satisfies GenEd Domain I-A.](#)

**Course Title:** I'm a Flame You Can't Put Out: Reading & Writing Memoir

**Course Description:** An exploration of memoir as the art of shaping one's personal history and experiences into compelling scenes and descriptions that often read like fiction. It isn't merely a recounting of facts; memoir demands deep reflection and speculation about ourselves and the world around us. Throughout the course, we examine published memoirs, critically analyzing the techniques authors employ—voice, structure, pacing, "character" development, and other craft elements. Additionally, we engage in writing our own memoirs, generating material, refining editing skills, honing our command of storytelling, and gaining fresh perspectives on our life experiences.

**Instructor:** Jennifer De Leon (Department of English)

**Course Meets:** T 10:30-12:20 & F 8:30-10:20

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

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### 90677 RAMS 101ES 001

[This course satisfies GenEd Domain II-B.](#)

**Course Title:** Climate Change and Social Justice in the Arctic and Beyond

**Course Description:** An investigation of a challenging real-world crisis: climate change, at the intersection of science, society and justice. For the native Inupiat peoples of the Alaskan North Slope, everything is changing – the extent of the ice, the animals that roam the tundra, and the migration patterns of the bowhead whales the Inupiat depend upon. Why is the Arctic warming at four times the global rate? What does the ice mean to the people, and to the diversity of life in the far North? How does Arctic sea ice melt affect weather and climate in other parts of the world, including Massachusetts? Students examine these questions through an interdisciplinary exploration of the essential science of climate change and its impacts and implications, with special emphasis on the Inupiat, the animals on which they depend, and their unique collaboration with scientists.

**Instructor:** Vandana Singh (Department of Environment, Society, & Sustainability)

**Course Meets:** MWRF 11:30-12:20

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

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## RAMS 101 First-Year Seminars - Offered Fall 2024 (continued)

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**90687 RAMS 101SO 003**

[This course satisfies GenEd Domain III-B.](#)

**Course Title:** Level Up: How Does Your Background Influence Success in College?

**Course Description:** A deep dive into the many social and cultural factors that influence success in college. In this course, we ask about the relationship between higher education and society, such as: Why do some college students "get further ahead" than others? Why do some students get more involved in co-curricular activities than others? Who attends four-year versus two-year institutions? How do families and peers shape the educational paths students take? How does being first generation affect a student's experiences in and outside the classroom? Coursework includes research-based assignments, reading counterstories, written reflections and class discussions.

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

**Course Meets:** TF 12:30-2:20

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

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

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**90765 HNRS 101AR 081**

[This course satisfies GenEd Domain I-A.](#)

**Course Title:** My Graphic Me: Exploring Identity through the Creation of Graphic Novels

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

**Instructor:** Marc Cote (Department of Art & Music)

**Course Meets:** TR 8:30-11:20

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

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**90733 HNRS 101GY 081**

[This course satisfies GenEd Domain III-B.](#)

**Course Title:** The future of water: An essential but uncertain resource

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

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

**Course Meets:** MW 12:30-1:20 & R 12:30-2:20

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

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**90734 HNRS 101HI 081**

[This course satisfies GenEd Domain III-A.](#)

**Course Title:** Beyond GI Joes and Easy Bake Ovens: Gender and Childhood in American History

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

**Instructor:** Sarah Mulhall Adelman (Department of History)

**Course Meets:** TF 12:30-2:20

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

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**91014 HNRS 101EN 08**

[This course satisfies GenEd Domain I-B.](#)

**Course Title:** Fantasy and Science Fiction

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

**Instructor:** Rachel Trousdale (Department of English)

**Course Meets:** MW 12:30-1:20 & R 12:30-2:20

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

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# RAMS

# GenOne Next Level

# G1

## NEXT LEVEL

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

### **WHY PARTICIPATE?**

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

### **PROGRAM BENEFITS**

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

- Access to a faculty mentor outside the classroom for guidance and help
- Relationship with a current FSU student who serves as a peer mentor for the RAMS 101 Seminar
- Dedicated lounge in Hemenway Hall
- Special help and programs regarding careers and majors, financial literacy, mental health and wellness and academic success
- Interactions with other students, faculty and staff who share the common experience of being first in the family to attend college
- Introduction to the many resources available to you at FSU
- Acknowledgment of your strengths and contributions as members of the FSU community

**Course Title: Level Up: How Does Your Background Influence Success in College?**

Instructor: Dr. Patricia Sanchez-Connally (Department of Sociology and Criminology)  
Course Description: Students explore the multiple sociocultural factors that influence success in college and ask questions about the relationship between higher education and society. Why do some college students "get further ahead" than others? Why do some students get more involved in co-curricular activities than others? Who attends four-year vs. two-year institutions? How do families and peers shape educational pathways? How does being a first-generation college student affect their experiences in and outside the classroom? Coursework includes research based assignments, reading counterstories, writing self-reflections and engaging in discussions.

**CRN Number: 90687**

**Course Meets: Tuesday/Friday 12:30-2:20pm**

**Course Title: I'm a Flame You Can't Put Out: Reading & Writing Memoir**

Instructor: Professor Jennifer De Leon (Department of English)  
Course Description: Memoir is the art of shaping one's personal history and experiences into compelling scenes and descriptions that often read like fiction. Yet, it is not simply a retelling of facts. Memoir demands that we push deep into reflection and speculation about ourselves and the world around us. To this end, we will examine published memoirs and take a critical look at what techniques the authors use—voice, structure, pacing, "character" development, and other elements of craft—and write our own. You will generate material, refine your editing skills, heighten your command of storytelling, and take a fresh look at your life experience.

**CRN Number: 90675**

**Course Meets: Tuesday 10:30am-12:20pm and Friday 8:30-10:20am**

**Course Title: Taking Our Power Back: Immigration and Refugee Stories as Counternarratives in History**

Instructor: Dr. Chu Ly (Department of Education)  
Course Description: An exploration of immigrant and refugee experiences, with discussions of the implications of what it means to be an immigrant/refugee in relation to master narratives learned in educational experiences about historical events. Students read picture books, graphic novels, and short stories to contextualize their families' stories and challenge historical narratives taught in previous academic settings. Students also write about their experiences, exploring their families' journeys and their own experiences and those of their family members as students, caregivers, or parents. Students share their stories with a public audience.

**CRN Number: 90736**

**Course Meets: Tuesday/Thursday 2:30-4:20pm**

**Course Title: Climate Change and Social Justice in the Arctic and Beyond**

Instructor: Dr. Vandana Singh (Department of Environment, Society, and Sustainability)  
Course Description: An investigation of a challenging real-world crisis: climate change, at the intersection of science, society and justice. For the native Iñupiaq peoples of the Alaskan North Slope, everything is changing – the extent of the ice, the animals that roam the tundra, and the migration patterns of the bowhead whales the Iñupiat depend upon. Why is the Arctic warming at four times the global rate? What does the ice mean to the people, and to the diversity of life in the far North? How does Arctic sea ice melt affect weather and climate in other parts of the world, including Massachusetts? Students examine these questions through an interdisciplinary exploration of the essential science of climate change and its impacts and implications, with special emphasis on the Iñupiat, the animals on which they depend, and their unique collaboration with scientists.

**CRN Number: 90677**

**Course Meets: Monday, Wednesday, Thursday, Friday 11:30am-12:20pm**

## Themes: Make Your Own Path Through General Education Fall 2024

All students need to complete their General Education courses, but there's more than one way to do that. **Try creating your own pathway!**

Are you interested in climate change? Diversity? Globalization? Public health? There's a pathway for you! Even if you choose not to minor in these topics, you can still take courses that let you follow your passion.

Thematic pathways let you explore topics while fulfilling Gen Ed requirements. And there's no commitment. If your interests change or you need to use Gen Ed courses to complete a minor, for example, no problem! Change paths. You're in charge.

In the thematic pathways below, you'll see all of the General Education courses that have been identified as focused substantively on the theme described at the top. The courses in **bold** and with CRN information will be offered in Fall 2024.

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### Theme: Climate Change and Sustainability

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

#### Domain I-B

ENGL 238 Environmental Literature

#### Domain II-B

**EASC 101 Climate Change is Now: An Introduction to Earth Systems (90559, 90558)**

**EASC 108 Understanding the Weather: Introduction to Meteorology (90556)**

**EASC 118 Our Blue Planet: An Introduction to Oceanography (90554)**

**PHYS 111/L Physics, Nature, and Society (90583+90584Lab)**

#### Domain III-B

CRIM 120 The Fight for Social Justice: Institutional Battlegrounds

**FSHN 208 Sustainability in the Fashion Industry (90694)**

#### Domain III-C

ANTH 207 Global Issues in Anthropology

CSCI 138 Information Technology and the Environment

NUTR 212 Food System Sustainability

SOCI 204 Environmental Sociology

#### *You might also consider...*

If you are interested in this pathway, we also recommend that you consider taking BIOL 109/109L Introduction to Biological Science with Lab (Gen. Ed. Domain II-B). While the course does not specifically focus on climate change and sustainability, the class will help you understand many of the mechanisms of climate change, especially its impact on the biosphere.

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## Theme: Diversity, Equity, Gender, and Inclusion

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

### Domain I-B

COMM 259 African Americans in Television and Radio  
ENGL 228 Disability and Literature  
ENGL 233 Multi-Ethnic Young Adult Literature  
ENGL 250 Literature and Gender  
ENGL 275 Contemporary LatinX Literature  
HSTY 120 American Lives

### Domain I-C

SPAN 210 Cinema for Spanish Conversation  
SPAN 234 Music and Culture in the Hispanic World

### Domain III-A

**HSTY 111 U.S. History to Reconstruction (90131, 90130)**  
**HSTY 112 United States History since Reconstruction (90132)**  
**HSTY 133 Latin America, Independence to the Present (90133)**

**HSTY 165 Slavery, Race, and Rights in American History (90135)**

HSTY 169 Sex and the Sixties

**HSTY 186 History of Modern Violence (90136)**

MUSC 220 Women in Music  
POSC 270 Race, Politics, and the Law  
POSC 272 Gender, Politics, and the Law

### Domain III-B

ANTH 161 Cultural Anthropology  
ANTH 243 Native American Cultures  
ANTH 253 Gender Across Cultures  
ANTH 258 Men and Masculinities  
CFST 118 Child, Family, School, and Community: Connections and Collaborations  
CRIM 120 The Fight for Social Justice: Institutional Battlegrounds  
CRIM 211 Crime and Inequality  
DFST 101 Introduction to Deaf Studies  
**ENGL 240 LGBTQ Literature (90065)**  
ENGL 277 Gender in Contemporary Global Literature  
GEOG 180 Native Americans: The Original Injustice on American Soil

GEOG 211 Cultural Geography  
HSTY 146 Feminism Then and Now: What Does the Future Hold?

**SOCI 101 Introduction to Sociology (90387)**  
**SOCI 130 Social Problems (90745, 90390, 90389)**  
**SOCI 212 Sociology of Families (90391)**  
SOCI 218 Women in Society  
SOCI 263 Social Inequality

### Domain III-C

ANTH 207 Global Issues in Anthropology  
**ARTH 200 Art and Social Values (90006)**  
ARTH 285 The Art of Asia  
ARTH 288 Latin American Art  
**CHIN 186 Through the Dragon's Eyes: Modern China's Cultures and Traditions (90154)**  
ENGL 124 Literature and Social Justice  
ENGL 231 Contemporary African American Cinema  
ENGL 248 Literature of the Harlem Renaissance  
ENGL 260 American Ethnic Literature  
**ENGL 263 African American Women Writers (90067)**  
ENGL 264 African American Literature  
FSHN 229 Cultural Dress  
**GEOG 110 World Regional Geography (90569, 90568, 90570)**  
LING 110 The Languages of the World  
SOCI 203 Introduction to Critical Race Theory  
SOCI 204 Environmental Sociology  
SOCI 210 Latinxs in the United States  
**SOCI 220 Sport in Society (90392)**  
**SOCI 245 Race and Ethnicity (90393)**  
SOCI 288 Immigration in the United States  
SOCI/GLST 222 The World on the Move: Migration in a Global Era

*You might also consider...*

If you are interested in this pathway, we also recommend that you consider taking a language course. While those courses do not specifically focus on diversity, equity, gender, and inclusion, the class will help you develop an appreciation for the culture that uses that language.

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## Theme: Immigration and Globalization

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

### Domain I-C

**PORT 225 Business Communication in Portuguese (90160)**

**SPAN 225 Business Communications in Spanish (90168)**

### Domain III-A

**HSTY 105 Europe and the World to circa 1450 (90129)**

HSTY 106 Europe and the World since circa 1450

**HSTY 111) United States History to Reconstruction (90130, 90131)**

**HSTY 112 United States History since Reconstruction (90132)**

**HSTY 133 Latin America, Independence to the Present (90133)**

HSTY 176 Life, Liberty, and the Pursuit of Happiness? The Age of Revolutions, 1750-1850

### Domain III-B

ENGL 203 Contemporary Global Literature

### Domain III-C

ANTH 207 Global Issues in Anthropology

COMM 202 Global Media

ECON 200 Economics of Globalization

**GEOG 110 World Regional Geography (90569, 90568, 90570)**

GEOG 165 Global Cities

HSTY 102 The Comparative History of World Civilizations

HSTY 134 Pharaohs, Slaves, and Cacao: Africa and the World

HSTY 149 Twentieth Century China

LING 110 The Languages of the World

POSC 220 The Politics of Globalization

POSC 269 Building Peace After Conflict

SOCI 203 Introduction to Critical Race Theory

SOCI 210 Latinxs in the United States

SOCI 288 Immigration in the United States

SOCI/GLST 222 The World on the Move: Migration in a Global Era

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## Theme: Public Health

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

### Domain II-B

**NUTR 110 Fundamentals of Nutrition Science (90643, 90642, 90746, 90726, 90644, 90645)**

### Domain III-B

CRIM 120 The Fight for Social Justice: Institutional Battlegrounds

POSC 229 Public Policy Analysis

### Domain III-C

NUTR 212 Food System Sustainability

**PHIL 222 Bioethics (90338)**

*You might also consider...*

If you are interested in this pathway, we also recommend that you consider taking BIOL 142/142L Introduction to Human Biology with Lab (Gen. Ed. Domain II-B). While the course does not specifically focus on public health, the class will help you understand how health impacts the human body and our population.

## **Thematic Pathways (Continued)**

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### **Theme: Diversity, Equity, Gender, and Inclusion**

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

#### **Domain I-B**

HNRS 103HI Representing and Reckoning with Racial Slavery (90735)  
HSTY 120 American Lives (90429-Honors)

#### **Domain II-B**

RAMS 101NE The Science of Lies and Lie Detection (90755)

#### **Domain III-A**

HSTY 111 United States History to Reconstruction (90428)  
HSTY 169 Sex and the Sixties (90431)  
HSTY 186 History of Modern Violence (90432; 90433)

#### **Domain III-B**

ANTH 161 Cultural Anthropology (90613)  
DFST 101 Introduction to Deaf Studies (90676)  
HSTY 146 Feminism Then and Now: What Does the Future Hold? (90430)  
RAMS 102ED Spinsters, Heroes, Rebels, and More: Portraying Teachers and Students in TV and Film (90740)

#### **Domain III-B (cont.)**

RAMS 101EN Please Don't Take My Air Jordans: Looking at Poverty in Poetry and Prose (90742)  
RAMS 101FA Introduction to Fashion Business: Environmental, Social Justice, and Financial Implications (90747)  
RAMS 101GY The Future of Water: An Essential but Uncertain Global Resource (90750)  
RAMS 101SO Level Up: How Does Your Background Influence Success in College (90761)  
SOC1 101 Introduction to Sociology (90632)  
SOC1 130 Social Problems (90633; 90634; 90635)

#### **Domain III-C**

GEOG 110 World Regional Geography (90377; 90378; 90379)  
LING 110 The Languages of the World (90681)  
RAMS 101BI Cancer, Cell Lines, and Medical Ethics: The Immortal Life of Henrietta Lacks (90738)  
HNRS 101BI Cannabis and Society: Friends or Foes? (90733)

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### **Theme: Immigration and Globalization**

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

#### **Domain I-B**

RAMS 101HI Starting New: Journeys, Past and Present (90753)

#### **Domain III-A**

HSTY 105 Europe and the World to circa 1450 (90427)  
HSTY 111 United States History to Reconstruction (90428)  
RAMS 101FN Food Through Time (90748)

#### **Domain III-B**

RAMS 101EN Please Don't Take My Air Jordans: Looking at Poverty in Poetry and Prose (90742)

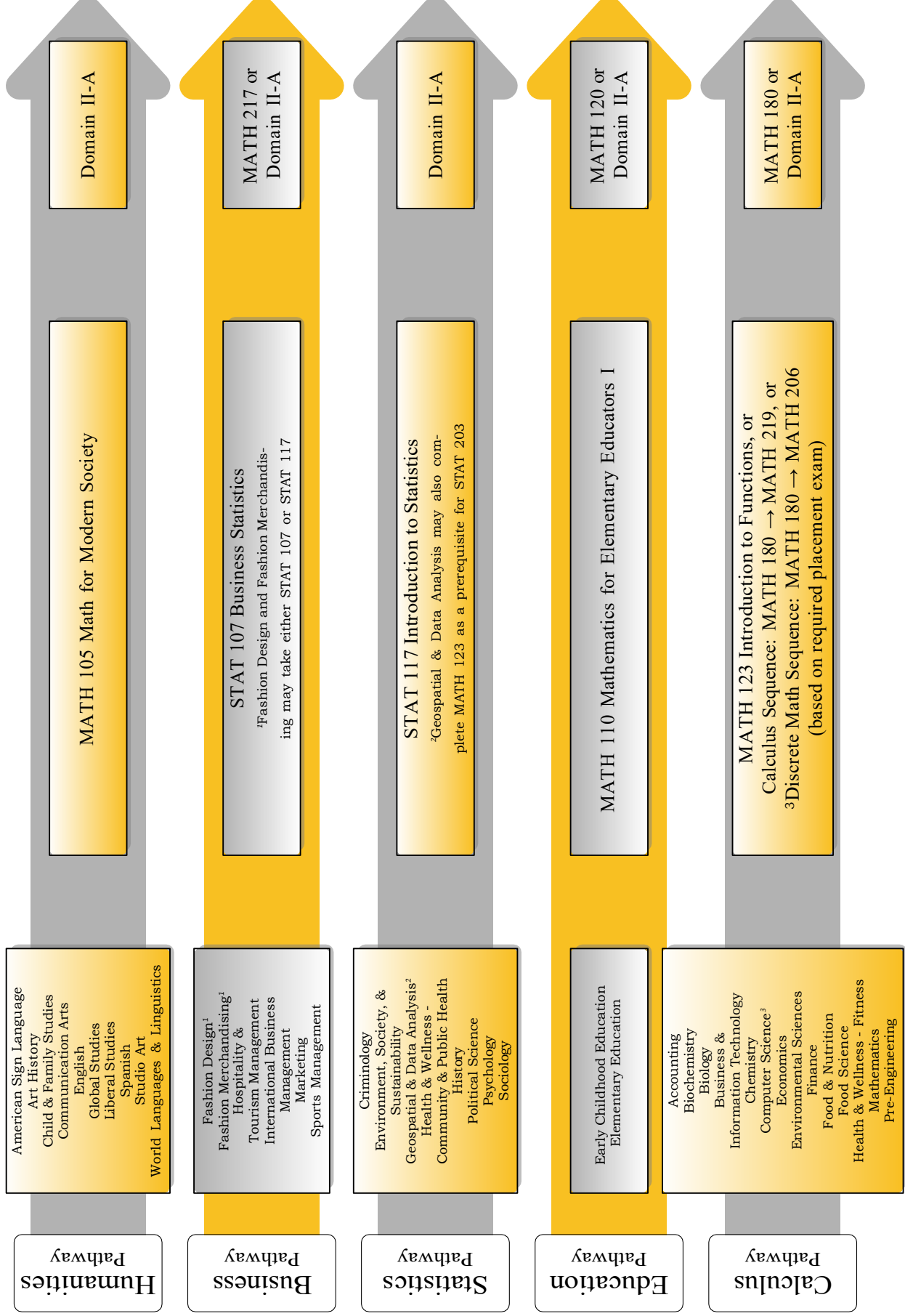
#### **Domain III-C**

GEOG 110 World Regional Geography (90377; 90378; 90379)  
LING 110 The Languages of the World (90681)



# Framingham State University Mathematics Pathways

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





## General Education Tips

### **Select Domain General Education (the nickname we use is "Gen Ed") courses from outside your major.**

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

### **For all majors, except Liberal Studies, one subdomain is "fulfilled through the major."**

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

### **Some majors require specific Domain Gen Ed courses, or "major-related" courses.**

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

### **Courses to fulfill a minor may be drawn from Domain Gen Ed courses and/or from free electives.**

For instance, if a student has taken SOCI 101, Introduction to Sociology, to satisfy Domain III-Band SOCI 220, Sport in Society, to satisfy Domain III-C, that student has completed two courses toward the sociology minor. Remember, however, that this would not apply if one is a sociology major.

### **If you change your major, Domain Gen Ed categories that you had satisfied previously may become unfulfilled again.**

Remember that the Degree Audit on myFramingham is a dynamic document that may change as you make changes to your major status. Please monitor your audit and contact the Advising Center at [advising@framingham.edu](mailto:advising@framingham.edu) with questions!

## Frequently Asked Questions (and answers)

### **What kinds of classes are required in addition to Domain Gen Ed courses?**

Students must complete 10-24 major courses, depending on their major. Major requirements are listed in the University catalog; major worksheets are available from the Advising Center in O'Connor Hall or online [here](#).

### **What are free or "open" electives?**

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

### **Does the University require foreign language competency?**

Yes. Students are required either to take a world language course or to prove competency in another way. Additional information about foreign language coursework appears later in this booklet.

## Frequently Asked Questions (and answers) continued

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

### **What are residence requirements?**

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

### **Once I declare a major, may I change it?**

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

### **Who is responsible for ensuring that I take the correct courses?**

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



## Placement Testing at Framingham State

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

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

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

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

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

# Bachelor's Degrees available at Framingham State University

## **Bachelor of Arts**

American Sign Language  
Art History  
Communication Arts  
Criminology  
Economics  
English  
Environmental Studies & Social Justice  
Geospatial & Data Analysis  
Global Studies  
History  
Liberal Studies  
Political Science  
Sociology  
Spanish  
Studio Art  
World Languages & Linguistics

## **Bachelor of Science**

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

## **Bachelor of Science in Education**

Early Childhood Education  
Elementary Education



## Minors 2024-2025

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

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

Accounting	Health and Wellness
African American Literature and Film	History
American Sign Language	Hospitality and Tourism Management
American Studies	Information Systems
Anthropology	Information Technology
Art	International Business
Art History	Irish Studies
Artificial Intelligence	Journalism
Biochemistry	Latin American, Caribbean, and United States Latino Studies
Biology	Law and Politics
Black Studies	Marketing
Business	Mathematics
Chemistry	Math for Elementary Education
Child and Family Studies	Media Culture and Society
Children's and Young Adult Literature	Museum Studies
Communication Arts	Music
Computer Science	Neuroscience
Creative Writing	Nutrition
Criminology	Philosophy
Data Science and Analytics	Physics
Digital Humanities	Political Science
Diversity Studies	Portuguese
Earth & Planetary Systems	Professional Writing
Economics	Psychology
Education	Public Administration
English	Public Health
Environmental Engineering	Sales
Environmental Science	Science Communication
Environmental Studies & Social Justice	Secondary Education
Entrepreneurship	Social Studies
Fashion Design	Sociology
Fashion Merchandising	Spanish
Fashion Studies	Sports Management
Film Production	Statistics
Film Studies	STEM
Finance	Studio Art
Food Science	Sustainable Food Systems
Gender Studies	Theatre Performance
Geography	Writing
Geographic Information Science	World Languages & Linguistics
Graphic Design	

## Indispensable advice for the first-year student

- o For many, college is equivalent to a full-time job. Therefore, we recommend working no more than 20-25 hours part-time if you are enrolled in 4 courses. If you must work longer hours, we understand, but seriously consider reducing your course load from 4 to 3 courses. Plan a realistic path to success.
- o Your ability to manage your time wisely and productively is a leading predictor of success.
- o Familiarize yourself with our faculty, staff and students, campus resources and events--all the things that make us unique and beneficial to you.
- o Attend all classes. Your attention, your good notes, your level of participation and your commitment to the class will help determine your earned grade and the quality of your learning.
- o Get to know one faculty member each semester. Students who take the time to know a professor--and allow the professor to know them--will have a meaningful, rich college experience. Many faculty members are interesting people who have ideas and experiences that will expand your own. Faculty also will write important letters of recommendation, but they must know you well to write well of you.
- o Read syllabi distributed in each class. Know course requirements and attendance policies and late work policies. Note exam and paper due dates and plan your work to meet them.
- o Check your FSU email account regularly. FSU email is the official correspondence the university uses to share important information.
- o Reinforce class material by forming study groups and exchanging phone numbers and email addresses with classmates.
- o Take advantage of University services such as CASA. CASA offers a computer lab, tutoring in many subjects, and academic accommodations; it also is a quiet place to study. You will learn about other resources during your RAMS class.
- o Take our advice above and you will certainly join these hard-working folks below! Here at FSU, many people are available to help you succeed.



## Academic Advising

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

The Advising Center website features links to various services we provide. Please visit us at [www.framingham.edu/advising](http://www.framingham.edu/advising).

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

## Career Development

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

## Placement Testing

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

## Question about your Fall Schedule?

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

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

